

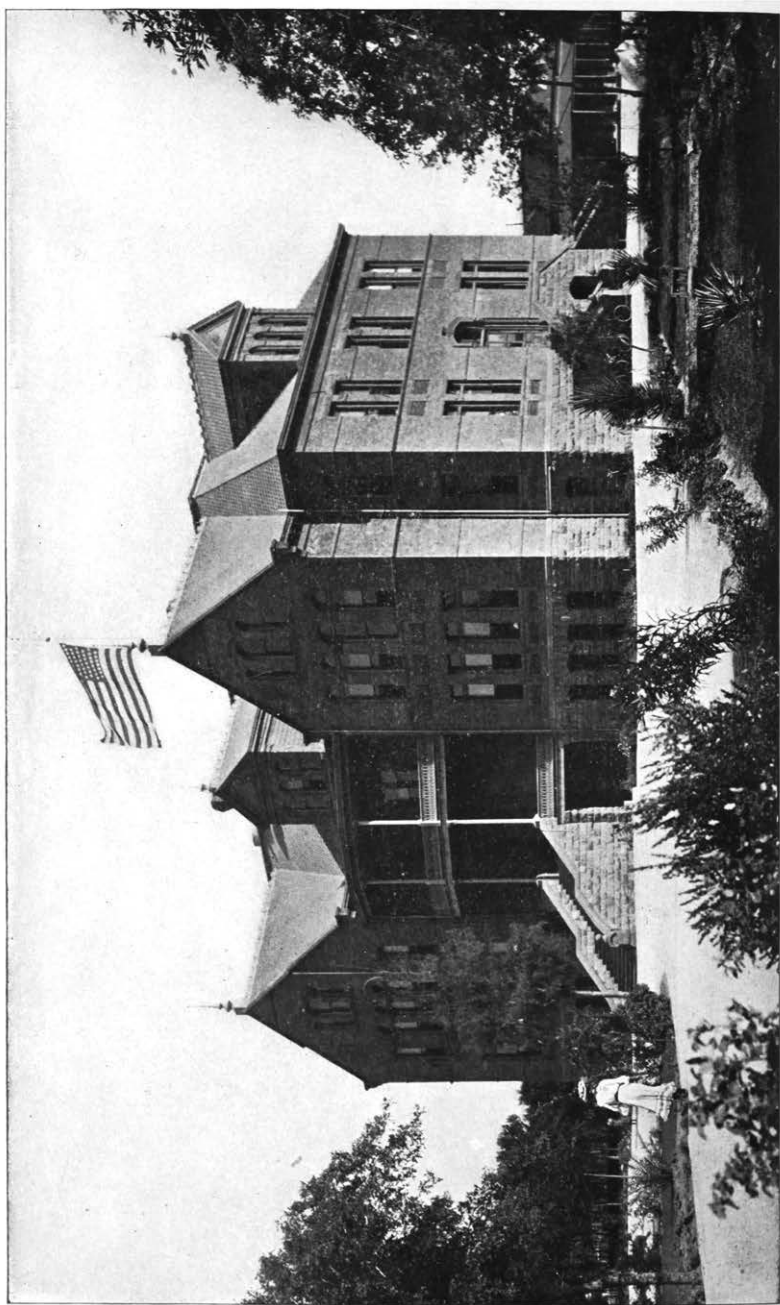
A N N U A L
C A T A L O G U E

The Tempe Normal School
of Arizona

A T T E M P E



1903 :: 1904



TEMPE NORMAL SCHOOL OF ARIZONA

EIGHTEENTH
ANNUAL CATALOGUE

OF

The
Tempe Normal School
of Arizona

AT TEMPE, ARIZONA

For the School Year 1902-1903

with

Announcements for 1903-4

1903

PRESS OF THE H. H. MCNEIL CO.
PHOENIX, ARIZONA

CALENDAR FOR 1903-4.

1903.

First Semester begins	August 31
Entrance Examinations and Classification,	August 31, September 1, 2
First Quarter ends	November 6
Second Quarter begins	November 9
Thanksgiving Recess,	November 26, 27
Holiday Vacation begins	December 19
Holiday Vacation ends	December 27

1904.

First Semester ends	January 22
Second Semester begins	January 25
Entrance Examinations and Classification,	January 25, 26
Washington's Birthday	February 22
Third Quarter ends	April 1
Fourth Quarter begins	April 4
Memorial Day,	May 30
Examinations and Commencement Exercises,	June 6-10

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FACULTY 1903-4.

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W. J. ANDERSON, B. S.,
ART DEPARTMENT AND BOOK-KEEPING.

EUDORA MATHER, Principal of Training School,
METHODS.

KATHRYN DALY, A. B.,
LITERATURE AND ELOCUTION.

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J. L. JOHNSTON,
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ENGLISH AND PHYSICAL CULTURE.

WM. H. LEE,
LATIN AND GEOGRAPHY.

GEORGE M. FRIZZELL,
ALGEBRA AND ARITHMETIC.

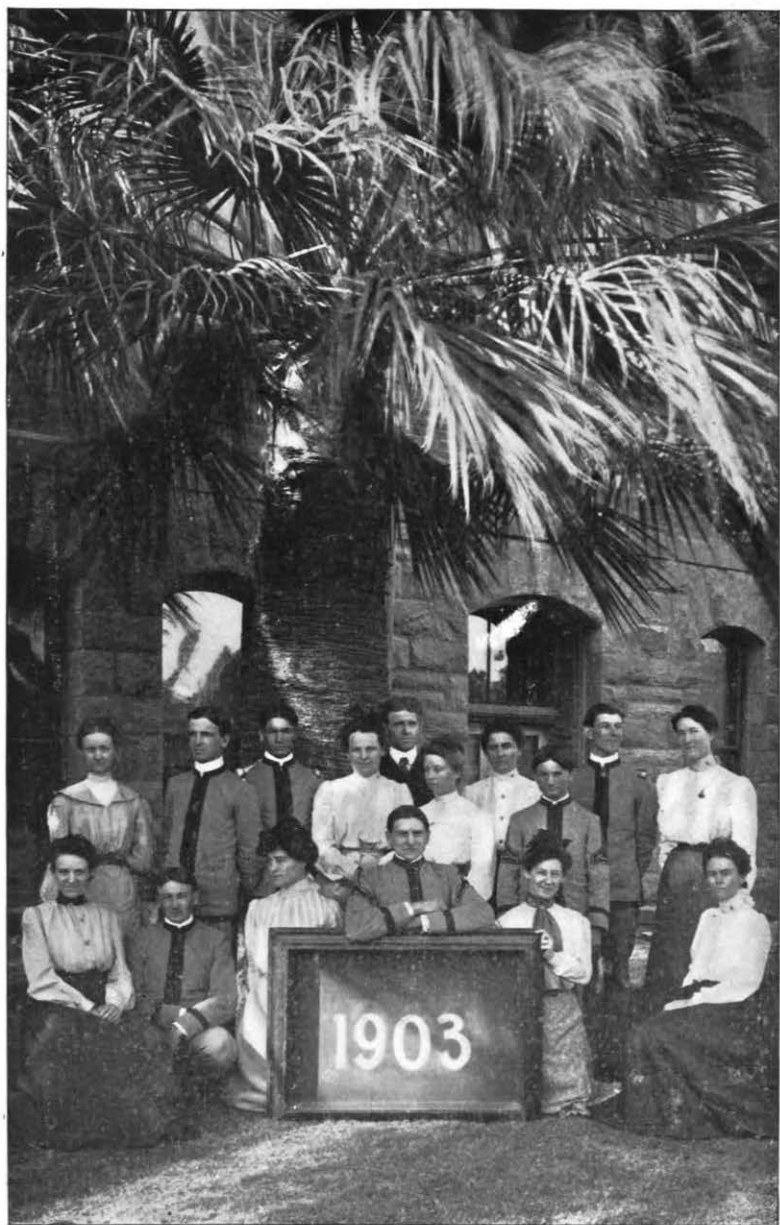
MARY E. McNULTY,
ASSISTANT IN TRAINING SCHOOL.

CARRIE Y. SLATER, - P^o 27
LIBRARIAN AND STENOGRAPHER.

ELLA A. ECKERMAN, - P. 97
PRECEPTRESS.

GEO. W. WILSON,
SUPERINTENDENT OF BUILDINGS.

HARRY WALKER,
SUPERINTENDENT OF GROUNDS.



CLASS OF 1903

The Normal School of Arizona, Tempe.

GENERAL INFORMATION.

LOCATION.

The Normal School of Arizona owes its existence to an Act of the Territorial Legislature, approved March 10, 1885. It is located at Tempe, a city of 1200 inhabitants, nine miles from Phoenix, the capital of the Territory. It has railroad connections with the Southern Pacific and the Santa Fe systems by the Maricopa and Phoenix and Salt River Valley R. R., and the Phoenix and Eastern.

The climate during the whole school year is delightful. The school is located in the midst of an intelligent and moral community, engaged in farming and fruit raising. The buildings are of the latest design, provided with all the modern conveniences, well adapted to school purposes and pleasantly situated. Six church societies hold services in this city.

DESIGN.

The legislative enactment which established this Normal School (Chap. III, Par. 2515, Sec. I, Code of Arizona) provides that instruction shall be given in the "art of teaching," and also "in all the various branches that pertain to a good common school education;" also, "in the fundamental laws of the United States and in what regards the rights and duties of citizens." An examination of the present course of study will show that the legislative intent has been carefully observed.

BUILDINGS.

NORMAL BUILDING.

The New Normal School building was erected in 1894. It is a commodious structure, 136 feet long, 80 feet wide, and three stories high; the lower story is of brown sandstone, the other two of red pressed brick with sandstone trimmings. This edifice is beautiful in architectural design, convenient in arrangement, and substantial in construction.

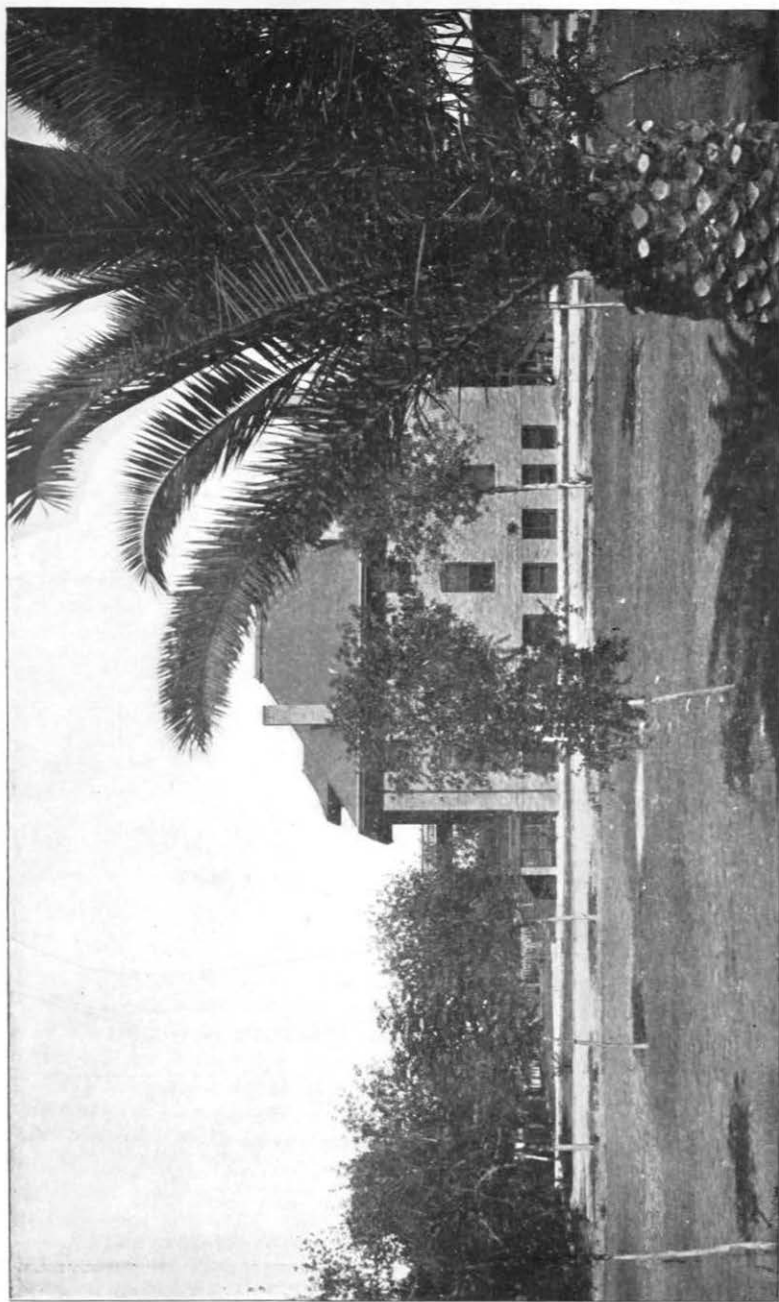
MODEL SCHOOL.

The building first used for school purposes was erected in 1886, is a one-story brick structure, 70 feet long and 60 feet wide, with a broad veranda entirely surrounding it, and a ten-foot hall extending through it from north to south. The building has been remodeled and completely furnished for a training school. It contains an assembly-room, teachers' office and five class-rooms. ~~It is a perfect home as well as a model school for the pupils of the training department.~~

DORMITORIES.

The Board and Faculty have long recognized the desirability of providing the young women of the school, especially those who come from a distance, with suitable dormitory accommodations. On presenting the case to the Twenty-first Legislature, that body, by a unanimous vote, approved by the Governor of the Territory, imposed a tax for the purpose which became available during the year 1902. A model dormitory was erected on the campus with accommodations for twenty-five young women. The building is of brick, conveniently arranged and equipped with running water, electric light and furnace heat throughout. Baths are provided on both floors, and the rooms are completely and comfortably furnished. The kitchen is fitted in a thoroughly modern fashion and is in charge of an experienced cook. The dining room will accommodate fifty at table, and the table service is neat and attractive. A high-grade piano, which adorns the reception room, is at the disposal of the dormitory students. The dormitory is under the supervision of an experienced preceptress, and is in all respects a model home. The entire expense per month for dormitory accommodations and privileges, including board, is but \$15.00 for each occupant.

This building was opened in October, 1902, and has, by its complete success in every particular, fully demonstrated its importance and the wisdom of the Legislature in providing for it. However, before the building was opened it was apparent to all that it lacked in one particular, namely, size. It was found that the number of applicants for accommodations was far in excess of the number of rooms. The matter was therefore taken before the Twenty-second Legislature, who promptly set aside a sum for the construction of a second building for the accommodation of young women. The appropriation being immediately available, construction was begun at once, and as this catalogue goes to press the building is already nearing completion and will be ready for occupancy at the beginning of the school year in September. This building, which is located on the southwest corner of the campus, conveniently near the school buildings, will furnish rooms for seventy young ladies, and will be equipped in the same thorough fashion as the present one. Each room is provided with two wardrobe closets, and with city hydrant water, electric light and furnace heat. The furnishings of each room will include study table, chairs, dresser, two single beds with bedding, blankets and linen, so that the student is not expected to provide anything in this line. There will be ample, well lighted hallways, two large parlors and a comfortable sitting room. Both floors will be provided with baths having hot and cold water. The kitchen will be thoroughly equipped and the table board will be of the same excellent character as that furnished in the present dormitory. The location of the building is all that can be desired either from a sanitary or an esthetic standpoint. Facing the west, it commands an unobstructed view over green fields bordered with trees, to the Maricopa and Estrella mountains in the distance. The water supply is from the Tempe City Water



DORMITORY BUILDING

Works, and is pumped from deep wells, thus being free from any possibility of contamination, and a chemical examination has shown it to be of superior quality for all purposes.

Applications for room and board should be sent to the principal as soon as possible, since many of the rooms are already engaged, and applications will be considered in the order in which received.

The rates for dormitory accommodations are as follows:

Board and room, per month.....	\$15 00
Board for students not living in dormitory, per month.....	15 00
Ticket good for 90 meals.....	16 00

BOYS' DORMITORY.

Upon the completion of the new building in September, the present dormitory will be used for the accommodation of young men. The equipment, furnishings and rates will be the same as for the girls dormitory.

THE CAMPUS.

The Normal grounds, which cover an area of twenty acres, have recently been newly laid out by an experienced landscape gardener, at an expense of nearly \$2000. A fine system of graveled drives has been constructed and bordered with grass plats and lined with trees and shrubbery, the latter having been selected with a double purpose in view, that of beautifying the premises and at the same time furnishing illustrative material for the work in botany. Many species of palms, cypresses and other plants foreign to this region have been planted, and a tract has been reserved for the typical plants of the desert, including the cacti, of which a large number has been obtained. The campus includes a parade ground for military drill, a basket-ball ground and tennis courts, and plans are now under consideration for an athletic field, including a running track and a football ground. A space has been set aside for a garden, which is used in connection with the nature work in the training school.

DEPARTMENTS.

The school is organized in three divisions—the Normal, the Sub-Normal and the Training. The Sub-Normal course consists of one year, and only those are admitted to it who have done an amount of work equivalent to that taken in the first eight grades of the public schools. The Normal department consists of a four years' course, one-fourth of which is devoted to strictly professional instruction. The training department is an adjunct to the Normal proper, and is designed to give the members of the senior class actual practice in teaching.

ADMISSION.

1. THE SUB-NORMAL.

No one will be admitted to the Sub-Normal department who has not completed the first eight grades of the Territorial common school course.

