

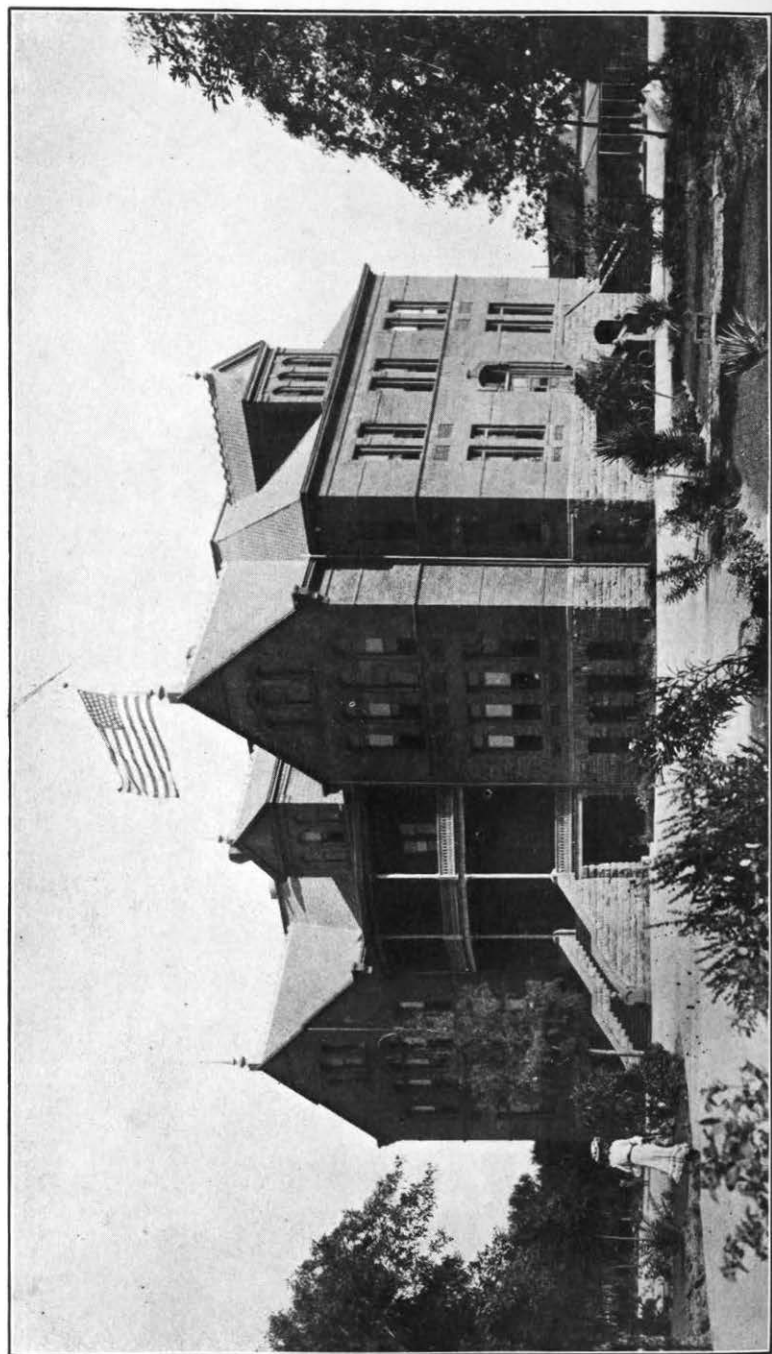
The
Tempe Normal
School of
Arizona

AT TEMPE



ANNUAL CATALOGUE

1904 :: 1905



TEMPE NORMAL SCHOOL OF ARIZONA

NINETEENTH
ANNUAL CATALOGUE

OF

The
Tempe Normal School
of Arizona

AT TEMPE, ARIZONA

For the School Year 1903-1904

with

Announcements for 1904-5

1904

PRESS OF THE H. H. McNEIL Co.
PHOENIX, ARIZONA

CALENDAR FOR 1904-5.

1904

First Semester begins	- - - - -	September 5
Entrance Examinations and Classification,	- - - - -	September 5, 6
First Quarter ends	- - - - -	November 11
Second Quarter begins	- - - - -	November 14
Thanksgiving Vacation,	- - - - -	November 24, 25
Holiday Vacation begins	- - - - -	December 23

1905

Holiday Vacation ends	- - - - -	January 1
First Semester ends	- - - - -	January 27
Second Semester begins	- - - - -	January 30
Entrance Examinations and Classification,	- - - - -	January 30, 31
Washington's Birthday,	- - - - -	February 22
Third Quarter ends	- - - - -	April 7
Fourth Quarter begins	- - - - -	April 10
Memorial Day,	- - - - -	May 30
Examinations and Commencement Exercises,	- - - - -	June 11-13

TRAINING SCHOOL.

School Year begins	- - - - -	September 12, 1904
School Year ends	- - - - -	May 22, 1905

Recesses the same as Normal School.

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LATIN AND WORD ANALYSIS.

BESSIE B. HUTCHISON, A. B.,
LITERATURE, ELOCUTION AND PHYSICAL CULTURE.

MARY E. McNULTY,
ASSISTANT IN TRAINING SCHOOL.

WINIFRED PETERS,
LIBRARIAN AND SECRETARY.

MRS. T. A. JOBS,
MATRON OF GIRLS' DORMITORY.

GEO. W. WILSON,
SUPERINTENDENT OF BUILDINGS.

HARRY WALKER,
SUPERINTENDENT OF GROUNDS.

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.

TRAINING 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.

DORMITORIES.

Students living at a distance from Tempe will find it greatly to their advantage to secure room and board in one of the dormitories connected with the school. There are two dormitories situated on the campus, one for young women and one for young men.

