

ARIZONA STATE TEACHERS COLLEGE

AT TEMPE

BULLETIN

CATALOGUE ISSUE

FOR THE SESSION OF

1935 - 1936



TEMPE, ARIZONA

PUBLISHED QUARTERLY

ENTERED AS SECOND-CLASS MATTER, NOVEMBER 30, 1931 AT THE POST-OFFICE AT TEMPE, ARIZONA, UNDER THE ACT OF AUGUST 24, 1912.

RESIDENTIAL SECTION
OF
TEMPE

TRAINING SCHOOL FIELD
ALPHA HALL
PRESIDENT'S HOME
INFIRMARY
SCIENCE HALL
NORMAL AVENUE

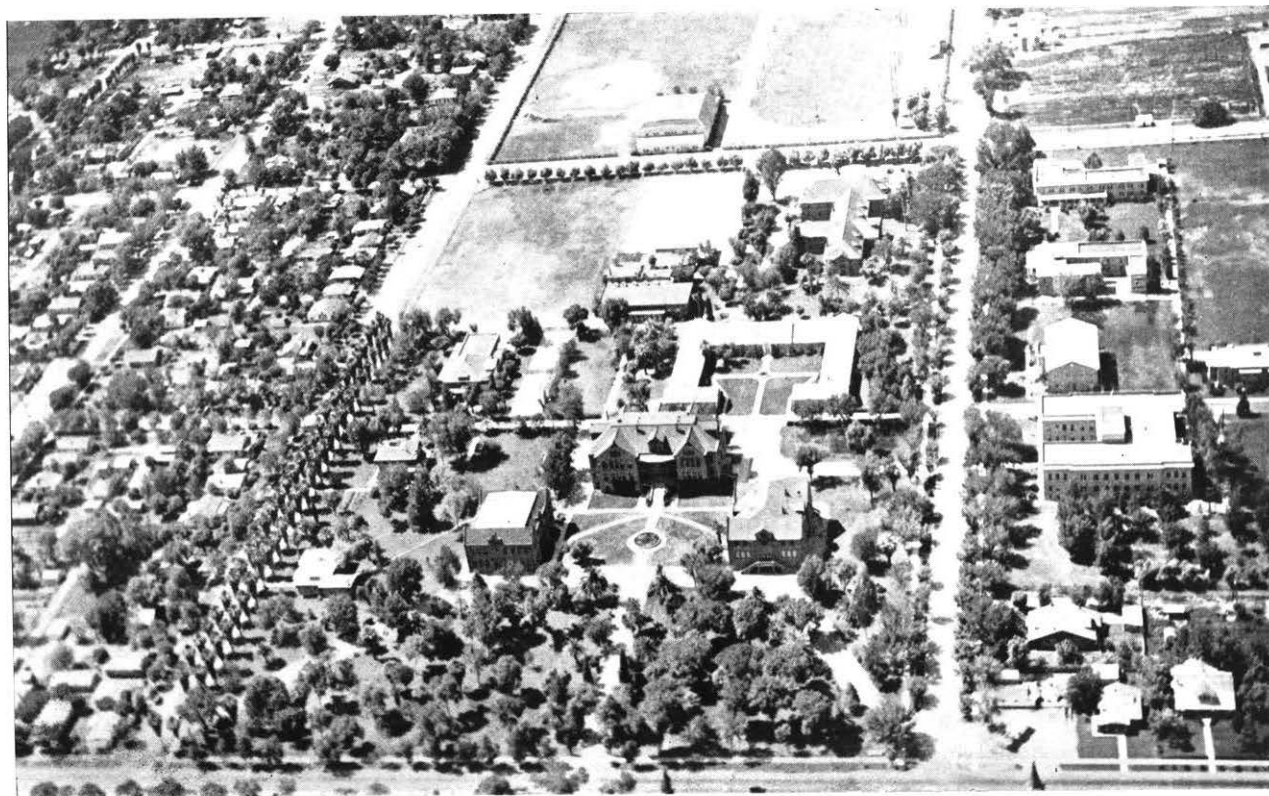
BASEBALL FIELD
GYMNASIUM
TENNIS
DINING HALL
QUADRANGLE
OLD MAIN

FOOTBALL FIELD
EAST HALL
TRAINING SCHOOL
AUDITORIUM

COLLEGE FARM
SOUTH HALL
NORTH HALL
LIBRARY
INDUSTRIAL ARTS

WOMEN'S ATHLETIC
FIELD
MATHEWS HALL

COLLEGE AVENUE



PRESIDENT'S HOME

INFIRMARY

MATHEWS HALL

INDUSTRIAL ARTS

THE COLLEGE CAMPUS

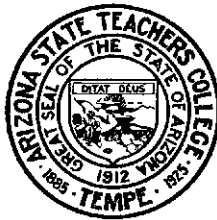
BULLETIN
ARIZONA STATE
TEACHERS COLLEGE

General Series

JUNE, 1935

Number 15

CATALOGUE ISSUE
FOR THE SESSION OF
1935 - 1936



TEMPE, ARIZONA

Published quarterly.

Entered as second-class matter, November 30, 1931 at the Post-office at Tempe, Arizona, under the act of August 24, 1912.

COLLEGE CALENDAR

1935-1936

FALL SEMESTER, 1935

First faculty meeting.....7:30 P. M., Tuesday,
Assembly of Freshmen.....8:30 A. M., Thursday,
RegistrationThursday, Friday, and Saturday, Sept.
Instruction begins.....Monday,
Mid-semester scholarship reports due.....Thursday,
Home Coming Day.....Saturday,
Thanksgiving recess.....Thursday, Nov. 28 to Sunday,
Christmas vacation.....Saturday, Dec. 21 to Sunday, Jan.
Final examinations...Tuesday, Wednesday, Thursday, Jan. 21
Last day of fall semester.....Friday,

SPRING SEMESTER, 1936

Registration.....Monday, Tuesday, January
Instruction begins, second semester.....Wednesday, Jan
Mid-semester scholarship reports due.....Wednesday, M
Spring vacation.....Friday, April 10 to Monday, A
Baccalaureate Service.....Sunday,
Commencement Exercises.....Tuesday,
Final examinations.....Wednesday, Thursday, Friday, May 27,

SUMMER SESSION, 1936

.....

.....

TABLE OF CONTENTS

Introductory

College Calendar	3
Official Directory	7
State Board of Education	7
College Board of Education	7
Board of Visitors	7
Alumni Officers	7
Officers of Administration	8
Faculty Personnel	9

The College

Accreditation	13
Purpose	13
History	14

The College Setting

Location	17
Campus	18
College Buildings	19
Heating System	22

General Information

Alumni Association	23
Evening Courses	26
Correspondence Courses	27
Lectures and Entertainments	28
Scholarships	28
Prizes	29
Placement of Teachers	29

Summer Session

A Permanent Institution	31
Admission Requirements	31
Expenses	32

Training Schools

33

College Library

35

Fees and Student Expenses

37

Basic Expenses	37
Deposits	39
Miscellaneous Fees	39
Financial Responsibility of Students	41

Assistance to Students

42

Loan Funds	42
Employment of Students	42

Administration

43

Credits	43
Student Program	44
Marking System	45
Scholarship Standards	46
Attendance	47
Graduation	48

Student Life and Student Welfare	50
Living Arrangements	50
Dormitories for Women	50
Dormitories for Men	51
Off-Campus Housing	51
Medical Care	52
Extra-Curricular Activities	53
Associated Students	53
Athletic Activities	53
Dramatics	55
Musical Activities	55
Student Publications	56
Student Organizations	58
Professional and Departmental Organizations	58
Social Organizations	61
Religious Organizations	63
Admission to the College	64
General Qualifications	64
Physical Examinations	64
College Aptitude Test	64
Alternative Qualifications for Entrance	65
Transfers from Junior Colleges	66
Registration	67
Curricula	68
New Certification Requirements	68
Majors and Minors	69
Residence Requirements	70
Core Curriculum	72
Standard Curriculum—Outline	73
Curriculum Requirements	74
Presecondary Curriculum	76
Old Three-Year Curriculum	77
Special Curricula	79
Courses of Instruction	
Art	80
Commerce	87
Education	93
English and Speech	100
Home Economics	108
Industrial Arts	112
Foreign Languages	128
Mathematics	133
Music	137
Physical Education	144
Psychology	151
Sciences	153
Agriculture	155
Biology	159
Geography and Geology	162
Chemistry	167
Physics	169
Social Studies	172
Certification Rules of the State Board	181
Statistics	184
Summary of Registration and Enrollment	184
Summary of Graduates	184
Graduates, 1935	185
Honor Graduates	187
Prize Winners	187
INDEX	188

OFFICIAL DIRECTORY

STATE BOARD OF EDUCATION

HIS EXCELLENCY, BENJAMIN B. MOEUR.....	Governor of Arizona
DR. H. E. HENDRIX.....	Phoenix Superintendent of Public Instruction
DR. HOMER LEROY SHANTZ.....	Tucson President, University of Arizona
DR. T. J. TORMEY.....	Flagstaff President, Arizona State Teachers College at Flagstaff
DR. GRADY GAMMAGE.....	Tempe President, Arizona State Teachers College at Tempe
MR. JOHN D. LOPER.....	Phoenix Superintendent of City Schools
MR. A. W. HENDRIX.....	Prescott Principal, Prescott High School
MRS. DOROTHY EIDSON SYKES.....	Globe County Superintendent of Schools, Gila County

BOARD OF EDUCATION, TEACHERS COLLEGE

DR. H. E. HENDRIX.....	Phoenix Superintendent of Public Instruction
MR. GARFIELD A. GOODWIN.....	Tempe Secretary of the Board
MR. FRED J. JOYCE.....	Tempe

BOARD OF VISITORS

MRS. ROLLIE POMEROY.....	Mesa
MR. CHARLES A. STAUFFER.....	Phoenix
MR. D. H. BONSALL.....	Glendale

OFFICERS OF THE ALUMNI ASSOCIATION

HORACE B. GRIFFEN, '14.....	Mesa President
KENNETH MACLENNAN, '16.....	Wickenburg Vice-President
LEONA M. HAULOT, '02.....	Tempe Secretary-Treasurer

OFFICERS OF ADMINISTRATION

GRADY GAMMAGE, LL.D.....	President of the College
JOHN R. MURDOCK, A.M.....	Dean
FREDERICK M. IRISH, A.B.....	Registrar
VIVA MAY LINDAHL, A.M.....	Financial Secretary
MARY L. BUNTE, A.B.....	Secretary to the President
LAURA DOBBS	Assistant in Business Office
THOMAS JEROME COOKSON, A.B.....	Librarian
AMELIA KUDOBE.....	Recorder
JOSEPHINE DURHAM, R.N.....	Health Service
SIBYL MAY.....	Bookkeeper
EDWARD EARLE POMEROY, A.B.....	Head Resident, Alpha Hall
NORRIS J. STEVERSON, B.A.....	Head Resident, East Hall
SALLIE DAVIS HAYDEN, A.B.....	Head Resident, South Hall
HELEN M. HANSHUE.....	Head Resident, North Hall
EVA HURST.....	Head Resident, Carrie Matthews Hall
ROBERT R. KRAUSE.....	Steward, Dining Hall
MRS. ROBERT KRAUSE.....	Matron, Dining Hall

FACULTY

1935 - 1936

GRADY GAMMAGE, A.M., LL.D. - - - - - President of the College

A.B., A.M., LL.D., University of Arizona.

ARTHUR J. MATTHEWS, LL.D., D.Pd. - - - - - President Emeritus

LL.D., Syracuse; D.Pd., University of Arizona.

SYLVIA THERESA ANDERSON, A.M. - - - - - Instructor in Education
Instructor in Campfire Leadership;
Training Teacher, Campus Elementary School

B.Pd., Michigan State Normal College; B.S. in Ed. and in Elementary.
Supervision, Teachers College, Columbia University; A.M.
University of Michigan.

C. R. ATKINSON, M.S., Ph.D. - - - - - Professor of Commerce
Head of Commerce Department

A.B., George Washington University; A.M., Ph.D., Columbia University.

BESS BARKLEY, B.A. - - - - - Assistant in Music

B.A., University of Arizona.

GEORGE MONROE BATEMAN, M.S., Ph.D. Professor of Physical Science;
Head of the Department of Science

B.S., Utah State Agricultural College; M.S., Ph.D., Cornell University.

MARY L. BUNTE, B.A. - - - - - Assistant in Commerce

B.A., Arizona State Teachers College at Flagstaff.

SAMUEL BURKHARD, M.A., Ph.D. - - - - - Professor of Education;
Head of the Department of Education

M.A., Columbia University; Ph.D., New York University.

ESTHER ALMA CALLOWAY, A.M. - - - - - Instructor in Education
Training Teacher, Junior High School

A.B., Colorado State Teachers College; A.M., University of Arizona.

FERNAND CATTELAIN, A. M., *Docteur de l'Université* - - - - -
Professor of the French Language
Head of the Department of Languages

A.M., Baylor University; Doctorate, Besancon, France.

VERA A. CHASE, A.M. - - - - - Instructor in Education
Training Teacher, Eighth Street Elementary School

A.B., A.M., University of Southern California.

- THOMAS JEROME COOKSON, A.B. - - - - - Librarian
A.B., Ohio University.
- VIENNA IONE CURTISS, A.B. - - - - - Assistant in Art
B.A., Arizona State Teachers College at Tempe.
- RUTH DOUGLASS, M.S. - - - - - Instructor in Home Economics
A.B., Pomona College; M.S., Oregon State Teachers College.
- MARY McNULTY EMPEY, A.M. - - - - - Instructor in Education;
Training Teacher, Campus Elementary School
A.B. in Ed., A.M., Colorado State Teachers College.
- JOHN ODUS GRIMES, A.M., Ph.D. - - - - - Professor of Psychology;
Head of the Department of Psychology
B.S. in Ed., Ohio University; A.M., Ph.D., University of Michigan.
- HARRY B. HARELSON, M. Mus. - - - - - Head of the Department of Music
B. Pub. Sch. Mus., M. Mus., Columbia School of Music.
- LEONA M. HAULOT, A.M. - - - - - Instructor in Education;
Training Teacher, Campus Junior High School
A.B., University of Arizona; A.M., Stanford University.
- E. J. HILKERT, A.B., LL.B, C.P.A. - - - - - Special Instructor in Commerce
A.B., LL.B., University of Notre Dame; C.P.A. in Arizona.
- J. WENGER HOOVER, M.S. Assistant Professor of Geography and Geology
A.B., Oberlin College; M. S., University of Chicago.
- CARL G. HOYER - - - - - Band and Orchestra
Diploma in Music, Leipzig and Wurzburg, Germany.
- MIRIAM BLANTON HUBER, Ph.D. - - - - - Education and English
A.B., Kidd-Key College; B.S., A.M., Ph.D., Columbia University.
- FREDERICK M. IRISH, B.A. - - - - - Registrar
B.A., University of Iowa.
- ETHELEEN F. KEMP, A.M. - - - - - Assistant in Social Science and English
A.B. and A.M., University of Minnesota.
- PAULA R. KLOSTER, M.A. - - - - - Instructor in Fine Arts
B.S., University of North Dakota; M.A., Stanford University.
- LULU RUMBAUGH KUHN, B.A. - - - - - Training Teacher
B.A., Arizona State Teachers College at Tempe.
- RUDOLF H. LAVIK, A.B., B.P.E. - - - - - Head of the Department of Physical
Education and Director of Athletics
A.B., Concordia College; B.P.E., Y.M.C.A. College, Springfield, Massachusetts.
- LOUISE B. LYND, B.S. - - - - - Supervising Critic, Rural Training Schools
B.S., Columbia University

- RALPH A. MASTELLER, M.A.** - - - Associate Professor of Commerce
B.A., Penn College; M.A., University of Iowa.
- MARTIN MORTENSEN, JR., M.A.** - - - - - Instructor in Science
B.A., Brigham Young University; M.A., University of Arizona.
- JOHN ROBERT MURDOCK, M.A.** - Associate Professor of Social Studies;
Dean of the College
B.A., Northeast Missouri State Teachers College; M.A., University of Iowa.
- NINA MURPHY, M.A.** - Acting Director for Women, Physical Education
B.S., University of Arizona; M.A., University of Southern California.
- LEWIS S. NEEB, M.A.** - - - Associate Professor of Industrial Arts;
Head of the Department
B.A., M.A., University of Arizona.
- ALMA M. NORTON, M.A.** - - - - - Assistant Professor of Music
B.S. in Ed., Teachers College, Columbia University; M.A.,
University of Southern California.
- IDA WOLF O'CONNOR, M.A.** - - - - - Instructor in Education;
Training Teacher, Campus Elementary School
B.A., M.A., University of Arizona.
- FOREST E. OSTRANDER, M.S.** - - Assistant Professor of Agriculture
B.A., B.S., Washington State College; M.S., University of Wisconsin
- IRA DAWSON PAYNE, M.A.** - - Associate Professor of Education;
Director of Training Schools
B.A., M.A., Stanford University
- EDITH BLANCHE PILCHER, M.A.** - - - Assistant Professor of English
B.A., University of Kansas; M.A., Columbia University
- EDWARD EARLE POMEROY, B.A.** - - Assistant in Physical Education
B.A., University of Utah
- J. D. PRITCHETT, A. B.** - - - - - Assistant in Industrial Arts
A.B., California Institute of Technology.
Two years special training with General Electric Company.
- HAZEL HARVEY QUAD, B.A.** - - - - - Special Instructor in Music
B.A., Arizona State Teachers College at Tempe.
- SARA J. REED, M.S.** - - - - Training Teacher, Eighth Street School
B.S., Colorado Agricultural College; M.S., Kansas State College
- HELEN C. ROBERTS** - - - - - Supervising Training Teacher,
Eighth Street School
Graduate, Tempe Normal School
- DOROTHY F. ROBINSON, M.A.** - - - - - Instructor in Education;
Training Teacher, Campus Elementary School
B.A., M.A., University of Southern California

- ELLA L. ROLL, M.A.** - - - - Assistant Professor of Education;
Supervising Training Teacher, Campus
Junior High School
B.A., M.A., Stanford University
- *GEORGE A. ROSS, M.S. in E.E.** - - - Instructor in Industrial Arts
B.S. in E.E., M.S. in E.E., California Institute of Technology
- FRANK S. SALISBURY, Ph.D.** - - - - - Education
B.A., M.A., University of Washington; Ph.D., Stanford University.
- DOROTHY CECILIA SCHILLING, M.A., Ph.D.** - - Professor of English;
B.A., M.A., Ph.D., Stanford University
- JOE SELLEH, B.A.** - - - - Assistant in Physical Education
B.A., Arizona State Teachers College at Tempe
- BERYL SIMPSON, M.A.** - Assistant Professor of English and Dramatics
B.A., University of West Virginia; M.A., Northwestern University
- SELBY MILLMORE SKINNER, Ph.D.** - - - - Assistant Professor of Physical Sciences
B.S., University of Washington; Ph.D., California Institute of Technology
- A. LIONEL STEVENSON, M.A., Ph.D.** - - - - Professor of English;
Head of the Department of English
B.A., University of British Columbia; M.A., University of Toronto;
Ph.D., University of California; B.Litt. University of Oxford.
- NORRIS J. STEVERSON, B. A.** - Physical Education in Training Schools
B.A., Arizona State Teachers College at Tempe.
- *WILLIAM D. TAYLOR, JR., M.A.** - - - - Associate Professor of English and Journalism
B.A., M.A., University of Washington
- CHARLES WEXLER, M.A., Ph.D.** - - - - Professor of Mathematics;
Head of the Department
B.S., M.A., Ph.D., Harvard University
- IRMA WILSON, M.A.** - - - - Assistant Professor of Spanish
B.A., University of Montana; M.A., Columbia University
- RUFUS KAY WYLLYS, M.A., Ph.D.** - - Professor of Social Studies
Head of the Department
B.A., Hillsdale College; M.A., University of Michigan;
Ph.D., University of California

*On leave of absence, 1935-1936.

THE COLLEGE

PURPOSE

Arizona State Teachers College at Tempe is accredited by the North Central Association of Colleges and Secondary Schools as a degree-granting institution. It is also a member of the American Association of Teachers Colleges.

The chief purpose of the College is to educate teachers for the elementary and secondary schools of Arizona. A wide selection of courses in liberal arts and sciences makes provision for the cultural background for dynamic and successful teachers. There is an adequate offering of professional courses to give the essential grounding in the theory and technique of teaching, keeping pace with the latest developments in the sciences of education and psychology.

Ample opportunities for participating in actual teaching are provided through an adequate system of training schools, and through special arrangements with the school authorities in neighboring cities.

Specialization in future teaching is provided for through a system of majors and minors whereby a student may build on his general background of special knowledge in his particular fields of interest.

A program of extra-curricular activities gives to the student the advantage of participation in forms of self-expression more directly under his control. Through these activities, desirable personal and social qualities are established.

A comprehensive program of physical training and health education is designed to insure the symmetrical development of the individual student in health and physical competence and to secure the establishment of correct health habits looking toward a greater civic usefulness.

Emphasis is laid upon the importance of student-faculty contacts and social directional influences through dormitory living and through the counsel of faculty advisers to societies and other student groups.

It is highly desirable that prospective teachers plan to spend all four years of their professional education 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 enter a profession which solves the problems of self support and civic usefulness, and at the same time, renders the state a service of great value.

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

With the recent development of a liberal arts background for the teaching profession, the teacher's curriculum has much in common with the curricula leading to degrees in other professions such as law, medicine, engineering, and dentistry. Such common liberal arts elements include English composition, literature, French, German, Spanish, trigonometry, analytic geometry, calculus, physics, chemistry, geology, history, sociology, and economics.

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

A further objective of the College is to continue the influence of the institution for culture beyond graduation through activities of the placement office and through contacts maintained with the alumni by the organization of alumni centers in various parts of the state.

Correspondence courses and evening courses and summer sessions afford opportunities to teachers for improvement in service and contribute to the spread of learning throughout the commonwealth.

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 first class was graduated from the Tempe Normal School in 1887. At that time 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, the course of instruction was expanded year by year, new buildings replaced the historical structure, and from time to time additions were made to the faculty personnel.

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 to eliminate the high school curriculum 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.

In 1922 the Tempe Normal School Alumni Association sponsored a movement to raise the grade of their Alma Mater to that of a standard Teachers College. After three years of 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 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 accommodation 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 three year curriculum is offered. Graduates from this curriculum receive an educational diploma which entitles the holder to receive the Arizona elementary certificate.

A regulation of the State Board of Education adopted on June 16, 1932, provides that after August 20, 1936, the three year diploma will be eliminated. Students in the Teachers College may then take their Bachelor's Degree here in elementary education, en-

titling them to teach in the elementary grades and junior high schools, or in a pre-secondary course, which leads to the secondary certificate when followed by a year's work in an institution offering graduate courses.

The year 1935 marked the fiftieth year of continuous service of Arizona State Teachers College to the youth of the state of Arizona. During this fifty year period, nearly four thousand students have been graduated and a much larger number have received more or less of their educational experience on the Tempe campus.

This GOLDEN JUBILEE YEAR was marked by a series of worthwhile events which were presented upon the campus, and by a succession of regional alumni banquets held in cooperation with representatives of the faculty. These alumni meetings were eminently successful and served to bring the alumni into closer relationship and sympathy with the objectives which the College is striving to attain.



RIDING PARTY IN PAPAGO PARK

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 motor bus, of Phoenix, the capital and largest city of the state. Three trans-continental highway systems are routed past the college campus, and the principal state highways feed through this route. Thus the college is easily reached from any direction by motor coach or private automobile. The Southern Pacific main line gives direct communication east and west, and connects at Phoenix with the Santa Fe line serving the northern part of the state.

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 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. The park includes within its limits a chain of beautiful artificial lakes belonging to the state bass hatchery and a remarkable natural amphitheater available for the use of neighboring communities for pageants, concerts, and similar public programs.

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. Each year many hiking parties make use of the interesting trails leading to the summit. An hour's drive brings one to a chain of beautiful artificial lakes, the storage reservoirs of upper Salt River. Stewart Mountain reservoir, Canyon Lake, Apache Lake, and the great Roosevelt reservoir offer unexcelled opportunities for bass fishing and boat racing. 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 week-end camping trips.

A municipal swimming pool, the finest in Arizona, is located in a beautiful park a short half mile from the campus. This pool conforms to A.A.U. regulations, and is available for all manner of swimming contests.

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. These excursions serve for the accumulation of a wealth of subject matter and materials of value to the future teacher in service.

CAMPUS

The setting of the College is exceptionally attractive. 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. 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 well-kept tennis courts of cement concrete, screened basketball courts, and fields for speedball, volley-ball and women's baseball.

The athletic field 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. A modern lighting system permits the use of the field for evening games and pageantry. Adjoining this field is the men's gymnasium.

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 relative location of college buildings, driveways, and athletic fields is shown in the frontispiece of this bulletin.

Main Building. 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 1894, 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**, which serves as the center for the social functions of the student body.

Science Hall faces the Quadrangle on the east. The lecture rooms, offices and laboratories for chemistry and physics are located on the first floor while those for biology, geography and geology occupy the second floor.

The College Auditorium is located on the west side of the Quadrangle, opposite the Science Hall. Seating capacity is provided for one thousand persons and the forty foot stage is well

equipped with modern scenery and lighting apparatus, and stock properties sufficient to stage dramatic work of a high order. The lower floor of this building is devoted to the **Women's Gymnasium** with the usual apparatus, dressing rooms, lockers and showers. **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. It is a one story structure of brick in the Spanish-Colonial style with open corridors or colonnades enclosing an attractive patio. Here are located the offices of the Director of Training with assembly rooms and classrooms for the kindergarten, the grades and the junior high school. Many new features of lighting and arrangement are incorporated in the plans, and the furniture and equipment have been selected to conform to the latest accepted criteria. A special library of four thousand volumes suited to the work of the grades is housed in this building, and the playground adjoining is fitted with modern apparatus, permitting the play activities of the pupils to be carried on under the direct supervision of the teachers.

The Dining Hall is in a central location, conveniently reached from all dormitories. This is a thoroughly modern building and embodies in its construction late ideas with regard to sanitation, lighting and ventilation. The large, airy, well lighted kitchen is provided with a hotel range, steam cookers and charcoal broiler, and modern types of labor-saving machinery. 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, an important factor in the low cost of board. The food 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. An addition to the dining hall, to be completed during the summer, will increase the seating capacity approximately fifty per cent.

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. 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. The June Commencement exercises are held upon this lawn which affords seating room for three 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 a modern fire-proof building of concrete construction faced with cream pressed brick, which houses the thoroughly equipped shops of the department of industrial arts and also the departments of commerce, home economics, art and music.

Matthews Library and Administration Building is the newest addition to 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 dean, the registrar, the recorder, and the financial secretary. The central location of this important building facilitates access both from classrooms and from the dormitories. Its fireproof character insures the safety of the library and the valuable instructional and financial records.

The Men's Gymnasium 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. By means of ample screened sleeping porches provision is made, 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. In each dormitory living quarters are provided for a head resident, who exercises supervision over the occupants at all times.

Carrie Matthews Hall for women is a thoroughly modern structure of concrete faced with cream pressed brick. Each sleeping porch is adapted to accommodate four young women, that is, one sleeping bay to every two rooms. One of the most attractive features of this building is the large and well lighted recreation room.

South Hall and North Hall, both for women, are situated in the west half of the campus directly opposite East Hall. Each of them accommodates seventy-five students, with the same character of furnishings and equipment as in the other halls.

Alpha Hall, a men's dormitory, in which the general equipment and furnishings are similar to those of the other dormitories, accommodates sixty young men.

East Hall, another dormitory for men, comfortably accommodates one hundred thirty-five students. In addition to the standard students' living rooms and the large sleeping porches, this dormitory furnishes a completely equipped room for the free use of those students who desire to do part of their own laundry work. There are also two large parlors, with piano, and broad shady verandas are welcome in the students' leisure hours.

HEATING SYSTEM

All buildings on the campus are heated by steam from a central heating plant located west of the Industrial 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. A third boiler supplies hot water under pressure to all buildings, thus effecting a considerable economy in fuel.

GENERAL INFORMATION

THE ALUMNI ASSOCIATION

All graduates of the College automatically become active members of the alumni association. Students who have attended for at least one semester and who have left the institution in good standing automatically become associate members of the organization. Including the class of 1935, the association now numbers 4,007 members, the great majority of whom reside within the state of Arizona. This large group of influential citizens, through efficient organization, has become a potent force in promoting the welfare and advancement of the College. All loyal alumni take pride in the recent rapid growth and development of their Alma Mater, and it is their desire further to perfect their organization that it may continue effectively to serve the interests of Arizona State Teachers College at Tempe.

Endowment Fund. Believing that a teachers' college education is a most valuable asset in any walk of life, the alumni desire to extend to others the benefits of such preparation. With this end in view, the alumni association 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 approximately \$13,500 and is becoming established on a working basis, as is shown by the fact that in the past few years, over 260 students practically owe their graduation to the assistance received from this source. Because of the limited amount which can be kept in the working fund, loans are confined to seniors in their second semester.

Scholarships. The steady growth of the student loan fund over a period of years has made it possible to make a distinct advance in the application of the benefits of the loan fund. For the first time since the establishment of the fund, the alumni association found itself last year in a position to offer \$200.00 in scholarships. These awards will be made annually to students in the second semester of the senior year. The number and size of the scholarships is to be left to the judgment of a committee of six which

is composed of alumni, under-graduate, and faculty representatives. This committee selects each year, the students who are to receive the benefits of the fund. The first consideration in making awards is that of economic need. Other factors are scholarship, leadership, and dependability. Due allowance is made in the case of students who may have been handicapped by the necessity of working their way through the early years of their college program.

Regional Alumni Banquets. An outstanding achievement of the Alumni Association was the consummation of the plans for the state-wide series of regional week-end banquets which were conducted as a feature of the Golden Jubilee program of the College. Under the direction of group leaders selected by the parent organization, local alumni units were organized in the principal population areas of the state. The fine cooperation of these leaders, the splendid response of alumni members, and the attendance and assistance of faculty members at the banquets all contributed to the phenomenal success of the banquet program.

The banquets themselves, characterized as they were by a fine spirit of friendliness and loyalty, afforded the members the opportunity not only to honor their Alma Mater and those most largely responsible for its successful growth in the past, but also to pledge their loyalty and support for the future. This series of pleasant reunions has done much to cement a closer relationship between the alumni and the administration of the College.