2. THE NORMAL.

Candidates for admission to the Normal department will be required to pass an examination upon all the subjects in the Sub-Normal course. Certificates from an accredited school will be accepted in lieu of an examination.

3. ADVANCED STANDING.

Candidates for advanced standing in the Normal department must convince the faculty that their preparation for any particular subject has been sufficiently thorough to enable them to pursue it profitably. This preparation may be shown either by an examination, by class records in the Normal, or by the certificate of accredited schools.

4. TIME OF ADMISSION.

Students will find it greatly to their advantage to enter the Normal at the beginning of each semester; but they will be admitted at any time, subject to the above restriction.

GRADUATION.

In order to receive a diploma from this institution a student must have attained the age of eighteen years, must have satisfactorily completed *in this school* all the subjects in the professional department, and, in addition, the following academic studies: one semester each in mathematics, English, United States history and science. Upon all the other subjects of the course the student must have passed a satisfactory examination, to be conducted by one of the faculty; provided, however, that the certificates of accredited schools may be accepted in lieu of an examination. If it shall appear from the records of examinations and daily recitations that the applicant shall have completed the course of study as heretofore set forth, and if no other qualification be lacking, such applicant shall receive a diploma which will entitle the holder to teach a primary or grammar school in any county in the Territory during life.

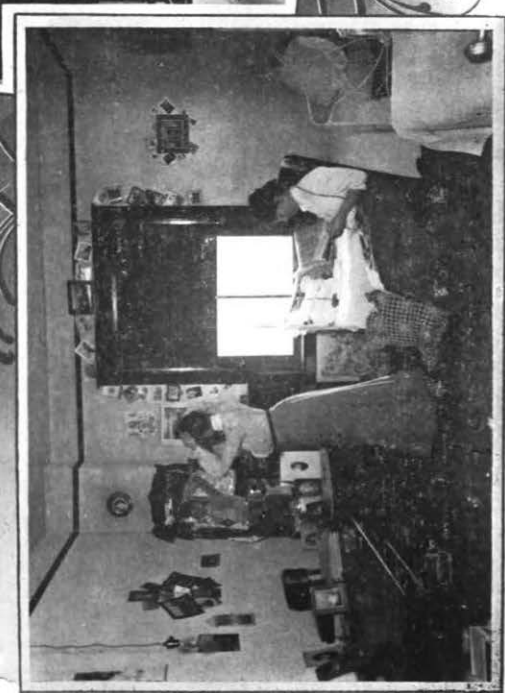
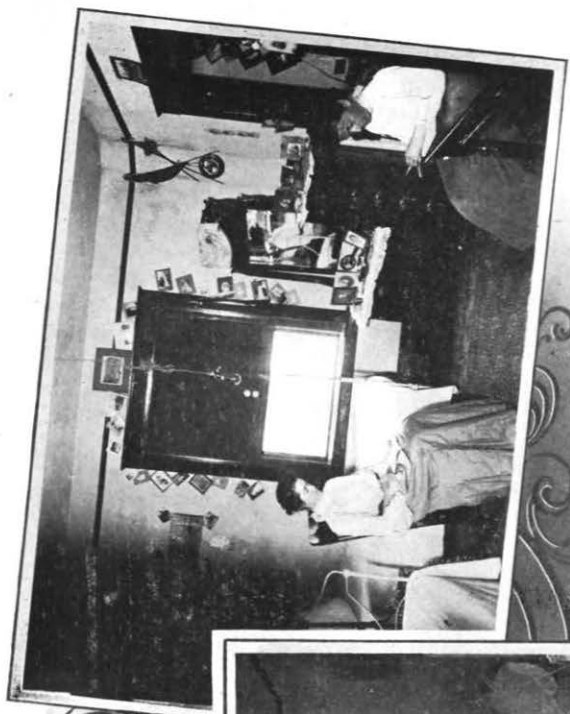
TUITION AND INCIDENTAL FEE.

The rates of tuition are as follows:

1. Those nominated by members of the Legislature are entitled to free tuition in the Sub-Normal department and in the Normal department, provided they pursue the regular course.

2. Tuition is also free to students in the Normal course who will sign a declaration of intention to teach in the public schools of Arizona after having completed the prescribed course of study in the Normal school. This obligation will have been considered to have been discharged when the length of time taught after graduation shall equal the number of months spent in the Normal.

3. All students not classified as above are charged a tuition fee of twenty dollars, payable quarterly in advance. This includes the incidental fee.



LADIES' ROOMS IN DORMITORY

4. All students entitled to free tuition, as above, are charged an annual registration fee of five dollars, payable upon entrance.

APPOINTMENTS.

The right to nominate a pupil biennially is secured to each member of the House and Council of the Legislative Assembly of Arizona, preference to be given for the space of sixty days next after the qualification of said member to pupils of the county from which said member is elected, after which time (no pupil accepting) he may nominate a pupil from any other county of this Territory. No tuition is charged regular students receiving the nomination, but each one pays an annual registration fee of \$5.00.

It is greatly desired that the members of the Legislature, respectively, appoint students to the Normal School, as authorized by law; and the County Superintendents and all others interested in supplying the schools of this Territory with well educated and properly trained teachers should recommend to this school persons who desire to become teachers and who give promise of usefulness in that profession.

EXPENSES.

Board can be obtained in good families at from \$15.00 to \$20.00 per month; in clubs for much less. By hiring rooms and doing their own cooking, the expense of living can be still further reduced. It should be borne in mind in this connection that fruit, garden vegetables and other supplies are cheaper in this vicinity than in any other part of the Territory. Little fuel is needed.

Rooms can be rented in private houses at a cost per student of from 75 cents to \$1.00 per week, provided that two persons occupy one room. For dormitory rates see heading "Dormitory."

The cost of books and stationery ranges from \$10.00 to \$15.00 a year. Examination paper, pens, ink and pencils are furnished to the students free of cost.

EXAMINATIONS AND REPORTS.

Students shall attend all required examinations of the year. A standing of seventy-five per cent constitutes a passing grade, but this grade shall be based upon class standing and examinations.

On the same basis, sixty-five to seventy-five per cent constitutes a conditional grade, and the student may be required to review the subject. A grade below sixty-five per cent is a failure, and the subject *must* be taken over again by the student.

The examinations shall be in writing, or partly written and partly oral, and shall be conducted by the instructor in charge. The examinations are held at irregular intervals, without notice to the students, and occupy only the recitation period.

Reports will be made at the end of each quarter to the parents and students, showing the standing in the subjects studied during the quar-

ter. An average of the standing for two quarters shall constitute the standing of the semester, and becomes a part of the student's record on the books of the institution.

GOVERNMENT.

The government of the school involves three elements:

1. It is wrong not to do right.
2. The culture of a high sense of personal honor.
3. The highest style of government is self-government.

Students who will not govern themselves cannot hope, as teachers, to govern others. Each pupil is put upon his honor.

The endeavor of the faculty is to enforce strict discipline in all departments of the school, the aim being to secure this by an appeal to the honor of the student; but in case of failure to secure the desired end in this way, the faculty will not hesitate to enforce prompt obedience to all rules and regulations. Those who do not conform cheerfully to all requirements will be permitted to withdraw or be dismissed from the school.

REGULATIONS.

Absence from any required exercise must be accounted for before a student can be permitted to enter a succeeding recitation.

Students will not be permitted to take work outside of their regular classes, or any study outside of its regular order, without the permission of the principal.

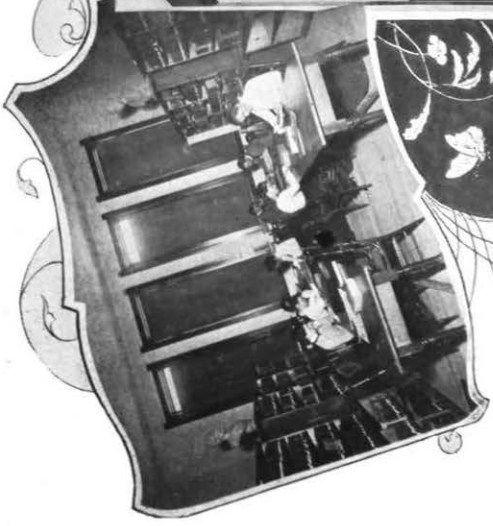
Students will not be excused from military drill or physical culture without a certificate from a physician stating that such exercise would be injurious to the health of the student.

The young men of the Normal are expected to provide themselves with the cadet uniform as soon as possible after entering the institution. The expense of the uniform is from \$13 to \$15.

Students will not be classified seniors who have to make up more than five hours' work per week in grades below the senior class, and in some cases, to be decided by the faculty, a student may be required to complete all of the work below the senior year before classifying as a senior.

THE LIBRARY.

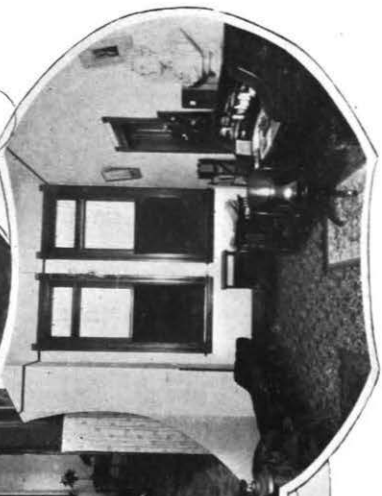
The school offers to students the advantages of a conveniently arranged and well-lighted library and reading-room on the first floor of the main building. The library already contains about 3000 carefully selected volumes, covering the fields of history, science, education, general literature and standard modern fiction. An order of about 1000 additional volumes is now being filled and will be placed upon the shelves before the opening of the next school year. There is a generous supply of encyclopedias and other general reference works. The professional and historical departments are especially well equipped, making it possible to conduct work on those lines on the seminary plan. The reading-



LIBRARY



LADIES' RECEPTION ROOM



PRINCIPAL'S OFFICE

room is fitted with serviceable tables, and is accessible during certain hours to all students. The tables are well supplied with the leading periodicals—literary, educational and scientific—and a card catalogue greatly enhances the value of the library.

LECTURES.

In addition to lectures given by the faculty, a series of entertainments of high order, mostly lectures, is arranged each year. They have been a source of great profit and pleasure to the student.

Several good lectures will be provided for the ensuing year.

The frequent appearance of prominent people upon the rostrum at the opening exercises, most of whom favor the students with short, eloquent and instructive addresses, is a pleasant feature of the school.

LITERARY SOCIETIES.

There are in the Normal three well organized and well conducted literary societies—the Alpha, Olympian and Philomathean. Every student of the institution is a member of one of them.

The regular meetings of the societies are held Friday afternoon from 3:30 to 4:30, and programs are prepared for public entertainment from time to time during the year.

The regular meetings are conducted according to parliamentary usages, and are designed to acquaint their members with the customs and practices of deliberate bodies, to give an impetus to literary investigation and to develop a talent for literary work, public speaking, and extemporaneous speaking. The members of the faculty are honorary members of all societies. The work of the students in these societies is considered a part of the regular work of the school.

In addition to these regular societies, the young men of the institution have organized a society for the special purpose of practice in debate. This society is known as the Athenian Debating Club, and meets in the Normal building each Thursday evening.

THE MUSEUM.

The supply of illustrative material includes a collection of fossil forms, a collection of minerals and a beginning of a series of the native woods of Arizona. A working collection of marine forms has recently been obtained from the biological station at Wood's Holl, Massachusetts. There is a rapidly growing herbarium of native plants for comparison and illustration. Additions to the collections have been received during the past year from the following: Jones and Matley, Dr. W. G. DeVore, Jno. Carroll, A. J. Matthews, Miss Blanche Bailes, Mrs. Juan Acedo, Mrs. J. D. Pritchett, Jno. Cave, Miss Cosner, T. L. Schultz, Jas. Goodwin, F. G. Dykes, Tempe; S. A. Windsor, Prescott; Walter Hawes, Buckeye; R. G. Cartwright, San Diego; W. R. Price, Phoenix.

LABORATORIES.

The physical and chemical laboratory is equipped with suitable tables, with water supply and waste pipes, and lockers for individual

apparatus. The outfit of chemicals, glassware and apparatus is ample for a large class, each student being provided with the necessary apparatus for the series of experiments. The stock of physical apparatus, beside that necessary for lecture experiments and class demonstration, includes a sufficient number of duplicate sets to enable an entire division to work simultaneously at the same exercise, by this means effecting a great saving of time in the laboratory practice.

The biological laboratory is furnished with tables to accommodate a large class, and is supplied with dissecting microscopes, glassware, dissecting instruments, etc. The stock of compound microscopes is yearly being increased, and there is an equipment of apparatus for the preparation of histological material.

PRIZES.

An arrangement has been made whereby the Normal School annually meets the University of Arizona in joint debate, each institution being represented by three students. A gold medal, to be awarded annually to the student presenting the best argument, has been given by Dr. Moeur, and this medal also becomes the property of the winner.

Other prizes will be given during each year to encourage oratorical work in the literary societies and to foster interest in inter-society debates.

The Athenian Debating Club offers three gold medals annually as prizes for excellence in essay, declamation, and oration. The medals will be competed for by the members of the regular literary societies during commencement week.

THE ALUMNI.

This association now numbers 178 members. It holds two regular meetings each year and an annual banquet the day after commencement.

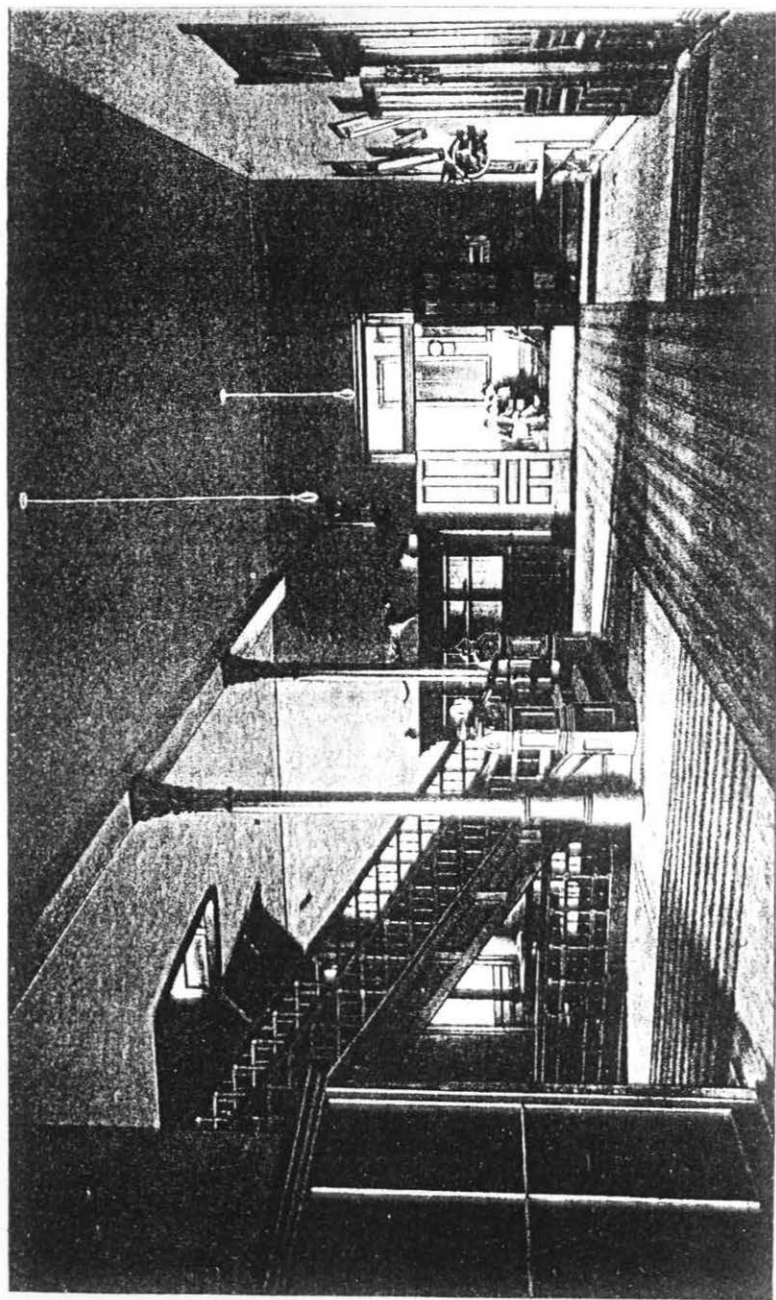
It is confidently believed that all graduates of this school will manifest a lively interest in its welfare. Their influence on the schools of the Territory is already plainly seen, and will doubtless increase. The faculty desires to be informed of the success of the graduates, and also to render them professional assistance as far as possible.

It is the desire of the principal to know the permanent address of each one who has been graduated from the Normal school. Any change in residence or occupation, if made known, will be properly recorded. A mistake of any kind will be cheerfully corrected as soon as attention is called to it.

TEACHERS' BUREAU.

The faculty do not wish to be understood as agreeing to furnish employment for their students upon graduation, but feel warranted in saying that they have many opportunities of recommending teachers to good positions, and they are pleased to do so, thereby rendering a service mutually helpful to their students and to school officers.

The principal of this school, when requested, will take pleasure in



HALL IN MAIN BUILDING

furnishing to school officers accurate information in regard to the fitness of students and alumni of this school to teach; also, when desired, will put them in communication with teachers seeking employment. In order to be able intelligently to recommend a teacher to a position, it is necessary that the principal be in possession of a full, detailed statement of the requirements of that position and of its surroundings.

CORRESPONDENCE.

All correspondence in regard to the management of the school, expense of living, conditions, of admission, etc., and all applications for catalogues and announcements, should be addressed to the principal of the Normal School of Arizona, Tempe, Arizona.