The girls' dormitory is situated near the southwest corner of the campus, facing the street on the west, and conveniently near the school buildings. It is constructed of brick, two stories in height, and furnishes rooms for seventy young ladies. Each room is intended for the accommodation of two students and is provided with two wardrobe closets, and with city hydrant water, electric light and furnace heat. The furnishings of each room include carpet, study table, chairs, dresser, two single beds with all necessary bedding, blankets and linen, so that the student is not expected to furnish anything in this line. There are ample, well lighted hallways, two large parlors and a comfortable sitting room. On both floors are located toilet rooms and baths with hot and cold water. The kitchen is thoroughly equipped and in charge of an experienced cook and the table board is of excellent quality. A piano 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 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 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

BOYS' DORMITORY.

The boys' dormitory is situated on the campus east of the training school, and is a two-story brick building of pleasing design. The furnishings are similar to those of the girls' dormitory and each room is provided with hydrant water, electric light and furnace heat. This dormitory is under the direct supervision of the principal, who resides in the building. Table board is provided in the general dining room attached to the girls' dormitory and the rates are the same as quoted above. No extra charge is made in either dormitory for light or heat.

THE CAMPUS.

The Normal grounds, which cover an area of twenty acres, have been beautifully laid out by an experienced landscape gardener. A fine system of gravelled drives and walks, bordered with grassy lawns and lined with shade trees, shrubbery and flowering plants, gives the grounds the appearance of a well kept park. The plants have 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 an athletic field including football ground and running track.

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.

1. In order to receive a diploma from this institution a student must have attained the age of 18 years.

2. No student shall be admitted to senior standing who has more than 5 hours' work per week for the year, in addition to the regular senior course or its equivalent.

3. Candidates for graduation must have completed at least one full year's work in this school, and in addition to satisfactory standing in scholarship must have given satisfactory evidence of a good moral character and the executive ability necessary to the proper management of a school.

4. Students from other institutions applying for senior standing must satisfy the faculty of their qualifications by examination or by certificate, and they may be required to pursue in this school, one or more subjects below the senior year at the discretion of the faculty.

5. The diploma entitles the holder to teach a primary or grammar school in any county in the Territory during life.

TUITION AND REGISTRATION 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. Pupils who have completed the work of the 6th and 7th grades in the Normal Training department will be entitled to free tuition in the Sub-Normal department.

3. 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.

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

5. 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, room, light, heat, etc., can be procured in the dormitories at \$15 per month, and in private homes at from \$20 to \$25 per month.

The cost of books and stationery ranges from \$10 to \$15 per 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, seventy per cent constitutes a conditional grade, and the student may be required to review the subject. A grade below seventy 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 subject studied during the quarter. 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 for the year 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-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 deliberative 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: Wm. R. Price, J. M. Culver, Alma M. Davis, Phoenix; John M. Lindsey, Santa Barbara, Cal.; Dane Coolidge, San Francisco, Cal.; Dr. Chas. H. Jones, Dr. W. G. DeVore, Miss Della Penn, Robert Finch, Jas. Goodwin, Walter Johnston, Tempe.

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 202 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 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 have decided to attend the Normal should write to us stating when they will arrive, so that we may meet them at the train. If you do not know upon what train you will arrive, and there is no one to meet you, come to the Normal 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	3	Spelling and Word Analy- sis.....	20	3

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.....	20	5	Physiography.....	20	5
(Field and Laboratory 5.)			(Field and Laboratory 5.)		
Vocal Music.....	20	2	Music.....	20	2

Second Year.

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

Junior Year.

FIRST SEMESTER.	Wk.	Rec.	SECOND SEMESTER.	Wk.	Rec.
Geometry	20	5	Theme Writing.....	20	5
Science of Government	20	2	United States History.....	20	5
(Seminary.)			Pedagogy.....	20	5
Grammatical Analysis.....	20	4	Chemistry.....	20	5
Psychology	20	5	(Laboratory 5.)		
Physics.....	20	5	Drawing.....	20	2
(Laboratory 5.)			Music.....	20	2
Drawing.....	20	2	Observation in Training		
Music	20	2	School.....	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 Lessons,		
{ Geography.			{ Drawing and Penmanship.}		

Forty weeks constitute a school year.

LATIN COURSE.

First Year.

Same as English, except Latin for Word Analysis, 2d semester.

Second Year.

