

Arizona
State Teachers College
at Tempe

CATALOGUE
1932-1933

TEMPE, ARIZONA

BULLETIN

Arizona State Teachers College

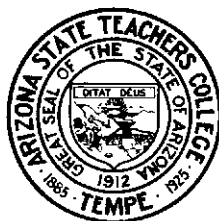
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JULY, 1932

Number 6

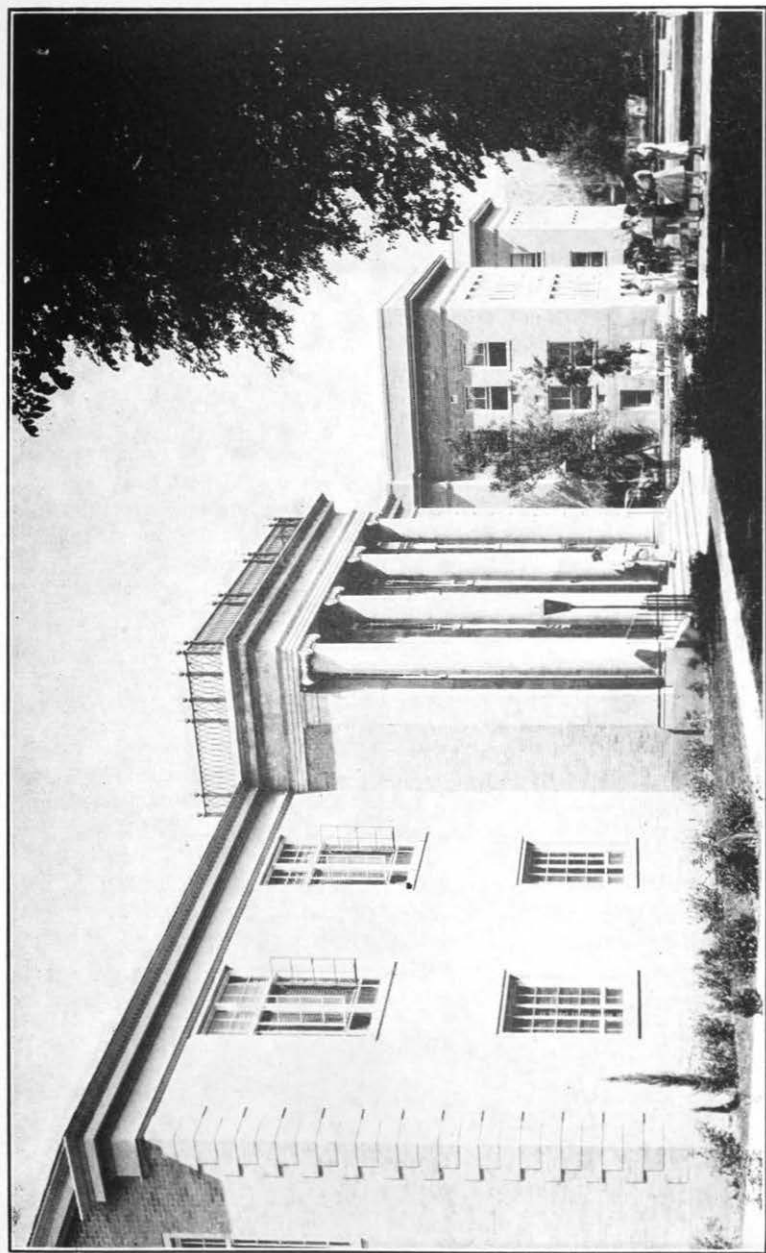
CATALOGUE

1932-1933



TEMPE, ARIZONA

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MATTHEWS LIBRARY AND HALL OF INDUSTRIAL ARTS

COLLEGE CALENDAR

Fall Semester, 1932

First faculty meeting	Tuesday, September 6
Assembly of Freshmen	Thursday, September 8
Registration	Thursday, Friday, and Saturday, September 8, 9, 10
Instruction begins	Monday, September 12
Mid-semester scholarship reports due	Thursday, November 10
Armistice Day and Home Coming	Friday, November 11
Thanksgiving recess	Thursday, November 24 to Sunday, November 27
Christmas vacation	Saturday, December 17 to Sunday January 1, 1933
Final examinations	
Tuesday, Wednesday, Thursday, Friday, January 24, 25, 26, 27	
Last day of fall semester	Friday, January 27

Spring Semester, 1933

Registration	Monday, Tuesday, January 30, 31
Instruction begins	Wednesday, February 1
Mid-semester scholarship reports due	Friday, March 31
Spring vacation	Friday, April 14 to Monday, April 17
Final examinations	
Tuesday, Wednesday, Thursday, Friday, May 23, 24, 25, 26	
Baccalaureate Service	Sunday, May 28
Memorial Day Service and Commencement	Tuesday, May 30

Summer Session, 1933

Summer Session opens	Monday, June 5, 1933
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OFFICIAL DIRECTORY

STATE BOARD OF EDUCATION

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

BOARD OF EDUCATION

DR. C. O. CASE	.....	Phoenix
	Superintendent of Public Instruction	
DR. B. B. MOEUR	Tempe
	Secretary of the Board	
MR. GLENN SORENSON	Lehi

BOARD OF VISITORS

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MRS. JOHN C. GREENWAY	Tucson
HON. F. J. PADDOCK	Phoenix

OFFICERS OF THE ALUMNI ASSOCIATION

MR. GARFIELD A. GOODWIN, '99	.....	Tempe
	President	
MRS. FRED BLAIR TOWNSEND, '15	.....	Phoenix
	Vice-President	
MISS LEONA M. HAULOT, '02	.....	Tempe
	Secretary-Treasurer	

OFFICERS
OF
INSTRUCTION AND ADMINISTRATION
1932-1933

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, Ellensburg, 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; INSTRUCTOR IN CAMPFIRE LEADERSHIP; CRITIC, TRAINING SCHOOL.

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

C. R. ATKINSON, Ph.D.

PROFESSOR OF COMMERCE; HEAD OF DEPARTMENT.

A.B., George Washington University, 1908; A.M., Columbia University, 1910; Ph.D., Columbia University, 1911. Superintendent of Schools, York, Nebraska, 1900-1903, Sheridan, Wyoming, 1903-1907; Professor of History and Political Science, Ursinus College, 1911-1912, Lawrence College, 1912-1916; Dean of College of Economics, Marquette University, 1916-1923; Associate Professor of Business Administration, University of Washington, 1923-1928; Professor of Economics, Hillsdale College, 1928-1930; second semester, State Teachers College, Milwaukee, Wisconsin, 1930-1931, Ohio Northern University, College of Commerce, 1931-1932. At Tempe since 1932.

ELEANOR BALDWIN.

SECRETARY TO THE PRESIDENT.

Girls' Latin School, Boston; Bryant and Stratton Commercial School, Boston; School of Speech, Boston University. At Tempe since 1931.

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

PROFESSOR OF PHYSICAL SCIENCE; HEAD OF THE DEPARTMENT OF SCIENCE.

B.S., Utah State Agricultural College, 1921; M.S., Cornell University, 1926; Ph.D., Cornell University, 1927. Instructor of Chemistry, Utah State Agricultural

College, 1919-1921, 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 Xi. 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; Instructor, summer session, Kansas State Teachers College, Emporia, Kansas, 1931-1932. Member Phi Delta Kappa; Kappa Delta Pi. At Tempe since 1921.

ESTHER ALMA CALLOWAY, A.B., A.M.

INSTRUCTOR IN EDUCATION; CRITIC, JUNIOR HIGH SCHOOL.

A.B., Colorado State Teachers College; A.M., 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 LANGUAGE AND LITERATURE; HEAD OF DEPARTMENT OF LANGUAGES.

B.A., American International College, Springfield, Massachusetts; Diploma, Nacional Universidad de Mexico, Mexico City; Diploma, Universite' de Montpellier, France; M.A., Baylor University; graduate study, University of Chicago; Doctor de l'Universite', Universite' de Besancon, France; German Language and Literature, Heidelberg University, Heidelberg, Germany. Officer, U. S. General Staff, World War; Instructor of French and Spanish, U. S. Army; Instructor of French, Baylor University; Instructor of French and Spanish, University of Texas; Instructor of French and Spanish, University of Washington; Department of French, German and Spanish, Humboldt State Teachers College, Arcata, California. At Tempe since 1930.

VERA A. CHASE, A.B.

INSTRUCTOR IN EDUCATION; CRITIC, TRAINING SCHOOL.

Graduate, California State Normal School, Chico; A.B., University of Southern California; A.M., University of Southern California, 1932. Teacher, elementary schools, Covina, Pomona, and Los Angeles, California. At Tempe since 1925.

DONALD E. CLUXTON, A.M.

INSTRUCTOR IN EDUCATION; CRITIC, TRAINING SCHOOL.

A.B., Stanford University, 1928; A. M., Stanford University, 1930; graduate study, Stanford University, summer session, 1932. Instructor, junior high school, Sacramento, California, 1928-1930. At Tempe since 1930.

THOMAS JEROME COOKSON, A.B.

LIBRARIAN.

Graduate, Bethany Peniel-College Academy, Bethany, Oklahoma; student, Northwest Missouri State Teachers College, Kirksville, Missouri; Student, Southwestern University, Los Angeles, California; A.B., Ohio University, Athens, Ohio. Assistant Librarian, Ohio University; Librarian, Arizona State Teachers College at Tempe. At Tempe since 1919.

LAURA DOBBS.

ASSISTANT IN BUSINESS OFFICE.

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, M.S.

INSTRUCTOR IN HOME ECONOMICS.

B.A., Pomona College, 1925; M.S., Oregon State College, 1931. Teacher, Alta Loma, California, 1926-1927; Fellow in Home Economics, Oregon State College, 1930. At Tempe, 1932.

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 since 1931.

MARY McNULTY EMPEY, A.B., A.M.

INSTRUCTOR IN EDUCATION; 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; graduate study, Colorado State Teachers College; A.M., Colorado State Teachers College, 1932. Teacher, elementary schools, Arizona; Critic, Training School, Tempe Normal School, Arizona; Instructor, summer session, State Normal School, San Diego, California; Critic, Training School, Arizona State Teachers College. Member, Epsilon Pi Lambda. At Tempe since 1903.

AGNES E. FILLER, M.A.

ASSOCIATE 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 since 1931.

OLIVE M. GERRISH, M.M.

ASSISTANT PROFESSOR OF MUSIC.

Graduate, State Normal School, Winona, Minnesota; graduate, Columbia School of Music; pupil of George Nelson Holt, Chicago; student, College of Music, University of Washington, 1923; for four years State Chairman, Music Superl Master of Music Education, 1932, University of Washington. Instructor and Supervising Critic, Tempe State Teachers College; Instructor, summer session University of Washington, 1923; for four years State Chairman, Music Supervisors' National Conference and Southwestern Music Supervisors' Conference. Member, Pi Lambda Theta, Mu Phi Epsilon, Phi Beta Kappa. At Tempe since 1913.

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. Associate in Research, Bishop Museum since 1928. At Tempe since 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, Columbia 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, Kappa Delta Pi. 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 TEACHER, 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, Arizona State Teachers College at Tempe. Pi Lambda Theta. 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; Instructor, Physical Education, Arizona State Teachers College at Tempe. At Tempe since 1906.

WILLARD ALLISON HEAPS, B.S., A.B.L.S.

ASSISTANT LIBRARIAN.

B.S., Northwestern University, 1930; A.B.L.S., University of Michigan, 1930; graduate study, University of Chicago. At Tempe since 1931.

LAURA E. HERRON, A.M.

ASSOCIATE PROFESSOR; DIRECTOR OF PHYSICAL EDUCATION AND HEALTH.

A.B., Stanford University, 1914; A.M., University of California, 1916; graduate study, 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 since 1931.

FRANCELLE E. HILL, A.B.

APPOINTMENT SECRETARY.

A.B., University of Arizona. At Tempe since 1931.

J. WENGER HOOVER, M.S.

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Graduate, First Pennsylvania State Normal School, Millersville, Pennsylvania; A.B. Oberlin College; M. S., 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; Instructor in Geography and Sociology, Humboldt State Normal School, Arcata, California; instructor in geography and geology, summer session, Arizona State Teachers College at Flagstaff. Member, Association of American Geo-

graphers; Fellow of the American Association for the Advancement of Science; Fellow of the Geographical Society; Member Board of Directors, National Council of Geography Teachers. Contributor to professional geographical journals. At Tempe since 1924.

CARL G. HOYER.

BAND AND ORCHESTRA.

Diploma (Music), Royal Music School, Germany; Diploma, Conservatory of Music, Leipzig, Germany; Diploma, Conservatory of Music, Wurzburg, Germany. for thirteen years member, New York Symphony Orchestra, New York City. Teacher of instrumental music, private studio, New York City; supervisor of instrumental music, public schools, Mesa, Arizona, 1924-1931; active member American Bandmasters' Association, Inc.; Regional Director, United States Army Bands; Director, 158th Infantry Band, Arizona National Guard. At Tempe since 1931.

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HEAD RESIDENT, CARRIE MATTHEWS HALL.

Ramsey's School for Girls, Orilla, 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, 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; student, summer session, Teachers College, Columbia University. Teacher, elementary schools, California. At Tempe since 1927.

FRANCES E. KALLSTEDT, A.M.

DEAN OF WOMEN AND ASSOCIATE PROFESSOR OF ENGLISH.

A.B. University of Southern California; A.M., University of California. Instructor in English, Washington High School, Los Angeles; Instructor in English and Speech, Metropolitan Evening High School, Los Angeles. Member, Alpha Kappa Delta, Mortar Board. At Tempe since 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 Deita. 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 THE DEPARTMENT OF ART.

Ph.B., University of Chicago, 1926; A.M., University of Chicago, 1930. Director of Art in the public schools of Winston-Salem, North Carolina, 1927-1931; Instructor in Art, summer session, 1930, Asheville Normal School, Asheville, North Carolina; organizer and acting president, Southeastern Art Association, 1930-1931; president, art section, North Carolina Educational Association, 1929-1931; editor, course of study in art for the state of North Carolina. Publications include articles for the School Arts Magazine and North Carolina Teacher. Member, Kappa Phi. At Tempe since 1931.

MARY T. LUTZ, M.A.

ASSISTANT PROFESSOR OF EDUCATION; SUPERVISING CRITIC, KINDERGARTEN PRIMARY.

Diploma, Chicago Kindergarten Institute (Gertrude House); B.S., Teachers College, Columbia University; M.A., Teachers College, Columbia University. Director of Playgrounds for small children, Pittsburg, Pennsylvania, (four years); assistant, department of physical education, State Normal School, Ellensburg Washington (four years); Assistant Professor of Education, State Teachers College, Flagstaff, Arizona (seven years). At Tempe since 1931.

LOUISE B. LYND, A.B.

SUPERVISING CRITIC, RURAL TRAINING SCHOOLS.

Graduate, Tempe Normal School; B.S., Columbia University; Diploma in Rural Supervision, Columbia University; graduate study, Columbia University and Stanford University. Teacher, elementary schools, Glendale and Phoenix, Arizona; Critic Teacher, Tempe Normal School; Instructor, summer sessions, State Teachers College, San Diego California; Supervising Critic, Tempe State Teachers College. Member, Kappa Delta Pi. At Tempe since 1907.

F. GLENN MACOMBER, M.A.

ASSISTANT PROFESSOR OF EDUCATION; CRITIC, TRAINING SCHOOL.

A.B., University of Washington, 1926; M.A., Stanford University, 1930; additional graduate study, two quarters, Stanford University. Teacher of History, Clarkston Junior 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, Pi Gamma Mu. 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, California, spring and summer, 1928; Instructor in Physical Education, high school, Pacific Grove, California, 1929; Instructor in Physical Education, Humboldt State Teachers College, Arcata, California, 1929-1931. At Tempe since 1931.

RALPH A. MASTELLER, A.M.

ASSISTANT PROFESSOR OF 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; three summers; Instructor, American Institute of Banking, Phoenix, Arizona; Instructor, Chartered Life Underwriters, Phoenix, Arizona. Acacia, Order of Artus, Pi Gamma Mu. At Tempe since 1928.

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. Author of an Outline on Arizona and the Southwest: author of a Work Book on the Constitutional Government of Arizona. Phi Delta Kappa. At Tempe since 1914.

NINA MURPHY, A.M.

INSTRUCTOR IN PHYSICAL EDUCATION.

B.S., University of Arizona, 1930; A.M. University of Southern California, 1932. Student, Iowa State Teachers College. Teacher, elementary and junior high schools, Iowa; Instructor in Physical Education, Arizona State Teachers College. At Tempe since 1925.

LEWIS 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 Wisconsin; B.A., M.A., University of Arizona. Instructor. Industrial School, Cincinnati, Ohio, 1912-1915; Assistant Supervisor, Vocational Education, McKeesport, Pennsylvania; instructor in mathematics, night school McKeesport Pennsylvania; supervisor, industrial education, Reno, Nevada, 1916-1919; Instructor, Manual Arts, Tempe, Arizona, 1919-1925; Director, Trade and Industrial Education, principal, night school, Bisbee, Arizona, 1925-1927; Instructor in engineering department, Phoenix Junior College, 1927-1931. American Association of Engineers, Phi Delta Kappa. At Tempe since 1931.

ALMA M. NORTON, M.A.

ASSISTANT PROFESSOR OF MUSIC.

Graduate, Chicago Musical College, Chicago Conservatory of Music, and Crane Institute of Music, Potsdam, New York; student, Northwestern University; B.S., Teachers College, Columbia University; M.A., University of Southern California. Assistant in Music and Speech, Teachers College, Columbia University, Horace Mann and Speyer Schools; instructor, high school and teachers college, De Kalb, Illinois; Author of "Teaching School Music," a text for teacher training classes. 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; graduate student, University of Arizona and University of California at Los Angeles. Teacher, rural schools, Arizona; teacher city schools, Phoenix and Tempe, Arizona. At Tempe since 1912.

FOREST E. OSTRANDER, M.S.

ASSISTANT PROFESSOR OF AGRICULTURE.

Graduate, Fredonia, New York, 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, New York; principal Fort Townsend, Washington; principal, high school, Golden, Illinois, Bluffs, Illinois, and Arlington, Washington; Instructor in Chemistry and Biology, high school, Olean, New York; Instructor in Botany and Zoology, LaGrange College, LaGrange, Missouri; Superintendent of Schools, Irondale Hadlock, Washington; Federal 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 AND DIRECTOR OF TRAINING SCHOOLS.

Graduate, State Normal School, San Jose, California; 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 at Flagstaff, State Teachers College, Santa Barbara, California, and State Teachers College, Arcata, California. President, Arizona Education Association, 1914 and 1931. 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; graduate study in the Universities of Kansas, Colorado, California, and University of Southern California. Principal, high school, Little River, Kansas; Head of the English Department, high school, Marion, Kansas. At Tempe since 1914.

SARA J. REED, M.S.

INSTRUCTOR IN HOME ECONOMICS; CRITIC, TRAINING SCHOOL.

B.S. in Home Economics, Colorado Agricultural College, 1925; M.S. in Home Economics, Kansas State College, 1931. Instructor, Rifle High School, Rifle, Colorado, 1925-1928; Instructor, Willcox High School, Willcox, Arizona, 1928-1930. At Tempe since 1931.

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, summer sessions, University of California, Berkeley, and Kansas State Teachers College, Emporia Kansas. 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 since 1931.

ESTHER SATHER, A.M.

ASSOCIATE PROFESSOR OF MUSIC; HEAD OF THE DEPARTMENT.

Graduate in music and art, Thomas Normal Training School, Detroit, Michigan; additional study, summer session, Northwestern University, Evanston, Illinois; student, summer session, University of California; A.B. in Education with major and minor in music, University of Washington; A.M., University of Washington, Supervisor of music and art, public schools, Scotia, New York; supervisor of music, public schools, Buhl, Minnesota; supervisor of music, Everett, Washington. Assistant Professor of Music, Humboldt State Teachers College, Arcata, California. Pi Lambda Theta, Mu Phi Epsilon. At Tempe since 1931.

DOROTHY CECILIA SCHILLING, Ph.D.

ASSOCIATE PROFESSOR OF ENGLISH.

A.B., Stanford University 1921; A.M., Stanford University, 1925; Ph.D., Stanford University, 1926. Assistant in Instruction, Department of English, Stan-

ford University, 1925; Instructor in English, Kern Junior College, 1926-1928. Field Aide, American Red Cross, 1916-1918; private secretary, 1921-1923; Executive Secretary, Palo Alto Chapter, American Red Cross, 1924. Associate Professor of English, Humboldt State Teachers College, 1928-1932. At Tempe since 1932.

TED EDWIN SHIPKEY, A.B.

DIRECTOR OF MEN'S ATHLETICS.

A.B., Stanford University, 1927; graduate study, summer sessions, Oregon State College, 1927, University of Southern California, 1928, Stanford University, 1929-1930. Instructor in physical education and head coach of basketball and track, Sacramento Junior College, 1927-1930. All-American End, 1926. At Tempe since 1930.

YETTA SHONINGER, M.A.

ASSOCIATE PROFESSOR OF EDUCATION.

Graduate, City Normal School, Louisville, Kentucky; student, summer sessions, University of Chicago and Cornell University; B.S., M.A., Teachers College, Columbia University. Demonstration teacher and supervisor of student teaching, State Teachers College, Springfield, Missouri; Director of Education* and Teacher Training, State Normal School, Harrisonburg, Virginia; Associate Professor of Education, George Peabody College for Teachers; Assistant, Department of Philosophy of Education, Teachers College, Columbia University; Instructor, summer sessions, University of Virginia, University of Chicago, University of Omaha, University of California, Claremont College; Professor of education, State Teachers College, San Jose, California. At Tempe since 1931.

SELBY MILLMORE SKINNER, B.S., Ph.D.

INSTRUCTOR IN PHYSICAL SCIENCES.

B.S., University of Michigan, 1928; Ph.D., California Institute of Technology, 1932. Instructor in Physical Science, Canton Christian College, Canton, China; Graduate Assistant, California Institute of Technology two years. Phi Beta Kappa; Sigma Xi. At Tempe, 1932.

BERYL SIMPSON, A.M.

ASSISTANT PROFESSOR OF ENGLISH AND DRAMATICS.

Massachusetts Agricultural College; A.B., University of West Virginia, 1923; A.M., Northwestern University, 1931. Teacher of Mathematics, high school, Blacksburg, 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, Alpha Psi Omega. At Tempe since 1931.

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

PROFESSOR OF ENGLISH; HEAD OF DEPARTMENT.

A.B., University of British Columbia, 1922; M.A., University of Toronto, 1923; Ph.D., University of California, 1925. Instructor in English, University of California, 1925-1930; Instructor in English, summer sessions, University of British Columbia, San Francisco State Teachers College. Author of "Appraisals of Canadian Literature," "Darwin Among the Poets," "A Pool of Stars," (poems), "The Rose of the Sea" (poems). Contributor to many periodicals in England, Canada, and the United States. Sigma Tau Delta. At Tempe since 1930.

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

ASSISTANT PROFESSOR OF ENGLISH AND JOURNALISM.

A.B., 1927, A.M., 1931, University of Washington. Assistant Dean of Men, University of Washington, 1927-1928; Director, Men's Personnel Office, University of Washington, 1928-1931. Author "Vocational Information." Reporter, Spokane Daily Chronicle; contributor to professional and non-professional periodicals. At Tempe since 1931.

ROBERTA M. WELLS, A.B.

ASSISTANT LIBRARIAN; LIBRARIAN OF THE TRAINING SCHOOL.

A.B., Milton College, Milton, Wisconsin, 1930; graduate, Library School, University of Wisconsin, 1931. Assistant, Milton College Library, 1929-1930; cataloguer, Shorewood, Milwaukee, summer, 1931. At Tempe since 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, 1927-1930. Member, American Mathematical Society. At Tempe since 1930.

IRMA WILSON, A.M.

ASSISTANT PROFESSOR OF 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, high schools, Conrad and Hamton, Montana. Mortar Board. At Tempe since 1922.

ANNE L. WOOD.

HEAD RESIDENT, ALPHA HALL.

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

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

PROFESSOR OF SOCIAL SCIENCE; HEAD OF THE DEPARTMENT.

A.B., Hillsdale College, 1923; A.M., University of Michigan, 1924; Ph.D. in History, University of California at Berkeley, 1929. Instructor in History and Political Science, Kalamazoo College, 1924-1926; Teaching Fellow in History, University of California at Berkeley; Native Sons of the Golden West Traveling Fellow in Pacific Coast History, (in Mexico) University of California at Berkeley; Assistant in History, University of California at Berkeley, summer session. Author of the following books: "The French in Sonora," "Kino of Pimeria Alta," and of numerous articles in historical journals on the history of the Southwest and Latin America. Associate editor, Arizona Historical Review. Pi Gamma Mu, Epsilon Delta Alpha, Alpha Beta Delta. Member, American Historical Association, Mississippi Valley Historical Association, American Academy of Political and Social Science, Inter-American Bibliographical Association, Quivira Society. 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.

An act of the Ninth Legislature changed the name of the college to read, ARIZONA STATE TEACHERS COLLEGE AT TEMPE, and at the same time authorized the Teachers College to grant the degree of **Bachelor of Arts in Education**. This is the degree now conferred upon those who complete a four year curriculum. Those to whom this degree is granted are thereby entitled to receive the Arizona secondary certificate.

For the accomodation of those students who desire to meet the requirements of the Arizona elementary certificate, but who do not wish to complete a fourth year of work, a modified three year curriculum is offered. Graduates from this curriculum receive an educational diploma which entitles the holder to receive the Arizona elementary certificate.

By action of the State Board of Education taken June 16, 1932, requirements for certificates granted after September 1, 1936, will be as follows:

For the elementary certificate entitling the holder to teach in the elementary grades and in the junior high schools of Arizona,

graduation from a four-year course leading to a bachelor's degree in a teachers college in Arizona or in any other higher institution authorized to train elementary teachers; for the secondary certificate entitling the holder to teach in the high schools and in the junior high schools of Arizona, a four-year course leading to a bachelor's degree and one additional year of graduate work.

The College is a member in **Class A of the American Association of Teachers Colleges**. It is also a duly accredited 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 capitol 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 the 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 all 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**, 53x80 feet, with polished hardwood floor. This hall serves as the 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 commodious 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 Quadrangle, opposite the Science Hall. The main auditorium has a seating capacity of one thousand and is designed with especial attention to its acoustic properties which are excellent. A forty-foot stage with ample depth is equipped with modern scenery and with stock properties sufficient to stage dramatic work of a high order. College organizations are thus enabled to develop their dramatic talent under very favorable circumstances, and the college management is enabled to bring each year to the student body and the people of Tempe a course of lectures and entertainment of the best class. The auditorium further serves to bring together in the weekly assemblies the entire student body and the faculty for 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 College Bookstore, conveniently located in the south end of the Auditorium Building, is kept stocked with all necessary textbooks and stationery supplies.

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 em-

bodies 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 facilities 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 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 stu-

dents 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 a head resident 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 1932, the association now numbers about 3,352 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 6, 1933.

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 kept 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 in service 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. These courses are given either as evening courses on the campus, or as evening or afternoon courses in cities or towns within easy reach of the College. 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 the 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 class, a minimum of fifteen students must be registered. Classes will be organized early in the fall semester. For information with regard to the organization of any desired course, address applications to the Director of Extension, Arizona State Teachers College, Tempe, Arizona.

As the program of courses to be offered will be determined largely by the number of applications received, it is suggested that applications be filed soon after September 1.

Among the courses to be offered in 1932-1933 are the following:

Commerce 105e. Business Law 1.

Commerce 106e. Business Law 2.

Education 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.

Educ. 221e. Secondary Education.

Educ. 250e. Research.

English 201e. History of the Novel, 1.

English 202e. History of the Novel, 2.

Engl. 205e. Shakespeare, 1.

Engl. 206e. Shakespeare, 2.

Engl. 213e. Contemporary Poetry, 1.

Engl. 214e. Contemporary Poetry, 2.

Engl. 211e. Victorian Poetry, 1.

Engl. 212e. Victorian Poetry, 2.

French 110e. Beginning French.

French 150e. Intermediate French.

Geog. 100e. Introductory Geography.

Mathematics 201e. Analytic Geometry.
Math. 221e. Theory of Numbers.
Math. 222e. Differential Calculus.
Math. 231e. Integral Calculus.
Psych. 200e. Educational Measurements.
Psych. 206e. Mental Hygiene.
Psych. 213e. Educational Psychology.
Psych. 231e. Psychology of Adolescence.
Social Sci. 115e. Colonization of North America.
Soc. Sci. 206e. Contemporary Europe.

Courses not listed above may be offered if, in the judgment of the Director, the demand warrants the arrangement. Credit earned 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 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.

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.

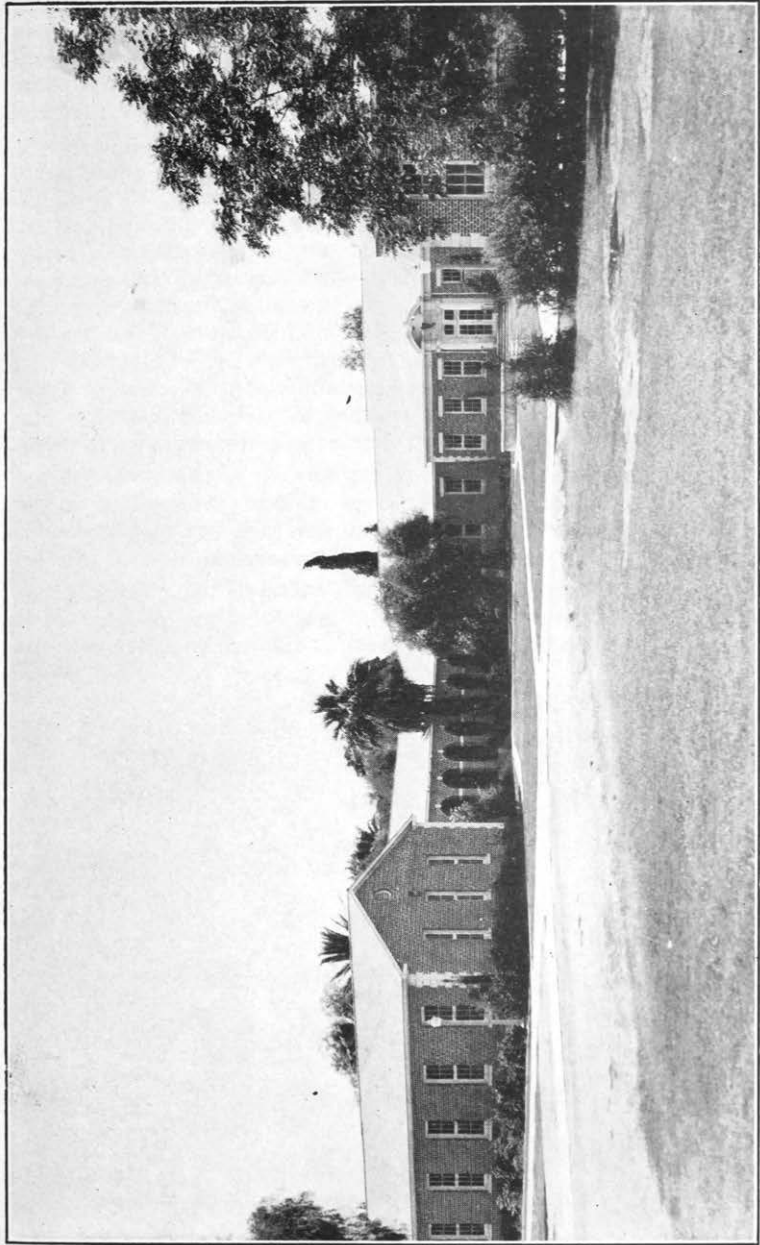
The Moeur Pin, also offered by Dr. B. B. Moeur, is awarded to the three-year graduate whose scholarship rating ranks second. To be eligible for either of the Moeur prizes, a student must have attended Tempe Teachers College for three years directly preceding graduation, and the work for which the prizes 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.

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

The Placement Bureau of the College is maintained to assist graduating students in securing suitable teaching positions, and to



THE CAMPUS TRAINING SCHOOL

help promote successful Tempe Teachers in the field. It seeks at the same time to serve the best interests of the superintendents, principals, and school trustees of the state who desire to secure teachers adapted to the peculiar needs of their particular schools.

All graduating students enroll with the Placement Bureau each term, filling out the appropriate blanks and receiving full information and instructions relative to securing a position. Full records are kept on file in the Placement Office at the Training School. These records consist of (1) student practice teaching records, (2) recommendations from faculty members who are familiar with the student's academic work, (3) reports of supervisors and critics on the quality of work done in directed teaching, and (4) scholarship ratings. The record also includes personality ratings and a photograph. Copies of these records are sent out upon application to superintendents, principals, or trustees; or they can be examined and reviewed by them when they visit the Placement Office.

Superintendents usually prefer to select their teachers after personal interviews, and by actually seeing them at work in their classrooms. Many take advantage of the opportunity to visit the training schools and observe the performance of prospective teachers.

Although the Placement Bureau cannot guarantee the placement of students upon graduation, every effort is made to place all graduates in positions suitable to their training and ability.

SUMMER SESSION

A Response to an Insistent Demand

The first summer session to be offered by the Arizona State Teachers College at Tempe was held during the ten weeks from June 6 to August 13, 1932. The decision to offer a session of summer courses was made in response to the numerous requests of students, teachers at work in the field, alumni, and friends of the College.

Becomes a Permanent Institution

The attendance at this first summer session so far exceeded all expectations as to demonstrate beyond a doubt the need and demand for a summer session in Salt River Valley. The large attendance, the enthusiastic application of the students to the work offered, and the satisfactory results have convinced the administration that the summer session shall become a permanent institution at Tempe. The summer session for 1933 will open on June 5.

A Self-Supporting Institution

Not one cent of the State tax dollar goes to the support of the summer session. It is financed entirely by the comparatively low fee charged the students for tuition.

High Quality Instruction

The courses offered in the summer session are given by members of the regular faculty of the College. Therefore students coming to Tempe for summer work are assured the same high class instruction as is given during the regular college year. Courses given in the summer session are equivalent in every respect, in content, in method, and in credit value to those offered during the regular sessions.

Complete Educational Facilities

All the educational facilities of the College are available to the summer students, including the regular faculty, all the facilities of the new and well-appointed Matthews Library, the shop facilities, and the equipment of the laboratories in science and home economics.