Those who contemplate attending a Normal School would do well to write us. Do not hesitate to ask questions concerning the school; we like to answer them. When you have decided to attend our school, let us know how you want to board, and whether you wish us to make arrangements. Let us know upon what train you will arrive, and we will meet you at the depot. If you do not know upon what train you will come, and arrive in town between the hours of 8 A. M. and 4 P. M., come to the school building.

VISITORS.

Visitors are made welcome at all times. Teachers and educators are especially invited.

We are also pleased to see patrons of the school, and are glad to have visitors at our morning exercises, which commence at 9 o'clock.

The school belongs to the Territory. Show your interest in it by paying it an occasional visit.

RATES ON RAILROADS.

Half rates are allowed by all of the railroads of the Territory to students on their way to and from the Normal, but in order to secure the rates students must apply to the principal of the school in time for him to make the necessary arrangements with the railroad companies.

COURSES OF STUDY.

ENGLISH COURSES.

Sub-Normal.

FIRST SEMESTER.	Wk.	Rec.	SECOND SEMESTER.	Wk.	Rec.
Arithmetic.....	20	5	Arithmetic.....	20	5
U. S. History and Civics..	20	5	Geography.....	20	5
Grammar and Composi- tion.....	20	5	Grammar and Composi- tion.....	20	5
Reading and Elocution....	20	5	Reading and Elocution....	20	5
Spelling and Word Analy- sis.....	20	2	Spelling and Word Analy- sis.....	20	2

First Year.

FIRST SEMESTER.	Wk.	Rec.	SECOND SEMESTER.	Wk.	Rec.
Algebra.....	20	5	Algebra.....	20	5
Grammar and Composi- tion.....	20	5	Grammar and Composi- tion.....	20	5
Elocution.....	20	3	Elocution.....	20	3
Word Analysis.....	20	2	Word Analysis.....	20	2
Zoology..... (Field and Laboratory 5.)	20	5	Physiography..... (Field and Laboratory 5.)	20	5
Vocal Music.....	20	2	Music.....	20	2

Second Year.

FIRST SEMESTER.	Wk.	Rec.	SECOND SEMESTER.	Wk.	Rec.
Algebra.....	20	5	Arithmetic.....	20	5
Ancient History.....	20	5	Mediæval and Modern History.....	20	5
Rhetoric and Composition	20	5	Rhetoric and Composition	20	5
Physiology..... (Laboratory 3.)	20	5	Botany..... (Field and Laboratory 5.)	20	5
Drawing.....	20	2	Drawing.....	20	2
Music.....	20	2	Music.....	20	2

4 1/2

5

Junior Year.

FIRST SEMESTER.	Wk.	Rec.	SECOND SEMESTER.	Wk.	Rec.
Geometry.....	20	5	Geometry.....	20	5
Science of Government.....	20	2	United States History.....	20	5
Grammatical Analysis.....	20	4	Pedagogy.....	20	5
Psychology.....	20	5	Chemistry.....	20	5
Physics.....	20	5	(Laboratory 5.)		
(Laboratory 5.)			Drawing.....	20	2
Drawing.....	20	2	Music.....	20	2
Music.....	20	2	Observat'n in Tr'ing Sch'l	10	1

Senior Year.

FIRST SEMESTER.	Wk.	Rec.	SECOND SEMESTER.	Wk.	Rec.
Practice Teaching.....	18	5	Practice Teaching.....	18	5
Psychology and Logic.....	20	5	History of Education and		
English and American			Ethics.....	20	1
Literature.....	20	5	English and American		
Book-keeping and Com-			Literature.....	20	5
mmercial Law.....	20	5	School Law and School		
Methods:.....	20	5	Economy.....	10	2
{ Reading,			Drawing.....	20	1
{ Orthography,			Methods:.....	20	5
{ Grammar,			{ Mathematics,		
{ History,			{ Nature's Lessons,		
{ Geography. }			{ Drawing and Penmanship, }		

LATIN COURSE.

First Year.

Same as English.

Second Year.

FIRST SEMESTER.	Wk.	Rec.	SECOND SEMESTER.	Wk.	Rec.
Algebra.....	20	5	Arithmetic.....	20	5
General History.....	20	5	General History.....	20	5
Rhetoric and Composition	20	5	Botany.....	20	5
Latin.....	20	5	(Laboratory and Field 5.)		
Drawing.....	20	2	Latin.....	20	5
Music.....	20	2	Drawing.....	20	2
			Music.....	20	2

Junior Year.

FIRST SEMESTER.	Wk.	Rec.	SECOND SEMESTER.	Wk.	Rec.
Geometry	20	5	Geometry	20	5
Science of Government..... (Seminary.)	20	2	United States History.....	20	5
Latin.....	20	5	Latin.....	20	5
Psychology	20	5	Pedagogy.....	20	5
Physics..... (Laboratory 5.)	20	5	Drawing.....	20	2
Drawing.....	20	2	Music.....	20	2
Music.....	20	2	Observation in Training School.....	10	1

Senior Year.

FIRST SEMESTER.	Wk.	Rec.	SECOND SEMESTER.	Wk.	Rec.
Practice Teaching.....	18	5	Practice Teaching.....	18	5
English and American Literature and Master- pieces.....	20	5	English and American Literature and Master- pieces.....	20	5
Methods:.....	20	5	School Law and School Economy.....	10	3
{ Reading, { Orthography, { Grammar, { History, { Geography. }			Methods:.....	20	5
Advanced Psychology and Logic.....	20	5	{ Mathematics, { Nature Lessons, { Drawing and Penmanship. }		
Latin.....	20	5	Latin.....	20	5
			Drawing.....	20	1

Analysis of Course of Study.

DEPARTMENT OF ENGLISH.

AIM.

The general aim in the instruction in English is to secure accuracy and facility in the expression of thought. It is of fundamental importance that those who are to teach others the correct use of English should themselves have acquired sufficient skill to enable them to set the example. And this skill applies not only to spoken language, but to written discourse as well. To be able to speak correctly one must be logical in his thoughts, skillful in his selection of words, correct in his pronunciation, grammatical in the construction of his sentences, and should possess a well-trained voice. To be able to write correctly one must have in addition a thorough knowledge of the forms of words, of their derivation, of their idiomatic use, and of those niceties of expression which add force and beauty to his composition. It is recognized that even a reasonable degree of perfection in all these respects cannot be attained except by constant drill, extending not over a single year but over a series of years; and while each particular division of this subject may emphasize some one phase of the work, yet the general aim is not lost sight of in the methods employed at any point in the course.

READING.

The course in elementary reading is carried through the Sub-Normal year. The aim of the course is to enable the students to read distinctly and intelligently. Pronunciation is made a subject of special attention and the principles of correct expression and phrasing are taught. During the second semester some time is given to memorizing and reciting simple selections.

The selections read are of a varied nature, so that the student will become familiar with the different methods of bringing out the meanings expressed in the work of the best writers. The selections, if found to be beyond the students' comprehension, are explained by the instructor in charge.

During 1902-3 the class read:

"The Lady of the Lake."

"Rip Van Winkle."

"The Vision of Sir Launfal."

Selections from "The Alhambra."

Selections from Longfellow and Whittier.

ELOCUTION.

The aim of the course in Elocution, or advanced reading, is to enable the students to express themselves intelligently, sympathetically,

and, above all, naturally. There is no attempt at so-called dramatic elocution. Correct methods of emphasizing and phrasing are considered. An attempt is made to make the students appreciate the literary value of the works studied and to express the thoughts of the writer in the best manner possible. Form and content alike receive attention, giving the course value not only as a means of language study, but serving also as an introduction to the study of literature.

The work in emphasis, expression, and phrasing, is based on the course outlined in Bell's Principles of Elocution.

Works used for class study:

Shakspeare—"Julius Caesar" and "Merchant of Venice."

Matthew Arnold—"Sohrab and Rustum."

Scott—"Marmion."

SPELLING AND WORD ANALYSIS.

The work in spelling and word analysis has been much enlarged during the past year. It now requires two hours a week during the Sub-Normal and the entire first year of the regular Normal course. Though the exercises and lessons vary from time to time as the wisdom and ingenuity of the teacher and the needs of the student may dictate, yet two ideas predominate. One is to learn to spell correctly on paper the more common English words. The other is to learn the derivation of words and then use them in such phrases and sentences as are most vitally related to the student's experience. Mere dictionary definitions are not accepted for the reason that students at this stage of advancement seldom understand those abstractions. Many of the words are obtained from the text-books in the different branches of study that are pursued simultaneously with this work. The teachers in the different departments also hand the teacher of spelling those words that are most frequently misspelled in the written work.

TEXT-BOOK.

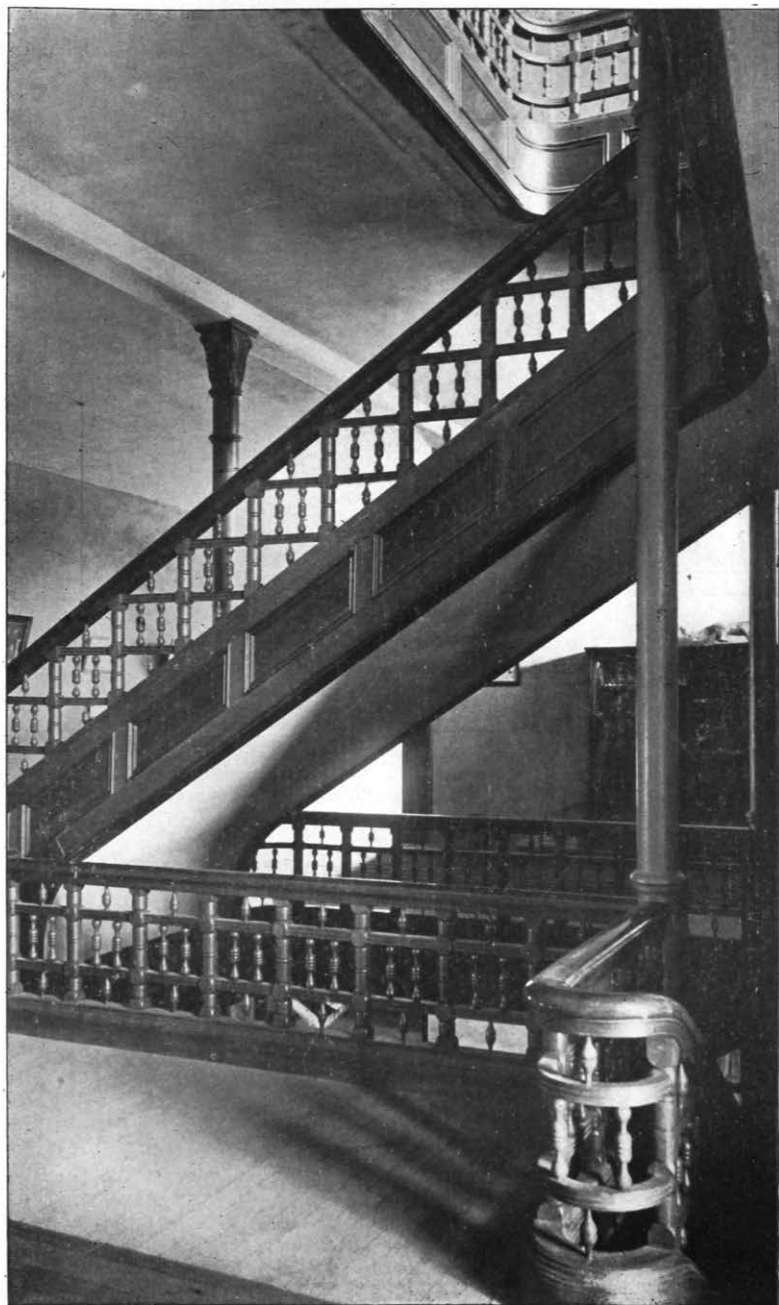
"New Word-Analysis," Swinton.

GRAMMAR.

The purpose of the work in grammar is to give the student a knowledge of the fundamental principles that make up the science of language, and to develop and cultivate in him the ability to apply those principles to the expression of original thought.

The work is pursued inductively, with the sentence as the basis. A thorough study is made of the sentence and of the nature and use of the various parts of speech. As the sentence is considered the most important element of the English language, sentences are examined as they have been constructed by reputable authors, with a view to determining the relation of their structure to the communication of thought.

Grammatical facts are presented simply and the student is led to assimilate them thoroughly. There is constant practice in oral and



STAIRWAY IN MAIN BUILDING

written discourse, with a special endeavor on the part of the teacher to increase the student's vocabulary.

TEXT-BOOK.

Whitney's Essentials of English Grammar.

REFERENCES.

Kimball's The English Sentence, Baskervill and Sewell's Grammar, Brown's Grammar of Grammars, California State Series Grammar.

COMPOSITION.

The importance of English composition as a means of developing, strengthening, and broadening the mind is recognized by all. From the study of composition the student is made to realize that his efficiency as a worker along any line depends upon his power to express his thoughts. Our purpose in this study is not so much to give information as to lead the student to the spontaneous expression of his ideas, observations and experiences.

The course includes both oral and written recitations. The oral work consists of lessons from the text-book and the discussion of such errors as the students have shown themselves most prone to commit. The written work includes a drill in the conventional form of letter-writing and a special study of the paragraph and its development into the theme. To cultivate observation, ease of expression and regular habits of work, many themes are given, advancing by easy steps from simple narration and description to exposition and the construction of argument.

A study of selected poems with the parallel study of poetic form and language constitutes an interesting part of the work.

TOPICS FOR DISCUSSION IN METHODS.

Language lessons—object of, time devoted to, kinds, material from nature, material from literature; lesson-giving—plans for, preparation for; use of pictures, connection of language lessons with primary reading; proper form of written work, its illustration, method of securing it; object of composition; awakening and sustaining interest; correcting errors; text-books, first use, manner of using; connection of composition with literature.

TEXT-BOOKS.

Scott and Denney's Composition, Maxwell and Smith's Writing in English, Gayley's Classic Myths.

REFERENCES.

Pearson's Principles of Composition, Buck and Woodbridge's Expository Writing, Gardner and Kittridge's Composition.

RHETORIC.

Rhetoric is the science which treats of those principles that underlie connected discourse. It is both an art and a science. Considered as an

art, its more elementary principles form the basis of composition; as a science, rhetoric seeks to classify and arrange the laws of discourse. The pupil is first assisted in finding a subject of thought, and is then shown how to accumulate, arrange and express the ideas connected with the theme. The learner is conducted, step by step, through the entire work of writing a composition, including the selection of a subject, the accumulation of materials, the arrangement of materials, the choice of words, the use of figures, the variation of expression, the preparation of the manuscript, the criticism of the complete production and the classification of it as a specific form of composition. The point of view kept in this branch throughout is that the study of rhetoric is the constructive study of literature, and the examples adduced at every point aim to show the usages of the best writers.

Masterpieces of literature are studied and criticised with reference to style. In this way the student becomes acquainted with the principles of discourse in a connected form, and is furnished a standard of excellence whereby he may criticise his own efforts.

TOPICS FOR DISCUSSION IN METHODS.

Relation of rhetoric to grammar, to literature; object of study of rhetoric; development of principles and formation of rules; application of principles; selection of illustration; correction of errors in style; use of text-books; supplementary work.

TEXT-BOOKS.

Waddy's Rhetoric, Palgrave's Golden Treasury of Songs and Lyrics.

REFERENCES.

Lockwood's Lessons in English, Genung's Practical Rhetoric, Burk's Figures of Rhetoric.

GRAMMATICAL ANALYSIS.

This course is given during the Junior year, and serves as a review of the work in grammar and rhetoric, and also as an introduction to the literature work of the Senior year. It is intended that the course shall be a thorough test of the student's knowledge of English grammar, and also teach him to apply the principles of grammar to the various forms of English composition.

ENGLISH AND AMERICAN LITERATURE.

This course constitutes the English work of the Senior year. A brief outline of the literary history of England and America is given. The sources of the literature and the reasons for the perfection of certain literary forms at different epochs are considered.

A number of English and American poems and prose pieces are studied with reference to form, grammatical and rhetorical construction, but the artistic significance of these works is considered of chief importance.

TEXT-BOOKS.

Brooke, English Literature; Matthews, Introduction to American Literature.

The works used for study in grammatical analysis and literature are chosen from the list of entrance requirements in the chief Western universities and will include the following:

"Silas Marner."

Macaulay—"Warren Hastings."

Burke on "Conciliation with the Colonies."

"King Lear."

Tennyson—"The Passing of Arthur."

Gray—"Elegy in a Country Churchyard."

Coleridge—"Rime of the Ancient Mariner."

Longfellow—"Courtship of Miles Standish."

Lowell—"The Vision of Sir Launfal."

The following is a partial list of reference works used:

Dowden—"Introduction to Shakespeare." Lang—"Tennyson."
Stedman—"Victorian Poets;" Stedman—"Poets of America;" Corson—"Aims of Literary Study;" Wendell—"A Literary History of America;" Morley—"Studies in Literature;" Saintsbury—"A Short History of English Literature;" Saintsbury—"A History of Nineteenth Century Literature."

DEPARTMENT OF MATHEMATICS.