Advantage was taken by all of the various regional groups of this opportunity to effect permanent county organizations to the end that, as occasion or need arises, the Association may be the better prepared to serve the Alma Mater and the cause of education in the state.

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 and to pledge anew their loyalty to their Alma Mater. The date for the next reception and banquet is tentatively set for April 25, 1936.

Alumni Register. A card file is kept in the alumni office, which contains the name and present address, so far as known, of every member of the alumni association. 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 each change in name or postoffice address.

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 DIVISION

Many teachers who desire to continue their studies while actively engaged in teaching find it impossible to attend the regular sessions of the College. In response to this demand, the **Extension Division** has been established and offers two types of service: evening class courses and correspondence courses. By these two methods, the regular courses of the college curriculum are made available to the teacher in service at a moderate cost.

EVENING COURSES

Evening courses are given by regular members of the college faculty in the cities or towns within easy reach of the College or as evening courses on the college campus. These courses may be given as afternoon classes immediately after the closing of the school session or as evening classes. By taking advantage of courses thus offered, teachers are enabled to accumulate the credits needed for the renewal of certificates or for the completion of requirements for the degree.

These courses carry either two or three hours of credit and are identical in every respect with the corresponding courses offered in the regular session.

For the organization of a class in any course, a minimum of twelve students must be registered. Classes are organized in September of each year. Since the selection of courses to be offered is determined largely by the number of applications received, it is important that applications for specific courses be filed with the Director as soon after September first as possible.

The fee for all evening courses is \$5.00 per semester hour of credit carried, and is payable at the time of registration.

Among the courses which are to be offered are the following:

Com.	205	Business Law
Educ.	250	Philosophy of Education
Educ.	214	Supervision and Administration of Elementary Schools
Educ.	120	Sociology
Educ.	216	Educational Sociology

Educ.	210	Improvement of Instruction in Reading and Language
Educ.	222	Secondary Education
Educ.	211	History of Education
Engl.	202	History of the Novel
Engl.	205	Shakespeare
Engl.	215	Contemporary Poetry
French	101	Beginning French
French	103	Intermediate French
Geog.	100	Introductory Geography
Math.	100	Teaching of Arithmetic
Math.	202	Analytic Geometry
Math.	222	Differential Calculus
Math.	250	Special Topics in Mathematics
Psych.	200	Educational Measurements
Psych.	206	Mental Hygiene
Psych.	225	Educational Psychology
Psych.	233	Child Psychology
S. Sci.	109	History of Modern England
S. Sci.	204	History of the American Frontier

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

CORRESPONDENCE COURSES

Through the use of the mails, the privileges of the college campus and the services of the teaching faculty are extended to the student whose daily occupation is such as to prevent enrolment in the regular sessions.

Persons desiring to enroll for correspondence courses will write to the Director of Extension for an enrolment blank and a copy of the Bulletin of the Extension Division. When this enrolment blank, properly filled out and accompanied by remittance to cover the fee is received by the extension office, the first lesson assignment will be mailed to the student with directions for study.

The fee for all correspondence courses is \$5.00 per semester hour of credit carried.

The bulletin lists the courses offered from which the student may select those in which he desires to enroll.

Credit earned in evening class courses and in correspondence 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.

No student may enroll for correspondence courses during the time that he is registered for courses in residence, either at this College or at any other institution.

No student doing resident work may enroll for an evening class course if the latter constitutes an overload in the opinion of the scholarship committee.

All inquiries concerning evening classes or correspondence courses should be addressed to

DR. J. O. GRIMES,
Director of Extension
Arizona State Teachers College
Tempe, Arizona.

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 frequently are 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. Through the efforts of the Alumni Association, a sum has been set aside to provide, each year, a limited number of scholarships for seniors in the last half year immediately preceding graduation. Further particulars concerning these scholarships will be found on another page under the title, Alumni Association.

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 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.

Requests for teachers to fill positions, reports of vacancies, and all other correspondence relative to placement should be addressed to

I. D. PAYNE,
Director of Placement,
Arizona State Teachers College,
Tempe, Arizona.

SUMMER SESSION

A Permanent Institution

The insistent demand for summer courses on the part of teachers and others who were enrolled in the evening classes led to the establishment of the first summer session as an experimental project in 1932.

The very satisfactory enrollment in the summers of 1932, 1933, and 1934, and the complete success of the summer work demonstrated beyond a doubt that the location of a summer session in Salt River Valley is amply justified. The forty per cent increase in attendance at the 1935 session over that of 1934 is a positive indication of the permanency of the enterprise and its growing popularity.

Complete Educational Facilities

All the educational facilities of the College are available to summer students. Instruction is given by the regular faculty. All the advantages of the new Matthews Library are placed at the disposal of the students, as well as full laboratory and shop facilities.

In the summer session, it is possible for instructors to give the student much more individual attention and assistance in all shop and laboratory courses than is practicable in the larger classes of the regular session. Finely equipped laboratories are available for work in physics, chemistry, biology, zoology, botany, entomology, nature study, geography, household arts, and fine arts. Well designed shops offer opportunities for practical work in applied electricity, machine shop, radio, wood work, cabinet making, and carpentry.

Summer Session Credit

The summer session consists of two terms of five weeks each. By holding classes six days a week, or equivalent time, it is possible for students to earn as much as six semester hours per term or twelve hours for the full period of the summer session.

Full residence credit is given. By this arrangement, students are enabled to use the summer session for the completion of requirements for graduation. In three summer sessions, a student may complete the residence requirement, and may complete an amount of work equivalent to that of one full year of the regular session.

Admission to the Summer Session

In general, the student will be expected to supply evidence of graduation from an approved four year high school or evidence of

good standing in college. Mature students, over 21 years of age, may be admitted without the above qualifications, but with the understanding that all admission requirements must be completed before they can become candidates for graduation. Students who have not previously matriculated, and who wish to apply summer credit toward graduation, will be required to file transcripts of previous college work.

Fees and Expenses

The tuition fee is \$20 per term, or \$35 for the full session. A library fee of \$1.00 is required. Board and room for the summer may be obtained at moderate rates.

Extra-Curricular Activities

Regular assemblies will be a feature of the summer session. These will be held in the College Auditorium, and will consist of addresses by the most prominent educators of the State, special lectures, one-act plays, and musical programs.

All the **recreational facilities** of the college are available to students. This includes the use of the many fine tennis courts, and the large out-of-door municipal swimming pool, one of the largest and best in the state. A ticket giving access to the pool for the entire term is available at a special nominal fee, and the tennis courts are free.

The **social activities** will include a party on the President's lawn, a desert picnic at Hole-in-the-Rock, a combination picnic and party at Tempe Beach, and such other parties, teas, or dances, as the students may desire.



READING ROOM, MATTHEWS' LIBRARY

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 Camp-fire organization is maintained for the girls of these grades, and boys who are qualified are admitted to the junior high school troop of Boy Scouts of America.

The Junior High School. In order to meet the growing demand for teachers who are specially trained for junior high school work this unit has been organized and in operation for several years. Here the sixth, seventh, and eighth 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 extra-curricular organizations are the Campfire Girls' unit and the troop of Boy Scouts. Social activities are closely correlated with the school life of the pupil.

*The practice teaching in the junior high school is open only to college seniors working toward the B.A. degree and to three 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 eight 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

*After August 20, 1936, no three year diplomas will be granted.

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 training school for the preparation of teachers to supply the rural schools of the state. This school is under the immediate direction of a trained rural supervisor, and the student teachers are furnished transportation forth and back by automobile, which arrangement enables them to do their teaching without inconvenience or interference with the classroom demands of their collegiate schedule.

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 19,000 bound volumes in this library, and more than 2,700 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 sixty-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. four 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 4,000 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.

FEES AND EXPENSES

BASIC EXPENSES

Registration Fee. Every student is required to pay a registration fee of \$20.00 each year. This fee is payable in two equal instalments one at the beginning of each semester. **The fee must be paid before the student is permitted to attend classes.** 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, and assembly programs. 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. Students carrying full load ordinarily will not be permitted to audit additional courses.

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 cost, the students enjoy the advantage of a considerable saving in this important item of expense.

Library Fee. A library fee of \$2.00 each semester is payable at the time of registration.

Laboratory 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 refund 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. The present condition of fluctuation in the market prices of staple foodstuffs renders it a difficult problem to fix the cost of board for a year in advance. By agreement between the two state teachers' colleges, the fee for board and dormitory room will be maintained at \$23.50 per four-week month until January 1, 1936. After that date, the fee for board and room will be adjusted to conform to the then prevailing market prices.

The fee for board and room is payable monthly, in advance, on a date set by the business office. No allowance nor refund will be made for vacations, absence over week ends, or absence due to disciplinary action. Students who are absent for one week or more for unavoidable reasons, may arrange for payment of half the usual rate for the period of such absence.

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
Laboratory fees	5.00
Gymnasium outfit	6.00
Board and room (9 months)	211.50
Library fee (\$2.00 per semester)	4.00

\$271.50

To this amount must be added the student's necessary personal expenses for clothing, personal laundry, recreation and other items. A student registering for the first time should be provided with cash to the amount of \$75 or \$80 for necessary initial expenses.

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

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

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

Application for diploma or degree must be made at least one semester in advance of the date of graduation. Failure to attend to this matter may result in deferring the date of graduation.

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 building, 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 and materials in certain courses. These deposits minus the cost of material destroyed, are returnable at the close of the year.

MISCELLANEOUS FEES

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 Late Class Card. A fee of one dollar will be charged for each class card held more than one week after the date announced for filing.

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 Reinstatement. A student who has been dropped from a class because of irregular attendance may be reinstated by the standards committee if, in their opinion, the circumstances warrant such action. For such reinstatement, the student shall be assessed a fee of one dollar.

Fee for Special Examination. When, for any reason, it becomes necessary for a student to request a special examination in any course, a fee of \$1.00 will be required for this special privilege.

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 \$19.00 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 dormitory 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 \$5.00.

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

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.

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 committee and must

agree to observe all regulations adopted for the government of dormitory residents.

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 fees.

Certain 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 the advantages of a first class college education at an expense to the student not greatly in advance of that incurred by the average young man or woman at home. This, together with the fact that there is in Arizona a constantly increasing demand for well-educated teachers, is worthy of thoughtful consideration by those who, having completed the work of the high school, are contemplating the continuation of their education along professional lines.

FINANCIAL RESPONSIBILITY

By a ruling of the Board of Education, registration fees and laboratory fees are payable on the day of registration and no credit can be extended.

Students may not enroll for any semester until all bills previously incurred have been paid, nor will credits be transferred to other institutions or applications approved for graduation until all accounts have been paid, or satisfactory arrangements made for their payment.

ASSISTANCE TO STUDENTS

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 assigned each year 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.

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

ADMINISTRATION

CHANGES IN REGULATIONS

1. The administration reserves the right without notice to make whatever changes in regulations or practice may seem to be for the best interests of the college.

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. Each candidate for graduation from any curriculum is required to teach one semester in the training school, under supervision of the training teachers. The student teaches **one half day** each day during the semester. For this work, ten semester hours of credit are given. 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 credit for the second quarter of student teaching provided the first quarter of student teaching is completed satisfactorily.

Students who have transferred from other teachers' colleges, with advanced credit for at least five semester hours of practice teaching, and who present satisfactory evidence of a considerable period of successful teaching experience with the recommendation of former superintendents or other school authorities, may, with the approval of the director of the training school, be excused from all practice teaching requirements.

STUDENT PROGRAM

1. **The normal student program** or normal load is sixteen 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.

Scholarship Requirement for Graduation. In order that a student may be eligible for graduation from any curriculum, his general scholarship index must be equivalent 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 STANDARDS

In order to be qualified for graduation from any curriculum, a student must have attained a scholarship index of a rank to be determined by the standards committee.

Eligibility for Athletic Competitions. The student's eligibility to enter intercollegiate athletic competitions is determined by the rules of the Border Intercollegiate Athletic Conference.

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, shall receive failing grades in as much as 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. When the number of absences acquired by a student in a given course exceeds the number of credit units assigned to that course, such student shall be required to drop the course without credit.

2. In case an absence is due to severe illness of the student, the penalty prescribed in Section 1, above, may be remitted at the discretion of the Chairman of the Committee on Attendance, provided the student files a written explanation of the cause of the absence **on the proper blank form** within one week of return to class work. This statement must be signed by the College Nurse who may be found at the infirmary.

3. Private business, however urgent, is not considered a valid excuse for absence from college work. Exceptions to this rule can be made only at the discretion of the Chairman of Attendance.

4. 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.

5. A student who is dropped from a course because of unexcused absences, shall receive a grade of E for the course, unless, in the opinion of the instructor, circumstances warrant giving a mark of W.

6. A student who, for any reason, has been absent for a period of **two weeks** or more must be **reinstated** by action of the scholarship committee, and such reinstatement shall ordinarily be conditioned upon a reduction of at least three semester hours in the student's total load. A student desiring reinstatement must address a petition to the scholarship committee immediately upon returning to class work. Failure to secure regular reinstatement under the circumstances described will render the student ineligible to receive credit in any of the courses taken.

GRADUATION

Credit Requirement for Graduation. A total credit of 96 semester hour units is required for graduation with the three year diploma, and 126 semester hour units are required for the degree.

Specific Requirements. In addition to the completion of the required number of credit units, the candidate for graduation from any curriculum must have completed satisfactorily all prescribed courses specified in the core curriculum, and must have complied with all specifications relating to majors and minors.

Major and Minor. Every candidate for graduation is required to complete an approved major and at least one minor, both to be selected in fields other than education.

Scholarship Requirement. In order that a student may be eligible for graduation from any curriculum, his general scholarship index must be equivalent to a mark of C or better.

Residence Requirement. A minimum of one year in residence is required of all candidates for graduation, and the final semester immediately preceding graduation must be spent in residence. Exception to the rule of final residence may be made by the Scholarship Committee in the case of resident students who, at the close of the college year, still lack for graduation an amount of credit not greater than can be acquired by attendance upon 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 regular semester next following the granting of the extension, otherwise the rule concerning the final semester of work will apply.

Students who have already established their residence at this College may satisfy the final residence requirement by attendance during one entire summer session of ten weeks taken under the auspices of this College.

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. In order to receive consideration, each application must be accompanied by the prescribed graduation fee. Blank forms for the application may be obtained at the office of the registrar.

Graduation 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 present in person at the Commencement exercises in the prescribed academic costume. Exceptions to this 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. Library obligations.

STUDENT LIFE AND WELFARE

LIVING ARRANGEMENTS

Dormitories for Women. Women students whose homes are not in Tempe are expected to live in one of the three dormitories: North, South or Matthews Hall. 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 women are asked to live in the dormitories and only under very special circumstances are they allowed to establish locations outside the campus boundaries. When, for any reason, such a privilege seems necessary the request is to be made by parents directly to the office of the acting 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 \$2.00 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 are laundered by the college.

Vocal or instrumental music is not practiced in any of these halls; 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.

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

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

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

Dormitories for Men. Alpha Hall, accommodating sixty-three, and East Hall, housing one hundred thirty-five students, are assigned as living quarters for men. Facilities, dormitory rates, and laundry privileges are the same as in the women's dormitories and students should be provided with the same room equipment as prescribed for the women's dormitories.

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

Off Campus Housing. Rooms are available in the homes of Tempe to men who cannot secure accommodation in college dormitories and to mature women students. Individual room rents with two people sharing a room range from \$7.50 to \$10.00 per month. A list of rooms approved by the college health committee is kept on file in the office of the acting Dean of Women. Students, both men and women, are asked not to locate in any other rooms unless special arrangements are made with the acting 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.

Students who live off campus may board in the dining hall for \$19.00 per month. Occasionally board may be secured off campus, usually at a higher rate. Generally speaking living off campus is slightly more expensive than living in the dormitory, and no student should expect to cover such expenses at less than \$25.00 per month.

The college is not a rental agency and therefore does not arrange to collect rents or stipulate prices.

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. Physical examination by a college physician is required of all entering freshmen.

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, nor 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.

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 archery, 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 main 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.

DRAMATICS

During the past two or three years a live and very definite interest in dramatic art has been aroused among the students. This interest was developed by a program including the "Play-a-week" idea which was maintained throughout the entire year.

For those students who wish to develop their talents for dramatic expression, the college affords many opportunities and excellent facilities. The college auditorium seats one thousand persons and the stage is ample for programs in the field of dramatic art. The back-stage space has been reconstructed to provide ample 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 scenic effects includes a modern reversible cyclorama which is capable of varied uses, sky drops, flood and spot lights, and flat sets.

The department of English and Speech offers separate courses in dramatics including dramatic interpretation, program building, and pageantry. The courses in play production include make-up, costuming, lighting, scenic design, and stage management.

MUSICAL ACTIVITIES

Opportunity for expression of musical talent is given in the glee clubs, college band, and 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 civic organizations of Tempe, Phoenix, and other towns and are often called upon to broadcast programs from the Phoenix radio stations. From each glee club a quartet is chosen through try-outs. These are always in popular demand.

The past year each glee club included a tour of the state in the second semester. The women's glee club presented programs to high schools and communities of northern Arizona while the men's glee club presented similar programs in the southern part of the state.

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 station KTAR, and appeared in concert before many of the civic and social clubs of Tempe, Phoenix and other cities in the state.

The college concert band consists also of a select membership of about thirty-five. During the past year the band has played for civic affairs, has given concerts in the neighboring towns of the 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 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. Posi-

tions 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 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 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. 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 community. The society has included upon its list of speakers and guests some of the world's noted geographers and scientists.

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. The club sponsors a literary contest annually to celebrate the *Fiesta de la lengua espanola*.

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. The activities of the organization are open to the public.

Lambda Chapter of the National Society of Wesley Players is sponsored by the Wesley Foundation for the purpose of studying the connection between the drama and religion, to further social life through the dramatics, and to promote an intelligent program of religious drama in the Methodist Churches. Members are provided the opportunity of participating in and producing religious drama. All those who manifest an evident interest in the drama and play production and who express a sincere desire to promote the ideals and principles of the society, shall be eligible to pledgship. In addition to plays being presented locally, productions are often given in surrounding towns. Regular meetings are held during the college year.

The Proscenium Players, a dramatic society, was organized for the purpose of offering a stimulus for those dramatically inclined and to further dramatic endeavor. Enjoyable programs of dramatic interest and good fellowship are the aims of this organization.

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.

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	Pi Alpha Gamma
Delta Theta	Phi Beta Epsilon
Kappa Kappa Alpha	Phi Lambda Nu
Lambda Kappa	Zeta Sigma
Philomathian	

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 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 determines 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.

The Wesley Foundation is the Methodist Episcopal Church at work among its students in the State College. Its objective is to provide a program of activities and Christian education which will supplement the education of the state in the field our college is limited due to the organic law of the land. The institution exists to create a wholesome religious atmosphere and to provide abundant opportunities for self-expression in religious activities. Regular meetings are held throughout the college year. Although primarily for Methodist students, yet the Foundation extends to any student who may be interested a cordial invitation to join in one or more of its varied activities.

The churches of Tempe all extend a welcome to students, and several of them maintain specific organizations to serve the student need, among which are the college B.Y.P.U. of the Baptist church, the Congo Club of the Congregational church, and the Wesley Foundation of the Methodist church as examples of the specific organizations that aim 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 of 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.

Qualification of Applicants for Admission. Applicants for admission to the College must be at least sixteen years of age and must present satisfactory evidence of completion of a full four year high school course of at least fifteen units, pursued in an accredited high school and conforming to the requirements specified below.

High School Credits Required for Admission. For admission to a teachers' curriculum, the following fifteen units are specified:

English	3 units
History and Civics	2 units
Algebra	1 unit
Laboratory Science	1 unit
Electives, subject to committee approval	8 units
<hr/>	
Total	15 units

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. A physical examination by a college physician is required of all entering freshmen.

COLLEGE APTITUDE TEST

All new students are required to take a college aptitude test. The time for administering this test will be announced during the first semester, and the test will have precedence over all other college duties at the time.

At the discretion of the Standards Committee, students whose general scores in the aptitude test are unsatisfactory may be required to reduce their study load until such time as their scholarship index shows satisfactory improvement.

The aptitude scores will be used by the Standards Committee as one factor in determining the disposal of petitions for overload.

ALTERNATIVE QUALIFICATIONS

1. **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.

2. **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.

3. **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 for graduation who present satisfactory evidence of three years' successful teaching may be permitted to substitute five units of elective work for the second quarter of student teaching provided the first quarter of student teaching is completed with a satisfactory grade. No academic credit is allowed for teaching experience.

TRANSFERS 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. Neither professional courses nor courses ordinarily offered as upper division courses in the teachers college shall be accepted from a junior college.

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
Hygiene	2
Sight Singing	2
Physical Education	2
Science	6
Social Studies, including Federal and Arizona Constitutions	6
Major	6
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 Composition	6
Geography	3
Hygiene	2
Sight Singing	2
Physical Education (Activity)	2
Science	6
Social Science, including Federal and Arizona Constitutions	12
Major	12
Minor and Electives	17
Total	64

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 5, 6, and 7, 1935.

For the second semester, January 27 and 28, 1936.

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, or of advanced credits from any 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 February 4, 1933, requirements for certificates granted after August 20, 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 learning authorized to offer 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.

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 offer graduate work.

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

The complete text of the revised rules for certification of teachers as adopted by the State Board of Education will be found on a later page of this Bulletin, see index.

OLD CERTIFICATION REQUIREMENTS UP TO 1936

Students graduating from Tempe before August 20, 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 curricula.

MAJORS AND MINORS

Definition of the Major. The major is the term applied to the line of work or sequence of courses, selected from one department or department group, which constitutes the student's more prominent interest. It represents the student's intensive preparation to teach in a special field. The major consists of not less than 24 nor more than 30 semester hours of related work, at least 12 of which must be in upper division courses. Every candidate for graduation is required to complete a satisfactory major and at least one minor to be selected in fields other than education.

Definition of the Minor. The minor consists of not less than fifteen semester hour units selected from a field of learning different from that in which the major is chosen. It represents a field of interest and preparation secondary to that of the major.

Core subjects excluded. The courses to be accepted for or required in any given major or minor shall not include courses listed in the core curriculum as general requirements.

The major must be chosen and announced not later than the beginning of the second year of the curriculum. With the approval of advisers, it may be begun in the first year.

The major may be selected in any one of the following departments or departmental groups:

Art	Foreign Languages
Commerce	Mathematics
English	Music
Geography and Geology	Physical Education
Home Economics	Biological Science
Industrial Arts	Physical Science
Kindergarten-Primary	Social Science

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

Courses taken in a given field beyond the maximum limit of thirty semester hours for the major cannot be counted toward graduation.

A student majoring in Industrial Arts may choose a second minor in some special phase of that field, provided his first minor is selected in a different field of learning.

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 division.

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.

Students who have already established their residence at Tempe Teachers College may satisfy the final residence requirement by attendance during one entire summer session of ten weeks, taken under the auspices of this College.

CORE CURRICULUM

The curriculum is built around a central core of required courses which have been selected to give that foundation and cultural background which, it is believed, should be included in the preparation of every teacher.

The courses in education and psychology provide a suitable major in the professional field, including the course in directed teaching.

Enough elective units are provided to permit the student to complete a major of from 24 to 30 units in a field of interest other than education, and one or two minors in still different fields.

It is believed that such a curriculum is sufficiently integrated while affording a reasonable diversity of interests and experiences. It offers adequate preparation for efficient teaching, and, at the same time, provides the elements of a liberal arts program.

CORE SUBJECTS

Education courses	Units	Physical Activity courses	Units
General Psychology	3	.....	2
Educational Measurements ...	3	English Composition	6
Sociology	3	Constitutional Government ...	3
Elementary Curriculum and Techniques	3	Cultural Courses	9
School Law and Management..	3	Fundamentals of Music ...	2
Philosophy of Education	3	Public School Art	2
Education Elective	2	Hygiene	2
Directed Teaching	10	Elements of Geography....	3
	—		—
Total Education	30	Total cultural courses..	9
Science Courses (8 or) 6			
One of the following combina- tions to be selected:		Total specified units	62
Gen. Sci. 100 and 110.....	6	Major (minimum, 24 units)....	30
Chem. 103, 104	8	Two minors (minimum 15 units)	30
Biol. 111, 112	8	Elective	4
Chem. 111, 112	8		—
Physics 111, 112	8		
Social Studies	6		
To be selected from the follow- ing:		Total units required for graduation	126
American History,			
European History,			
Principles of Economics.			

The tabulation on the next page outlines the distribution of the required, or core courses through the four years of the curriculum, and indicates a suitable distribution of the courses constituting the major. A similar outline illustrating a typical arrangement of courses for each major will be found at the beginning of the description of courses offered by the corresponding department.

STANDARD CURRICULUM
LEADING TO THE DEGREE OF BACHELOR OF ARTS
IN EDUCATION

Freshman Year

First Semester	Units	Second Semester	Units
Engl. 101 Composition	3	Engl. 102 Composition	3
Science	4	Science	4
*Mus. 100 Fundamentals	2	*Art 110 Public School Art	2
*Hygiene	2		
P. E. Activity	½	P. E. Activity	½
Major (or Elective) (4 or)	3	Major (or Elective) (4 or)	3
Elective	2	Elective	4
	16 ½		16 ½

Sophomore Year

*Psych. 100 Gen. Psych.....	3	*Educ. 120 Sociology	3
*Geog. 100 Elem. of Geog. 3	3	*S. Sci. 100 Const. Govt.....	3
Social Studies (See Note 2)	3	Social Studies (See Note 2)	3
P. E. Activity	½	P. E. Activity	½
Major	3	Major	3
Minor or Elective	3	Minor or Elective	3
	(16 ½ or) 15 ½		(16 ½ or) 15 ½

Junior Year

*Educ. 230 Elem. Cur. Tech. 3	3	*Educ. 220 School Man.	3
*Psych. 200 Educ. Meas.....	3	*Minor or Elective	3
Major	3	Major	3
Major	3	Major	3
Minor or Elective	3	Minor or Elective	3
	15		15

Senior Year

*Educ. 250 Phil. Educ.	3	*Educ. (Elective)....(2 or) 3	3
*Directed Teaching	10	*Minor and Elective	10
Major	3	Major	3
	16		16

Note 1. In the starred courses, sections are to be so arranged that half the group take the course the first semester, and half in the second semester.

Note 2. The courses in social studies in the sophomore year are to be selected from the following:
 Hist. 101, 102, Modern Europe; Hist. 103, 104, American Pol. and Social History; Econ. 131, 132, Principles of Economics.

Note 3. Electives are to be so chosen as to include a major of at least 24 units and a minor of at least fifteen in fields other than education.

Note 4. Men may substitute Art 108 Sign Writing in place of Art 110.

CURRICULUM REQUIREMENTS

The courses specified by number and title in the outline of the Standard Curriculum on the preceding page comprise the core subjects which are thought to constitute a desirable foundation or general cultural background for every student who is preparing to teach.

The specified professional courses are selected to provide a suitable major of thirty hours in education including general psychology and educational measurements.

Every candidate for graduation must complete an additional major of not less than twenty-four, nor more than thirty hours in a field of learning other than education. The student must also complete an approved minor of not less than fifteen hours in a field different from that in which the major is chosen.

The major may be begun in the freshman year, and it must be chosen not later than the beginning of the sophomore year. The major should be fully planned under the guidance of the head of the department in which it is selected.

For the guidance of students who wish to plan a program for the chosen major, a typical curriculum for the major will be found outlined at the head of the section of the catalogue which is devoted to the description of the courses offered by the department.

Suggestions for suitable minors in various departments are also given.

Certification

Until August 20, 1936, students who complete the standard four year curriculum as outlined above, with the degree of Bachelor of Arts in Education, will be eligible to receive the Arizona Secondary Certificate entitling them to teach in junior and senior high schools. They will also be licensed to teach in the elementary grades.

After August 20, 1936, graduates of the four year curriculum, with the baccalaureate degree, will be eligible to receive the Arizona Elementary Certificate which entitles them to teach in the elementary grades and junior high schools.

After August 20, 1936, graduates of the four year curriculum who wish to qualify for secondary certification, will be required to complete not less than thirty hours of graduate work at an accredited college or university authorized to grant advanced degrees.

In order to receive a certificate, the applicant must present evidence of graduation to the State Department of Public Instruction which is the sole authority for the issuance of teaching credentials in Arizona.

The complete text of the revised rules for certification of teachers as adopted by the State Board of Education will be found on a later page of this Bulletin, following the sections devoted to the description of courses.

PRESECONDARY CURRICULUM

Students who are not interested in securing elementary certification, but who wish to prepare themselves for high school teaching, may elect to follow the Presecondary Curriculum outlined below. For certification, an additional year of graduate work is required.

Freshman Year			
First Semester		Second Semester	
	Units		Units
Engl. 101 Composition	3	Engl. 102 Composition	3
Foreign Language	4	Foreign Language	4
Science or Math.	4	Science or Math.	4
Elective	5	Elective	5
P. E. Activity	½	P. E. Activity	½
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	16 ½		16 ½
Sophomore Year			
Engl. 151, Surv. Engl. Lit. 3		Engl. 152 Surv. Engl. Lit. 3	
Foreign Language	4	Foreign Language	4
Social Studies	3	Social Studies	3
Psych. 100 Gen. Psych. 3		Educ. 120 Sociology	3
Elective	3	Elective	3
P. E. Activity	½	P. E. Activity	½
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	16 ½		16 ½
Junior Year			
Educ. 200 Educ. Meas. 3		Psych. 213 Educ. Psych. 3	
Pol. Sci. 100 Const. Govt. 3		Elective	3
Major and Minors	10	Major and Minors	10
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	16		16
Senior Year			
Educ. 250 Phil. Educ. 3		Educ. 211 Hist. Educ. 3	
Elective	3	(or Educ. 260 Teach. 5)	
Major and Minors	10	Elective	(1 or) 3
	<hr style="width: 50%; margin: 0 auto;"/>	Major and Minors	10
	16		<hr style="width: 50%; margin: 0 auto;"/>
			16

In addition to the above prescribed courses, this curriculum must include a major of 24 to 30 semester hours and two minors of at least 15 hours each, to be chosen in fields other than education.

Students electing this curriculum are strongly advised to include at least five hours of directed teaching.

Graduates of this curriculum receive the bachelor's degree, but are not thereby entitled to certification. In order to qualify for the secondary certificate, those who complete the above program are required to complete at least thirty semester hours of graduate study, acceptable toward an advanced degree, at an institution authorized to offer graduate work.