Full College and Residence Credit

Each class meets six days a week for a five weeks' term, thus giving full six weeks' credit in five weeks attendance. Three courses may be carried each term giving six semester hours of credit each term or twelve semester hours for the entire session of ten weeks.

Full residence credit is allowed, enabling students to complete the requirement for the three year diploma or for the A.B. degree during the summer session. The summer session is an integral part of the college year and summer work is assigned the same consideration as that done in the fall and spring semesters.

Admission to the Summer Session

Entrance requirements are the same as for the regular sessions. Prospective freshmen should mail to the registrar transcripts of their high school record in time for checking before registration. Students coming from other colleges must present evidence that they are in good standing. Other students will be permitted to pursue such courses as they are qualified to carry profitably.

Living Accomodations

Rooms and board can be secured at exceptionally reasonable rates. Rooms can be rented in good homes at \$2.00 per week, and room and board as low as \$7.00 per week. Apartments can be rented at as low a figure as \$10.00 a month. The college dormitories are also available at very moderate rates.

THE TRAINING SCHOOLS

Under Direction of Mr. Payne

Tempe Teachers College maintains three 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, 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 Campfire organization is maintained for the girls of these grades, and boys who are qualified are admitted to the junior high school troop of Boy Scouts of America.

The 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 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 extracurricular 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 play grounds 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 teaching 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 train-

ing 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.

The enrollment at this school includes the children from Rohrig School, Dist. 50. These children are brought to the school center at Rural by bus. Every effort is made to keep the conditions typical of rural situations elsewhere, so the student teachers may learn to meet actual rural 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 is also available as a reference room.

There are now more than 18,000 bound volumes in this library, and more than 2600 bound volumes of periodicals. In addition, there are several hundred unbound volumes of periodicals, bulletins, and reports. The library is a designated depository for the educational and agricultural publications of the United States Government.

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 one hundred ninety-five 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.

Library Hours. 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.

Training School Library. In addition to the college library there is a children's library in the Training School. This collection contains nearly 5,000 carefully selected juvenile books, covering all types of literature. The purpose of the 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 familiarize student teachers with a select collection of juvenile literature and furnish them material to use in practice teaching. A large picture collection and outstanding juvenile periodicals supplement the book collection. Five student teachers each quarter are given the opportunity of actual experience in library administration. This includes the care of the library, care of the books, keeping of records, reading of outstanding books, a brief study of library science, children's literature and illustrators, and practice in story-telling. This work carries the same credit as regular practice teaching.

EXPENSES AND FINANCIAL ASSISTANCE

BASIC 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. The same fee of \$20.00 is required if a student registers for one semester only. Half of this fee is used for the costs of registration and other items of expense dealing directly with student welfare, such as health service, assembly programs, and library books. The other half is budgeted under the direction of the Associated Student Council for extra-curricular activities, such as athletics, student publications, music, dramatics, and student recreation.

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.

Tuition. Tuition is free to all students who are citizens of the State of Arizona. No student, however, is exempt from the payment of the annual registration fee.

Tuition for Non-Resident Students. Every non-resident student shall be required to pay a non-resident fee of \$12.00 each semester. A student to be considered a resident of the State of Arizona, for the purpose of registering at the Arizona State Teachers College at Tempe, must present evidence:

First, if under twenty-one years of age, that the supporting parent (or guardian) has been a bona fide resident of the State of Arizona for at least one year next preceding registration.

Second, if over twenty-one years of age, that bona fide residence in the State of Arizona has been established for at least one year, and that he has become a qualified registered elector.

Text Books. The necessary outlay for books and stationery varies from \$20.00 to \$30.00 per year. The college book store is under the management of the business office of the College. All textbooks used in the college classes are on sale in the store located in the auditorium building. As the bookstore is operated at a very small overhead expense, the students enjoy the advantage of a considerable saving in this important item of expense.

Class Fees. Fees will be collected each semester to cover the cost of materials in certain courses. With few exceptions, these fees

are not returnable, in whole or in part, and in no case can any rebate be allowed after 30 days from the first day of the semester.

Physical Education Equipment. All young women will provide themselves with the standard gymnasium costume which is ordered through the department of physical education and costs approximately \$6.00. Young men are required to provide themselves with gymnasium suits and basketball shoes.

Board and Room. For all students residing in the dormitories, board and room costs \$25.00 per four-week month, payable monthly in advance on a date set by the business office. No allowance or refund will be made for vacations, absences over week ends, or absence due to disciplinary action. Students absent for one week or more, for unavoidable reasons, may arrange for payment of half the usual rate during such absence.

Laundry Fee. A fee of \$2.00 per semester, payable in advance on the date of registration, is required of all dormitory residents for laundering of towels and bed linen. No reduction in the rate is to be made for laundry done at home, nor for absences or withdrawal from the dormitory.

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

Registration fee	\$20.00
Tuition free to Arizona students	0.00
Books and stationery (approximately)	25.00
Class fees	5.00
Gymnasium outfit	6.00
Board and room (9 months)	225.00
Laundry fee	4.00
	\$285.00

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. Board and room is payable each month in advance on a date announced by the business office.

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

Three year diploma	\$3.00
Bachelor of Arts in Education	5.00

DEPOSITS

Dormitory Room Reservation. A deposit of \$5.00 shall be made by prospective dormitory residents when they request a room reservation in advance of the opening of the college year. No room will be reserved until the deposit is paid. No refund of a room reservation deposit may be made after August 20, to any student who does not enter a dormitory.

Dormitory Deposit. All dormitory residents shall deposit \$5.00 at the business office before taking possession of a room. If all fees are paid, this amount will be refunded at the close of the year, less charges for damage to dormitory furniture or equipment.

Locker Key Deposit. A charge of \$1.00 shall be made as a deposit for each locker key. This deposit will be refunded upon return of the key. Cards for locker keys may be obtained at the business office.

Laboratory Deposits. Laboratory deposits will be collected to cover breakage in certain courses. These deposits, minus the cost of material destroyed, are returnable at the close of the year.

MISCELLANEOUS

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

Fee For Late Transcript. A fee of \$1.00 will be charged to each new student whose transcript of record from the high school or college previously attended is not on file in the office of the registrar on the date of registration. This fee will be refunded upon presentation by the student, within thirty days from the date of registration, of a statement from the registrar's office that the transcript has been filed.

Fee for 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.

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 institution to which the transfer of credit is to be made.

Board Only Fee. A fee of \$20.00 per four-week month, payable monthly in advance on a date set by the business office, is required for board at the college dining hall from students who are not dor-

mitory residents. Allowances and refunds shall be on the same basis as for dormitory residents.

Meal Tickets. For the accommodation of students not living in Tempe, who wish to eat only one or two meals a day at the college dining hall, meal tickets will be supplied at the rate of twenty meals for \$7.00

Meals for Guests. There is a charge of 40 cents per meal for guests entertained at the college dining hall.

Residence Off the Campus. 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 residents.

Single Room Fee. There shall be an extra charge of \$2.00 per month for the exclusive use by one person of a dormitory room. As a rule, two students share a room.

Payment of Fees. Checks, drafts, and post office or express money orders should be made payable to the Arizona State Teachers College.

Refund of Fees. One-half of the registration fee and one-half of the non-resident tuition fee may be refunded within the first three weeks after the first day of instruction, if withdrawal is caused by conditions beyond control of the student. One-fourth of the registration fee and one fourth of the non-resident tuition fee may be refunded within the second three weeks after the first day of instruction, if withdrawal is caused by conditions beyond control of the student. The Associated Student activity ticket must be returned to obtain any refund of registration.

All of the laboratory fees may be refunded up to fifteen days after the first day of instruction, and one-half refunded between fifteen and thirty days after the first day of instruction. Requests for such refunds must be signed by instructors.

Attention of prospective students is invited to the fact that the State of Arizona here provides that 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

FINANCIAL RESPONSIBILITY

Students may not enroll for the second semester, or any later semester, until all bills previously incurred have been paid, nor will credits be transferred to other institutions or students approved for graduation until all accounts have been paid, or satisfactory arrangements made for their payment. This includes accounts payable to the college and all other accounts that are brought to the attention of the college authorities.

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 second semester juniors and seniors 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, library and 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.

The criteria used for the selection of applicants for student employment are as follows:

1. Genuine economic need.
2. General scholarship.
3. Special ability in some particular field.
4. Ability to do satisfactorily such work as is available.
5. Good citizenship.
6. Evidence of leadership.

For the current year opportunities in student employment were offered to every high school valedictorian in Arizona who could not enter college without such financial assistance.

In the assignment of positions preference is given to residents of Arizona.

ADMINISTRATION

CREDITS

1. The college year is divided into two semesters of eighteen 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 eighteen 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

1. **The normal student program** or normal load is sixteen and one-half units each semester. The minimum load for a student regularly enrolled in any curriculum is twelve units. In particular cases, by special action of the scholarship 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. Application for such excess work must be made in writing on the prescribed form to the scholarship 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 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.
- Cr, Credit (without defining grade)
- I. 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 end of the next following semester, otherwise the mark will be recorded 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 per semester hour.
- E. 0 points.

The Scholarship Index. The scholarship index is obtained by dividing the number of honor points acquired by the number of semester hour units for which the student has registered. Cr courses are not included in computing the index.

In order that a student may be eligible for graduation from any curriculum, his scholarship index must be at least two. 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. These reports are presented to the student in conference with the head of the department in which the student has chosen his major. The department head thus becomes the student's adviser throughout the period of his attendance. Upon request, a copy of the student's quarterly report will be 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

In order to be qualified for graduation from any curriculum, a student must have attained a scholarship index of at least 2.00. This is equivalent to saying that the general scholarship average must be C or better.

Eligibility for Athletic Competitions. The student's eligibility to enter intercollegiate athletic competitions is determined by the rules of the Border Intercollegiate Athletic Conference which are printed in this bulletin under the heading, Athletics, in the section devoted to Extra-Curricular Activities.

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 scholarship index of 2.00 or better in all courses carried for the quarter or semester immediately preceding, and any member of such a society or other organization whose quarterly or semester report shows a scholarship index of less than 2.00 shall be suspended from active work in the organization for one half-semester.

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.

Disqualification. A student who, in any semester, fails to carry with passing grades, at least fifty percent of the total number of units for which he is registered shall thereby be disqualified for work at this College for the period of one semester. A student who is disqualified a second time can be reinstated only by special action of the Scholarship Committee.

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 com-

mittee 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 the College Nurse who may be found at the infirmary. 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 scholarship 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 scholarship 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.

6. Every student may have the opportunity to inspect his attendance record in the office on stated days when the records will be open for that purpose.

GRADUATION

Application for Graduation. Candidates for the degree or for the three year diploma are expected to file an application for graduation in the office of the registrar not later than November 15 of the college year during which graduation is expected. Blank forms for the application may be obtained at the office of the registrar.

Completion of Requirements. Important items to be checked in the completion of requirements for graduation are:

- a. Total units earned.
- b. Required courses.
- c. Deduction of credits due to unexcused absences.
- d. Results of final examinations.

Diploma Fees. The fee of \$3.00 for graduation from the three-year curriculum and \$5.00 for graduation with the A.B. degree are charges against the student's account. The diploma will not be issued nor graduation be completed until this fee is paid.

Commencement Exercises. In order to receive either the diploma or the degree the candidate must be in person at the Commencement exercises in the prescribed academic costume. Exceptions to the last named rule shall be made only in extreme cases and upon petition to the president of the college.

Financial Clearances. Financial clearances must be obtained from the business office immediately preceding graduation. These clearances state that all bills have been paid or that satisfactory arrangements have been made for the payment of the bills. The clearances cover—

- a. College obligations.
- b. Student body obligations.
- c. Book store obligations.
- d. All commercial obligations in the community that have been reported to the business office.

STUDENT LIFE AND WELFARE

LIVING ARRANGEMENTS

Dormitories for Women. Undergraduate women students whose homes are not in Tempe are expected to live in one of the four dormitories: East, North, South or Matthews Halls. No single college influence may contribute more vitally to the development of the personality and character of a student, than life in a hall with sixty or more other students. Here the problems of living together must be definitely faced, resulting in an experience which may be invaluable to every college man or woman. The dormitories at Tempe Teachers College are managed and equipped so as to insure the maximum values in student life at a minimum cost. For that reason undergraduate women are asked not to establish themselves in locations outside the campus boundary without first consulting the Dean of Women.

The facilities provided in these dormitories are practically uniform. All rooms are provided with electric light, steam heat, city water, and are furnished with study table, dressing table, chairs, and rug. Sleeping porches in all dormitories are in use the year round. Unless by order of a physician, students are not permitted to sleep in their rooms. Generally, each room accommodates two students, although the exclusive use of a room, by one person, may be had when space permits, by the payment of an extra fee of \$2 per month.

Limited kitchenette privileges are provided in each hall, but no cooking of any sort is permitted in individual rooms. A laundry room, furnished with hot and cold water, gas plate and ironing boards is available for the laundering of personal belongings. All bed linens and towels will be laundered by the college at a flat rate of \$2 per semester.

Vocal or instrumental music is not practiced in these halls nor in Alpha Hall; arrangement for such work can be made through the music department.

Young women are not permitted to be absent from the dormitories overnight without special permission from home being written directly to the head resident in charge.

The following list is the minimum with which students should be equipped when entering the dormitory:

Blankets and comforts for single bed.	Ironing blanket.
4 sheets.	Iron.
2 pillow slips.	Hot water bottle.
4 bath towels.	A warm dressing gown.
4 hand towels.	Soft soled slippers without heels.
Dresser scarf.	A study lamp.

All linens should be clearly marked with the name of the student.

Dormitory for Men. Alpha Hall is the only dormitory available for men. It accomodates sixty-six students. Because of the great demand for living in this hall preference will be given to students in the following order:

1. To sophomores, juniors, and seniors who have a student position on the campus and who have a scholarship index of 2.00 or more either during their entire course or during the 1932 spring semester.

2. To sophomores, juniors, and seniors who have a scholarship index of 1.75 or more, either during their entire course or during the 1932 spring semester.

3. To freshmen who have a scholarship record in high school placing them in the upper 67 percent of their graduating class and who have been accepted for student positions on the campus.

4. To freshmen who have a scholarship record in high school placing them in the upper 67 percent of their graduating class.

Facilities, dormitory rates, and laundry fees, in Alpha Hall, are the same as those in the women's dormitories. Students are to enter supplied with the same equipment list.

For information regarding rates, fees, deposits, refunds, etc., in all dormitories, see statement under heading "Expenses" on another page.

Off-Campus Housing. Many of the homes of Tempe have been opened to men or mature women students who desire to live away from the campus. Undergraduate women, who wish to live outside the dormitories may do so upon the written request of parents to the Dean of Women. Students who live off the Campus may board in the dining hall for \$20.00 per month. Occasionally board may also be secured off-campus, usually at a higher rate.

Individual room rents, with two people sharing a room, range from \$7.50 to \$10 per month. A list of such rooms which have been approved by the health committee, is on file in the office of the Dean of Women. Students, both men and women, are asked

not to locate in these rooms unless special arrangement is made with the Dean of Women.

The administration reserves the right to change the boarding or rooming place of any student living off-campus when any place is not satisfactory, or when the owner does not maintain the standard suggested by the college.

The college is not a rental agency and therefore, does not arrange to collect rents or stipulate prices. Generally speaking, living off the campus is slightly more expensive than living in the dormitories, and no student should expect to cover such expense with less than \$25.00 per month.

MEDICAL CARE

Health Examination. 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 or to render it advisable.

Medical Care. The registration fee includes medical attention in all ordinary cases of **minor illness** which require a physician's advice. In such cases, students will be cared for in the college infirmary, and the services of a competent physician will be furnished **free of further charge upon the order of the college nurse or other competent authority.** In cases of **serious or protracted illness**, free medical attention 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**, not for unauthorized office calls for the services of any physician.

EXTRA-CURRICULAR ACTIVITIES

STUDENT PARTICIPATION IN GOVERNMENT

Associated Students. Every student on the campus is automatically a member of the **Associated Student Body**. Self-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. Student government furnishes the laboratory in which the students may develop their powers of civic leadership.

By encouraging student participation in the government of the college, the Board of Education, the President, and the Faculty challenge every student to accept his responsibility for stimulating and regulating student activities, student customs, student welfare, college intellectual life, college moral life, and college social life.

In order to carry out this program of participation, delegated powers are centralized in the **Student Body Council**. This council is composed of representatives from each of the four classes and officers elected by the student body. Regular meetings of the council are held each week. These meetings afford opportunity for the presentation and consideration of any questions affecting student welfare.

Combined Council of Women's Halls. This group is made up of the members of the executive councils of each of the women's dormitories. The council makes recommendations to the administration for regulations which govern the living standards in the halls. The executive council in each of the halls is responsible for the enforcement of these regulations, subject at all times to the approval of the head resident in charge.

ATHLETICS

Since the extra-curricular athletic activities of the College are closely related to the regular instruction in physical education, a very desirable correlation is established between the required courses and the performance of the selected groups of those who are found to be qualified to enter intercollegiate contests.

Men's Athletics. The College is a member of the Border Inter-Collegiate Conference which includes colleges and universities in

Arizona, New Mexico, and Texas, and is represented by teams in the conference football, baseball, and track and field schedules.

The 1931 border intercollegiate football championship was won by Tempe without the loss of a single conference game.

Separate intercollegiate contests for the freshmen are held in football, baseball, and track and field.

A program of intramural and interclass contests in the various major and minor sports affords interesting competition between groups on the College campus.

Women's Athletics. Women students take part in an active athletic program, featuring such season and individual sports as basketball, hockey, baseball, volley ball, and track and field; and such individual sports as tennis, golf, archery, hiking, swimming, and equitation. Intramural and interclass contests are conducted between groups on the campus, and friendly intercollegiate contests are held with the University of Arizona and with the Phoenix Junior College. The Annual Sports Day or Play Day with the University of Arizona culminates the year's athletic activities. All women's athletics are under the management of the Women's Athletic Association and have the supervision of the Physical Education Department.

Athletic Fields. The outdoor fields consist of two well appointed athletic fields which provide space for three separate football 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 system of flood lighting permitting football and track events at night, greatly to the comfort of both players and spectators. With this equipment, the field has become an important center of athletic activity for schools within a radius of many miles.

The women's athletic field is large enough to provide space for two full sized hockey fields, and the other courts necessary for the carrying out of the women's program. In addition, the College has nine concrete tennis courts, used jointly by men and women students.

Intercollegiate Athletic Contests. Eligibility to enter intercollegiate athletic competitions is determined according to the rules of the Border Intercollegiate Athletic Conference which are printed below for information and reference.

BORDER INTERCOLLEGIATE ATHLETIC CONFERENCE

The members of this conference are: University of New Mexico, New Mexico Agricultural and Mechanical College, Arizona State Teachers College at Tempe, Arizona State Teachers College at Flagstaff, and University of Arizona.

ELIGIBILITY RULES

Section 1. Amateur Status. No student shall be eligible to represent any member of this conference in any intercollegiate conference who:

(a) Has ever received any remuneration in the form of money, board, tuition, or other substantial return for his athletic services whether for playing, coaching, or officiating.

(NOTE: Coaching is defined as the teaching of athletics to individuals above the ninth grade or groups of equivalent age.)

(Exceptions: A student who first receives permission from the Director of Athletics may receive compensation for summer baseball provided he has not played in any organization recognized by the NATIONAL COMMISSION or any organization classified by the NATIONAL COMMISSION as an outlaw organization. He may play only between May 15 and September 20, provided he is not participating in intercollegiate athletics at the same time.)

(b) Is receiving a scholarship at the time of his competition which is awarded as a result of athletic ability.

(c) Has ever participated in an athletic event under a false or an assumed name.

(d) Has ever competed for a money prize in an athletic contest.

Section 2. Scholarship Requirement. No person shall participate in any intercollegiate sport:

(a) Unless he shall have completed 15 high school entrance units. (Units accepted by the North Central Association of Colleges and Secondary Schools or the equivalent.)

(b) Unless he is a bona fide student carrying at least 12 hours of work in a regular or special course as defined in the curriculum of the institution he represents.

(c) Unless he has satisfactorily completed 24 semester units or 36 quarter units of college work.

(d) Unless he shall have passed in at least 10 hours work for the last quarter or semester of residence. (For the purpose of this rule, he shall not be considered to have been in residence if he withdraws within the first three weeks of a semester or term.) Deficits in any quarter or semester may be made up by units received subsequently, but surplus units cannot be carried forward. Fractional hours are to be disregarded in favor of the participant. Incomplete grades shall not be counted, either as passed or failed until adjusted. A condition shall count as a failure until removed. Special examinations shall not be given to participants only.

(e) All members of the squad found eligible one week before the first intercollegiate game shall be declared eligible for the season in question provided that they continue to be regularly enrolled for at least 12 hours and are regularly attending classes.

Section 3. Late Registration. No student shall represent his school in any intercollegiate contest who registers more than three weeks after the first day set for registration in the quarter or semester in which he desires to compete.

Section 4. Three Years Participation. No student shall participate in any intercollegiate sport in more than three separate college seasons, (participating in intercollegiate athletics means taking part in any intercollegiate athletic contest for any length of time, however short) and shall not compete in varsity competition in more than four separate academic years. An academic year in every case begins with the quarter or semester in which a student first participates in intercollegiate athletics. Men playing in schools not having the Freshman Rule are entitled to four years of competition.

Section 5. No person shall participate in any athletic contest who has completed the requirements for the Bachelor's degree.

Section 6. Outside Competition. Students who represent an athletic club or organization baseball club or team other than his school, between September 20 and May 15, shall be ineligible for competition in that sport for one year following such participation, provided that such students were in training for freshmen or varsity squads in that sport.

Section 7. One year Residence Rule.

(a) No student shall represent his school in any varsity sport until he shall have been in residence for one year, and shall have earned 24 semester or 36 quarter units. Residence in summer school shall not count towards the time requirement.

(b) **Exception to the One Year Residence Rule.** The requirement of one year residence for eligibility to varsity teams shall be waived in the case of a student who on first entering his college presents at least 24 units for work in an institution not granting a Bachelor's degree. Institutions considered as granting Bachelor's degree are those offering a four year college course above graduation from high school. Transfers from any institution not granting a degree who have previously attended another senior college must meet the requirements of Section 7, (a).

(c) Graduates or transfers from a junior college shall be entitled to four years in the aggregate in any sport, but in no instance shall his competition in a

senior college be cut to less than two seasons. A junior college is defined as an institution offering two years of college work.

Section 8. Institution Transfers.

(a) A student who has established his residence at one institution does not become ineligible by attendance at another institution, provided that he has not participated in intercollegiate competition and has satisfied the requirements of Section 2, (d) during his attendance at the second institution.

(b) A student transferring from a senior college to a junior college may return to the first institution and be immediately eligible although he participated in athletics, provided he satisfies the requirements in Section 2 (d).

Section 9. Freshman Competition.

(a) In order to be eligible for freshman competition a student must meet all requirements for varsity competition except Section 2 (c) and Section 7.

(b) In the case of institutions not members of the conference which use freshmen on teams with varsity men, the first year of play by a freshman at such a school, even though with the varsity team, shall be considered as freshman competition only.

Section 10. Penalties.

(a) Unless otherwise specified, the penalty for breach of any of the eligibility rules shall be disbarment of the student from athletics for one year from the close of the season of the sport in which he participated in violation of the rule. His illegal playing shall count a year of competition in that sport.

(b) In event a contestant has been playing under protests and is afterwards found ineligible, the game shall be forfeited to the other contending team or teams.

Section 11. Statement of Eligibility. The athletic board of each institution shall require each candidate for a team that is to represent the institution in intercollegiate contests to subscribe to a statement that he is eligible under the letter and spirit of the rules adopted.

Section 12. Certificate of Eligibility. At least one week before the opening intercollegiate game or contest in any college sport, the chairman of each Athletic Board shall cause to be sent by the Registrar to the chairman of each Athletic Board with which members of the conference have relations an official statement regarding each candidate for the team. This statement shall embody the following:

(a) A certificate that the candidate is eligible according to the conference rules.

Section 13. The adoption of these rules shall not affect the participation of any student during the fall of 1931, who would have been eligible to represent his school under the rules now in effect at that school, and who is at this time registered in the institution.

Section 14. Training table shall be prohibited.

DRAMATICS

During the past two or three years a live and very definite interest in dramatic art has been aroused among the students. Last year an ambitious program was launched under the direction of Miss Beryl M. Simpson of Northwestern University School of Speech, who instituted the "Play-a-week" idea.

For those students who wish to develop their talents 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 programs in the field of dramatic art. Last year the back-stage space was reconstructed to provide two separate dressing rooms, equipped with mirrors, lights, and individual lockers; shower rooms; stock rooms; scene dock; and the office of the director. The equipment of apparatus and material for scenic effects includes a modern reversible cyclorama which is capable of varied uses, sky drops, flood and spot lights, and flat sets.

Courses in dramatics offered by Miss Simpson include dramatic interpretation; play production; including make-up, costuming,

lighting, scenic design, and stage management; program building; and pageantry.

MUSICAL ACTIVITIES

Opportunity for expression of musical talent is given in the glee clubs, and in the College band and the orchestra. College credit is given for regular work in these organizations. The men's glee club and the women's glee club offer opportunity for the study and performance of standard and lighter compositions, and each year join in the presentation of numerous musical programs. The glee clubs render valuable community service by appearing upon the programs of such civic organizations as the Lion's Club, the Rotary Club, and the Tempe Chamber of Commerce. The glee clubs are often called upon to broadcast programs from the Phoenix radio stations.

The College Concert Orchestra of symphonic character consists of a select membership of about thirty-five. This organization looks back on a busy and highly successful season in the concert field, having played monthly concerts in the college auditorium; broadcast once a month over stations KTAR and KOY; and appeared in concert before many of the civic and social clubs of Phoenix, among them being the Phoenix Women's Club, the Musicians' Club, and the Phoenix Country Club.

Compositions of the highest type are played by this orchestra. Works of the following great composers are featured: Elgar, Wagner, Beethoven, Rossini, Tschalkowsky, Verdi, Meyerbeer, Grieg, Nicolai, Schubert, Herbert, Sullivan, Drigo, DeKoven, Luigini, and many others.

Membership is open to all qualified students of the college. Any student not quite qualified to play in concert orchestra is given opportunity to work with a preparatory group until sufficiently advanced to join the regular organization.

The College Concert Band may justly be said to rank with the leading musical organizations of the state. Rehearsals are held five times weekly. During the past year the band has played for civic affairs, has given acceptable concerts in the neighboring towns of Salt River Valley and has been featured frequently in radio broadcasts.

The organization furnishes inspiring music for all football and basketball games, pep meetings, and student rallies, and features frequent public concerts on the campus.

The band is drilled as a military unit in marching and fancy formations, and smartness is contributed to these evolutions by the

attractive uniform of white flannel trousers, white woolen sweaters, and white Pershing style cap.

All qualified students are eligible for membership and by their participation not only derive much pleasure from the work, but are making a valuable contribution to campus life and student body activities.

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 the 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 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.

STUDENT ORGANIZATIONS

The social and professional inclinations of the students find expression in a number of organizations of widely varying composition and objectives. Among these are honorary fraternities and sororities, scientific societies, study clubs, and organizations whose purpose is purely social or recreational.

PROFESSIONAL AND DEPARTMENTAL ORGANIZATIONS

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

Eligibility for entrance into the fraternity is based upon these criteria: scholarship, character, professional attitude, future promise, and social adaptability. Candidates for membership are selected from those having full junior standing in the college, and whose scholarship rating places them in the upper quartile. Members of the faculty who meet the scholastic requirements in education and who have accomplished some outstanding work in education are eligible for membership.

The monthly meetings of **Beta Phi Chapter of Kappa Delta Pi** are devoted to programs of papers and discussions pertaining mainly to the field of education.

International Relations Club is an organization of students majoring in the field of social studies. By semi-monthly meetings devoted to discussions and book reviews, it aims to create an interest in affairs of nation-wide and world-wide scope.

In its relationships, the organization is international, having clubs in many foreign countries as well as in more than three hundred American colleges and universities. The national organization furnishes many of the pamphlets, books, and summaries used by the local group in their studies. Much important material is made available by the Carnegie Endowment for International Peace at New York City.

Lambda Delta Lambda is a national honor society whose aim is to promote interest in the study of chemistry and physics in teachers' colleges. In order to become a member, the student must be regularly enrolled in the college where the chapter is located;

at the time of election to membership, he must have completed at least fourteen hours of physics or chemistry or both; he must have acquired honor grades in these subjects. The prospective member also must be interested in the teaching of science and its applications.

Sigma Tau Delta, Tau Gamma Chapter. During the session of 1931-1932, an honor society for English majors was organized in the College, and in February, 1932, it was installed as Tau Gamma Chapter of Sigma Tau Delta, national professional English fraternity. Membership is restricted to English majors of high scholarship rating, sophomores being admitted as associate members, and advanced degrees being awarded on the basis not only of English courses completed with high grades, but also of achievement in creative writing. The purpose of the fraternity is to promote the mastery of written expression, to encourage worthwhile reading, and to foster a spirit of fellowship and high scholarship among students specializing in English.

The chapter in Tempe has taken as its special function the encouragement of literary production among the student body and therefore requires each member to contribute original material to the "Rectangle," the national quarterly magazine of the fraternity. The chapter serves as an editorial committee for a monthly feature column in the ARIZONA REPUBLIC of Phoenix. Any student in the College is invited to contribute to this column.

Beta Chi is composed of girls whose major interest lies in the department of home economics. The organization is affiliated with the National Home Economics Association and with the state organization. Twice each month, meetings are held which are planned to advance professional and cultural interests.

The Geographic Society, the earliest of the distinctively professional organizations to appear on the campus, 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.

Week end trips to points of special interest are arranged for purposes of observation and study. These 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 invited guests in which members report upon personal investigations or upon excursion activities; (2) A series of lectures open to the general public as service to the College and the community. The society has included upon its list of speakers and guests some of the world's noted geographers and scientists.

New members are initiated into the society through an impressive

ritual designed to inspire and instruct in the highest purposes of the organization.

Gamma Theta Upsilon is a national professional geographic fraternity, the Theta chapter of which is established in the College and is associated with the Geographic Society. In addition to the requirements for membership in the Geographic Society, prospective members must have completed a year of work in geography of high quality and beyond required courses, and they must be majoring or minoring in the subject and must have a distinct professional interest in the field of geography. The fraternity aims to unite superior students and teachers of geography in purposes of mutual helpfulness.

Los Hidalgos del Desierto is a club composed of members of the Spanish classes of the College, having as a prerequisite one year of college Spanish and a grade index of 2.00. The purpose is to promote an interest in things Spanish. This club is a member of El Instituto de las Espanas, and through this affiliation, offers a medal to the member writing the best essay on Cervantes. The club also has had charge of the annual foreign language assembly, and in this event presents short plays and Spanish songs. The head of the Spanish department is the club adviser.

The Pasteur Scientific Society was organized by the students of chemistry to promote interest in the importance of physical science in human progress. The activities of the society are largely educational and include: (1) Literary and demonstration programs by members, and invited guests as speakers. These meetings are open to the public as well as to the members. (2) 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 Proscenium Players is a dramatic society which was organized in December of 1931 with fifteen charter members. The purpose of this organization is to offer a stimulus for those dramatically inclined and to further dramatic endeavor. Meetings are held every two weeks in the Green Room. The customary program consists in the reading of some new play, followed by the serving of refreshments. The Proscenium Players are making plans to join a national dramatic organization within the next year.

The Research Club has been organized with a double objective: to afford the student an opportunity for acquiring information regarding methods to be employed in writing a thesis for an advanced degree, and to make application of these principles to practical projects. Their first project, now under way, is the writing of the history of the Arizona State Teachers College at Tempe.

Women's Athletic Association. All women's athletic activities are under the control of the Women's Athletic Association which is authorized by the Student Body Council to make all expenditures of funds budgeted by the Council for the advancement of women's athletics. The Association is further authorized to arrange contests and athletic meets, and to confer the women's athletic awards. Every woman in the student body is entitled to membership in the association, and, upon the earning of thirty-five points in athletics, becomes an active member.

Within the association are secondary clubs or squads in each branch of athletics and hiking, each with its own sports manager. The association holds a combined business and social meeting once a month and conducts regular meets, tournaments, and play days.

SOCIAL ORGANIZATIONS

Believing that college life is incomplete unless ample opportunity is provided for social development, the college gives its official approval to a number of social organizations. Prominent among these are the nine sororities, originally organized as literary societies, some of which look back upon many years of uninterrupted operation. Membership in these groups is entirely voluntary and by invitation. Advisers are chosen from the faculty and wives of faculty members. Meetings are held at stated intervals with programs of literary, musical, and cultural value. During the year, each organization carries out certain customary, and, in many cases traditional, social activities, such as special picnics, bridge parties, dances, dinners, and trips of greater or less scope into the scenic regions of Arizona.

Although each society maintains its own chosen objectives, carried over from the days of the literary society, the outstanding aim of all these organizations is the promotion of the highest standards of womanhood on the campus, by maintaining the spirit of friendliness and good fellowship, furthering the highest qualities of social personality, and by assuming a willingness to advance the best interests of the College at all times. A student, in order to be invited to membership, must have a scholarship index of 2.00 or better at the close of the semester preceding the date of invitation.

In adopting Greek letter names, the following sororities carry

forward in their titles the motto or traditional objectives of the former organization.

Chi Sigma

Delta Theta

Kappa Kappa Alpha

Lambda Kappa

Philomathian

Pierian

Phi Beta Epsilon

Phi Lambda Nu

Zeta Sigma

Fraternities. There are two fraternities on the campus which serve the men in their need for social contacts. In this respect these organizations might be considered as the counterparts of the women's sororities. Lambda Phi Sigma has chosen for its motto, "Leadership, Fellowship, and Scholarship." It has the distinction of being the first organization to maintain a fraternity house at Tempe.

Pi Delta Sigma is a similar organization of men. Its establishment dates from the spring of 1931 and its members make their home in Alpha Hall.

The Cactus Walking Club was founded in 1913 by a group of desert lovers, and the twenty men and women who constitute the present organization, endeavor to perpetuate the club traditions by moonlight desert hikes and a yearly climb to the summit of Superstition Mountain. The usual program on these hikes includes a steak fry around a glowing mesquit fire, story-telling, and group singing. The campus initiation of C. W. C. is an annual event which is anticipated with interest by the entire student body.