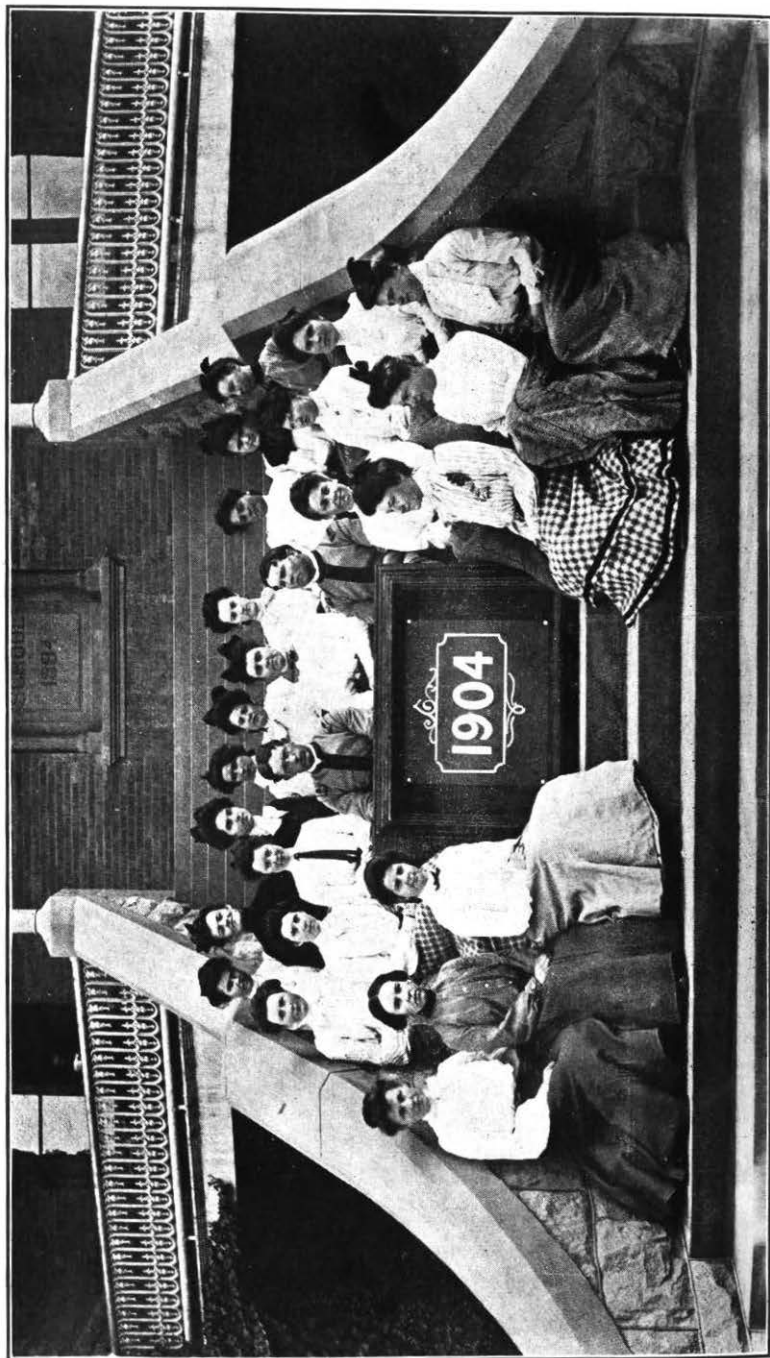
FIRST SEMESTER.	Wk.	Rec.	SECOND SEMESTER.	Wk.	Rec.
Algebra	20	5	Geometry	20	5
General History.....	20	5	General History.....	20	5
Rhetoric and Composition	20	5	Botany.....	20	5
Latin.....	20	5	(Laboratory and Field 5.)		
Drawing.....	20	2	Latin.....	20	5
Music	20	2	Drawing.....	20	2
			Music.....	20	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.....	20	5	Drawing.....	20	2
(Laboratory 5.)			Music.....	20	2
Drawing.....	20	2	Observation in Training School.....	10	1
Music.....	20	2			

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



CLASS OF 1904

Analysis of Course of Study.

INTRODUCTION.

The fact that the primary aim of a Normal school is the training of teachers is made prominent throughout the course. In each department the teacher not only presents the lessons to his class but discusses with the pupils the method of presentation and requires them to note his plans of work in all the parts of the subject. Thus the teaching idea is pre-eminent in the minds of all Normal students from the beginning of the course, and they are able to model their own work as teachers upon what they have seen as well as upon that which they study in text, books on theory.

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 1903-4 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:

Shakespeare—"Julius Cæsar" and "Merchant of Venice."

Matthew Arnold—"Sohrab and Rustum."

Scott—"Marmion."

SPELLING AND WORD ANALYSIS.

The work in spelling and word analysis is considered an important part of the course. It now requires three 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.

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

TEXT-BOOK.

Maxwell's Advanced Lessons in English.

REFERENCES.

Whitney's Essentials of English Grammar.

Milne—An English Grammar.

Hoenshel's Advanced Grammar.

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.

TEXT-BOOKS.

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

REFERENCES.

J. H. Gardiner—Forms of Prose Literature.
Gardiner, Kittredge, and Arnold—Elements of English Composition.
Harriet L. Keeler and Emma C. Davis—Studies in English Composition.

RHETORIC.

Rhetoric is the art of effective communication by means of language. The student is led to understand the principles that underlie connected discourse. Emphasis is placed upon both the constructive and the critical study of expression. There is much composition work; drill, at first, is in the choice of words and the structure of sentences and paragraphs, and then upon the theme as a whole. The principles underlying the forms of prose literature and of verse are studied. Application of these principles is made by reading and criticising a number of the masterpieces of prose and poetry.

TEXT-BOOK.

Waddy—Elements of Composition and Rhetoric.

REFERENCES.

Genung—Practical Rhetoric.
Carpenter—Elements of Rhetoric.
Lockwood—Lessons in English.

GRAMMATICAL ANALYSIS.

This course is given in the first semester of 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.

THEME WRITING.

In the second semester of the Junior year a course is given in English composition, along the lines of exposition, description, and argumentation. Models are selected and studied, and short themes are written to develop these three forms of composition. The construction of outlines receives attention, and the students are trained to express themselves simply, and with directness and clearness.

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."

Macauley—"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."

REFERENCES.

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 760 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 Sub-Normal 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, will be emphasized during this year. Supplementary work will be sought for in the various text-books and in original examples by the class.

The subject is reviewed during the Senior year from the standpoint of the teacher. Special attention is given to underlying principles, the methods of presentation of the subject, and the application of the knowledge to the practical affairs of life.

TEXT-BOOK.

White's Advanced.

REFERENCES.

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

TEXT-BOOK.

Wentworth's Complete.

REFERENCES.

Wells' Essentials, Milne's Higher 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.

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 preserved 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 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 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.

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;" Ganong—"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."

ZOOLOGY.

First Year; First Semester; Twenty Weeks.

This course consists of laboratory study of types of the more important groups, supplemented by discussions of fundamental principles. 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."

PHYSIOLOGY.

Second Year; First Semester; Twenty Weeks.

The general idea 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' 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."

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."

CHEMISTRY.

Junior Year; Second 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 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' 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."

PHYSICS.

Junior Year; First 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. Besides 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."

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.

TEXT-BOOKS.

Essentials in Ancient History, A. M. Wolfson; Myers' Mediaeval and Modern History.

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, Hallam'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.

Wilson, *The State*; 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*; *Bryce's American Commonwealth*, and many others.

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 activity 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' Briefer Course, Henry Holt & Co.

REFERENCES.