THREE YEAR CURRICULUM

Students who complete the old three year curriculum before August 20, 1936, will be entitled to receive the Arizona Elementary Certificate. After that date, the three year curriculum will be discontinued.

For the information of students who feel that they must take advantage of this opportunity for earlier certification, an outline of the old curriculum is presented below.

All prospective teachers are strongly advised to complete the four year curriculum since it is only a question of time until this qualification will be demanded of all elementary teachers in the state.

Three Year Curriculum Leading to the Educational Diploma

First Year			
First Semester	Units	Second Semester	Units
Engl. 101 Composition	3	Engl. 102 Composition	3
*Psych. 100 Gen. Psych.	3	*Elective	3
*Geog. 100 Elem. of Geog. 3	3	*Mus. 100 Fundamentals	2
*Art 110 Public School Art 2	2	*Hygiene	2
P. E. Activity	½	P. E. Activity	½
Elective	4	Elective	5
	<hr/>		<hr/>
	15 ½		15 ½

*In the case of starred courses, sections are so arranged that half the group take the subject the first semester and half in the second semester.

Second Year

*Educ. 230 Elem. Cur. Tech. 3	*Educ. 200 Elem. Curric..... 3
Major 6	Major 6
P. E. Activity ½	P. E. Activity ½
Elective 6	Elective 6
	<hr/>
15 ½	15 ½

Third Year

*Major 9	*Educ. 260 Teaching .....10
*Educ. 220 School Man. 3	*Psych. 200 Educ. Meas. 3
Elective 6	Major 3
	<hr/>
18	16

The total credit requirement for the completion of this curriculum is 96 hours.

Electives will be so selected as to complete a satisfactory major of at least twenty-four hours in some field other than education. The major will be planned under the advice and with the approval of the head of the department in which it is selected.

Every candidate for the three year diploma must complete the course in S. Sci. 100, Const. Government, or file satisfactory grades in state tests in Federal and Arizona Constitutions.

*In the case of starred courses, sections are so arranged that half the group take the subject the first semester and half in the second semester.

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 curricula.

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
	—
	16

Special sequences of courses are arranged for those students who plan later to transfer to an agricultural college or who expect ultimately to pursue lines of agricultural education or practical farming. Such students will confer with the director of the division of agriculture in the Science department.

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, 18 weeks, 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 FINE ARTS

Miss Kloster, Miss Curtiss

The department offers training in art designed to meet the following needs:

1. Art education for classroom teachers.
2. Curriculum for art majors and minors.
3. Practical art for the layman.
4. Pre-professional training for artists.

The Major in Art

Students majoring in art will select courses to make a total of 24 units. Starred courses are required; other art courses may be selected as the student desires. At least 12 units must be selected from upper division courses.

Lower Division	Units
*Art 102 Drawing and Perspective	2
*Art 103 Figure	2
*Art 105 Color	2
*Art 106 Creative Design	2
Art 107 Metal Craft	2
Art 108 Sign Writing	2
Art 112 Puppetry	2
*Art 114 Painting, Color, and Design	2
Art 116 Clay Modeling	2
H. Ec. 102 Clothing Selection	3

Upper Division	Units
*Art 200 Elementary School Art	2
*Art 201 Lettering and Advertising	2
Art 203 Merchandise Display	2
Art 204 Costume Design	2
*Art 205 Block Printing and Textiles	2
Art 206 Industrial Styling	3
Art 208 Sculpture	2
Art 215 Cultural Appreciation	3
*Art 222 Domestic Archit. and Interior Decoration.....	3
Art 226 Contemporary Art	1
Art 228 Oil Painting	2

TYPE CURRICULUM FOR STUDENTS MAJORING IN ART

Freshman Year

First Semester	Units	Second Semester	Units
Engl. 101 Composition	3	Engl. 102 Composition	3
Science	(3 or) 4	Science	(3 or) 4
*Mus. 100 Fundamentals	2	*Art 110 Public School Art	2
*Hygiene	2	Elective	3
Elective	1	P. E. Activity	½
P. E. Activity	½	Art 102 Drawing and Perspective	2
Art 103 Figure	2	Art 106 Creative Design....	2
Art 105 Color	2		
	<hr/>		<hr/>
	16 ½		16 ½

Sophomore Year

*Psych. 100 Gen. Psych.	3	*Educ. 120 Sociology	3
*Geog. 100 Elem. of Geog.	3	*S. Sci. 100 Const. Govt.....	3
Social Studies (See Note 2)	3	Social Studies (See Note 2)	3
P. E. Activity	½	P. E. Activity	½
Art (Elective)	2	Art 114 Paint. Color and Design	2
Elective	4	Elective	4
	<hr/>		<hr/>
	15 ½		15 ½

Junior Year

*Educ. 230 El. Cur. Techn. 3	*Educ. 220 School Man. 3
*Psych. 200 Educ. Meas. 3	*Minor (or Elective) 3
Minor or Elective 7	Minor or Elective 4
Art 201 Lettering and Advertising 2	Art 200 Elem. School Art. 2
	Art Elective 3
15	15

Senior Year

*Educ. 250 Phil. Educ. 3	*Educ. (Elective) .....(2 or) 3
*Directed Teaching .....10	*Minor and Elective .....10
Elective 2	Art 222 Dom. Arch. and Inter. Dec. 3
Art 205 Block Print. and Textiles 2	
17	16

Note 1. In the case of the starred courses, sections are to be so arranged that half of the group will take the course in the first semester and half in the second semester.

Note 2. The courses in social studies are to be selected from the following: Hist. 101, 102, 103, 104; and Econ. 131, 132.

Note 3. Electives are to be so chosen as to include an approved minor of at least fifteen units in a field of learning other than art or education.

Note 4. Men may substitute Art 108 Sign Writing in place of Art 110.

THE MINOR IN ART

Students majoring in other fields may elect a minor in art. Such a minor should conform to the following specifications:

	Units
Art 100 Everyday Art	2
Elect from lower division courses in art	6
Elect from upper division art courses	7
Minimum for the Art Minor	15

DESCRIPTION OF COURSES IN ART

Art 100. Everyday Art. A general cultural course for the layman. The principles of art and their application to everyday life situations in the exercise of good taste in dress, domestic architecture, and home decoration. A brief survey of fine arts expression in the past.

This course may be substituted for the general art requirement, Art 110 Public School Art with the consent of the head of the department.

Miss Kloster.
First year, first or second semester, two hours a week. 2 units.

Art 110. Public School Art. General art requirement for students of the four year degree curriculum. A course for classroom teachers and for art teachers, emphasizing materials, tools, and procedures which facilitate art expression. Art principles, modern ways of directing art activity, and pupils' experience, capacities, and interests are considered.

Men may take Art 108 Sign Writing as a substitute for Art 110 if they prefer.

Miss Curtiss.
First year, either semester, four hours a week. 2 units.

Art 102. Drawing and Perspective. Principles in elliptical, parallel, angular, and aerial perspective as well as free-hand drawing of plants, trees, and animals.

Laboratory fee, \$2.00.

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

Art 103. Figure. Proportion, line, action in the human figure along with solidity in form. Various mediums.

Laboratory fee, \$3.00.

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

Art 105. Color. The scientific basis of color, the properties of color combinations producing harmony. Lecture and laboratory.

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

Art 106. Creative Design. Planned to stimulate originality and to develop the imaginative powers. Creative release is afforded in developing decorative designs as units, borders, and surface patterns in line, mass, and color. Observation of design motifs found in nature; a survey of historic ornament.

Laboratory fee, \$3.00.

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

Art 107. Metal Craft. Emphasis on the simpler techniques in handling the metals; copper, brass, tin, aluminum, silver, and pewter, in repousse, etching, and hammering.

This course may be substituted for the general art requirement, Art 110 Public School Art, with the consent of the head of the department.

Laboratory fee, \$3.00.

Miss Curtiss.
First or second year, first semester, four hours a week. 2 units.

Art 108. Sign Writing. A practical course giving the essentials in lettering and lay-out for store-card writing.

This course may be substituted for the general art requirement, **Art 110 Public School Art**, with the consent of the head of the department.

Laboratory fee, \$2.50.

Miss Kloster.

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

Art 112. Puppetry. The preparation of a puppet performance for grade school children involving the construction of marionettes, planning and building the stage and stage sets, lighting, manipulating strings, and learning parts. This course is especially recommended to teachers of grade school dramatics.

Laboratory fee, \$2.00. (Not offered, 1935-1936.)

Second year, second semester, four hours a week.

2 units

Art 114. Painting, Color, and Design. Elementary problems in painting, color, and design to coordinate hand and mind, enabling freedom and ease in expression, giving a knowledge of form, color, and composition, and of different mediums and techniques.

This course is planned as an auxiliary to **Art 110 Public School Art**, and is recommended as an elective course for all students who plan to teach.

Prerequisite for art majors: **Art 102 and 103.**

Laboratory fee, \$3.50.

Miss Kloster.

Second year, second semester, four hours a week.

2 units.

Art 116. Clay Modeling. A strictly laboratory course in designing and forming hand-built pottery. Elementary problems in modeling in relief and in the round.

Prerequisite: **Art 106 Creative Design.**

Fee, \$3.00.

Miss Curtiss.

Second year, second semester, four hours a week.

2 units.

Art 200. Elementary School Art. A continuation of **Art 110 Public School Art** with emphasis upon problems and procedures of specific elementary school grade levels. This course is especially recommended for elementary school teachers, kindergarten-primary majors and minors, and art majors and minors.

Prerequisite: **Art 110 Public School Art.**

Fee, \$3.00.

Miss Curtiss.

Third year, one semester, four hours a week.

2 units.

Art 201. Lettering and Advertising. Modern styles in lettering applied to public school teaching as well as to problems in commercial advertising. Study of Roman and Gothic styles. Advertising and posters.

Laboratory fee, \$3.00.

Miss Kloster.

Third or fourth year, first semester, four hours a week. 2 units.

Art 202. Merchandise Display. A practical course dealing with the effective display of merchandise. Open to all upper division students. (Not offered in 1935-1936.)

Miss Curtiss.

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

Art 204. Costume Design. Fashion design, including designing costumes and millinery, sketching, and fashion prediction.

Prerequisites: Art 103, 105, 202. (Not offered in 1935-1936.)

Miss Curtiss.

Third or fourth year, second semester, four hours a week 2 units.

Art 205. Block Printing and Textiles. A laboratory course in linoleum and wood block printing on cloth and on paper; stenciling; tied and dyed; batik.

Laboratory fee, \$2.50, to cover cost of linoleum, wood, paint, ink dyes, exclusive of textiles and papers.

Miss Kloster.

Third or fourth year, first semester, four hours a week. 2 units.

Art 206. Sculpture. Advanced modeling in the round and in relief; terra cotta; casting; bronzing.

Laboratory fee, \$2.00.

Miss Kloster.

Third or fourth year, second semester, four hours a week. 2 units.

Art 208. Industrial Styling. Advanced design considered from present-day industrial and commercial angles. The course includes the field of modern packaging.

Prerequisites: Art 105, 106. (Not offered in 1935-1936.)

Laboratory fee, \$3.00.

Miss Kloster.

Third or fourth year, second semester, six hours a week. 3 units.

Art 215. Cultural Appreciation. Fine arts expression in architecture, sculpture, painting, and the crafts from prehistoric to modern times. Early and present-day primitive art of the Indian and African. Open to all upper division students.

Miss Kloster.

Third or fourth year, first semester, three hours a week. 3 units.

Art 222. Domestic Architecture and Interior Decoration. Study, investigation, and application of the principles of good taste to be exercised in interior and exterior home design. Emphasis is placed upon practical problems in reference to the Southwest. Open to all upper division students.

(Not offered in 1935-1936.)

Miss Curtiss.

Third or fourth year, second semester, six hours a week. 3 units.

Art 226. Contemporary Art. A survey of the fields of contemporary art in America and abroad with emphasis upon the aims and tendencies in expression together with a study of the major artists and their accomplishments. Open to all upper division students.

Miss Kloster.

Third or fourth year, second semester, one hour a week. 1 unit.

Art 228. Oil Painting. Third dimensional painting on canvas and wood. Sketching excursions as well as indoor painting. Emphasis on interpretations of the Arizona scene. Open to all upper division students.

Miss Kloster.

Third or fourth year, second semester, four hours a week. 2 units.

DEPARTMENT OF COMMERCE

**Dr. Atkinson, Head of the Department; Mr. Masteller,
Miss Bunte, Mr. Hilkert**

Two main objectives are kept in view: thorough preparation of teachers of commercial subjects; and special training for business or secretarial positions.

TYPE CURRICULUM FOR STUDENTS MAJORING IN COMMERCE

Freshman Year

First Semester	Units	Second Semester	Units
Engl. 101 Composition	3	Engl. 102 Composition	3
Science	3 (4 or)	Science	3 (4 or)
*Mus. 100 Fundamentals	2	*Art 110 Publ. School Art	2
*P. E. 100 Hygiene	2	Physical Activity	½
Physical Activity	½	Com. 114 Shorthand 2	3
Com. 113 Shorthand 1	3	Elective	(4 or) 5
Elective	(2 or) 3		
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	16 ½		16 ½

Sophomore Year

Econ. 131 Prin. Economics	3	Econ. 132 Prin. Economics	3
*Geog. 100 Elem. of Geog.	3	*S. Sci. 100 Const. Govt.	3
*Psych. 100 Gen. Psych	3	*Educ. 120 Sociology	3
Com. 101 or 103 Account.	3	Com. 102 or 104 Account.	3
Physical Activity	½	Physical Activity	½
Elective	3	Elective	3
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	15 ½		15 ½

Junior Year

*Educ. 230 Elem. Cur. Tech.	3	*Educ. 220 School Man.	3
*Psych. 200 Educ. Meas.	3	*Minor or Elective	3
Com. 205 Business Law	3	Com. 214 Office Training	3
Com. 217 Salesmanship ..	3	Com. 206 Business Law	3
Minor or Elective	3	Minor or Elective	3
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	15		15

Senior Year

*Educ. 250 Phil. Educ.	3	*Educ. Elective	(2 or) 3
*Directed Teaching	10	*Minor and Elective	10
Com. 221 Comm'l Teach- ing Techniques	3	Com. 222 Comm'l Teach- ing Techniques	3
	<hr/>		<hr/>
	16		16

Note 1. In the starred courses, sections are to be so arranged that half the group takes the course in the first semester and half in the second semester.

Note 2. Courses constituting the major will be selected under the advice of the head of the department.

Note 3. Electives will be so chosen as to include an approved minor of at least fifteen semester hours, in a field of learning other than commerce or education.

Note 4. Men may substitute Art 108 for Art 110 if they prefer.

THE MINOR IN COMMERCE

Practically all the courses offered in this department are open as electives to qualified students who are majoring in other fields, provided approved sequences and prerequisites are observed.

A suitable minor in commerce is suggested in the following outline. Those who take the minor in commerce should select Econ. 131, 132, Principles of Economics, as the required social science in the sophomore year.

	Hours
Com. 101, 102. Accounting 1 and 2	6
Com. 113, 114, Shorthand	6
Commerce electives	3
	<hr/>
	15

DESCRIPTION OF COURSES

Com. 101, 102. Accounting 1 and 2.—Elementary. An introduction to the field of bookkeeping, accounting, and business administration. Theory of modern accounts; debit and credit; classification of accounts; procedure of recording transactions; work sheets; adjusting and closing the ledger; balance sheets; profit and loss statements, and the more common type of business reports. Emphasis is placed upon the development of a general understanding of modern business procedure. The social and economic values of bookkeeping, as

well as the vocational values, are presented. For students with no previous training or experience in bookkeeping, this is an exploratory course and preparatory to intermediate accounting. A business course for pre-professional students.

Mr. Hilkert.

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

***103, 104. Accounting 3 and 4.—Intermediate.** Corporations and corporation accounting; special books and special columns; departmental operations and accounting; voucher system; numerical chart of accounts; expense controls; manufacturing cost controls; home office and branch accounting; factory ledger; private ledger; comparative statements; per cent and ratio analysis.

Prerequisite: Accounting 1 and 2, or one year of high school bookkeeping, or the equivalent of either.

Mr. Hilkert.

First and second semesters, lecture three hours,
laboratory two hours a week. 3 units each semester.

110. Beginning Typing. The fundamentals of touch typewriting are mastered with appropriate emphasis upon proper position, rhythm, technique, and accuracy. Recommended for all those who desire to teach commercial subjects, and for those who merely wish to master the technique of typing.

Mr. Masteller.

Class meets daily. 2 units.

113, 114. Shorthand 1 and 2. The theory and practice of Gregg Shorthand. The principles of shorthand are thoroughly mastered. Drills in reading and writing are presented. The course is recommended for those who are planning a major in commerce, and for those who desire to teach business subjects, or for other students who desire to learn shorthand in order to qualify for commercial positions.

Prerequisite: one semester typing.

Mr. Masteller.

First and second semesters.
Lecture three hours a week; laboratory, two hours. 3 units.

120. Advanced Typing. Emphasis is placed on the attainment of greater speed and accuracy in typing, as well as on laboratory work of more pertinent value in the modern office. Much practical work is presented. At the completion of this course the student should be qualified to fill a commercial typing position in the field of business.

Mr. Masteller.

Class meets daily. 2 units.

* At least one year of accounting, intermediate or advanced, is required of all commerce majors.

***201, 202. Accounting 5 and 6.—Advanced.** A more intensive study of the corporation and related accounting problems. Statements and reports; actuarial science including annuities, bond price, sinking funds. Consignments and installment sales; tangible and intangible fixed assets; scientific depreciation and amortization; investments; funds and reserves; analysis of working capital; miscellaneous ratios; statement analysis; income tax procedure, both state and federal.
Prerequisite: Accounting 3 and 4.

Mr. Hilkert.

First and second semesters.

Lecture three hours, laboratory two hours. 3 units each semester.

205, 206. Business Law. A study of the legal situations most frequently encountered in every-day life; contracts, sales, agency, partnerships, corporations, negotiable instruments, personal and real property, federal and state regulation of business. In addition to the legal theory, the practical application of the law is presented, especially as it applies to Arizona. This course includes a study of the origin and development of the law, the courts, legal remedies, court procedure, and the social aspects of law in general.
Lectures, textbook, and cases.

Required of all commerce majors.

Mr. Hilkert.

First and second semesters.

lecture, three hours a week.

3 units each semester.

209. 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.

Prerequisite: Econ. 131, 132, Principles of Economics.

Dr. Atkinson.

Lecture, three hours a week.

3 units.

211. Money and Credit. The principles relating to money and credit are today commanding an interest and assuming an importance never before experienced in American business life. In this course, a fair appraisal of controversial view points on these subjects is given. Probable trends in the future based upon facts of the past and changing conditions of the present receive careful consideration.

Prerequisite: Econ. 131, 132.

Dr. Atkinson.

Lecture, three hours a week.

3 units.

212. Principles of Banking. The history of American banking. Economics and credit. Correlation of banking with economics and eco-

* At least one year of accounting, intermediate or advanced, is required of all commerce majors.

conomic conditions. Consideration of loans, discounts, types of credit, bank organization, and management, financial institutions, banking systems and banking statements.

Prerequisite: Econ. 131, 132.

Dr. Atkinson.

Lecture, three hours a week.

3 units.

213. Shorthand 3. A study of advanced dictation and transcription. Thorough review of the principles of Gregg shorthand.

Pre-requisite: Com. 113, 114, Shorthand 1 and 2.

Miss Bunte.

First semester, lecture three hours,

laboratory two hours a week.

3 units

214. Office Training. A study of the principles and practices of conducting a modern office. Practice in filing, mimeographing (including color work), use of duplicator and ditto machines, dictaphone, and calculators. No text, but a fee is charged to cover cost of materials used.

Miss Bunte.

Second semester, 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 corporation; methods of combination. Reorganizations; exchange; investments. Practical laboratory work with stock market and corporation problems is an essential part of the presentation of the course. (Not given, 1935-1936.)

Dr. Atkinson.

First semester, three hours a week.

3 units.

217. Salesmanship. The fundamental principles of salesmanship are presented. Both theory and practice are emphasized. Such materials as the selling of ideas and services, meeting objections, inducing decisions, closing the sale, strategy, motivation, suggestion, and the like, are embodied in the course.

Mr. Masteller.

First semester, lecture, three hours a week.

3 units.

218. Advertising. A study of methods and problems of advertising in business. Emphasis is placed on market analysis as a basis for advertising; composition of copy; display and layout; and on an analysis and evaluation of advertising media. In every respect, this is an intensely practical course. Open to sophomores and upper division students.

Mr. Masteller.

Second semester, three hours a week.

3 units.

219. Labor Problems. Recent legislation in Congress embodied in Section 7a of the National Recovery Act has made the labor problem one of the most important subjects for consideration by the American

people. This course will attempt to trace the conditions that have led up to the present situation and will outline the prospects for the future relation of labor and capital.

Prerequisite: Econ. 131, 132.

Dr. Atkinson.

Lecture, three hours a week.

3 units.

221. Commercial Teaching Methods. A comprehensive survey of teaching methods in all of the commercial subjects, with more definite emphasis on those which are more widely taught. The full year's work covers intensively the more modern methods of teaching business subjects in each of the specialized fields.

Prerequisites: senior standing; Shorthand 1 and 2; Accounting 3 and 4; Typewriting 1; Principles of Economics.

Course required of all prospective teachers in commerce.

Mr. Masteller.

First and second semesters, lecture, two hours a week;
laboratory, four hours to be arranged.

3 units.

223, 224. Statistics 1 and 2. Introduction to statistics. Methods of graphic presentation, organization of statistical data; frequency distribution; the mean, mode, and median; index numbers of prices. Measurements of trends; analysis of time series; measurement of correlation. The last half of the work starts with trend measurement.

Prerequisite: Econ. 131, 132, Principles of Economics.

Mr. Masteller.

Both semesters, lecture, three hours a week.

Additional laboratory work.

3 units each semester.

Econ. 131, 132. Principles of Economics. A study of economics that does not take into account the principles and projects proposed in what is commonly known as the New Deal fails to meet the requirements of today. In this course a fair estimate is made of the values of what is good in the old, and what must be modified by the changing conditions of modern life. In the second semester, study is directed chiefly to the effects of economic laws and tendencies upon present day business problems. Open to sophomores and upper division students only.

Required of commerce majors in the sophomore year.

Dr. Atkinson.

First and second semester,
three hours a week.

3 units each semester.

Geog. 101. Economic Geography. The description of this course will be found under the Science Department. The course may be taken by Commerce majors with credit to be applied either in science or in commerce.

Prerequisite: Either Geog. 100 or one semester of principles of economics.

Mr. Hoover.

First semester, three recitation-lecture periods per week.

3 units.

DEPARTMENT OF EDUCATION

Dr. Burkhard (Head of the Department), Mr. Payne (Director Psychology), Dr. Salisbury, Miss Roll, Miss Haulot, Mrs. Empey, Dr. Huber, Miss Lynd, Miss Anderson, Miss Calloway, Miss Robinson, Mrs. O'Connor, Miss Roberts, Miss Chase, Miss Reed, and Mrs. Pearlman.

The purpose of the Department of Education is to provide candidates for the teaching profession with professional perspective and skill in the techniques of teaching and in the administration of public schools. To accomplish this end, the student is required to pursue courses dealing with the psychology of human nature, the nature of subject matter, and the problems of social reconstruction in the light of democratic social theories. Opportunities for doing student teaching under supervision are provided in the training schools. Students who wish to prepare for rural education are given opportunity to do their student teaching under rural conditions.

Candidates for the B.A. degree are required to complete a minimum of thirty hours in education and psychology. The following list of courses is prescribed for all candidates for the degree.

Required Professional Courses

Psych. 100 General Psychology	3 hours
Educ. 120 Sociology	3 hours
Psych. 200 Educational Measurements	3 hours
Educ. 220 School Law and Management	3 hours
Educ. 230 Elementary Curriculum and Techniques	3 hours
Elective in Education or Psychology	2 hours
Educ. 250 Philosophy of Education	3 hours
Educ. 260 Directed Teaching	10 hours
	—
	30 hours

The prescribed courses in the department of education should be taken in the order in which they are listed above. General psychology and sociology should be taken in the sophomore year since these two courses are prerequisite to all other courses in education. The courses in educational measurements and school law and management must be completed before the student may register for the course in curriculum and techniques. Philosophy of education is open only to

seniors, except by special permission of the head of the department. All other prescribed courses in education and psychology should have been completed as a condition for enrolling in the course in philosophy of education. The course in curriculum and techniques replaces that formerly required in principles of teaching.

Candidates for the degree will do their student teaching in the senior year. Others who are registered in the three year curriculum will arrange for their student teaching in the junior year. All student teachers are required to teach for one-half day for each school day during one semester. This half-day includes three hours in the classroom and one and one-half hours in conference and school activities.

Students doing their directed teaching may take six units of academic work during that part of the day not occupied with their teaching. During the semester in which students are teaching, they are not permitted to take part in any activities that interfere with their student teaching, conferences, or other duties in the training school. Seniors who wish to participate in college activities which would interfere with teaching duties may do so during the semester in which they are not engaged in directed teaching.

Kindergarten-Primary Major

Students who wish to qualify for kindergarten and primary teaching will be required to pursue professional courses in these fields in addition to the prescribed courses in education as listed above.

For the kindergarten-primary major, students will select at least thirty semester hours from the following list. The starred courses must be included.

	Units
Engl. 110 Elementary Speech	2
*Engl. 108 Children's Literature	3
Educ. 109 Literature for Kindergarten-Primary	3
*Educ. 210 Reading and Language Problems	3
Mus. 109 Music Appreciation	2
Mus. 110 Public School Music	2
Art 200 Elementary School Art	2
G. Sci. 132 Nature Study	2
I. Art 120 Elementary Wood Work	3
H. Ec. 203 Child Development	3
*Educ. 205 Play Education for Kindergarten-Primary	3
*Educ. 206 Construction and Play Materials	3
*Educ. 209 Kindergarten-Primary Curriculum	3
Engl. 240 Children's Dramatics	3

Kindergarten-Primary majors must satisfy all requirements of the core curriculum, and must complete an approved minor in some other field. The directed teaching (10 hours) will be done in kindergarten and primary grades.

Before the kindergarten-primary major is approved, the student must pass a satisfactory examination in music, including sight reading, singing and piano accompaniment.

Rural Education Major

Since a large proportion of the schools of Arizona are classed as rural schools, the department of education provides opportunity for making special preparation to engage in rural education.

The directed teaching for rural teachers is done in a rural school operated under the sole supervision of the training school of the teachers' college. Students who wish to qualify for professional leadership in rural education should include the following major in their program of study. This program should be undertaken only with the advice and approval of the supervisor of rural education. Other courses may be substituted in this program at the discretion of the rural supervisor.

	Units
Gen. Sci. 120 Biological Projects	3
Gen. Sci. 132 Nature Study	2
Educ. 120 Sociology	3
Econ. 131 Principles of Economics	3
Educ. 240 Rural Education	3
Engl. 108 Literature for the Grades	3
P. E. 230 School Health	3
P. E. 232 Social Recreation Leadership	2
Rural School Directed Teaching	5

27

DESCRIPTION OF COURSES

Educ. 120. Sociology. This is an introductory study of sociology. It is the aim 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. The course 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.

Required of all candidates for graduation.

Dr. Burkhard.

Either semester, three hours a week.

3 units.

Educ. 200. The Elementary School Curriculum. The subject matter and activities of the elementary school. The aims and objectives of education are determined; current practices are analyzed; new type schools are studied. An effort is made to determine just what materials belong in the modern curriculum, in the light of the discoveries that have been made through experimental studies and scientific research.

Miss Roll, Miss Robinson.

Third or fourth year, three hours a week.

3 units.

210. Reading in the Grades. Principles and methods involved in determining reading readiness, the initial process of learning to read. Acquiring of suitable skills and habits. The nature of the reading process as applied to the expanding needs of pupils in and above grade four. Testing and diagnosis. Adaptation of reading program to individual differences. Provision for remedial training.

Prerequisite: Education Psychology.

Dr. Huber.

Third year, either semester, three hours a week.

3 units.

211. History of Education. A survey of the social life, ideas, and institutions that gave direction to western civilization. The purpose of such a survey is to enable the student to gain a better understanding of the problems confronting present day society.

Dr. Burkhard.

Third or fourth year, three hours a week.

3 units.

214. Supervision and Administration in the Elementary School. A review of the purposes of elementary education. Following this review, the specific problems of the supervisor and the principal are considered, such as the newer type organizations and procedures; grading and promotions; use of new type examinations; rating of teachers; discipline; other related problems. Whenever possible, the problems are worked out in the training school.

Mr. Payne.

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

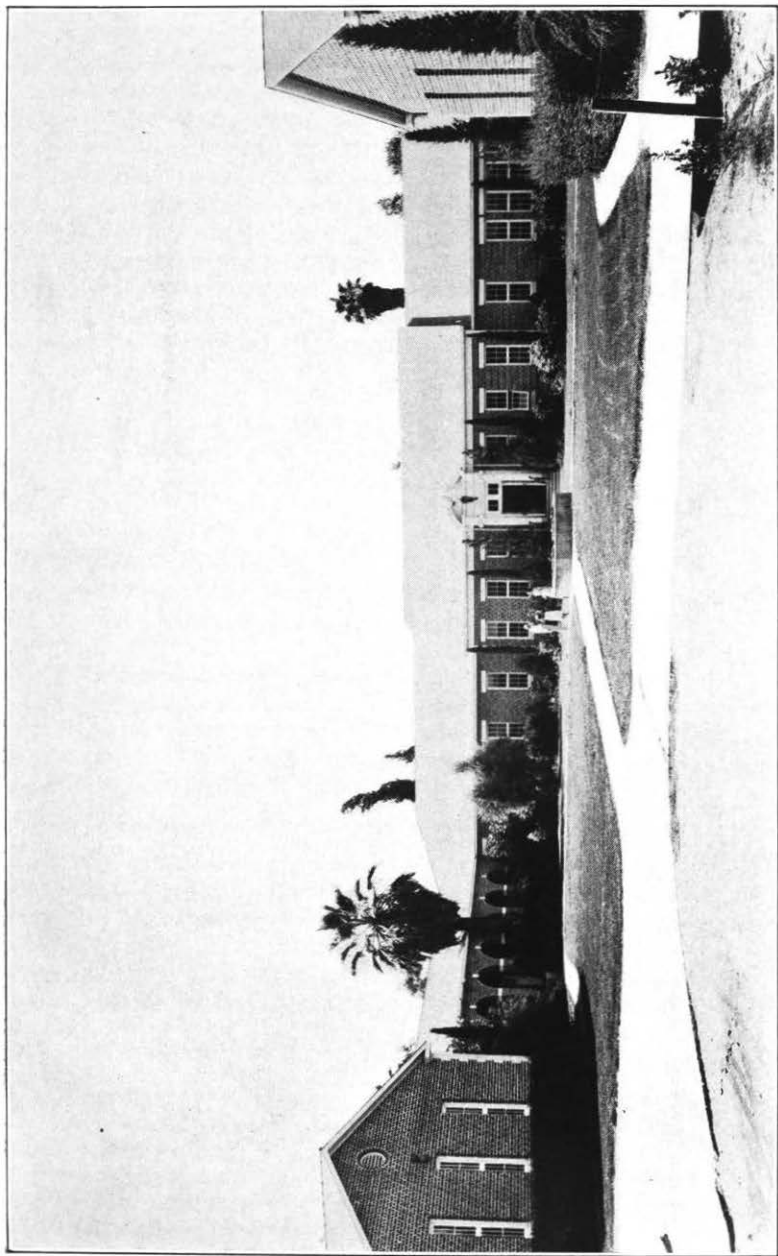
3 units.