The Hiking Club is one of the most active groups in the Women's Athletic Association. Regular hikes of five miles are held once a week, and a ten-mile hike, once a month. The Hiking Club is open to all women students and enrolls a membership of about one hundred.

The Thirteen was organized March 23, 1932, as an honorary service club of Arizona State Teachers College. Its membership is limited to men students of junior and senior class standing. Leadership in various fields of college activity determine the entrance into membership. The purpose of the organization is to sponsor college activities, to support student enterprises, and to stand at all times for the welfare of A. S. T. C. The first activity of the group was to sponsor the annual "Campus Day" program.

RELIGIOUS ORGANIZATIONS

The Newman Club is a social organization open to all Catholic students of the College. This club has for its objective the special welfare of its members and the general welfare of the College as an

institution. Regular meetings are held throughout the college year. The club is affiliated with the American Federation of Catholic Clubs.

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, regardless of nationality, race, color, or creed. Its purpose is to promote high standards of community and racial relationships. On the campus it stands for practical idealism, for the concrete expression of the spiritual and religious nature of the student body. The program is carried out through public meetings, discussion groups and various forms of social activity. The affairs of the organization are directed by a cabinet consisting of the officers and the chairman of each department. These students are elected by the membership. Each summer, delegates are sent to the student conference which is held at Asilomar, California.

Young Men's Christian Association. An active organization is maintained among the men students with an advisory board and affiliations similar to those of the Young Women's Christian Association described above.

The churches of Tempe all extend a welcome to students, and several of them maintain specific organizations to serve the student need. The following denominations are represented in Tempe by active organizations: Baptist, Christian, Church of Christ, Church of God, Congregational, Episcopal, Latter Day Saints, Methodist Episcopal, and Roman Catholic.

ADMISSION

GENERAL QUALIFICATIONS

Every person admitted as a student to the State Teachers College of Arizona must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service, and must present a statement of honorable dismissal from the school last attended.

Physical Examination

On entrance to the College, prior to beginning practice teaching, just before graduation, or at any other time necessary, a physical examination followed by conferences with the health counselor may be required. Students who fail to meet reasonable health standards may be denied either admission, practice teaching, or a teaching credential.

College Aptitude Test

All new students are required to take a college aptitude test.

Fundamentals

It is extremely important that each candidate for a teaching certificate have an every day working knowledge of the fundamental subjects in the elementary curriculum—reading, writing, arithmetic, composition, spelling, grammar, geography, history, and speech. Students in teacher-training courses whose skill in these fundamentals is not up to the standard necessary in the ordinary functions of life must bring their work up to such a standard before they will be permitted to enroll for student teaching. Necessity for taking the courses in the fundamentals will be evidenced by poor reading ability, illegible penmanship, inaccuracies in arithmetical processes, misspelled words, or poor sentence structure in written work in any of the college courses. Standardization tests and measurements in the fundamentals will also be given to all applicants for student teaching at least one semester before taking up their work in the training schools.

ALTERNATIVE QUALIFICATIONS

1. **High School Graduates.** Graduates of accredited public secondary schools of Arizona, graduates of other secondary schools of Arizona, and graduates of schools of secondary grade of other states recognized by the Scholarship Committee of the faculty as

equal in rank to an accredited public high school of Arizona, who have completed a regular four-year course of study and who are recommended by the principal of the school in which such course of study was completed may be admitted to undergraduate standing.

2. **Teachers.** Teachers holding valid credentials to teach in Arizona may be admitted for further study. Such students may become candidates for a degree only when deficiencies in entrance requirements have been satisfactorily removed, as determined by the faculty of the College.

3. **Adults.** Persons over twenty-one years of age may be admitted to undergraduate standing as special students provided they present satisfactory evidence of character, education, and general intelligence. Such students may become candidates for a diploma, degree, or teaching credential only when deficiencies in entrance requirements have been satisfactorily removed, as determined by the faculty of the College.

4. **Transfers with Advanced Standing.** Applicants for admission who have had advanced work in any accredited institution of collegiate grade may be admitted and given such undergraduate standing as may be determined by the faculty of the College.

Graduates of the standard two-year curriculum formerly offered by the Tempe Teachers College may register in the third year with the expectation of receiving the degree after two years of further work.

Holders of two-year diplomas who present evidence of additional work done in summer sessions, in extension or correspondence courses, may have such work credited toward the degree provided a reasonable proportion is distinctly of upper division grade.

Candidates 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 completed with a satisfactory grade. No academic credit is allowed for teaching experience.

Students from Junior Colleges

Junior college students planning to be graduated from the Arizona State Teachers College at Tempe after September 1, 1936, may present for admission to Tempe not more than sixty-four semester units. No credits for professional courses in education will be accepted.

To transfer from the junior college to the teachers college at

the end of the freshman year it is recommended that the student should have followed this program:

	Units
Principles of Art	2
English Composition	6
Sight Singing	2
Physical Education	3
Science	6
Social Studies, including Federal and Arizona Constitutions	6
Group Elective or Teaching Major	6
Free Elective	1
	—
Total	32

To transfer from the junior college to the teachers college at the end of the sophomore year, it is recommended that the student bring credit for the following:

	Units
Principles of Art	2
English, including Oral English	12
Sight Singing	2
Physical Education	4
Science	12
Social Studies, including Federal and Arizona Constitutions	12
Group Electives or Teaching Major	12
Free Elective	8
	—
Total	64

The electives should be largely chosen around a group elective or teaching major.

Junior college transfers graduating from the Arizona State Teachers College at Tempe previous to September 1, 1936, will follow the terms of the special agreement between the junior colleges and the teachers colleges of Arizona, which will remain in force and effect for all students graduating from teachers colleges previous to that date.

REGISTRATION

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

For the first semester, September 8, 9, and 10, 1932.

For the second semester, January 30 and 31, 1933.

Freshmen. Freshmen registering for the first semester should note that they are required to be present at a special assembly at 8 a. m. on the Thursday of Registration Week.

Sophomores, juniors, and seniors may register on any one of the three registration days, Thursday, Friday, Saturday.

Late Registration Fee. An additional fee of \$5.00 is required for late registration. No student will be permitted to register more than five days late except by permission of the Scholarship Committee. Students who are permitted to register after the first week of the semester will be expected to reduce the number of courses taken below the **normal load**.

Transcripts Due. Transcripts of work done in high school or in junior college should be filed with the registrar at least thirty days in advance of the time of registration. If transcripts are not filed at the time of registration, a special transcript fee is charged. This fee is returnable if the transcripts are on file within thirty days after registration.

CURRICULA, CREDENTIALS, DEGREE

NEW CERTIFICATION REQUIREMENTS

By action of the State Board of Education, taken June 16, 1932, requirements for certificates granted after September 1, 1936, will be as follows:

For the **ELEMENTARY CERTIFICATE**, entitling the holder to teach in the elementary grades and in the junior high schools of Arizona, graduation from a four-year course leading to a bachelor's degree in a teachers' college in Arizona or in any other higher institution authorized to train elementary teachers;

For the **SECONDARY CERTIFICATE**, entitling the holder to teach in the high schools and in the junior high schools of Arizona, a four-year course leading to a bachelor's degree and one additional year of graduate work;

For a **SPECIAL CERTIFICATE**, entitling the holder to teach a special subject in either the elementary or secondary schools of the state, a four-year course leading to a bachelor's degree.

This action of the State Board of Education is in line with the movement throughout the country in the direction of better

preparation for both elementary and secondary teachers. These standards have been in force in the State of California since 1930 and also in many of the leading cities of the nation as well as in many of the large school districts of Arizona.

According to these new requirements, all of the elementary curriculum, the kindergarten-primary curriculum, and four of the five years required for the secondary certificate may be obtained in the teachers colleges. The additional year of graduate work required for the secondary certificate will have to be taken in the State University at Tucson or in some other institution of higher learning authorized to give graduate work.

All curricula described in this catalog are based on these requirements.

OLD CERTIFICATION REQUIREMENTS UP TO 1936

Students graduating from Tempe before 1936 may still obtain the elementary diploma on the old three-year basis, and the secondary credential completing requirements for high school certification on the old four-year basis. The curricula for the old courses will contain as many as possible of the courses required for the new curricula. However, students graduating before 1936 are strongly urged to meet the new requirements in order to be better prepared for teaching and also to meet the competition of teachers trained under the new courses.

GROUP ELECTIVES AND TEACHING MAJORS AND MINORS

Group Elective. A group elective is composed of 24 semester units in one department. It may include the subjects required in the core curriculum. The term "group elective" is used only in the elementary school curriculum. It shows that the candidate has not only taken a broad background of cultural courses, but has also intensified in one particular field. Some of the subjects included in a group elective may be used for a high school teaching major, while others may not be so used.

Teaching Major. The teaching major is the term applied to the sequence of courses selected in one department which represents the student's intensive preparation to teach that particular subject in high school. It consists of not less than 24 nor more than 50 semester hours of related work, at least 12 of which must be in upper division courses. Not more than 50 units in any one department

may be allowed in the combined lower and upper divisions except where the student is a candidate for a special certificate.

Teaching Minor. The teaching minor is a sequence of courses selected from one department other than that from which the teaching major is chosen. It consists of not less than 15 hours of related work.

UPPER AND LOWER DIVISION

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 semester hours;

Upper Division

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

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

At least 40 of the semester hour units taken during the third and fourth years must consist of upper division courses.

Not more than 12 units in the education group may be allowed in the lower division, nor more than 40 units in education in the combined lower and upper divisions.

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 Scholarship 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 this 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 work will apply.

STANDARD CURRICULUM FOR FRESHMAN YEAR

With a few exceptions, all students intending to become teachers, either in the kindergarten-primary, elementary, secondary, or special fields, have a common curriculum during the freshman year as follows:

Second Semester		Units	First Semester		Units
English	Composition	3	English	Composition	3
Biology	.....	3	General Physical Science	.....	3
Economic History of the U.S.	.....	3	Constitutional Government	..	3
Sight Singing	.....	2	Principles of Art	.....	2
Library Practice	.....	1	Hygiene	.....	2
Elective	.....	3	Elective	.....	3
Physical Education	.....	½	Physical Education	.....	½
		15½			16½

Before the close of the second semester, each student, under the guidance of the Scholarship Committee and special advisers, will decide which curriculum to follow after the freshman year. Also choice will be made as to group electives and teaching majors and minors.

Guidance to students in this matter of selection of the field of teaching, whether kindergarten, elementary, secondary, or special, and also choice of group electives and teaching majors, will be made on the basis of special interest, aptitudes, general scholarship, and current supply and demand for teachers.

For example, the number of teachers recommended each year for the presecondary curriculum will be in line with the number of high school teachers needed in Arizona and in line with the special aptitudes not only for teaching in high school, but also for the particular teaching major chosen.

Freshmen who show no particular aptitude in teaching will be advised to transfer to some other school, college, or university.

REQUIREMENTS FOR GRADUATION FROM THE FOUR-YEAR DEGREE CURRICULUM IN ELEMENTARY EDUCATION

The regular four-year elementary teachers' degree course prescribed in accordance with law, with the regulations of the State Board of Education, and the regulations of the faculty of the College, requires for graduation, 126 semester units. This curriculum will be required of all candidates for elementary teaching credentials after September 1, 1936.

The certificate based on this curriculum is valid in the elementary and junior high schools of Arizona.

Previous to 1936, candidates who so desire may earn the old three-year elementary diploma.

SUBJECT REQUIREMENTS

	Units
Art	
Principles of Art	2
Public School Art	2
	—
	4
Education	
Elementary Curriculum	3
Reading and Language	3
Principles of Teaching	3
Educational Measurements	3
Principles of Education	3
Student Teaching	10
	—
	25
English	
English Composition	6
Literature for the Grades	3
Oral English	2
Library Practice	1
	—
	12
*Fundamentals	
English A	0
Arithmetic A	0
Reading A	0
Spelling A	0
Penmanship A	0
Speech A	0
	—
	0
Home Economics or Industrial Arts	
General Shop Work or an elective in Home Economics	2
	—
	2
Mathematics	
Arithmetic	2
	—
	2

* The fundamentals requirements may be satisfied either by passing preliminary examinations or by passing courses in these subjects.

Music		Units
Sight Singing		2
Public School Music		2
		—
		4
Physical Education		
Hygiene		2
Growth and Development of the Child		2
Activities, one-half unit each semester		4
		—
		8
Psychology		
Psychology		3
		—
		3
Science		
Biology		3
Physical Science		3
Geography		3
Agriculture		3
		—
		12
Social Studies		
Economy History of the United States		3
Constitutional Government		3
European History		6
Sociology		3
		—
		15

MAJORS AND GROUP ELECTIVES

The candidate for a degree must have completed a major in Education and a group elective of 24 units in a field to be selected from the following:

Art	Mathematics
Commerce	Music
English	Physical Education
Foreign Languages	Psychology
Home Economics	Science
Industrial Arts	Social Studies

The specific courses required for the group electives in each department are given just preceding the departmental course descriptions.

**RECOMMENDED SEQUENCE
FOUR YEAR DEGREE CURRICULUM IN ELEMENTARY
EDUCATION**

Freshman Year

First Semester	Units	Second Semester	Units
English Composition	3	English Composition	3
Biology	3	General Physical Science	3
Economic History of the U.S.	3	Constitutional Government ..	3
Sight Singing	2	Principles of Art	2
Library Practice	1	Hygiene	2
Group Elective	3	Group Elective	3
Physical Activities	½	Physical Activities	½
15½		16½	

Sophomore Year

Oral English	2	Literature for the Grades	3
Agriculture	3	Geography	3
European History	3	European History	3
Psychology	3	Sociology	3
Group Elective	3	Group Elective	3
Free Electives	2	Free Electives	1
Physical Activities	½	Physical Activities	½
16½		16½	

Junior Year

Elementary Curriculum	3	Reading and Language	3
Growth and Development of the Child	2	General Shop Work	2
Public School Music	2	Public School Art	2
Principles of Teaching	3	Arithmetic	2
Group Elective	3	Group Elective	3
Free Electives	3	Free Electives	4
Physical Activities	½	Physical Activities	½
16½		16½	

Senior Year

Student Teaching	5	Student Teaching	5
Measurements	3	Principles of Education	3
Group Electives	3	Group Elective	3
Free Electives	3	Free Electives	3
Physical Activities	½	Physical Activities	½
14½		14½	

**RECOMMENDED SEQUENCE
FOUR YEAR DEGREE CURRICULUM IN KINDERGARTEN-
PRIMARY EDUCATION**

Freshman Year

First Semester	Units	Second Semester	Units
English Composition	3	English Composition	3
Biology	3	General Physical Science ...	3
Economic History of the U.S.	3	Constitutional Government ..	3
Sight Singing	2	Principles of Art	2
Library Practice	1	Hygiene	2
Group Elective	3	Group Elective	3
Physical Activities	½	Physical Activities	½
	—		—
	15½		16½

Sophomore Year

Oral English	2	Literature for the Grades	3
Agriculture	3	Geography	3
European History	3	European History	3
Psychology	3	Sociology	3
Children's Literature 109 ...	3	Nature Study	2
Music Appreciation	2	Bench Wood Work	2
Physical Activities	½	Physical Activities	½
	—		—
	16½		16½

Junior Year

Elementary Curriculum	3	Principles of Teaching	3
Growth and Development of the Child	2	Arithmetic	2
Kindergarten-Primary Curriculum 203	3	Reading and Language Problems	3
Public school Music	2	Problems in Primary Art ...	2
Play Education 205	3	Construction and Play Materials	3
Group Elective	3	Group Elective	3
Physical Activities	½	Physical Activities	½
	—		—
	16½		16½

Senior Year

Student Teaching	5	Student Teaching	5
Educational Measurements...	3	Principles of Education	3
Group Elective	6	Group Elective	6
Physical Activities	½	Physical Activities	½
	—		—
	14½		14½

REQUIREMENTS FOR GRADUATION FROM THE FOUR YEAR DEGREE CURRICULUM IN KINDERGARTEN- PRIMARY EDUCATION

The regular four-year kindergarten-primary teachers degree course prescribed in accordance with law, with the regulations of the State Board of Education, and the regulations of the faculty of the College requires for graduation 126 semester units. This curriculum will be required of all candidates for the kindergarten-primary teaching credential after September 1, 1936.

The certificate based on this curriculum is valid in the kindergartens, elementary and junior high schools of Arizona.

Previous to 1936 candidates who so desire may earn the old three-year kindergarten-primary diploma.

SUBJECT REQUIREMENTS

Art	Units	*Fundamentals	Units
Principles of Art	2	English A	0
Public School Art	2	Arithmetic A	0
	—	Reading A	0
	4	Spelling A	0
		Penmanship A	0
		Speech A	0
Elementary Education			
Elementary Curriculum	3		—
Reading and Language	3		0
Principles of Teaching	3		
Educational Measurements	3	Industrial Art	
Principles of Education	3	Bench Wood Work	2
Student Teaching	10		—
	—		2
	25	Kinderg.-Prim. Educ.	
		Children's Literature	3
		Play Education	3
		Kgn.-Prim. Curriculum	3
		Constr. & Play Materials ...	3
English			
English Composition	6		—
Literature for the Grades ...	3		12
Oral English	2		
Library Practice	1	Mathematics	
	—	Arithmetic	2
	12		—
			2

* The fundamentals requirements may be satisfied either by passing preliminary examinations or by passing courses in these subjects.

Music	Units	Science	Units
Sight Singing	2	Biology	3
Public School Music	2	Physical Science	3
Music Appreciation	2	Geography	3
	—	Agriculture	3
	6	Nature Study	2
			—
Physical Education			
Hygiene	2		12
Growth and Development of the Child	2		
Activities one-half unit each semester	4		
	—	Social Studies	
	8	Economic History of U. S. . . .	3
	—	Constitutional Government ..	3
	—	European History	6
	—	Sociology	3
	—		—
	3		15

MAJORS AND GROUP ELECTIVES

The candidate for a degree must have completed a major in Elementary Education and a minor in Kindergarten-Primary Education.

While not required, it is highly recommended that the candidate also complete a group elective of 24 units in a field to be selected from the following:

Art	Mathematics
Commerce	Music
English	Physical Education
Foreign Languages	Psychology
Home Economics	Science
Industrial Arts	Social Studies

The specific courses required for the group electives in each department are given just preceding the departmental course descriptions.

NOTE: Candidates for the Kindergarten-Primary certificate must present evidence of proficiency in sight reading, sight singing and piano accompaniment.

REQUIREMENTS FOR GRADUATION FROM THE FOUR YEAR DEGREE CURRICULA IN PRESECONDARY EDUCATION

The regular four-year presecondary degree curricula prescribed in accordance with law, with the regulations of the State Board of Education, and the regulations of the faculty of the College require for graduation at least 126 semester units. These curricula will be required of all candidates finishing the requirements for high school teaching credentials after September 1, 1936.

After completion of the four-year presecondary curriculum and earning the A.B. degree the graduate is further required to complete one year of graduate work at the State University at Tucson or at any other university or college authorized to give graduate work and train high school teachers.

The secondary certificate is valid in the senior and junior high schools of Arizona.

Previous to 1936 candidates who so desire may earn the old four-year secondary credential.

Art	*Fundamentals
Principles of Art	English A
2	0
—	Arithmetic A
2	0
2	Reading A
2	0
2	Spelling A
2	0
3	Penmanship A
3	0
3	Speech A
3	0
3	—
3	0
5	—
—	—
14	Music
English	Sight Singing
6	2
6	—
3	2
3	—
2	Physical Education
1	Hygiene
—	2
12	Growth and Development of
12	the Child
12	2
12	Activities one-half unit each
12	semester
12	4
12	—
12	8

*The fundamentals requirements may be satisfied either by passing preliminary examinations or by passing courses in these subjects.

Psychology		Social Studies	
Psychology	3	Economic History of U. S.	3
	—	Constitutional Government	3
	3	European History	6
		Sociology	3
Science			
*Biology	3		
*Physical Science	3		
*Laboratory Science	6		
	—		—
	12		15

*Students interested in teaching majors in Home Economics, Industrial Arts, or Science see exceptions noted below.

TEACHING MAJORS AND MINORS

Candidates for a degree in presecondary education must complete 14 units in Education, a teaching major in a field to be selected from the following, and a teaching minor in a second field.

Art	Mathematics
Commerce	Music
English	Physical Education
Foreign Languages	Psychology
Home Economics	Science
Industrial Arts	Social Studies

*Exceptions

*Students choosing a teaching major in Home Economics will be required to take in Science.

	Units
Biology	3
Physiology	3
General Chemistry	8
Organic Chemistry	4
	—
	18

Students choosing a teaching major in Industrial Arts will be required to take General Chemistry in the Sophomore Year.

Students electing to major in either Physical or Biological Science should follow the teaching major in Science as outlined just preceding the description of science courses.

The specific courses required for the teaching majors and minors in each department are given just preceding the departmental course descriptions.

**RECOMMENDED SEQUENCE
FOUR YEAR DEGREE CURRICULA IN PRESECONDARY
EDUCATION**

With teaching majors in art, commerce, English, foreign language, mathematics, music, physical education, social studies.

Freshman Year

First Semester	Units	Second Semester	Units
English Composition	3	English Composition	3
Biology	3	Introduction to Physical Science	3
Economic History of the U.S.	3	Constitutional Government ..	3
Sight Singing	2	Art Appreciation	2
Library Practice	1	Hygiene	2
Elective	3	Elective	3
Physical Activities	½	Physical Activities	½
	—		—
	15½		16½

Sophomore Year

Elementary Speech	2	Literature	3
Laboratory Science	3	Laboratory Science	3
European History	3	European History	3
Psychology 100	3	Sociology	3
Major and Minor	5	Major and Minor	4
Physical Activities	½	Physical Activities	½
	—		—
	16½		16½

Junior Year

Elementary Curriculum	3	Principles of Teaching	3
Growth and Development of Child	2	Major and Minor	13
Major and Minor	11		
Physical Activities	½	Physical Activities	½
	—		—
	16½		16½

Senior Year

Student Teaching	5	Educational Measurements	3
Major and Minor	9	Major and Minor	11
Physical Activities	½	Physical Activities	½
	—		—
	14½		14½

NOTE: By taking Secondary Education 3 units and additional student teaching totalling 10 units in senior year, the student may qualify for the special credential in art, commerce, music, or physical education.

RECOMMENDED SEQUENCE
FOUR YEAR PRESECONDARY DEGREE CURRICULUM WITH
TEACHING MAJOR IN HOME ECONOMICS

Freshman Year

First Semester	Units	Second Semester	Units
English Composition	3	English Composition	3
Chemistry	4	Chemistry	4
Economic History of the U.S.	3	Constitutional Government	3
Sight Singing	2	Art Appreciation	2
Library Practice	1	Hygiene	2
Elementary Nutrition	3	Clothing Selection	3
Physical Activities	½	Physical Activities	½
16½		17½	

Sophomore Year

Elementary Speech	2	Literature	3
Organic Chemistry	4	Physiology	3
Biology	3	Interior Decoration	3
Costume Design	3	Sociology	3
Psychology 100	3	Applied Food Principles	3
Elective	1	Elective	1
Physical Activities	½	Physical Activities	½
16½		16½	

Junior Year

Elementary curriculum	3	Principles of Teaching	3
Clothing Construction	3	Home Management	3
Food for the Family	3	Advanced Clothing	3
Family and Health	2	Home Economics Education	3
European History	3	European History	3
Growth and Development of Child	2		
Physical Activities	½	Physical Activities	½
16½		15½	

Senior Year

Student Teaching	5	Educational Measurements ..	3
The Family	3	Advanced Nutrition	3
Child Development	3	Electives	8
Elective	3		
Physical Activities	½	Physical Activities	½
14½		14½	

**RECOMMENDED SEQUENCE
FOUR YEAR DEGREE CURRICULUM IN PRESECONDARY
EDUCATION WITH TEACHING MAJOR IN
INDUSTRIAL ARTS**

Freshman Year

First Semester	Units	Second Semester	Units
English Composition	3	English Composition	3
Biology	3	General Physical Science ...	3
Economic History of the U.S.	3	Constitutional Government	3
Sight Singing	2	Art Appreciation	2
Library Practice	1	Hygiene	2
Algebra	3	Trigonometry	3
Physical Activities	½	Physical Activities	½
—		—	
15½		16½	

Sophomore Year

Elementary Speech	2	Literature	3
Chemistry	3	Chemistry	3
European History	3	European History	3
Psychology 100	3	Sociology	3
Analytic Geometry	3	Calculus	3
Engineering Drawing	3	Elementary Cabinet Making	3
Physical Activities	½	Physical Activities	½
—		—	
17½		18½	

Junior Year

Elementary Curriculum	3	Principles of Teaching	3
Growth and Development of Child	2	Advanced Cabinet Making ...	3
Descriptive Geometry	3	Mechanism	3
Wood Turning	3	Job Analysis	3
Machine Shop	3	Auto Ignition	3
Auto Ignition	3		
Physical Activities	½	Physical Activities	½
—		—	
17½		15½	

Senior Year

Student Teaching	5	Educational Measurements	3
Electrical Construction	3	Electrical Construction	3
Direct Current Electricity ...	3	Direct Current Electricity ...	3
Supervision of Industrial Education	3	Electives	5
Physical Activities	½	Physical Activities	½
—		—	
14½		14½	

RECOMMENDED SEQUENCE
FOUR YEAR PRESECONDARY DEGREE CURRICULUM WITH
TEACHING MAJOR IN PHYSICAL SCIENCE

Freshman Year

First Semester	Units	Second Semester	Units
English Composition	3	English Composition	3
Economic History of the U.S.	3	Constitutional Government	3
Chemistry	4	Chemistry	4
Sight Singing	2	Art Appreciation	2
Library Practice	1	Hygiene	2
Algebra	3	Trigonometry	3
Physical Activities	½	Physical Activities	½
16½		17½	

Sophomore Year

Elementary Speech	2	Literature	3
Qualitative Analysis	4	Quantitative Analysis	4
Physics	4	Physics	4
Psychology 100	3	Sociology	3
Analytical Geometry	3	Calculus	3
Physical Activities	½	Physical Activities	½
16½		17½	

Junior Year

Organic Chemistry	4	Organic Chemistry	4
Botany	4	Zoology	4
Principles of Economics 1	3	Principles of Economics 2	3
Growth and Development of Child	2	Modern Physics	2
*Elective	3	*Elective	3
Physical Activities	½	Physical Activities	½
16½		16½	

Senior Year

Student Teaching	5	Educational Measurements	3
Principles of Teaching	3	Elementary Curriculum	3
Advanced Physics	3	Biochemistry	4
*Elective	4	*Elective	4
Physical Activities	½	Physical Activities	½
15½		14½	

* Recommended electives are Foreign Language and Geology.

**RECOMMENDED SEQUENCE
FOUR YEAR PRESECONDARY DEGREE CURRICULUM
WITH TEACHING MAJOR IN BIOLOGICAL SCIENCE**

Freshman Year

First Semester	Units	Second Semester	Units
English Composition	3	English Composition	3
Economic History of the U.S.	3	Constitutional Government	3
Psychology 100	3	Sociology	3
Sight Singing	2	Art Appreciation	2
Library Practice	1	Hygiene	2
Botany	4	Zoology	4
Physical Activities	½	Physical Activities	½
	—		—
	16½		17½

Sophomore Year

Elementary Speech	2	Literature	3
European History	3	European History	3
Chemistry	4	Chemistry	4
Physics	4	Physics	4
Physiology	3	Flowering Plants	4
Physical Activities	½	Physical Activities	½
	—		—
	16½		18½

Junior Year

Elementary Curriculum	3	Principles of Teaching	3
Growth and Development of Child	2	Genetics	3
Organic Chemistry	4	Anatomy	3
Geology (151) Physical	4	Historical Geology	4
Elective	3	Elective	3
Physical Activities	½	Physical Activities	½
	—		—
	16½		16½

Senior Year

Student Teaching	5	Educational Measurements....	3
Bacteriology	4	Biochemistry	4
Plant Anatomy	3	Plant Physiology	3
Elective	2	Elective	4
Physical Activities	½	Physical Activities	½
	—		—
	14½		14½

REQUIREMENTS FOR GRADUATION FROM THE FOUR YEAR DEGREE CURRICULA IN SPECIAL FIELDS

The regular four-year special degree curricula, prescribed in accordance with law, with the regulations of the State Board of Education, and the regulations of the faculty of the College, require for graduation at least 126 semester units. These curricula will be required of all candidates finishing the requirements for special credentials after September 1, 1936.

The special fields are:

Agriculture	Industrial Arts
Art	Music
Commerce	Physical Education
Home Economics	

The special certificate is valid in the elementary and high schools of Arizona, but only to teach the subjects designated on the face of the certificate.

Previous to the year 1936, candidates who so desire may qualify for the old special credential.

SUBJECT REQUIREMENTS

The subject requirements for the special curricula in Art, Commerce, Music, and Physical Education are the same as for the presecondary curricula in these four fields, with the addition of 5 units of student teaching, totalling 10 units of teaching, and a course in Presecondary Education, 3 units.

Recommended sequences for the special curricula in Art, Commerce, Music and Physical Education are the same as for the standard presecondary curricula.

Recommended sequences for the special curricula in Agriculture, Home Economics, and Industrial Arts are given on the following pages.

SPECIAL FOUR YEAR DEGREE CURRICULUM WITH TEACHING MAJOR IN AGRICULTURE LEADING TO SPECIAL VOCATIONAL CREDENTIAL IN AGRICULTURE

Freshman Year

First Semester	Units	Second Semester	Units
English Composition 101	3	English Composition 102	3
Chemistry 101	4	Chemistry 102	4
Botany, (Biol. 111)	4	Zoology, (Biol. 122)	4
Animal Industry, (Agri. 107)	4	Plant Industry, (Agri. 108) ..	4
		Library Practice	1
Physical Activities	½	Physical Activities	½
	—		—
	15½		16½

Sophomore Year

Social Science 105	3	Psychology 100	3
Physics 101	4	Physics 102	4
Organic Chemistry 211	4	Plant Physiology, (Biol 212)	4
Bacteriology, (Agric. 203)	3	Horticulture, (Agric. 132)	3
Dairy Husbandry, (Agric. 103) or Poultry Husbandry (Agric. 105)	3	Agric. Mechanics, (Ind, Art 108)	3
Physical Activities	1/2	Physical Activities	1/2
<hr/>		<hr/>	
17 1/2		17 1/2	

NOTE: The preceding curriculum covers two years of a four-year State course in vocational agriculture designed to qualify the candidate for teaching under the provisions of the Smith-Hughes Act. The subjects in the third and fourth years will be given as needed. For those students who plan to take one or two years in general agriculture as a preparation for practical farming, the courses offered in the above curriculum are recommended.

RECOMMENDED SEQUENCE

**FOUR YEAR SPECIAL DEGREE CURRICULUM WITH TEACHING
MAJOR IN HOME ECONOMICS LEADING TO
SPECIAL VOCATIONAL CREDENTIAL
IN HOME ECONOMICS**

Freshman Year**First Semester****Second Semester**

	Units		Units
English Composition 101.....	3	English Composition 102	3
Chemistry 103	4	Chemistry 104	4
Economic History of the U.S.	3	Constitutional Government	3
Sight Singing	2	Art Appreciation	2
Library Practice	1	Hygiene	2
Elementary Nutrition 101	3	Clothing Selection 102	3
Physical Activities	1/2	Physical Activities	1/2
<hr/>		<hr/>	
16 1/2		17 1/2	

Sophomore Year

Elementary Speech	2	Literature	3
Organic Chemistry	4	Physiology	3
Biology 100	3	Interior Decoration, (Art 222)	3
Costume Design, (Art 123)	3	Sociology	3
Psychology 100	3	Applied Food Principles	3
Elective	1	Elective	1
Physical Activities	½	Physical Activities	½
	—		—
	16½		16½

Junior Year

Elementary Curriculum	3	Principles of Teaching	3
Clothing Construction 203	3	Home Management 202	3
Food for the Family 207	3	Advanced Clothing 208	3
		Home Economics Education	
Family and Health 205	3	108	3
European History	3	Personal Growth 104	2
		European History	3
Physical Activities	½	Physical Activities	½
	—		—
	15½		17½

Senior Year

Student Teaching	5	Student Teaching	5
Educational Measurements ..	3	Secondary Education 222	3
*H. Econ. 217 (Practice		*H. Econ. 218 (Nursery	
House)	3	School)	3
The Family	3	Advanced Nutrition	3
Elective	3	Child Development 206	3
Physical Activities	½	Physical Activities	½
	—		—
	17½		17½

* Necessary for the Special Vocational Credential but not offered at Tempe this year.

SPECIAL CURRICULA

The following curricula for the preparation of teachers of industrial arts subjects in the elementary and high schools have been arranged in cooperation with several committees of engineers whose activities have been sponsored by the Phoenix Chapter of the American Association of Engineers. The course included in each curriculum and their sequences, together with their rich vocational content, are designed to fit the student for the successful pursuit of his professional activities. A new industrial level of achievement, commensurate with commercial shop practice is attained with the completion of each year's work.

The Phoenix Chapter elected the following engineers to act as an advisory board to the Department of Industrial Arts.