Psychology, James' 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 Methods of the Recitation, McMurry, The MacMillan Co., New York.

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 the 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 cooperative 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, 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, criticized 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.

An important part of the study of methods of teaching is the preparation by each student of a thesis bearing directly upon this work. These theses are read before the faculty and the senior and junior classes. The reading of each paper is followed by a brief discussion in which all are invited to take part.

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," DeGarmo; "Report of the Committee of Fifteen;" "Psychology for Teachers," Lloyd Morgan; "Talks on Psychology," James; "Interest," Ostermann; "Infant Education," 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 the 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 school has grown so rapidly that its present quarters are becoming too crowded and those interested in the school are looking forward to the erection of a larger building which shall provide the necessary extra room.

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.

As the course now stands, a child can enter the Training School in the first grade and take the entire preparatory work there, passing from the seventh grade directly into the Normal. Pupils thus admitted to the Normal are not required to pay tuition.

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			SIXTH GRADE			SEVENTH 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	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	5	30	20	5	30	20
Reading.....	15	20	.....	10	20	15	5	25	20	5	25	20	5	25	20	5	20	20	5	20	20
Spelling.....	Part of	Rea	d g	5	15	15	5	15	20	5	15	20	5	15	20	5	20	20	5	20	20
Language { Science.....	10	20 & 10	.....	10	20	.....	10	20	.....	5	30	.....	5	30	.....	5	20	20	5	30	20
Language { Physiology.....																					
History.....	10	10	.....	5	20	.....	5	20	.....	5	20	.....	5	20	.....	5	20	20	5	20	20
Writing.....	5	15	.....	5	20	.....	5	25	.....	5	25	.....	5	25	.....	5	25	.....	5	25	.....
Drawing.....	5	20	.....	5	20	.....	5	25	.....	5	25	.....	5	25	.....	5	25	.....	5	25	.....
Manual Training.....	5	10	.....	5	15	.....	5	15	.....	5	15	.....	5	15	.....	5	20	.....	5	20	.....
Music.....	5	20	.....	5	20	.....	5	25	.....	5	25	.....	5	25	.....	5	20	.....	5	20	.....
Geography.....	5	20	.....	5	20	.....	5	25	.....	5	25	.....	5	25	.....	5	20	.....	5	20	.....
General Exercises.....	5	20	.....	5	20	.....	5	25	.....	5	25	.....	5	25	.....	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 and 4th Grades spend 5 hours in school daily.

5th 6th and 7th Grades spend 6 hours in school daily.

LATIN.

Latin, an elective study, will begin with the second semester of the First year. During the remainder of the course the full time of forty weeks, with five recitations each week, will be devoted to this work.

While the course is based on the entrance requirements of the University of California, and of Stanford University, especial attention is given to the needs of those who intend to teach. Much attention is paid to the force of prefixes and suffixes and the building of vocabulary from root-words.

Latin prose based on prose authors read is required throughout the course. In written work the mistakes are indicated and the exercises rewritten until free from error. Frequent sight reading from the board accompanies the regular reading of the text.

Four books of Cæsar, seven orations of Cicero and six books of Virgil are read during the course.

TEXT-BOOKS.

Bennett's "Foundations of Latin;" Harper and Tolman's "Cæsar;" D'Coye's "Cicero;" Prieze's "Virgil;" Bennett'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 these, to the study of the elements of design, the making of the designs from conventionalized plant and animal form, practice with brush and ink, blackboard and memory drawing, and easy problems in construction.

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.

Where thought best in the course the following topics are considered: drawings and technic by different artists, how to use the blackboard, light and shade, colored crayons, telling stories through drawing, preparation of drawings and designs for reproduction, mounting and framing of pictures, and school-room decoration.

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.

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 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 R. A. Holbrook, U. S. A.

Opportunity has been given for target practice, a good range having been fitted up within a mile of the campus. Three 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.

Considerable attention is paid to track athletics for which facilities are provided. Basket ball furnishes opportunity for outdoor exercise for the young women, a convenient and well appointed court being located on the campus near the girls' dormitory.

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.

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 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.

Students of advanced standing, entering for the first time, are required to make such grades as the Faculty prescribes.

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.

Natural Music Series—Short Course in Music, Book II; Elements of Harmony, Stephen A. Emery; Laurel Song Book, Wm. L. Tomlins. (Last named is furnished by the school).

AUXILIARY BOOKS.

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

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

REGISTER FOR 1903-04.

CLASS OF 1904.

Deborah Allen.....	Mesa	Sallie Miller.....	Tempe
Rebecca Allen.....	Mesa	Mary Millet.....	Tempe
Winifred E. Allison.....	Globe	Charlotte Mullen.....	Tempe
Fannie Armitage.....	Fairbank	Getha Munds.....	Flagstaff
Helen Axtell.....	Tombstone	Jennie Munds.....	Flagstaff
Ernest Corbell.....	Tempe	Della Penn.....	Santa Monica, Cal.
Grace Culver.....	Tempe	Ida Penn.....	Santa Monica, Cal.
Lucy Cummings.....	Tempe	Pansy Robbins.....	Tempe
Mabel Goldsworthy.....	Bisbee	Marion Thomas.....	Bisbee
Alice Grier.....	Phoenix	Everett Wilbur.....	Mesa
Adelaide Kindred.....	Bisbee	Maud Wilson.....	Tempe
Louise Lynd.....	Tempe		

NORMAL DEPARTMENT.