216. Educational Sociology. A study of the social institution in which the individual gains his experience. Problems centering around the control of the environment and the control of social institutions as a means of determining the educational processes are dealt with. Such institutions as the family, school, church, industrial groups, and civic organizations are given consideration.

Dr. Burkhard.

Third or fourth year, three hours a week.

3 units.



THE CAMPUS TRAINING SCHOOL

COURSES IN EDUCATION

220. School Law and Management. The first part of the course is devoted to Arizona school law, to give the prospective teacher a understanding of professional working relations within the county, and district organizations. The remainder of the course includes practical problems of management, such as the care of buildings and grounds, school hygiene, discipline, punishment, recess reports, classification and promotion, extra-curricular activities, professional ethics, and public relations. These problems are covered in relation to several types of classroom organization, including formal recitatorial type and the unit and activity types.

Prerequisites: Psychology 100, and Education 120, Sociology.

Dr. Salisbury.

Third year, either semester, three hours a week.

222. Secondary Education. A study of the history of the high school and current problems growing out of present day economic and social life as these pertain to the work of both teaching and administration in secondary schools.

Dr. Burkhard.

Third or fourth year, three hours a week.

240. Rural Education. Designed to assist the rural teacher in solving 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 at the hot lunch; health program; club work; management and administration; community service. The work is planned to assist the teacher with both English speaking and non-English speaking children.

Miss Lynd.

Third or fourth year, three hours a week.

241. Modern Educational Problems. A study of educational problems that have appeared as a result of changes in social and economic conditions. The current educational and social problems related to school administration, school finance, curriculum revision, elementary and secondary schools, vocational guidance, textbooks, child welfare and public agencies, and school health are given careful consideration.

Third or fourth year, three hours a week.

--- -- - - - - - - -

activity types. Consideration is given to scientific investigation and principles as they relate to these problems.

Prerequisites: Psychology 100, Educ. 120 Sociology, Educational Measurements, and School Law and Management.

Dr. Salisbury.

Fourth year, (or third year if prerequisites have been met),
three hours a week. 3 units.

250. Philosophy of Education. A critical study of social and educational theories. Ideas, institutions, and methods are evaluated in the light of the social consequences that attend their application. The work is designed to help the student reconstruct his experiences with a view to making him better fitted to give professional service to the school and society.

Open only to seniors.

Dr. Burkhard.

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

260. Observation and Directed Teaching. All fourth year students observe model teaching and teach in the training schools for a half day session during one full semester. The observation of model teaching alternates with the model teaching throughout the semester, so that students may immediately apply observed methods. All student teaching is done from carefully prepared lesson plans under the supervision of training teachers. Students enrolled in the three year curriculum do their student teaching in the third year.

Each year a few selected students, who are preparing for secondary certification, are assigned to nearby high schools for student teaching. This teaching is done in regular high school classes under joint supervision of the high school and college.

Under direction of training teachers.

Fourth year, one semester—one-half day five days a week,
either semester. 10 units.

Kindergarten-Primary Courses

Educ. 109. Literature for the Kindergarten-Primary Grades. A detailed study of literature, appreciation, sources, standards of selection, with special emphasis upon practice in story telling and in planning of story hour programs. Old folk and fairy tales, myths, legends, fables, hero tales, modern and realistic stories, poems, and children's illustrators are given careful study.

Mrs. Pearlman.

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

Educ. 205. Play Education for Kindergarten-Primary Grades. A practical course in rhythms, games, and dramatic plays for indoor and playground uses, with a brief study of the theories of play and their bearing on present day interpretations of play in the schools.

Mrs. Pearlman.

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

Educ. 206. Kindergarten-Primary Industrial Arts. (Construction and play materials). A laboratory course in the creative use of everyday materials as a means of developing individual expression and spontaneity in primary work. Paper, clay, textiles, wood, and construction work of all kinds are used and related to the activity program and unit types of work.

Fee, \$1.50.

Mrs. Pearlman.

Third year, second semester, four hours a week.

3 units.

Educ. 209. Kindergarten-Primary Curriculum and Techniques. A basic theory course conducted through a survey of the curriculum for the kindergarten-primary grades, based on the social studies, with consideration of the integration of the formal school subjects and the activity program, as indicated in the best trends of present day education.

Mrs. Pearlman.

Fourth year, first semester, three hours a week.

3 units.

Educ. 260k. Directed Teaching in the Kindergarten-Primary Grades. For admission to the practice teaching in the kindergarten-primary grades, the student must pass a music test in sight reading, singing, and piano accompaniment. During one semester, the student is required to spend one half-day (four and one-half hours) in conference, observation, and teaching.

Under direction of a training teacher.

Fourth year, either semester.

10 units.

DEPARTMENT OF ENGLISH AND SPEECH

**Dr. Stevenson (Head of the Department), Dr. Schilling, Miss Pilcher,
Miss Simpson, Dr. Huber, Miss Kemp.**

The course in first year composition (101, 102) with a passing grade is prerequisite for all other English courses except Speech, and Dramatics.

An average index of 2.00 or higher in all English courses is expected of students majoring in English.

The Survey of English Literature, Engl. 151, 152, is prerequisite for all upper division courses in literature.

SEQUENCE FOR ENGLISH MAJORS FOR FOUR YEAR CURRICULUM IN ELEMENTARY EDUCATION

First Year

English Composition (See note)	(6)
Elementary Speech, 110	2

Second Year

Survey of English Literature, 151, 152	6
Literature for the Grades, 108	3

Third Year

Elect 9 units from the following:	9
201, 202 History of the Novel	
203, 204 History of the Drama	
205, 206 Shakespeare	
211, 212 Victorian Poetry	
221, 222 American Literature	
232, 234 Advanced Composition	
231 English Grammar	

Fourth Year

Elect 9 units from the following:	9
207, 208 Romantic Period	
209, 210 Victorian Prose	
213, 214 Contemporary Prose	
215, 216 Contemporary Poetry	
217, 218 Modern Drama	
240 Children's Dramatics	

Note: Engl. 101, 102 may not be counted toward the major. Students electing to major in English will plan their programs under the advice and direction of the head of the department.

SEQUENCE FOR ENGLISH MINORS
FOR FOUR YEAR CURRICULUM IN ELEMENTARY
EDUCATION

First Year

English Composition, 101, 102 (See note)	(6)
Elementary Speech, 110	2

Second Year

Survey of English Literature, 151, 152	6
Literature for the Grades, 108	3

Third and Fourth Years

Elect 6 units from the courses listed for English majors.....	6
	17

Note: Engl. 101, 102 may not be counted toward the minor.

SEQUENCE OF ELECTIVES IN SPEECH AND DRAMATICS

First Year

Elementary Speech, 110	2
Dramatic Interpretation, 121	2

Second Year

Play Production, 123	2
Pageantry, 124	1

Third Year

Drama Workshop, 125	1
Debate and Oratory, 220	2

Fourth Year

Children's Dramatics, 240	3
---------------------------------	---

MINOR IN SPEECH AND DRAMATICS

First Year

Elementary Speech, 110	2
Dramatic Interpretation, 121	2

Second Year

Play Production, 123	2
(Elect Engl. 151, 152, prerequisite to third year literature courses.)	

Third and Fourth Years

Elect 6 units from the following:	6
*203, 204 History of the Drama	
*205, 206 Shakespeare	
*217, 218 Modern Drama	
Children's Dramatics, 240	3
	15

*Engl. 151, 152, prerequisite.

TYPE CURRICULUM FOR STUDENTS MAJORING IN ENGLISH

Freshman Year

First Semester		Second Semester	
	Units		Units
Engl. 101 Composition	3	Engl. 102 Composition	3
Science	4	Science	4
*Mus. 100 Fundamentals	2	*Art 100 Publ. School Art	2
*Hygiene	2		
P. E. Activity	½	P. E. Activity	½
*Engl. 110 Elem. Speech	2	Elective	7
Elective	3		
	<hr/>		<hr/>
	16 ½		16 ½

Sophomore Year

*Psych. 100 Gen. Psych.	3	*Educ. 120 Sociology	3
*Geog. 100 Elem. of Geog.	3	*S. Sci. 100 Const. Govt.	3
Social Studies (See Note 2) ..	3	Social Studies (See Note 2) ..	3
P. E. Activity	½	P. E. Activity	½
Engl. 151 Survey	3	Engl. 152 Survey	3
*Engl. 108 Lit. for Grades ..	3	*Elective	3
	<hr/>		<hr/>
	15 ½		15 ½

Junior Year

*Educ. 230 Elem. Cur. Tech.	3	*Educ. 220 School Man.	3
*Psych. 200 Educ. Meas.	3	*English, Junior Elective....	3
English, Junior Elective....	3	English, Junior Elective....	3
Minor or Elective	6	Minor or Elective	6
	<hr/>		<hr/>
	15		15

Senior Year

*Educ. 250 Phil. Educ.	3	*Educ. (Elective)....(2 or) 3	
*Directed Teaching	10	*English, Senior Elective....	6
English, Senior Elective....	3	Minor or Elective (8 or) ..	7
	<hr/>		<hr/>
	16		16

Note 1. In the case of the starred courses, sections are to be so arranged that half of the group will take the course in the first semester, and half in the second semester.

Note 2. The courses in social studies are to be selected from the following: Hist. 101, 102; 103, 104; and Econ. 131, 132.

Note 3. Electives will be so chosen as to include an approved minor of at least fifteen units in a field of learning other than English or education.

DESCRIPTION OF COURSES

Engl. 101, 102. First Year English. Drill in the mechanics of English theme writing and theme correction; conferences with instructors. Introduction to the principal types of literature and training in methods of literary study. A regular requirement in the freshman year.

Dr. Stevenson, Dr. Schilling, Miss Pilcher, Dr. Huber, Miss Kemp.
First year, two semesters, three hours a week. 6 units.

108. Literature for the Grades. A wide knowledge and critical acquaintance with literature suitable for pupils at different age levels above the primary grades. A history of children's literature and study of classics in verse and prose. Emphasis upon sources of material for carrying out units of work and choices of books to satisfy the needs and interests of pupils in each grade. Character development and building reading taste.

Dr. Huber.
Second year, either semester, three hours a week. 3 units.

120. Improvement in Reading for College Students. Planned to improve the reading technique and study habits of college students. Testing and diagnosis, methods of increasing reading efficiency, and materials of instruction are designed to help individual students use reading economically and effectively.

Dr. Huber.
Second year, either semester, three hours a week. 3 units.

110. Elementary Speech. Voice: diction; enunciation; articulation; voice quality and place; varieties in pitch, volume, and tempo; a study of the physiology of the vocal instrument and actual laboratory practice in classroom speaking from the point of view of the needs of the teacher.

Miss Simpson.
First or second year.
Either semester, three hours a week. 2 units.

121. Dramatic Interpretation. Securing and presenting the intellectual and emotional content of prose, poetry, and drama. Characterization and impersonation.

Prerequisite, Engl. 110.

Miss Simpson.
First year, second semester, two hours a week. 2 units.

122. Acting. One or two plays are produced during the semester, members of the class being assigned to the cast and staff positions.

Prerequisite: Engl. 110 and 121.

Miss Simpson.
Second year, second semester, two hours a week. 2 units.

123. Play Production. A study of the fundamentals of stage design and construction, lighting, costuming, make-up, and stage management.

No prerequisite.

Miss Simpson.

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

124. Pageantry. Writing and production problems of pageantry, with special emphasis on the possibilities of outdoor pageantry in Arizona.

Required of Physical Education majors.

No text. Fee \$2.00.

Miss Simpson.

Second year, second semester, one hour a week. 1 unit.

125. Drama Workshop. One hour of credit is given for fifty-four hours of supervised work in Drama Workshop staff duties.

No text. Fee \$1.00.

Miss Simpson.

Second year, first semester. 1 unit.

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; related topics.

Prerequisite to other courses in journalism.

Laboratory fee, \$1.00.

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: Engl. 130, News Writing.

Laboratory fee, \$1.00.

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.

Dr. Stevenson.

Second year, two semesters, three hours a week. 6 units.

200. Language Arts in the Grades. Development of language by pupils in grades above the primary as the result of social experiences and needs. Varied types of expression with emphasis upon creative work. Means of utilizing school activities and the contribution of other subjects in the curriculum. Attention to mastery of formal skills and language conventions as related to pupils' needs.

Dr. Huber.

Third or fourth 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.

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

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. 6 units.

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, Antony and Cleopatra, The Tempest.

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

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.

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

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. 6 units.

211, 212. Victorian Poetry. Nineteenth century English poetry, with special attention to Tennyson, Browning, Arnold, Swinburne, Rosetti, 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. 6 units.

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.

No text. Fee, \$1.00.

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

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

Dr. Stevenson.

Two semesters, three hours a week. 6 units.

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.

Dr. Schilling.

Two semesters, three hours a week. 6 units.

220. Debate and Oratory. Theory and practice of debate technique and platform ethics.

Miss Simpson.

First semester, two hours a week. 2 units.

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. 6 units.

226. Advanced Drama Workshop.

Miss Simpson.

Third year, second semester. 1 unit.

227. Advanced Debate and Oratory. Prerequisite: Engl. 220.

Miss Simpson.

First semester. 2 units.

228. Playwriting. Two original one-act plays or one three-act play required in this course. Open only to advanced students of drama or composition or with the consent of the instructor.

Miss Simpson.

Second semester, one hour a week. 1 unit.

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.

Either semester, three hours a week. 3 units.

232. Creative Writing. The writing of original verse, prose, and poetic plays. The essay and short fiction.

Miss Pilcher.

Second semester, three hours a week. 3 units.

234. 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.

Second semester, three hours a week. 3 units.

240. Children's Dramatics. Theory and practice of dramatics for grade school children. No text. Fee, \$2.00.

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

235. Directing. Laboratory practice in directing of Drama Workshop productions under faculty supervision.

Prerequisites: Engl. 123, 110, 121, 122.

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

DEPARTMENT OF HOME ECONOMICS

Miss Douglass (Head of the Department)

This department offers training in home economics designed to meet the needs of students of two groups: first, of those who wish to teach in this field, and, second, of those who wish to prepare for the vocation of homemaking, or who desire a background for other vocations which grow out of the study of home economics.

The Major in Home Economics

Those who elect to major in this field will plan a program similar to the type curriculum outlined on the next page. In addition to the prescribed sequence of home economics courses, they will be required to elect certain specified courses in related fields as a supplement to the work in home economics proper.

In the first year, majors will take the science requirement in Chem. 103, 104, Introductory College Chemistry. In the second year, they will elect Chem. 211, Organic Chemistry and Biol. 120, Human Physiology.

Home Economics Minor

Students majoring in other fields may elect a minor of not less than fifteen units in home economics under the advice and with the approval of the head of the department who will designate the courses to be selected.

Type Curriculum for Majors

The curriculum outlined on the next page is built around the standard core curriculum and represents a satisfactory arrangement of courses and sequences. Alterations and substitutions to fit special cases may be made under the advice and with the approval of the head of the department.

TYPE CURRICULUM FOR STUDENTS MAJORING
IN HOME ECONOMICS

Freshman Year

First Semester		Units	Second Semester		Units
Engl. 101 Composition	....	3	Engl. 102 Composition	....	3
Chem. 103 Inorg. Chem.	....	4	Chem. 104 Inorg. Chem.	....	4
*Mus. 100 Fundamentals	....	2	*Art 100 Publ. School Art		2
*Hygiene	.....	2			
P. E. Activity	.....	½	P. E. Activity	.....	½
H. Ec. 101 Elem. Nutr.	....	3	H. Ec. 102 Cloth. Select.	....	3
Elective	.....	2	Elective	.....	4
		<hr/>			<hr/>
		16 ½			16 ½

Sophomore Year

*Psych. 100 Gen. Psych.	....	3	*Educ. 120 Sociology	.....	3
*Geog. 100 Elem. of Geog.		3	*S. Sci. 100 Const. Govt.	....	3
Social Studies (See Note 2)		3	Social Studies (See Note 2)		3
P. E. Activity	.....	½	P. E. Activity	.....	½
H.Ec. 105 App. Food Prin.		3	H.Ec. 108 Cloth. Cons.	....	3
Chem. 211 Org. Chem.	....	4	Biol. 120 Physiology	.....	3
		<hr/>			<hr/>
		16 ½			15 ½

Junior Year

*Educ. 230 Elem. Cur. Tech.		3	*Educ. 220 School Man.	....	3
*Psych. 200 Educ. Meas.	....	3	*Elective	.....	3
H.Ec. 205 Home Man.	....	3	H.Ec. 208 H.Ec. Educ.	....	3
H.Ec. 203 Child Dev. (or			H.Ec. 206 Food for Fam.		
H.Ec. 209 Family)	.....	3	(or H.Ec. 204 Fam.		
Elective or Minor	.....	4	Health)	.....	3
		<hr/>	Minor or Elective	.....	4
		16			<hr/>
					16

Senior Year

*Educ. 250 Phil. Educ.	.....	3	*Educ. (Elective)....(2 or)		3
*Directed Teaching	.....	10	*Elective or Minor	.....	10
H.Ec. 211 Adv. Clothing	....	3	H.Ec. 212 Adv. Nutr. (or		
		<hr/>	H.Ec. 222 Int. Dec.)	....	3
		16			<hr/>
					16

Note 1. In the case of starred courses, sections are to be so arranged that half the group will take the course in the first semester, and half in the second semester.

Note 2. The courses in social studies are to be selected from the following: Hist. 101, 102; 103, 104; and Econ. 131, 132.

Note 3. Electives will be so chosen as to include an approved minor of at least fifteen units in a field of learning other than home economics or education.

DESCRIPTION OF COURSES OFFERED
IN HOME ECONOMICS

H. Ec. 101. Elementary Nutrition. A study of the fundamental principles of nutrition, of the selection of an adequate diet, and the significance of food in its relation to health. Open to men and women.

Miss Douglass.
First year, first semester, three hours a week. 3 units.

102. Clothing Selection. Training is offered in the selection of clothing with consideration of materials, of cost, of style and design, of the individual, and occasions.

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

105. Applied Food Principles. A study of general principles of cookery and the nutritive facts involved.

Fee, \$3.00.

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

108. Clothing Construction. An opportunity to develop the principles of dressmaking through the construction of several inexpensive garments. Also further experience in the selection of materials and designs with due regard to suitability and cost.

Prerequisite: H. Ec. 102.

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

205. Home Management. A study of standards of living, the budgeting of time and income, household accounting, and the selection, care, and efficient arrangement and use of the house and equipment.

Miss Douglass.
Third year, first semester, three hours a week. 3 units.

204. Family Health. Information on good health for the family, special attention being given to a study of the mother through pregnancy and childbirth and the care of the infant.

Miss Douglass.
Third year, second semester, two hours a week. 3 units.

203. Child Development. A study of the physical, mental, emotional, and social development of the pre-school child. Special emphasis is placed on habit formation and the correction of common behavior problems.

Miss Douglass.
Third year, first semester, three hours a week. 3 units.

206. Food for the Family. The economic selection and nutritive value of foods are stressed. Various types of meals and table serv-

ice are studied. Practice is given in planning, preparing, and serving suitable family meals.

Prerequisites: H. Ec. 101 and 105.

Fee, \$3.00.

Miss Douglass.

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

208. Home Economics Education. The special content and the special methods to be used in the teaching of home economics.

Prerequisites: H. Ec. 105, 108, and 205.

Miss Douglass.

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

209. The Family. A study of the organization of the family as an institution that is changing, and the development of guiding principles for the future family. Open to junior and senior men and women.

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

210. Directed Teaching. Opportunity is offered to teach home economics one semester to training school pupils under the supervision of the department of home economics.

Miss Douglass.

Fourth year, either semester, every afternoon. 5 units.

211. Advanced Clothing. This course offers experience in wool and silk problems of construction; advanced fitting problems with a further study of good style and design. Opportunity is also offered for making and assembling illustrative material for the teaching of clothing.

Prerequisite: H. Ec. 102 and 108.

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

212. Advanced Nutrition. A study of special problems in diet and nutrition.

Fee, \$1.00.

Miss Douglass.

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

DEPARTMENT OF INDUSTRIAL ARTS

Mr. Neeb (Head of the Department), Mr. Pritchett.

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.

Two divisions of work are offered to students preparing to teach industrial subjects. The one concerns itself with problems as presented by the elementary and junior high schools, the other with subject matter and content suitable for the secondary schools.

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 courses 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 H. Housholder, Chairman	Starling M. Morse
W. R. Hutchins	William L. Pendleton
James L. Bone	Howard S. Reed
J. Lee Chambers	L. S. Neeb

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

Electricity

B. F. Carter, Chairman
Lewis Doutrick
Roy Richards

Building and Construction

Sheldon Baker, Chairman
Ralph Hoffman
Walter Johannessen

Drawing

V. O. Wallingford, Chairman
Otto Janssen
Lloyd Leraine Pike

Farm Electricity

H. J. Lawson, Chairman
David F. Wilkie

Mechanics

Walter DuMoulin, Chairman
B. F. Carter
C. C. Tillotson

Radio

A. C. Anderson, Chairman
F. C. Dodds
Roy Richards

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

First Semester

	Units		Units		Units
History of Architecture	3	Mechanical Drawing	2	English Composition	3
		College Algebra	3	Chemistry	4
				Physical Activities	½
				Total Units	15½

Second Semester

Geometry	1	Descriptive Geometry	3	English Composition	3
		Trigonometry	3	Chemistry	4
				Art Appreciation	2
				Physical Activities	½
				Total Units	16½

Third Semester

Architectural Drawing (Elem. 1 hr. lec., 6 lab.)	3	Analytical Geometry	3	Elementary Speech	2
		Arch. Comp. Lect.	1	Physics	4
				Econ. Hist. of U. S.	3
				Physical Activities	½
				Total Units	16½

Fourth Semester

(Elem. 1 hr. lect., 6 lab.)		Mechanics	3	Physics	4
Architectural Drawing	3	Arch. Comp. Lect.	1	Constitutional Govt.	3
				Psychology	3
				Physical Activities	½
				Total Units	17½

Fifth Semester

Architectural Drawing	3	Arch. Technology (2 hr. lect., 4 hr. lab.)	3	Growth and Devel. of Child	2
		Carpentry	3	Secondary Education	3
				Physical Activities	½
				Total Units	14½

Sixth Semester

Architectural Drawing	3	Carpentry	3	Principles of Teaching	3
		Arch. Technology	3	Sociology	3
				Physical Activities	½
				Total Units	15½

Seventh Semester

Architectural Drawing	3	Teaching Problems	2	Student Teaching	5
Modelling (House)	1	Estimating	2	Physical Activities	½
		Arch. Practice	2		
		Plane Surveying	1	Total Units	16½

Eighth Semester

Architectural Drawing	3	Supv. and Admin. of Industrial Arts	3	Student Teaching	5
Thesis (Some cultur. subj. for which student shows aptitude)	1	Citizenship and Publ. Rel.	1	Educ. Measurements	3
				Physical Activities	½
				Total Units	18½

**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
				Physical Activities	½
				Total Units	15½
Second Semester					
Cabinet Making		Eng. Drawing	2	English Composition	3
Wood Turning	3	Trigonometry	3	Chemistry	4
				Physical Activities	½
				Total Units	15½
Third Semester					
Pattern Making		Descriptive Geometry	2	Elementary Speech	2
Wood Turning	3	Analytic Geometry	3	Physics	4
				Econ. Hist. of U. S.	3
				Physical Activities	½
				Total Units	17½
Fourth Semester					
Mill Work	3	Curriculum Making	2	Physics	4
		Architectural Drawing	2	Constitutional Govt.	3
		Freehand Drawing	1	Psychology	3
				Physical Activities	½
				Total Units	18½
Fifth Semester					
Carpentry (House Framing and Steel Square)	3	Building Materials and Meth. of Construction	2	Secondary Educ.	3
		House Wiring	3	Growth and Devel. of Child	2
		Strength of Materials	3	Physical Activities	½
				Total Units	16½
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	½
				Total Units	17½
Seventh Semester					
Carpentry (Form Building)	3	Concrete (Lectures)	3	Student Teaching	5
		Concrete Form Design	2	Physical Activities	½
		Teaching Problems	2		
				Total Units	15½
Eighth Semester					
Advanced Carpentry	3	Superv. and Administr.	3	Student Teaching	5
		Specifications	1	Educ. Measurements	3
		Estimating	2	Physical Activities	½
				Total Units	17½

THE MAJOR IN INDUSTRIAL ARTS

The minimum requirement for the major should include a total of twenty-four units of work distributed according to the following outline.

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

THE MAJOR FOR THE FOUR YEAR CURRICULUM

This arrangement is planned for those who are preparing to teach in high schools. A minimum of thirty units is to be selected from the courses listed with the advice and approval of the head of the department. The sequence of courses is to be observed as indicated in the outline.

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

**FOUR YEAR CURRICULUM IN INDUSTRIAL ARTS
WITH EMPHASIS ON THE GENERAL SHOP**

Freshman Year			
First Semester	Units	Second Semester	Units
Engl. 101 Composition	3	Engl. 102 Composition	3
Science	4	Science	4
*Mus. 100 Fundamentals	2	*Art 110 Publ. School Art	2
*Hygiene	2	*Elective	1
P. E. Activity	½	P. E. Activity	½
I. Art 121 Wood Work.....	3	I. Art 122 Adv. Cab. Mkg. 3	3
Mechanical Drawing	3	Elem. Electricity	3
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	17 ½		16 ½
Sophomore Year			
*Psych. 100 Gen. Psych.	3	*Educ. 120 Sociology	3
*Geog. 100 Elem. of Geog. 3	3	*S. Sci. 100 Const. Govt.....	3
Social Studies (See Note 2)	3	Social Studies (See Note 2)	3
P. E. Activity	½	P. E. Activity	½
Math. 107 Algebra	3	Math. 120 Trig.	3
Carpentry	3	Steel Square	3
Mach. Shop or Electricity..	3	Machine Shop or Electr....	3
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	18 ½		18 ½
Junior Year			
*Educ. 230 Elem. Cur. Tech. 3	3	*Educ. 220 School Man.	3
*Psych. 200 Educ. Meas.	3	*Elective	3
I. Art. 101 Auto Ign.	3	I. Art 102 Auto Ign.	3
or I. Art 153 Elem. Elec.	3	or I. Art 154 Elec. Con.	3
or I. Art 208 Carpentry	3	or I. Art 164 Pat. Mkg. ..	3
or I. Art 207 Mill Work..	3	I. Art 112 Mach. Shop	3
I. Art 111 Mach. Shop	3	I. Art 208 Carpentry	3
Sheet Metal	3	or Stair Bldg.	3
Job Analysis	2	Curriculum Making	2
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	17		17
Senior Year			
*Educ. 250 Phil. Educ.	3	*Educ. (Elective).....(2 or) 3	3
*Directed Teaching	10	*Elective	10
I. Art 115 Radio	3	I. Art 116 Radio	3
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	16		16

Note 1. In the case of the starred courses, sections are to be so arranged that half the group will take the course in the first semester and half in the second semester.

Note 2. The courses in social studies are to be selected from the following: Hist. 101, 102; 103, 104; and Econ. 131, 132.

Note 3. Electives may be so chosen as to include a minor of fifteen units in some special field other than education. This field may be a special phase of industrial arts. Substitutions for the I. Art courses listed above may be made with the advice of the head of the department.

Note 4. Men may substitute Art 108 Sign Writing in place of Art 110.

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

Freshman Year			
First Semester	Units	Second Semester	Units
Engl. 101 Composition	3	Engl. 102 Composition	3
Chem. 103 Inorg. Chem.....	4	Chem. 104 Inorg. Chem.....	4
*Mus. 100 Fundamentals	2	*Art 100 Publ. Sch. Art	2
*Hygiene	2	*Elective	1
P. E. Activity	½	P. E. Activity	½
I. Art 121 Wood Work	3	I. Art 122 Adv. Cab. Mkg. 3	3
Mech. Drawing	3	Descr. Geom.	3
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	17½		16½
Sophomore Year			
*Psych. 100 Gen. Psych.	3	*Educ. 120 Sociology	3
*Geog. 100 Elem. of Geog. 3	3	*S. Sci. 100 Const. Govt.	3
Social Studies (See Note 2) 3	3	Social Studies (See Note 2) 3	3
P. E. Activity	½	P. E. Activity	½
Math. 107 Algebra	3	Math. 120 Trig.	3
I. Art 164 Pat. Mkg.	3	I. Art 207 Mill Work	3
or I. Art 163 Turning....	3	or I. Art 105 Arch. Draw. 3	3
Forge (See Note 4)	3	Sheet Metal (See Note 4) 3	3
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	18½		18½
Junior Year			
*Educ. 230 Elem. Cur. Tech. 3	3	*Educ. 220 School Man.	3
*Psych. 200 Educ. Meas.	3	*Elective	3
I. Art 208 Carpentry	3	I. Art 208b St. Square	3
I. Art 154 Elec. Cons.	3	House Wiring	3
I. Art 211 Job. Anal.....	2	Curriculum Making	2
Phys. 111 Gen. Physics	4	Phys. 112 Gen. Physics	4
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	18		18
Senior Year			
*Educ. 250 Phil. Educ.	3	*Educ. (Elective)....(2 or) 3	3
*Directed Teaching	10	*Elective	10
I. Art 255 Stair Bldg.	3	I. Art 257 Supv. and Adm. 3	3
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	16		16

Note 1. In the case of starred courses, sections are to be so arranged that half the group will take the course in the first semester and half in the second semester.