Mathematics always has formed, and always must form, an essential element in every course of study. It will hardly be disputed that those qualities of mind which contribute to success in any occupation are the alertness which enables one to take advantage of opportunities as they present themselves, the accuracy which prevents falling into error, and that consecutiveness of thought which enables us to see clearly from the beginning the end to be obtained, as well as the individual steps which render its attainment possible. But these qualities of mind are just the ones which mathematical processes, developed according to psychological laws, are best calculated to produce. It is our aim to so present each lesson in mathematics as to develop accuracy, rapidity and the power of logical analysis. While it is intended that the students shall be made familiar with all those topics in arithmetic, algebra and geometry usually taught in schools of this rank, nevertheless no more topics will be undertaken than can be thoroughly mastered. In all 800 recitations are devoted to this subject, 200 of which are in the Sub-Normal.

ARITHMETIC.

The knowledge to be gained from the study of Arithmetic has been classified into knowledge for use, for discipline, and as a foundation for future work. In the first year the aim is to ground the pupils thoroughly in principles of arithmetic as laid down in a good text-book.

The fundamental facts are reviewed and impressed upon the memory; clearness of statement, neatness and orderly arrangement in written work are insisted upon, and logical demonstrations are always required,

Fractions, percentage, measurements, both common and metric system, interest and discount, especially valuable for their use, will be emphasized during the first year. Supplementary work will be sought for in the various text-books and in original examples by the class. In the second year, after algebra has been completed, the subject is again resumed, algebraic principles are applied in the solution of examples, and both accuracy and rapidity of thought are cultivated by frequent drills in Stoddard's Mental Arithmetic.

TOPICS FOR DISCUSSION IN METHODS.

The child's first notion of number; the use of objects in teaching numbers, in the decimal system, and in developing the fundamental operations; relative relations of magnitude; the Grube method; analysis and synthesis; oral expressions of analysis; form and variety of written analysis; numbers for the first year; when text-books shall be first used; how text-books should be used; when fractions should be introduced; when concrete exercises should be superseded by abstract; correlation with other subjects; educational value; to what extent drill for rapidity is profitable; the logical and pedagogical order of presentation for each topic; when and how definitions and rules should be taught; arrangement of topics in text-books.

TEXT-BOOK.

White's advanced.

REFERENCES.

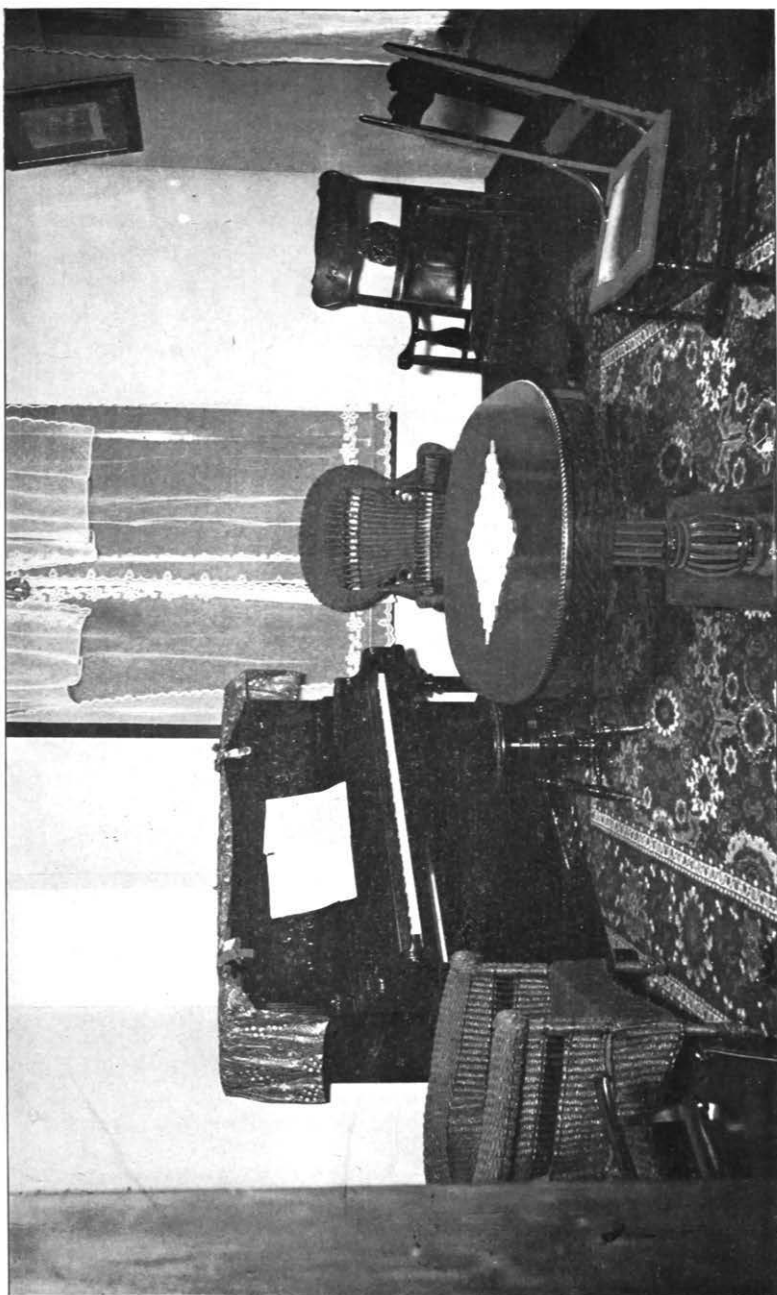
Robinson's Higher, Ray's Higher, Wentworth's Higher, Milne's Standard, Davies' University, Walsh.

ALGEBRA.

Following a plan similar to that taken in arithmetic, algebra is begun in the first year; the elementary processes are learned, and the equation is carefully studied to the end that it may become an instrument in the solution of examples in arithmetic. The distinction between an arithmetical and algebraical solution is pointed out, and a foundation is thus laid for a more extended study of both algebra and arithmetic. The algebra in the second year is mainly valuable for the ability which it develops to follow a connected chain of reasoning, and this purpose is there made prominent.

TOPICS FOR DISCUSSION IN METHODS.

Suitable illustrations of the significance and use of symbols of operation, of relations, of quantities, of axioms; apt illustrations of the meaning of the terms addition, subtraction, coefficient, exponent, and of all other technical terms used; geometric and graphic representation of the simpler expressions; concise and convenient forms for expressions



PARLOR IN DORMITORY

and relations; transformations of equations: formations of equations: expression of formulas in oral language; interpretation of results; utility and power of algebraic investigations.

TEXT-BOOK.

Wentworth's Complete.

REFERENCES.

Well's Essentials, Milne's High School, Jocalyn's Academic, Taylor's Elements, Fisher and Schwatt, Bowser's College.

GEOMETRY.

The course in geometry includes both concrete and demonstrative, the former being taught in connection with drawing. Demonstrative geometry will embrace both plane and solid. Size-relations will be considered, first by immediate comparison of magnitudes, and afterwards by means of their numerical measure. Abundant exercise in oral demonstration will be given to secure elegance and conciseness of expression, and when this art of rigorous demonstration shall have been acquired, the student will be required to devise his own solutions. In the second semester geometry is correlated with logic.

TOPICS FOR DISCUSSION IN METHODS.

Basis and value of geometrical investigation; illustration of logical and mathematical terms; of geometrical concepts; formation of them; forms of deductive reasonings; stages in a demonstration; practical application of principles demonstrated; value of the scolium; demonstration by superposition, by reduction *ad absurdum*, by theory of limits, by method of exhaustion; history of geometry.

TEXT-BOOK.

Wentworth's New Plane and Solid.

REFERENCES

Phillips and Fisher, Milne, Wells, Bowser, Shultze and Sevenoak, Hobbs.

DEPARTMENT OF SCIENCE.

The aim of the work in this department is not so much the collection of a large store of facts as the thorough training of the student in systematic methods of scientific study and the inculcation of habits of close and accurate observation, orderly thought and logical expression. The student is required to obtain a working knowledge of the fundamental principles of the sciences, and is led to recognize their practical application. The laboratory courses offered both in the physical and biological sciences afford abundant opportunity for acquiring facility in the manipulation of apparatus and in the handling of material. The instruction is chiefly academic, its application to nature work in the elementary schools being reserved for the practice department, where

each subject receives special attention. However, in selecting the exercises and in conducting the recitations, the attention of the future teacher is frequently directed to the availability in his chosen calling of the knowledge he is here acquiring. The laboratories for work in physics, chemistry and biology are commodious, well lighted and suitably equipped with apparatus of the latest design, new pieces being added from time to time as new discoveries in the scientific world and the progress of methods demand. There is a large and growing collection of material for illustration in biology and geology, which during the last year has been increased by many specimens, contributed by individuals. Such contributions are always acceptable, as by this means it is often possible to obtain valuable and useful material for illustration and study.*

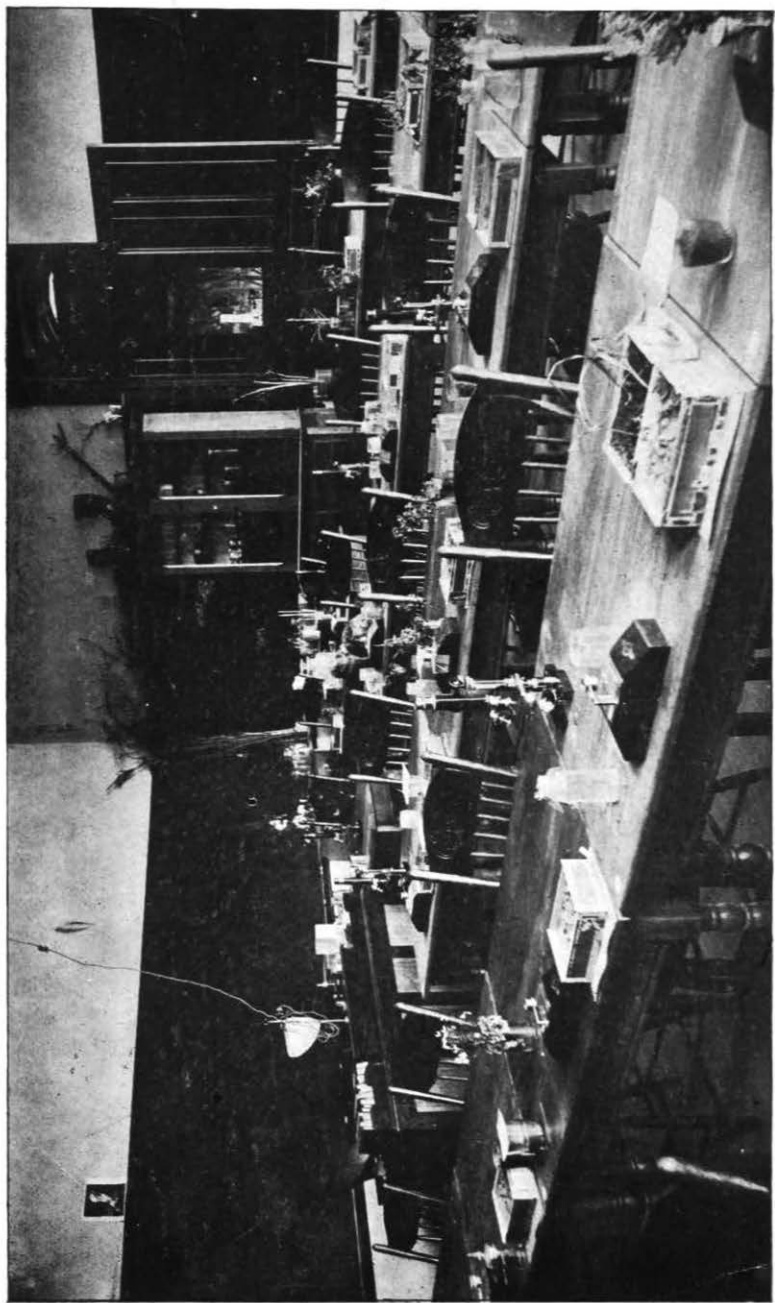
BOTANY.

Second Year; Second Semester; Twenty Weeks.

The study of botany is peculiarly adapted to cultivate the powers of observation, and to arouse an interest in and a love for the beauties of nature. For this reason a knowledge of plant life is especially valuable to the teacher, as furnishing a basis for attractive and interesting courses of nature study for all grades of the elementary schools. The underlying principles of vegetable anatomy and physiology are dealt with in as thorough a manner as practicable, but the fact is recognized that the life relations of plants are of more interest and importance to mankind in general. The student is, therefore, not allowed to restrict his horizon to the limits of the vegetable cell, but is led to study the relation of the plant to the conditions under which it lives, and to the effects of soil, climate and other factors of environment upon its form, structure and habits.

The work begins in the spring, with a laboratory study of the conditions affecting the germination and growth of the seed, followed by an investigation of the morphology, structure and functions of root, stem, leaf and flower. The subject of plant relations, to which the attention has heretofore frequently been called, is now treated more fully, and the course closes with a study of typical plants illustrating the leading types of vegetable life, thus giving the student an introduction to systematic botany. The entire course is illustrated by experiments performed by the individual student in the laboratory and by field trips at frequent intervals. Each student is required to keep a neat and systematic record of all his observations and investigations, and to illustrate the same by careful drawings and sketches. The laboratory is well supplied with dissecting microscopes and apparatus for the preparation and study of such material as is required in the course, and the student is constantly referred to standard works in the library.

*The value of specimens of all kinds is greatly enhanced by attaching to them a label bearing the date of collection, locality, name of donor, remarks as to scarcity, abundance, utility, etc.



BIOLOGICAL LABORATORY

The varied and interesting flora of the Salt River valley, and of the surrounding mountains, is amply sufficient to furnish abundant material and to arouse a desire for original research.

The Atlas system of separate leaf note-books is used in the laboratory work, and notes are required to be written at first hand in the laboratory.

No laboratory manual is used, the directions for the experimental work being placed on the blackboard or printed on the mimeograph. The students are required to purchase Coulter's "Plant Studies," to be used as a text and reference. The following are among the reference works to which the student has access in the library:

Strasburger, Noll, Schenck and Schimper—"Text-Book of Botany;" Strasburger—"Handbook of Practical Botany;" Sachs—"Lectures on the Physiology of Plants;" Ward—"Timber and Some of Its Diseases;" Warming—"Handbook of Systematic Botany;" Vanong—"The Teaching Botanist;" Apgar—"Trees of the Northern United States;" Bergen—"Foundations of Botany;" Macbride—"North American Slime Moulds;" Goodale—"Physiological Botany;" Gray—"School and Field Book of Botany;" Gray—"Synoptical Flora of North America;" Strasburger and Hillhouse—"Practical Botany;" Bessey—"Advanced Botany;" Atkinson—"Elementary Botany;" MacMillan—"Minnesota Plant Life;" Newell—"Reader in Botany;" Coulter—"Manual of Rocky Mountain Botany;" Vines—"Text-Book of Botany;" Goebel—"Outlines of Classification and Special Morphology of Plants;" MacDougal—"Plant Physiology;" Darwin and Acton—"Physiology of Plants."

TOPICS FOR DISCUSSION IN METHODS.

Definition of Nature study; relation to the other subjects of the course; Nature study as a basis for the school work—number work, language lessons, geography; formative value of lessons on plants; content value; awaking and sustaining interest; cultivation of power and habits of careful observation; development of aesthetic taste; sense of touch; sense of smell; harmony of color and of form; expression; modeling, drawing and painting; written work; grading of lessons; collection and preservation of material; aquaria for aquatic plants; window boxes; boxes for seeds; garden plats and their arrangement, assignment and care; relation of plants to each other; plant societies; sunlight and shade; temperature; water; soil; relation to animals; to man; weeds; useful plants; irrigation; acquaintance with plant material to be obtained at different seasons and in different parts of the Territory; arrangement of work with reference to the seasons; experimental work; construction of apparatus; suitable reference books; supplementary reading.

ZOOLOGY.

First Year; First Semester; Twenty Weeks.

This course consists of a laboratory study of types of the more important groups, supplemented by discussions of fundamental princi-

ples. Here, as in the botany work, the powers of observation are strengthened and habits of careful, systematic thought are developed.

The student is required to do a large amount of study out of doors, field trips by the class as a whole, or in groups, being an important feature. The student keeps a careful record of his laboratory work and of the supplementary lectures, illustrating his notes by drawing. The life relations of animals, as well as their structure and physiology, are studied, and attention is called to the progressive development of types leading up to an understanding of the theories of organic evolution.

Jordan and Kellogg's "Animal Life" is used as a text and reference in the class work, and the system of laboratory note taking is uniform with that used in the work in botany. In addition, a number of well selected reference works by standard authors are available in the library and the student is directed in their use. Among these are the following:

Boyer—"Laboratory Manual in Elementary Biology;" Kellogg—"Elements of Zoology;" Parker—"Elementary Biology;" Sedgwick—"Students' Text-Book of Zoology;" Packard—"Zoology;" Comstock—"Manual for the Study of Insects;" Jordan—"Manual of the Vertebrates of the Northern United States;" Ridgway—"Manual of North American Birds;" Chapman—"Bird Studies with a Camera;" Beddard—"Zoogeography;" Mivart—"Types of Animal Life;" Wallace—"Island Life;" Wallace—"Malay Archipelago" Dodge—"Elementary Practical Biology;" Huxley and Martin—"Practical Biology;" Darwin—"Formation of Vegetable Mould;" Huxley—"Study of Zoology;" Romanes—"Animal Intelligence;" Heilprin—"Distribution of Animals;" Orton—"Comparative Zoology;" White—"Natural History of Selborne;" Van Beneden—"Animal Parasites and Messmates;" Poulton—"Colors of Animals;" Semper—"Animal Life."