Alfred, Zella.....	Mesa	Cummings, Nellie.....	Tempe
Armitage, Florence.....	Fairbank	Danics, Chas.....	Tempe
Barrow, Nellie.....	Tombstone	DeForrest, Alice.....	Phoenix
Bellamy, Frankie.....	Tempe	Dickinson, Bert.....	Tempe
Benson, May.....	Willcox	Drew, Anna.....	Tempe
Biery, Joy.....	Florence	Drew, Florence.....	Tempe
Blake, Jessie.....	Tempe	Duncan, Nelly.....	Tempe
Blakely, Isabel.....	Kingman	Dykes, Frank.....	Mesa
Blome, Helen.....	Tempe	Etter, Eva.....	Phoenix
Boyle, Mary.....	Bisbee	Gaddis, Hattie.....	Gold Hill, N. M.
Brewer, May.....	Kingman	Gerald, Genevieve.....	Tempe
Brown, Frances.....	Tempe	Gibson, Ada.....	Lehi
Brown, Harry.....	Tempe	Gibson, Ida.....	Lehi
Brown, Stella.....	Tempe	Goodin, Dora.....	Florence
Buck, Vera.....	Tempe	Greenleaf, Alice.....	Tempe
Burg, Stanley.....	Tempe	Greenleaf, Ione.....	Tempe
Cain, Mamie.....	Val Verde	Griffen, Olive.....	Tempe
Carrier, Iva.....	Jerome	Griffen, Frank.....	Tempe
Carroll, Delila.....	Mesa	Griffeth, Bert.....	Kingman
Clark, Jessie.....	Benson	Harris, Alma.....	Tempe
Clem, Clara.....	Tempe	Harris, Carrie.....	Florence
Clem, Eula.....	Tempe	Haulot, Emma.....	Phoenix
Clifford, Cloa.....	Pearce	Hendrix, Edgar.....	Tempe
Collins, Maude.....	Benson	Hendrix, Hazel.....	Tempe
Couroy, Earle.....	Tempe	Holmes, Alta.....	Tempe
Conser, Cecil.....	Tempe	Holmes, Fred.....	Tempe
Corbell, Mattie.....	Tempe	Hough, Frank.....	Tempe
Coughran, Wiley.....	Tempe	Hough, Mary.....	Tempe
Cowan, Alma.....	Tombstone	Hutchison, Roy.....	Mesa
Cummings, Ethel.....	Tempe	Hyatt, Nelle.....	Tempe
Cummings, Sallie.....	Tempe	Jaime, Rosa.....	Safford

Johnson, Leslie.....	Tempe	Pritchett, William.....	Tempe
Johnston, Clifford.....	Tempe	Pulsifer, Elma.....	Blanchard
Jones, Alma.....	Lehi	Redden, Elmer.....	Tempe
Jones, Bertran.....	Lehi	Richards, Floyd.....	Tempe
Jones, Edwin.....	Pomona, Cal. x	Richards, Robert.....	Tempe
Jones, Ethel.....	Bisbee x	Robbins, Inez.....	Tempe
Jones, Rollin.....	Lehi	Ruse, Eva.....	Tempe
Jungermann, Reinhold.....	Tempe	Russell, Mabel.....	Chloride A
Keating, Annes.....	Florence x	Sachs, Annie.....	Tempe
Kemp, Mabel.....	Willcox x	Schmidt, Laura.....	Tempe
Kenney, Lucy.....	Bisbee x	Schmidt, Henry.....	Tempe
King, James.....	Phoenix	Schwarz, Margaretha.....	Lehi
King, Vergil.....	Phoenix	Shute, Eugene.....	Livingstone x
Lamb, Mac.....	Mesa	Simms, Chas.....	Chicago x
Leebrick, Karl.....	Mesa	Smith, Bessie.....	Phoenix
Lemons, James.....	Pearce y	Snyder, Lizzie.....	Bumble Bee x
Lossing, Laverna.....	Phoenix	Standage, Clarence.....	Mesa
Lyall, Bertha.....	Buckeye	Standage, Jean.....	Mesa
McComas, Ina.....	Tempe	Standeford, Charlton.....	Congress x
McComas, Roy.....	Tempe	Stauffer, Lemmie.....	Glendale
MacIntyre, Helen.....	Phoenix	Stauffer, Sadie.....	Glendale
McNichol, Kitty.....	Blanchard	Stewart, Bertha.....	Tempe
Martin, Nelly.....	Mesa	Stewart, Maude.....	Tempe
Matthews, Anna.....	Tempe	Stone, Sarah.....	Tempe
Miller, Ben.....	Tempe	Sult, Carrie.....	Glendale
Miller, Curt.....	Tempe	Tamborino, Palmira.....	Congress t
Millet, Artie.....	Tempe	Tomlinson, Georgia.....	Tempe
Morgan, Belle.....	Tucson x	Ullman, Elizabeth.....	Tempe
Morrow, Bessie.....	Tempe	Van Meter, Herbert.....	Tempe
Mullen, Mary.....	Tempe	Van Noate, Coriune.....	Tempe
Mundy, Ethyl.....	.....	Van Noate, Harry.....	Tempe
Murphy, Imogene.....	Tempe	Vensel, Sidney.....	Phoenix
Murphy, Nelly.....	Tempe	Walker, Iva.....	Tempe
Nichols, Grace.....	Tempe	Wallace, Hester.....	Mesa
Noble, Joseph.....	Lehi	Wallace, Sarah.....	Mesa
Odell, Ora.....	Tempe	Walsh, Gracie.....	Tempe
Openshaw, Rose.....	Tempe	Webb, Cone.....	Cline y
Perkins, Olive.....	Phoenix	Westover, Clarence.....	Tempe
Peterson, Levon.....	Tempe	White, Mary.....	Phoenix
Peterson, Mabel.....	Tempe	White, Louise.....	Phoenix
Phelps, Lottie.....	Tempe	Will, Mary.....	Florence
Porter, Walter.....	Tempe	Windes, Romulus.....	Tempe
Potts, Gertrude.....	Kingman x	Wolf, Mabel.....	Tempe
Price, Ralph.....	Tempe	Wolf, William.....	Tempe
Priest, Annie.....	Tempe	Wright, Gladys.....	Florence y
Priest, Clara.....	Tempe	Wright, Vessa.....	Bisbee z
Priest, Marina.....	Tempe	Young, Kathryn.....	Solomonville y

SUB-NORMAL DEPARTMENT.