Note 2. The courses in social studies are to be selected from the following: Hist. 101, 102; 103, 104; and Econ. 131, 132.

Note 3. Electives may be so chosen as to include a minor of fifteen units in some field other than education. This field may be a special phase of industrial arts. Substitutions for the I. Art courses listed above may be made with the advice of the head of the department of industrial arts.

Note 4. Machine Shop may be substituted for Forge and Sheet Metal.

Note 5. Auto Ign. may be substituted for Electrical Construction.

Note 6. Men may substitute Art 108 Sign Writing in place of Art 110.

**FOUR YEAR CURRICULUM IN INDUSTRIAL ARTS
WITH EMPHASIS ON ELECTRICAL COURSES**

Freshman Year			
First Semester	Units	Second Semester	Units
Engl. 101 Composition	3	Engl. 102 Composition	3
Chem. 103 Inorg. Chem....	4	Chem. 104 Inorg. Chem....	4
*Mus. 100 Fundamentals	2	*Art 110 Publ. School Art	2
*Hygiene	2	*Elective	2
P. E. Activity	½	P. E. Activity	½
I. Art 101 Auto Ign.	3	I. Art 102 Auto Ign.	3
Mechanical Drawing	3	Sh. Metal or Forge	3
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	17 ½		17 ½
Sophomore Year			
*Psych. 100 Gen. Psych.	3	*Educ. 120 Sociology	3
*Geog. 100 Elem. of Geog. 3	3	*S. Sci. 100 Const. Govt.	3
Social Studies (See Note 2)	3	Social Studies (See Note 2)	3
P. E. Activity	½	P. E. Activity	½
Math. 107 Algebra	3	Math. 120 Trig.	3
I. Art 153 Elem. Elec.	3	I. Art 154 Elec. Cons.	3
Machine Shop or Wood Shop	3	Machine Shop or Wood Shop	3
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	18 ½		18 ½
Junior Year			
*Educ. 230 Elem. Cur. Tech. 3	3	*Educ. 220 School Man.	3
*Psych. 200 Educ. Meas.	3	*Elective	3
Phys. 111 Gen. Physics	4	Phys. 112 Gen. Physics	4
I. Art 203 D. C. Electr... 3	3	I. Art 204a D. C. Mach....	3
I. Art 215 Radio	3	I. Art 216 Radio	3
Job Analysis	2	Curriculum Making	2
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	18		18
Senior Year			
*Educ. 250 Phil. Educ.	3	*Educ. (Elective)....(2 or) 3	3
*Directed Teaching	10	*Elective	10
I. Art 251 A. C. Electr.... 3	3	I. Art 252 A. C. Mach.	3
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	16		16

Note 1. In the case of the starred courses, sections are to be so arranged that half the group will take the course the first semester and half in the second semester.

Note 2. The courses in social studies are to be selected from the following: Hist. 101, 102; 103, 104; and Econ. 131, 132.

Note 3. Electives may be so chosen as to include a minor of fifteen units in some special field other than education. This field may be a special phase of industrial arts. Substitutions for the I. Art courses listed in the above outline may be made with the advice of the head of the department of industrial arts.

Note 4. Men may substitute Art 108 Sign Writing in place of Art 110.

**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
Job Analysis	2
Curriculum Making	2
	16

Woodworking Minor

Elementary Cabinet Making	3
Advanced Cabinet Making	3
Carpentry	3
Carpentry	3
Job Analysis	2
Curriculum Making	2
	16

Mechanics Minor

Machine Shop Practice	3
Machine Shop Practice	3
Pattern Making	3
Sheet Metal	3
Job Analysis	2
Curriculum Making	2
	16

Electrical Minor

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

Auto Ignition	3
Auto Ignition	3
Electrical Toy Construction	3
D. C. Electricity	3
D. C. Machinery	3
Job Analysis	2
Curriculum Making	2
	19

Electrical Minor

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

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

Majors and minors for curricula completed previous to August 20, 1936, will be approximately as outlined above or may be modified in conference with the head of the department.

DESCRIPTION OF COURSES

I. Art 109. Calculations. Involves the practical application of the fundamental arithmetical processes suitable for teachers in the elementary grades and instructors of shop work. Emphasis is placed upon the development of rapid calculations. A thorough survey of fractions, decimals, compound numbers, percentage, ratio and proportion, involution, evolution, and mensuration. The fundamental principles of the slide rule are taken up as well as other practice in its use.

Mr. Neeb.
 First semester, three hours lecture a week.
 Six hours preparation. 3 units.

Drawing

105. Architectural Drawing 111. Designed to assist students who are preparing to teach in the junior and senior high schools or for architectural drafting and engineering work. Laboratory fee, \$1.00. Prescribed for prospective high school teachers. Open to all students as an elective.

Mr. Neeb.
 First year, first semester, one lecture, six hours
 laboratory a week. 3 units.

106. Architectural Drawing 121. A continuation of I. Art 105. Complete plans and estimate of materials for a two story house. Open to all students. Laboratory fee, \$1.50.
 Prerequisite: I. Art 105.

Mr. Neeb.
 First year, second semester, one lecture, six
 hours a week. 3 units.

201. Architectural Drawing 201. Consists of a study of some of the best classical elements in architecture and a study of the fundamentals of design. Prescribed for students majoring in architecture. Laboratory fee, \$1.00.

Prerequisite: I. Art 106.

Mr. Neeb.

Third year, first semester, one lecture, laboratory, six hours a week.

3 units.

202. Architectural Drawing 211. Consists of a series of problems involving a study of the principles of architectural composition. Laboratory fee, \$1.00.

Prerequisite: I. Art 201.

Mr. Neeb.

Third year, second semester, one lecture, laboratory, six hours a week.

3 units.

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. Prescribed for all freshmen carrying a mechanic arts major. Laboratory fee, \$1.00.

Mr. Neeb.

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

3 units.

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. Prescribed for all freshmen carrying a mechanic arts major. Laboratory fee, \$1.00.

Prerequisite: I. Art 101.

Mr. Neeb.

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

3 units.

114b. Mechanical Drawing 116b. (Descriptive Geometry.) Same as I. Art 114a with emphasis on shades and shadows. Laboratory fee, \$1.00.

Prerequisite: I. Art 101.

Mr. Neeb.

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

3 units.

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. Required of all students carrying a mechanic arts major. Laboratory fee, \$1.00.

Prerequisite: I. Art 114a.

Mr. Neeb.

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

3 units.

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. Required of all students carrying a mechanic arts major. Laboratory fee, \$1.00.

Prerequisite: I. Art 130.

Mr. Neeb.

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

3 units.

Woodwork

120. Wood Work 109. (No machine work.) 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, first semester, five hours a week.

3 units.

121. Wood Work 119. (No machine work.) The students are 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. Laboratory fee, \$2.00.

Mr. Neeb.

First year, first semester, six hours a week.

3 units.

122. Cabinet Making 129. Gives definite practice in the proper use and care of hand tools; a study of the fundamental principles involved in furniture construction. Laboratory fee, \$2.00.

Mr. Neeb.

First year, second semester, six hours a week.

3 units.

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

Mr. Neeb.

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

3 units.

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.

163. Wood Turning 139. 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.

164. Patternwork 149. 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.

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 glueing; the application of finishes; a study of design. 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, one lecture, six hours laboratory a week. 3 units.

208. Carpentry 209. The construction 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, one lecture, six hours laboratory a week. 3 units.

Mechanics

107. Forge 114. The content of this course combines a thorough study of, and practice in the elements of forging; drawing, bending, upsetting, welding, casehardening and tempering. Allied topics are also covered. Prescribed for students majoring in I. Arts. Laboratory fee, \$2.00.

Mr. Pritchett.
First year, first semester, six hours laboratory. 3 units.

108. Agricultural Mechanics 104. Designed to meet the needs of students of agricultural and farm management. Laboratory fee, \$2.00.

Mr. Pritchett.
First year, second semester, six hours laboratory. 3 units.

111. Machine Shop 105. A beginning course in machine shop practice. The projects include filing, drilling, turning, and polishing done with hand tools; general use of machine equipment. Prescribed for students majoring in I. Arts. Laboratory fee, \$2.00.

Mr. Pritchett.

First year, first semester, six hours laboratory. 3 units.

112. Machine Shop 115. Devoted to the making of industrial projects involving the use of the complete machine equipment of the department. The work is technical and practical to fit men as machinists and auto mechanics, as well as for teachers in the secondary schools. Prescribed for all students majoring in I. Arts. Laboratory fee, \$2.00.

Mr. Pritchett.

First year, second semester, six hours laboratory. 3 units.

160. Sheet Metal Work 108. This course is 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 prevocational courses in junior high school. Laboratory fee, \$2.00.

Mr. Pritchett.

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

206. Sheet Metal Work 208. A course to include projects involving problems in roofing; cornice work, practical intersections and developments; use of sheet metal machines. For students preparing to teach in secondary schools or going into the trade. Laboratory fee, \$2.00.

Mr. Pritchett.

Third year, second semester, six hours laboratory. 3 units.

Electricity

Ind. Arts 101. Auto Ignition 100. This course is designed to prepare the student for commercial shop practice and includes 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. Pritchett.

First year, first semester, two hours lecture, four hours laboratory. 3 units.

102. Auto Ignition 110. A continuation of I. Arts 101. Combined laboratory and class work consists of the study of repairing, adjusting, and testing of generators, starting motors, magnetos, and other

electrical equipment found on the modern automobile. Laboratory fee, \$2.00.

Mr. Pritchett.

First year, second semester, two hours lecture, four hours laboratory. 3 units.

115. Radio Construction 107. Arranged to cover the elements of electrical theory; principles of electromagnetism; potential; current; resistance; capacitance; storage and dry cells; the vacuum tube as a detector, audio and radio frequency amplifier. Vacuum tube circuits. Constructional problems involving assembly of many different types of receiving circuits. Laboratory fee, \$3.00.

Prerequisite: I. Art 154.

Mr. Pritchett.

First year, first semester, two hours lecture, four hours laboratory. 3 units.

116. Radio Construction 117. A continuation of I. Art 115, involving a study of the more advanced types of receiving sets; testing and servicing; vacuum tube characteristics. Constructional work and laboratory practice. Laboratory fee, \$3.00.

Mr. Pritchett.

First year, second semester, two hours lecture, four hours laboratory. 3 units.

153. Elementary Electricity 113. Designed to give the student a thorough knowledge of magnetism, battery cells, bell circuits, and the underlying principles of direct and alternating current motors. Students must furnish their own tool kit. Prescribed for students planning to teach Industrial Arts. Laboratory fee, \$2.00. Prerequisite for all radio and electrical courses.

Mr. Pritchett.

Second year, first semester, two hours lecture, four hours laboratory. 3 units.

154. Electrical Construction 103. The object of this course is to teach the student how to install lighting circuits in houses with standard methods; underwriters regulations regarding the size, and kind of wire and fixtures for various purposes; conduit work; and the estimate of cost for the jobs. Laboratory fee, \$2.00.

Prerequisite: I. Arts 165, Shop Math 20.

Mr. Pritchett.

Second year, second semester, two hours lecture, four hours laboratory. 3 units.

203. Direct Current Electricity 203. Includes a study of 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.

Prerequisite: I. Art 154.

Mr. Pritchett.

First semester, three hours a week. 3 units.

203a. Direct Current Laboratory 213. A laboratory course given in conjunction with I. Art 203. The experiments are designed to acquaint 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. Laboratory fee, \$2.00.

Mr. Pritchett.

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

215. Radio Construction 127. Designed to acquaint the student with the fundamentals of radio transmission. Oscillating circuits; system of modulation, antenna systems; frequency measurements; international Morse code; government regulations. The student is required to pass equivalent of a government examination for an amateur operator's license. Laboratory fee, \$3.00.

Prerequisite: I. Art 116.

Mr. Pritchett.

Second year, first semester, two hours lecture, four hours laboratory. 3 units

251. Alternating Current Electricity 243. Embodies a study of alternating 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. Arts 204 and 204a.

Mr. Pritchett.

Fourth year, first semester, three hours lecture. 3 units.

251a. Alternating Current Laboratory 253. Experiments include voltage, current, and power measurements in inductive and non-inductive circuits; impedance; inductance; capacitance. Concise and intelligent reports are required.

Prerequisite: Enrollment in I. Art 251.

Mr. Pritchett.

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

Industrial Arts Methods

211. Job Analysis 208. 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.

Second year, first semester, two two-hour periods a week. 2 units.

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 211 Job Analysis.

Mr. Neeb.

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

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. Prescribed for prospective teachers in this field.

Prerequisite: I. Art 212 Curric. Making; I. Art 211 Job Analysis.

Mr. Neeb.

Third year, first semester, two hours a week.

3 units.

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: Teaching Problems 228; Job Analysis 208.

Mr. Neeb.

Second year, second semester, two two-hour periods a week. 3 units.

Educ. 260. Methods and Teaching 238, 248. 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 semester 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.

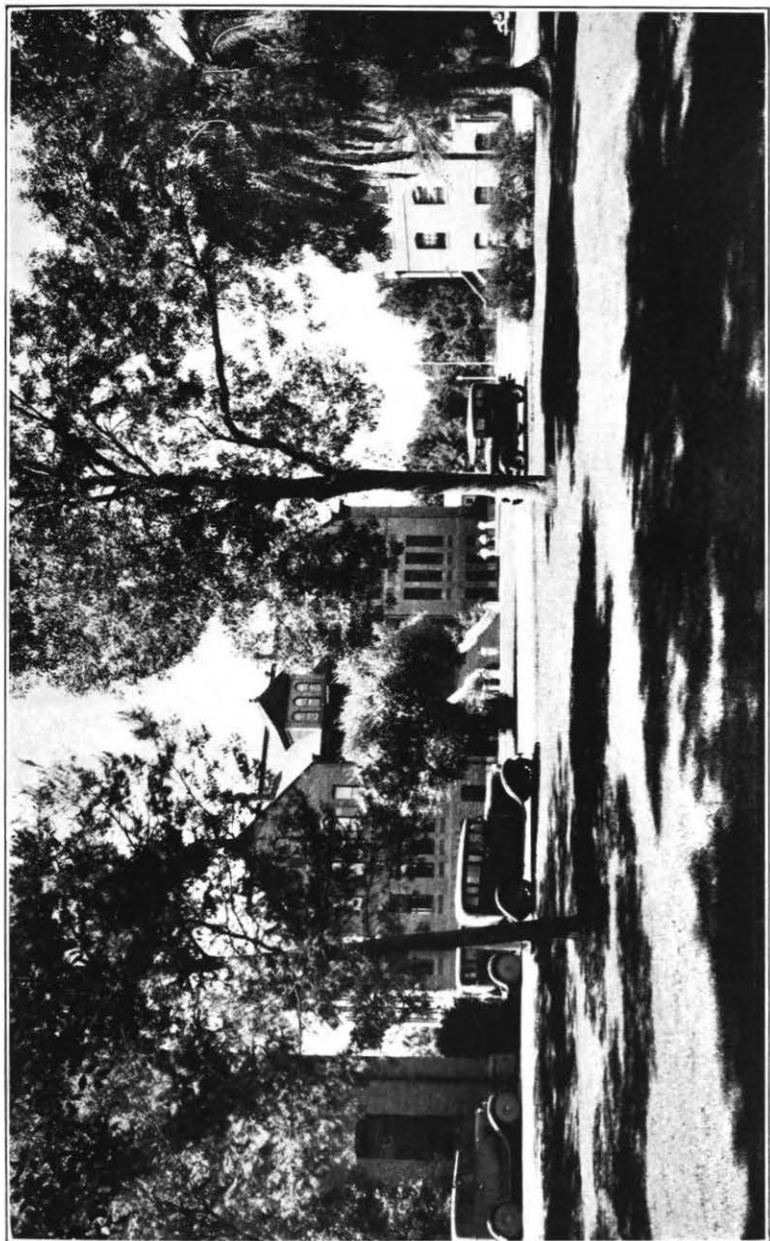
Fourth year, first or second semester, five hours a week. 10 units.

DEPARTMENT OF FOREIGN LANGUAGES

This department offers a major in the Spanish language and literature, providing in this way, special training for students wishing to teach the language in secondary schools. Provision is made also for a minor in French and a minor in German for students who wish to be equipped with a minor in foreign language, for pre-professional students, and for those seeking a liberal education. The content of the major and minors is determined by the faculty of this department and students are advised to confer with the instructors for the definite planning of their programs.

No less than thirty units will be required for the major in Spanish and a minimum of fifteen hours is required for the foreign language minor.

It is strongly recommended that those majoring in Spanish should select French as their minor. English and social science also are acceptable as minors for students majoring in this field. Since no institution accepts transfer of credits in foreign languages for less than a full year, students are cautioned against dropping a language after one semester of work.



THE QUADRANGLE DURING SUMMER SESSION

TYPE CURRICULUM FOR STUDENTS MAJORING
IN FOREIGN LANGUAGES

Freshman Year

First Semester	Units	Second Semester	Units
Engl. 101 Composition	3	Engl. 102 Composition	3
Science	4	Science	4
*Mus. 100 Fundamentals	2	*Art 110 Publ. School Art	2
*Hygiene	2	Elective	3
Elective	1	P. E. Activity	½
P. E. Activity	½	Span. 102 Elem. Spanish..	4
Span. 101 Elem. Spanish..	4		
	16 ½		16 ½

Sophomore Year

*Psych. 100 Gen. Psych.	3	*Educ. 120 Sociology	3
*Geog. 100 Elem. of Geog.	3	*S. Sci. 100 Const. Govt....	3
Social Studies (See Note 2)	3	Social Studies (See Note 2)	3
P. E. Activity	½	P. E. Activity	½
Span. 103 Interm. Spanish	4	Span. 104 Adv. Spanish....	4
Fren. 101 Elem. French	4	Fren. 102 Elem. French	4
	17 ½		17 ½

Junior Year

*Educ. 230 Elem. Cur. Tech.	3	*Educ. 220 School Man.	3
*Psych. 200 Educ. Meas.	3	*Elective	3
Span. 201 Contemporary	3	Span. 202 Classics	3
Span. 205 Adv. Gram.	2	Span. 204 Literature	3
Fren. 103 Inter. French	4	Fren. 201 Composition	3
	15		15

Senior Year

*Educ. 250 Phil. Educ.	3	*Educ. (Elective).....(2 or) 3	3
*Directed Teaching	10	*Elective	10
Span. 203 Literature	3	Fren. 202 French Theatre	3
		(or Fren. 203 Lit.)	
	16		16

Note 1. In the case of the starred courses, sections are to be so arranged that half the group will take the course in the first semester and half in the second semester.

Note 2. The courses in social studies are to be selected from the following: Hist. 101, 102; 103, 104; and Econ. 131, 132.

Note 3. Electives are to be so chosen as to include a minor of at least fifteen units in a field other than education.

Note 4. Men may substitute Art 108 Sign Writing in place of Art 110.

SPANISH LANGUAGE AND LITERATURE

Miss Wilson

Lower Division Courses

Spanish 101. Elementary Spanish. Designed to give the beginner a knowledge of the fundamentals of pronunciation and grammar. Not open to those who have had previous instruction in Spanish. Text: House and Mapes—Essentials of Spanish Grammar.

First semester, four hours a week. 4 units.

102. Elementary Spanish. A continuation of Span. 101. To the study of grammar is added the reading of several elementary texts. Prerequisite: Span. 101 or one year of high school Spanish.

Second semester, four hours a week. 4 units.

103. Intermediate Spanish. Along with a review of grammar, reading is given which stresses vocabulary-building and accuracy of expression.

Text: Parker and Rioseco—Intermediate Spanish Grammar.

Prerequisite: Span. 102 or equivalent.

First semester, four hours a week. 4 units.

104. Advanced Spanish. The type of work is similar to that of Span. 103, with greater emphasis upon rapid reading and oral expression.

Prerequisite: Span. 103 or equivalent.

Second semester, four hours a week. 4 units.

Upper Division Courses

201. Contemporary Writers. An introduction to types of modern literature, including a study of *La Barraca* and other works of members of the Generation of 1898.

Prerequisite: Span. 104 or equivalent.

First semester, three hours a week. 3 units.

202. Spanish Classics. Readings of masterpieces of the Siglo de Oro, including Lope de Vega, Cervantes, and Calderon.

Prerequisite: Span. 201.

Second semester, three hours a week. 3 units.

203. Survey of Spanish Literature to 1700. A history of the literature from its beginnings through the Golden Age. Lectures, illustrative readings, and reports.

Text: Romera-Navarro—Antología de la literatura española.

Open only to juniors and seniors. Required of all Spanish majors.

Prerequisite: Span. 202.

First semester, three hours a week. 3 units.

204. Survey of Spanish Literature from 1700 to 1898. Essential features of Romanticism and the growth and development of the regional novel. Lectures, discussions, and reports on outside readings. Open only to juniors and seniors. Required of all Spanish majors.

Prerequisite: Spanish 203.

Second semester, three hours a week.

3 units.

205. Advanced Grammar and Composition. A practical course in writing Spanish. Castillo and Montgomery—Advanced Spanish Composition is used along with Ramsey—A Textbook of Modern Spanish.

Required for the department's recommendation to teach.

Prerequisite: Span. 104.

First semester, two hours a week.

2 units.

206. Spanish American Literature. A survey of the principal movements and literary achievements of Hispanic America. Lectures, discussions, and illustrative readings.

Open only to juniors and seniors.

Second semester, three hours a week.

3 units.

FRENCH AND GERMAN LANGUAGES

Dr. Cattelain

French

French 101. Elementary French. A beginners' course. Self-expression and oral drill in French is practiced throughout the course. The scientific method of pronunciation is emphasized. Students who have had previous training in French are advised not to register for this course. The text used is De Sauze's *Francais pour Commencants*, or similar text.

Dr. Cattelain.

First semester, four hours a week.

4 units.

102. Elementary French. A continuation of French 101. Oral drill, increased by means of dialogues and conversations. Students are trained to express their thoughts in short French sentences. Texts used: De Sauze, or a similar text, together with an easy French reader.

Prerequisite: French 101 or one year of high school French.

Dr. Cattelain.

Second semester, four hours a week.

4 units.

103. Intermediate French. A grammar review and composition course, followed by a fast reading course. Text: Carnahan's *Intermediate*

French Grammar and Composition; Anatole France's *Le Livre de mon Ami*.

Prerequisite: French 102 or its equivalent.

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

201. Survey of French Literature. This is a rapid survey of French literature, with special emphasis upon the Classical and Romantic periods of French literature. The course is given in French. Text used: *Petite Histoire des Lettres Francaises*, by G. Chinard.

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

202. The Romantic School. A study of the French poets and novelists of the Romantic period. Works of Chateaubriand, Chenier, Lamartine, Hugo, Musset, Vigny, and others are read.

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

203. The French Theater. From the Renaissance to 1840. Plays of Corneille, Moliere, Racine, Voltaire, Hugo, and others are studied. Not given in 1935-1936.

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

German

German 101. Elementary German. A beginners' course. The aim is to teach the principles of German grammar and pronunciation. Students who have had previous training in German are advised not to register for this course. Text: Alexis' *First German Course*.

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

102. Elementary German. A continuation of German 101. Oral and written exercises are increased. Reading of easy German works. Text: Alexis' *German Course*, and Kenngott's *Kleine Geschichten*.

Prerequisite: German 101.

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

103. Intermediate German. A grammar review and composition course, followed by rapid readings of German extracts. Texts: Pope's *Simple Writing and Speaking German*; Alexis' *In Deutschland*.

Prerequisite: German 102.

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

201. German Literature. Reading of modern works like *Elf Neue Erzählungen*, *Immensee*, *Germelshausen*, *Lust und Leid*, and others.

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

DEPARTMENT OF MATHEMATICS

Dr. Wexler (Head of the Department)

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 fundamental concepts of the calculus. These concepts should be a part of one's educational and cultural background.

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

In the description of mathematics courses which follows, a star (*) prefixed to the number of a course indicates that the course must not be taken without the previous consent of the instructor.

The Major in Mathematics

To major in mathematics, a total of thirty units, including Math. 232, must be taken during the four years of the curriculum, with not more than nine units of lower division courses counted toward the major. Certain upper division courses in the department of physics, of mathematical character, may be counted toward a mathematics major.

The outline which follows represents a typical four year curriculum with an approved major in mathematics. Rearrangements and substitutions to fit particular cases may be made with the advice and approval of the head of the department.

Students majoring in other fields may elect a minor in mathematics with the approval of the major adviser and the head of the department of mathematics. The minor in mathematics consists of at least fifteen units, and must include Math. 231.

**TYPE CURRICULUM FOR STUDENTS MAJORING
IN MATHEMATICS**

Freshman Year

First Semester	Units	Second Semester	Units
Engl. 101 Composition	3	Engl. 102 Composition	3
Science	4	Science	4
*Mus. 100 Fundamentals	2	*Art 110 Publ. School Art	2
*Hygiene	2	P. E. Activity	½
P. E. Activity	½	Math. 120 Plane Trig.	3
Math. 107 College Algebra	3	Elective	4
Elective	2		
	16 ½		16 ½

Sophomore Year

*Psych. 100 Gen. Psych.	3	*Educ. 120 Sociology	3
*Geog. 100 Elem. of Geog.	3	*S. Sci. 100 Const. Govt.	3
Social Studies (See Note 2)	3	Social Studies (See Note 2)	3
Math. 201 Anal. Geom.	4	Math. 222 Diff. Calculus.	4
Elective or Minor	3	Math. 112 Adv. Algebra.	3
P. E. Activity	½	P. E. Activity	½
	16 ½		16 ½

Junior Year

*Educ. 230 Elem. Cur. Tech.	3	*Educ. 220 School Man.	3
*Psych. 200 Educ. Meas.	3	*Elective or Minor	3
Math. 231 Integ. Calculus	4	Math. 232 Adv. Calculus.	4
Elective or Minor	5	Elective or Minor	5
	15		15

Senior Year

*Educ. 250 Phil. Educ.	3	*Educ. (Elective).....(2 or) 3	3
*Directed Teaching	10	*Elective or Minor	10
Math. 250 Special Topics (or Math. Elective)	3	Math. 250 Special Topics (or Math. Elective)	3
	16		16

Note 1. In the case of the starred courses, sections are to be so arranged that half of the group will take the course in the first semester and half in the second semester.

Note 2. The sophomore courses in social studies are to be selected from the following: Hist. 101, 102; 103, 104; and Econ. 131, 132.

Note 3. Electives will be so chosen as to include a minor of at least fifteen units in a field of learning other than mathematics or education.

Note 4. Men may substitute Art 108 Sign Writing in place of Art 110.

COURSES IN MATHEMATICS

***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.** Simultaneous quadratics, arithmetic and geometric progressions, permutations and combinations, the binomial theorem, complex numbers, determinants, the theory of equations.

Prerequisite: Math. 107.

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

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

Prerequisite: Math 107 and one entrance unit in geometry.

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

***201. Analytic Geometry.** A study of the conic sections by the methods of analytic geometry; polar coordinates; solid analytic geometry.

Prerequisite: Math. 120.

Dr. Wexler.
First semester, five hours a week. 4 units.

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

Prerequisite: Math. 201.

Dr. Wexler.
Second semester, five hours a week. 4 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: Math. 222.

Dr. Wexler.
First semester, five hours a week. 4 units.

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

Prerequisite: Math. 231.

Dr. Wexler.
Second semester, five hours a week. 4 units.

***250. Special Topics in Mathematics.** Every year one or two courses of this number are given, in which the subject matter changes from year to year. In 1934, Famous Problems of Geometry were studied, including a discussion of the trisection of the angle, the duplication of the cube, and the squaring of the circle. In 1935, Projective Geometry was studied from the analytic point of view. The Theory of Numbers has also been a subject of study. Among the subjects for future attention under this course, the following may be suggested: Differential geometry, theory of relativity, infinite series, theory of groups, and transfinite numbers.

DEPARTMENT OF MUSIC

**Mr. Harelson, (Head of the Department), Miss Norton, Miss Barkley,
Mr. Hoyer, Mrs. Quaid**

The chief objective of the work in music is to prepare teachers to handle the subject in the public schools. The program is planned with that end in view. However, many of the courses offered are of general cultural value and are open to all qualified students, whether they are majoring in music or not.

Students desiring to major in music are tested to determine their fitness for this field and their probable success in this type of work.

All **music majors** and **kindergarten-primary majors** are required to show the equivalent of two or more years of **piano study** before graduation. This must include ability to read at sight music of hymn-tune difficulty, piano accompaniments for songs sung in the grades, and rhythm selections for lower grades.

Students who are able to meet the requirements in voice or piano may be excused from applied courses in the given subject with the approval of the head of the department.

The Major in Music

The major in music includes thirty semester hours of work in this field. A suitable selection and appropriate sequence of courses is indicated in the type curriculum which is presented in outline on the next page. Substitutions and adjustments to adapt this curriculum to the needs of individual students may be made under the advice and with the approval of the head of the department.

Music Minors

Students majoring in other fields may elect a minor in music of at least fifteen units with the advice of the head of the department.

Suggested Sequence for the Minor in Vocal Music

	Units
Music 102 Advanced Sight Singing and Ear Training	2
Music 109 Appreciation	2
Music 211 or	
Music 212 Music Education	3
Music 209 Problems in Extra-Classroom Activities	3
Music Activities—Band, Orchestra or Glee Club	5
	<hr/> 15

Suggested Sequence for the Minor in Instrumental Music

	Units
Music 102 Advanced Sight Singing and Ear Training	2
Music 109 Appreciation	2
Music 103 Harmony I	3
Music 207 Instrumentation and Conducting	3
Band or Orchestra	5
	15

**TYPE CURRICULUM FOR STUDENTS MAJORING
IN MUSIC****Freshman Year**

First Semester		Second Semester	
	Units		Units
Engl. 101 Composition	3	Engl. 102 Composition	3
Science	(3 or) 4	Science	(3 or) 4
*Mus. 100 Fundamentals	2	*Art 110 Publ. School Art	2
*Hygiene	2	P. E. Activity	½
P. E. Activity	½	Mus. 102 Adv. Sight Sing.	2
Mus. 109 Appreciation	2	Minor or Elective	5
Minor or Elective	3		
	16 ½		16 ½

Sophomore Year

*Psych. 100 Gen. Psych.....	3	*Educ. 120 Sociology	3
*Geog. 100 Elem. of Geog. 3	3	*S. Sci. 100 Const. Govt.	3
Social Studies (See Note 2)	3	Social Studies (See Note 2)	3
P. E. Activity	½	P. E. Activity	½
Mus. 103 Harmony I	3	Mus. 104 Harmony II	3
Orch., Band, or Glee Club..	1	Orch., Band, or Glee Club..	1
Minor or Elective	2	Minor or Elective	2
	15 ½		15 ½

Junior Year

*Educ. 230 Elem. Cur. Tech. 3	3	*Educ. 220 School Man.	3
*Psych. 200 Educ. Meas.	3	*Minor or Elective	3
Band, Orch., or Glee Club	1	Band, Orch., or Glee Club	1
Mus. 211 Mus. Educ.	3	Mus. 212 Mus. Educ.	3
(Prim. Interm.)	3	(High School)	3
Minor or Elective	5	Minor or Elective	5
	15		15

Note 1. In the case of the starred courses, sections are to be so arranged that half of the group will take the course in the first semester and half in the second semester.