Vic Housholder

Chairman

James L. Bone

J. Lee Chambers

James B. Girand

Earl V. Miller

Starling M. Morse

William L. Pendleton

Howard S. Reed

This Advisory Board selected the following sub-committees to work with the department:

Electricity

B. F. Carter, Chairman

Louis Doutrich

Roy Richards

Building Construction

Sheldon Baker, Chairman

Ralph Hoffman

Walter Johannessen

Drawing

V. O. Wallingford, Chairman

Otto Janssen

Lloyd LeRaine Pike

Farm Electricity

H. J. Dawson, Chairman

David F. Wilkie

Mechanics

Walter DuMoulin, Chairman

B. F. Carter

Radio

A. C. Anderson, Chairman

F. C. Dodds

Roy Richards

**THE FOUR YEAR SPECIAL CURRICULUM IN INDUSTRIAL ARTS
WITH EMPHASIS ON BUILDING AND CONSTRUCTION**

First Semester

	Units		Units		Units
Cabinet Making		Mechanical Drawing	2	English Composition	3
Tool Dressing	3	College Algebra	3	Chemistry	4
				Library Practice	1
				Sight Singing	2
				Physical Activities	1/2
				Total Units	18 1/2

Second Semester

Cabinet Making		Eng. Drawing	2	English Composition	3
Wood Turning	3	Trigonometry	3	Chemistry	4
				Art Appreciation	2
				Physical Activities	1/2
				Total Units	17 1/2

Third Semester

Pattern Making		Descriptive Geometry	2	Elementary Speech	2
Wood Turning	3	Analytic Geometry	3	Physics	4
				Hygiene	2
				Econ. Hist. of U. S.	3
				Physical Activities	1/2
				Total Units	19 1/2

Fourth Semester

Mill Work	3	Curriculum Making	2	Physics	4
		Architectural Drawing	2	Constitutional Govt.	3
		Freehand Drawing	1	Psychology	3
				Physical Activities	1/2
				Total Units	18 1/2

Fifth Semester

Carpentry (House Framing and Steel Square)	3	Building Materials and Meth of Construction	2	Elementary Curriculum	3
		House Wiring	3	Growth & Devel. of Child	2
		Strength of Materials	3	Physical Activities	1/2
				Total Units	16 1/2

Sixth Semester

Carpentry (House Framing Trusses and Bents)	3	Plumbing	2	Principles of Teaching	3
		Elementary Trusses	3	Sociology	3
		Heating, Ventilating	3	Physical Activities	1/2
				Total Units	17 1/2

Seventh Semester

Carpentry (Form Building)	3	Concrete (Lectures)	3	Student Teaching	5
		Concrete Form Design	2	Secondary Education	3
		Teaching Problems	2	Physical Activities	1/2
				Total Units	18 1/2

Eighth Semester

Advanced Carpentry	3	Superv. & Administr. Specifications	3	Student Teaching	5
		Estimating	2	Educ. Measurements	3
				Physical Activities	1/2
				Total Units	17 1/2

THE FOUR YEAR SPECIAL CURRICULUM IN INDUSTRIAL ARTS WITH EMPHASIS ON ARCHITECTURAL COURSES

First Semester		
Units		Units
History of Architecture ... 3	Mechanical Drawing 2 College Algebra 3	English Composition 3 Chemistry 4 Library Practice 1 Sight Singing 2 Physical Activities ½
		Total Units 18½
Second Semester		
Geometry 1	Descriptive Geometry 3 Trigonometry 3	English Composition 3 Chemistry 4 Art Appreciation 2 Physical Activities ½
		Total Units 16½
Third Semester		
Architectural Drawing ... 3 (Elem. 1 hr. lec., 6 lab.)	Analytical Geometry 3 Arch. Comp. Lect. 1	Elementary Speech 2 Physics 4 Hygiene 2 Econ. Hist. of U. S. 3 Physical Activities ½
		Total Units 18½
Fourth Semester		
Architectural Drawing ... 3 (Elem. thr. lect., 6 lab.)	Mechanics 3 Arch. Comp. Lect. 1	Physics 4 Constitutional Govt. 3 Psychology 3 Physical Activities ½
		Total Units 17½
Fifth Semester		
Architectural Drawing ... 3	Arch. Technology 3 (2 hr. lect., 4 hr. lab.) Carpentry 3	Elem. Curriculum 3 Growth & Devel. of Child 2 Secondary Education 3 Physical Activities ½
		Total Units 17½
Sixth Semester		
Architectural Drawing ... 3	Carpentry 3 Arch. Technology 3	Principles of Teaching ... 3 Sociology 3 Physical Activities ½
		Total Units 15½
Seventh Semester		
Architectural Drawing 3 Modeling (House) 1	Teaching Problems 2 Estimating 2 Arch. Practice 2 Plane Surveying 1	Student Teaching 5 Physical Activities ½
		Total Units 16½
Eighth Semester		
Architectural Drawing 3 Thesis 1 (Some cultur. subj. for which student shows aptitude) 2	Supv. and Admin of Industrial Arts 3 Citizenship and Publ. Rel. 1	Student Teaching 5 Educ. Measurements 3 Physical Activities ½
		Total Units 18½

THE FOUR YEAR SPECIAL CURRICULUM IN INDUSTRIAL ARTS WITH EMPHASIS ON ELECTRICAL COURSES

First Semester

	Units		Units		Units
Auto Ignition and Machine Practice for Electricity	3	College Algebra	3	English Composition	3
		Mechanical Drawing	2	Chemistry	4
				Library Practice	1
				Sight Singing	2
				Physical Activities	½
				Total Units	18½

Second Semester:

Auto Ignition and Machine Practice for Electricity	3	Trigonometry	3	English Composition	3
		Mechanical Drawing	2	Chemistry	4
				Art Appreciation	2
				Physical Activities	½
				Total Units	17½

Third Semester

Electrical Construction (House wiring)	2	Analytical Geometry	3	Elementary Speech	2
		Descriptive Geometry	3	Physics	4
				Hygiene	2
				Econ. Hist. of U. S.	3
				Physical Activities	½
				Total Units	18½

Fourth Semester

Electrical Toy Construct.	3	Differential Calculus	3	Physics	4
		Teaching Problems (Industr. Arts.)	2	Constitutional Govt.	3
				Psychology 100	3
				Physical Activities	½
				Total Units	18½

Fifth Semester

Direct Current Electricity	3	Integral Calculus	3	Elem. Curriculum	3
D. C. Lab.	2	Job Analysis	2	Secondary Education	3
				Growth and Devel. of Child	2
				Physical Activities	½
				Total Units	18½

Sixth Semester

Direct Current Machinery	3	Mechanism	3	Principles of Teaching	3
D. C. Lab.	2	Materials of Constr.	2	Sociology	3
				Educ. Measurements	3
				Physical Activities	½
				Total Units	19½

Seventh Semester

Alternating Current Elec.	3	Electrical Design	3	Student Teaching	5
A. C. Lab.	2	Radio (2 hr. lect., 3 lab.)	2	Physical Activities	½
		Seminar	1		
				Total Units	16½

Eighth Semester

Alternating Current Mach.	3	Electrical Design	3	Student Teaching	6
A. C. Lab.	2	Radio Transmission (2 hr. Lect., 3 lab.)	2	Physical Activities	½
		Seminar	1		
				Total Units	16½

TERMINAL CURRICULA IN INDUSTRIAL ARTS

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 burgular alarm system, 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 and ornamental 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 fastening, in accordance with standard practice.

Draughting, 5 hours per day.

Related and academic subjects, 2 hours per day.

Time: two years.

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
Mathematics	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
Mathematics	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.

DEPARTMENT OF ART

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

The Department of Art has set up curricula in art which are modern, functional, practical, and of sufficient variety to meet the needs of four distinct classes of students. The department offers training in art designed to meet the needs of the following groups:

- (1) Teachers of art in the primary or intermediate grades, junior or senior high school.
- (2) General cultural training in the arts.
- (3) Supervision of art in the public schools.
- (4) Pre-professional students of the arts.

In addition to the modernized curricula, the Department of Art offers artistic surroundings in which to work. The laboratory and lecture rooms have been re-decorated and refurnished for the most part to give an atmosphere and to exemplify the spirit of the modern trend in art and decoration.

The Department of Art wishes to aid in meeting the professional and cultural needs of prospective teachers and students of art in the Southwest by offering a balanced program of art in a surrounding which is artistic and inspirational.

**THE GROUP ELECTIVE FOR THE FOUR YEAR DEGREE
CURRICULUM IN ELEMENTARY EDUCATION**

Freshman Year

	Units
Art 100. Appreciation of Art	2
Art 102. Freehand, Perspective, and Figure	3
Art 103. Elementary Design	3
	—
	8

Sophomore Year

Applied Art I or II (116 or 117)	3
Art 201. Lettering and Posters	2
Costume Design, 123 or Interior Decoration, 222	3
	—
	8

Junior and Senior Years

Art 213. Problems in Primary Art	2
Art 214. Problems in Intermediate and J.H.S. Art	2
Art History I or II, (217 or 218)	2
Art 228. Color Theory	2
	—
	8

Total 24 units

**THE TEACHING MAJOR FOR THE FOUR YEAR PRESECONDARY
CURRICULUM AND THE SPECIAL CREDENTIAL IN ART**

Freshman Year

	Units
Art 100. Appreciation of Art	2
Art 102. Freehand, Perspective, and Figure	3
Art 103. Elementary Design	3
	—
	8

Sophomore Year

Art 116. Applied Art I	3
Art 201. Lettering and Posters	2
Costume Design, 123, or Interior Decoration, 222	3
Advanced Design	3
	—

Junior and Senior Years

Art 230. Curriculum Building in Art	3
Art 228. Color theory	2
Art 217. Art History I	2
Art 218. Art History II.....	2
Art 227. Stage Design	2
Art 213. Problems in Primary Art	2
Art 214. Problems in Intermediate and J.H.S. Art	2
Art 222. Interior Decoration	3
Art 117. Applied Art II	3
	—
	21
Total	40 units

ADDITIONAL COURSES REQUIRED IN OTHER DEPARTMENTS

Music Appreciation	2
Nature Study. Biol. 132	2
	—
	4

THE TEACHING MINOR FOR THE FOUR YEAR PRESECONDARY CURRICULUM**Lower Division**

Art 100. Appreciation of Art	2
Art 102. Freehand, Perspective, and Figure.....	3
Art 103. Elementary Design	3
Applied Art I or II (116 or 117)	3
	—
	11

Upper Division

Art History I, 217 or Art History II, 218	2
Art 228. Color Theory	2
	—
	4

Group electives and teaching majors and minors for curricula completed previous to September 1, 1936 will be approximately as outlined above or may be modified in conference with the head of the department.

RECOMMENDATIONS FOR STUDENTS MAJORING IN OTHER DEPARTMENTS

1. All Departments. Art 100. Appreciation of Art.
 2. Departments of Industrial Arts and Home Economics. Art 102. Freehand, Perspective, and Figure Drawing.
 3. Kindergarten-Primary Majors. Art 213. Problems in Primary Art.
 4. All prospective teachers of the intermediate and junior high school grades. Art 214. Problems in Intermediate and Junior High Art.
 5. Department of Home Economics. Art 123. Costume Design; Art 222. Interior Decoration.
 6. Students of Dramatic Art. Art 227. Stage Design.
 7. All prospective teachers interested in community work. Art 232. Community Art.
 8. Department of Commerce. Art 240. Commercial Art; Art 201. Lettering and Posters.
 9. Department of Industrial Arts. Art 217. Art History I; Art 218. Art History II.
-

Description of Courses in Art

Art 100. Appreciation of Art. This course consists of an elementary study of the principles of art and their application to everyday life situations as exemplified in industrial, commercial, and home art. The course terminates with a general consideration of a few outstanding examples of architecture, painting, and sculpture, from the Greek period through to modern time.

Required of all freshmen.

Mr. Lowry.

First year, either semester, two hours a week

2 units.

101. Elementary Painting. A technical course dealing exclusively with the manipulation and application of tempera and watercolor mediums to still life, nature study, and creative compositions.

Laboratory fee or cost of materials not to exceed \$1.50.

Mr. Lowry.

First year, first semester, four hours a week.

2 units.

102. Freehand, Perspective, and Figure Drawing. A strictly technical course dealing with elementary procedures of freehand and object drawing; a study and application of the rudiments of perspective; figure construction. This work is supplemented by creative composition. The aim of this course is two-fold, namely, tech-

nical training with various mediums, and the development of graphic power.

Laboratory fee or cost of materials not to exceed \$1.00.

Mr. Lowry.

First year, second semester, six hours a week.

3 units.

103. Elementary Design. A series of elementary problems involving the study and use of the principles of design. The technical work deals with the creation of single-unit designs, borders, surface patterns, and panel designs in light and dark and color. Supplementary investigation includes the study of historic design and a clipping collection.

Laboratory fee or cost of materials not to exceed \$1.50.

Miss Kloster.

First year, first semester, six hours a week.

3 units.

114. Advanced Design. A continuation of elementary design with special emphasis on native Southwestern designing, the source material of which is to be derived from Indian and Mexican symbols. Prerequisite, Art 103. Laboratory fee or cost of materials not to exceed \$1.50.

Miss Kloster.

Second year, second semester, four hours a week.

2 units.

116. Applied Art I. A combination laboratory and lecture course involving the design and construction of hand-built pottery; clay modeling in relief and in the round; intaglio and fresco. Lectures are to include a study of various types of pottery and examples of sculpture in relief and in the round.

Prerequisite, Art 103, Art 102, or Art 101. Laboratory fee or cost of materials not to exceed \$2.00.

Miss Kloster.

Second year, second semester, six hours a week.

3 units.

117. Applied Art II. A strictly laboratory course dealing with linoleum and woodblock printing; stenciling applied to textiles; batik; tied and dyed. The scope of the course consists of a series of problems, each initiated by research, illustrations and discussion.

Prerequisite, Art 116 or Art 103. Laboratory fee or cost of materials not to exceed \$2.00.

Miss Kloster.

Second year, first semester, six hours a week.

3 units.

213. Problems in Primary Art. A combination lecture, laboratory, and observation course consisting of a variety of problems such as a teacher of primary art might expect to encounter in the field. Several lectures and observation trips are devoted to the study of child expression. Laboratory work includes type problems of experience drawing, correlation of reading, story telling, and art, and appreciation adapted to the primary level. Special emphasis is given to free

expression. No prerequisite. Laboratory fee or cost of materials not to exceed \$1.00.

Mr. Lowry.

Second or third year, first semester, 2 hours a week.

2 units.

214. Problems in Intermediate and Junior High Art. Type problems, lectures, and observations are designed to meet the needs of the prospective teacher of art in the intermediate grades and junior high school. Emphasis is given to the study of creative expression and the systematic development of children's art at various grade levels. Laboratory work consists of type exercises of work adapted to the intermediate and junior high levels. Exploratory problems in art for the junior high school are given due emphasis.

No prerequisite. Laboratory fee or cost of materials not to exceed \$1.00.

Mr. Lowry.

Second or third year, second semester, two hours a week.

2 units.

123. Costume design. A practical course dealing with the design of costumes for street, home, party or formal wear, based on principles of design, color harmony, type, figure, and personality. Research and lectures on historic costume supplement the laboratory work.

Prerequisite, Art 103 or Art 102. Laboratory fee not to exceed \$1.50.

Miss Kloster.

Second year, first semester, three hours a week.

3 units.

222. Interior Decoration. A series of exercises involving the study and application of principles of art to various type problems of interior decoration and home furnishing. Emphasis is given to the study of practical situations, i. e., arrangement, color, lighting, selection and purchase of furniture and furnishings.

Prerequisite, Art 102 or 103. Laboratory fee or cost of materials not to exceed \$1.50.

Miss Kloster.

Second or third year, second semester, three hours a week.

3 units.

225. Marionettes. Preparation of a marionette performance involving a study and the making of marionettes, planning the stage set and lighting, manipulating the marionettes, and learning parts. This course is especially recommended to teachers of elementary or secondary school dramatics.

Prerequisite, Art 102 or 101. Laboratory fee or cost of materials not to exceed \$2.00.

Not offered in 1932-1933.

Miss Kloster.

Second or third year, first semester, six hours a week.

3 units.

201. Lettering and Posters. A combination lecture and laboratory course consisting of type problems in construction of various alphabets; arrangement and execution of elementary educational and commercial posters. Supplementary lectures involve the study of modern advertising and poster art.

Prerequisite, Art 102 or Art 103 Laboratory fee or cost of materials not to exceed \$1.50.

Mr. Lowry.

Second or third year, first semester, two hours a week.

2 units.

220. Practice Teaching in Art. Directed teaching of art in the Training Schools under the supervision of the Department of Education, and with the advice and counsel of the Department of Art.

Third year, either semester, five hours a week.

5 units.

217. Art History I. A general survey of the historic developments of architecture and sculpture from the period of the primitives through Egyptian, Greek, Roman, Gothic, to, and including the Renaissance period. Readings, discussions, and identification of slides and prints.

Miss Kloster.

Third year, first semester, two hours a week.

2 units.

218. Art History II. A general survey of the development of architecture, sculpture, and painting in the United States from the early settlement period through to the present time. Readings, discussions and identification of slides and prints.

Mr. Lowry.

Third year, second semester, two hours a week.

2 units.

227. Stage Design. A laboratory course devoted to the planning and construction of miniature stage sets to scale. In so far as time and materials permit, stage sets are designed in cooperation with the classes in Dramatics.

Prerequisite, Art 102 or Art 103.

Miss Kloster.

Third year, first semester, two hours a week.

2 units.

228. Color Theory. A detailed study and application of type color combinations producing harmony.

Laboratory fee or cost of materials not to exceed \$2.00.

Miss. Kloster.

Third year, second semester, two hours a week.

2 units.

232. Community Art. A study of planning exteriors and landscaping of homes; park layouts and civic improvements.

Prerequisite, Art 103 or Art 102. Laboratory fee or cost of materials not to exceed \$1.50.

Miss. Kloster.

Third year, second semester, two hours a week.

2 units.

230. Supervision and Curriculum Building in Art. Special attention is devoted to curriculum construction in art for the public school, supplemented by a study and consideration of the problems and duties of the supervisor of art. For special art majors only.

Not offered in 1932-1933.

Mr. Lowry.

Fourth year, first or second semester, two hours a week.

2 units.

240. Commercial Art. A combination lecture and laboratory course dealing with the elementary problems of the commercial artist. Laboratory fee or cost of materials not to exceed \$1.50.

Not offered in 1932-1933.

Mr. Lowry.

Fourth year, first or second semester, two hours a week.

2 units.

250. Research in Art. A seminar course dealing with advanced problems in art. Open to students who have completed a minimum of 24 hours in art. Selection of problems to meet special needs of the students enrolled.

Not offered in 1932-1933.

Miss Kloster or Mr. Lowry.

Fourth year, first or second semester, two hours a week.

2 units.

DEPARTMENT OF COMMERCE

Dr. Atkinson (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.

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. 100) without credit.

THE GROUP ELECTIVE FOR THE FOUR YEAR DEGREE CURRICULUM IN ELEMENTARY EDUCATION

Freshman and Sophomore Years

Twelve units to be chosen from the following subjects:

Shorthand 1

Salesmanship

Shorthand 2

Advertising

Typing

Business Administration

Accounting 1

Principles of Economics

Accounting 2

(year course)

Junior and Senior Years

Upper division Commerce electives, twelve units.

THE TEACHING MAJOR FOR THE FOUR YEAR PRESECONDARY CURRICULUM AND THE SPECIAL CREDENTIAL IN COMMERCE

Freshman Year

	Units
Shorthand 1 and 2	6

Sophomore Year

Principles of Economics, 131, 132	6
Accounting 1 and 2	6

Junior and Senior Years

Business Law 1 and 2	6
Electives	16
	—
	40

THE TEACHING MINOR FOR THE FOUR YEAR PRESECONDARY CURRICULUM

Fifteen units to be chosen in conference with the head of the department.

Group electives and teaching majors and minors for curricula completed previous to September 1, 1936, will be approximately as outlined above, or may be modified in conference with the head of the department.

Description of Courses

Commerce 100. Zaner Penmanship. Principles of writing. Exercises for the development of freehand writing; methods of teaching; practice in script writing.

Text, Zaner Method, Manual 144.

Mr. Masteller.

Either semester, two hours a week.

No credit.

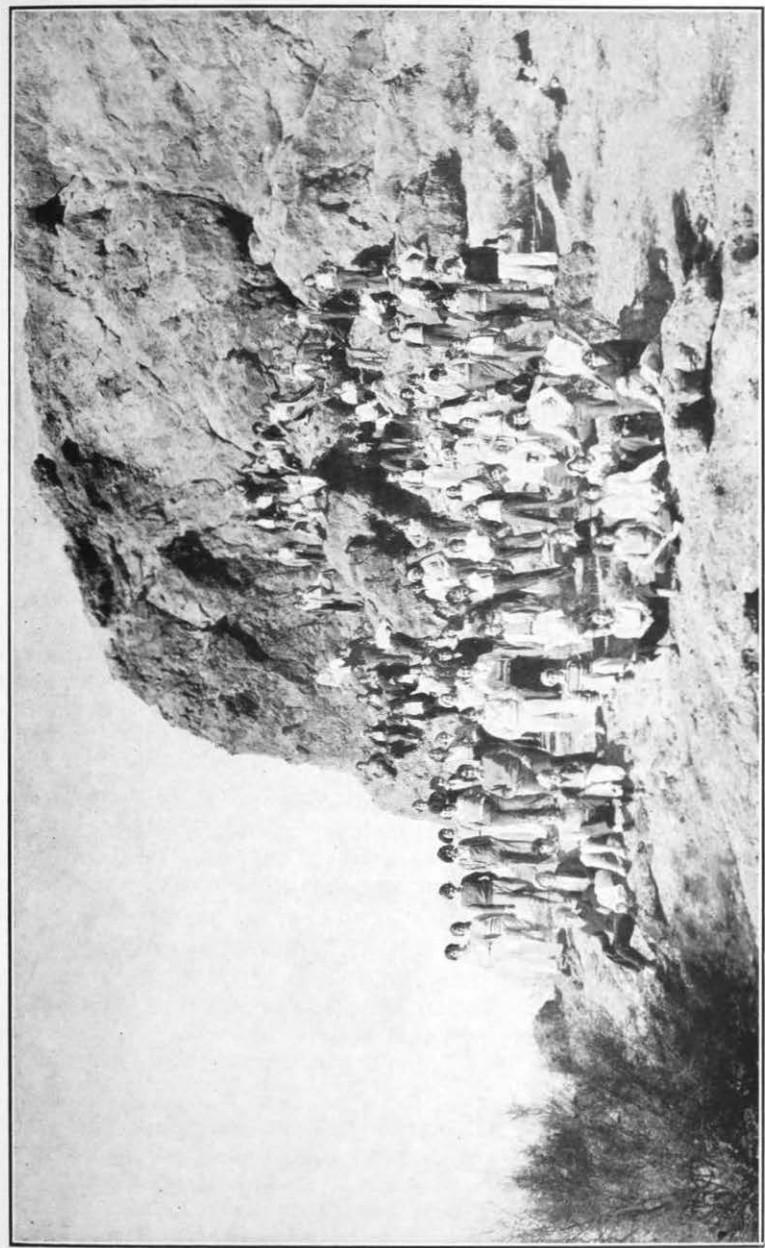
101, 102. Accounting 1 and 2. General principles of accounting. Short problems with particular attention to classification of accounts, personal and partnership accounts, discounts, opening, closing, and adjusting entries; preparation of statements. Various problems are studied and a short set is completed. 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, and introduction to corporation accounting. Both semesters are required of all majors in the standard four year presecondary curriculum.

Mr. Masteller.

First and second semester.

Lecture three hours, laboratory two hours.

3 units each semester.



THE HIKING CLUB
A BREAKFAST HIKE IN PAPAGO PARK

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. Only one semester of typewriting may be taken by a student; this is required of all majors in the four year high school curriculum unless they have had the equivalent in a recognized commercial department in another school. May be taken for either one or two semester hours credit; three sessions a week gives one unit credit; five sessions two units.

Mr. Masteller.

Either semester, three or five times a week.

1 or 2 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; reading in the Gregg Writer; use of all the supplementary books in the Gregg Shorthand System; dictation of new matter and transcription of notes. A required course for all majors in the standard four year presecondary curriculum.

Mr. Masteller.

First and second semesters.

Three lectures (three hours), laboratory two hours.

3 units each semester.

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 is analyzed. Not offered in 1932-1933.

Dr. Atkinson.

Three hours a week.

3 units.

121. Salesmanship. An intensive course covering the basic principles and methods which underlie selling at retail and the wholesale and marketing of specialties. This course is intended for students interested in salesmanship, sales management, sales correspondence and kindred activities. Not offered 1932-1933.

Dr. Atkinson or Mr. Masteller.

Lecture 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. Not offered 1932-1933.

Dr. Atkinson or Mr. Masteller.

Lecture 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.

Not offered in 1932-1933.

Dr. Atkinson.
Three hours a week.

3 units.

Econ. 131, 132. Principles of Economics. An introductory study of economics. Elementary concepts are emphasized. Terminology and definitions are stressed. Much practical material is used to emphasize abstract economic principles. A complete treatment of all economic principles and required of students majoring in commerce in the four year presecondary curriculum.

Dr. Atkinson.
Both semesters, lecture three hours a week.

3 units.

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.

Mr. Masteller.
First and second semesters.
Lecture three hours a week.

3 units.

203. Accounting 5. Auditing. A study of the theory and problems of auditing. A laboratory set is worked in connection with this course. Prerequisite. Commerce 101, 102, 201, 202 or their equivalent.

Not offered in 1932-1933.

Mr. Masteller.
Lecture three hours a week.
Additional laboratory work.

3 units.

204. Accounting 6. Cost Accounting. A study of the problems of cost accounting and departmental division of cost. Rates for disposition of overhead. Place of cost in accounting theory. Same prerequisites as 203.

Not offered in 1932-1933.

Mr. Masteller.
Lecture three hours a week, additional laboratory work.

3 units.

205, 206. 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, deliver. Partnerships, definitions, obligations, rights and duties, dissolution; Corporations, requirements, forms, organizations, purposes, powers, liability of stockholders, transfer of shares, dividends, officers, dissolution.

Required of all majors in the commerce in the standard four year presecondary curriculum.

Dr. Atkinson.
Lecture three hours a week.
First and second semesters.

3 units.

207. Real Estate, Selling and Appraisal. The problems 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.

Not offered in 1932-1933.

Dr. Atkinson.

Lecture three hours a week.

3 units.

208. 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.

Not offered in 1932-1933.

Dr. Atkinson.

Lecture three hours a week.

3 units.

211. 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.

Not offered in 1932-1933.

Dr. Atkinson.

Lecture three hours a week.

3 units.

212. 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.

Not offered in 1932-1933.

Dr. Atkinson.

Lecture three hours a week.

3 units.

213. 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. The advanced Gregg Shorthand book, edited in 1932, will be used as the basic text in the course.

Mr. Masteller.

Lecture three hours a week.

Additional laboratory work.

3 units.

214. Secretarial Procedures. A study of the principles and practices of conducting a modern office. This is an advanced course which makes a thorough digest and study of the principles of filing, keeping records, making reports, preparing itineraries, submitting digests, outlining and writing speeches and all of the other branches of secretarial work. Interesting laboratory work is conducted by the class and constructive criticisms are used throughout.

Mr. Masteller.

Lecture three hours a week.

Additional laboratory work.

3 units.

215. 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. Practical laboratory work with the stock market and corporation problems is a necessary part of the presentation of the course. Not offered in 1932-1933.

Dr. Atkinson.

Lecture three hours a week.

3 units.

216. 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. A definite study is made of the present depression with causes and real issues involved so far as labor is concerned. Not offered in 1932-1933.

Dr. Atkinson.

Lecture three hours a week.

3 units.

221. 222. Commercial Teaching Methods. The aim of this course is to prepare teachers for the commercial field in secondary education. 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 majoring in commerce in the four year presecondary curriculum are required to take this course in the fourth year of their work for the full year. Such high school subjects as Shorthand, Typewriting, Business Law, Business English, Junior Business Training, Salesmanship, Social Studies, Bookkeeping and others are analyzed and practical methods in teaching are presented.

Mr. Masteller.

Lecture two hours a week.

Four hours supervised laboratory work.

3 units.

223, 224. Statistics 1 and 2. Introduction to statistics. Methods, graphic presentation, organization of statistical data; frequency distribution; 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.

Not offered in 1932-1933.

Dr. Atkinson.

Lecture three hours a week.

Additional laboratory work.

3 units.

226. 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. Not offered in 1932-1933.

Dr. Atkinson.

Lecture 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 financial characteristics, geographical location and income bearing capacities. A considerable portion of time will be devoted to study of rate structures and the essential difference between freight and passenger traffic. A comprehensive survey of government regulation will be made.

Not offered in 1932-1933.

Dr. Atkinson.

Lecture three hours a week.

3 units.

228. History of Economic Thought. This course is mainly one of theory—or 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. A study is made of the last depression and its correlation with economic theory in modern use is made.

Not offered in 1932-1933.

Dr. Atkinson.

Lecture three hours a week.

3 units.

Geog. 201. Economic Geography. This course is to be found under Science Department and may be taken by Commerce majors with credit to be applied either in Science or Commerce. Prerequisite, either Geography 100 or Principles of Economics (one semester). Refer to Science Department for further information.

Econ. 110. Economic History of the U. S. This course is a required course for all first year students in the standard four year presecondary curriculum. It deals with the history of economic conditions in the United States and the correlation that exists between those conditions and the status of economic society today. Interpretations are stressed and the students are able to understand economic changes better than they were able to do before they took the course.

Dr. Atkinson.

First year, either semester, three hours a week.

3 units.

DEPARTMENT OF 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'Conner, Miss Jamison, Miss Lutz, Miss Roberts, 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.

Of the professional courses, (including psychology and educational measurements), 28 units are required. Six of these units are in lower division courses, the others are required in the third and fourth years. Candidates for the degree do their directed teaching in the fourth year. Those who are registered in the three year curriculum arrange for their directed teaching in the third year. Beside the required courses, a number of professional courses are offered which may be taken as electives.

Required Professional Courses

Psych. 100. General Psychology, Educ. 230. Principles of Teaching, Educ. 200. Elementary Curriculum, Psych. 200. Educational Measurements, Educ. 210. Reading and Language Problems, Educ. 230. Principles of Education, Educ. 201, and Educ. 202. Directed Teaching.

Description of Courses.

Educ. 200. The Elementary School Curriculum. The place and function of the elementary school; objectives to be realized; intensive consideration of the social studies program; the psychology and philosophy of method as it functions in the elementary school. An attempt is made to illustrate grade practices through observation of demonstration teaching followed by class discussion. Principles underlying selection of curricula materials; practices in progressive schools; reports and selected readings; bibliographies.

Miss Shoninger.

Third year, either semester, three hours a week.

3 units.

Educ. 201, 202. Observation and Directed Teaching. All fourth year students observe model teaching and teach in the training schools during one full year. The observation of model teaching alternates with 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 supervision of trained critic teachers. Students enrolled in the three year curriculum do their directed teaching in the third year.

Under direction of Mr. Payne.

Fourth year, two semesters, five hours a week.

5 units each semester.

Educ. 210. Reading and Language Problems. A course planned to give the background for the teaching and appreciation of reading, language, writing, and spelling from first through the sixth grade. Special emphasis is placed upon the technic necessary for teaching beginning reading. Such language problems as increase in vocabulary, correct usage, individual composition, and the place of creative and original language work are among the topics discussed.

Mrs. Empey, Miss Shoninger, Miss Robinson, Miss Jamison.

Third year, either semester, three hours a week.

3 units.

Educ. 230. 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.

Third year, either semester, three hours a week.

3 units.

211. History of Education. The place of education in the development of civilization; status of the social group reflected in educational philosophies and aims and practices; emphasis given to the outstanding contributors through the ages who have helped most to clarify and improve educational thought and practice. The course is both cultural and professional.

Miss Shoninger.

Fourth year, first semester, three times a 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 the 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 a week.

3 units.

216. Educational Sociology. This course presupposes that the student has completed 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 a week.

3 units.

222. Secondary Education. The place and function of the secondary school; characteristics of adolescence; objectives in secondary education; the junior high school; the senior high school; curricula problems; principles underlying the making of curricula for secondary schools; extra-curricula activities; guidance problems; reports and selected readings; special problems for investigation.

Miss Shoninger.

Third year, second semester, three hours a week.

3 units.

223. Junior High School Curriculum. This course deals 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 progres-

sive junior high schools. There will be opportunity for study of the curriculum of the campus junior high school.

Miss Roll.

Third year, first semester, three hours a week.

3 units.

240. Rural Education. A course designed to assist the rural teacher to solve the immediate problems in the school and the 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.

Third or fourth year, either semester, three hours a week.

3 units.

241. Modern Educational Problems A course 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.

Third or fourth year, first semester, three hours a week.

3 units.

250. Principles 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. Required of all candidates for graduation.

Dr. Burkhard.

Third or fourth year, either semester, three hours a week.

3 units.

Kindergarten-Primary Courses

In view of modern educational standards, a **four year** college course is considered essential in the education of teachers for the kindergarten-primary school. The main objectives of such a curriculum naturally group themselves under three heads:

1. To offer a curriculum which will provide **fundamental** experiences which will result in the development of a well balanced and cultured individual.
2. To offer a curriculum which will provide **functional** educational experiences which will introduce the student to the most effective progressive methods and materials in her professional field.

3. To provide a curriculum which will meet the requirements of the state of Arizona for certification of teachers.

Graduates of this four year curriculum will be granted the Bachelor's Degree and an Arizona Kindergarten-Primary Certificate which entitles the holder to teach in the kindergarten or first three grades.

This curriculum includes training for teaching in the kindergarten, first, second, and third grades, with the privilege of taking, in addition an elective sequence in elementary education which would entitle the student to elementary certification in addition to the kindergarten-primary certification.

Description of Courses

Engl. 109. Literature for Kindergarten-Primary Grades. 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 the primary school. Folklore, poetry, and children's illustrators are given careful study. Class practice is given in the art of story telling. Required of kindergarten-primary majors.

Miss Lutz.

Second year, first semester, three hours a week.

3 units.

P. E. 205. Play Education for Kindergarten-Primary Grades. A brief study of the play movement with a critical study of the theories of play. Consideration is given children's play interests and needs at various age levels, selecting and developing appropriate games to meet the needs. Rhythms and simple interpretative games are considered. Prerequisite, P. E. 270, Growth and Development of the Child. Required of kindergarten-primary majors of junior standing; elective for physical education majors.

Miss Lutz.

Third year, first semester, three hours a week.

3 units.

Educ. 203. Curriculum I, for Kindergarten-Primary Grades. This course deals with a consideration of objectives in early education; the place and function of the kindergarten and primary grades; interpretations and illustrations of social studies programs; opportunity for observation and demonstration teaching in the kindergarten and primary grades followed by discussion and evaluation of classroom procedures; selected readings and reports on outstanding issues in present day kindergarten-primary education. Prerequisite. Psych. 100 and junior standing.

Miss Shoninger.

Third year, first semester, three hours a week.

3 units.

Educ. 210. Curriculum II, Reading and Language Problems. A course planned to give the background for the teaching and appreciation of reading, language, writing, and spelling from the first through the

sixth grade. Special emphasis is placed upon the technics necessary for teaching beginning reading. Such language problems as increase in vocabulary, correct usage, individual composition, and the place of creative and original language work are among the topics discussed.