Benson, Jean.....	Buckeye	Porter, Pearl.....	Tempe
Braun, Gladys.....	.....	Pritchett, John.....	Tempe
Corbell, Edith.....	Tempe	Saylor, Ray.....	Tempe
Harmon, May.....	Tempe	Snyder, Helen.....	Bumble Bee
Leebrick, Bessie.....	Mesa	Van De Walker, Lulu.....	Tempe
Lewis, Sadie.....	Tempe	Walsh, Annie.....	Tempe
Miller, Halbert.....	Tempe	Wolf, Irene.....	Tempe
Moear, Hubbard.....	Tempe		

TRAINING DEPARTMENT.

Blome, Harold	Guidiacan, Matilda	Opadoca, Louisa
Blome, Maurice	Hackett, Letha	Opadoca, Teresa
Bracamoute, Antonio	Hendrix, Bertrande	Oviedo, Margarite
Bracamoute, Lupa	Holsapple, Marion	Oviedo, Rosa
Bracamoute, Nijo	Holsapple, Sarah	Parry, Charles
Bracamoute, Sandoz	Hunter, Helen	Parry, Fred
Brady, Forest	Hunter, Lucile	Parry, Katharine
Bruce, Hazel	Johnson, Harold	Powers, Rosella
Brunner, Edna	Johnston, Dorothy	Richards, Roy
Brunner, Irwin	Johnston, Edith	Robbins, Irene
Brunner, Wilbur	Johnston, Helen	Robbins, Ruth
Casner, Edith	Johnston, Kenneth	Rogers, Annie
Cave, Lillian	Kelly, Egbert	Safell, Richard
Cclaya, Carmelita	Knight, Alice	Safell, Videll
Clippenger, Eddie	Laney, Grant	Schenck Elbert
Cole, Lois	Laney, Mabel	Schurman, John G.
Cole, Rita	Leeper, Blanche	Smith, Earl
Corbell, Ethel	Leudke, Lizzie	Smith, Raymond
Corbell, Homer	Lynch, John	Smith, Roy
Corbell, Mabel	McNulty, Frances	Sotelio, Nella
Corbell, Paul	Martin, George	Spangler, Carl
Crafts, Lowell	Martin, Hattie	Spangler, Lola
Curnow, Frances	Martin, Ruth	Spangler, Lulu
Drew, Lewis	Martinez, Antonio	Stewart, Grace
Elias, Matilda	Martinez, Joseffa	Still, Nellie
Erreras, Casamira	Martinez, Mercedes	Stone, Charles
Escalante, Carlos	Martincz, Sara	Sturgeon, Benlah
Escalante, Clara	Martinez, Teresa	Sturgeon, Charles
Escalante, Rosa	Miller, Emma	Turner, Lester
Escalante, Ynez	Miller, Gussie	Walker, Marjorie
Fields, Marriott	Moraga, Martini	Westover, Charles
Goodwin, Julius	Morcscsa, Levrado	Winstead, Paul
Goodwin, Leona	Mullen, Thaddius	Ymperial, Amalia
Guidiacan, Angelita	Ochoa, Juan	

SUMMARY OF REGISTER.

Normal Department, including Class of 1904.....	179
Sub-Normal.....	15
Training Department	101
Total Registration.....	295

ALUMNI REGISTER.

CLASS OF 1887.

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Btta Broomell..... (Mrs. J. Webster Johnson)	Four years.....	Los Angeles
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.....	Sixteen years.....	Globe

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).....		Los Angeles
(Attorney)		
Josephine Frankenberg.....	Five years.....	Tempe

CLASS OF 1892.

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

CLASS OF 1893.

Manic Anderson..... (Mrs. J. E. Boyd)	Four years.....	Wickenburg
Agnes Halbert*.....		
W. I. Melton.....	Seven years.....	Toluca, Cal.
Lidia Rembert.....	One year.....	San Francisco
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.....	Bast Highlands, Cal.
Joseph T. Birchett.....	One year.....	Tempe
Addine Bury..... (Mrs. Ira Reedy)	Eight years.....	La Cananea
Nettie Clay..... (Mrs. Ashby Hawes)	One year.....	Tempe
Agnes Dobbie..... (Mrs. J. D. Loper)	Nine years.....	Mesa
Allie Gray..... (Mrs. Joe Sparks)	Nine years.....	El Paso, Tex.
Leroy, P. Hill.....		Birmingham, Ala.
Mary B. McNeill.....	Nine years.....	Tempe

*Deceased.

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
John Metz	Six years	Tucson
Blanche Newell	Eight years	Mesa
Rosina Pomeroy	Six years	Mesa
Ella Saunders (Mrs. Louis Cordon)	Two years	Shumway, Miss.
Anna R. Stewart	Five years	Tempe
Ida W. Woolf (Mrs. A. J. O'Connor)	Five years	Florence

CLASS OF 1895.

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

CLASS OF 1896.

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

CLASS OF 1897.

May A. Austin (Mrs. William M. Goodwin)	Two years	Tempe
Julius G. Hansen		Los Angeles, Cal.
Adele Hauxhurst	Five years	Los Angeles, Cal.
May C. Huffer (Mrs. Bondhower)	Two years	Tonto
Jane P. Martin (Mrs. Verner A. Vanderhoof)	Two years	Scottsdale

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

CLASS OF 1898.