Note 2. The courses in social studies are to be selected from the following: Hist. 101, 102; 103, 104; and Econ. 131, 132.

Note 3. Electives will be so chosen as to include an approved minor of at least fifteen units in a field of learning other than Music or education.

Note 4. Men may substitute Art 108 Sign Writing in place of Art 110.

Senior Year

*Educ. 250 Phil. Educ.	3	*Educ. (Elective).....(2 or)	3
*Directed Teaching	10	*Minor or Elective	6
Mus. 205 Chor. Conductg.		Mus. 214 Extra-Classroom	3
(or Mus.207 Orch.Cond.)	3	*Mus. 202 Lit. and Hist.....	2
		*Music Elective	2
	<hr/>		<hr/>
	16		16

COURSES IN MUSIC

Lower Division Courses

Music 100. Fundamentals of Music. This course includes song singing with and without syllables, in unison and in parts; common symbols of notation and their application; discovery and development of rhythms through singing and listening.

Required of all candidates for graduation.

Miss Barkley.

First year, either semester, two hours a week.

2 units.

102. Advanced Sight Singing and Ear Training. Further development of music reading with special attention to aural recognition and writing. Required of all music majors.

Prerequisite: Music 100, or equivalent.

Mr. Harelson.

First year, second semester, two hours a week.

2 units.

103. Harmony I. A study of scale forms, intervals, triads, inversions; tonic, dominant and subdominant progressions; cadences and in-harmonic tones. Simple harmonization of section and phrase. Free composition. Keyboard application throughout. Required of all music majors.

Prerequisite: Music 102 or equivalent.

Mr. Harelson.

Second year, first semester, three hours a week.

3 units.

104. Harmony II. A continuation of Harmony I. Super-tonic, sub-mediante, and mediant harmony. Analysis and free composition. Keyboard application throughout. Required of all music majors.

Prerequisite: Music 103 or equivalent.

Mr. Harelson.

Second year, second semester, three hours a week.

3 units.

105a, b; 106a, b. Applied Music. Voice. Voice building for beginners or for those working on repertoire. Attention is given to resonance, breath support, diction, and interpretation. Required of music majors unless excused by the head of the department. Fees to be arranged.

Mr. Harelson.

Any year, either semester, two lessons a week.

1 unit.

107a-b: 108a-b Applied Music. Piano. Courses are arranged according to the needs of the student. Provision is made for the beginner and for the advanced student working on repertoire. Two lessons per week. Hours and fees to be arranged with the instructor.

Each student is required to play before the music department faculty once during each semester. Advanced students play in recital once during the semester. Required of all music and kindergarten-primary majors unless excused.

Mrs. Quaid.
Any year, either semester, two lessons a week. 1 unit.

109. Music Appreciation. Designed to develop judgment and discrimination in listening to music. The material used consists largely of phonographic recordings, and includes standard instrumental and vocal works. Procedures are applicable both to the non-music students and to the prospective teacher of music. Required of music majors.

Mr. Harelson.
First or second year, first 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. Attention to the State Course of Study in music. Open to all qualified students.

Prerequisite: Music 100 or equivalent.

Miss Norton.
Second year, either semester, two hours a week. 2 units.

111, 112. Class Vocal Lessons. For students interested in voice from the standpoint of the regular teacher of music in the schools. The work includes (1) diagnosis as to quality, range, possibilities of development; (2) application of principles, breathing, resonance, diction; (3) study of songs as a means of establishing principles; (4) vocal performance and criticism. Fees to be arranged with the instructor.

Miss Barkley.
Any year, either semester, two lessons a week. 1 unit.

113, 114. Class Piano Methods for Public School. This course is devoted to the study of methods of teaching piano classes in the elementary and intermediate grades. The class meets Saturday mornings at the studio of the instructor. Hour and fee to be arranged.

Prerequisite: Ability to play music of fourth grade difficulty.

Mrs. Quaid.
Any year, either semester, one lesson a week. $\frac{1}{2}$ unit.

150. College Chorus. Open to all college men and women having a correct sense of pitch, and interested in chorus work. On certain occasions, the chorus is combined with the glee clubs.

Miss Barkley.

Any year, either semester, two hours a week. $\frac{1}{2}$ unit each semester.

151, 152. Women's Glee Club. Membership in this organization is open to women students who can qualify. Apply to the director for permission to enter. Women should plan to retain membership in the glee club for at least one-full year in order to receive the benefit of public appearance in the mid-winter and spring.

Mr. Harelson.

Any year, either semester, four hours a week.

(Special arrangement may alter the number of hours per week.)
1 unit each semester.

153, 154. Men's Glee Club. Membership in this organization is open to men students who can qualify. For membership, apply to the director. Students should plan to retain membership for at least a year in order to receive the benefit of public appearance in the mid-winter and spring.

Miss Barkley.

Any year, either semester, four hours a week,
(unless otherwise arranged). 1 unit each semester.

161, 162. Beginners' Orchestra. Apply to the director for membership.

Mr. Hoyer.

Any year, either semester, two hours a week. $\frac{1}{2}$ unit each semester.

163, 164. College Band. The band drills in marching and formations, and wears the adopted uniform. The organization plays for college athletic contests and on other public occasions. Application for membership is made to the director and admission is arranged after a satisfactory showing of ability.

Any year, either semester, five hours a week,
(unless otherwise arranged). 1 unit each semester.

167a, b. Violin. First year work. Individual instruction.

167c, d. Violin. Second year work. Individual instruction.

Mr. Hoyer.

Any year, either semester, two lessons a week. 1 unit each semester.

168, 169. Class Instrumental Instruction. Opportunity is afforded for the study of string, reed, brass, and percussion instruments. Students sufficiently proficient are admitted to the beginners' orchestra or to the college orchestra.

Mr. Hoyer.

Any year, either semester, two lessons a week. 1 unit each semester.

Upper Division Courses

Music 201. Harmony III. A continuation of Harmony I and II. Includes modulations, chromatic harmony, analysis and free composition. Keyboard application throughout. Required of all music majors.

Prerequisite: Music 103, 104, or equivalent.

Mr. Harelson.
Third year, first semester, three hours a week. 3 units.

211. Music Education in Primary and Intermediate Grades. This is a methods course for students majoring in music and preparing to become special teachers or supervisors. The work is arranged also for kindergarten-primary majors. Open to all qualified students. Music Majors register also for Music 212, second semester.

Prerequisite: Music 100, 107, 108, or equivalent.

Miss Norton.
Third year, first semester, three hours a week. 3 units.

212. Music Education in Junior and Senior High School. A continuation of Music 211. Required of music majors.

Prerequisite: Music 211.

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

202. Music Literature and History. A cultural course dealing with various epochs in the development of music from primitive to modern times. The college record library affords valuable opportunity for the study of masterpieces from Beethoven to the present. Required of all music majors.

Prerequisite: Music 109 or equivalent.

Mr. Harelson.
Fourth year, second semester, two hours a week. 2 units.

205. Choral Conducting. Designed to afford music majors and others with superior musical ability the opportunity to develop initiative and leadership, and to learn the fundamentals of teaching and conducting community singing and part work in large vocal groups. Required of all music majors unless registered for Music 207.

Prerequisite: Music 100, 102, Glee Club, and theory courses of first three years or equivalent.

Mr. Harelson.
Fourth year, first semester, three hours a week. 3 units.

207. Instrumentation and Conducting. A course designed especially for teachers of instrumental music. In addition to conducting, the work covers the range, tuning, and playing technique of the vari-

ous band and orchestra instruments, transposition, and possible substitutions. Required of music majors unless registered for Music 206. Prerequisite: Music 100, 102, band or orchestra, and theory courses of the first three years or equivalent.

Mr. Hoyer.
Fourth year, first semester, three hours a week. 3 units.

208. Piano Accompanying. This course is designed to broaden the general usefulness of the teacher of music. The work includes accompaniment of vocal and instrumental solos and of group and choral singing, transposition, interpretation, sight-reading, and keyboard harmonization of melodies.

Prerequisite: Music 100, 107, and 108.

Mr. Harelson.
Third year, second semester, two hours a week. 1 unit.

212. Problems in Extra-Classroom Music Activities. A practical course dealing with music problems frequently met outside the classroom period. These include auditorium work, projects, special days, music-plays, materials, rehearsals, assembly singing, entertainments, instrumental classes. Open to interested and qualified students. Required of music majors and minors.

Prerequisite: Music 100, 211 or 212.

Miss Norton.
Fourth year, second semester, three hours a week. 3 units.

DEPARTMENT OF PHYSICAL EDUCATION

**Mr. Lavik (Head of the Department), Miss Murphy,
Mr. Pomeroy, Mr. Selleh, Mr. Steverson.**

The department of physical education has a threefold mission:

1. It organizes and supervises required and elective physical activities for all students.
2. It provides coaching and other supervision for all intramural and intercollegiate athletic teams.
3. It trains teachers of physical education.

Core Curriculum Requirements

A two-hour course in hygiene is required of all freshmen. Every student is required to take an activity course during each of his first four semesters for a total credit of two units. During the freshman year, this course (sports survey) is prescribed, and participation in freshmen or varsity major sports may not be substituted. After the Sports Survey course is completed, the student may elect any activity he chooses, or may substitute major sports participation.

Athletics

Opportunity is provided for students to take part in intramural and in intercollegiate athletics. Participation in men's athletics is subject to the eligibility rules of the Border Faculty Athletic Conference. Field Day competition and a comprehensive intramural program offer opportunities for women to participate in athletics. Games in all sports are scheduled with the various school and independent teams of the vicinity. These games are sponsored and very carefully supervised by faculty members of the department.

Majors and Minors

The department offers a four year curriculum leading to a major in physical education which qualifies graduates to teach the subject in the elementary and the secondary schools of the state. The minimum departmental requirement for a major is 24 units and for a minor, 15 units. In either case, the following three



A CORNER OF THE GOLF COURSE

subjects must be included: Biol. 231, Anatomy; Biol. 120, Human Physiology; and P. E. 215-216, Techniques of Activities. In addition, all majors are required to take P. E. 236 Organization and Administration of Physical Education; P. E. 251 Kinesiology; and P. E. 254 Physiology of Exercise. Courses which are required of all students, such as P. E. 100, Hygiene, and the first two years of activity courses, cannot be counted toward a major or a minor.

RECOMMENDED SEQUENCE OF COURSES

Freshman Year		Units
P. E. 100 Personal Hygiene (may be taken either semester).....		2
P. E. 101, 102 (Women) Sports Survey, or 111, 112 (Men).....		1
Sophomore Year		
First Semester—		
Activity (individual choice)		½
P. E. 231 First Aid		1
Biol. 231 Anatomy		3
Second Semester—		
Activity (individual choice)		½
Biol. 120 Human Physiology		3
Junior and Senior Years		
First Semester—		
Activities (Elective, one-half hour each semester)		1
P. E. 207 Coaching (Women) continued through the year		2
P. E. 215 Techniques of Physical Activities		2
P. E. 217 Coaching (Men) continued through the year		2
P. E. 251 Applied Anatomy and Kinesiology		3
Second Semester—		
Activities (Elective, one-half hour each semester)		1
P. E. 208 Coaching (Women) continued from first semester		2
P. E. 216 Techniques of Physical Activities. Continued from first semester		2
P. E. 218 Coaching (Men) continued from first semester		2
P. E. 232 Social Recreation Leadership		2
P. E. 236 Organization and Administration of Physical Education		3
P. E. 252 Scout Leadership		2
P. E. 254 Physiology of Exercise		3
Either Semester—		
P. E. History and Principles of Physical Education		3
P. E. 230 School Health		3
P. E. 260 Campfire Leadership		1

**TYPE CURRICULUM FOR STUDENTS MAJORING
IN PHYSICAL EDUCATION**

Freshman Year			
First Semester	Units	Second Semester	Units
Engl. 101 Composition	3	Engl. 102 Composition	3
Science	(3 or) 4	Science	(3 or) 4
*Mus. 100 Fundamentals	2	*Art 110 Publ. School Art	2
*Hygiene	2		
P. E. Activity	½	P. E. Activity	½
Minor or Elective	5	Minor or Elective	4
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	16 ½		16 ½
Sophomore Year			
*Psych. 100 Gen. Psych.	3	*Educ. 120 Sociology	3
*Geog. 100 Elem. of Geog.	3	*S. Sci. 100 Const. Govt.	3
Social Studies (See Note 2)	3	Social Studies (See Note 2)	3
P. E. Activity	½	P. E. Activity	½
Biol. 231 Anatomy	3	Biol. 120 Human Physiol.	3
Minor and Elective	3	Minor and Elective	3
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	15 ½		15 ½
Junior Year			
*Educ. 230 Elem. Cur. Tech.	3	*Educ. 220 School Man.	3
*Psych. 200 Educ. Meas.	3	*Elective	3
P. E. Activity	½	P. E. Activity	½
P. E. 207 or 217 Coaching	2	P. E. 208 or 218 Coaching	2
P. E. 215 Techniques	2	P. E. 216 Techniques	2
Minor or Elective	5	Minor or Elective	5
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	15 ½		15 ½
Senior Year			
*Educ. 250 Phil. Educ.	3	*Educ. (Elective) (2 or)	3
*Directed Teaching	10	*Minor or Elective	6
P. E. 251 Kinesiology	3	P. E. 254 Physiol. Exerc.	3
		P. E. 236 Org. Adm. P. E.	3
P. E. Activity	½	P. E. Activity	½
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	16 ½		16 ½

Note 1. In the case of the starred courses, sections are to be so arranged that half of the group will take the course in the first semester and half in the second semester.

Note 2. The sophomore courses in social studies are to be selected from the following: Hist. 101, 102; 103, 104; and Econ. 131, 132.

Note 3. Electives are to be so chosen as to include an approved minor of at least fifteen units in a field other than physical education.

Note 4. P. E. majors may elect four more units from following upper division courses: P. E. 231, First Aid, 1 unit; P. E. 232, Soc. Recr. Leadership, 2 units; P. E. 252, Scout Leadership, 2 units; P. E. 200, Hist. and Prin. of Phys. Educ., 2 units; P. E. 230, School Health, 3 units; P. E. 260, Campfire Leadership, 1 unit.

DESCRIPTION OF COURSES

P. E. 100. Hygiene. Deals with the physical and mental well being of the individual. Required of all students during the freshman year. Separate sections are offered for men and for women.

Miss Murphy, Mr. Lavik.

First year, either semester, two hours a week.

2 units.

101, 102. Sports Survey Course (Women). Required of all women in the freshman year. Participation in sports and team games for women. Students will be divided into groups on the basis of ability, and those who show sufficient aptitude will be transferred to the athletic class.

Miss Murphy.

First year, two semesters, two hours a week.

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

103, 104. Athletics (Women). An advanced course, open to all women students who are candidates for interclass teams in hockey, basketball, volleyball, baseball, or track and field athletics.

Miss Murphy.

First year, two semesters, four hours a week.

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

110. Elementary Clogging. Simple buck, waltz, clog, and soft-shoe routines leading up to the original routines by students.

Second year, either semester, two hours a week.

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

111, 112. Sports Survey Course (Men). Required of all men in the freshman year.

Mr. Pomeroy.

First year, two semesters, two hours a week.

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

113, 114. Athletics (Men). An advanced course open to men who are accepted as candidates for college teams.

Staff.

Second year, two semesters, five hours a week.

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

115. Folk Dancing. National dances of American and foreign origin.

Second year, first semester, two hours a week.

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

116. Advanced Folk and Character Dances. A continuation of Folk Dancing, P. E. 115.

Second year, second semester, two hours a week.

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

118. Advanced Clogging. A continuation of P. E. 110, Elementary Clogging.

Second year, second semester, two hours a week.

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

120. Golf. (Open to men and women.) Beginning and advanced sections.

Mr. Selleh.

Either semester, two hours a week.

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

121, 122. Interpretative Dancing. Includes rhythm training, fundamental natural movements of the body, and the appreciation of music in relation to the dance.

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

123, 124. Tumbling. Beginning and advanced sections for men, and a separate beginning section for women.

Mr. Pomeroy.
Second year, two semesters, two hours a week. $\frac{1}{2}$ unit each sem.

125, 126. Boxing. (Men).

Mr. Pomeroy.
Second year, two semesters, two hours a week. $\frac{1}{2}$ unit each sem.

127, 128. Wrestling. (Men).

Mr. Pomeroy.
Second year, two semesters, two hours a week. $\frac{1}{2}$ unit each sem.

130. Tennis (Open to men and women.) Students taking this course will be divided into beginning, intermediate, and advanced sections.

Staff.
Either semester, two hours a week. $\frac{1}{2}$ unit each sem.

140. Archery (Open to men and women.) Beginning and advanced sections.

Either semester, two hours a week. $\frac{1}{2}$ unit.

200. History and Principles of Physical Education. Introduces the student to the physical education field from the standpoint of scope and development. Emphasis is laid upon extensive rather than intensive study. Required of all majors.

Mr. Pomeroy.
Third year, either semester. 3 units.

205. Techniques of Dancing. Practice and presentation of interpretative dancing, folk dancing, and clogging. Required of all women physical education majors.

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

207, 208. Coaching (Women). Theory of coaching major sport activities with practical experience in the conducting of high school girls' sports.

Prerequisite: P. E. 103, 104, Athletics.

Third or fourth year, two semesters. 1 unit each sem.

215, 216. Techniques of Physical Activities. Includes the practice and presentation of individual sports, stunts, gymnastics, group and team games, and rhythmical activities. Rhythmical activities include story games, singing games, and simple folk dances.

Staff.
Third year, two semesters, three hours a week. 2 units each sem.

217, 218. Coaching (Men). Theory and techniques of major sport activities.

Prerequisite: P. E. 113, 114, Athletics.

Staff.

Third or fourth year, two semesters,
two hours a week.

2 units each sem.

220. Golf, Advanced. Advanced section open to men and women. Recommended for students interested in becoming members of the golf teams.

Mr. Selleh.

Four hours a week.

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

230. School Health. Considers problems of personal hygiene and community sanitation. Prepares students to outline and construct health programs for children at different age levels and in different types of schools.

Prerequisite: Biol. 120, Human Physiology.

Miss Murphy.

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

3 units.

231. First Aid. A program of instruction in the principles of first aid and their application in practice. Demonstrations of the proper use of first aid materials and methods.

Mr. Steverson.

Second year, first semester, one hour a week.

1 unit.

236. Organization and Administration of Physical Education. Prepares the student to organize and conduct playdays, track meets, field days, and other athletic programs.

Miss Murphy.

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

3 units.

251. Applied Anatomy and Kinesiology. Origins, insertions, and actions of muscles with considerable emphasis upon postural problems.

Prerequisite: Biol. 231, Human Anatomy.

Mr. Lavik.

Third year, first semester, three hours a week.

3 units.

252. The Fundamentals of Scouting. The philosophy of scouting organization and practices. Includes the background of the Scouting movement; national, local council, district and troop organization and program; Court of Honor procedure; actual practice in scoutcraft. Affords opportunity for service as assistant scoutmaster in the scout troop maintained at the training school. Successful completion of the course entitles participants to receive Elements of Scoutmastership Certificates, Parts I and II.

Mr. Steverson and Roosevelt Council, Inc., Staff.

Third year, first semester, five days a week.

3 units.

253. Community Recreation. A study of tax supported recreation, its history, present status, and trends. Attention is given to the correlation of the various agencies now engaged in administering public recreation. The role of community dramatics, community music, and community art are discussed. How to conduct playgrounds, municipal sports, community centers, summer camps, and general recreational service are presented through the medium of lectures, demonstrations, and recitations.

Mr. Selleh.
Third or fourth year, two hours a week. 2 units.

254. Physiology of Exercise. The effects of exercises upon bodily functions. The literature concerning tests and measurements in physical education is reviewed.

Prerequisite: Biol. 120, Human Physiology.

Mr. Lavik.
Third or fourth year, second semester, three hours a week. 3 units.

256. Advanced Scouting. A study of Scouting corresponding to the Principles of Scoutmastership Training Course as outlined by the National Council, B.S.A. Includes in addition, specialization courses in the techniques of camping, handicrafts, first aid, scoutcrafts, signaling, leathercrafts, cooking, and menu building. Successful completion of the course entitles participants to receive Principles of Scoutmastership Certificate and Specialization Certificates in the above crafts.

Prerequisites: Fundamentals of Scouting (P. E. 252) or possession of Elements of Scoutmastership Certificate, Parts I and II.

Roosevelt Council, Inc., Staff.
Third year, second semester, five days a week. 3 units.

260. Campfire Leadership.

Miss Anderson.
Third or fourth year, either semester, one hour a week. 1 unit.

Biol. 120. Human Physiology.

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

Biol. 231. Human Anatomy. Laboratory fee \$3.00.

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

DEPARTMENT OF PSYCHOLOGY

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

The Minor in Psychology must include Psych. 100, General Psychology; Psych. 200, Educational Measurements; Psych. 213, Educational Psychology, and six additional hours in psychology courses selected by the student.

DESCRIPTION OF COURSES

Psych. 100. General Psychology. 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. The course aims to lay a foundation for all later study in education or psychology, and to give a general appreciation of the psychological approach to an analysis of animal and human behavior.

Dr. Grimes.
Second year, either semester, three hours a week. 3 units.

213. Educational Psychology. 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: Psych. 100, General Psychology.

Dr. Grimes.
Third or fourth 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 per week, third or fourth year. 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 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 elementary schools.

Prerequisite: Psychology 100.

Dr. Grimes, Mr. Payne.
Third year, either semester, three hours per week. 3 units.

204. Educational Measurements in 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.

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, three hours a week. 3 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, three hours a week. 3 units.

232. The Atypical Child. This course aims to help teachers with those types of pupils causing the chief educational and disciplinary problems. These are the dull, the problem, and the very bright children. Analyzes difficulties, and studies current methods of furnishing the highly differentiated educational and social treatment required in successful teaching.

Prerequisite: Psychology 100.

Dr. Grimes.
Third or fourth year, second semester. 3 units.

233. Child Psychology. A study of the physical, mental, emotional, and social development of the child from birth to adolescence. The period from five to ten or twelve years of age is especially emphasized. Designed to meet the needs of those planning to teach in the kindergarten, primary, or intermediate grades.

Prerequisite: Psychology 100.

Dr. Grimes.
Third or fourth year, first semester. 3 units.

DEPARTMENT OF SCIENCES

**Dr. Bateman (Head of Department), Mr. Irish, Mr. Ostrander,
Mr. Hoover, Dr. Skinner, Mr. Mortensen.**

The department of sciences offers courses in the following fields: Agriculture, Biology, Chemistry, Geography, General Science, Geology and Physics. The work in this department is designed to meet the needs of the following:

(1) Students desiring a cultural or broadening training in the field of science.

(2) Prospective elementary and secondary teachers who plan to major in one of the divisions of science.

(3) Prospective teachers who require prerequisite training in science for their majors, such as Home Economics or Physical Education.

(4) Students desiring training in either vocational or practical agriculture.

(5) Pre-professional or other students requiring lower division science courses to meet the requirements of the various professional academic and vocational fields such as Agriculture, Medicine and Research, and who plan to continue their work at a university.

SCIENCE MAJORS

The science student may emphasize one of the following fields:

- | | |
|------------------------|-----------------------|
| a. Agriculture | c. Geography |
| b. Biological sciences | d. Physical sciences. |

To complete a major, twenty-four hours, (twelve hours of which must be upper division) in one of the above fields must be completed in addition to the core requirements of eight hours of science. **The general science courses will not be counted in the above minimum.**

Students are warned against over-specialization. Most of the elementary and secondary schools of the state prefer teachers of science, rather than some specific division of it. Science majors are advised to take Biology 111-112, Chemistry 111-112, Physics 111-112, to insure a broad foundation, and then emphasize the field of their choice. For the guidance of science majors in the selection of a course of study for the four years, curricula are presented with each of the divisions in which the student may major.

THE MINOR IN SCIENCE FOR THE FOUR YEAR CURRICULUM

Fifteen units to be chosen in conference with the department head and the instructor representing the student's minor interest. This work may be selected from any one of the following fields: Agriculture, Biology, Chemistry, Geography, or Physics.

COURSES IN GENERAL SCIENCE

Gen. Sci. 100. Introduction to the Physical Sciences. A non-mathematical, informative course giving a knowledge of the fundamental facts within the province of the physical sciences, the scientific method of approach, the grouping and explanation of facts, and the applications of the physical sciences to daily life. The course consists chiefly of lectures with experimental demonstrations. Physics and chemistry are emphasized. This course is open to all students. Fee \$1.00, to defray cost of lecture demonstrations.

Dr. Skinner.

Either semester, three lecture periods per week. 3 units.

110. Introduction to Biology. A brief survey of the scope of biology and of the development, relationship and characteristics of the plant and animal phyla. A study of the principles and the structures involved in nutrition, reproduction, variation and heredity in plants and in animals. This course counts toward meeting the science requirement of all students except science majors.

Laboratory fee, \$2.00.

Mr. Mortensen.

First year, either semester.

Two lectures and one laboratory period per week. 3 units.

120. Biological Projects and Correlations. A course in applied biology which emphasizes practical aspects, rather than scientific principles. The more common plants and animals and their economic importance are studied as a back ground for practical material for vivifying curricula and extra curricula subjects of the elementary schools. Some attention is given to the inter-relations of rural and urban economic and social problems. Organization and methods of presentation of project material are stressed.

Laboratory fee, \$1.00.

Mr. Ostrander.

Second year, second semester, two hours lecture and four hours of project and field work.

3 units.

131. Nature Study. A survey of the Nature Study programs offered in several of the leading schools in the United States, with a view to setting up a Nature Study and Elementary Science program for the elementary schools of Arizona. The selection, preparation and use of

demonstration material in teaching Nature Study. The organization and supervision of such activities as kodak clubs, hiking clubs, bird study clubs, junior game protective association units, flower clubs, and similar projects. One week end desert trip and one week end mountain trip.

Third year, first semester, two hours lecture supplemented by an equal amount of observation and study. 2 units.

AGRICULTURE

The Agriculture curriculum provides the essentials for two years of a standard four year degree course in Agriculture. Students who plan to continue in any of the special divisions of Agriculture, should complete this curriculum and then transfer to an agricultural college for their degree.

Students who plan to enter directly into the field of practical agriculture will find this curriculum well suited to their needs. Those wishing to qualify as teachers in Vocational Agriculture, or as 4 H Club leaders, should follow the Biological Science curriculum, and complete a teaching major in Agriculture.

AGRICULTURE CURRICULUM

First Year	
First Semester	Second Semester
Units	Units
Engl. 101 Composition 3	Engl. 102 Composition 3
Chem. 103 or 111 Gen. Ch. 4	Chem. 104 or 112 Gen. Ch. 4
Biol. 111 Botany 4	Biol. 112 Zoology 4
Agric. 107 Animal Ind. 4	Agric. 108 Plant Ind. 4
P. E. Activity ½	P. E. Activity ½
15 ½	15 ½
Second Year	
Phys. 111 Gen. Physics 4	Phys. 112 Gen. Physics 4
Organic Chem. 4	Psych. 100 Gen. Psych. 3
Agric. 203 Bacteriology .. 4	Agric. 114 Dairy Husb. or
Agric. 143 Soils or	Agric. 116 Poultry Husb. 3
Agric. 125 Fruit Prod... 3	Agric. 126 Pract. Hort. or
	Agric. 144 Irrigation 3
	Elective 3
P. E. Activity ½	P. E. Activity ½
15 ½	16 ½

AGRICULTURAL COURSES

Agric. 107. Animal Industry. A study of farm animals, their breed history, management, feeding, judging, and marketing. In the first half of the semester, emphasis is laid on sheep and beef cattle. The remaining time is devoted to general problems of dairying, swine, and poultry culture. Elective.

Fee, \$1.00 .

Mr. Ostrander.

First year, first semester. Four hours lecture or its equivalent in laboratory and field work. 4 units.

108. Plant Industry. Begins with a survey of agriculture in general, based upon the current U. S. Dept. of Agriculture Year Book. Then, through assigned readings, special reports and laboratory and field observations the following topics are studied: the development of permanent agriculture; the basic principles of plant growth and improvement; the factors involved in profitable crop production; the leading crop plants and producing areas; cultural methods; harvesting, storing and marketing of field crops. General botany is a prerequisite for this course.

Laboratory fee, \$1.00.

Mr. Mortensen.

First year, second semester, four hours lecture or its equivalent in laboratory or field work per week. 4 units.

114. Dairy Husbandry. A study of dairy farm management, methods of feeding, breeding, and herd improvement. A study of pedigree and other methods of animal selection; calf raising and dairy equipment and the more common dairy cow diseases are also considered in this course. Elective. Alternating with poultry husbandry, given in 1936-1937.

Fee, \$1.00.

Mr. Ostrander.

Second semester, three hours of lecture, or its equivalent in dairy survey and field work. 3 units.

116. Poultry Husbandry. A general survey course with emphasis on farm problems and management. This course alternates with Agric. 114, Dairy Husbandry. Given in 1935-1936.

Mr. Ostrander.

Second semester, three hours of lecture or its equivalent in field work. 3 units.

125. Fruit Production. The leading fruit crops, producing areas, cultural methods, orchard practices, production and marketing problems, with special references to Arizona and the Southwest. Lectures and assigned readings, field observations and laboratory studies. Prerequisite: General botany.

Laboratory fee, \$1.00. Given in 1936-1937 and alternate years.

Mr. Mortensen.

Second or third year, first semester, two lectures and one three hour laboratory period per week. 3 units.

126. Practical Horticulture. A study of the leading ornamental trees and shrubs. Landscaping and planting of home sites, school grounds and public recreation parks. Care, growth and propagation of flowering plants and shrubs for home and school use.