TOPICS FOR DISCUSSION IN METHODS

Devices for collecting and preserving insects, rearing larvæ, etc.; making and maintaining aquaria; relation of zoology to number work; relation of animals to man; useful animals; destructive animals; cruelty to animals; protection of animals against wanton destruction; graded nature lessons for elementary schools; work for different seasons; kind and amount of direction by teacher; use of text-books; reference books; collections of illustrative material.

PHYSIOLOGY.

Second Year; First Semester; Twenty Weeks.

The general ideas of life processes which the student has acquired in the course in zoology are here worked out in detail in their application to human physiology. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The entire course is illustrated by class experiments and by dissections performed upon small animals. The compound microscope and the solar projection microscope are used in demonstrating the minute details of structure,

a good series of histological slides being available for this purpose. An excellent human skeleton serves to illustrate the work in anatomy.

The class work is based upon Macy and Norris's *General Physiology*, which is used as a text. The following reference works are in the library:

Colton—"Physiology, Experimental and Descriptive;" Foster—"Text-Book of Physiology;" Wilder and Gage—"Anatomical Technology;" Keen—"Gray's Anatomy;" "American Text-Book of Physiology;" Peabody—"Laboratory Exercises in Anatomy and Physiology;" Blaisdell—"Practical Physiology;" Foster and Langley—"Practical Physiology."

TOPICS FOR DISCUSSION IN METHODS.

Methods of observing the form and structure of organs; illustration of functions; dissection of small animals; procuring illustrative material; use of blackboard drawings; use and manufacture of charts; use of skeleton, manikin, casts and models; reference books; laboratory work; apparatus for experimental demonstrations.

PHYSIOGRAPHY.

First Year; Second Semester; Twenty Weeks.

This course presupposes a thorough knowledge of elementary geography in all its aspects. The scope of the work includes a consideration of the earth's place in the universe and a brief discussion of its form, size, motion, and of its relation to the other members of the solar system. The earth is considered as being surrounded by two great envelopes, the atmosphere and the ocean. The atmosphere is first discussed, and in this connection the students are required to make and record daily observations of the condition of the weather, the height of the barometer (reduced to sea level), the temperature, dew point and relative humidity. From these records curves are constructed showing graphically the conditions which prevail from month to month during the course. The observations made by the students are compared with the daily bulletins furnished by the government weather service, thus impressing upon the mind an idea of the practical nature of the work. The subject of storms is illustrated by a carefully selected series of weather maps placed in the hands of the student for study. Climatology is given a prominent place in its bearing on the geographical distribution of animals and plants. The study of the land is taken up as a half-term course in dynamical and structural geology, enough time being devoted to historical geology to enable the students to become familiar with the leading principles of the development of life upon the earth and to understand something of the methods of geological research.

The school owns a good stereopticon, furnished with arc light, which serves to illustrate this work by means of a well selected series of lantern slides. The list of references is supplemented by the reports of

the United States Geological survey, Interior Department Reports, Coast Survey maps and charts, etc. Dryer's Physical Geography is the text used and the following are among the references in the library:

Proctor—"Other Worlds than Ours;" Todd—"New Astronomy;" Young—"Lessons in Astronomy," "General Astronomy;" Newcomb and Holden—"Astronomy;" Shaler—"First Book in Geology," "Aspects of the Earth;" Tarr—"Elementary Geology," "Economic Geology of the United States;" Brigham—"Text-Book of Geology;" Dana—"Manual of Geology;" Agassiz—"Geological Sketches;" Tyndall—"Forms of Water," "Hours of Exercise in the Alps;" Geike—"Elementary Lessons in Physical Geography;" Hinman—"Eclectic Physical Geography;" Davis—"Physical Geography;" Wright—"Man and the Glacial Period;" Guyot—"The Earth and Man;" Trotter—"Lessons in the New Geography;" "The International Geography;" Darwin—"Coral Reefs;" Russell—"Glaciers of North America," "Rivers of North America," "Lakes of North America;" Ward—"Elementary Meteorology;" Waldo—"Elementary Meteorology;" "Physiography of the United States;" Dodge—"A Reader in Physical Geography for Beginners;" Macfarlane—"Commercial and Industrial Geography."

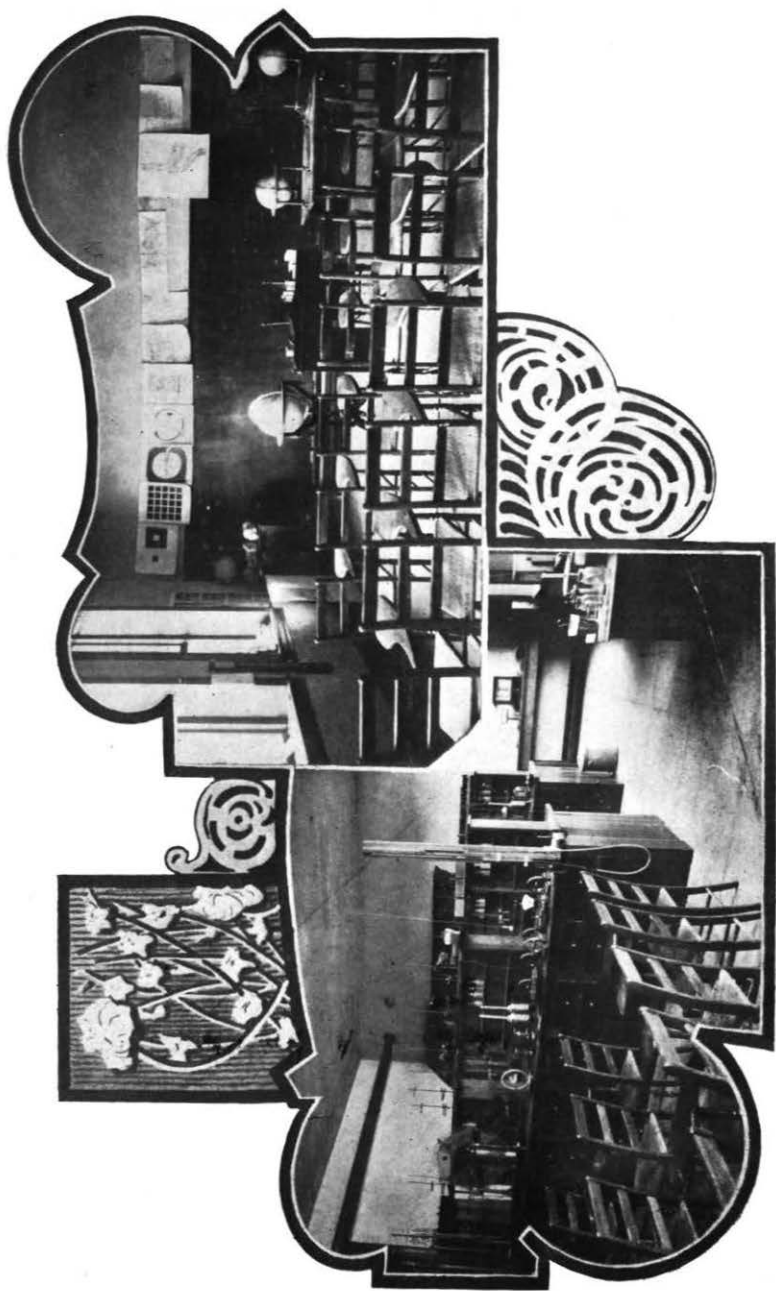
TOPICS FOR DISCUSSION IN METHODS.

Development of ideas of place, position, distance and direction; ideas and physical features of home location, occupation of people, product of locality, representation by maps of school districts, precinct, county, territory; how to proceed from home geography to that of state; value of vivid description and graphic representation; appeals to the imagination; presentation of the study of the earth as a whole; subdivision of the earth's surface; use of text-book—time of, extent of, manner of; map drawing—place of, value of, manner of conducting; exhibition of products—natural, artificial; construction and use of simple apparatus; value of experiment; sand and clay models; use of maps, charts; graphic method of illustration as applied to comparative areas, wealth, industries, production, temperature, rainfall; explanation of phenomena—day and night, change of seasons, weather; collection and use of specimens; kind and amount of additional reading; supplementary material; outlines; field observation; excursions; original notes on geology, geography and familiar weather phenomena.

CHEMISTRY.

Junior Year; First Semester; Twenty Weeks.

The course in chemistry is intended to precede immediately that in physics. The student thus begins the latter study with a knowledge of the atomic theory and the chemical constitution of matter, and has already acquired considerable facility in the handling of apparatus. The course consists of laboratory work, supplemented by lectures and recitations. The method of note-taking is similar to that used in the course in physics. The laboratory is provided with work tables of



CLASS-ROOM--PHYSICAL GEOGRAPHY AND PHYSIOLOGY

PHYSICAL AND CHEMICAL LABORATORY

approved design, and the equipment, both apparatus and chemicals, is excellent. Considerable simple quantitative work is done, the laboratory being provided for this purpose with a sufficient number of burettes, measuring tubes and balances. Among the latter are two Becker balances and one Staudinger No. 3.

"Williams's Elements of Chemistry" is used as a text and the student is referred to the library for additional reading, the following works being at his disposal:

Smith—"Richter's Inorganic Chemistry;" Ramsay—"Chemical Theory;" Dobbin and Walker—"Chemical Theory for Beginners;" Newell—"Experimental Chemistry;" Roscoe and Schorlemmer—"Treatise on Chemistry," Volumes I and II; Remsen—"Theoretical Chemistry," "Organic Chemistry;" Jones—"Modern Theory of Solution;" Ostwald—"Foundations of Analytical Chemistry," "Outlines of General Chemistry;" Dana—"Minerals and How to Study Them;" Erni—"Mineralogy;" Meldola—"Chemistry of Photography;" Wanklyn—"Water Analysis;" Sutton—"Volumetric Analysis;" Thorpe—"Inorganic Chemical Preparations;" Smith and Hall—"The Teaching of Chemistry and Physics;" Hessler and Smith—"Essentials of Chemistry;" Ostwald—"The Principles of Inorganic Chemistry," "A Manual of Physical and Chemical Measurements."

TOPICS FOR DISCUSSION IN METHODS.

Amount and kind of direction by teacher in experimentation; preparation and use of simple appliances for illustration and investigation; selection of matter suitable to nature-study lessons in the grades of the common schools; use of text-book; use of note book; value and use of representation, by drawing, by symbols, by equations.

PHYSICS.

Junior Year; Second Semester; Twenty Weeks.

The aim of the work in physics is two-fold—first, to give the student a knowledge of the theory of the constitution of matter and of the physical laws governing its phenomena, and second, to acquaint him with the use of experimental methods in scientific study and investigation. The laboratory method is used, the student being required to perform a series of selected experiments, both qualitative and quantitative. The experiments used are largely chosen from the Harvard preparatory course. An improved method of note-taking is used, the notes being written up at first hand directly from the experimental work upon separate sheets of paper, which, after examination by the instructor, are bound into a cover for preservation and reference. The student is taught to control the inevitable errors of measurement and to understand the value of a mean of a series of observations. He also learns to plot his results in graphic form by means of curves. Loss of time is prevented by providing each individual student with a complete set of the instruments and pieces of apparatus most frequently used.

The field of view is broadened by constant reference to standard works by different authors in the library. The course is amplified by frequent quizzes upon the laboratory work, and by lectures upon the underlying laws and principles.

Carhart and Chute's "High School Physics" is used as a text. Beside the works of reference in the library, a number of scientific periodicals are regularly taken, to all of which the students have access. The following is a partial list of references accessible:

Henderson and Woodhull—"Elements of Physics;" Gage—"Elements of Physics;" Wentworth and Hill—"Text-Book of Physics;" Hastings and Beach—"General Physics;" Stewart and Gee—"Elementary Practical Physics;" Hall and Bergen—"Text-Book of Physics;" Adams—"Laboratory Manual;" Stone—"Experimental Physics;" Kelvin—"Constitution of Matter;" Woolcombe—"Practical Work in Heat;" Tyndall—"Heat a Mode of Motion," "Sound;" Mayer—"Sound;" Blaserna—"Sound and Music;" Mayer and Barnard—"Light;" Barnes—"Practical Acoustics;" Ames—"Theory of Physics;" Everett—"The C. G. S. System of Units;" Thompson—"X-Rays;" Thompson, S. P.—"Electricity and Magnetism;" Whiting—"Physical Measurement;" Nichols, Smith and Turton—"Manual of Experimental Physics;" Trautwine—"Civil Engineer's Pocketbook;" Sanford—"Elements of Physics;" Ayers—"Laboratory Exercises in Elementary Physics;" Mach—"The Science of Mechanics;" Thompson—"Recent Progress in Dynamo Electric Machines;" Sheldon—"Dynamo Electric Machinery;" Ouidin—"Standard Polyphase Apparatus and Systems;" Foster—"Electrical Engineer's Pocketbook;" Atkinson—"Dynamic Electricity and Magnetism;" Bottone—"Radiography," "Wireless Telegraphy and the Hertzian Waves;" Milikan—"Mechanics, Molecular Physics and Heat;" Appleton's "School Physics;" Rowland and Ames—"Elements of Physics."

TOPICS FOR DISCUSSION IN METHODS.

Preparation, presentation of, and time devoted to nature-study lessons for the grades of common schools; illustrations of the principles of the simple laws of physical science; simple devices for illustration; aid and direction from teacher, kind of, amount of; text-book, when and how used; note-book, use of; representation, by drawing, by formula.

BOOKKEEPING AND COMMERCIAL LAW.

These subjects are taken in the first semester of the senior year. Sixty lessons are given in bookkeeping.

A thorough knowledge of the theory of accounts, both by the double and the single entry method, is demanded of each student. To this end he must do neat and accurate work. Considerable practice is given in writing the forms used in business, in rapid calculations, and in the uses of auxiliary books.

Each student is required to write out a set of blanks which, so far as his individual ability is concerned, must be a model of completeness.

Forty lessons are given in commercial law. The aim in this subject is to make the student familiar with the ordinary transactions of business life and the laws governing the same. A necessary feature of this work is the writing and study of commercial forms.

The method pursued is the combined text-book and lecture, the former being used for definition and frame work, while the latter is given to the illustration and application of the principles set forth to actual business experience.

Students are asked to cite cases that come under their observation for discussion in class.

Each student keeps a notebook in which he places all business forms, definitions, and points in the subject which he gets from the recitation.

TOPICS FOR STUDY IN ACADEMIC YEAR

BOOKKEEPING

Abbreviations; signs; classification of accounts; double entry; day book; journal; posting; closing ledger; forms; bill books; invoice book; shipments; account sales; partnership; balance sheet; check book; cash book; single entry.

COMMERCIAL LAW.

Principal and agent; contracts; statute of frauds; partnership; sales; guaranty and endorsements; commercial paper; warranty; real property; transfers of real property; bailments; title by gift, devise and descent; wills; copyrights and patents; pleading.

TOPICS FOR DISCUSSION IN METHODS.

Value of bookkeeping; classification of accounts; changing from one method of entry to the other; closing of ledger; statements; ruling; invoice book; memoranda; filing of papers.

TEXT-BOOKS.

Bookkeeping, Williams & Rogers' Introductory; Commercial Law, Clark.

REFERENCES.

Commercial Law, Williams & Rogers; Compendium of Commercial Law, Townsend; Principles of Commercial Law, Musselman; Commercial Digest, McMaster.

DEPARTMENT OF HISTORY AND CIVICS.

As one of the avowed purposes for which the Normal School was founded was to give instruction in the fundamental laws of the United States, and in what regards the rights and duties of citizens, it follows that the study of history, and of civics, its cognate subject, must be given an important place in the course. Nor could the legislative intent be properly carried out by confining the attention to the history and

government of the United States. Our laws and our institutions are not alone the creations of a people native to this continent, but their origin must be sought in the records of nations which flourished and passed away before this country was known to our ancestors.

Believing, then, that an appreciative knowledge of the history of our country must have for a background a good knowledge of world-history, the courses in this department have been so arranged as to lead up to a careful study of United States history in the Junior year.

Throughout the course, note-books are kept by the students, practice is given in the making of outlines and summaries, supplementary readings are assigned, and set papers are written from time to time allowing for original investigation within limits suited to the student's capacity.

SUB-NORMAL UNITED STATES HISTORY AND CIVICS.

For students who come to us with insufficient knowledge to enter the Normal proper, a course of sixty hours in United States history and forty hours in civics is provided. The object of this course is to emphasize the broad outlines of United States history and acquaint the student with the important features of the machinery of our government. This course is given in the first semester of Sub-Normal work, and three periods of each week is given to United States history and two to civics. The course also has in view the preparation of the student for more detailed work in United States history in the Junior year.

TEXT-BOOKS.