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

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	San Bernardino, Cal.
Nellie B. Clark (Mrs. M. A. Harmer)	Two years	Tempe
Robert O. Duncan	Three years	Phoenix
Inez B. Fisher	Three years	Tempe
Jessica Frazier	Two years	Denver
Martha Garnett	Three years	Phoenix
Garfield A. Goodwin		Tempe
Lena Rivers Hartsfield	Four years	Prescott
Ella Leota Hauxhurst	Four years	Phoenix
Harry G. Hendrix	Four years	Douglas

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Benjamin E. Hicks		Globe
Margaret Beatrice Hughes	Three years	Wier City, Kansas
Frank R. Kellner	One year	Globe
D. Maude Lincoln	Three years	Jerome
Alice A. Morse	Three years	Phoenix
Lillian M. Murray (Mrs. Irving Andrews)		Phoenix
Grace Newell (Mrs. Guy Collins)		Denver, Colo.
Edna A. Orzanne (Mrs. Walter S. Wilson)	Three years	Phoenix
I. Clay Henshaw (Mrs. Ed. Bowers)	Two years	Phoenix
Zebulon Pearce	Three years	Mesa
Minnie A. Perry (Mrs. Joe Bassett)	Two years	Cordes
Madge P. Richmond	Four years	Phoenix
Gilbert States	Three years	Delta, Colo.
Ida W. Temple	Two years	Benson
Ruby M. Tucker (Mrs. Chas. Woolf)	Four years	Tempe
Lillian A. Vaughn	Two years	Benson
Emma Peyton (Mrs. Geo. Swindel)	Four years	Manila, P. I.
Mary Malvina Wallace	Four years	Mesa
Veronica White	Four years	Bisbee
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	Phoenix
Alice A. Fultz (Mrs. Archambeau)	Two years	Prescott
Hattie M. Green	Two years	Phoenix
Edna Lucy Greenleaf*	Two years	
Dean Ely Goodwin	Two years	Santa Rosa, Cal.
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	Bisbee
Atlee Eleanor Merriam	Two years	Phoenix
Mary Emma McNulty	Two years	Tempe
Helen Marion Stewart (Mrs. Ellis Wilcox)	Two years	Buckeye
Elizabeth Schwarz	Two years	Mesa
Serretta Anne Serrine (Mrs. Jones)	Two years	Mesa
Charles Albert Stauffer		Phoenix
Ethel M. Wilbur (Mrs. W. Dorman)		Mesa
L. Grace Webb	Two years	Cline

*Deceased.

CLASS OF 1902.

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Alice B. Appleby.....	One year.....	Mesa
Rachel Brady..... (Mrs. Levi Walker)	One year.....	Mesa
Jessie F. Creager.....	One year.....	Nogales
Florence C. Ford.....	One year.....	Phoenix
J. H. Gerard.....	One year.....	Williams
Leona L. Gibson.....	One year.....	Lehi
Grace M. Godwin.....	One year.....	Santa Rosa, Cal.
Chas. A. Haigler.....	One year.....	Tempe
Victoria F. Harmon.....	One year.....	Tempe
Leona M. Haulot.....	One year.....	Tempe
Clara W. Johnson.....	One year.....	Phoenix
D. D. Jones.....	One year.....	Lehi
Orren C. Jones.....	One year.....	Lehi
Stella F. Ross.....	One year.....	Mesa
Mary J. C. Snyder..... (Mrs. Kendrick)	One year.....	Bumblebee
Orpha C. Standage..... (Mrs. O. Babbitt)	One year.....	Mesa
Edith F. Stewart.....	One year.....	Tempe
Harry R. Trusler.....	One year.....	Ann Arbor, Mich.

CLASS OF 1903.

Charles Alexander.....	.....	Tucson
Raymond H. Alexander.....	.....	Lee's Summit, Mo.
Elizabeth Cosner.....	.....	Florence
Alice Curnow.....	.....	Tempe
E. Murray Curnow.....	.....	Florence
Lelia Hicks.....	.....	Globe
Rose Irene Hottinger.....	.....	Clifton
Janie Izora Irvine..... (Mrs. J. M. Lindsey)	.....	Knightsen, Cal.
Ida May Johnson.....	.....	Tempe
Bmma Laura King.....	.....	Octave
Mamie Gertrude King.....	.....	Phoenix
Lynn M. Laney.....	.....	Mesa
Ina Lucinda Listerberger.....	.....	Pima
Clarence Mark Paddock.....	.....	Phoenix
George Reed.....	.....	San Diego, Cal.
Blmer F. Rusc.....	.....	Prescott
Orrin L. Standage.....	.....	Mesa

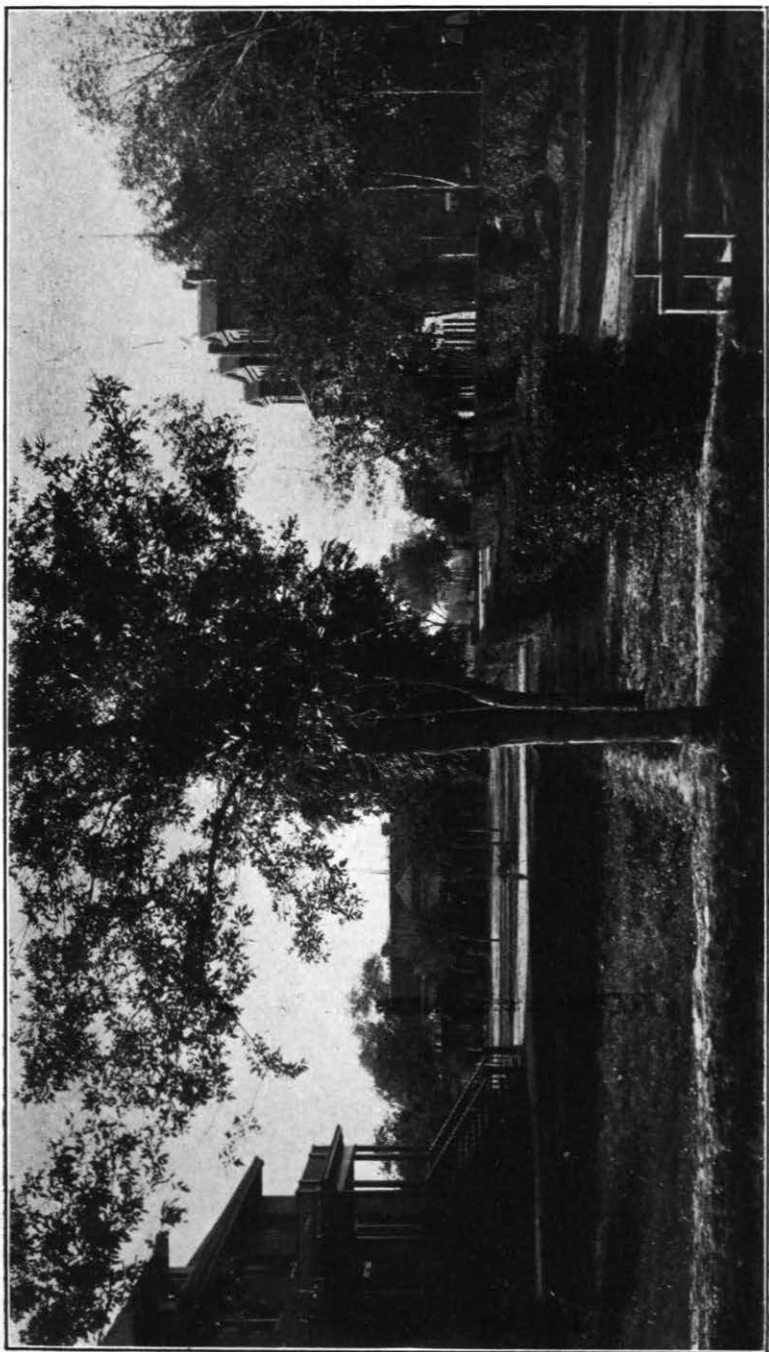
CLASS OF 1904.