Mrs. Empey, Miss Shoninger,
Miss Robinson, Miss Jamison.

Third year, either semester, three hours a week.

3 units.

Educ. 206. Construction and Play Materials. The course is concerned with the use of constructive and play materials in the primary school. Considerable attention is given to children's constructive interests as expressed at different age levels. Units of work are defined and criteria for judging the worth of the materials. Work in the class consists in the application of such materials as blocks, paper, clay, textiles, wood, paint. A laboratory fee of \$2.00 is required.

Miss Lutz.

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

3 units.

Educ. 220k. Directed Teaching in Kindergarten. For admission to practice teaching in the kindergarten, the student must pass a music test of sight reading, singing and accompaniment. She is required to spend the morning session, two and a half hours daily in observation-participation and in teaching.

Miss Lutz.

Fourth year, either semester, twelve hours a week.

8 units.

Educ. 220p. Directed Teaching in Primary Grades Students following the kindergarten-primary curriculum are required to spend one semester of their teaching experience in either the first, second, or third grade. The placement in one or other of these grades will depend upon the individual student's particular needs and interests.

Critic teachers.

Fourth year, either semester, five hours a week.

5 units.

COURSES IN ENGLISH AND SPEECH

**Dr. Stevenson (Head of the Department), Miss Pilcher, Dr. Schilling,
Miss Kallstedt, Miss Simpson, Mr. Taylor, Miss Lutz, Mr. Heaps.**

The English Department offers basic courses in composition and oral expression which are necessary for all students as preparation for efficient work in every department of the college and in every later career. For students majoring in English, the program of advanced work is designed to give an integrated knowledge of the forms and masterpieces of literature, as the best background for teaching the subject.

The upper division courses are arranged in two-year sequences, so that a student may plan a well-balanced course. All the courses are kept sufficiently free of technical specialization to enable students majoring in other departments to elect any such course and derive cultural benefit from it. Courses in dramatics and journalism provide special preparation for students who expect to engage in those pursuits either professionally or as part of their future teaching programs.

The course in First Year Composition (101, 102), with a passing grade, is prerequisite for all other English courses except Library Practice, Speech, and Dramatics. 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 will then 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 GROUP ELECTIVE FOR THE FOUR YEAR CURRICULUM IN ELEMENTARY EDUCATION

Freshman Year

	Units
English Composition	6
Library Practice, Engl. 160	1

Sophomore Year

Elementary Speech Engl. 110	2
Survey of English Literature, Engl. 151, 152	6
Literature for the Grades	3

Junior and Senior Years

Upper Division Elective	6
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THE TEACHING MAJOR FOR THE FOUR YEAR PRESECONDARY CURRICULUM

Freshman Year

	Units
English Composition, Engl. 101, 102	6
Library Practice, Engl. 160	1
Sophomore Year	
Elementary Speech Engl. 110	2
Survey of English Literature, Engl. 151, 152	6
Junior and Senior Years	
Upper Division Electives	15
	—
	30

THE TEACHING MINOR FOR THE FOUR YEAR PRESECONDARY CURRICULUM

Freshman Year

	Units
English Composition, Engl. 101, 102	6
Library Practice, Engl. 160	1
Sophomore Year	
Elementary Speech Engl. 110	2
Junior and Senior Years	
Upper Division Elective	6
	—
	15

The second semester of the Sophomore Survey in English Literature is suggested as valuable, and will be accepted in substitution for one of the upper division electives.

Group electives and teaching majors and minors for curricula completed previous to September 1, 1936 will be approximately as outlined above, or may be modified in conference with the head of the department.

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. Introduction to the principal types of literature and training in methods of literary study. This course is a regular requirement in the Freshman year.

Dr. Stevenson, Miss Pilcher, Dr. Schilling.
First year, two semesters, 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. Required of freshmen whose ratings in the preliminary standard test indicate need of intensive drill in the mechanics of language.

Dr. Schilling.

First year, two semesters, three hours a week.

6 units.

108. Literature for the Grades. A survey of the field of literature suitable for reading in the grades. A progressive study of literary forms from the fairy tale, animal story, myth, legend, hero tale, and adventure story up to the books appropriate for the reading of more advanced pupils. Methods of inculcating literary appreciation are studied.

Dr. Stevenson.

Second semester, three hours a week.

3 units.

109. 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 the primary school. Folklore, poetry, and children's illustrators are given careful study. Class practice is given in the art of story telling.

Required of kindergarten-primary majors.

Miss Lutz.

Second year, first semester, three hours a week.

3 units.

110. Elementary Speech. Voice, diction, breath-control; drill in simplicity, sincerity, and directness of address, pronunciation, enunciation, resonance, audibility, posture, gesture, and platform deportment. Required of all sophomores.

Miss Kallstedt, Miss Simpson.

Second year, either semester, three hours a week.

2 units.

120. Individual Work in Dramatics. One hour credit will be granted to students who satisfactorily complete fifty-four hours in Dramatics: acting, directing, stage management, and costuming. Hours to be arranged with Miss Simpson.

Miss Simpson.

Either semester.

1 unit.

121, 122. Interpretation. A study of the four fields of oral reading. The techniques of literary construction, unit, emphasis, coherence, rhythm, voice melody, tone color, and tempo. Enthusiasm, confidence, sympathy, and physical vitality as characteristics of the interpreter's personality. A study of impersonation and characterization.

Miss Simpson.

Two semesters, two hours a week.

2 units.

130. Journalism—News Writing. A general introduction to the field of journalism; study of the basic principles of news writing; practice in news writing; study of news sources; newspaper illustrations: re-

lated topics. Prerequisite to other courses in journalism. Laboratory fee \$1.00.

Mr. Taylor.

First year, either semester, three hours a week.

3 units.

140. Journalism—Reporting. A study of all types of stories covered by a reporter; practice in writing editorials, feature stories, society, sports, interviews.

Prerequisite, English 130 (News Writing). Laboratory fee \$1.00.

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.

Second year, two semesters, three hours a week.

6 units.

160. Library Practice. To give students the power to make intelligent and efficient use of a library. Lectures on the general plan of library organization, the plan of classifying books by the Dewey decimal classification, the arrangement of books on library shelves, the use of the catalogue, the study and compilation of a bibliography, note taking, and a study of the most important reference books; followed by problems involving the actual handling of each book or tool studied.

Required of all freshmen and offered to upper classmen with the permission of the instructor.

Mr. Heaps.

First year, either semester, one hour a week.

1 unit.

170. Practical Journalism. Advanced study of practical newspaper work. A laboratory course devoted to the publication of the COLLEGIAN, the weekly publication of the associated students. Reporting, editing, makeup, publishing, and all that goes with the issuing of a weekly newspaper.

Prerequisite, Engl. 130 (News Writing), Engl. 131 (Reporting).

Laboratory fee, \$1.00.

Mr. Taylor.

Second year, either semester, three hours a week.

3 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. Not offered in 1932-1933.

Dr. Stevenson.

Two semesters, three hours a week.

3 units each 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.

Dr. Schilling.

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*.

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.

Not offered in 1932-1933.

Dr. Schilling.

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 work 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, with special attention to Tennyson, Browning, Arnold, Swinburne, Rossetti, Morris, Mrs. Browning, Meredith, and Hardy. The political and social background of the period; the personality of the various writers with extensive readings from their works.

Dr. Stevenson.

Two semesters, three hours a week.

3 units each semester.

213, 214. Contemporary Prose. The chief writers of essays, biography, history, and fiction, 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.

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.

Not offered in 1932-1933.

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 theatre as influenced by the national schools of the period.

Not offered in 1932-1933.

Dr. Schilling.

Two semesters, three hours a week.

3 units each semester.

221, 222. 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.

Dr. Schilling.

Two semesters, three hours a week.

3 units each semester.

223, 224. Program Building. A search in the fields of literature to

discover stories, poetry, and drama suitable for use as public entertainment; audience types and audience psychology; building of programs suitable for various occasions. Reading aloud in class to determine adaptability of material.

Miss Simpson.

Two semesters, two hours a week.

1 unit each semester.

225, 226. Play Production. The organization of the school theatre; scenic design; scene painting; make-up, costuming, lighting, and stage management; duties of the production staff. A practical laboratory course to prepare teachers for dramatic activities. Laboratory fee \$3.00 per semester.

Miss Simpson.

Two semesters, three hours a week.

1 unit 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 in terminology and opinion in grammars of the present day are compared and harmonized.

Miss Pilcher.

First semester, three hours a week

8 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 who wish practice in verse writing, fiction, and playwriting.

Miss Pilcher.

Second semester, three hours a week

3 units.

234. Creative Dramatics for Primary Grades. Credit will be given those who wish to do creative dramatics with the children in the Training School in conjunction with their regular English work. Only those who have done practice teaching or who are doing it, will be allowed to register. Hours to be arranged by conference with the instructor.

Miss Simpson.

Fourth year, second semester, two hours a week.

1 unit

220. Debating. Credit will be given those students who become active members of our debating teams. Teams will meet regularly to organize material and practice delivery.

Miss Simpson.

Either semester, two hours a week.

2 units.

DEPARTMENT OF FOREIGN LANGUAGES

Dr. Cattelain (Head of the Department), Miss Wilson.

Courses offered in the Department of Foreign Languages have the following objectives in view: To give a thorough training to students wishing to become teachers of French and Spanish; to give

a practical knowledge of foreign languages to students preparing for a business or a commercial career; to meet the foreign language requirements for scientific reading and for graduate studies.

Students majoring in art, music, mathematics, science, or social science and intending to pursue their studies at some university, are advised to take French as a language requirement. Students preparing for a commercial life will greatly increase their future field of activities by taking a course in the Spanish language. As a rule, no credit is given for foreign languages in universities for less than a year taken in continuous courses.

It is recommended that students taking the teaching major in French shall also take a teaching minor in Spanish, and that students choosing a teaching major in Spanish shall take a teaching minor in French.

**THE GROUP ELECTIVE FOR THE FOUR YEAR DEGREE
CURRICULUM IN ELEMENTARY EDUCATION**

Twenty-four semester units in either or both French and Spanish, with the provision that less than 8 units in a single language will not be counted as a part of the total of 24.

**THE TEACHING MAJOR IN FRENCH FOR THE FOUR YEAR
PRESECONDARY CURRICULUM
Freshman and Sophomore Years**

	Units
Elementary, Intermediate, and Advanced French	16
Junior and Senior Years	
Upper division electives	16
	32

**THE TEACHING MINOR FOR THE FOUR YEAR PRESECONDARY
CURRICULUM IN FRENCH**

Fifteen units to be chosen in conference with the head of the department.

**THE TEACHING MINOR FOR THE FOUR YEAR PRESECONDARY
CURRICULUM IN SPANISH**

Fifteen units to be chosen in conference with the head of the department.

Group electives and teaching majors and minors for curricula completed previous to September 1, 1936 will be approximately as outlined above or may be modified in conference with the head of the department.

French Language and Literature
Dr. Cattelain

Lower Division Courses

French 101. Elementary French. A beginner's course. Self-expression and oral drill in French practiced through the course. Scientific method of pronunciation emphasized. (This course is not opened to those who have had previous training in French.) Text used, *The New Chardenal*.

Dr. Cattelain.
First semester, four hours a week. 4 units.

French 102. Elementary French. A continuation of 101. Oral drill increased by means of dialogues, songs and conversations. Students are trained to express their thoughts in short French sentences. Texts used, *The New Chardenal* and an elementary reader. Prerequisite, French 101 or one year of high school French.

Dr. Cattelain.
Second semester, four hours a week. 4 units.

French 103. Intermediate French. A composition and grammar review course, with special emphasis upon French construction and idioms, together with a reading of selections from Modern French writers. Text used, Carnahan's *Intermediate French Grammar and Composition*. Prerequisite, French 102 or two years of high school French.

Dr. Cattelain.
First semester, four hours a week. 4 units.

French 104. Advanced French. Special stress is laid toward acquiring the fluency of the language by means of dialogues, together with a fast reading course. Texts used, *Pattou's Causeries en France*, *Franc's Le Livre de mon Ami*; *Hugo's Les Miserables*. Prerequisite, French 103 or its equivalent.

Dr. Cattelain.
First semester, four hours a week. 4 units.

Upper Division Courses

French 201, 202. Survey Courses in French Literature. Not offered in 1932-1933.

French 203. The French Drama. From the Renaissance to the present time. Plays from Corneille, Racine, Moliere, Lesage, Marivaux, Sedaine, Hugo, Rostand, and others, will be studied in the original. Prerequisite, 2 years of college French.

Dr. Cattelain.
Second semester, three hours a week. 3 units.

French 204. History of the French Novel. Following the history of the French novel from the 17th century to the present date. The classical, the romantic, the realistic and the symbolistic periods will

be studied together with their representatives. Prerequisite, 2 years of college French.

Dr. Cattelain.
Second semester, three hours a week. 3 units.

French 205. French Poetry. A study of the lyric poetry of Lamartine, Victor Hugo, Musset, Vigny, Gauthier, Leconte de Lisle, Heredia, and others. Prerequisite, 2 years of college French.

Dr. Cattelain.
Second semester, two hours a week. 2 units.

French 206. A short course in French phonetics, dictation, conversation on daily topics and free composition, recommended to teachers of French.

Dr. Cattelain.
Second semester, two hours a week. 2 units

Spanish Language and Literature

Miss Wilson

Lower Division Courses

Spanish 101. Elementary Spanish. This course is designed to give the beginner a good Spanish pronunciation through oral drills. The principles of grammar are illustrated by means of this drill. (Not opened to those who have had previous instruction in Spanish.) Text books used, Hills and Ford's Grammar.

Miss Wilson.
First semester, four hours a week. 4 units.

Spanish 102, Elementary Spanish. A continuation of 101. To the study of the grammar will be added the reading of some elementary work such of *El Capitan Veneno*; *El Abolengo* or *La Mariposa Blanca*. Prerequisite, Spanish 101 or one year of high school Spanish.

Miss Wilson.
Second semester, four hours a week. 4 units.

Spanish 103. Intermediate Spanish. Accuracy and facility of expression in the Spanish language, by means of reading compositions, is the aim of this course. Texts used, *Historia de Espana*, *Dona Clarines*, and others, from *Romera-Navarro*. Collateral readings and reports.

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

Miss Wilson.
First semester, four hours a week. 4 units.

Spanish 104. Advanced Spanish. Appropriate reading and discussion are carried on for the purpose of increasing fluency of speech and improving composition. Reading material is taken from such texts as *Benavente's Tres Comedias*, *El Sombrero de Tres Picos*; and others.

Prerequisite, same as for Spanish 103.

Miss Wilson.
Second semester, four hours a week. 4 units.

Upper Division Courses

Spanish 201. The Spanish Classics. Selections from writers of El Siglo de Oro, such as Cervantes, Calderon, and others.

Prerequisite, lower division courses or their equivalent.

Miss Wilson.

First semester, three hours a week

3 units.

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

Prerequisite, lower division courses or their equivalent.

Miss Wilson.

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 Clasicos, and Northrup's Introduction to Spanish Literature are used as texts.

Miss Wilson.

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.

Miss Wilson.

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.

Miss Wilson.

First semester, two hours a week.

2 units.

Spanish 152. Commercial Spanish. Business and commercial correspondence, such as orders, invoices, drafts, and custom-house declarations, will be studied. Text recommended, McHale's Spanish Commercial reader and Andrade's Spanish Commercial Correspondence. (In order best to profit by this course, students should have some knowledge of commercial methods.)

Miss Wilson.

Second semester, two hours a week.

2 units.

HOME ECONOMICS

Mrs. Filler (Head of the Department), Miss Douglass, Miss Reed

This department provides training in home economics for those who wish to teach in elementary schools or in high schools. It fits the student particularly for the vocation of home making and also gives the necessary background for many vocations which grow out of home economics study.

Students adopting the major in home economics fall into three groups:

1. Those who are preparing to teach in elementary schools.
2. Those who are preparing for secondary work;
3. Those who expect to qualify for the degree with special

vocational recommendation in home economics. The curriculums outlined on the pages following are designed to meet the requirements of these three groups.

THE GROUP ELECTIVE FOR THE FOUR YEAR DEGREE CURRICULUM IN ELEMENTARY EDUCATION

Freshman Year

	Units
Elementary Nutrition, H. Econ. 101	3
Clothing Selection, H. Econ. 102	2

Sophomore Year

Applied Food Principles, H. Econ. 106	3
Home Economics Education, H. Econ. 108	3

Junior and Senior Years

Clothing Construction, H. Econ. 203	3
Family and Health, H. Econ. 205	3
Home Management, H. Econ. 202	3
Electives	4

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THE TEACHING MAJOR FOR THE FOUR YEAR PRESECONDARY CURRICULUM AND THE SPECIAL CREDENTIAL IN HOME ECONOMICS

Freshman Year

	Units
Elementary Nutrition, H. Econ. 101	3
Clothing Selection, H. Econ. 102	2

Sophomore Year

Applied Food Principles, H. Econ. 106	3
---------------------------------------------	---

Junior and Senior Years

Clothing Construction, H. Econ. 203	3
Food for the Family, H. Econ. 207	3
Family and Health, H. Econ. 205	3
Home Economics Education, H. Econ. 108	3
Home Management, H. Econ. 202	3
Advanced Clothing, H. Econ. 208	3
Advanced Nutrition, H. Econ. 212	3
The Family	3
Electives	4

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ADDITIONAL COURSES REQUIRED IN OTHER DEPARTMENTS**Art**

	Units
Interior Decoration, Art 222	3
Costume Design, Art 123	3
	—
	6

Science

Biology 100	3
Physiology, Biol. 120	3
General Chemistry, 101, 102	8
Organic Chemistry, 211	4
	—
	13

THE TEACHING MINOR FOR THE FOUR YEAR PRESECONDARY CURRICULUM**Lower Division**

	Units
Elementary Nutrition, H. Econ. 101	3
Applied Food Principles, H. Econ. 106	3
Clothing Selection, H. Econ. 102	3
	—
	9

Upper Division

Clothing Construction, H. Econ. 203	3
Electives	3
	—
	6

Group electives and teaching majors and minors for curricula completed previous to September 1, 1936 will be approximately as outlined above or may be modified in conference with the head of the department.

Description of Courses Offered in Home Economics

Home Economics 104. Personal Growth. This course offers an analysis of personal and character traits most desirable for young women, and methods advanced for the attaining of certain traits.

Mrs. Filler.

First year, second semester, one hour per week.

1 unit.

101. Elementary Nutrition. This course offers fundamental principles of nutrition, of the adequate diet, and the significance of food in its relation to health.

Miss Douglass, Miss Reed.

First year, first semester, three hours per week.

3 units.

102. Clothing Selection. This course offers training in the selection of clothing with consideration of materials, of cost, of style and design, of the individual, and for occasions.

Mrs. Filler.

First year, second semester, two hours per week. 2 units.

106. Applied Food Principles. This course offers a study of how to select and purchase food economically and yet secure an adequate diet for normal consumption, the cookery processes and the effects of heat on food, and the care of food in the home.

Prerequisites: Home Economics 101 and Chemistry 101 and 102.

Miss Douglass.

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

108. Home Economics Education. This course offers a study of both the special content and the special methods to be used in the teaching of home economics.

Mrs. Filler.

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

202. Home Management. This course offers a study of the standards of living, the budgeting of time and income, household accounting, and the care and efficient arrangement of the house and equipment.

Mrs. Filler.

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

203. Clothing Construction. This course offers a study of the construction of garments. Good selection of materials, design and cost of the garments are considered.

Prerequisite, Home Economics 102.

Mrs. Filler.

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

206. Child Development. This course offers a study of the physical and mental development of the child. The periods of pre-natal and infancy are reviewed, and the pre-school age and adolescent periods are thoroughly studied. Some experience is offered with children.

Prerequisite, Home Economics 204.

Miss Douglass.

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

205. Family and Health. This course offers information on good health for the family. Those illnesses and dangers which commonly threaten family welfare are considered. Each individual of the family is studied. The mother through pregnancy and child-birth is given special attention, also the infant.

Miss Douglass.

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

207. Food for the Family. This course offers a study of proper menus which 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.

Prerequisites, Home Economics 101, Home Economics 105.

Miss Douglass.

Third year, first semester, three hours per week.

3 units.

208. Advanced Clothing. This course offers an opportunity to construct special clothing problems of difficulty, to further study good style and design, and to make illustrative material for practice teaching in clothing.

Prerequisites, Home Economics 102, Home Economics 203.

Mrs. Filler.

Third year, second semester, six hours per week.

3 units.

212. Advanced Nutrition. This course offers special problems in diet and nutrition with emphasis upon those deficiencies which may arise from local conditions.

Prerequisite, Home Economics 206.

Miss Douglass.

Third year, second semester, six hours per week.

3 units.

210. Student Teaching. This course offers the student an opportunity to teach home economics one semester in the training school under supervision. Two hours a week are devoted to special methods and curriculum study. Observation also is required. Special conferences are required.

Mrs. Filler.

Third and fourth years, first or second semester.

Five hours per week.

5 units.

DEPARTMENT OF INDUSTRIAL ARTS

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 methods of presentation; and careful training in the fundamental tool processes, short cuts, shop practice and nomenclature is given. 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.

Because the industrial arts program in our public schools is no longer confined to the field of occupational preparation and trade training but has been broadened in scope to include that of industrial and social intelligence and the effective assistance to children, on the part of instructors, in the intelligent choice of life occupations, the department recommends such a grouping of studies as will provide both a broad cultural background and excellent technical training.

The shop instructor, in order to secure a measure of success in his work as a teacher, must be able not only to do the things he is to teach on a basis comparable to commercial shop practice but must have the technical information and training necessary to an intelligent insight into these practices. The department has established its courses in a sequence conducive to this end. The work has also been enriched and intensified by required supplementary courses which strengthen the industrial arts courses. Students completing these courses will be able to use their school training in industry, which is necessary in order that they may keep abreast of changing commercial shop procedures and thus conduct up-to-date school shops.

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 subject matter and content suitable for the secondary schools. The major objectives of the two divisions differ, yet each contains unusual possibilities that challenge the teacher.

THE GROUP ELECTIVE FOR THE FOUR YEAR DEGREE CURRICULUM IN ELEMENTARY EDUCATION

	Units
Drawing Courses	6
Electrical Courses	6
Wood Working Courses	6
Machine Shop Courses	6
	24

THE TEACHING MAJOR FOR THE FOUR YEAR PRESECONDARY CURRICULUM

Freshman Year

	Units
Engineering Drawing	3
Elementary Cabinet Making	3
Descriptive Geometry	3
Advanced Cabinet Making	3
	12

Sophomore Year

Wood Turning	3
Mechanism	3
Machine Shop Practice	3
Job Analysis	3
	—
	12

Junior and Senior Years

Auto Ignition	6
Electrical Construction	6
Direct Current Electricity	6
Supervision and Administration of Industrial Arts	3
	—
	21

ADDITIONAL COURSES REQUIRED IN OTHER DEPARTMENTS**Mathematics**

	Units
College Algebra	3
Trigonometry	3
Analytical Geometry	3
Differential Calculus	3
	—
	12

MINORS FOR STUDENTS NOT MAJORING IN THE INDUSTRIAL ARTS DEPARTMENT**Drawing Minor**

	Units
Engineering Drawing	3
Descriptive Geometry	3
Elementary Mechanism	3
Machine Design	3
Architectural Drawing	3
	—
	15

Woodworking Minor

Elementary Cabinet Making	3
Advanced Cabinet Making	3
Carpentry	3
Carpentry	3
Wood Turning	3
	—
	15

Mechanics Minor

Machine Shop Practice	3
Machine Shop Practice	3
Pattern Making	3
Foundry Practice	3
Sheet Metal	3
	—
	15

Electrical Minor

(For students who have had a year of physics and mathematics through calculus.)

Auto Ignition	3
Auto Ignition	3
Electrical Construction	3
Electrical Toy Construction	3
D. C. Electricity	3
D. C. Machinery	3
	—
	18

Electrical Minor

(For students who have had a year of physics and 3 units each of college algebra and trigonometry.)

Principles of Radio	3
Radio Transmission	3
Radio Receiving, (equipment, design, and construction.)	3
Apparatus	3
Machine Shop Practice	3
	—
	15

Group electives and teaching majors and minors for curricula completed previous to September 1, 1936 will be approximately as outlined above or may be modified in conference with the head of the department.

Description of Courses in Industrial Arts

Industrial Arts 101. Auto Ignition 100. The student who completes all the requirements of this course and who satisfactorily passes all its tests has that type of training which will enable him to work on an even basis with ignition men in a garage. The course is designed to prepare the student for commercial shop practice and will include testing, recharging, and repairing storage batteries; ignition coils; distributors; timing; lighting systems, fuses, and

circuit breakers. Machine shop practice is included in the course. Laboratory fee \$2.00.

Mr. Ross.

First year, first semester, six hours laboratory.

2 units.

I. Art 102. Auto Ignition 110. A continuation of I. Art 101. Laboratory work consists of repairing, adjusting, and testing of generators, starting motors, magnetos, and other electrical equipment found on the modern automobile. Classroom discussion will cover the theory involved. Use of the machine shop equipment is included. Laboratory fee, \$2.00.

Prerequisite, I. Art 101.

Mr. Ross.

First year, second semester, six hours laboratory.

2 units.

I. Art 103. History of Architecture 101. A history of architecture as developed in the ancient cultures of Egypt, Mesopotamia, India, Greece, and Rome. Also the Renaissance and Gothic and modern types. The course consists of two lectures a week, illustrated with charts and lantern slides, and three hours of laboratory work.

Mr. Lowry.

First year, first semester, two lectures, three hours laboratory each week.

3 units.

I. Art 105. Architectural Drawing 111. 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 their own instruments and boards. Laboratory fee, \$2.00.

Prescribed for prospective junior high school teachers. Open to all students as an elective.

Mr. Neeb.

First year, first semester, six hours laboratory a week.

3 units.

I. Art 106. Architectural Drawing 121. A continuation of I. Art 105. The floor plans, roof plans, elevations, architectural details, tracing, blue prints, and colored perspective of two-story house; also complete bill of materials. Students furnish their own instruments and boards. Laboratory fee, \$2.00. Open to all students.

Prerequisite, I. Art 105.

Mr. Neeb.

First year, second semester, laboratory, six hours a week.

3 units.

I. Art 201. Architectural Drawing 201. 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. Prescribed for students majoring in architecture. Laboratory fee, \$2.00.

Prerequisite, I. Art 106.

Mr. Neeb.

Third year, first semester, laboratory, nine hours a week.

3 units.

I. Art 202. Architectural Drawing 211. 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, \$2.00. Prerequisite, I Art 201.

Mr. Neeb.

Third year, second semester, laboratory, nine hours a week. 3 units.

I. Art 151. Broadening and Finding 102. A course designed to aid students preparing to teach in the junior high school. The work consists entirely of model work, boat, steam engines, electrical motors, and similar projects. Laboratory fee, \$2.00.

Mr. Neeb.

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

I. Art. 152. Broadening and Finding 112. A continuation of I. Art 151 with some machine lathe practice and drill press work. Laboratory fee, \$2.00.

Mr. Neeb.

Second year, second semester, laboratory, six hours a week. 3 units.

I. Art 153. Electrical Construction 103. 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, \$2.00. Prerequisite, I. Art 165, Shop Mathematics 20.

Mr. Ross.

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

I. Art 154. Elementary Electricity 113. 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 their own tool kit, consisting of one pair of pliers and screw driver. Laboratory fee, \$2.00. -

Mr. Ross.

Second year, second semester, laboratory, six hours a week. 3 units.

I. Art 203. Direct Current Electricity 203. This course includes a study of electric circuits and the electric current; power and work; resistance; rheostats and resistors; the direct current electric circuit; magnets and magnetism; the magnetic effect of the electric current; induced electromotive force; and electrostatics and condensers.

Mr. Ross.

Third year, first semester, three hours lecture, six hours preparation each week. 3 units.

I. Art 203a. Direct Current Laboratory 213. A laboratory course given in conjunction with I. Art 203. The experiments are designed to familiarize the student with the care and use of direct current measuring instruments as well as to demonstrate the various properties of the direct current electric circuit. Experiments include measurements of voltage, current, resistance, and power; the mag-

netic field and its properties; inductance and capacitance. Thorough and intelligent reports are required. Laboratory fee, \$2.00.

Prerequisite, student must be enrolled in I. Art 203.

Mr. Ross.

Third year, first semester, laboratory, three hours a week. 1 unit.

I. Art 204. Direct Current Machinery 223. This course includes a study of the parts of a dynamo; the construction of direct current dynamos; direct current generator characteristics; direct current motor characteristics; commutation, armature reaction; commutating poles and compensating windings; losses and efficiency; ratings; parallel operation of direct current generators; direct current starting and controlling devices; storage batteries; systems of direct current transmission and distribution.

Prerequisites, I. Art 203 and 203a.

Mr. Ross.

Third year, second semester, three hours lecture, six hours preparation each week. 3 units.

I. Art 204a. Direct Current Laboratory 233. A laboratory course given in conjunction with I. Art 204. The experiments include operation of shunt, series, and compound generators and motors; characteristic curves; losses and efficiency; parallel operation of direct current generators. Practical problems and applications are stressed. Concise and intelligent reports are required. Laboratory fee, \$2.00.

Prerequisite, I. Art 203a.

Mr. Ross.

Third year, second semester, laboratory, three hours a week. 1 unit.

I. Art 251. Alternating Current Electricity 243. This course embodies a study of alternating currents and voltages; sinusoidal currents and voltages; inductance; impedance; power and power factor; single and polyphase circuits; the production of polyphase voltages; theory of operating characteristics of alternating current machines.

Prerequisites, I. Art 204 and 204a.

Mr. Ross.

Fourth year, first semester, three hours lecture, six hours preparation each week. 3 units.

I. Art 251a. Alternating Current Laboratory 253. A laboratory course given in conjunction with I. Art 251. This course is designed to acquaint the student with alternating current measuring instruments, their use and care and by their use to study the characteristics of alternating current circuits. Experiments include voltage, current, and power measurements in inductive and non-inductive circuits, impedance; inductance; capacitance. Concise and intelligent reports are required. Laboratory fee, \$2.00.

Prerequisite, enrollment in I. Art 251.

Mr. Ross.

Fourth year, first semester, laboratory, three hours a week. 1 unit.

I. Art 252. Alternating Current Machinery 263. This course includes a study of transformers; induction motors; alternating current generators; synchronous motors; synchronous converters; motor-generator sets; current rectifiers; single phase motors; alternating current transmission and distribution; alternating current switching and protective devices; alternating current motor starting and controlling devices; motor applications.

Prerequisites, I. Art 251 and 251a.

Mr. Ross.

Fourth year, second semester, three hours lecture and six hours preparation each week.

3 units.

I. Art 252a. Alternating Current Laboratory 273. A laboratory course given in conjunction with I. Art 252. An experimental study covering operation, characteristic curves, losses and efficiency of single and polyphase motors and generators; single and polyphase operation; polarity regulation and efficiency of transformers. Practical problems and applications are particularly stressed. Concise and intelligent reports are required. Laboratory fee, \$2.00.

Prerequisite, enrollment in I. Art 252.

Mr. Ross.

Fourth year, second semester, laboratory, three hours a week.

1 unit

I. Art 253. Electrical Design 283. A study of the fundamental practices of electrical design. Each student is given a direct current motor or generator of a certain speed, voltage, and capacity to design. (The problem covers the determination of the diameter of the armature, the number of poles, the number of slots per pole, number of conductors per slot, size of conductors, the number of armature ampere-turns per pole, the flux per pole, the dimensions of all parts of the magnetic circuit, the number and size of commutator bars, and the field winding; determination of the losses and efficiency.) Emphasis is placed on the making of designs with reference to shop facilities and materials involved, and of the use of standard parts. Prerequisite, I. Art 204. Direct Current Machinery and I Art 204a. Direct Current Laboratory.

Mr. Ross.

Fourth year, first semester, three hours a week.

3 units.

I. Art 107. Forge 114. 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 also are covered. Prescribed for students majoring in industrial arts. Laboratory fee, \$2.00.

Mr. Ross.

First year, first semester, six hours a week.

3 units.

I. Art 108. Agricultural Mechanics 104. A course designed to meet the needs of students of agricultural and farm management. Laboratory fee, \$2.00.

Mr. Ross.

First year, second semester, six hours a week.

3 units.

I. Art 111. Machine Shop 105. 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 \$2.00.

Mr. Ross.

First year, first semester, six hours a week.

3 units.

I. Art 112. Machine Shop 115. 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, \$2.00.

Prerequisite, I. Art 111.

Mr. Ross.

First year, second semester, six hours a week.

3 units.

I. Art 113. Mechanical Drawing 106. (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. Lecture, recitation, or quiz one hour a week, laboratory six hours a week. Laboratory fee, \$2.00. Students must furnish their own instruments and boards.

Prescribed for all freshmen carrying a mechanic arts major.

Mr. Neeb.

First year, first semester, one lecture, six hours laboratory each week. 3 units.

I. Art 114a. Mechanical Drawing 116a. (Descriptive Geometry.) Designed for students majoring in mechanic arts. This course presents the elements of descriptive geometry including problems in warped surfaces and intersections of solids. Lecture, recitation, or quiz one hour per week, laboratory six hours per week. Laboratory fee, \$2.00. Students must furnish their own instruments and boards. Prescribed for all freshmen carrying a mechanic arts major.

Prerequisite, I. Art 101.

Mr. Neeb.

First year, second semester, one lecture, six hours laboratory each week, 3 units.

I. Art 114b. Mechanical Drawing 116b. (Descriptive Geometry.) Designed for students majoring in architecture. This course presents the elements of descriptive geometry including warped surfaces and intersections of solids. Special emphasis is placed upon shades and shadows. Lecture, recitation, or quiz one hour a week. Laboratory fee, \$2.00. Students must furnish their own instruments and boards. Prescribed for all freshmen majoring in architecture.

Prerequisite, I. Art 101.

Mr. Neeb.

First year, second semester, one lecture, six hours laboratory.

3 units.

I. Art 155. Mechanical Drawing 126. (Mechanism) The theory and design of linkages, gears, cams, screws, and other machine elements are studied together with the relative motions of machine parts. Lecture, recitation, or quiz one hour per week, laboratory six hours. Laboratory fee, \$2.00. Required of all students carrying a mechanic arts major. Students must furnish their own instruments and board.

Prerequisite, I. Art 114a.

Mr. Neeb.