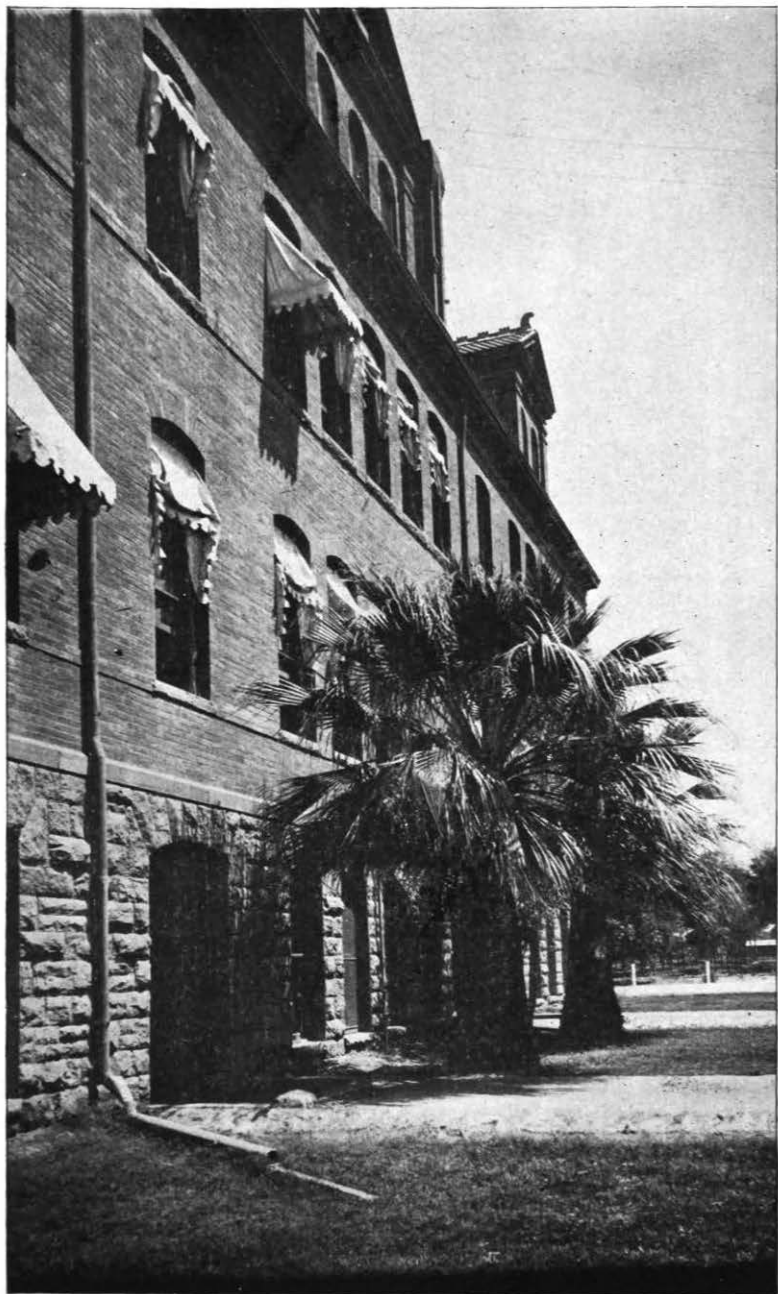
Fiske's History of the United States; Elements of Civil Government, Peterman.

ANCIENT, MEDIAEVAL AND MODERN HISTORY.

A course of two hundred hours is given in Ancient, Mediaeval and Modern history. This work begins with the Sophomore year. The student after one year of work in the Normal proper is prepared to do very satisfactory work in general history.

The purpose is to have the student orient himself and see how nations have arisen, flourished and declined. To note the circumstances of origin, and the potent forces in growth, and the causes of decline. Students in doing this have a better understanding of present conditions and are better prepared to place some estimate on the tendency of those conditions. History is not to be looked upon as so many facts in the race development, but these facts are rather to be regarded as expressions of the continuous stream of life as it has shown itself from the time we first know the Aryan in Europe and Asia down through his history in Greece, Rome, Mediaeval Europe, Spain, Portugal, England, France, Germany and Italy.

The first semester is devoted to Ancient history, the second to Mediaeval and Modern history.



MAIN BUILDING, SOUTH SIDE

TEXT-BOOKS.

Essentials in Ancient History, A. M. Wolfson; Essentials in Mediæval and Modern History, S. B. Harding.

REFERENCES.

Myers' General History, Fisher's Outlines of Universal History, Botsford's History of Greece, Mommsen's Students History of Rome, Gardiner's Students History of England, Signobo's Political History of Europe, Hollam's Middle Ages, Grote's History of Greece, Rawlinson's Seven Great Monarchies, Greene's History of England, Gibbon's Roman Empire.

SCIENCE OF GOVERNMENT AND UNITED STATES HISTORY.

Two periods per week for the first semester of the Junior year is given to the study of our government in comparison with European governments. Subjects like the origin, nature, working, corruption, remedies for corruption, and merits of the United States government, are treated. The aim is to see how the machinery of government in nation, state and city operate. Plans for the improvement of government are studied.

The course in United States history given in the last semester of the Junior year is to train the student in the seminary method of history work as well as to train for power and knowledge. Students in this course do not rely on a text-book; however, one may be employed as a guide. The student is expected to glean his information from works in the library, and reports of this library study will be discussed in the class. Set papers in this course are to be prepared on subjects like "The Origin of the Constitution," "Foreign Relations of the United States Since 1789," "Tariff," "National Bank," "Internal Improvements," "Political Parties," "Reconstruction," etc.

TEXT-BOOKS.

Bryce's American Commonwealth, Channing's Student's History of the United States.

REFERENCES.

The library has a large number of reference books: Schouler's United States History, American Statesmen Series (complete); American History as Told by Contemporaries, Hart; Critical and Narrative History of the United States, Winsor; Old So. Leaflets; American History Leaflets; Blaine's Twenty Years in Congress; Hildreth's United States History, and many others.

METHOD IN HISTORY.

The pedagogy of history is treated under topics like the following: "The Main Factors in Man's Progress," "The Nature of History," "The Forms of History," "The Relation of History to Geography," "The Results of Historical Study," and "The Preparation of the Teacher."

DEPARTMENT OF PROFESSIONAL INSTRUCTION.

The distinguishing characteristic of the Normal School lies in the fact that, besides an academic course, it offers a course in the method of instruction and practice therein. The subjects that are classed under the head of professional instruction are psychology, pedagogy, the history of education, logic, ethics, methods of teaching, and the practice in the training school.

PSYCHOLOGY.

The instruction in psychology has been classified as elementary and advanced. The elementary course comes the first semester of the Junior year. It precedes pedagogy and follows physiology, where special attention has been given to the study of the nervous system.

The aim in the elementary course is to lead the student to observe the workings of his own mind so that he may come to an intelligent realization of the fundamental laws underlying mental activity.

TEXT-BOOKS.

Psychology and Psychic Culture, Halleck, American Book Co.

The work of the advanced course, which comes the first semester of the Senior year, is a more comprehensive investigation and discussion of the whole subject, and is intended to give the student such a knowledge of the states, powers and activities of the mind, their inter-relations and the laws governing their growth as will enable him to pursue a rational course of procedure in his professional work.

TEXT-BOOK.

James's Briefer Course, Henry Holt & Co.

REFERENCES.

Psychology, James's Advanced Course; The Development of the Intellect, Preyer; Mental Development, Baldwin; Principles of Psychology, Spencer; Elements of Intellectual Science, Porter; Psychology, John Dewey.

PEDAGOGY.

The course in pedagogy comes the second semester of the Junior year. This course deals, in the first place, with the subjects to be taught, and in the second place it shows how knowledge is acquired. This leads to methods of instruction. The practical illustrations are found in the observation lessons of the training school and of the public school of Tempe, which we have been very kindly permitted to visit.

TEXT-BOOKS.

Method in Education, Roark, American Book Co., and Method of the Recitation, McMurry, Public School Publishing Co., Bloomington, Illinois.

REFERENCES.

Compayre's Lectures on Pedagogy, Payne; Locke on Education, Quick; Education, Spencer; Education of Man, Froebel; Elements of Pedagogy, White; Practical Hints for Teachers, Howland; Pedagogics of the Kindergarten, Froebel.

HISTORY AND PHILOSOPHY OF EDUCATION.

In a general sense the history of education is the story of the growth and development of the human race; but this course is restricted to a brief sketch of the ancient systems of education, those of India, Egypt, Persia, Greece, Rome and the Jews; the lives of Socrates, Plato, Aristotle, Cicero, Seneca, Quintillian and Jesus; the schools of mediæval and modern times; a study of the lives of noted educational reformers, as Comenius, Pestalozzi, Herbart and Froebel, and the principles advocated by them; and a comparison of the school systems of Germany, France, England and America.

TEXT-BOOK.

"History of Education," Painter, Appleton.

REFERENCES.

"English Education," Sharpless; "Education in the United States," Boone; "The Education of the Greek people," Davidson; "European Schools," Klemm; "Educational Reformers," Quick.

ETHICS.

In its history the subject of ethics is closely related to the history of education. The purposes that underlie the system of education of a country will give us a clue to the principles upon which its people base their life and conduct. For this reason the first part of the work is an historical study in connection with the history of pedagogy. Toward the close the work becomes more practical. Some modern text is selected for this work. The present year the class used Kidd's "Social Evolution," published by the MacMillan Co.

REFERENCES.

"Principles of Ethics," Spencer; "Elements of Moral Science," Porter; "Principles of Sociology," Spencer; "Elements of Morals," Janet; "Duty," Seelye; "Criminal Sociology," Ferri; "History of European Morals," Lecky.

LOGIC.

The study of logic is based on psychology. The point of departure is found in the chapter on thought. This course deals mainly with the concept, the judgment, the syllogism, analysis and synthesis, and induction and deduction. From the historical side Socrates, Aristotle, and Bacon receive special attention.

TEXT-BOOK.

"Lessons in Logic," Jevons, MacMillan Co.

REFERENCES.

"The Theory of Thought," Davis; "Logic," Hegel; "Logic, Deductive and Inductive," Bain.

METHODS OF TEACHING.

The work in methods of teaching is a continuation of the course in pedagogy and occupies forty weeks, five periods per week, being about equally divided among the following: Principles of teaching, mathematics; language, including history, reading, spelling, English, and geography; nature study and expression, including drawing, writing, etc.

The course will be conducted by the training teacher with the co-operative assistance of the entire Normal faculty. Each special teacher is expected to assist in the presentation of his subject to the class by giving model lessons illustrating the best methods of dealing with some portion of the subject under discussion, or by lectures which shall amplify some difficult points dealt with by the author. The topics presented by the special teachers are to be selected by them after consultation with the training teacher as to the special needs of the class and as to the stage of discussion of the subject reached by the class.

The text-books used in this course are McMurry's "Special Methods in Literature and History, Geography, Science and Reading." The study of these texts is preceded by a thorough discussion of the basic principles of teaching.

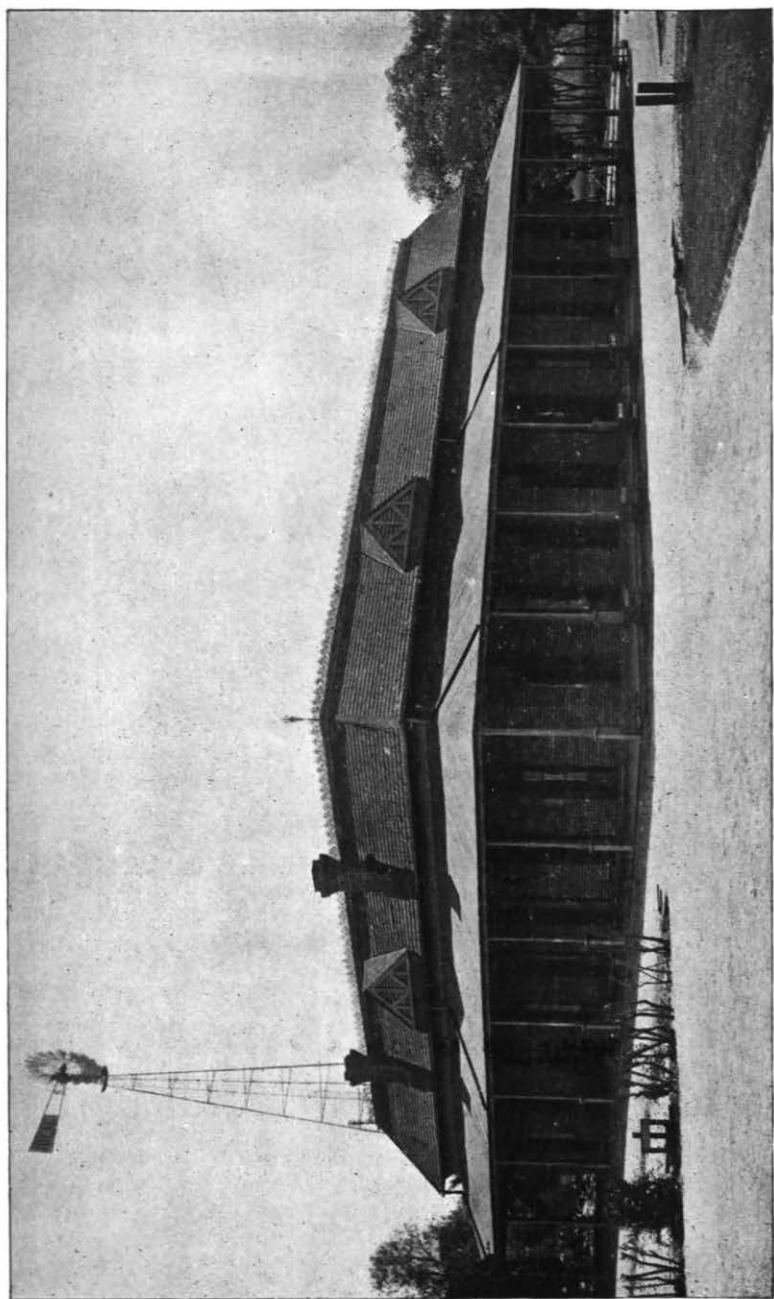
In the study of special method, after the subject matter and plans of teaching a subject are discussed, typical lessons are presented in the presence of the class to one of the training school classes by a student or the critic teacher. These lessons are observed, criticised, and discussed by the class. In addition to these lessons, the pupil teachers of the subject under discussion are expected to present model lessons in their classrooms to be observed by the class in methods, criticisms of such lessons being read in method class or handed to the critic teacher to be discussed by her with the teacher who presented the lesson.

Through the courtesy of the faculty of the public school the student teachers are allowed to visit the work there, and thus the practical application of the method work is seen under the conditions which must be met by the graduates in the schools of the Territory. The seniors also visit the schools in the rural districts in the vicinity of the Normal.

Questions relative to school government and general criticisms upon the work of the student teachers as a whole are discussed in this class by the critic teacher at least once each week.

REFERENCES.

"Education as a Science," Bain; "Philosophy of Education," Fate; "Principles and Practice of Teaching," Johannot; "Outlines of Pedagogics," Rein; "Herbart and the Herbartians," De Garmo; "Report of the Committee of Fifteen;" "Psychology for Teachers," Lloyd Morgan; "Talks on Psychology," James; "Interest," Ostermann; "Infant Edu-



TRAINING SCHOOL

cation," Curry, "Manual of Psychology," Stout; Three Studies in Education," Shaw; "The Central Nervous System," Halleck.

TRAINING SCHOOL.

What the laboratory is to the student of physics and chemistry, the Training School is to the senior in the Normal School. It is here that he may see the application of the theories and principles which he has studied in his previous course. This school occupies a building adjoining the Normal, is under the control of the Normal School board and is equipped with all the aids employed in the best schools.

Each senior is expected to give one hour per day for thirty-six weeks to this work.

At the beginning of each quarter, with the assignment of classes, each pupil receives a general outline of the work he is expected to do in his class. With this outline as a guide he prepares his daily lesson plans. These are handed to the critic teacher two days in advance of the time when the lesson is to be presented and are corrected by her and discussed with the student. In this way the work given to the pupils in the Training School is freed from error, and the possibility of incorrect subject matter or poor presentation is reduced to a minimum.

While the Territorial course of study is followed in the Training School, yet the conditions governing the school are such as to admit of much more work than that course requires, and the pupil teacher should find here a school that closely approximates to the ideal, and the training given here should fit the student to give to his pupils only the best when he becomes a member of the Territorial teaching force.

The Junior Class is required to spend one hour each week of the third quarter in the Training School observing the work done by the pupil Teachers. Criticisms upon the lessons observed will be handed to the training teacher and the lessons will then be discussed by her in the presence of the pupil teacher who gave the lesson and the junior critic.

Both seniors and juniors will be expected to observe some of the model lessons given by the assistant teacher in the Training School.

The Normal Training School, so far as environment is concerned, leaves little to be desired. The building is commodious and airy, and has a homelike appearance; while the grounds, which are but an extension of the Normal campus, are large and attractively laid out, and furnish ample room for recreative sports and for school gardens, one of which is cared for by the girls and the other by the boys who attend the school.

The number of pupils is limited to twelve in each grade, and the tuition is free. Application for admission to the Training School must be made in the month of September, and each application will be acted upon in the order in which it is received. The same method will be observed in filling any vacancies that may occur during the year. The places of all pupils that are not present at the opening of the Training School year will be filled by those next upon the list.

COURSE OF STUDY FOR TRAINING SCHOOL.

Subjects	FIRST GRADE			SECOND GRADE			THIRD GRADE			FOURTH GRADE			FIFTH GRADE		
	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study
Arithmetic	5	15	.....	5	20	15	5	20	20	5	20	20	5	20	20
Reading	15	20	.....	10	20	15	5	25	20	5	25	20	5	25	20
Spelling	.....	Part of Reading	.....	5	15	15	5	15	20	5	15	20	5	15	20
Language	.....	10	20 & 10	10	20	.....	10	20	.....	5	30	.....	5	30	.....
Writing	.....	10	10	5	20	.....	5	20	.....	5	20	.....	5	20	.....
Drawing	.....	5	15	5	20	.....	5	25	.....	5	25	.....	5	25	.....
Manual Training	.....	5	20	5	20	.....	5	25	.....	5	25	.....	5	25	.....
Music	.....	5	10	5	15	.....	5	15	.....	5	15	.....	5	15	.....
Geography	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
General Exercises	5	20	.....	5	20	.....	5	20	.....	5	20	.....	5	20	.....

*Study one period under direction of teacher.