Prerequisite: General botany.

Laboratory fee, \$1.00. Given in 1936-1937 and in alternate years.

Mr. Mortensen.

Second or third year, second semester, two lectures
and one three hour laboratory period per week. 3 units.

133. Plant Anatomy. (See Biology 133)

143. Soils. The formation, classification and physical properties of soils, the relation of the physical and chemical properties of soils to crop production, cultural methods and irrigation practices; conservation of soil fertility and crop rotation.

Prerequisite: College chemistry.

Laboratory fee, \$1.00. Given in 1935-1936 and in alternate years.

Mr. Mortensen.

Third year, first semester, two hours lecture
and three hours laboratory per week. 3 units.

144. Irrigation Principles and Practices. Brief history of irrigation, present extent and importance. Water relations of plants; water duty, methods of applying water; conservation and proper use of water.

Prerequisite: Agr. 133.

Laboratory fee, \$1.00. Given in 1935-1936 and alternate years.

Mr. Mortensen.

Second semester, two lectures and one three hour
laboratory period per week. 3 units.

203. General Bacteriology. Emphasis upon the fundamental principles of bacteriology, and 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.

Prerequisite: Biol. 100 or its equivalent.

Laboratory fee, \$4.00.

Mr. Ostrander.

Third year, first semester. Two lectures
and three two-hour laboratory periods per week. 4 units.

204. Animal Genetics. Includes the principles of heredity and their application to animal breeding and human welfare.

Prerequisite: Biol. 100 or its equivalent.

204 A. Laboratory course in Genetics. 1 or 2 hours.

Mr. Ostrander.

Second semester, third or fourth year,
three hours of lecture or its equivalent per week. 3 units.

205. Animal Nutrition. Includes the principles of feeding, composition of feeds, physiology of nutrition, and practices in formulating rations for the various classes of live stock. Evaluation on feeds and feeding practices current in Arizona are given special consideration. Prerequisite: Animal Industry 107 and general chemistry.

Laboratory fee, \$2.00.

Mr. Ostrander.

Third or fourth year, first semester, two hours of lecture
and six hours of laboratory and observation per week. 3 units.

212. Plant Physiology. (See Biology 222.)

222. General Entomology. (See Biology 222.)

260. Topical and Practicums. This course offers opportunity for advanced students to pursue certain special lines of Biological Science with topical readings, laboratory and field work. Registration in this course will be limited in numbers and by special arrangement with the head of the department and the instructor in charge. Either semester.

Staff.

Hours to be arranged.

1-2 units.

BIOLOGICAL SCIENCE

TYPE CURRICULUM FOR STUDENTS MAJORING IN BIOLOGICAL SCIENCE

Freshman Year			
First Semester	Units	Second Semester	Units
Engl. 101 Composition	3	Engl. 102 Composition	3
Chem. 111 Gen. Chem.	4	Chem. 112 Gen. Chem.	4
*Mus. 100 Fundamentals	2	*Art 110 Publ. School Art	2
*Hygiene	2	Elective	3
Elective	1		
P. E. Activity	½	P. E. Activity	½
Biol. 111 Botany	4	Biol. 112 Zoology	4
	<hr style="width: 50%; margin-left: auto; margin-right: 0;"/>		<hr style="width: 50%; margin-left: auto; margin-right: 0;"/>
	16½		16½
Sophomore Year			
*Psych. 100 Gen. Psych.	3	*Educ. 120 Sociology	3
*Geog. 100 Elem. of Geog.	3	*S. Sci. 100 Const. Govt.	3
Social Studies (See Note 2)	3	Social Studies (See Note 2)	3
P. E. Activity	½	P. E. Activity	½
Biol. 231 Anatomy	3	Biol. 120 Physiology	3
Minor or Elective....(3 or) 4	4	Minor or Elective....(3 or) 4	4
	<hr style="width: 50%; margin-left: auto; margin-right: 0;"/>		<hr style="width: 50%; margin-left: auto; margin-right: 0;"/>
	16½		16½
Junior Year			
*Educ. 230 Elem. Cur. Tech.	3	*Educ. 220 School Man.	3
*Psych. 200 Educ. Meas.	3	*Minor or Elective	3
Biol. 203 Gen. Bacteriol.		Biol. 212 Plant Physiol.	4
or Biol. 225 Comp Anat.	4	(or Chem. 282 Biochem.)	
Minor or Elective	6	Biol. 222 Entomology	
	<hr style="width: 50%; margin-left: auto; margin-right: 0;"/>	or Biol. 204 Genetics	3
	16	Minor or Elective	3
			<hr style="width: 50%; margin-left: auto; margin-right: 0;"/>
			16
Senior Year			
*Educ. 250 Phil. Educ.	3	*Educ. (Elective).....(2 or) 3	
*Directed Teaching	10	*Minor or Elective	10
Biol. 205 Anim. Nutr.	3	Biol. 204 Genetics	
	<hr style="width: 50%; margin-left: auto; margin-right: 0;"/>	or Biol. 222 Entomology	3
	16		<hr style="width: 50%; margin-left: auto; margin-right: 0;"/>
			16

- Note 1. In the case of the starred courses, sections are to be so arranged that half of the group will take the course in the first semester and half in the second semester.
- Note 2. The courses in sophomore social studies are to be selected from the following: Hist. 101, 102; 103, 104; and Econ. 131, 132.
- Note 3. Electives will be so chosen as to include an approved minor in some field of learning other than science or education.
- Note 4. Men may substitute Art 108 Sign Writing in place of Art 110.

COURSES IN BIOLOGICAL SCIENCE

Biology 111-112. General College Biology. This is the foundation one-year course for all work in biological science and in agriculture. It is required for the majors in physical science, biological science, and agriculture. It is accepted in meeting science requirements of all other departments.

111. General College Botany. A course in elementary botany, designed to give a broad survey of the plant kingdom. The makeup of a typical flowering plant is studied in some detail, as regards its structure and physiology, after which attention is given to the morphology of the thallophytes, bryophytes, and pteridophytes. The principles of growth, reproduction, variation, and heredity as applied to plants are reviewed and summarized.

Laboratory fee, \$2.00.

Mr. Mortensen.
First semester, three lectures and
three hours laboratory per week. 4 units.

112. General Zoology. Includes the general principles of animal structure and function, and comparative methods of reproduction. Introduction to systematic classification and a consideration of the geographical distribution in relation to the origin and development of animal life. This, with Biology 111, constitutes a year course in collegiate biology.

Laboratory fee, \$3.00.

Mr. Ostrander.
Second semester, two hours lecture,
four hours of laboratory per week. 4 units.

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.

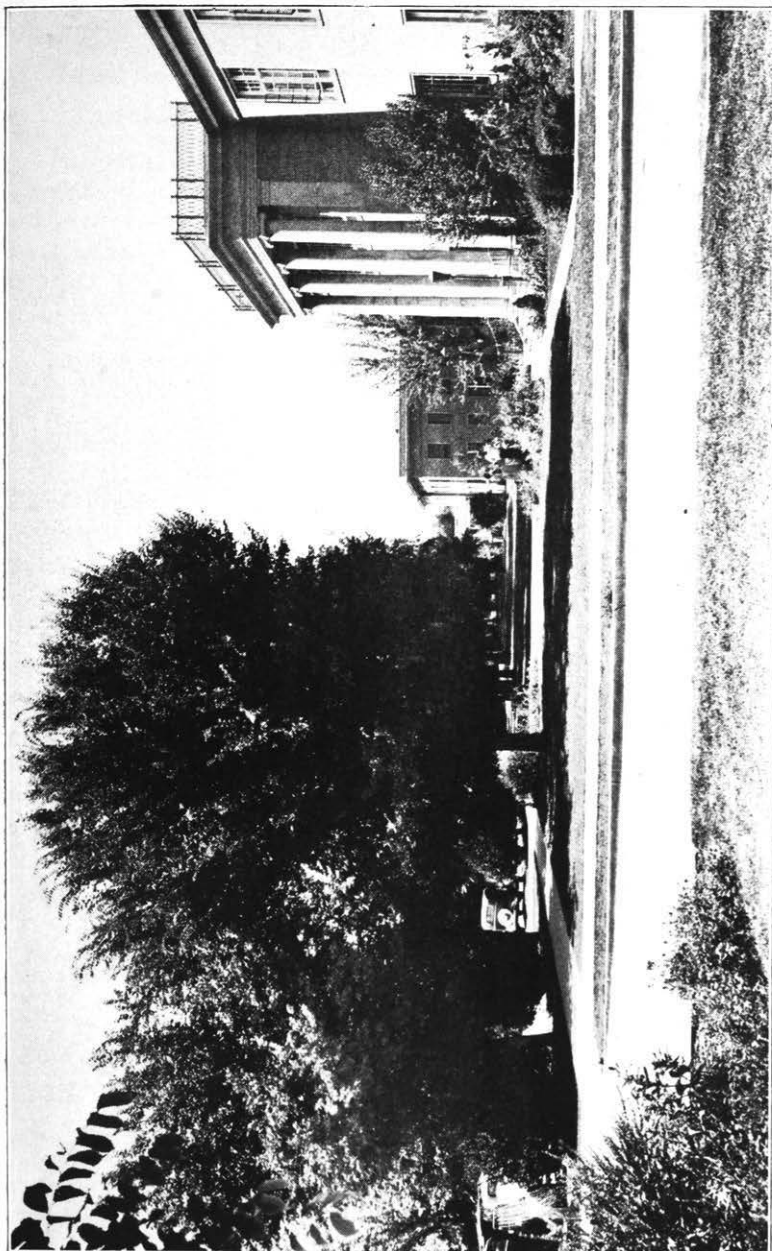
Mr. Irish.
Either semester, three hours a week. 3 units.

134. Plant Anatomy. The morphology of plant cells, of plant tissues, and of tissue systems. A study both of prepared slides and of fresh materials which the student will prepare in the laboratory. Required for the major in biological science and in agriculture.

Prerequisite: Biol. 111, General College Botany.

Laboratory fee, \$2.00. Given in 1936-1937 and alternate years.

Mr. Mortensen.
Second semester, two hours lecture,
three hours laboratory per week. 3 units.



MATTHEWS LIBRARY AND NORTH HALL

203. General Bacteriology. (See Agric. 203.)

204. Animal Genetics. (See Agric. 204.)

205. Animal Nutrition. (See Agric. 205.)

212. Plant Physiology. A study of the plant functions of absorption, food synthesis, nutrition, respiration, growth, and reproduction, with special reference to agricultural practices.

Prerequisites: Biol. 133, Plant Anatomy and one year of College Chemistry.

Laboratory fee, \$2.00. Given in 1935-1936 and alternate years.

Mr. Mortensen.

Second semester, two lectures,
six laboratory hours per week.

4 units.

222. General Entomology. A general study of insects, including structure, physiology, economic importance, classification and relationships. Each student is required to complete a project including collection and special report on some group of insects.

Prerequisite: G. Sci. 100, or its equivalent.

Laboratory fee, \$1.00. Given in 1935-1936.

Alternates with Biol. 204.

Mr. Ostrander.

Second semester, two hours lecture and
two hours laboratory and field work.

3 units.

223. Comparative Anatomy of Vertebrates. A study of the structure, development, and homology of the organ systems of vertebrates. Laboratory dissection of the shark, frog, pigeon, and cat.

Prerequisite: Biol. 112 and 120.

Laboratory fee, \$5.00.

Alternates with Biol. 205.

Mr. Ostrander.

First semester, two hours lecture,
two two-hour laboratory periods a week.

3 units.

231. Anatomy. Human anatomy with special emphasis on the anatomy of muscles and joints and application to the movements involved in exercises and sports.

Laboratory fee, \$3.00.

Mr. Irish.

First semester, three hours a week.

3 units.

GEOGRAPHY AND GEOLOGY

TYPE CURRICULUM FOR STUDENTS MAJORING IN GEOGRAPHY

See note on page 165

Freshman Year

First Semester	Units	Second Semester	Units
Engl. 101 Composition	3	Engl. 102 Composition	3
Chem. 111 Gen. Chem.	4	Chem. 112 Gen. Chem.	4
*Mus. 100 Fundamentals	2	*Art 110 Publ. School Art	2
*Hygiene	2	P. E. Activity	½
P. E. Activity	½	Phys. 116 Astronomy	3
Geog. 101 Econ. Geog.	3	Elective	4
Elective	2		
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	16 ½		16 ½

Sophomore Year

*Psych. 100 Gen. Psych.	3	*Educ. 120 Sociology	3
*Geog. 100 Elem. of Geog.	3	*S. Sci. 100 Const. Govt.	3
Social Studies (See Note 2)	3	Social Studies (See Note 2)	3
P. E. Activity	½	P. E. Activity	½
Geol. 151 Phys. Geol.	4	Geog. 102 Reg. Geog.	3
Biol. 111 Botany	4	Biol. 112 Zoology	4
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	17 ½		16 ½

Junior Year

*Educ. 230 Elem. Cur. Tech.	3	*Educ. 220 School Man.	3
*Psych. 200 Educ. Meas.	3	*Elective	2
Geog. 201 N. Amer. Geog.	2	Geog. 202 Ariz. Geog.	2
Phys. 117 Meteorology or		Geog. 204 Field Work	2
Geog. 205 Conservation	2	Geog. 208 Physiog. U. S.	3
Science	(3 or) 4	Science	(3 or) 4
Elective	2		
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	16		16

Senior Year

*Educ. 250 Phil. Educ.	3	*Educ. (Elective).....(2 or)	3
*Directed Teaching	10	*Science	4
Geog. 203 Eurasia	3	Geol. 252 Hist. Geol.	4
		Geog. 206 Transportation	2
		*Elective	(4 or) 3
	<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>
	16		16

Note 1. In the case of the starred courses, sections are to be so arranged that half of the group will take the course in the first semester and half in the second semester.

Note 2. The sophomore courses in social studies are to be selected from the following: Hist. 101, 102; 103, 104; and Econ. 131, 132.

Note 3. The minor will be chosen and planned under the advice of the instructor in geography.

COURSES IN GEOGRAPHY

Lower Division Courses

Geography 100. Elements of Geography. An introductory analysis of principles for a scientific interpretation of the world and its regions. Special studies of type regions to illustrate application of principles and to establish procedure for further acquisition of geographic knowledge as a foundation for teaching. Required for the teacher's course.

Laboratory fee, 50c.

Mr. Hoover.

Either semester, 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 teacher's 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.

101. 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.

Mr. Hoover.

First semester. Three recitation-lecture periods per week.

3 units.

Upper Division Courses

201. 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 and cultural forms.

Prerequisite: Geog. 100.

Mr. Hoover.

First semester 1936-37. Three recitation-lecture periods.

3 units.

202. Regional Geography. Regions of the world delimited on the basis of physical and cultural factors. The evolution or modification of economic and cultural types under the influence of natural environment. Selected contrasting regions are studied in some detail and similar regions compared with them and classified.

Prerequisite: Geog. 100.

Mr. Hoover.

Second semester, three recitation-lecture periods per week.

3 units.

206. Geography of Arizona. Prehistoric, Indian, Spanish, and American cultures in relation to physical features, climate, and vegetation.

Interpretation of the natural scenic wonders and arid fecundity of the economic resources and developments of the West.

Prerequisite: Geog. 100 or Geol. 151.

Mr. Hoover.
Second semester, 1935-36.
Two lecture-recitation periods per week.

208. Geography of Eurasia. Natural regions and political boundaries compared. An investigation of the geographical background for the interpretation of major economic, social and political problems.

Prerequisite: Geog. 100.

Mr. Hoover.
Not given 1935-36.
Three recitation lecture periods per week.

214. Field Work in Arizona Geography and Geology. Organized for students taking or having had Geography 208. One hour for those taking or having had Geography 208. Other sites, Geography 100 and Geology 151.

\$4.00 transportation fee per unit.

Mr. Hoover.
Second semester, 1935-36.
Credit 1 to 2 units depending upon amount of work completed.

217. Conservation of Natural Resources. Measure and utilization of the natural resources of the United States; their modification and conservation. Problems of land reclamation, forestry, conservative mining, flood prevention, water supply, power, navigation, conservation of wild life and scenery.

Prerequisite: Geog. 100.

Mr. Hoover.
First semester, two hours a week.

218. Geography of Transportation and Trade Centers. A comparative analysis of the world's railways, roads, inland waterways and air transportation. Transportation advantages of great commercial centers.

Prerequisite: Geo. 100.

Mr. Hoover.
Second semester. Not given 1935-36.

222. Physiography of the United States. The physiography of the United States.

GEOLOGY

Geol. 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 topographical maps, models, rocks and minerals.

Fee, \$3.00.

Mr. Hoover.

First semester, three hours recitation-lecture, two hours laboratory, and a minimum total of 18 hours of field work. 4 units.

252. Historical Geology. Principles of stratigraphy revealing the history of the earth, and the changing world geographies with developing life through the geological periods. Field work in northern Arizona will include the Grand Canyon and San Francisco Volcanic Field.

Fees: laboratory, \$2.00; transportation, \$5.00.

Mr. Hoover.

Second semester, 1936-1937. Three hours recitation-lecture and a minimum of 50 hours laboratory and field work. 4 units.

Without the field work. 3 units.

Note: In the public schools, there is a tendency toward a grouping together of geography, history, and civics, and frequently these subjects are taught by the same teacher. To meet this condition, students majoring in geography may substitute courses in history, government, or commerce for the courses in physical and biological science which are listed in the type curriculum for geography majors on page 162.

THE PHYSICAL SCIENCES
TYPE CURRICULUM FOR STUDENTS MAJORING
IN PHYSICAL SCIENCE

Freshman Year			
First Semester	Units	Second Semester	Units
Engl. 101 Composition	3	Engl. 102 Composition	3
Chem. 111 Gen. Chem.	4	Chem. 112 Gen. Chem.	4
*Mus. 100 Fundamentals	2	*Art 110 Public School Art	2
*Hygiene	2	P. E. Activity	¼
P. E. Activity	½	Math. 120 Plane Trig.	3
Math. 107 College Algebra	3	Elective	4
Elective	2		
	<hr/> 16 ½		<hr/> 16 ½
Sophomore Year			
*Psych. 100 Gen. Psych.	3	*Educ. 120 Sociology	3
*Geog. 100 Elem. of Geog.	3	*S. Sci. 100 Const. Govt.	3
P. E. Activity	½	P. E. Activity	¼
Phys. 111 Gen. Physics	4	Phys. 112 Gen. Physics	4
Biol. 111 Botany	4	Biol. 112 Zoology	4
Math. 201 Anal. Geom.	4	Math. 222 Diff. Calculus. .	4
	<hr/> 18 ½		<hr/> 18 ½
Junior Year			
*Educ. 230 Elem. Cur. Tech.	3	*Educ. 220 School Man.	3
*Psych. 200 Educ. Meas.	3	Social Studies (See Note 2)	3
Social Studies (See Note 2)	3	French or German	4
French or German	4	Major (Elect two)	7
Phys. 201 Mechanics or		Phys. 202 Elec. & Mag. 3	
Chem. 201 Quant. Anal. or		Chem. 201 Quant. Anal. 3	
Chem. 211 Org. Chem. ...	4	Chem. 212 Org. Chem. 4	
	<hr/> 17		<hr/> 17
Senior Year			
*Educ. 250 Phil. Educ.	3	*Educ. (Elective).....(3 or)	2
*Directed Teaching	10	*Major (See Note 3)	11
Minor	3	Minor	3
	<hr/> 16		<hr/> 16

Note 1. In the case of the starred courses, sections are to be so arranged that half of the group will take the course in the first semester and half in the second semester.

Note 2. The courses in social studies are to be selected from the following: Hist. 101, 102; 103, 104; and Econ. 131, 132.

Note 3. Elect 11 units from the following courses: Chem. 262, Appl. Chem.; Chem. 282, Biochem.; Chem. 292, Physical Chem.; Phys. 204, Optics; Phys. 121, Photography; Phys. 117, Meteorol.; Geol. 151, Phys. Geol.; Geol. 252, Hist. Geol.; Phys. 116, Astronomy; Biol. 120, Physiology.

Note 4. A suitable minor of at least fifteen units will be planned under the advice of the head of the department of science.

Note 5. At the beginning of the third year, the physical science major may emphasize either chemistry or physics. Physics students are advised to elect mathematics as a minor, while chemistry students may minor in biology or mathematics.

COURSES IN THE PHYSICAL SCIENCES

Chemistry

Chem. 103, 104. Introductory College Chemistry. Deals with 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. Primarily for students majoring in home making, physical education, pre-nursing, and should be elected by students desiring chemistry as a part of a liberal education. Open to all students.

Laboratory fee, \$3.00 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 sem.

111, 112. General College Chemistry. Includes an intensive treatment of the principles of general chemistry, in connection with the metals, non-metals, and their compounds. Designed to give training in the use of the scientific method. Elementary qualitative analysis is introduced in the laboratory at the beginning of the second semester. Primarily for students of science, mathematics, engineering, and pre-medicine.

Prerequisite: high school chemistry or equivalent.

Laboratory fee, \$3.00 per semester and breakage deposit, \$2.00.

Dr. Bateman and assistants.

Both semesters. Three lecture-recitation periods and
three hours of laboratory per week. 4 units each sem.

131. Qualitative Analysis. The theory and practice of inorganic qualitative analysis. A systematic qualitative separation of the most important metals and acids, together with a careful consideration of the theories, principles, and laws involved.

Prerequisite: Chemistry 104 or 112.

Laboratory fee, \$4.00, and breakage deposit.

Dr. Bateman.

First semester. Two lecture-recitation periods and
six or more hours of laboratory per week. 4 units.

142. Elementary Quantitative Analysis. A study of the fundamentals of gravimetric and volumetric analysis. Analysis of common substances are undertaken. Includes practice in standardization of solutions.

Laboratory fee, \$4.00, and breakage deposit.

Prerequisite: Chemistry 104 or 112.

Dr. Bateman.

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

181. Elementary Organic Chemistry. A brief survey of the compounds of carbon including the representative groups of the aliphatic and aromatic compounds. This course is especially adapted to the needs of students of agriculture, home economics and biology.

Prerequisite: Chem. 104, Gen. Coll. Chemistry, or its equivalent.

Laboratory fee, \$4.00, and breakage deposit. Offered in 1936-1937.

Dr. Bateman.

First semester, three lectures and
three hours of laboratory work per week.

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.

Prerequisite: Chemistry 104 or 112, or its equivalent.

Laboratory fee, \$4.00 per semester and breakage deposit.

Dr. Bateman.

Both semesters, one lecture and six hours of laboratory work
each week throughout the year. 6 units.

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. The laboratory work includes the study and preparation of typical carbon compounds.

Prerequisite: Chemistry 104 or 112, and upper division rank.

Laboratory fee, \$4.00 per semester, and breakage deposit.

Dr. Bateman.

Both semesters, three lectures and
three hours of laboratory each week. 4 units each semester.

262. Applied Chemistry. A brief study of the application of chemistry in the home and community. Subjects considered are fuels, fire prevention, sanitation, textiles, paints, cellulose products, toilet preparations, drugs, and nutrition.

Offered in 1935-1936 and alternate years.

Prerequisite: Chemistry 112, and upper division rank.

Laboratory fee, \$3.00, and breakage deposit.

Dr. Bateman.

Second semester, three lectures and
three hours of laboratory work per week. 4 units.

270. Advanced Quantitative Analysis. Special methods of analysis such as water, food, ore, rock, steel, urine. Time and credit to be arranged.

Prerequisites: Chemistry 112, 131, 142, and 212.

Dr. Bateman.

Hours to be arranged.

Credit by arrangement.

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; the composition of foodstuffs, and phenomena of their digestion, absorption, and metabolism; and the role of enzymes in the plant and animal world. Offered 1936-1937 and alternate years.

Prerequisites: Biol. 120, Physiology; Chemistry 182, or 212.

Laboratory fee, \$3.00, and breakage deposit.

Dr. Bateman.

Second semester. Three lectures and
three hours of laboratory per week.

4 units.

292. Elementary Physical Chemistry. Includes a brief consideration of the properties of liquids, gases, and solids; solutions, equilibrium, phase rule, osmotic pressure, electrochemistry, colloids. As far as possible the applications of principles will be stressed.

Prerequisites: Chemistry 104 or 112, Physics 112, calculus.

Fee, \$1.00. Offered in 1935-1936 and alternate years.

Dr. Skinner.

Second semester. Three lectures per week.

3 units.

COURSES IN PHYSICS

Lower Division Courses

Physics 111, 112. General College Physics. A detailed lecture and laboratory course in general physics, including physical interpretation of everyday phenomena. It covers mechanics, heat, weather, sound, light, electricity, magnetism. Properties and structure of matter treated from the modern point of view.

Laboratory fee, \$3.00 per semester.

Dr. Skinner.

Both semesters. Three lecture-recitation periods and
three hours of laboratory per week.

4 units each semester.

116. Descriptive Astronomy. A non-mathematical course in general astronomy. The course includes a detailed study of the members of the solar system and their characteristics; stars, constellations, nebulae, and the structure of the universe.

Dr. Skinner.

Second semester. Three lecture periods.

3 units.

117. Physics of the Atmosphere. Composition and circulation of the atmosphere; hygrometry; weather, methods of its observation and prediction; frost warnings; climate and its relation to man and agriculture.

Fee, \$1.00. Offered in 1935-1936 and alternate years.

Dr. Skinner.

First semester, two lectures per week.

2 units.

121. Elementary Photography. Light and its behavior; lenses. Camera construction and performance. Exposure. Developing. Printing. Enlargement. Making of lantern slides. Copying. Intensification. Composition. The course will be suited to the needs of the amateur, or the teacher who wishes to make use of photography as an aid to his teaching.

Prerequisite: Physics 112, or Chemistry 112 or 104.

Laboratory fee, \$3.50.

Dr. Skinner.
First semester, one lecture period, and
three hours laboratory per week. 2 units.

123. Sound and Music. The general principles underlying sound and its production. Pitch, intensity, quality. Structure of musical scales. The laws of wind and string instruments. Elementary theory of vowel sounds. Amplification and reproduction of sound. Acoustics.

Fee, \$1.00. Offered in 1934-1935 and alternate years.

Dr. Skinner.
First semester, three lecture periods per week. 3 units.

Upper Division Courses

201. 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. It is expected that students taking this course will have had or will be taking calculus concurrently.

Offered in 1936-1937 and alternate years.

Prerequisite: Physics 112.

Dr. Skinner.
First semester, three lecture periods per week. 3 units.

202. Electricity and Magnetism. An advanced and detailed course in the theory of electricity and magnetism. Electrostatics, magnetism, direct and alternating current theory, electromagnetic waves, including radio.

Offered in 1935-1936 and alternate years.

Dr. Skinner.
Second semester, three lecture periods per week. 3 units.

204. Optics. A more advanced presentation of geometric and physical optics. Reflection, refraction, lenses, image formation, wave properties of light, interference, diffraction, polarization, spectroscopy, relation of light waves to matter.

Prerequisites: Physics 112, Calculus desirable.

Fee, \$1.00. Offered in 1934-1935 and alternate years.

Dr. Skinner.
Second semester, three lecture periods per week. 3 units.

211. Modern Physics. Deals with the discoveries made in the past few decades regarding the nature of matter and energy. Among other topics the following are discussed: X-rays and crystal structure; the wave and particle properties of light and matter; atomic properties and structure; isotopes; radioactivity; protons, neutrons, and atomic nuclei; artificial transmutations of elements.

Offered in 1935-1936 and alternate years.

Prerequisites: Physics 112; Math. 107, College Algebra and Math. 120, Trigonometry.

Dr. Skinner.

First semester, two lectures per week.

2 units.

292. Physical Chemistry. (See Chem. 292).

(Additional courses in radio are offered in the Department of Industrial Arts.)

DEPARTMENT OF SOCIAL STUDIES

Dr. Wyllys (Head of the Department), Dean 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 desirable to have a knowledge of our human backgrounds and our human relationships, gained through the study of our past history and our present political and social institutions.

The Social Studies major requirements are thirty hours, exclusive of social studies courses required of all students. Of these thirty hours, eighteen should be in lower division work, chosen from the thirty hours of lower division courses (exclusive of Political Science 100) offered by the department (History 101-102, 103-104, 107-108, 110, 113, 115, 116, and Economics 131-132). The remaining twelve hours should be in upper division work, chosen from the twenty-four hours of upper division courses offered by the department (History 204, 205, 206, 207, 208; Political Science 201, 203, 211, 212).

A minor in the Social Studies should consist of fifteen hours, exclusive of social studies courses required of all students. Of these fifteen hours, nine should be in lower division work, chosen out of thirty as listed above; and six should be in upper division work, chosen out of twenty-four as above.

History 101-102 and 103-104 or their equivalents will be required of all students majoring in Social Studies, whether taken as part of the college requirements or not. Geography 101, 202, and 204 will be accepted as part of the major or minor in social studies.

SUGGESTED CURRICULUM FOR STUDENTS MAJORING
IN SOCIAL STUDIES

Freshman Year

First Semester		Units	Second Semester		Units
Engl. 101 Composition	....	3	Engl. 102 Composition	....	3
Science	.....(3 or)	4	Science	.....(3 or)	4
*Mus. 100 Fundamentals	....	2	*Art 110 Public School Art		2
*Hygiene	.....	2			
P. E. Activity	.....	½	P. E. Activity	.....	½
Hist. 110 Hist. of S.W. or Hist. 115 Colon. of N. Amer.	.....	3	Hist. 108 Hist. of Rome or Hist. 116 Hispan. Amer.		3
Elective	.....	2	Elective	.....	4
		<hr/>			<hr/>
		16 ½			16 ½

Sophomore Year

*Psych. 100 Gen. Psych.	....	3	*Educ. 120 Sociology	.....	3
*Geog. 100 Elem. of Geog.		3	*S. Sci. 100 Const. Govt.	....	3
Hist. 101 Early Mod. Eur. or Hist. 103 Am. Pol. Hist. or Econ. 131 Prin. Econ.		3	Hist. 102 Eur. Since 1815 or Hist. 104 Am. Pol. Hist. or Econ. 132 Prin. Econ.		3
Social Studies	.....	3	Social Studies	.....	3
Elect from following: Hist. 107, 113, 110, 115 or any of college re- quirements not chosen above.			Elect from following: Hist. 108, 116 or any of college requirements in social studies not chosen above.		
Elective	.....	3	Elective	.....	3
P. E. Activity	.....	½	P. E. Activity	.....	½
		<hr/>			<hr/>
		15 ½			15 ½

Junior Year

*Educ. 230 Elem. Cur. Tech.		3	*Educ. 220 School Man.	....	3
*Psych. 200 Educ. Meas.	....	3	*Elective	.....	3
Social Studies	.....	6	Social Studies	.....	6
Elect from following: Pol. Sci. 201, 203, 211, or Hist. 205, 207.			Elect from Following: Hist. 204, 206, 208, or Pol. Sci. 212.		
Elective	.....	3	Elective	.....	3
		<hr/>			<hr/>
		15			15

Note 1. In the case of the starred courses, sections are to be so arranged that half of the group will take the course in the first semester and half in the second semester.