Second year, first semester, one lecture, six hours laboratory each week. 3 units.

I. Art 156. Mechanical Drawing 136. (Machine Drawing.) This course treats of machine drawing and takes up such subjects as shafts, bearings, pulleys, belts, clutches, standard machine parts, fastenings. Lecture, recitation, or quiz, one hour per week, laboratory six hours. Laboratory fee, \$2.00. Students must furnish their own instruments and board. Required of all students carrying a mechanic arts major.

Prerequisite, I. Art 130.

Mr. Neeb.

Second year, second semester, one lecture, six hours laboratory each week. 3 units.

I. Art 115. Radio Construction 107. A course arranged to cover the elements of electrical theory; principles of electro-magnetism; potential; current; resistance; capacity measurements; storage cell; dry cell; electric generators; theory of alternating current; electro-magnetic radiation; radio frequency theory. Laboratory work consists of tests, experiments, and projects. Laboratory fee, \$2.00.

Mr. Ross.

First year, first semester, two hours lecture, two hours preparation, and four hours laboratory work each week. 3 units.

I. Art 116. Radio Construction 117. A course designed to acquaint the student with the fundamentals of radio transmission. Oscillating circuits; systems of modulation; antenna systems; frequency measurement; international Morse code; government regulations. The student is required to pass the equivalent of a government examination for an amateur operator's license. Laboratory fee, \$2.00. Prerequisite, I. Art 115, Radio Construction 107.

Mr. Ross.

First year, second semester, two hours lecture, two hours preparation and four hours laboratory work each week. 3 units.

I. Art 160. Sheet Metal Work 108. 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, \$2.00.

Mr. Ross.

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

I. Art 206. Sheet Metal Work 208. A course to include projects in-

volving 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, \$2.00.

Prerequisite, I. Art 160, Sheet Metal 108.

Mr. Ross.

Third year, second semester, six hours a week.

3 units.

I. Art 162. Telephone Communication 283. This course offers the student thorough grounding in the field of telephony, covering the principal pieces of apparatus and circuits in use today, together with the underlying theory. Special attention is given to the study of circuit diagrams and to the solving of practical problems. Laboratory fee, \$2.00.

Prerequisite, Alternating Current Electricity (I. Art 251, 251a.)

Mr. Ross.

Second year, second semester, two hours lecture, four hours preparation, and three hours laboratory work each week.

3 units.

I. Art 120. Wood Work 109. (No machine work.) A course designed to meet the needs of beginning students and special students majoring in kindergarten-primary work. 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, \$2.00.

Mr. Neeb.

First year, either semester, daily, five hours a week.

3 units.

I. Art 121. Wood Work 119. (No machine work.) 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. This course is prescribed for students preparing to teach in a junior high school. Laboratory fee, \$2.00.

Mr. Neeb.

First year, first semester, six hours a week.

3 units.

I. Art 122. Cabinet Making 129. 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; the application of harmony, balance and proportion to the design of furniture. This course is prescribed for students planning to teach industrial arts in the junior and senior high schools. Laboratory fee, \$2.00.

Mr. Neeb.

First year, second semester, six hours a week.

3 units.

I. Art 163. Wood Turning 139. A course involving a study of the cutting action of turning tools and the proper methods of holding them. Projects affording thorough drills in spindle, face plate, and chuck work, together with practice in finishing and polishing.

Mr. Neeb.

Second year, first semester, six hours a week.

3 units.

I. Art 164. Patternwork 149. This course is designed to give a thorough study of the following pattern allowances; draft, shrinkage, finish, warp, and shake. The construction of the patterns involving the common problems of the pattern maker. Prescribed for students preparing to teach industrial arts in the secondary schools. Laboratory fee, \$2.00.

Prerequisite, I. Art 163.

Mr. Neeb.

Second year, second semester, six hours a week.

3 units.

I. Art 207. Cabinet Making and Mill Work 159. A course dealing with advanced types of furniture; construction, involving the various methods of tenoning; the principles of panel construction; correct methods of gluing; the application of finishes; a study of design. The skillful cutting of stock is emphasized. 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, I. Art 164.

Mr. Neeb.

Third year, first semester, six hours a week.

3 units.

I. Art 208. Carpentry 209. In this course the actual planning and construction of problems involved in the erection of buildings are studied. Emphasis is placed upon the use of the steel square; use and care of carpenter's tools; sharpening of cutting tools; framing processes; short cuts; trade terminology. Prescribed for students preparing to teach in secondary school shops.

Prerequisite, I. Art 207.

Mr. Neeb.

Third year, second semester, six hours a week.

3 units.

I. Art 125. Shop Mathematics 20. A course in practical 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 its use.

Mr. Ross.

First year, first semester, three hours lecture, six hours preparation each week.

3 units.

I. Art 211. Job Analysis 208. 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. This course is necessary in curriculum building. Prescribed for all students planning to teach industrial arts.

Mr. Neeb.

Third year, first semester, two two-hour periods a week.

2 units

I. Art 212. Curriculum Making 218. 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, I. Art 111.

Mr. Neeb.

Third year, second semester, two two-hour periods a week. 2 units.

I. Art 255. Teaching Problems 228. 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 in this field.

Prerequisite, I. Art 112.

Mr. Neeb.

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

I. Art 257. Supervision and Administration of Industrial Arts 258. 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.

Prerequisite, I. Art 112.

Mr. Neeb.

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

I. Art 214. Materials of Construction 27. This is a comprehensive and systematic study of the common materials of construction. The aim of the course is, first, to acquaint the student with the distribution and production of raw materials, their general properties, transportation from sources, conversion into commercial forms, and their economic importance; second, to present each topic as a unit in itself with discussions and problem-solving projects that illustrate exactly how the effective and efficient use of materials is accomplished on commercial projects. The course covers forest products; the non-metallic minerals; iron and steel; and the non-ferrous minerals.

Mr. Ross.

Third year, second semester, two hours lecture and four hours preparation each week. 2 units.

Educ. 201. Methods and Teaching 238. 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. These courses may not be counted as a part of the major in industrial arts.

Fourth year, first semester, five hours a week.

5 units.

Educ. 202. Methods and Teaching 248. This course is a continuation of Educ. 201, and has the latter course as a prerequisite. The work detailed here is a development by the student of the learning threads

involved in the industrial arts. Original work, initiated by the student, involving creative thought is encouraged.

Fourth year, second semester, five hours a week.

5 units.

DEPARTMENT OF MATHEMATICS

Dr. Wexler (Head of the Department), Miss Haulot.

Every student of good capacity, in whatever direction his special interest 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 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 at the earliest possible date.

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

THE GROUP ELECTIVE FOR THE FOUR YEAR DEGREE CURRICULUM IN ELEMENTARY EDUCATION

Freshman Year

	Units
College Algebra	3
Trigonometry	3
	—
	6

Sophomore Year

Analytic Geometry	3
Differential Calculus	3
Arithmetic	2
	—
	8

Junior and Senior Years

Integral Calculus	3
Electives	7
	—
	10
Total	24

THE TEACHING MAJOR FOR THE FOUR YEAR PRESECONDARY CURRICULUM IN MATHEMATICS

Freshman Year

	Units
College Algebra	3
Trigonometry	3
	6

Sophomore Year

Analytic Geometry	3
Differential Calculus	3
	6

Junior and Senior Years

Integral Calculus	3
Upper division electives	15
	18
Total	30

TEACHING MINOR FOR THE FOUR YEAR PRESECONDARY CURRICULUM

Fifteen units to be chosen in conference with the head of the department.

Group electives and teaching majors and minors for curricula completed previous to September 1, 1936 will be approximately as outlined above or may be modified in conference with the head of the department.

Description of Courses

Math. 100. The Teaching of Arithmetic. 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 elementary school curricula. Students are advised not to take this course in the freshman year. Does not count in mathematics major and minor.

Dr. Wexler, Miss Haulot.
Either semester, two hours a week.

2 units.

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

and science. Intended for students who have had but one year of high school algebra or who have not had algebra recently.

Prerequisite, one entrance unit in Algebra.

Dr. Wexler.

First semester, three hours a week. 3 units.

***112. College Algebra.** Arithmetic and geometric progressions, permutations and combinations, the binomial theorem, complex numbers, determinants, the theory of equations, infinite series.

Prerequisite, Course 107.

Dr. Wexler.

Second semester, three hours a week. 3 units.

***120. Plane Trigonometry.** Definitions of the trigonometric functions, proofs and applications of the fundamental relations among these functions, logarithms, solutions of right and oblique triangles. identities and trigonometric equations.

Prerequisite, Course 107 and one entrance unit in geometry.

Dr. Wexler.

First or second semester, three hours a week. 3 units.

***201. Analytic Geometry.** A study of the conic sections by the methods of analytic geometry.

Prerequisite, Course 120.

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, Course 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, Course 222.

Dr. Wexler.

First semester, three hours a week. 3 units.

***232. Advanced Calculus.** Partial differentiation, double and triple integrals; general methods of integration; applications.

Prerequisite, Course 231.

Dr. Wexler.

Second semester, three hours a week. 3 units.

***202. Plane and Solid Analytic Geometry.** Loci problems with auxiliary variables; conjugate diameters, the general equation of the second degree, a brief introduction to analytic geometry of three dimensions. Not offered in 1932-33.

Prerequisite, Course 201.

Dr. Wexler.

Second semester, three hours a week. 3 units.

***221. The Theory of Numbers.** Divisibility of integers, congruences, residues, quadratic residues, the Theorem of Reciprocity. Although there is no prerequisite for this course, a certain mathematical maturity is required.

Dr. Wexler.

First semester, three hours a week.

3 units.

***250. Selected Topics in Mathematics.** In this course topics will be chosen by the student with the approval of the instructor, and mastered almost entirely by the student's own efforts. From time to time individual conferences will be held with the instructor for help, advice and encouragement. One or more reports showing a mastery of the chosen topics will be required. This course is open only to mathematics majors during the junior and senior years (under special circumstances in the sophomore year.)

Prerequisite, Course 222.

Dr. Wexler.

Third or fourth year, either semester.

1, 2 or 3 units.

COURSES IN MUSIC

Miss Sather (Head of the Department), Miss Gerrish, Miss Norton,

Mr. Hoyer.

In general, the Department of Music aims to develop a fine, happy, musical atmosphere in the entire college, and to inspire an ever increasing appreciation of good music brought about through participation as well as through listening. Further than this, the department endeavors to provide cultural background and thorough training in a professional way for the teaching of music in the public schools, and to afford ample opportunity for intensive study to music majors and to those who desire to become efficient music supervisors. The work is planned to begin with the development of the ability of the individual student, gradually working into the presentation of music teaching from the primary grades through the junior high school.

Students who elect to major in music will be tested to determine their fitness for this field and their probable success in this type of work. Every music major should plan to acquire experience in band or orchestra and in some choral organization. The glee clubs, chorus, band, and orchestra are doing outstanding work in the community and in the state, and will afford worthwhile experiences.

**THE GROUP ELECTIVE FOR THE FOUR YEAR DEGREE
CURRICULUM IN ELEMENTARY EDUCATION**

Freshman Year

	Units
Sight Singing, Music 100	2
Instruction in String Instruments	2
Instruction in Wind Instruments	2
	—
	6

Sophomore Year

Public School Music, Mus. 110	2
Ear Training and Melody Writing, Mus. 102	3
Introduction to Music Appreciation, 202	2
	—
	7

Junior and Senior Years

Music Education, Mus. 211	3
Music Education, Mus. 212	3
Choral Ensemble and Conducting, Mus. 206	3
Electives	2
	—
	11
Total	24

**THE TEACHING MAJOR FOR THE FOUR YEAR PRESECONDARY
CURRICULUM AND THE SPECIAL CREDENTIAL IN MUSIC**

Freshman Year

	Units
Sight Singing, Music 100	2
Instruction in String Instruments	2
Instruction in Wind Instruments	2
	—
	6

Sophomore Year

Ear Training and Melody Writing, Mus. 102	3
Public School Music, Mus. 110	2
Introduction to Music Appreciation	2
Harmony I, Mus. 103	3
Harmony II, Mus. 104	3
	—
	13

Junior and Senior Years

Music Appreciation and History, Mus. 202	3
Music Education, Mus. 211	3
Music Education, Mus. 212	3
Harmony III, Mus. 201	3
Choral Ensemble and Conducting, Mus. 206	3
Orchestration and Conducting, Mus. 207	3
	18
Total	37

ADDITIONAL COURSES REQUIRED IN OTHER DEPARTMENTS

Physics of Sound,	3
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THE TEACHING MINOR FOR THE FOUR YEAR PRESECONDARY CURRICULUM

Fifteen units to be chosen in conference with the head of the department.

Group electives and teaching majors and minors for curricula completed previous to September 1, 1936 will be approximately as outlined above or may be modified in conference with the head of the department.

Description of Courses

Music 100. Sight Singing and Rudiments of Music. This course includes the singing of many songs; study of music notation; major and minor; primary triads; common rhythmic types; musical terms, syllable singing; and part singing.

Required of all candidates for graduation.

Miss Sather, Miss Gerrish.

First year, either semester, two hours a week.

2 units.

110. Public School Music. A survey designed to prepare the teacher to handle classroom music in the elementary grades. Study of the child voice; the musically deficient; selection and teaching of rote songs; presentation of rhythmic and tonal problems incident to these grades.

Required of all who expect certification to teach.

Prerequisite, Music 100.

Miss Gerrish.

Second year, either semester, two hours a week.

2 units.

102. Ear Training and Melody Writing. A course designed to develop potential ability in aural recognition together with its later written expression. Emphasis is laid upon harmonic substructure of melody and upon individual effort.

Required of all music majors.

Miss Norton.

First year, second semester, three hours a week.

3 units.

103. Harmony I. A practical course including study of scale forms, intervals, chord structure and inversions, dominant seventh, cadences. Simple harmonization of section and phrase, close and open position, embellishing tones, subdominant harmony. Free composition. Keyboard work throughout. Required of all music majors.

Prerequisite, Music 102 or equivalent preparation.

Miss Norton.

Second year, first semester, three hours a week.

3 units.

104. Harmony II. A continuation of Harmony I. Subdominant, supertonic, submediant, and mediant harmony. Bytones; dominant ninth. Relation of harmony and rhythm. Analysis and free composition. Keyboard application throughout. Required of all music majors.

Prerequisite, Mus. 103 or equivalent.

Miss Norton

Second year, second semester, three hours a week.

3 units.

105, 106. Applied Music. Voice. (Private instruction) A course in voice building for singers or speakers. The courses are comprehensive and adaptable to the needs of beginners or to those who are working on repertoire. Attention given to resonance which involves tone production, tone placement, and head tones; diction, which involves vowel and word formation without doing violence to the tone; support, which involves breath, poise and style. Aim; to create a concept of a lovely, consistent tone and to stimulate imagination which results in interpretation.

All music majors will be required to take at least two years of voice and should begin preferably not later than the second year.

Mr. Douglas Russell.

Any year, either semester, two half hour lessons a week,

\$2.00 per lesson.

1 unit.

107, 108. Applied Music. Piano. Private lessons in piano. Every music major should have at least two years in piano. Students who have had no previous instruction in piano should begin this work in the freshman year. It is essential that they learn to play before entering a course in harmony. To be arranged with the Head of the Department.

Either semester, two half hour lessons a week.

1 unit.

211, 212. Music Education. A course for students majoring in music and preparing to become special teachers or supervisors. Consideration of standards, materials, individual differences, psychological

implications, problem of interest. Practice in handling rote singing, sight reading, part work, appreciation lessons, and assembly singing. Introduction to conducting.

Required of all music majors.

Miss Gerrish, Mus. 211.

Miss Norton, Mus. 212.

Third year, two semesters, three hours a week.

3 units each semester.

150. Mixed Chorus. A new course this year. Open to all men and women who have a good sense of pitch and who are interested in chorus work. Those who sing little or much may apply. It is hoped to develop a chorus of close to one hundred voices. Interesting choral effects will be worked out and a cappella work will be done. This course will give opportunity to many students to take part in many thrilling effects.

Miss Sather.

Any year, either semester, two hours a week.

1 unit.

Music 151, 152. Women's Glee Club. This organization is open to women students who can qualify. Individual try-outs are given all who apply to the director. A varied repertoire of songs is worked up with much attention to tone quality, interpretation, shading, blending, enunciation and stage presence. Many appearances on campus and in public are made. Apply in the fall, continue through two semesters.

Miss Sather.

Any year, two semesters, four hours a week.

1 unit each semester.

Music 153, 154. Men's Glee Club. This organization is open to men students who qualify. Individual try-outs are given upon application to the director. Here also a varied repertoire is prepared and many songs are studied and learned with training in good tone quality, blending, interpretation, enunciation, shading, and stage presence. Many engagements are filled both on campus and in public. Apply in the fall, continues through two semesters.

Miss Sather.

Any year, two semesters, four hours a week.

1 unit each semester.

Music 201. Harmony III. Modulations to related and unrelated keys, chromatic harmonies, augmented sixth and Neapolitan sixth. Analysis and introduction to form.

Prerequisite, Harmony I and II or equivalent. Required of music majors.

Miss Norton.

Third year, first semester, three hours a week.

3 units.

Music 202. 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. Prerequisite, Mus. 109.

Miss Gerrish.

Third year, second semester, three hours a week.

3 units.

Music 206. Choral Ensemble and Conducting. This course is designed to give students, especially music majors or others with special musical talent and training, further opportunity to put into practice the work of the sight singing course; to learn part songs of merit, to develop the voice further, to learn the fundamentals of conducting, and to have practical experience in conducting a vocal group. Prerequisite, Mus. 100. Sight Singing, Mus. 102. Ear Training, Mus. 103, 104. Harmony.

Miss Sather.

Third year, second semester, three hours a week.

3 units.

Courses in Instrumental Music

Music 207. Orchestration and Conducting. This course is offered in the fourth year to specially prepared students in music. Those who take this course should be registered in the college concert orchestra. Includes much written work in arranging music for small instrumental ensembles and practical experience in conducting.

Prerequisite, Music 201. Harmony III.

Mr. Hoyer.

Fourth year, first semester, three hours a week.

3 units.

161, 162. Beginner's Orchestra. Students who have not yet acquired the degree of proficiency necessary for registration in the college concert orchestra or concert band, but desire experience in orchestral work, may register in the beginner's orchestra. Application for enrollment should be made to the director.

Prerequisite, Music 107 or 108, or equivalent.

Mr. Hoyer.

Either semester, two hours a week

½ unit each semester.

165, 166. Concert Orchestra. The college concert orchestra is symphonic in character and consists of a select membership of about thirty-five. Only works of the highest type are selected for study by this orchestra. Compositions such as "Pomp and Circumstance", by Elgar; "William Tell" overture by Rossini; "Peer Gynt Suite", Grieg; "Merry Wives of Windsor", Nicolai; "Atlantis Suite", Safranek; "Rosamunde" by Schubert; many other compositions from such composers as Victor Herbert, Sullivan, Drigo, DeKoven and Luigini. Only qualified students are admitted to the concert orchestra. Those not sufficiently advanced may secure the necessary preparation by enrolling in Music 161, 162.

Mr. Hoyer.

Either semester, five hours a week.

1 unit each semester.

163, 164. Concert Band. Open to qualified students. Instruction in the various band instruments. As a military unit, the band is drilled in marching and fancy formations. The uniform adopted for the band consists of white flannel trousers, white woolen sweater and

white officer's cap. The band plays for football, basketball, and baseball games and is regularly called upon to furnish music upon other public occasions.

Mr. Hoyer.

One semester, five hours a week.

1 unit each semester.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Miss Herron (Head of the Department), Mr. Shipkey, Miss Murphy, Miss Marten, Miss Anderson, Mr. Macomber, Miss Durham

The department of health and physical education aims to offer for all students activity courses which will promote normal development, assist them in acquiring satisfying social experiences, and valuable physical skills.

All students in the teachers course are required to take one year of work in the organization of physical activities for the elementary school in order that they may become more conversant with the content and teaching of children's plays and games. Every student in the Teachers College is required to elect one physical activity a semester for his entire college course.

A record of a complete physical examination will be required before any student will be admitted into a physical activity class. This is made necessary in order that the activities may be adapted to the needs of the individual and that the department may assist the student in the solution of his health problem.

The department offers a four year major in physical education which includes a thorough training in the basic sciences on which physical education rests, health education, activities, theory and methods in physical education. Students who desire to select this major should possess a high standard of health, and outstanding physical ability. At the end of the sophomore year, major students will be given an opportunity to score themselves on a self rating scale in physical education activities. Those who fall below a specified minimum should consider seriously the advisability of changing their major subject.

**THE GROUP ELECTIVE FOR THE FOUR YEAR DEGREE
CURRICULUM IN ELEMENTARY EDUCATION**

Freshman Year

	Units
Activities	1
Hygiene, P. E. 100	2
	—
	3

Sophomore Year

Activities	1
Physiology, Biol. 120	3
	—
	4

Junior and Senior Years

Activities	2
Growth and Development of the Child	2
Theory of Physical Education, P. E. 201	3
Methods in Activities	2
Methods in Playground	2
Methods in Coaching	2
Community Activities	2
Observation and Demonstration Teaching in Physical Education	2
	—
	17
Total	24

**THE TEACHING MAJOR FOR THE FOUR YEAR PRESECONDARY
CURRICULUM AND THE SPECIAL CREDENTIAL
IN PHYSICAL EDUCATION**

Freshman Year

	Units
Activities	1
Hygiene, P. E. 100	2
	—
	3

Sophomore Year

Activities	1
Physiology, Biol. 120	3
Anatomy, P. E. 238	3
First Aid, P. E. 231	1
Activities (Elective)	4
	—
	12

Junior and Senior Years

Activities	2
Growth and Development of the Child	2
Theory of Physical Education, P. E. 201	3
Methods in Activities	2
Methods in Playground	2
Methods in Coaching	2
Community Activities	2
Observation and Demonstration Teaching in Physical Education, P. E. 270	2
Mental Hygiene or School Health	2
Community Recreation	2
	—
	21
Total	36

THE TEACHING MINOR FOR THE FOUR YEAR PRESECONDARY CURRICULUM

Fifteen units to be chosen in conference with the head of the department.

Group electives and teaching majors and minors for curricula completed previous to September 1, 1936 will be approximately as outlined above or may be modified in conference with the head of the department.

RECOMMENDED SEQUENCE OF ACTIVITIES FOR ALL STUDENTS
Men

- 1st year—Sports Survey or Athletics.
- 2nd year—Elective.
- 3rd year—Physical activities for the elementary schools.
- 4th year—Elective.

Women

- 1st year—Sports Survey or Athletics.
- 2nd year—Dancing 1 semester—Elective 1 semester.
- 3rd year—Physical activities for the elementary schools.
- 4th year—Elective.

Students may elect methods and technique classes to which they are eligible in lieu of elective activity courses. Kindergarten-primary majors may substitute play education for one semester of physical activities of the elementary school.

COURSES OFFERED IN PHYSICAL EDUCATION

P. E. 100. Hygiene. A course dealing with physical and mental well being. Required of all students during the freshman year.

Miss Herron.

First year, either semester, two hours a week.

2 units.

P. E. 101, 102. Sports Survey Course. (Women) Required of all freshman women. Participation in sports and team games for women. Students will be divided into groups on the basis of ability, and those who show sufficient proficiency will be transferred to the athletic class.

Staff.

First year, two semesters, two hours a week.

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

P. E. 111, 112. Sports Survey Course. (Men) Required of all freshman men not registered for athletics.

Mr. Shipkey.

First year, two semesters, two hours a week.

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

P. E. 113, 114. Athletics. (Men) An advanced course open to men who are accepted as candidates for college teams.

Mr. Shipkey.

First year, two semesters, five hours a week.

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

P. E. 103, 104. Athletics. (Women) An advanced course open to all women students who are candidates for interclass teams in hockey, basketball, volley-ball, baseball, and track and field athletics.

Miss Herron.

First year, two semesters, five hours a week.

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

P. E. 110. Elementary Clogging. Simple buck, waltz, clog, and soft shoe routines leading up to original routines by students.

Miss Marten.

Second year, either semester, two hours a week.

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

P. E. 117. Folk Dancing. National dances of American and foreign origin.

Miss Marten.

Second year, first semester, two hours a week.

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

P. E. 118. Advanced Clogging. A continuation of P. E. 110, Elementary Clogging.

Miss Marten.

Second year, second semester, two hours a week.

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

P. E. 122. Interpretive Dancing. A beginning course in natural dancing.

Miss Marten.

Second year, second semester, two hours a week.

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

P. E. 123. Tumbling. (Men) Acrobatics and pyramid building.

Mr. Shipkey.

Second year, first semester, two hours a week.

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

P. E. 125, 126. Boxing. (Men).

Mr. Shipkey.

Second year, two semesters, two hours a week.

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

P. E. 127, 128. Wrestling. (Men).

Mr. Shipkey.

Second year, two semesters, two hours a week.

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

P. E. 120. Golf. (Open to both men and women).

Mr. Shipkey.
 Either semester, two hours a week. ½ unit.

P. E. 130. Tennis. (Open to both men and women). This course will be divided into beginning, intermediate, and advanced sections.

Staff.
 Either semester, two hours a week. ½ unit.

P. E. 140. Archery.

Miss Marten.
 Either semester, two hours a week. ½ unit.

P. E. 201. Theory of Physical Education. Required of all majors in physical education.

Miss Herron.
 Third year, first semester, three hours a week. 3 units.

P. E. 238. Anatomy. Human anatomy with special emphasis on the anatomy of muscles and joints and application to the movements involved in exercises and sports.

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

P. E. 231. First Aid. The first aid treatment of the accidents and emergencies which occur most frequently in the school and on the playground.

Miss Herron.
 Second year, first semester, one hour a week. 1 unit.

P. E. 203, 204. Organization of Physical Activities for the Elementary School. (Women) Required of all third year women. This course includes practice in presentation of plays and games suitable for elementary school girls.

Miss Herron and Miss Marten.
 Two semesters, two hours a week. 1 unit each semester.

P. E. 213, 214. Organization of Physical Activities for the Elementary School. (Men) Required of all third year men. This course includes practice in presentation of plays and games suitable for the elementary school boys.

Mr. Shipkey.
 Third year, two semesters, two hours a week. 1 unit each semester.

P. E. 206. Methods and Techniques in Dancing.

Miss Marten.
 Third year, second semester, two hours a week. 1 unit.

P. E. 216. Methods and Techniques in Tumbling and Acrobatics.

Mr. Shipkey.
 Third year, second semester, two hours a week. 1 unit.

P. E. 217, 218. Methods and Techniques in Coaching. (Men).

Mr. Shipkey.
 Third or fourth year, two semesters, two hours a week. 1 unit each semester.

P. E. 207, 208. Methods and Technique in Coaching. (Women).

Miss Herron.
 Third or fourth year, two semesters, two hours a week. 1 unit each semester.

P. E. 223, 224. Methods and Techniques in Individual Sports.

Not offered in 1932-1933.

P. E. 219. Methods in Pageantry.

Miss Simpson,
 First semester, two hours a week. 1 unit.

P. E. 221, 222. Methods in Playground Activities. Required of physical education majors in the junior year.

Miss Murphy.

Third year, two semesters, two hours a week.

2 units each semester.

P. E. 260. Methods in Campfire Leadership.

Miss Anderson.

Either semester, one hour a week.

1 unit.

P. E. 252. Methods in Scouting.

Mr. Macomber.

Second semester, two hours a week.

2 units.

P. E. 220. Community Recreation. Not offered during 1932-33.

P. E. 205. Play Education for the Kindergarten-Primary Grades.

Prerequisite, Growth and Development of the Child. Required of Kindergarten-primary majors in the junior year. Elective for Physical education majors. This course may be substituted by kindergarten-primary majors for one semester of work in Organization of Physical Activities in the Elementary School.

Miss Lutz.

Third year, first semester, three hours a week.

3 units.

P. E. 230. School Health. Not offered in 1932-1933.

Miss Herron.

Third or fourth year, either semester, two hours a week.

2 units.

P. E. 250. Growth and Development of the Child. A study of the psychological and physical growth and development of the child. It includes a consideration of the general growth tendencies, indices of normal growth, and the relation of conditioning factors to the growth and development of children.

Miss Herron.

Third year, either semester, two hours a week.

2 units.

P. E. 270. Observation and Demonstration Teaching in Physical Education. Required of all major students in third year.

Miss Murphy.

Third year, either semester, two hours a week.

2 units.

DEPARTMENT OF PSYCHOLOGY

Dr. J. O. Grimes (Head of the Department), Dr. Burkhard, Mr. Payne

The courses offered in psychology are designed to furnish the background of principles which enables an individual to predict and control the behavior of himself and others to a larger degree, and to enable him to apply these principles in other fields of learning. 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 measurement and statistics.

The Minor in Psychology must include Psych. 100, General Psychology, Psych. 200, Educational Measurements, and nine additional hours in psychology courses selected by the student.

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 of animal and human behavior.

Dr. Grimes.

First year, either semester, three hours a 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 relationship. 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.

Prerequisite, Psychology 100.

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.

Prerequisite, Psychology 100.

Dr. Grimes, Mr. Payne, Mr. Macomber, Miss Roll.

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.

Prerequisite, Psychology 100.

Dr. Grimes.

Third year, second semester, three hours per week.

3 units.

Psych. 206. Mental Hygiene. A study of the principles of mental hygiene and their application to the personal needs of school children. Deals largely with the emotions, hereditary tendencies, types, causes,

and educational treatment of mental instability and defects of personality.

Dr. Grimes.

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

231. Psychology of Adolescence. An upper division course presenting recent scientific work in such fields as the nature of development of interests, physical, mental, moral, and social traits of adolescence, the prediction and control of adolescent behavior, and their bearing upon the problems of instruction in junior and senior high schools.

Prerequisite, Psychology 100.

Dr. Grimes.

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

270. Growth and Development of the Child. A study of the essential facts of mental and physical development of the school child with special emphasis on the physical basis of education, the general laws of growth, the problems of mental hygiene during the critical growth periods, physical defects, and the health of the school child.

Prerequisite, Psychology 100.

Dr. Grimes, Miss Herron.

Either semester, two hours per week. 2 units.

DEPARTMENT OF SCIENCE

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

The Department of Science offers courses in the following: Agriculture, Biology, Chemistry, Geography, Geology, and Physics. These courses are designed to give the student training in the use of the scientific method and to widen his knowledge of the physical world. Such training is highly desirable for every student from the cultural standpoint since it gives an appreciation of the part that science plays in human progress and happiness, and at the same time aids him to better orient himself in a 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 economics, medicine and physical education.

(3) To afford training for students who may desire to continue their work at a university.

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

Well equipped laboratories in biology, chemistry, geography, geology and physics provide for the experimental approach of the sciences. Attention is called to the opportunity for directed practice teaching in general science in the campus training school. The Geographic and Scientific societies offer student centered programs in science to those interested. These organizations are described in another part of this catalog.

A student planning to specialize in one of the divisions of 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 meet best his particular needs.

**THE GROUP ELECTIVE FOR THE FOUR YEAR DEGREE
CURRICULUM IN ELEMENTARY EDUCATION**

	Units
Biology 100	3
General Physical Science, Physics 100	3
Agriculture	3
Geography 100	3
	—
	12
Twelve additional elective units in:	
a. Biological and Physical Science,	
or	
b. Earth Science and Physical Science,	
or	
c. Earth Science and Biological Science.	

**THE TEACHING MAJOR FOR THE FOUR YEAR PRESECONDARY
CURRICULUM IN PHYSICAL SCIENCE**

	Units
College Chemistry	8
Physics	8
Botany and Zoology	8
Organic Chemistry	8
Analytical Chemistry	6
Modern Physics, Phys. 212	3
Advanced Physics	3
Biochemistry	4
	—
	48

ADDITIONAL COURSES REQUIRED IN OTHER DEPARTMENTS

Mathematics

	Units
College Algebra	3
Trigonometry	3
Analytic Geometry	3
Calculus	3
	—
	12

**THE TEACHING MAJOR FOR THE FOUR YEAR PRESECONDARY
CURRICULUM IN BIOLOGICAL SCIENCE**

	Units
College Chemistry	8
Botany	8
Organic Chemistry	8
Physiology	3
Anatomy	3
Zoology	4
Plant Physiology	3
Physics	4
Genetics	3
Bacteriology	3
	<hr/>
	47

**THE TEACHING MINOR FOR THE FOUR YEAR PRESECONDARY
CURRICULUM**

Fifteen units to be chosen in conference with the head of the department.

Group electives and teaching majors and minors for curricula completed previous to September 1, 1936 will be approximately as outlined above or may be modified in conference with the head of the department.

AGRICULTURE

A SUGGESTED CURRICULUM FOR STUDENTS INTENDING TO TRANSFER TO AN AGRICULTURAL COLLEGE FOR A DEGREE IN AGRICULTURE

First Year			
First Semester		Second Semester	
	Units		Units
English 101	3	English 102	3
Chemistry 101	4	Chemistry 102	4
Botany, Biol. 111	4	Zoology, Biol. 122	4
Animal Industry, Agric. 107	4	Plant Industry, Agric. 108	4
		Library Practice	1
Physical Activities	½	Physical Activities	½
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	15½		16½
Second Year			
Social Science 131	3	Psychology 100	3
Physics 101	4	Physics 102	4
Organic Chemistry 201	4	Plant Physiology 208	4
Bacteriology, Agric. 203	3	Horticulture, Agric. 132	3
Dairy Husbandry 103, or			
Poultry Husbandry 105	3	Agric. Mechanics, I. Art 132	3
Physical Activities	½	Physical Activities	½
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	17½		17½

Note: The preceding curriculum covers two years of a four-year State course in vocational agriculture designed to qualify the candidate for teaching agriculture under the provisions of the Smith-Hughes Act. The subjects in the third and fourth years will be given as needed. For those students who plan to take one or more years in general agriculture as a preparation for practical farming, the courses offered in the preceding curriculum are recommended.

Courses in Agriculture

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 well equipped laboratories make possible a

thorough training in the chemical, physical, and bacteriological testing of milk, soils, and food products.

Agr. 110. Agricultural Projects and Correlations. This course is intended to give the students such 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. Laboratory fee \$1.00.

Mr. Ostrander.

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

3 units.

103. Dairy Husbandry. This course is a study of dairy breeds, problems, and practices. Special attention is given to the production and marketing problems of Arizona. Elective. Alternating with Poultry Husbandry. Given in 1932-33.