NOTE:

- 1st Grade spends 4 hours in school daily.
- 2d Grade spends { 4 hours in school daily, 1st term.
5 hours in school daily, 2d term.
- 3d, 4th and 5th Grades spend 6 hours in school daily.

LATIN DEPARTMENT.

Latin, an elective study, will be commenced in the second year and finished in the senior year. The full time of forty weeks, with five recitations each week, will be devoted to this work. It is expected that by beginning a year later than is usual, the student will have so developed his mental powers and habits of study that he will be able to complete the preparatory Latin for admission to university work in the required time.

The first year's work includes Gunnison & Harley's "First Year in Latin" and one book of "Cæsar." A thorough mastery of the forms in the text-book and the ability to read easy Latin will be the aim and requirement of this year's work.

In the second year three books of "Cæsar" and two or three orations of "Cicero" will be read. The text is studied inductively, with comparison of Latin and English forms and methods of expressing relations in these two tongues. Easy conversations in Latin, based on the text will be introduced and used with the growing powers of the class.

"Cicero" will be completed and six books of "Virgil" will be read in the third year.

Latin composition, based on the text and sight reading will be required throughout the course.

TEXT-BOOKS.

Gunnison & Harley's "First Year in Latin;" Harper and Tolman's "Cæsar;" Kelsey's "Cicero;" Frieze's "Virgil;" Allen and Greenough's Grammar.

ART DEPARTMENT.

The object of this department is, first, to lead the student to a fuller appreciation of the beauties of the world about him; to train his perceptive faculties, strengthen his memory, judgment and imagination; also to develop organic skill in the delineation of objects and original or historical designs in several mediums. Second, to give the young teacher the means by which he may be able to draw on the blackboard with some degree of facility and to use drawing as an aid to the more effective presentation of other subjects.

Two recitations in drawing are given each week of the second year. The first semester's work is devoted to the study and application of the fundamental principles as used in the drawing of simple type forms, followed by objects based on type solids, and to a study of the elements of design; the making of simple designs based on plant and animal life; the use of brush and ink; blackboard and memory drawing; easy problems in construction.

The second semester is given to work along the same lines together with practice in light and shade, lettering, grouping, composition and color.

In the junior year two recitations per week are given. During the first semester the work begun in the second year is continued in connection with the study of historic ornament, drawing from still life and casts, perspective, study of values, brush and ink compositions, and mechanical subjects.

The work of the second semester will include designing in colors, using color schemes from plants and animals, work in charcoal, wash drawing, pen and ink work, historical subjects, figure drawing and blackboard drill.

In the senior year one recitation is given each week during the second semester. The work in this class will embrace the following subjects: history of art, picture study, charcoal practice, pen-and-ink work, drawing from pose, story illustration, out-door sketching, the study of children's drawings, modeling and methods.

All through the course in drawing students are encouraged to bring to class, for criticism and suggestion, sketches and drawings they have done outside of class-room.

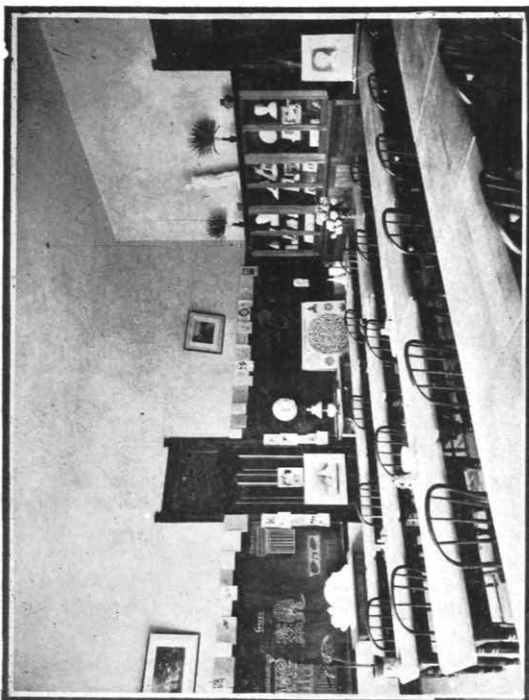
This department is liberally supplied with casts, models and charts. The library contains many works, by standard authors, on art subjects.

TOPICS FOR DISCUSSION IN METHODS.

Use of the blackboard in drawing, colored chalks, modeling, brush-and-ink work, designing, card-board work, imaginative drawing, shading, mounting and framing of pictures, use of water colors, picture study, school-room decoration.

MILITARY DRILL.

By the placing of military drill in the school course, several important objects are gained. In the first place, it is a valuable means of physical culture and training of the muscular sense. The exercise attendant upon a lively drill in the open air is of a nature well calculated to overcome the effects of close application to study, to promote a healthy circulation and to prepare the mind for more vigorous effort. Again, daily attention, even for short periods, to correct position in standing and walking gives a springy step, an erect carriage and a soldierly bearing that can scarcely be attained by any other means. Moreover, the strict discipline which is inseparable from properly conducted military work is eminently conducive to the acquiring of orderly and systematic habits, personal neatness, prompt response to direction, and self-control. At the same time the gradation of authority and division of responsibility from private to captain, furnish a valuable object lesson in government, while the actual military knowledge gained makes the student a more valuable citizen, preparing him, as it does, the better to take upon himself the work of his country's defense in time of need. The objection which has sometimes been opposed to military drill because of its one-sided character is entirely met and overcome by the use of the setting-up



ART DEPARTMENT

MUSIC ROOM

exercises, the bayonet drill and the calisthenic exercises with and without the piece, while the attractive nature of the work gives to it that spontaneous character without which exercise is valueless.

The course, which is required of all male students who are free from physical disability, includes, the "setting-up exercises" as prescribed for the United States army, the school of the soldier, the school of the company, the bayonet exercises, calisthenic and bar-bell exercises, extended order work and battle formation for the company acting alone, the ceremonies of parade and guard mounting and the duties of sentinels. The principles of battalion movements are explained and outlined in order to illustrate the relation of the company to larger bodies of troops.

By an act of the Twenty-First Legislative Assembly of the Territory of Arizona the military organization of the Normal School of Arizona is made a part of the National Guard of this Territory, to be known as the Normal School Cadet Company. The military instructor holds the rank of Captain, and commissions are issued to the student officers of the company. Upon graduating from the institution, or being honorably dismissed therefrom, such officers may resign their commissions or hold the same as retired officers of the Cadets, liable to be called into service by the Commander-in-Chief in case of war, invasion, insurrection or rebellion.

Under this law the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year.

The drill is conducted in strict accordance with the regulations of the United States army, and the company is annually inspected by the officers of the National Guard.

In addition to the regular inspection by the Adjutant General of the National Guard of Arizona, the company has this year been inspected by Captain A. C. Read, U. S. A.

Opportunity has been given for target practice, a good range having been fitted up within a mile of the campus. Two days were spent in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work.

The uniform, which is required to be worn at all drills, is of cadet grey, neat in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president.

Drills will occur four times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician.

ATHLETICS.

Interest in athletic work is encouraged among the students, and dressing-rooms and baths are provided for members of the teams while training. The success of the work in this line is indicated by the championship cup of the Territorial foot ball league, which has become the property of the Normal eleven.

DEPARTMENT OF PHYSICAL TRAINING.

While the primary object of a school of this kind is the training of the mind, we must recognize the fact that it is impossible to obtain satisfactory mental work if the physical condition of the student is neglected. The maxim "A sound mind in a sound body" should carry the same force today that it did with the ancient Greeks. Students away from home and occupied with their studies are prone to neglect the matter of muscular exercise. For this reason, if for no other, some form of physical drill is a necessary adjunct to a normal school course. The ordinary track athletics and field games furnish an excellent means of muscular development, and these are encouraged among the students in so far as they do not conflict with the school work. However, the fact remains that such exercises can be of benefit to comparatively few of the students, and those for the most part of the male sex. In order, therefore, that every member of the student body, regardless of sex, may have opportunity for physical drill of the proper amount and kind, there have been provided a course in physical culture work for the young women and military drill for the young men.

The work in physical training is recognized as an important branch of the school work, and all girls are required to take the course.

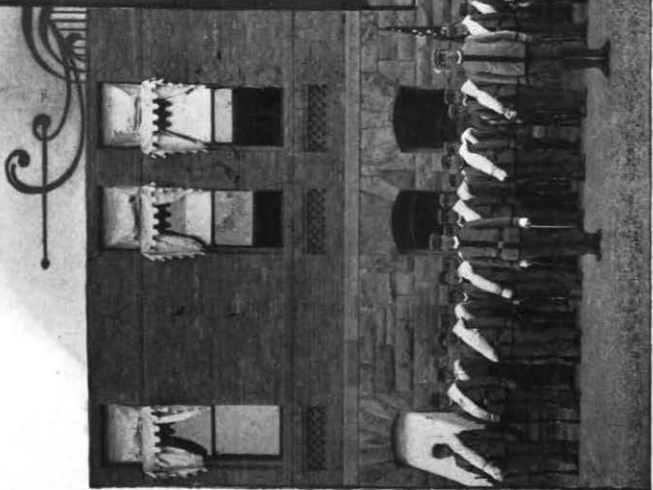
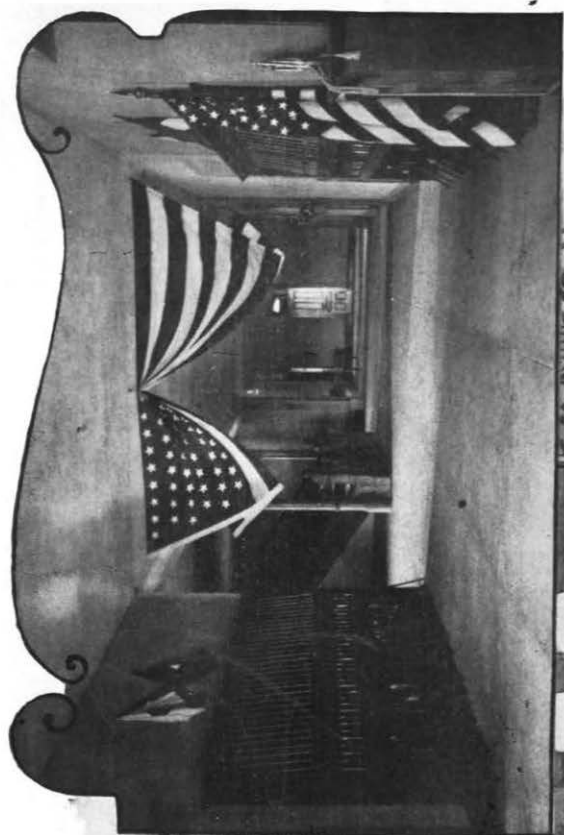
The object of the work is to preserve the health of the students; to train correct habits of muscular action; to develop the body; to discriminate between useful, effective exercises and harmful, injudicious ones; and to prepare students to supervise and to connect the physical with the mental side of the education of their classes.

The series of exercises prescribed for the young ladies of the school consists of a system of free gymnastics; that is, of movements performed without apparatus. The course comprises six sets of movements, about one hundred in all. These are arranged on the same general plan in each set, the first being intended to give control of the muscles used in standing and to give the power of maintaining perfect immobility of body without rigidity. Then follow movements specially designed to develop certain muscles, beginning with those of the feet and ankles and taking in order those of the limbs, trunk, shoulders, neck and arms. These movements are graduated, beginning with the more simple and gradually increasing in difficulty as the power and flexibility of the muscles are developed. When sufficient grace and ease have been attained, drill movements in unison are introduced, bringing the spirit of play into the work with the attendant benefits derived from the healthy interest aroused. All movements are performed to the accompaniment of music, the inspiration of which insures interest and spontaneity.

Four hours per week are devoted to these exercises.

DEPARTMENT OF MUSIC.

Instruction in this branch consists of voice development, the theory of music and elementary harmony, the course covering a period of three years and beginning with the student's first year.



MILITARY COMPANY

ARMORY

The general aim in this study is to develop the natural musical talent of the pupil, so far as the singing voice is concerned, treating the voice as a musical instrument and perfecting it as such to as high a degree as the time allotted to this study will permit in class work. But much may be accomplished by the ambitious student outside of the class-room by the daily practice of the vocal exercises used and application of the principles taught in the school.

Our course provides vocal practice that will insure pure intonation and good enunciation, also the ability to read at sight, from the staff, in all of the commonly used keys. The latter is simplified by chart work and the use of the modulator applied to the staff.

An important feature of our course in music is the opportunity for chorus practice and study of the best choral music. By this means the student is enabled to apply the knowledge gained in theory in a thorough and practical manner.

TEXT-BOOKS.

Fullerton's "Practical Instruction in Public School;" Tracy's "Elementary Harmony;" Tomlin's "Laurel Song Book."

AUXILIARY BOOKS.

"Voice Building and Tone Placing," Curtis; "Voice, Song and Speech," Browne and Behuke; "Music," Challoner; "Ear Training;" "Musical Expression;" "Vocal Economy;" "Art of Singing," Sieber; "Musical Analysis," Goodrich.

The library contains many choice books along musical lines and the collection is being steadily increased.

REGISTER FOR 1902-03.

CLASS OF 1903.

Alice Curnow.....	Tempe	George Reed.....	San Diego, Cal.
Elizabeth Cosner.....	Tempe	Charles Alexander.....	Independence, Mo.
Rose I. Hottinger.....	Santa Rosa, Cal.	Raymond Alexander.....	" Mo.
Lelia Hicks.....	Globe	B. Murray Curnow.....	Tempe
Janie I. Irvine.....	Santa Barbara, Cal.	Lynn M. Laney.....	Mesa
Ida May Johnson.....	Tempe	Clarence M. Paddock.....	David, Iowa
Emma Laura King.....	Prescott	Elmer F. Ruse.....	Tempe
Mamie Gertrude King.....	Phoenix	Orrin L. Standage.....	Mesa
Ina L. Listebarger.....	Tempe		

NORMAL DEPARTMENT.

Adams, Thos. J.....	Ritzville, Wash.	Goodin, Dora.....	Florence
Allen, Deborah.....	Mesa	Greenleaf, Ione.....	Tempe
Allen, Rebecca.....	Mesa	Greenleaf, Alice.....	Tempe
Axtell, Helen M.....	Tombstone	Goldsworthy, Mabel.....	Bisbee
Armitage, Fannie G.....	Fairbanks	Gerald, Genevieve.....	Globe
Armitage, Florence.....	Fairbanks	Gibson, Ada.....	Mesa
Abison, Winnie E.....	Globe	Griffin, Frank W.....	Tempe
Alexander, Chas.....	Independence, Mo.	Grier, Alice.....	Phoenix
Alexander, Raymond.....	" Mo.	Hough, Frank G.....	Tempe
Brown, Henry.....	Tempe	Hough, Mary.....	Tempe
Bruce, Bernie.....	Tempe	Harris, Alma.....	Tempe
Boyle, Mary.....	Bisbee	Hendrix, Hazel.....	Tempe
Blome, Helen.....	Tempe	Holmes, Alta E.....	Tempe
Blake, Jessie.....	Tempe	Hendrix, Edgar.....	Tempe
Brewer, Mary.....	Kingman	Holmes, Carl L.....	Tempe
Buck, Carl.....	Tempe	Hottinger, Rose I.....	Santa Rosa, Cal.
Clem, Clara A.....	Tempe	Hicks, Lelia.....	Globe
Collins, Maude.....	Benson	Hautot, Emma R.....	Phoenix
Carroll, Dolila Mae.....	Mesa	Hackett, Edna.....	Tempe
Conser, Cecil.....	Tempe	Hutchison, Roy.....	Mesa
Clark, Jessie.....	Benson	Hottinger, Gertrude.....	Santa Rosa, Cal.
Corbell, Mattie V.....	Tempe	Irvine, James.....	Phoenix
Corbell, Ernest C.....	Tempe	Irvine, Janie.....	Santa Barbara, Cal.
Culver, Grace.....	Tempe	Irvine, Deborah M.....	Phoenix
Cosner, Lizzie.....	Tempe	Jungerman, Reinhold J.....	Tempe
Curnow, Alice.....	Mesa	Jones, Rollin P.....	Lehi
Cummings, Lucy E.....	Tempe	Jones, Bertram M.....	Lehi
Clem, Eula.....	Tempe	Jones, Alma.....	Lehi
Curnow Murry.....	Mesa	Johnston, Clifford.....	Tempe
Cain, Mamie.....	Walker	Johnson, Leslie.....	Tempe
Cummins, Nellie.....	Tempe	Johnson, Ida.....	Tempe
Clyford, Cloa.....	Pearce	Johnson, E. M.....	Kansas City, Mo.
Dykes, Frank.....	Mesa	Kindred, Adelaide M.....	Bisbee
Dickinson, Burt.....	Tempe	King, Emma L.....	Tempe
Duncan, Nellie.....	Mesa	Kingsbury, Nona.....	Tempe
Drew, Florence B.....	Tempe	Keating, Annes.....	Florence
Davis, Frank B.....	Scottsdale	King, Mamie G.....	Phoenix
De Leon, Dora.....	Tempe	King, James.....	Phoenix
Drake, Edward.....	St. Paul, Minn.	Kemp, Mabel L.....	Tempe
Etter, Eva.....	Phoenix	Lamson, Flora.....	Phoenix
Fickas, Laura.....	Tempe	Leebrick, Rachel.....	Mesa
Fraze, Carl.....	Bisbee	Leebrick, Karl R.....	Mesa