Note 2. Students majoring in social studies will consult the head of the department for advice in the selection of the alternative courses offered above.

Note 3. An approved minor of at least fifteen units is to be chosen in some field other than social studies.

Senior Year

*Educ. 250 Phil. Educ.	3	*Educ. (Elective).....(2 or)	3
*Directed Teaching	10	*Social Studies	6
Elective	3	Elect from following:	
		Hist. 204, 206, 208, or	
		Pol. Sci. 212.	
		*Elective	7
	<hr/>		
	16		16

DESCRIPTION OF COURSES

History

History 101. Early Modern Europe. The history of Europe is covered from the latter part of the fifteenth century down to 1815. In something over three centuries, four great revolutions in commerce, religion, politics, and industry changed the whole course of modern life.

Required of all students majoring in the department.

Dr. Wyllys.

First semester, three hours a week.

3 units.

102. Europe Since 1815. A survey of the history of Europe from the French Revolution to the present time, with stress on the period since 1870. Some of the chief topics covered are: the Congress of Vienna and its results; the era of Metternich; the Industrial Revolution, the development of nationalism and the unification of all the states of Central Europe; imperialism and alliances; the World War; and a brief survey of post-war Europe.

Required of all students majoring in the department.

Dr. Wyllys.

Second semester, three hours a week.

3 units.

103. American Political and Social History to 1865. 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.

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.

107. 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.

Offered in 1935-1936.

Miss Kemp.

First semester, three hours a week.

3 units.

108. History of Rome. 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.

Miss Kemp.

Second semester, three hours a week.

3 units.

110. History of the Southwest. The teaching of the Arizona Constitution is required by law throughout the public school system. To understand the constitution and the institutions of the state, it is necessary to be familiar with the history of the commonwealth and of those neighboring communities from which Arizona drew her population and political ideals. This is distinctly a course for teachers, stressing the political history of Arizona but not neglecting the other phases of her remarkable story. Prehistoric man and Spanish explorers and missionaries come in for their part in the narrative.

Required of all students majoring in the department.

Mr. Murdock.

First semester, three hours a week.

3 units.

113. Medieval Europe. The story of Europe from the fall of the Roman Empire in the west to the time of the Reformation. This was the germinating period of modern nations. The Church and

the Holy Roman Empire are outstanding. Stress is laid on social and economic life.

Dr. Wyllys.

First semester, three hours a week.

3 units.

115. Colonization of North America. Devoting special attention to the colonial period of our country, this course surveys the history of North America from 1492 to 1783. Social and economic life are subjects of 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.

116. History of Hispanic 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. A knowledge of Spanish is desirable but not essential for students choosing this course.

Dr. Wyllys.

Second semester, three hours a week.

3 units.

202. History of the Far East. This advanced course takes up the early as well as the modern history of China and Japan, but places emphasis on the period since the opening of the nineteenth century. Special attention is given to the topic of Japanese and Russian expansion, and to conflicting international interests in the Orient. Not open to lower division students.

Prerequisite: Hist. 101-102, or equivalent.

Dr. Wyllys.

Second semester, three hours a week.

3 units.

204. History of the American Frontier. Dealing with the movement of population westward across the United States, this course is designed to show the effect of the West and the frontier upon our national life, and upon the expansion of the United States. Social and economic factors are given most attention, and the advance of the frontier line is traced from about 1763 to 1890. The course is open to upper division students only.

Prerequisite: History 103, 104 or equivalent.

Dr. Wyllys.

Second semester, three hours a week.

3 units.

205. The Period of the French Revolution and Napoleon. The central theme of this special course is the critical period of European history from 1789 to 1815, an era that completely altered world affairs. Stress is laid upon the Old Regime in France, the causes

and leading events of the French Revolution, and the career of Napoleon Bonaparte. Open to upper division students only.

Prerequisite: History 101, 102 or equivalent.

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

206. Contemporary Europe. Beginning with a brief survey of the period since 1870 and continuing through the World War, this course then deals with the 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.

Prerequisite: History 101, 102 or equivalent.

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

207. History of Mexico. An advanced course in Latin American history. Deals with the history of the Mexican Republic from colonial times to the present. Emphasis is laid upon the social, economic, and racial background of the Mexican nation. A knowledge of Spanish is desirable, but not essential for students choosing this course.

Prerequisite: Hist. 103, 104, or equivalent.

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

208. History of Modern England. 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 Buritan Revolution; the agrarian and industrial revolutions; and the rise of the British Commonwealth of Nations.

Prerequisite: History 101, 102 or equivalent.

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

212. American Culture. American history has many phases. All are interesting and the study of each is important. Lower division courses usually deal with the industrial, economic, or political phases. This culminating course deals with the cultural development of our people. The flower of our culture has been of slow growth and, naturally, has not yet reached perfection. This growth is evidenced by improvements in living conditions, in dress, in amusements or recreation, and in music, art, and literature. This study takes particular note of the

higher attainments of our people as expressed in their theater, their songs, their fiction, their education, and their religious life.

Open to upper division students only.

Prerequisites: S. Sci. 100, 103, 104, 115.

Mr. Murdock.

Second semester, three hours a week.

3 units.

Courses in Political Science

Pol. Sci. 100. Constitutional Government. 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 sophomore 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 for graduation.

Mr. Murdock.

Either semester, three hours a week.

3 units.

201. Comparative National Governments. A desirable background for understanding current history and the world's changing political forms. Emphasis is laid upon the constitutional structure and political machinery of the governments of Great Britain, France, Germany, Italy, Switzerland and the Soviet Union. Open to upper division students only.

Prerequisite: Hist. 101, 102 or equivalent. Offered in 1935-1936.

Dr. Wyllys.

First semester, three hours a week.

3 units.

203. American Foreign Relations. This course deals not only with the machinery of American diplomacy, but also 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.

Prerequisite: History 103, 104 or equivalent.

Dr. Wyllys.

First semester, three hours a week.

3 units.

211. American Political Parties. This 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 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.

Prerequisites: Pol. Sci. 100 and History 103, 104, or equivalent.

Mr. Murdock.

First semester, three hours a week.

3 units.

212. State and Municipal Government. Although state governments have been deprived of some of their former functions, yet they are still important in the American government scheme. Because of the rapid urbanization of the United States, the study of municipal government and administration is increasingly important. Cities now influence our society far more than rural conditions, and teachers must be more and more familiar with the conduct of city government. In this course, the emphasis is laid on the comparative merits of the three main plans of city government; on problems of the electorate and public opinion; and on municipal administration. Not open to lower division students.

Prerequisite: Pol. Sci. 100.

Mr. Murdock.

Second semester, three hours a week.

3 units.

Courses in Economics

Econ. 110. Economic History of the United States. 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.

Dr. Atkinson.

Either semester, three hours a week.

3 units.

131, 132. Principles of Economics. A study of economics that does not take into account the principles and projects proposed in what is commonly known as the New Deal, fails to meet the requirements of today. In this course, a fair estimate is made of the values of what is good in the old, and what must be modified by the changing conditions of modern life. In the second semester, study is directed chiefly to the effects of economic laws and tendencies upon present day business problems. Open to sophomores and upper classmen only.

Dr. Atkinson.

Two semesters, three hours a week.

3 units each semester.

228. History of Economic Thought. This course is mainly one of theory—or the theory of theories. Modern economic theory can best

be understood by tracing its development, noting theories that have been discarded as unsound. A study is made of the last depression and its correlation with economic theory.

Prerequisite: Econ: 131, 132.

Dr. Atkinson.

Second semester, three hours a week.

3 units.

**NEW RULES FOR CERTIFICATION AS ADOPTED BY THE
STATE BOARD OF EDUCATION FEBRUARY 4, 1933,
AND LATER AMENDED, READ AS FOLLOWS:**

Certification Granted Upon Scholastic Preparation

I. KINDERGARTEN-PRIMARY

- A. Kindergarten-Primary certificates shall be granted upon evidence of graduation from the four-year kindergarten-primary course in one of the Arizona State Teachers Colleges or any accredited teacher-training institution authorized to train elementary and kindergarten teachers.
- B. The requirements shall include a major of thirty semester hours (forty-five quarter hours) in Education, Psychology, and Kindergarten-Primary courses, including such courses as Kindergarten-Primary curriculum, Children's Literature and Story-Telling, Reading and Language, Play Education, Construction and Play Materials, Principles of Education, Educational Measurements, including eight semester hours (twelve quarter hours) of practice teaching, four (six quarter hours) of which must have been in kindergarten. Candidates for this certificate must present evidence of proficiency in Sight-Singing, Sight-Reading, and Piano Accompaniment.
- C. The name Kindergarten-Primary shall be designated on the face of this certificate.
- D. The Kindergarten-Primary certificate shall be valid for four years and shall entitle the holder to teach in the kindergarten and in grades 1, 2, and 3 in the elementary school.

If the candidate has completed a total of thirty-six semester hours (54 quarter hours) in Education, Psychology, and Kindergarten-Primary Courses, including all the specific requirements for the elementary certificate as well as the Kindergarten-Primary, this certificate shall be valid also in all the grades of the elementary school, and shall be so endorsed.

II. ELEMENTARY

- A. Elementary certificates shall be granted on evidence of graduation from the four-year course in one of the Arizona State Teachers Colleges or any accredited teacher-training institution authorized to train elementary teachers.
- B. The requirements shall include a major of twenty-four semester hours in Education and Psychology, including instruction in Psychology, the Elementary School Curriculum, Educational Measurements, Principles of Education, including eight semester hours (twelve quarter hours) in practice teaching, four of which must be in the elementary grades.
- C. The name Elementary shall be designated on the face of the certificate.
- D. The Elementary certificate shall be valid for four years and shall entitle the holder to teach in elementary grades and junior high schools.

III. SECONDARY

- A. Secondary certificates shall be granted to holders of the Bachelor's degree from the University of Arizona or the Arizona State Teachers Colleges, or from any other accredited university or college authorized to train teachers, who shall present, in addition, evidence of the satisfactory completion of not less than thirty semester hours of graduate work acceptable toward an advanced degree at the University of Arizona or at similar institutions on the accredited list, and also acceptable to the State Board of Education for certification purposes.

B. Requirements include—

1. (a) A major (24 semester hours) and a minor (15 semester hours) in subjects usually taught in high schools; or
- (b) A major in a non-high school field and two minors in subjects usually taught in high schools.
2. Twenty-four semester hours in Education—
 - (a) Courses in General Psychology; Educational Psychology; Educational Measurements; aims, outcomes, principles, and practices of secondary education; and the Philosophy or History of Education.
 - (b) Not less than five semester hours of practice teaching.
 - (c) Not less than six semester hours of graduate courses in Education.

C. The names of the major and minor teaching subjects shall be designated on the certificate.

D. The Secondary certificate shall be valid for four years and shall entitle the holder to teach in junior and senior high schools.

IV. SPECIAL

A. Special certificates shall be granted upon evidence of graduation from a regular four-year high school course, or the equivalent, and in addition thereto evidence of graduation from a regular four-year course in a special school, special department of a teachers college or university accredited by the Arizona State Board of Education.

B. Requirements include—

1. Not less than thirty semester hours, or the equivalent, in the special field for which certificate is granted.
2. Not less than eighteen semester hours in Education and Psychology appropriate to the field and including not less than five semester hours of practice teaching or approved experience, teaching preferably, in the special field for which certification is granted.
3. The name of the special field shall be designated on the face of this certificate. These fields are—
 - a. Agriculture
 - b. Art
 - c. Commerce (Business subjects)
 - d. Home Economics
 - e. Industrial Education (Manual Arts)
 - f. Music
 - g. Physical and Health Education
4. This certificate shall be valid for four years and shall entitle the holder to teach in grades 1 to 12 inclusive, but only the subjects designated on the face of this certificate.

V. ADMINISTRATIVE

A. Administrative certificates shall be granted upon evidence of—

1. A minimum of three years of successful teaching experience.
2. Eligibility of an Elementary or a Secondary certificate.
3. A minimum of fifteen semester hours in Education, in addition to and after securing the Baccalaureate degree, devoted to school organization, administration and supervision, selected as follows:

Required:

Ten (10) semester hours with at least one course in each of the following groups:

Group I

School Administration and Supervision. This may include any of the following elective courses: 11, 12, 16, 17, 18, 19, 20, 21.

Group II

*Statistics. This may include any of the following courses: 4, 9, 23.

Group III

Elementary or High School Curriculum, Organization and Functions. This may include any of the following elective courses: 7, 10, 13, 14.

Electives:

Five (5) semester hours selected from the following courses:

- **1. Arizona School System, Laws and Records
- **2. Philosophy of Education
- **3. History of Education
- **4. Tests and Measurements
 - 5. Mental Tests and Measurements
 - 6. Current Educational Problems
 - 7. Secondary Education
 - 8. School Finance
 - 9. Statistical Methods in Education
- 10. The elementary School
- 11. Elementary School Administration and Supervision
- 12. Supervision
- 13. The Junior High School
- 14. The High School
- 15. Extra-Curricular Activities in Junior and Senior High School
- 16. High School Administration and Supervision
- 17. City School Administration
- 18. Public School Administration
- 19. State School Administration
- 20. Rural School Administration
- 21. Personnel Problems in School Administration
- 22. School Surveys
- 23. Advanced Statistical Methods
- 24. Educational Research
- 25. Personnel Guidance
- 26. Vocational Education, Problems, Guidance
- 27. Visual Education
- 28. Character Education
- 29. Laboratory in Teaching
- 30. Educational Sociology

*Not required if applicant has this credit in undergraduate work.

**Required unless applicant has already had these courses in undergraduate work.

B. The Administrative certificate shall be valid for four years and shall entitle the holder to administer public education and engage in such school supervision as may be properly included in the duties of a superintendent or principal of a school, or supervisor of non-special instruction.

C. The name Administrative certificate shall be designated on the face of this certificate.

NOTE: The Administrative certificate shall be required of any administrator in charge of a school or school system with five or more teachers.

RENEWALS: Ten semester hours, or two years of successful teaching and five semester hours of credit, or for holders of a Master's degree, evidence of four consecutive years of successful teaching during the life of the certificate.

The Administrative Certificate shall become effective at once. All other certification requirements shall become effective for certificates granted on or after August 20, 1936. Teachers now holding valid certificates shall be given until July 1, 1946, to qualify under the new requirements.

Section A, 3, amended by the State Board of Education June 9, 1934.

STATISTICS

SUMMARY OF REGISTRATION, 1934-1935

College

Resident Students

Regular Session

	Freshmen	Sophomores	Juniors	Seniors	Specials	Total
Men	186	121	104	84	18	513
Women	175	97	142	89	28	531
Total	361	218	246	173	46	1044

Summer Session 1934

Men	.....	80
Women	.....	171
Total	.....	251

Evening Courses

Men	.....	9
Women	.....	39
Total	.....	48

Training Schools

Boys	.....	445
Girls	.....	421
Total	.....	866

Total Registration

In College	.....	1343
Counted twice	.....	60
Total different students	.....	1283
In Training Schools	.....	866
GRAND TOTAL	.....	2149

Summary of Graduates, 1935

Prior to 1935	.....	3812
Class of 1935		
Three Year Curriculum	.....	49
B. A. Degree	.....	148
		197
Counted twice	.....	2
		195
		195
		4007

GRADUATES, 1935

BACHELOR OF ARTS IN EDUCATION

January 25, 1935

Ada Mae McClure Bell
Anne Williamson-Browne
Betty Anne Coburn
Dorothy Evelyn Hendrickson
Thomas Burns Lillico

Beulah Hart Nation
Mary Vanderwalker Osburn
William Wallace Read, Jr.
Stanley L'Verne Schirmacher
Dora Theo Schut

May 28, 1935

Lessie Mae Amberson
Lulu May Appleby
John Lawrence Ashe
Robert William Ashe
William E. Baxter
Ettorina Bono
William T. Boyle
Donald Kenneth Brown
John Freeman Burke
Genevieve Adeline Burns
Helen Elizabeth Bush
Carey S. Bussell
James Swearingen Carter
Ann Cavness
Kenneth C. Chatwin
Gloria Charlyn Christy
Nettie D. Clark
Wade Winfield Clarke
Harry W. Coffey
Roy V. Colbert
Laura Isabel Collins
Rose Coury
James William Creasman
Walter J. Crichlow
Rodney B. Crockett
Frances Elizabeth Cunningham
Arthur Raymond Curry
Allen Breen Cutter
Harold D. Cypert
Bonnie B. Davis
Elizabeth De Louis Davis
Mary Louise Deale
Suzanne Irene Doll
Marion G. Donaldson
Claude William Duvall
Richard Edward Finley
William Edward FitzSimons
Beatrice Felton Folsom
Laurel Marie Francois
Vomen Lindsey Frye
Pedro Canoy Generalao
Mary Madeline Giacomia
Florence Editha Gillett
Marie C. Graham
Harry B. Hansen
Jack E. Harelsion
Virginia M. Harris
Adalynlee Valerie Hibben
Frank Babbitt Horne
Vivian M. Ingersoll

Harold Bittel Johnson
Margaret Roxy Johnson
Lucy Eleanor Jones
Opal Charlotte Joyce
Virginia Lee Kirby
Katherine Raines Kitchel
Marian E. Krentz
Joel Edward Lewis
Don C. Lillywhite
Ralph Bernard Matthews
Edna Clarissa Mellor
Donald Franklin Menefee
Miriam Vedahar Miller
Ruth C. Miller
Mary Catherine Moore
John Randall O'Brien
William Thomas O'Brien, Jr.
Ida Frances Ojeda
Lyle Edward Osgood
Betty Frances Parker
Mary Julia Patch
John Rufus Patterson
Sophie Engelhart Peck
Ivern LaRue Pew
Wendell L. Pickens
Anna Lee Pierson
Royal Dean Pringle
Louise Genevieve Purcell
Melba Mildred Radanovich
John Marion Rayphole
Ruth Edna Ruppenthal
Margaret Sue Salmon
Gertrude Frances Sargent
Dorothy Bell Sawyer
Thelma Irene Saylor
Bertha Ruth Schlappbach
Ralph D. Shamhart
Albert B. Sieh
Henry Lybran Sisk
M. Gwendolyn Skillicorn
Marydea Thomas Stitt
Thomas H. Stowe
Harold G. Taylor
Nancy Cook Thatcher
William Roy Tribble
Lyle Eugene Trimble
Jane Lorraine Wallace
Dorothy Mae Warren
Maxine Margaret Wilcox
Harold R. Williams

August 31, 1935

William R. Ashurst
 Mary Jane Barney
 Robert Diet Blackman
 Irene Bracey
 Henry Franklin Bradford
 Joseph Leo Braun
~~Joseph Levi Bunch~~
 Mary Jane Cargill
 Marian Clifford
 Sara Elizabeth Cooley
 Jack Daley
 Charles Joe DeWitt
 Dorothea Emilynn Drake
 Joe Thomas Durand
 D. DeVar Felshaw
 Ruth Jane Folsom
 Leah Josephine Gorham
 Edith Gervaise Gray
 Maryann E. Green
 Catherine Beatrice Hamilton

Jennie Brown Holmes
~~Kathar Carrott Hutton~~
 Dora Kersey
 John Fredrick Knudsen
 Lulu Rumbaugh Kuhns
 Nadeen Elizabeth LeSueur
 Lyle L. Lusher
 Lawrence Thomas Magee
 Portia Morhouse
 Cyrus J. Morris
 Emma A. Morris
 Linwood Lee Noble
 William Gwinn Payne
 Nadine Pomeroy
 Mary B. Price
 Catherine Peterson Rye
 Thelma May Stegall
 John Hinson Thomas
 Anna Blanche Turnbow

See Register of Graduates

THREE YEAR DIPLOMA

January 25, 1935

Laura Isabel Collins

Inez Jones Gomez

Ruth LaNelle Niccum

May 28, 1935

Virginia Lee Austin
 Sidney B. Anderson
 Donald Kenneth Brown
 Georgia Marion Brown
 Mildred McKenzie Donham
 Delle M. Durkin
 Roberta Farmer
 Ethel Aidanita Buck Finley
 Imogene Marie Foree
 Bobby Hamilton
 George Henry Hearn
 Elton Harper
 Annette Harrell Hibben
 G. Wynette Hoover
 Ruth Kathryn Huntington
 Cora Jenkin

Gladys Faye Krepela
 Annie S. Landrum
 Edna McBride
 Blanche Frederica Parker
 Anna Priest
 Helen Doris Roach
 Mary F. Roberts
 Pauline H. Rountree
 Ellen Victoria Shanahan
 Edith Ann Steger
 Hope Catherine Thomas
 Arthur Stewart Wahl, Jr.
 Mabel Claire Warmington
 Maurice C. Williams
 Willard Woodman Witham
 Dorothy Virginia Workman

August 31, 1935

Fay Billingsley
 Lettie Tevis Edwards
 Marion J. Gannon
 Henrietta Grant
 Alda J. Griffin
 Lyle Hanna
 Eldon Henry Harris

Mary Evelyn Hopkins
 Louis F. Joslin
 Orlando Bryce Merrill
 Horace Montierth
 Muriel Marie Stoker
 Ada Helen Sutter
 Martha Wilma Underwood

HONORS

Bachelor of Arts in Education With High Distinction

Mary Jane Cargill	Lulu Rumbaugh Kuhns
Mary B. Price	William Gwynn Payne

With Distinction

Vivian M. Ingersoll	John Marion Rayphole
James William Creasman	Jack E. Harelson
Betty Frances Parker	John Fredrick Knudsen
Wade Winfield Clarke	Sophie Engelhart Peck
Louise Genevieve Purcell	Gloria Charlyn Christy
William Edward FitzSimons	Nancy Cook Thatcher
Marie C. Graham	Ettorina Bono
Margaret Roxy Johnson	John Freeman Burke
Ruth Edna Ruppenthal	Robert William Ashe

KAPPA DELTA PI AWARD

Jack E. Harelson

JUNIOR HONORS

Moeur Medal
Virginia Lee Austin

Moeur Pin
Annie S. Landrum

INDEX

Absence from classes, Penalty for.....	47
Absence, How excused.....	47
Accreditation of the College.....	13
Administration, Officers of.....	8
Administration of the College.....	43
Admission to the College.....	64
Admission, Time of.....	67
Admission of experienced teachers.....	65
Admission of students from junior colleges.....	66
Advanced standing.....	65
Agricultural courses.....	155-158
Alumni Association.....	23
Alumni Association, Officers of.....	7
American Association, Membership in.....	13
Anatomy.....	161
Application for graduation, when made.....	49
Art courses.....	80-86
Assistance for worthy students.....	42
Athletic competitions, Eligibility for.....	46
Athletic Conference, Border.....	46, 54, 144
Athletics.....	46, 53, 144
Attendance, regulations concerning.....	47
Auditing courses.....	37, 44
Auditors must register.....	37, 44
Bacteriology.....	157
Band, Instruction in.....	56, 141
Biological science courses.....	154, 160, 161
Board and room in private homes.....	40, 51
Board and room, Fee for.....	38
Board only fee.....	40
Bookstore, The College.....	20, 37
Border Athletic Conference.....	46, 54, 144
Botany, Courses in.....	154, 160
Buildings, College.....	19
Calendar, 1935-1936.....	4
Campfire leadership, Course in.....	150
Campus, The College.....	18
Certification of teachers, New requirements for.....	68, 74, 181
Certification, Old requirements for.....	68, 74
Certification Rules of State Board.....	181-183
Change of study program, Fee for.....	40
Chemistry, Courses in.....	167-169
Classification of students by years and by credits.....	70
Clearance required, Financial.....	49
Coaching courses.....	148-149
College aptitude test.....	64
COLLEGIAN, The.....	56
Commencement exercises, Attendance required at.....	49
Commerce courses.....	88-92
Constitutions, Courses in the.....	178
Constitution examinations required.....	78, 178
Core curriculum.....	72-74
Correspondence courses.....	27
Correspondence courses, Amount of credit accepted for.....	27, 44
Courses offered, Description of.....	80
Courses, System of numbering.....	80
Credits.....	43
Credit, Unit of.....	43, 80
Curricula and credentials.....	68
Curriculum, Core.....	72-74
Curriculum, Standard.....	73
Curricula, Preprofessional.....	79
Curriculum, Presecondary.....	76
Curriculum, Three year.....	77-78
Cutting classes, Penalty for.....	47

Degree of Bachelor of Arts in Education	15, 73, 77
Deposits required	39
Dining hall	20
Directed teaching	13, 33, 34, 43, 65, 72, 93, 94, 95, 98, 99
Directory, Official	7
Disqualification for deficiency in scholarship	46
Dormitories	21, 22, 50, 51
Dormitories for men	51
Dormitories for women	50
Dormitory deposit	39
Dormitory fees	33
Dormitory room reservation	39
Dormitory students, Personal equipment for	51
Dramatics	55
Dropping courses, Procedure for	45
Economics, Courses in	179
Education, Courses in	93-99
Elementary Certificate	68, 74, 181
Eligibility for athletic competitions	46
Eligibility for society membership	46
Employment of students	42
Endowment fund for student aid	23, 42
English, Courses in	100, 107
Excess load	44
Expenses, Basic	37
Expenses, Summary of student	38
Experience in teaching, No college credit for	43
Experience in teaching, Recognition of	43, 65
Experienced teachers, Admission of	65
Extension courses, Amount of credit accepted for	27, 44
Extension courses offered by the College	26
Extra-curricular student activities	53
Faculty Personnel	9-12
Failure in scholarship	46
Fee for change of program	40
Fee for late registration	39
Fee for late transcript	39
Fee for reinstatement	40
Fee for single room in dormitory	40
Fee for special examination	40
Fee, Library	38
Fee, Registration	37
Fee, Tuition (non-resident)	37
Fees, Dormitory	38
Fees, Graduation	39
Fees, Laboratory	38
Financial clearance required	41, 49
Financial responsibility of students	41
Foreign languages, Courses in	128-132
French courses	131-132
Freshman registration	67
Freshman tests	64-65
Geography courses	162-165
Geology	165
German, Courses in	132
Glee clubs	55, 141
Government, Student participation in	53
Grading	45
Graduates of the College, Summary of	184
Graduates, 1935	185-186
Graduation, Application for	49
Graduation fees	39, 49
Graduation, Requirements for	43, 46, 68, 70
Graduation requirements, degree curriculum	43, 70
Gymnasium	21
Health examination	52, 64
Heating system	22
High school graduates, Admission of	64
History courses	172-180
History of the College	14

Home economics courses	108-111
Home economics, Four year curriculum in	109
Honor graduates, 1935	187
Honor point system (credit for quality)	45
Honor societies	58, 59
Index of scholarship	46
Industrial arts courses	112-127
Industrial arts, Special curricula in	112-114
Infirmary	20, 52
Information, General	23
Junior colleges, Admission of students from	66
Kindergarten-primary courses	98-99
Kindergarten-primary, Four year curriculum in	94
Laboratory fees	38
Languages, Foreign	128-132
Late class card, Fee for	40
Late registration fee	39, 67
Late transcript fee	39
Lectures and entertainments	28
Library, Children's	36
Library fee	38
Library, General	35, 36
Library, Training school	36
Library rules	36
Literary societies	59
Living arrangements for students	50
Load, Student study	44
Loan funds	42
Location of the College	17
Lower and upper division	70
Major defined	69
Marking system	45
Mathematics courses	133-136
Matthews Library	21, 35
Mature students, Admission of	65
Meal tickets	40
Meals for guests	40
Medical care of students	52
Minor defined	69
Musical activities	55
Music courses	137-143
Music, Instrumental	140, 141, 143
Music, Piano	140, 143
Non-resident tuition fee	37
North Central Association, Membership in	13
Off-campus housing	40, 51
Officers of administration	8
Official directory	7
Organizations, Student	58
Orchestra	55, 141, 142
Papago Park	17
Participation in government, Student	53
Physical education courses	144-150
Physical education equipment, Individual	33
Physical examination	52, 64
Physics courses	169-171
Physiology, Human	160
Physiology, Plant	161
Piano, Instruction in	140-143
Placement of graduates in teaching positions	29
Practice teaching	34, 43, 65, 72, 93, 94, 98, 99
Preprofessional curricula	79
Presecondary curriculum	76
Private homes, Board and room in	46
Prizes for scholarship	29
Program, Normal student	44

Psychology courses	151-152
Publications, Student	56
Purpose of the College	13
Refund of fees	41
Registration	67
Registration fee	37
Registration statistics	134
Reinstatement after prolonged absence	40, 48
Reinstatement, Fee for	40
Religious organizations	63
Reports of scholarship	45
Reservation of dormitory room, Deposit for	39
Residence requirement for graduation	70
Responsibility of students, Financial	41
Rural education, Major in	35
Rural training schools	35
SAHUARO, student annual	57
Scholarship index	46
Scholarship requirements	46, 48
Scholarships	23, 28
Scholarship, Unsatisfactory	46
Science courses	153-171
Scout leadership courses	149, 150
Secondary certification	68, 74, 181
Semester hour unit defined	43, 80
Setting, The College	17
Single room, Fee for	40
Social organizations	61
Social studies, Courses in	172-180
Societies, Student	58
Spanish courses	130-131
Special certificates	68, 182
Speech, Courses in	103
Statistics, Registration	184
Student life	50
Summary of registration, 1934-1935	184
Summer session	31
Teaching experience, Recognition of	43, 65
Teaching, Directed	34, 43, 65, 72, 93, 94, 98, 99
Test, College aptitude	64
Tests, Freshman	64, 65
Textbooks, where procured	37
Three year curriculum	77
Time of admission to the College	67
Training schools	20, 33
Transcript of high school record required	39, 67
Transcript of record, Fee for official	40
Tuition fee, Non-resident	37
Unexplained absences. Penalty for	47
Unit of credit defined	43, 80
Unsatisfactory scholarship	46
Upper and lower division defined	70
Women's halls, Council of	53
Zoology courses	160