Mr. Ostrander.

Three hours per week.

3 units.

105. Poultry Husbandry. The same principle is followed for the Poultry Husbandry course as is outlined for Agriculture 103. Elective. Not given in 1932-1933.

Mr. Ostrander.

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

3 units.

107. Animal Industry. This course includes a general study of farm animals—their breeding, feeding, and management. Judging of live stock and field trips are emphasized. Elective.

Mr. Ostrander.

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

4 units.

108. Plant Industry. This course includes a general survey of field and forage crops and the essential factors in the production, marketing and management of the leading crops of the Southwest. Elective.

Dr. Gillespie.

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

4 units.

132. General Principles of Horticulture. This is a general course in horticulture dealing with the propagation, management, and marketing of the principle fruits of the Southwest. Elective.

Dr. Gillespie.

Second year, second semester, three hours per week.

3 units.

203. General Bacteriology. This course emphasizes the fundamental principles of bacteriology with their hygienic, industrial and agricultural application. Organisms representing the principal groups are studied in cultural and microscopic preparations. Milk, soil, water, and hygienic surveys are conducted by the students. Required in some courses.

Prerequisite, Biology 100, or its equivalent. Laboratory fee, \$2.00.

Mr. Ostrander.

Third year, first semester, two lectures and two two-hour laboratory periods per week.

3 units.

204. Animal Genetics. This course treats the elementary principles of heredity and their applications to animal breeding and human welfare. This course alternates with Agr. 206, Animal Nutrition. Given in 1932-33. Elective.

Prerequisite, Biology 100, or its equivalent.

Mr. Ostrander.

Third or fourth years, second semester, three hours of lecture or its equivalent per week.

3 units.

206. Animal Nutrition. This course deals with the principles of feeding, composition of feeds, physiology of nutrition, and practices in formulating rations for the various classes of live stock. Evaluation of feeds and feeding practices current in Arizona are given special consideration. Elective.

Prerequisites: Animal Industry 107, and General Chemistry. This course alternates with Animal Genetics 204. Not given in 1932-33.

Mr. Ostrander.

Third or fourth years, second semester, two hours of lecture and six hours of laboratory and observation per week.

3 units.

Biological Sciences

Biology 100. General Biology. A study of fundamental life structures 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. Laboratory fee, \$2.00.

Dr. Gillespie.

First year, either semester, two hours lecture, three hours laboratory per week.

3 units.

Biology 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. Laboratory fee, \$2.00.

Dr. Gillespie.

First semester, three hours lecture, three hours laboratory per week.

4 units.

Biology 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. Laboratory fee, \$2.00.

Prerequisites: Biology 100 or 111.

Dr. Gillespie.

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

Biology 120. Human Physiology. The human body is studied as a mechanism in relation to its environment. A study of the vital functions and the physical principles which govern them. Intended to supply the foundation for those who contemplate more extended work in hygiene, health education, or physical education. Lectures; demonstrations. individual and group projects.

Mr. Irish.

Either semester, three hours a week.

3 units.

Biology 122. General Zoology. A 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. Laboratory fee, \$2.00.

Mr. Ostrander.

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

4 units.

Biology 132. Nature Study. Lectures and assigned readings on local material suitable for teaching of Nature Study in the schools. Campus excursions, personal observations, and collections of various classes of subjects will be expected of the student. Laboratory fee, \$0.50.

Dr. Gillespie.

Second semester, two hours lecture per week.

2 units.

Biol. 202. General Bacteriology. (See Agriculture 203.)

Biol. 206. Animal Nutrition. (See Agriculture 206.)

Biol. 204. Animal Genetics. (See Agricultural 204.)

Biol. 211. Plant Anatomy. A study of fundamental facts and aspects of the anatomy of vascular plants, illustrated by microscopic preparations which the students are required to make. Knowledge of the technique of preparing slides and drawing from them will prove valuable in any branch of natural science. Text: Introduction to Plant Anatomy, Eames and McDaniels. Laboratory fee, \$2.00.

Prerequisites: Biology 111 and permission of the instructor to register.

Dr. Gillespie.

First semester, two hours lecture and three hours laboratory work per week.

3 units.

Biol. 212. Plant Physiology. A study of plant functions, with special reference to agricultural practices.

Prerequisites: Biol. 111 and Chemistry 102. Not given in 1932-1933.

Dr. Gillespie.

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

4 units.

Biology 238. Human Anatomy. (See Phy. Ed. 238.) A study of human anatomy and its applications to the work of physical education and health education.

Mr. Irish.

Second semester, three lectures per week

3 units.

PHYSICAL SCIENCES

CHEMISTRY

Lower Division Courses

Chem. 101, 102. General College Chemistry and Qualitative Analysis. A study of the common elements and their simpler compounds. Special emphasis is placed on the theories of Qualitative Analysis, which include the laws of equilibrium and solutions. Laboratory work in the qualitative separation of the most important metals and acids. Those who have taken Chem. 103, 104 and desire to continue in chemistry will take the laboratory work of this course. Laboratory fee, \$3.00 per semester and breakage deposit, \$2.00. Prerequisite, high school chemistry or equivalent.

Dr. Bateman and assistants.

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

Chemistry 103, 104. Introductory College Chemistry. A study of the common elements and their simpler compounds, designed to give the student training in the scientific method, and impart a knowledge of the fundamental laws and theories of chemistry. The illustrative material is taken as far as possible from applications of chemistry in daily life. **The course is open to all students.** Laboratory fee, \$2.00 per semester and breakage deposit, \$2.00.

Dr. Bateman and assistants.

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

Upper Division Courses

Chem. 201, 202. Quantitative Analysis. A study of the fundamental principles of gravimetric and volumetric analysis with practice in stoichiometry. Analysis of such substances as dolomite, limestone, cement, brass and various ores are undertaken. This 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 per semester and breakage deposit.

Prerequisite, Chemistry 102 or equivalent.

Dr. Bateman.

Both semesters. One lecture and six hours of laboratory work each week, throughout the year. 6 units.

Chem. 211, 212. General Organic Chemistry. A thorough treatment of the chemistry of carbon compounds, including the aliphatic and aromatic hydrocarbons and their derivatives. Emphasis is placed on the theories and reactions of organic chemistry. Applications

of organic chemistry in medicine, biochemistry, and other fields will be stressed throughout the course.

Prerequisites, Chemistry 102, or 104 or equivalent. Laboratory fee, \$3.00 per semester and breakage deposit.

Dr. Bateman.
Both semesters, three lectures and one three-hour laboratory period per week. 4 units each semester.

Chem. 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, Chem. 102, 104 or equivalent. (Offered 1933-34).

Dr. Bateman.
Second semester, three lectures and three hours of laboratory work per week. 4 units.

Chem. 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, excretions of the organisms; the composition of food stuffs and 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), Chem. 211, or equivalent. (Offered 1932-33.)

Dr. Bateman.
Second semester, three lectures and three hours of laboratory work per week. 4 units.

Chem. 291. Elementary Physical Chemistry. A course in physical chemistry including a brief consideration of the properties of liquids, gases and solids; solutions; and equilibrium. As far as possible the application of principles will be stressed.

Prerequisites, Chemistry 102, 202, 212; Physics 102 and the Calculus. (Not offered 1932-33).

Dr. Bateman.
First semester, three lectures per week. 3 units

PHYSICS

Lower Division Courses

Physics 100. Introduction to Physical Science. Lectures, recitations and demonstrations dealing with the aims and achievements of physical science, with emphasis on physics and chemistry. Open to all students and recommended for those not majoring in science.

Dr. Skinner.
Either semester, three lecture-recitation periods per week. 3 units.

Physics 101, 102. General College Physics. A detailed lecture and laboratory course in general physics, including an interpretation of everyday phenomena from the standpoint of natural law. It includes mechanics, properties of matter, heat, weather, sound, light, color, magnetism, and electricity, with special emphasis upon the importance of this science to individuals in all walks of life. The modern notion of the structure of matter is stressed throughout the course. Laboratory fee, \$2.00 per semester.

Dr. Skinner.

Both semesters, three recitation-lecture periods and three hours of laboratory per week. 4 units each semester.

Physics 116. Physics of the Atmosphere. The methods of weather observation, predictions, frost warnings and the relations of climate to man and agriculture.

Dr. Skinner.

Second semester, two lectures per week. 2 units.

Physics 105. Descriptive Astronomy. A non-mathematical course in general astronomy. This course includes a detailed study of the solar system, stars, and nebulae. Modern views of the structure of the universe will be stressed throughout the course.

Dr. Skinner.

First semester, three lecture-recitation periods per week. 3 units.

Upper Division Courses

Physics 201. Advanced Mechanics and Heat. A more advanced presentation of mechanics and heat than is given in general physics. Intermediate mathematics will be used throughout the course. This course is recommended for students who have had the calculus, or are taking calculus concurrently.

Prerequisite: Physics 102.

Dr. Skinner.

First semester, three lecture periods per week. 3 units.

Physics 202. Electricity and Magnetism. An advanced and detailed course in the theory of electricity and magnetism. This course will include studies in direct and alternating current electrical theory, and radio.

Prerequisites: Physics 201 and calculus.

Dr. Skinner.

Second semester, three lecture periods per week. 3 units.

Physics 212. 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: College Algebra, Physics 102.

Dr. Skinner.

Second semester, two lectures per week. 2 units.

(Additional courses in electricity and radio are offered in the Department of Industrial Arts.)

GEOGRAPHY AND GEOLOGY

Geography

Geography 100. Elements of Geography. A general introductory course analyzing principles for a scientific view of the world as a whole and interpretation of its regions. Special studies are made of type regions to illustrate application of principles and establish procedure which will serve as a foundation for teaching and for further acquisition of geographic knowledge. Required for the elementary teachers' course.

Mr. Hoover.

Either semester, first or second year.

Three recitation-lecture periods per week.

3 units.

Geography A. Map Studies and Locations. For those only who are unable to pass satisfactorily a test on minimum essentials in map studies and planning to take the teachers' course. Students needing this special drill, will take it when they register for Geography 100 or before.

Mr. Hoover.

Either semester, one hour a week until completed.

No credit.

Geog. 201. Economic Geography. A study of the relations of physiographic, climatic and economic conditions to production, trade, and transportation. Important agricultural, forest, mineral, and manufactured products of the world. Special emphasis is placed upon regional aspects of commodities. For second and third year students. Prerequisite, Geography 100 or Economics.

Mr. Hoover.

First semester. Three recitation-lecture periods per week.

3 units.

Geog. 202. Regional Geography. Regions of the world delimited on the bases of climate, relief, soils, vegetation, economic resources and culture. The main theme is the evolution or modification of economic and cultural types under the influence of natural environment. Selected contrasting regions are studied in some detail and other regions compared with them. For second and third year students. Prerequisite, Geography 100.

Mr. Hoover.

Second semester, three recitation-lecture periods per week.

3 units.

Geog. 203. Conservation of Natural Resources. Measure and distribution of the natural resources of the United States considered from the standpoint of their conservation and most efficient utilization. The land; reclamation projects; maintenance of fertility; and checking of erosion. Scientific forestry. Mineral fuels and metals; elimination of waste; and effective use. Water, flood prevention; use and

control of water power; water supply; improvement of navigation. National parks and monuments. Conservation of wild life.

Prerequisite, Geography 100.

Mr. Hoover.

First semester, three recitation-lecture periods per week. 2 units.

Geog. 204. Geography of Arizona and the Southwest. Prehistoric, Indian, Spanish, and American cultures in relation to physical features, climate, and vegetation. Interpretation of the natural scenic wonders and arid features. Analysis of the industries of Arizona.

Prerequisite, Geography 100 and Geology 151 or equivalents.

Mr. Hoover.

Second semester, two lecture-recitation periods per week. 2 units.

Geog. 206. Field Work in Arizona Geography. Arranged especially for students taking Geography 204. Diversified sections of the state are visited on Saturdays or over week ends. Written and oral reports.

Prerequisites same as for Geography 204. Transportation charges at the rate of one cent per mile. \$5.00 is to be paid at time of registration, and any additional costs to be paid in advance of trips.

Mr. Hoover.

Second semester. Credit 1 to 2 units depending upon amount of work covered.

Geog. 208. Geography of North America. A regional study of the continent. An analysis of the relation of the physical environment in the various sections to production, industries, commerce, and to cultural forms. Not given before first semester 1933-34.

Mr. Hoover.

Second semester. Two hours recitation-lecture per week 2 units.

Geog. 205. Geography of Transportation. Trade routes of the world, railways, inland waterways, ocean and air transportation. Transportation advantages of great commercial centers.

Prerequisites: Geog. 100 and Geog. 151.

Mr. Hoover.

First semester, two hours lecture-recitation per week. 2 units.

GEOLOGY

Geog. 151. Physical Geology. Processes modifying the earth's surface through the agency of water, ice, wind, vulcanism and diastrophism. Structures, minerals, and rocks. Laboratory work with topographic maps, models, rocks and minerals. Laboratory and field trip fee, \$3.00.

Prerequisite, Chemistry 101, 102.

Mr. Hoover.

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

4 units.

Geog. 152. Historical Geology. Principles of stratigraphy revealing the history of the earth, and the development of life through the various geological periods.

Prerequisite, Geology 151 and General Biology.

Mr. Hoover.

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

4 units.

SOCIAL STUDIES

HISTORY, POLITICAL SCIENCE, ECONOMICS, SOCIOLOGY
Dr. Wyllys (Head of the Department), Dr. Atkinson, Dr. Burkhard,
Mr. Murdock

Courses in the social studies are designed to make one's college education well-rounded, and to produce intelligent, broad-minded graduates of this institution. Not all students are preparing themselves to enter the same profession; but nearly all expect to be citizens of the United States. In order to be able citizens of the United States or of Arizona, it is necessary to have a knowledge of our human backgrounds and our human relationships. This knowledge can best be gained through the study of our past history and our present political and social institutions.

THE GROUP ELECTIVE FOR THE FOUR YEAR DEGREE CURRICULUM IN ELEMENTARY EDUCATION

Freshman Year

	Units
Economic History of the United States	3
Constitutional Government	3
	6

Sophomore Year

European History	6
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Junior and Senior Years

Sociology	3
Electives	9
	12
Total	24

THE TEACHING MAJOR FOR THE FOUR YEAR PRESECONDARY CURRICULUM

	Units
Economic History of the United States	3
Constitutional Government	3
Sociology	3
European History	6
Arizona and the Southwest	3
United States History	6
Upper division electives	12
	36

THE TEACHING MINOR FOR THE FOUR YEAR PRESECONDARY CURRICULUM

Economic History of the United States	3
Constitutional Government	3
Sociology	3
European History	6
Upper division electives	3
	18

Group electives and teaching majors and minors for curricula completed previous to September 1, 1936 will be approximately as outlined above or may be modified in conference with the head of the department.

Description of Courses

History 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.

Hist. 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 Metternick; 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

Hist. 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 utterances of public men, party platforms, diplomatic incidents, are used to make clear the growth of our unwritten constitution.

Required of all students majoring in the department.

Mr. Murdock.

First semester, three hours a week.

3 units.

Hist. 105. 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 is 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.

First semester, three hours a week.

3 units.

Hist. 110. 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 of the narrative. Required of all students majoring in the department.

Mr. Murdock.

Either semester, three hours a week.

3 units.

Hist. 108. History of Rome. A course designed to give a brief survey of Roman and ancient Italian history. The social and economic factors are 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.

Hist. 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.

Offered in 1933-1934.

Dr. Wyllys.

First semester, three hours a week.

3 units.

Hist 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.

Hist. 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 1875. Social and economic life are subjects of greatest 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.

Hist. 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.

Hist. 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. Offered in 1933-1934.

Dr. Wyllys.

Second semester, three hours a week.

3 units.

Hist. 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 problems 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.

Dr. Wyllys.

Second semester, three hours a week.

3 units.

Pol. Sci. 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. Required in the freshman year. The course 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

Pol. Sci. 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. Required of all students majoring in the department.

Mr. Murdock.

Second semester, three hours a week.

3 units.

Pol. Sci. 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.

Dr. Wyllys.

First semester, three hours a week.

3 units.

Pol. Sci. 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 ideal 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.

Econ. 112. Economic History of the United States. Analysis of the colonial and Revolutionary periods of American development; eco-

conomic 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.

Econ. 131, 132. Principles of Economics. An introductory study of economics. Elementary concepts are emphasized. Terminology and definitions are stressed. Much practical material is used to emphasize abstract principles. A complete treatment of all economic principles and required of students majoring in commerce in the four year presecondary curriculum.

Dr. Atkinson.

Both semesters, lecture three hours a week.

3 units.

Soc. 120. Sociology. This is an introductory course in the study of sociology. It is the aim in this course to evaluate various problems growing out of the conflicts between individuals, groups, and nations. The psychology of human activity and the social institutions that have grown up as a result of the effort to satisfy human wants and needs are given 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.

Second year, either semester, three hours a week.

3 units.

DIRECTORY OF STUDENTS

Summary of Registration, 1931-1932

College

Resident Students

Regular

Session	Freshman	Sophomore	Junior	Senior	Irregular	Total
Men	158	82	89	36	18	383
Women	178	129	190	58	17	572
Total	336	211	279	94	35	955

Summer Session, 1932

Men	55
Women	209

Total 264

Extension Courses

Men	26
Women	119

Total 145

Training Schools

Boys	441
Girls	390

Total 831

Total Registration

In college	1,364
Counted twice	78

Total different students 1,286

In Training Schools 831

Grand Total 2,117

Summary of Graduates, 1932

Prior to 1932 3,112

Class of 1932

Three Year Curriculum 169

B. A. Degree 87

256

Counted twice 14 242

3,354

REGISTER FOR 1931-1932

REGULAR SESSION

Achauer, Adrienne	Phoenix	Bellamy, Brookie	Mesa
Aceuff, Norma	Phoenix	Bellamy, Leonard	Mesa
Adams, Frances	Scottsdale	Belluzzi, Bert	Payson
Adams, Frank	Cottonwood	Benham, Adah	Jerome
Adams, Nora	Cottonwood	Bess, Bennie	Phoenix
Adams, Robert G.	Scottsdale	Beville, Mary Lou	Mesa
Adams, Virginia M.	Phoenix	Billingsley, James	Tempe
Adams, Woodrow	Dragoon	Birdwell, Therza	California
Alberthal, Mary Alice	Globe	Blackman, Robert	Globe
Alexander, Elma	Roosevelt	Blaine, Margaret	Phoenix
Allison, George L.	Mesa	Blake, Mason	Connecticut
Almond, Marie	Mesa	Blanchard, Dorothy	Phoenix
Amberson, Lessie	Inspiration	Blanchard, Stanley	Phoenix
Anderson, Beverly	Kansas	Blankenship, Vera	Tempe
Anderson, Dorothy	Mesa	Bloodworth, Amanda	Prescott
Anderson, Earl	Mesa	Blout, Howard	Phoenix
Anderson, Frances	Mesa	Bodily, Sara	Chandler
Anderson, Harley	Tempe	Bodiroga, Esther	Tempe
Anderson, Lenora	Prescott	Bono, Ettoreina	Globe
Anderson, Lou	Scottsdale	Bosley, Liona	Miami
Anderson, Tommy	Phoenix	Bostrom, Leone	Tempe
Anderson, Vivian	Phoenix	Boukans, Roselyn	Phoenix
Anthistle, George	Phoenix	Bouton, Addie	Willcox
Appleby, Lulu	Mesa	Bowman, Alice	Phoenix
Appleby, Mary	Mesa	Boyle, William	Glendale
Arciniega, Carlos	Morenci	Bracken, Margaret	Buckeye
Armistead, Lawrence	Mesa	Bradford, DeWayne	Phoenix
Armstrong, Marian	California	Bradley, Phyllis	Globe
Armstrong, Orville	Indiana	Bradshaw, Frank H.	Phoenix
Arzberger, Alice	Willcox	Branham, Art	Douglas
Arzberger, Nellie	Willcox	Brannan, Andreu	Phoenix
Ashe, John	Glendale	Braun, Joseph	Globe
Auger, Lillian	Minnesota	Bray, Betty	Tucson
Awrey, Marie	Tempe	Brewer, John	Scottsdale
		Brewer, Lyle	Mesa
Rabbit, Almon	Mesa	Bristol, Jeannette	Nogales
Baber, James	Tempe	Brock, Benita	Phoenix
Backe, Iva	Prescott	Brown, Donald K.	Miami
Bailey, Lucile	Tempe	Brown, Jennie	Mesa
Baillie, Roberta	Phoenix	Brown, Olive	Phoenix
Baily, Mary Alice	Glendale	Brown, William	Tempe
Baily, Ruth	Tempe	Bryant, Annie	Phoenix
Baird, William	Taylor	Buehman, Phillip	Yuma
Baker, Mary Ellen	Phoenix	Bunch, Joseph	Phoenix
Ball, William	Globe	Burk, Ben	Gilbert
B Isz, Emmaline	Tolleson	Burke, John	Florence
Barefoot, Forrest	Mesa	Burris, Jewel	Phoenix
Barkell, Ruth	Lowell	Burton, Philetus	Tempe
Barnett, Ada	Mesa	Busby, Wilma	St. David
Barney, Franklin	Safford	Bush, Helen	Phoenix
Barney, Mary	Phoenix	Bushman, Blonda	Joseph City
Barrett, Charlotte	Tucson	Butler, Hazel	Mesa
Barrow, Emma Lou	Tempe		
Bartell, Eric	Ray	Cady, Gilbert	Marana
Bartol, Louise	Phoenix	Cahill, Barney	Phoenix
Basha, Camille	Chandler	Caldwell, Ruth	Phoenix
Basha, Loric	Chandler	Calhoun, Maude	Tempe
Baxter, William	Indiana	Calicut, Harold	Gilbert
Bayless, H. R.	Chandler	Callicot, Reid	Phoenix
Bayless, Mary	Chandler	Cameron, Josephine	Warren
Beaman, Mary	Yuma	Cameron, Lois	Texas
Bearden, Vera	Tempe	Campbell, Gloria	Phoenix
Beardsley, Charles	Montana	Campbell, Lloyd	Oklahoma
Beardsley, Richard	Montana	Cantinwine, Dorothy	Douglas
Beck, Thelma	Jerome	Caplinger, Gerald	California
Beebe, Glenys	New York	Cargill, Mary Jane	Tempe
		Carman, Theodora	Glendale

Carter, James	Globe	Daley, Jack	Thatcher
Casanega, Lorraine	Tubac	Dalton, Rosamond	Superior
Cason, Verda Rae	Mesa	Dana, Rachel	Mesa
Champagne, Paul	Mesa	Davenport, Virginia	Bisbee
Chaney, Iona	Tempe	Davis, Bonnie	Scottsdale
Chatwin, Kenneth	Phoenix	Davis, Dorothy	Tempe
Cheatham, Leonard	Laveen	Davis, Dorothy P.	Phoenix
Cheever, Alfred	Phoenix	Davis, Elizabeth	Flagstaff
Chesley, Horace	Coolidge	Davis, Lapreel	Mesa
Chiles, Patricia	California	Davis, Mabel Jane	Phoenix
Christiansen, Charles	New Mexico	Davis, Vadra	Globe
Cislaghi, Guido	Morenci	Davis, Wendel	Mesa
Cisney, Florence	Phoenix	Davis, Wilma	Mesa
Clanton, Gladys	Tolleson	Dawson, Nadine	Phoenix
Clark, Janie	Miami	Dayton, Katherine	Mesa
Clark, J. E.	Phoenix	Deale, Mary Louise	Phoenix
Clark, Maurine	Mesa	De Vivier, Grace	Tempe
Clark, Nettie	Phoenix	Dick, Wilburn	Phoenix
Clark, Nina	Phoenix	Diddie, Vivian	Hydro, Oklahoma
Clarke, Wade	Montana	Dillard, Thelma	Globe
Clements, Norman	Globe	Diller, Bernice	Phoenix
Clevenger, Margaret	Miami	Dindinger, William	Florence
Clifford, Angeline	Safford	Dingle, Alta	Mesa
Clifford, Leonore	Safford	Dobson, Earl	Tempe
Clingan, Maude	Phoenix	Dobson, Eva	Litchfield
Cobb, Myrtle Mae	Phoenix	Donaldson, Marion	Mesa
Cobbs, Osye	Phoenix	Doolen, Clara	Miami
Coburn, Betty	Prescott	Drakovich, Annie	Superior
Cochran, Ada Beth	California	Driskill, Wilma	Bowie
Cochran, Onward	California	Duffen, William	California
Cocke, Mary	Tempe	Duncan, Clarence	Globe
Coffinger, Eugene	Phoenix	Duncan, Irvin	Congress Junction
Cohen, Abe	Illinois	Dunn, Margaret	Colorado
Colbert, Roy	California	Dupree, Katherine	Phoenix
Colc, Ben	Tempe	Durand, Joe	Phoenix
Coleman, George	Mesa	Duvall, Claude	Jerome
Coleman, Geraldine	Mesa	Dyer, Helen	Sacaton
Collier, Marian	Tempe	Dyer, Kenneth	Phoenix
Collins, Laura	Phoenix	Dyer, Mary Emma	Phoenix
Connor, James	Phoenix	Dysart, Mildred	Peoria
Cook, Robert	Washington	Easchief, Viola	Phoenix
Cooley, Elizabeth	Phoenix	Echols, Mamie	Chandler
Cooley, Nancy Mary	Phoenix	Eck, Pauline	Tempe
Cooley, Sara	Phoenix	Eckert, Lenora	Prescott
Coons, Mary Ellen	Mesa	Edgar, Margaret	California
Cooper, Anson	Buckeye	Edgar, Thelma	Iowa
Corbett, Catherine	Phoenix	Edmonds, Cora	Phoenix
Corbett, Lawrence	Winslow	Edwards, Helen	California
Cords, Alice	Glendale	Edwards, Ruth	Miami
Costey, Margie	Warren	Ellis, Bettv	Phoenix
Coury, Rose	Sonora	Ennis, Billie	Superior
Cowan, Donald	Tempe	Ensign, Don	Tempe
Cowan, Willis	Tempe	Espinoza, Robert	Florence
Crabtree, Glen	Tempe	Evans, John	Mesa
Craig, Fay	Dragoon	Evans, Madeline	Phoenix
Cramer, Marguerite	Lowell	Fain, Thelma Lee	Douglas
Crawford, Margaret	Prescott	Farmer, Winona	Mesa
Creasman, James	Mesa	Faunce, Leo, Mrs.	Tempe
Crichlow, Walter	Glendale	Felix, Rachel	Florence
Crismon, Leo	Mesa	Felshaw, Beulah	Safford
Crismon, Leon	Mesa	Fike, Irene	Phoenix
Cronkite, Burt	Phoenix	Filler, Mary	Tempe
Cross, Annie	Phoenix	Finagin, Eloise	Ray
Cruz, Albert	Casa Grande	Finley, Ethel	Tempe
Cullumber, James	Gilbert	Firemah, Bertram	Glendale
Cummings, Mildred	Montana	Fisher, Louise	Phoenix
Cummins, Sara	Tempe	Flannery, Edna	Phoenix
Curcton, Carl	Williams	Fleming, Virginia	Bisbee
Curry, Arthur	Tempe	Flick, Edna Marie	New Mexico
Curry, Howard	Tempe	Flinn, Catherine	Phoenix
Curtiss, Vienna	Chandler	Flores, Otila	Morenci
Cypert, Harold	Glendale	Fogal, Alta	Tempe
Dale, Kermit	Phoenix		

Foisom, Ruth	Tempe	Hall, Dorothy	Phoenix
Foree, Eula Lee	Tempe	Hamel, Claude	Michigan
Foster, Lyman	Thatcher	Hamblin, Bessie	Tennessee
Foudy, Elizabeth	Bisbee	Hamilton, Catherine	Buckeye
Francies, Thelma	Nogales	Hamilton, Eve	Jerome
Frankenburg, Iola	Tempe	Hamm, Lucille	Phoenix
Franklin, Priscilla	Phoenix	Hancock, Lora	Phoenix
Frazier, Ella	Phoenix	Hancock, Stella	Safford
Freeman, Norman	Florence	Hand, Gail	Tempe
Freeman, Wilbur	Florence	Hand, Mary	Winkelman
Freestone, Bert	Gilbert	Handley, Helen	Chandler
Freestone, John	Gilbert	Hansen, Ardis	Safford
Freestone, Norman	Mesa	Hansen, Harry	Phoenix
French, Jack	Phoenix	Hanson, Freddie	Phoenix
Frick, Henry	Globe	Hardaway, Dorothy	Phoenix
Frye, Voemen	California	Hardesty, Landon	Buckeye
Fulkerson, Helen	Tempe	Hardin, Sherman	Tempe
Fulkerson, Thomas	Komatke	Harelson, Jack	Illinois
Furr, Cecil	Mesa	Harman, Kathleen	Texas
Furrey, Meryl	Marana	Harrison, Marian	Glendale
		Hazey, Tulley	Gila B'nd
Gabbard, Marjorie	Scottsdale	Hastings, Elmer	Mesa
Gabeline, Keith	Iowa	Hatcher, Emma Jean	Bisbee
Gage, Irene	Phoenix	Haucher, Virginia Beth	Bisbee
Galusha, Delia	Laveen	Haughtelin, Lucile	Yuma
Garrett, Joe	San Simon	Hayduke, Helen	Claypool
Garrett, Katherine	Douglas	Hazelbaker, Hilda	Phoenix
Garner, Robert	Illinois	Helfinstine, Vera	Tucson
Garner, Stuart	Illinois	Henders, Dolores	California
Garver, Myron	California	Hendricks, Albert	Mesa
Garwood, Dorothy	Tempe	Henórix, Eunice	Tempe
Garwood, Dorris	Tempe	Henney, Loeta	Ray
Gigil, Bernice	California	Henry, Marvin	Gilbert
Geiler, Lenard	Glendale	Henry, William	Phoenix
Gerrish, Hermione	Tempe	Herold, Lula	Tempe
Giacoma, Madeline	Tombstone	Herzberg, Edward	Tempe
Giacoma, Mary	Fairbank	Hess, Howard	Phoenix
Gilbert, Horace	Chandler	Hezmalhalch, Charles	California
Giesel, Christine	Gilbert	Hezmalhalch, Robert	California
Gillett, Florence	Tempe	Hibben, Adalynlee	California
Gilmore, Richard	Glendale	Hibben, Adeline Todd	Florence
Gilpin, Brenda	Ray	Hibbert, Nel	Mesa
Giroux, Adda Jane	Prescott	Higgins, Elinor	Phoenix
Gleason, Evelyn	Colorado	Hill, Donald	California
Goddard, Russell	Tempe	Hill, Easton	Mesa
Goff, Flora	Phoenix	Hill, Zoe	Mesa
Gohring, Katherine	Phoenix	Hilyard, Walter	Phoenix
Goldsmith, Lorence	Iowa	Hinton, Jay	Florence
Gomez, Inez	Tempe	Hinton, John	Ft. Thomas
Gonzales, Lydia	Superior	Holbert, Myron	Miami
Good, Martha	Douglas	Holdren, Byron	Mesa
Gooding, Dorothy	Douglas	Holdren, Mildred	Mesa
Goodloe, Elsie	Glendale	Holland, Carl	Tempe
Goodwin, Dorothy	Tempe	Holt, Agnes	Warren
Goodwin, Woodrow	Tempe	Holt, James	Warren
Gorman, Arthur	Phoenix	Holt, Margaret	Warren
Graham, Elizabeth	Phoenix	Holton, Esther	Phoenix
Graham, Maurice	Casa Grande	Horan, William	Inspiration
Gray, Thomas	Superior	Horne, Mary	Mesa
Greene, Betty	Tempe	Forner, Ethel	Phoenix
Greene, Robert Leon	California	Hoyt, Lucille	Illinois
Green, Weldon	Tempe	House, Maud	Scottsdale
Gregg, Anna	Tempe	Hoyer, Herbert	Phoenix
Griffin, Paul	Payson	Hoyer, Lyda	Phoenix
Griffith, Paul	Tempe	Hubbell, Doris	California
Griffith, Stella	Tempe	Huber, Emma	Mesa
Grijalva, Daniel	Phoenix	Huber, Kenneth	Tempe
Grossmiller, Melvin	Superior	Hudson, Edith	Phoenix
Grouit, Edward	Colorado	Hudson, Elizabeth	Tempe
Gustin, Florence	Phoenix	Hughes, Frank	Phoenix
		Hulbert, Fronie	New Mexico
Hackelman, Walter	Tempe	Hunt, Helen	Miami
Hakes, Frances	Mesa	Hunt, Lillie	San Simon