ASSEMBLY ROOM

Listebarger, Ina L.....	Tempe	Stone, Sarah.....	Tempe
Laney, Lynn M.....	Mesa	Stewart, Maude.....	Tempe
Lossing, La Verna.....	Phoenix	Stauffer, Sadie R.....	Glendale
Lamb, Mae.....	Mesa	Stewart, Bertha D.....	Mesa
Lowery, Minnie.....	Tempe	Standage, Nora J.....	Mesa
Matthews, Anna.....	Tempe	Standage, Clarence.....	Mesa
Mullen, Mary F.....	Tempe	Steinberger, H. B. Sierra Madre, Cal.	
Mullen, Lottie.....	Tempe	Sachs, Isaac.....	Tempe
Munds, Jennie.....	Tempe	Schwarz, Margarehta.....	Lehi
Munds, Getha.....	Tempe	Standage, Orrin L.....	Mesa
Miller, Sallie.....	Tempe	Standage, Joseph.....	Mesa
Martin, Nelly R.....	Mesa	Stewart, Zina.....	Tempe
Millet, Mary D.....	Tempe	Trusler, Roy F.....	Tempe
Millet, Artie.....	Tempe	Thomas, Marion.....	Tempe
McComas, Ina.....	Mesa	Thomas, Gladys.....	Tempe
Mullins, Anna.....	Mesa	Tomlinson, Georgia.....	Tempe
Nichols, Grace.....	Tempe	Tite, Jessie.....	Eureka
Noble, Joseph E.....	Lehi	Telford, Harley.....	Mesa
Odell, Ora.....	Tempe	Ullman, Elizabeth.....	Mesa
Odell, Otha.....	Tempe	Vensel, Sidney Belle.....	Alhambra
Pease, Ione G.....	Tucson	Van Noate, Harry.....	Tempe
Poole, Frank.....	Phoenix	Webb, Cone A.....	Cline
Peterson, Levon.....	Mesa	Will, Mary.....	Florence
Priest, Marina.....	Tempe	Wallace, Maude M.....	Mesa
Penn, Della.....	Tempe	Wright, Vessa.....	Alhambra
Penn, Ida.....	Tempe	Wright, Gladys V.....	Tempe
Pulsifer, Elma B.....	Providence	Wallace, Hester M.....	Mesa
Paddock, Clarence M.....	David, Iowa	Wallace, Sarah J.....	Mesa
Price, Chester.....	Tempe	Williams, Blanche.....	Douglas
Pendergast, Sarah J.....	Phoenix	White, Nellie L.....	Yuma
Robbins, Pansy.....	Tempe	Wilson, Maude.....	Tempe
Reed, Georgia.....	Tempe	Wilbur, Bverett R.....	Mesa
Ruse, Elmer F.....	Tempe	Wolf, Arthur.....	Tempe
Richards, Robert O.....	Tempe	Westover, Jessie.....	Tempe
Redden, Elmer.....	Tempe	Walker, Iva.....	Tempe
Smith, Bessie.....	Phoenix	Young, Katie J.....	Clifton
Stewart, Merton.....	Tempe	Zimmerman, Sophia.....	Moray, Kan.
Steinberger, M. J. Sierra Madre, Cal.			

SUB-NORMAL DEPARTMENT.

Ator, Raymond.....	Phoenix	Price, Ralph.....	Tempe
Bailes, Blanche.....	Tempe	Robbins, Ben.....	Tempe
Conroy, Earle.....	Tempe	Stalling, George.....	Yuma
Cummings, Edwin.....	Tempe	Thomas, Vincent.....	Tempe
Gilleland, Millie.....	Tempe	Wolf, Mabel.....	Tempe
Gibson, Ida.....	Mesa	Windes, Romulus.....	Tempe
Jones, Edwin.....	Prescott		

TRAINING DEPARTMENT.

Asedo, Refugio	Celaya, Carmelita	Darnell, Barl
Asedo, Francisco	Cole, Rita	Drake, Alice
Brady, Forest	Cole, Lois	Drew, Lewis
Blome, Maurice	Corbell, Homer	Escalante, Clara
Blome, Harold	Corbell, Paul	Escalante, Ynes
Bolton, Vivian	Corbell, Mabel	Escalante, Carlos
Brown, Ethel	Collins, Will	Grinillo, Rosie
Brown, Vaughn	Council, Clarence	Grinillo, Jim
Brown, Herbert	Curnow, Francis	Grinillo, Frank

TRAINING DEPARTMENT—Continued.

Grinillo, Chris	Martinez, Mercedes	Sandoz, Vernice
Grinillo, Phil	McDonough, Anna	Sandoz, Hazel
Gilliland, Ernest	Miller, Emma	Sandoz, Clyde
Goodwin, Leona	Miller, Gussie	Schenck, Elbert
Goodwin, Julius	Miller, Edna	Schurman, John J.
Guidiacañ, Angelita	Monsen, Ingborg	Sotelo, Theodore
Guidiacañ, Matilda	Moraga, Martini	Sotelo, Nella
Hackett, Letha	Moraga, Ramonc	Southwick, Ralph
Hendrix, Bertraude	Newberry, Lawrence	Steinberger, Robert
Holsapple, Sarah	Ochoa, Juan	Stone, Charles
Holsapple, Marion	Oviedo, Margarite	Still, Nellie B.
Knight, Alice	Ozedo, Frank	Sturgeon, Charles
Martinez, Teresa	Parry, Fred	Sturgeon, Beulah
Martinez, Joseffa	Penn, Edith	Wyatt, Alfred
Martinez, Antonio	Richards, Roy	
Martinez, Sara	Rodriguez, Romana	

SUMMARY OF REGISTER.

Normal Department.....	159
Sub-Normal.....	13
Training Department.....	73
Total registration.....	<u>245</u>

ALUMNI REGISTER.

CLASS OF 1887.

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Etta Broomell..... (Mrs. J. Webster Johnson)	Four years.....	Tempe
Georgia A. Holmesley..... (University of Arizona)	Nine years.....	Tempe
Reese M. Ling..... (District Attorney, Yavapai County)	Two years.....	Prescott
Major James H. McClintock.....	Five years.....	Phoenix
Gertrude Pomeroy*.....	Five years.....	

CLASS OF 1888.

Kate Cummings..... (Mrs. Fisher Bailey)	Five years.....	Tempe
Martha Sears*	Five years.....	
Henry Q. Robertson.....	Eleven years.....	Globe

Sixteen years

CLASS OF 1890.

Nanna Brown..... (Mrs. John Knight)	Three years.....	Tempe
Lena Coughran..... (Mrs. J. M. Sears)	One year.....	Tempe

CLASS OF 1891.

Lee Gray, LL. B. (Yale 1893)..... (Attorney)		Phoenix
Josephine Frankenberg.....	Five years.....	Tempe

CLASS OF 1892.

Lillian J. McAllister.....		Los Angeles, Cal.
Victoria B. Shaw..... (Mrs. Geo. K. Smith)	Two years.....	Tucson

CLASS OF 1893.

Manie Anderson.....	Four years.....	Gila Bend
Agnes Halbert*.....		
W. I. Melton.....	Seven years.....	Downey, Cal.
Lidia Rembert.....	One year.....	Los Angeles, Cal.
Mary Wingar.....	Ten years.....	Tempe
Chas. C. Woolf, LL. B. (Univ. of Colo.)..... (Attorney)		Tempe

CLASS OF 1894.

Myrtle Aplin..... (Physician at Napa Insane Asylum)	One year.....	East Highlands, Cal.
Joseph T. Birchett.....	One year.....	Tempe
Addine Bury..... <i>Mrs. J. M. Bury</i>	Eight years.....	Phoenix
Nettie Clay..... (Mrs. Ashby Hawes)	One year.....	Tempe
Agnes Dobbie..... (Mrs. J. D. Loper)	Nine years.....	Mesa
Allie Gray.....	Nine years.....	Phoenix

* Deceased.

Married

Alabama

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Leroy F. Hill.....		Tempe
Mary E. McNeill.....	Nine years.....	Tempe
John Metz.....	Six years.....	Tucson
Blanche Newell.....	Eight years.....	Mesa
Rosina Pomcroy.....	Six years.....	Mesa
Ella Saunders.....	Two years.....	Shumway (Mrs. Louis Cordon)
Anna R. Stewart.....	Five years.....	Tempe
Ida W. Woolf.....	Five years.....	Nogales (Mrs. A. J. O'Connor)

CLASS OF 1895.

Miriam Anderson.....	One year.....	Los Angeles, Cal. (Mrs. M. A. Davenport)
John R. Birchett.....	Two years.....	Tempe
John J. Carroll.....		Tempe
Carrie Culver.....	Eight years.....	Corona, Cal.
Lottie Gibson.....	Two years.....	Pima (Mrs. R. L. Mullen)
Allie Holmesley.....	Five years.....	Tempe (Mrs. Josiah Williams)
J. Wallace Morse.....	Two years.....	Chicago
Chas. P. Mullen.....	Two years.....	Tempe
Roscoe Walsworth.....		Tempe (Student, Harvard University)
Maude J. Welcome.....	Four years.....	Tucson
Bertha Wilson.....	Eight years.....	Tempe
E. Stanley Windes.....	Six years.....	Prescott (Mrs. Dr. Metzgar)

CLASS OF 1896.

J. Lawrence Abell.....	One year.....	Benson
Nellie E. Culver.....	Five years.....	Harrisburg (Mrs. Roy Frankenberg)
Don J. Frankenberg.....	One year.....	Tempe Columbus, U.
Nott E. Guild.....		Tucson
Florence G. Hanna.....	Four years.....	Tempe (Mrs. J. B. Flummerfelt)
Carl T. Hayden.....		Tempe
Jane M. Hedgpeith.....	Five years.....	Phoenix
Lewis P. Hedgpeith.....	Seven years.....	Phoenix
Georgia A. Hendrix.....	Three years.....	Tempe (Mrs. L. C. Austin)
Amina W. McNaughton.....	One year.....	Pasadena, Cal. (A. B. 1898)
Deborah I. Morris.....	Two years.....	Jerome (Mrs. Doane Merrill)
Julia R. Nichols.....	Four years.....	Tempe (Mrs. B. C. Calhoon)
Bertha M. White.....	Seven years.....	Tempe
Roy Frankenberg.....		Tempe

CLASS OF 1897.

May A. Austin.....	Two years.....	Tempe (Mrs. William M. Goodwin)
Julius G. Hansen.....		Los Angeles, Cal.
Adele Hauxhurst.....	Five years.....	Phoenix
May C. Huffer.....	Two years.....	Tempe Globe
Jane P. Martin.....	Two years.....	Tempe (Mrs. Verner A. Vanderhoof)
Ana M. Miller.....	Three years.....	St. Johns (Mrs. James Yaeger)
Clara M. Miller.....	Three years.....	Phoenix (Mrs. C. M. Zander)

Married

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NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Flora L. Mills.....	One year.....	Phoenix
J. Oscar Mullen.....	Three years.....	Tempe
Ada M. Peyton.....	One year.....	Phoenix
(Mrs. William Dodenhoff)		
Mary C. Robinson.....	Two years.....	Mesa
(Mrs. W. J. Bowen)		
Lucy M. Schwarz.....	Six years.....	Lehi
Addie Serrine.....	Four years.....	Mesa
Verner A. Vanderhoff.....	Three years.....	Tempe
Walter S. Wilson.....	One year.....	Phoenix
Alice B. Windes.....	Six years.....	Tempe

CLASS OF 1898.

Edith R. Abell.....		Mesa
(Mrs. Dr. Drane)		
Mary C. Bosbyshell.....	One year.....	Los Angeles, Cal.
Flora N. Cohn.....	Three years.....	Phoenix
Elizabeth W. England.....	Two years.....	Tempe
Louie V. Gage.....	Three years.....	Congress
(Mrs. Dr. Dennett)		
Una B. Hanna.....	Three years.....	Wichita
(Mrs. E. G. Decker)		
J. Wesley Hill.....	Two years.....	Phoenix
Olive J. Maxwell.....	Five years.....	Tempe
(Mrs. C. A. Stewart)		
Florence A. McKee.....	One year.....	Phoenix
Julia E. Melton.....	Five years.....	Downey, Cal.
Mary R. Moore.....	One year.....	Bisbee
Ethel M. Orme.....	Four years.....	Phoenix
(Mrs. E. W. Lewis)		
Charlotte E. Perry.....		Phoenix
(Mrs. Homer Redden)		
William R. Price.....		Phoenix
Clyde A. Stewart.....	One year.....	Tempe
Ida Warren Swiggett.....	Two years.....	Phoenix
Walter H. Wilbur.....		Tempe

Balesburg
Kingman

CLASS OF 1899.

Garnett Allison.....	Two years.....	Mesa
Bessie Frances Archbald.....	Three years.....	Tempe
Eva L. Bowyer.....	Three years.....	Phoenix
Lutie Marion Carlyle.....	Two years.....	Westminster, Cal.
Nellie E. Clark.....	Two years.....	Mesa
Robert O. Duncan.....		Phoenix
Inez B. Fisher.....	Three years.....	Tempe
Jessica Frazier.....	Two years.....	Phoenix
Martha Garnett.....	Three years.....	Phoenix
Garfield A. Goodwin.....		Tempe
Lena Rivers Hartsfield.....	Four years.....	Phoenix
Ella Leota Hauxhurst.....	Four years.....	Phoenix
Harry G. Hendrix.....	Four years.....	Tempe
Benjamin E. Hicks.....		Globe
Margaret Beatrice Hughes.....	Three years.....	Fuller, Kansas
Frank R. Kellner.....	One year.....	Globe
D. Maude Lincoln.....	Three years.....	Jerome
Alice A. Morse.....	Three years.....	Phoenix
Lillian M. Murray.....		Phoenix
(Mrs. Irving Andrews)		

Tempe

and

and

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Grace Newell (Mrs. Guy Collins)		Jerome
Edna A. Orzanne (Mrs. Walter S. Wilson)	Three years	Phoenix
L. Clay Henshaw	Two years	Phoenix
Zebulon Pearce	Three years	Mesa
Minnie A. Perry	Two years	Cordes
Madge P. Richmond	Four years	Phoenix
Gilbert States	Three years	Delta, Colo.
Ida W. Temple (Mrs. Wm. Schwandt)	Two years	Benson
Ruby M. Tucker <i>Mrs. Chas. Wolf</i>	Four years	Tempe
<i>married</i> Lillian A. Vaughn	Two years	Benson
<i>married</i> Emma Peyton	Four years	Florence
Mary Malvina Wallace	Four years	Mesa
Veronica White	Four years	Tempe
Lulu Belle Wingar (Mrs. Dr. R. R. Root)	Four years	Pima

Owing to the action of the Board in extending the course of study no class was graduated in 1900.

CLASS OF 1901.

Noble Carter	Two years	Manila, P. I.
Alma Morgan Davis	Two years	Bisbee Phoenix
Alice A. Fultz (Mrs. Archambeau)	Two years	Los Angeles, Cal.
Hattie M. Green	Two years	Phoenix
<i>Deceased</i> Edna Lucy Greenleaf	Two years	Yuma
Dean Ely Goodwin	Two years	Tempe
Minnie A. Hill		Phoenix
Elizabeth India Hedgpeth	Two years	Phoenix
Josephine K. Hottinger	Two years	Santa Rosa, Cal.
Perla E. Martin (Mrs. Ed. Halderman)	Two years	Tempe
Atlee Eleanor Merriam	Two years	Phoenix
Mary Emma McNulty	Two years	Phoenix
Helen Marion Stewart (Mrs. Ellis Wilcox)	Two years	Buckeye
Elizabeth Schwarz	Two years	Mesa
Serretta Anne Sistine	Two years	Mesa
Charles Albert Stauffer		Phoenix
Ethel M. Wilbur (Mrs. Wm. Dorman)		Mesa
L. Grace Webb	Two years	Cline

CLASS OF 1902.

Alice B. Appleby	One year	Mesa
Rachel Brady	One year	Mesa
Jessie F. Creager	One year	Phoenix
Florence C. Ford	One year	Prescott
J. H. Gerard	One year	Mesa
Leona L. Gibson	One year	Lehi
Grace M. Godwin	One year	Santa Rosa, Cal.
Chas. A. Haigler		Tempe
Victoria F. Harmon	One year	Tempe
Leona M. Haulot	One year	Phoenix
Clara W. Johnson	One year	Phoenix
D. D. Jones	One year	Lehi
Orren C. Jones	One year	Lehi

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Stella F. Ross.....	One year.....	Mesa
<i>Married</i> Mary J. C. Snyder.....	One year.....	Bumblebee
<i>Married</i> Orpha C. Standage.....	<i>Mrs. Bate</i> One year.....	Mesa
Edith F. Stewart.....	One year.....	Tempe
Harry R. Trusler.....	One year.....	Tempe <i>Anna Arbor</i>

CLASS OF 1903.

Charles Alexander.....		Tempe
Raymond H. Alexander.....		Tempe
Elizabeth Cosner.....		Tempe
Alice Curnow.....		Tempe
E. Murray Curnow.....		Globe <i>Tempe</i>
Lelia Hicks.....		Globe
Rose Irene Hottinger.....		Santa Rosa, Cal.
Janic Izora Irvine.....	<i>Mrs. Jno. Lindsey</i>	
Ida May Johnson.....		Tempe
Emma Laura King.....		Octave
Mamie Gertrude King.....		Phoenix
Lynn M. Laney.....		Mesa
Ina Lucinda Listebarger.....		Tempe
Clarence Mark Paddock.....		Tempe
George Reed.....		San Diego, Cal.
Elmer F. Ruse.....		Tempe
Orrin L. Standage.....		Mesa