Hunte, Frances	Bylas	Laird, Ruby	Tempe
Hunter, Elizabeth	Phoenix	Laird, Ammon	Phoenix
Hunter, Ruth	Phoenix	Lane, Jack	Wickenburg
Hurtado, Adeline	Dos Cabezas	Lane, Ralph	Glendale
Ingersoll, Vivian	Tempe	LaNier, Dorothy	Phoenix
Irby, Edna	Bowie	Larson, Winston	Thatcher
Jackson, Catherine	Tolleson	La Rue, Eldon	Parker
James, Earl	Utah	La Rue, Leonard	Parker
Jarrett, Myrtlebell	Mesa	Lassen, Keith	Phoenix
Jayne, Lucille	Coolidge	Layba, Helen	Tempe
Jenkin, Doris	Ray	Le Baron, Francis	Mesa
Jesperson, Ina	Benson	Le Baron, Theo	Mesa
Jimenez, Carlos	Clifton	Lee, Doran	California
Johnson, Charles	Glendale	Lee, Telen	Tempe
Johnson, Clarence	California	Le Suor, Louise	Mesa
Johnson, Frances	Casa Grande	Le Suor, Nadeen	Mesa
Johnson, Katherine	Mesa	Leveque, Georgette	Jerome
Johnson, Leonard	Phoenix	Lewin, Jack	California
Johnson, Lila May	Idaho	Lillico, Thomas	California
Johnson, Mary	Tucson	Lillywhite, Don	Mesa
Johnson, Melouise	Globe	Lindahl, John	Tempe
Johnson, Naomi	Phoenix	Lindahl, Ramona	Tempe
Johnson, Phyllis	Globe	Lines, Trelva	Pima
Johnson, Saul Amos	Gilbert	Link, Jenice	Tempe
Johnson, William G.	Phoenix	Linville, Roberta	Douglas
Jones, Carl	Tempe	Lisonbee, Zola	Mesa
Jones, Clare	Phoenix	Lisonbee, Lorenzo	Mesa
Jones, Esther	Phoenix	Lively, Eleanor	Phoenix
Jones, Gordon	California	Lively, Elton	Phoenix
Jones, James	Phoenix	Lloyd, Ruby	Tempe
Jones, Leon	Mesa	Lopez, Lupe	Sonora
Jones, Louise	Benson	Love, Edith	Phoenix
Jones, Ruth	Mesa	Loyden, Carl	Gilbert
Jones, Sylvia	Mesa	Lowrey, Edna	Fairbank
Jordan, Helen	Phoenix	Lowry, Irene	Phoenix
Jory, John	Colorado	Lukin, Helen	Tempe
Journigan, Jack	Payson	Lusher, Lyle	California
Joyce, Fred	Tempe	McAdams, William	Chandler
Joyce, Opal	Globe	McCarty, Tommy	Phoenix
Kalaf, Olga	Superior	McClore, Mary	Phoenix
Karger, Adelaide	Douglas	McComb, Stuart	California
Keating, Judd	Colorado	McCornack, Willard	Phoenix
Keebler, Ellen	Tempe	McCullar, Cecil	Superior
Kendall, Ruth	Tempe	McCullar, Delsie	Payson
Kennedy, Mildred	Warren	McCullar, Earl	Superior
Kennedy, Robert	Casa Grande	McDonald, Mary	Camp Verde
Keough, Thelma	Colorado	McDowell, Fred	Mesa
Kieffer, Catherine	Buckeye	McDowell, Rylie	Mesa
King, Selma	Ray	McEuen, Edgar	Fort Thomas
Kinsella, Dorothy	Lowell	McFrederick, Wayne	Mesa
Kinsey, Claudia	Mesa	McGinn, Hugh	Miami
Kirby, Virginia	Holbrook	McHenry, Joe	Phoenix
Kitchel, Katherine	Bisbee	McKay, Della	Globe
Kleinman, Jay	Mesa	McKenna, Grace	Tempe
Kleinman, Venice	Mesa	McKinney, Ruth	Courtland
Knipe, Louise	Tucson	McLaws, Marlin	Mesa
Knudson, John	Mesa	McLouth, Doris	Phoenix
Kohlberg, Georgia	Phoenix	McNeely, John	California
Koontz, Esther	Phoenix	McNeil, Ina	Mesa
Krause, Valvatta	Phoenix	McPherson, Florence	Tempe
Krentz, Dorothy	Douglas	McRae, S. S.	Thatcher
Krentz, Marian	Douglas	Mack, Orian	Phoenix
Krepela, Violet	Chandler	Maffeo, Lois	Phoenix
Krogh, Agnes	Don Luis	Maffeo, Mary	Morenci
Kulinovich, Anne	Bisbee	Maffeo, Mike	Morenci
Kunce, Nadine	Tempe	Manley, James	Tempe
Lackman, Helen F.	Tempe	Marcella, Lucille	Miami
Laird, Clyde	Tempe	Marcella, Mildred	Miami
		Marino, Frank	Phoenix
		Marks, Zella	Phoenix
		Martin, Bina Lee	Bowie

Martin, Marguerite	Prescott	Osmundson, Helen	Phoenix
Martin, Ruth	Clifton	Ostertag, Louis	Phoenix
Martinez, Tiff	Tempe	Owens, Constance	Ray
Masilko, Violet	Willcox	Owen, Helen	Goodyear
Matthews, Ralph	Mesa	Owens, Keith	Payson
Maurel, Loretta	Globe		
Mead, Leta	Patagonia	Pace, Don	Phoenix
Mellor, Edna	Phoenix	Pacheco, Stella	Mesa
Menefee, Donald	Buckeye	Packard, Hester	Tempe
Merkley, Heloise	Mesa	Paddock, Francis	Mesa
Merrill, Boyd	Mesa	Paddock, Warren	Mesa
Mesrill, Marcellus	Ft. Thomas	Padovan, John	California
Michea, Norman	Florence	Palmer, Floyle	Mesa
Middaugh, Helen	Globe	Parker, Miller	Laveen
Miles, Louise	New Mexico	Parker, Minna	Jerome
Miller, Lou	Phoenix	Parker, Richard	Laveen
Miller, Melville	Phoenix	Patterson, Fay	Mesa
Miller, Miriam	Prescott	Patterson, Frank	Glendale
Miller, Paul	Phoenix	Patterson, Julia	Globe
Millet, Wayne	Mesa	Patterson, Louise	Glendale
Mills, Fred	California	Pawley, Ellen	New Mexico
Mincks, Shirley	Phoenix	Payne, Madeline	Yuma
Minsch, Evelyn	Phoenix	Payne, Richard	Tempe
Minson, Helen	Tempe	Payne, William	Tempe
Minter, Ella Mae	Phoenix	Pearce, Katherine	Mesa
Mitchum, Keels	Tempe	Pendergast, John	Tolleson
Mitvalsky, Frank	Phoenix	Penn, Louise	Globe
Montgomery, Loreta	Miami	Perkins, Henry	Tempe
Moody, Bernice	Mesa	Peterson, Afton	Mesa
Moore, Burton	San Simon	Peterson, Dorothy	Mesa
Moran, Naomi	Washington	Peterson, Dot	St. Johns
Morgan, Markley	Yuma	Peterson, Herbert	Phoenix
Morris, Cyrus	California	Peterson, Joe	Mesa
Morris, Emma	Clifton	Peterson, LaVaun	St. Johns
Morrison, Maria	Mesa	Peterson, Mabel	Mesa
Moses, Glenn	New Mexico	Pew, Ivern	Mesa
Moss, Charles	Tempe	Phelps, Genevieve	Mesa
Motes, Thelo	Safford	Phetteplace, Bessie	Ohio
Muffley, Bernard	Phoenix	Phillips, Louella	Douglas
Mullen, Margaret	Tempe	Phillips, Dorothy	Litchfield
Mulins, Lester	Phoenix	Pierce, Dorothy	Tempe
Mumford, Katherine	Mesa	Pine, Callie	Tempe
Munz, Alma	North Dakota	Pirtle, Ira	Phoenix
		Pirtle, Ruth	Phoenix
Naegle, Marion	Benson	Pitts, Ruth	California
Nation, Beulah	Phoenix	Plath, Dorothea	Phoenix
Neese, Phillip	Florence	Plannette, Lloyd	Hayden
Newell, Ethel	Mesa	Pomeroy, Margery	Mesa
Nelson, Dorothea	Phoenix	Pomeroy, Nadine	Mesa
Niecum, Ruth	New Mexico	Pomeroy, Roland	Mesa
Nichols, Bob	Tempe	Poole, Rose Marie	Casa Grande
Nichols, Harold	Tempe	Pope, Elma	Douglas
Nichols, Ruth	Tempe	Powell, Foster	California
Neilson, Clyde	Mesa	Pratt, Marian	Mesa
Noble, Linwood	Phoenix	Pratt, Raymond	Phoenix
		Price, Mary	Phoenix
O'Brien, John	Phoenix	Prebert, George	Tempe
O'Brien, William	Miami	Pugh, Claude	Tempe
O'Dell, Allen	Winkelman	Pugh, Virginia	Aempe
Ojeda, Ida	Bisbee	Purecil, Thomas	Montana
Olden, Mildred	Miami	Pyle, Lucille	Tempe
Oliver, Frank	Tempe		
Olsen, Glenna	Safford	Quaid, Hazel Harvey	Tempe
Olsen, Lucille	Mesa		
Olsen, William	Tempe	Radanovich, Melia	Superior
Olvey, Charles	Phoenix	Ragus, Nicholas	Miami
O'Neil, James	Clifton	Ralph, Margie	Bisbee
Openshaw, John	Chandler	Ramsey, Georgia	Tempe
Openshaw, Sue	Mesa	Ramsey, Helen	Phoenix
Ortega, Fernando	Florence	Raymond, James	Tempe
Osburn, Mary	Tempe	Read, William Wallace	Mesa
Osgodo, Lyle	Miami	Read, Thane	Tempe
Osmundson, Clare	Phoenix	Redden, Helen	Tempe
		Redding, Eloyce	Oklahoma

Reddoch, Travis	California	Shepard, Morris	Tempe
Reece, Kathleen	New Mexico	Sherwood, Milo	Phoenix
Reed, Irene	Peoria	Shill, Lenore	Mesa
Regan, Marjorie	Bisbee	Shill, Melpha	Mesa
Reich, Paul	California	Shiple, Michael	Phoenix
Ravello, Dominee	Jerome	Shumway, H. Burton	Mesa
Rexroat, Harriet	Tempe	Siemens, Ben	Iowa
Rice, Mary	Douglas	Sigala, Charles	Tempe
Rice, Max	New Mexico	Silverthorne, Ruth	Gilbert
Richards, Jeanne	Phoenix	Simonton, Mary	Nogales
Richards, Monty	Phoenix	Simpson, Raymond	Laveen
Richardson, George	Phoenix	Sims, Cecil	Hayden
Richeson, Dallas	Illinois	Sims, Anna Jewel	Hayden
Ridgeway, La Rue	Safford	Sisk, Henry	Bisbee
Riggs, Donna	Mesa	Skaggs, Darcy	Mesa
Roach, Helen	Peoria	Skillicorn, Gwendolyn	Bisbee
Roberts, Ruth	Tolleson	Skousen, Dora	Chandler
Robertson, Mary	Miami	Smith, Albert	Clifton
Rob'chaud, William	Tempe	Smith, Dorothy	Casa Grande
Robinson, Ethel	Clifton	Smits, George	Glendale
Robinson, Lorene	Marana	Smith, Hazel	Mesa
Roe, Burgess	Kansas	Smith, Mildred	Phoenix
Rohner, Weldon	Pima	Smith, Robert	Globe
Rollins, Dell	Mesa	Smith, Willard	Phoenix
Rollins, Thora	Phoenix	Smith, William	Phoenix
Root, Jennie	Phoenix	Smitheran, Horace	Tempe
Rosan, Margaret	Phoenix	Snow, Geraldine	Bisbee
Rosan, Virginia	Phoenix	Solomon, Leona	Mesa
Rose, Charles	Mesa	Spain, Clifford	Mesa
Rose, Edgar	Mesa	Spain, Kathleen	Mesa
Ronkala, Alma	Mesa	Speer, Marra'et	Phoenix
Rowles, Leslie	Phoenix	Spencer, Marion	Iowa
Roy, Robert	Williams	Spitalny, Rebecca	Phoenix
Rudd, Clayton	Phoenix	Springer, Ralph	Indiana
Ruynan, Gladys	Jerome	Stamps, William	Bowie
Ruppenthal, Ruth	Tempe	Standage, Lewis	Phoenix
Russell, Catherine	Tempe	Standage, Louise	Mesa
Russell, Mabel	Gilbert	Stanford, Margaret	Phoenix
Ryan, John	Casa Grande	Staples, Madeline	Mesa
Rye, Catherine	Mesa	Starck, Vivian	Scottsdale
		Steninger, Milo	Hayden
Saba, George	Mesa	Stephenson, Elizabeth	Douglas
Salazar, Angelita	Tempe	Sterling, Martha	Phoenix
Sale, Paul	Mesa	Stevens, Mignon	Patagonia
Salmon, Margaret	Douglas	Steverson, Norris	Mesa
Samuels, Cathryn	Tempe	Stewart, Hetty	Tempe
Samuels, James	Tempe	Stewart, Margaret	Chandler
Sandel, Grace	Ohio	Stewart, Persis	Globe
Sanders, Velma	Tombstone	Stewart, Sieve	Phoenix
Sapp, Gretchen	Phoenix	Stewart, Virginia	Globe
Sargent, Gertrude	Tempe	Stidham, Clara	Tempe
Sawyer, Dorothy	Inspiration	Stinson, Alice	Phoenix
Sawyer, Harvey	California	Stitt, Ruth	Lowell
Saylor, Regina	Tempe	Stoddard, Zoraida	Glendale
Schaeffer, Dorothy	Phoenix	Stover, Alice	Phoenix
Schirmacher, Stanley	Phoenix	Stout, Catherine	Glendale
Scheitner, Maude	Phoenix	Stowe, Thomas	Chandler
Schuler, Ellis	California	S'rand, Chester	California
Scott, Edwen	Tempe	Strange, Lois	Oklahoma
Scott, Helen	Buckeye	Stratton, Mary	Tucson
Scott, Walter	Casa Grande	Street, Grace	Warren
Seaman, Elizabeth	Phoenix	Strickland, Bernice	Nebraska
Seaver, Minnie	Webb	Sull, Clarence	California
Selleh, Joe	Texas	Stroup, Forest	Tempe
Seltzer, Seymour	New York	Struckmeyer, Esther	Phoenix
Sertic, Edna	Lowell	Sullivan, Robert	Warren
Sexton, Clarence	California	Sult, Mary Alire	Phoenix
Shamhart, Ralph	Mesa	Sweet, Gladys	Phoenix
Sharp, Mervin	Scottsdale	Swift, Ann	Colorado
Shartzler, Nettie	Winkelman	Swift, Florence	Mesa
Shartzler, Winnie	Winkelman	Swift, Gracebel	Phoenix
Shawn, Edwin	Yuma	Swift, Harry	Phoenix
Sheldon, Charlene	Miami	Swingle, Fay	Phoenix

Taggart, William	Safford	Watson, James	Tempe
Tate, Martin	Safford	Watts, Irvine	Tempe
Tatum, Jane	Phoenix	Weatherwax, Jane	California
Taylor, Horace	Phoenix	Webb, Lilla	Phoenix
Taylor, Lenora	Scottsdale	Welcome, Edna	Douglas
Taylor, Lynette	New Mexico	Welcome, Jennie	Douglas
Taylor, Valerie	Phoenix	Wells, Lola	Elfrida
Tefft, Ellen	Mesa	Wells, Warren	Elfrida
Tenney, Emma	Chandler	West, Nova	Phoenix
Thompson, Spencer	Mesa	Whatecott, Henry L.	Mesa
Thompson, William	Tempe	Wheeler, Bernice	Phoenix
Thornburg, Howard	Phoenix	White, Agnes	Mesa
Thrasher, Ethel	Wyoming	White, Eugene	Florence
Thurber, Verona	St. Johns	White, Luke	Wickenburg
Tomlinson, Vera	Phoenix	White, Perle	Tempe
Townsend, Verrill	California	Whitehead, Catherine	Ray
Trammell, Ruby	Springerville	Whitten, Olive	Miami
Trappman, Mamie	Cochise	Whittle, James	Phoenix
Traversi, James	California	Wickliffe, Dorothy	Tempe
Tribble, William	Tempe	Wight, Georgia	Superior
Trimble, Lyle	Tempe	Wight, Gladys	Superior
Triniman, Dorothy	Miami	Wightman, Frank	Mesa
Trooper, George	Gila Bend	Wignall, Hazel	Tempe
Tuckey, Vernon	Glendale	Wilkins, Zona	Phoenix
Turner, Effie	Phoenix	Willard, Mercier	Phoenix
Tway, Mary	Mesa	Willard, Roswell	Phoenix
		Williams, Ellen	Phoenix
Underhill, Marion	Colorado	Williams, Ned	Mesa
		Williams, Orville	Tempe
Van Aller, Irma	Phoenix	Willis, Nash	Fort Thomas
Vandy, Kathryn	Phoenix	Wilmot, Bill	Tempe
Van Petten, Donald	Tempe	Wilson, Evadne	Tempe
Vaughn, Jane	Phoenix	Wilson, Roberta	Alabama
Verney, Bertha	Mesa	Wilson, Roger	Tempe
Voelker, Juanita	Bisbee	Wilson, Rose	Tempe
		Wilson, Winnie	Coolidge
Waddell, Lillith	Tempe	Windes, Francis	California
Waggoner, Nettie	Texas	Wingfield, Ruby	Camp Verde
Wahl, Emma	Mesa	Wise, Iva	Fort Defiance
Waits, Charles	California	Wold, Glee	Phoenix
Walker, Betty	Phoenix	Woodley, Leah Madge	Tempe
Walker, Jewel	Phoenix	Woods, Garland	Phoenix
Walker, Marshall	New Mexico	Woods, Gladys	Phoenix
Walker, Mary Lee	Glendale	Woods, Lolita	Tempe
Walker, Sarah	Tempe	Woolfolk, Elizabeth	Tempe
Wallace, Lorraine	Mesa	Wright, Bassett	Mesa
Wallace, Jack	Mesa	Wright, Walter	Glendale
Walmsley, Harry	Tempe	Wuicich, Nick	Miami
Walmsley, Helen	Tempe	Wuicich, Steve	Miami
Walmsley, Lewis	Tempe	Wyatt, Ruth	Bisbee
Wangella, Michael	Tempe	Wynne, Juanita	Phoenix
Warmington, Mable	Bisbee		
Warner, Blanche	Tucson	Yaeger, Paul	Phoenix
Warren, Dorothy	Inspiration	Yarbrough, Ida Lee	Texas
Waterhouse, Isabel	Tempe	Young, Flora	Tempe
Waterhouse, Marion	Palo Verde	Young, Ida Glendora	Tempe

SUMMER SESSION, 1932

Achauer, Adrienne	Phoenix	Barry, Betty	Phoenix
Adams, Nora	Cottonwood	Baskett, Bonnie	Peoria
Albaugh, Florence	Phoenix	Beebe, Glenys	New York
Alexander, Bertie	Roosevelt	Bell, Vivian	Phoenix
Alexander, F. Cecil	Warren	Benenato, Stella	Phoenix
Alexander, Elma	Roosevelt	Bill, Charles	Tolleson
Alexander, Margory	Phoenix	Blake, Parley	Tempe
Anderson, Theresa	Tempe	Bond, George	Gilbert
Anderson, Vivian	Phoenix	Bowen, Zillah	Phoenix
Ashurst, William R.	Phoenix	Brennan, Frances	Phoenix
Austen, Ione	Phoenix	Brewer, Lyle	Mesa
Austin, Tima	Tempe	Brooks, Gertrude	Phoenix
Bailey, Lucile	Tempe	Brown, Jessie B.	Florence
Baily, Mary Alice	Phoenix	Brummett, LaVon	Phoenix
Barker, Marie	Palo Verde	Buzan, Clara	Winkelman

Care, Ernestine	Wintersburg	Green, Margaret	New Mexico
Califf, Hazel	Solomonville	Green, Ruby	Phoenix
Caywood, Cleo	Tempe	Grissler, Hazel	Phoenix
Chamberlain, Dorothy	Phoenix	Gronewold, Marcella	Phoenix
Chaney, Iona	Tempe	Grossmiller, Melvin	Superior
Chapman, Hazel	Mesa		
Charon, Mildred	Phoenix	Haddad, Macrina	Phoenix
Cheever, Ross	Phoenix	Halterman, Mary	Scottsdale
Christy, Charlyn	Phoenix	Harkey, Ruby	Mesa
Christy, Katharine	Phoenix	Harris, Vivian	Phoenix
Clark, J. E.	Phoenix	Haverty, Mae	Tempe
Clark, Nina	Phoenix	Hays, Edna	San Carlos
Clayton, Miriam	Tempe	Hendrix, Eunice	Tempe
Clifford, Leonore	Safford	Herring, Dixie Lee	Phoenix
Clingan, Maude	Phoenix	Herring, Dorothy	Phoenix
Cobb, Myrtle Mae	Phoenix	Hinton, Clyde	Phoenix
Coffinger, Eugene	Phoenix	Hinton, Jane	Phoenix
Cole, Charlotte	Phoenix	Humphreys, Keitha	Phoenix
Conter, Marie	Phoenix	Hunt, Helen	Miami
Cooke, Leta	Mesa	Hunt, Lillie	San Simon
Cousins, Moncrieff	Phoenix		
Crews, Grace	Scottsdale	James, Benton	Phoenix
Crider, Dorothy	Phoenix	Jerez, Hilda	Phoenix
Cronin, Margaret	Phoenix	Jerez, Hortense	Phoenix
Crozier, Augusta	Phoenix	Jessop, Ruth	Phoenix
Cruz, Abc	Casa Grande	Johnson, Jessie	Tempe
Culbert, Harry	Bisbee	Jones, Esther	Phoenix
Curry, Howard	Tempe	Jones, Laurence	Mesa
		Jones, Mary	Phoenix
Dale, Kermit	Phoenix	Jones, Viola	Mesa
Davis, Oneal	Phoenix	Joyce, Opal	Globe
Davis, Ruth	Phoenix		
Denny, Mary	Phoenix	Keller, Irene	Phoenix
Denson, Mona	Tempe	Kersey, Dora	Mesa
De Silva, Marie	Phoenix	Kessler, Helen	Phoenix
De Vivier, Grace	Tempe	King, James	Phoenix
Doherly, Georgia	Phoenix	Kinsella, Dorothy	Lowell
Doyle, Martha	Glendale	Kinsella, Helene	Lowell
Dunham, Lance	Phoenix	Kinsey, Claudia	Mesa
Dunham, Virginia	Phoenix		
Durham, Helen	Phoenix	Lee, Maggie	Mesa
Dyer, Bessie	Sacaton	Lehman, Laurence	Phoenix
Dykes, Melba	Phoenix	Link, Jenice	Tempe
Earnest, Annie Mae	Phoenix	Lively, Elon	Phoenix
Eck, Pauline	Tempe	Logan, Bernice	Phoenix
Eisenhart, George	Phoenix		
Ellis, Thelma	Pearce	McCarty, Ruby	Phoenix
Erickson, Amy	Phoenix	McComb, Stuart	California
Erickson, Irene	Phoenix	McCoy, Ada	Chandler
Escalante, Maria	Tempe	McCreary, Beulah	Gilbert
Everett, H. G.	Phoenix	McDowell, Fred	Mesa
Everhart, Cora	Phoenix	McDowell, Rylie	Mesa
		McKenna, Grace	Tempe
Fish, Mattie B.	Mesa	McPherson, Florence	Tempe
Flaws, Barbara	Phoenix		
Ford, Jessie	Phoenix	Maben, Jack	Laveen
Fountaine, Margaret	Tempe	Mack, Mozelle	Phoenix
Frankenburg, Anice	Tempe	Manley, James	Tempe
Franklin, Anita	Phoenix	Mathews, Frieda	Tempe
Fraide, Amelia	Clifton	Mathews, Myrtle	Phoenix
Fuel, Leona	Tempe	Merrill, Earl	Mesa
		Mickle, Charles	Phoenix
Gabbard, Amanda	Scottsdale	Miller, Agness	Tempe
Gabbard, Taylor	Scottsdale	Minnock, Ruby	Phoenix
Gilbert, Horace	Chandler	Mize, Kittie	Bisbee
Goddard, Russell	Tempe	Moore, Helen	Phoenix
Goff, Flora	Phoenix	Moore, Naomi	Phoenix
Gollehon, Eva	Phoenix	Morse, Frances	Tempe
Goodman, Verena	Phoenix	Mowry, Ellen	Phoenix
Goodson, Kenneth	Phoenix	Mullen, John	Tempe
Gorrell, Juanita	Phoenix	Murray, Mabel	Phoenix
Grant, Helen	Phoenix		
Grant, Helen May	Lowell		
Green, Janet	Tempe		

Nesbitt, Elsa	Mesa	Shartzter, Nettie	Winkelman
Oglesby, Mary	Phoenix	Shill, Lenore	Mesa
Olsen, Lucile	Tempe	Sieh, Albert B.	Tempe
Osborn, Ava Marie	Nebraska	Siemens, Ben	Tempe
Osborne, Hazel	Phoenix	Simpson, Robert	Phoenix
Ott, Ann	Phoenix	Skiff, Gilbert	Phoenix
Oviedo, Rose	Phoenix	Smith, Eula	Sacaton
Owens, Carrie	Phoenix	Smith, Helen	Globe
Paddock, Francis	California	Smith, Mildred	Phoenix
Paddock, Warren	California	Solomon, Richard	Mesa
Partin, Rodney	Oklahoma	Sorenson, Lottie	Mesa
Pawley, Ellen	New Mexico	Spalding, Mary D.	Phoenix
Paxton, Ann	Miami	Spalding, Mary E.	Phoenix
Perkins, Nellie	Phoenix	Sparks, Tom A.	Tempe
Peterson, Cecilia	Nebraska	Spitalny, Rebecca	Phoenix
Phillips, Harry	Phoenix	Spitalny, Sarah	Phoenix
Phillips, Louella	Douglas	Sprolws, Heien	Phoenix
Pierce, Dorothy	Tempe	Stearns, Bobbie	Phoenix
Pirtle, Grace	Phoenix	Steele, Ruth	Phoenix
Pirtle, Lillian	Phoenix	Stevens, Mignon	Patagonia
Pitts, Ruth	California	Stidham, Kathryn	Tempe
Polhemus, Elizabeth	Miami	Sutton, James	Phoenix
Pomeroy, Laura Lucille	Mesa	Taylor, Louise	Phoenix
Pyle, Evelyn	Congress Junction	Teague, Velma	Glendale
Pyle, Virgil	Congress Junction	Tellez, Candido	Clifton
Rais, Julia	Globe	Thew, Flora	Tempe
Redewill, Maebelle	Phoenix	Thompson, William	Tempe
Reed, Hazel	Phoenix	Trimble, Ruth	Tempe
Reilly, Clare	Phoenix	Trimble, Susie	Tempe
Rexroat, Harriet	Tempe	Tway, Mary Ella	Mesa
Reynolds, Elsie	Glendale	Van Liere, Elizabeth	Liberty
Richardson, George	Tempe	Vihel, Francis	Jerome
Riggs, Aiton	Mesa	Walker, Edna	Scottsdale
Riggs, Donna	Mesa	Walker, Lynda	Tempe
Riggs, Edwon	Mesa	Walker, Sarah	Tempe
Roach, Maude	Tempe	Wallace, Lorraine	Mesa
Robinson, Carmen	Phoenix	Washington, Georgia	Phoenix
Rogers, Lois	Glendale	Welch, Mildred	Phoenix
Rudd, Clayton	Phoenix	Wells, Laura	Phoenix
Ruddell, Hazel	Phoenix	West, Nova	Phoenix
Samuels, Esther	Phoenix	White, Frances	Phoenix
Samuels, Lena	Phoenix	White, Vivian	Phoenix
Saylor, Pearl	Tempe	Wiley, E. L.	Phoenix
Scales, Harry	Tempe	Williams, Ethel	Globe
Schnabel, Margaret	Phoenix	Wilson, Roberta	Tempe
Scott, Helen	Buckeye	Wilson, Winnie Dee	Phoenix
Seeds, Cornelia	Phoenix	Wise, Wilma	Phoenix
Sellers, Alice	Phoenix	Wood, Anna	Mesa
		Wysong, Wilma	Phoenix

GRADUATES OF 1932

DEGREE OF BACHELOR OF ARTS IN EDUCATION

January 29, 1932

Mabel Jane Davis
Joseph Elmer Hastings
Lila May Johnson
Helen Herzberg Lukin

Dell J. Rollins
Robert Clark Smith
Alice B. Stinson
Mercier Clarence Willard

May 27, 1932

Robert Gay Adams
Leonore Evelyn Anderson
Marie T. Awrey

S. Lucile Bailey
Ruth Broady Baily
James Glazebrook Billingsley

Margaret Elizabeth Bracken
 Dorothy Xura Cantinwine
 Guido Paul Cislaghi
 Norman Clements
 Benjamin Stewart Cole
 Albert Cruz
 Dorothy Dean Davis
 E. Lapreel Davis
 Kenneth Raymond Dyer
 Viola Easchief
 Sabina Irene Fike
 Alta Fogal
 Mary Thelma Francies
 Helen L. Fulkerson
 Lorence Carl Goldsmith
 Stella Crockett Griffith
 Florence Alexander Gustin
 Gail Hand
 Helen Newhouse Handley
 Carl A. Holland
 Maud Eliza House
 Adelaide Marie Karger
 Judson Walter Keating
 S. Ellen Keebler
 Jay A. Kleinman
 Esther Lucille Koontz

Helen Felton Lackman
 Ruby Elna Laird
 Zella Teeter Marks
 Keels M. Mitchum
 Naomi Ruth Moran
 Thelo D. Motes
 Dorothea M. Nelson
 Harold Westley Nichols
 Ruth Adele Nicholls
 Henry C. Perkins
 Hazel Harvey Quaid
 Irene Marie Reed
 Grace Irene Sandel
 Evelyn Elizabeth Seaman
 Joe Selleh
 Clifford L. Spain
 Norris Joseph Steverson
 Clara Lois Stidham
 Alice J. Stover
 Gladys Mae Sweet
 Gracabel Swift
 Mamie Alice Trappman
 James L. Traversi
 Zona Wilkins
 Iva Wise
 Leah Madge Woodley

August 31, 1932

Eric Helge Bartell
 Charles Phillip Beardsley
 Cleo Walter Caywood
 Florence E. Cisney
 Grace Taylor De Vivier
 Mary Emma Dyer
 Pauline Annette Eck
 George Ostrander Eisenhart
 Mrs. Leo W. Faunce
 Claude R. Hamel
 Lula Sanders Herold

Frances Charlotte Hunte
 Leonard P. Johnson
 Jenice Louise Link
 Kittie Regan Mize
 Stuart F. McComb
 Fay Lorinda Patterson
 Susan Pearl Saylor
 Nettie Elizabeth Shartzler
 William Lee Thompson
 Roberta Hargrove Wilson

STANDARD THREE YEAR DIPLOMA

January 29, 1932

Franklin R. Barney
 Elia Louise Bartol
 Leonard Dewitt Bellamy
 James Glazebrook Billingsley
 Margie F. Costey
 Mary Emma Dyer
 Viola Easchief
 Pauline Annette Eck
 Thelma Lee Fain
 Priscilla Christina Belle Franklin
 Betty White Greene
 Lula Sanders Herold

Maud Eliza House
 Hugh Cecil McCullar
 Mildred M. Olden
 Ruth Lovina Pirtle
 Grace Sandel
 William Horace Smitheran
 Geraldine Hogan Snow
 Gladys Mae Sweet
 William Lee Thompson
 Ethel Ann Thrasher
 Rose B. Wilson

May 27, 1932

Virginia May Adams
 Frances Edith Anderson
 Nellie Marie Arzberger
 Charlotte Martha Barrett
 Eric Helge Bartell
 Lorice Basha
 Mary Ellen Beaman
 Vera V. Bearden
 Leone Hildegard Bostrom
 Addie Powell Bouton
 Alice Carolyne Bowman

Andreu Cecilia Brannan
 Jennie Brown
 Annie Mae Bryant
 Emily Montgomery Bucholz
 Jewel Burris
 Wilma Elizabeth Busby
 Theodora Carman
 Florence E. Cisney
 Laura Gladys Clanton
 Janie Ellen Clark
 Margaret Virginia Clevenger

Osye Margaret Cobbs
 Elizabeth Cooley
 N. Mary Cooley
 Fay Whitthorne Craig
 Sara Frost Cummins
 Jack Daley
 Cora Lovie Edmonds
 Helen Jane Edwards
 Madeline Evans
 Beulah Felshaw
 Otila Uribe Flores
 Eula Lee Foree
 Henry C. Frick
 Gertrude Irene Gage
 Katharine Louise Garrett
 Hermione E. Gerrish
 Brenda Edith Gipin
 Martha Good
 Anna Loucetta Gregg
 Lora Lisonbee Hancock
 Stela Marie Hancock
 Freddie Phelps Hanson
 Lucile Garrett Haughtelin
 Vera Foster Helfinstine
 Elinor Elizabeth Higgins
 Gladys Mildred Holdren
 Margaret T. Holt
 Mary Elizabeth Horne
 Lucille F. Hoyt
 Emma L. Huber
 Edith Brown Hudson
 Mary Louise Johnson
 Esther Jones
 John D. Kendall
 Dorothy I. LaNier
 Jenice Louise Link
 Fred Leamon McDowell
 Laurel Mabel Harpe McFee
 Wayne Beverly McFrederick
 Grace Pierson McKenna
 Florence M. McPherson
 Mildred Louise Marcella
 Bina Lee Martin
 Marguerite Luella Martin
 Leta Rae Mead
 Edna Clarissa Mellor

Marcellus E. Merrill
 Maria Dolores Morrison
 John Randall O'Brien
 Glenna Olsen
 Helen Alice Osmundson
 Minna Dorothy Parker
 LaVaun Peterson
 Helen Elizabeth Redden
 Mary Eloyce Redding
 Travis Reddoch
 Marjorie Jean Regan
 Dominee Girot Revello
 Harriet Rexroat
 Jeannette J. Richards
 Ruth F. Roberts
 Mary Elizabeth Robertson
 Thora Rollins
 Catherine Pine Russell
 Catherine Rye
 Angelita Maria Salazar
 Ellis A. Schuler
 Edna May Sertic
 Winifred Lee Shartzter
 Cecil H. Sims
 Albert L. Smith
 George B. Smith
 Louise S. Standage
 Martha Sterling
 Margaret Stewart
 Ruth Carolyne Stitt
 Lois Strange
 Ann M. Swift
 Valerie Mamie Taylor
 Vera Lolita Tomlinson
 Emma Marie Wahl
 Jewel Walker
 Irvine Booth Watts
 Lilla Webb
 Jennie Darling Welcome
 Lola E. Wells
 Georgia Ethel Wight
 Hazel Barr Wignall
 Roberta Hargrove Wilson
 Ruth Wyatt
 Paul Miller Yaeger

August 31, 1932

Nora Frances Adams
 Elma Alberta Alexander
 Una Vivian Anderson
 Alice Almeda Arzberger
 A. E. Branham
 Thelma M. Beck
 Leonore Clifford
 Wilburn Wilson Dick
 Flora Louise Goff
 Frances Wheeler Grimsley
 Melvin Henry Grossmiller
 Mary Gertrude Hand
 Mae Haverty
 Eunice C. Hendrix
 Elizabeth Alice Hunter
 Hilda Virginia Jerez
 Hortense Julia Jerez

Ruth Jewell Kendall
 Dorothy Maurice Kinsella
 Trelva Lines
 Bernice Logan
 Lester Raymond Mullins
 Katherine Mumford
 Francis C. Paddock
 Louella Sarah Phillips
 Elizabeth Christian Polhemus
 Clayton Oscar Rudd
 Helen Scott
 Hazel M. Smith
 Susie May Trimble
 Effie A. Turner
 Lillith Azalia Waddell
 Sarah Elizabeth Walker
 Wilma Elizabeth Wysong

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