Deborah Allen.....	.....	Mesa
Rebecca Allen.....	.....	Thatcher
Winifred B. Allison.....	.....	Globe
Fannie Armitage.....	.....	Fairbank
Helen Artell.....	.....	Tombstone
Bruce Corbell.....	.....	Tempe
Grace Culver.....	.....	Tempe
Lucy Cummings.....	.....	Tempe
Mabel Goldsworthy.....	.....	Bisbee
Alice Grier.....	.....	Phoenix
Adelaide Kindred.....	.....	Bisbee
Louise Lynd.....	.....	Glendale

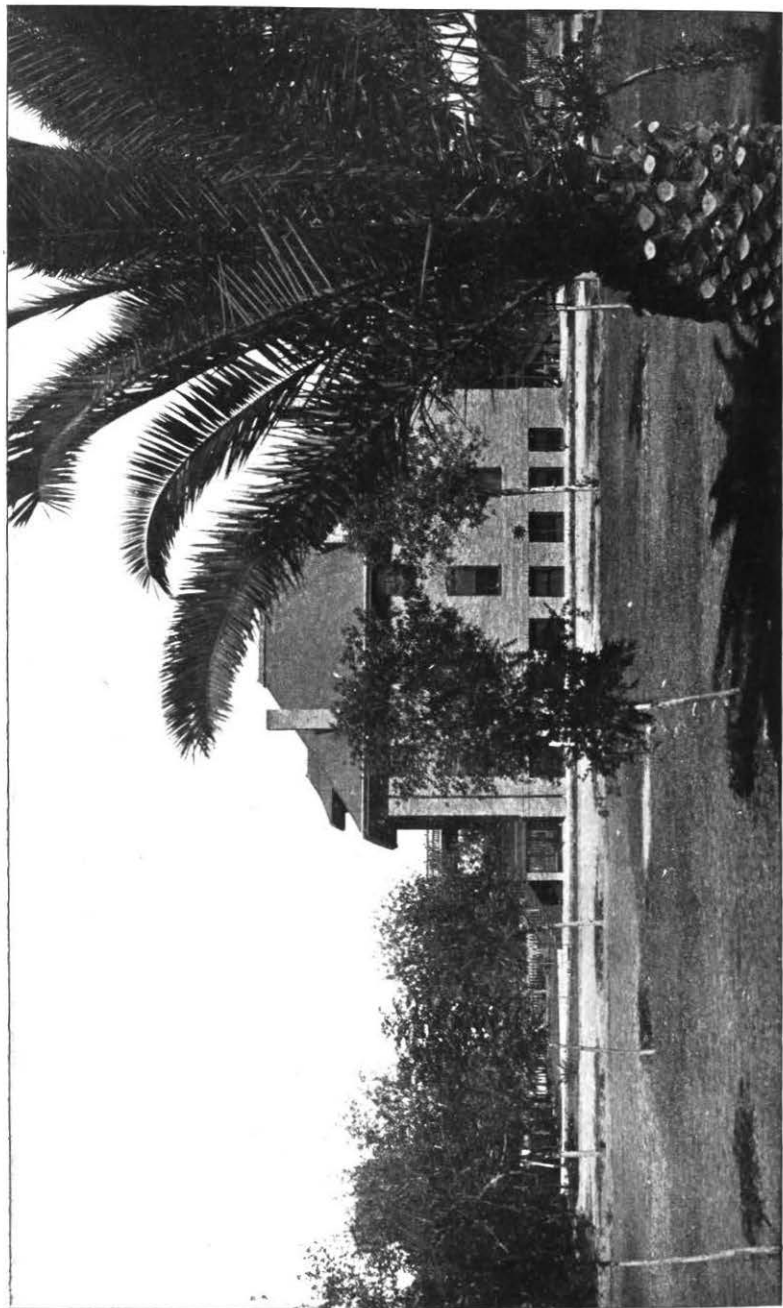
NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Sallie Miller.....		Florence
Mary Millet.....		Tempe
Charlotte Mullen.....		Tempe
Getha Munds.....		Flagstaff
Jennie Munds.....		Flagstaff
Della Penn.....		Santa Monica, Cal.
Ida Penn.....		Santa Monica, Cal.
Pansy Robbins.....		Tempe
Marion Thomas.....		Bisbee
Everett Wilbur.....		Thatcher
Maudc Wilson.....		Tempe
Total number of Graduates.....		202

Tempe Normal School
of Arizona

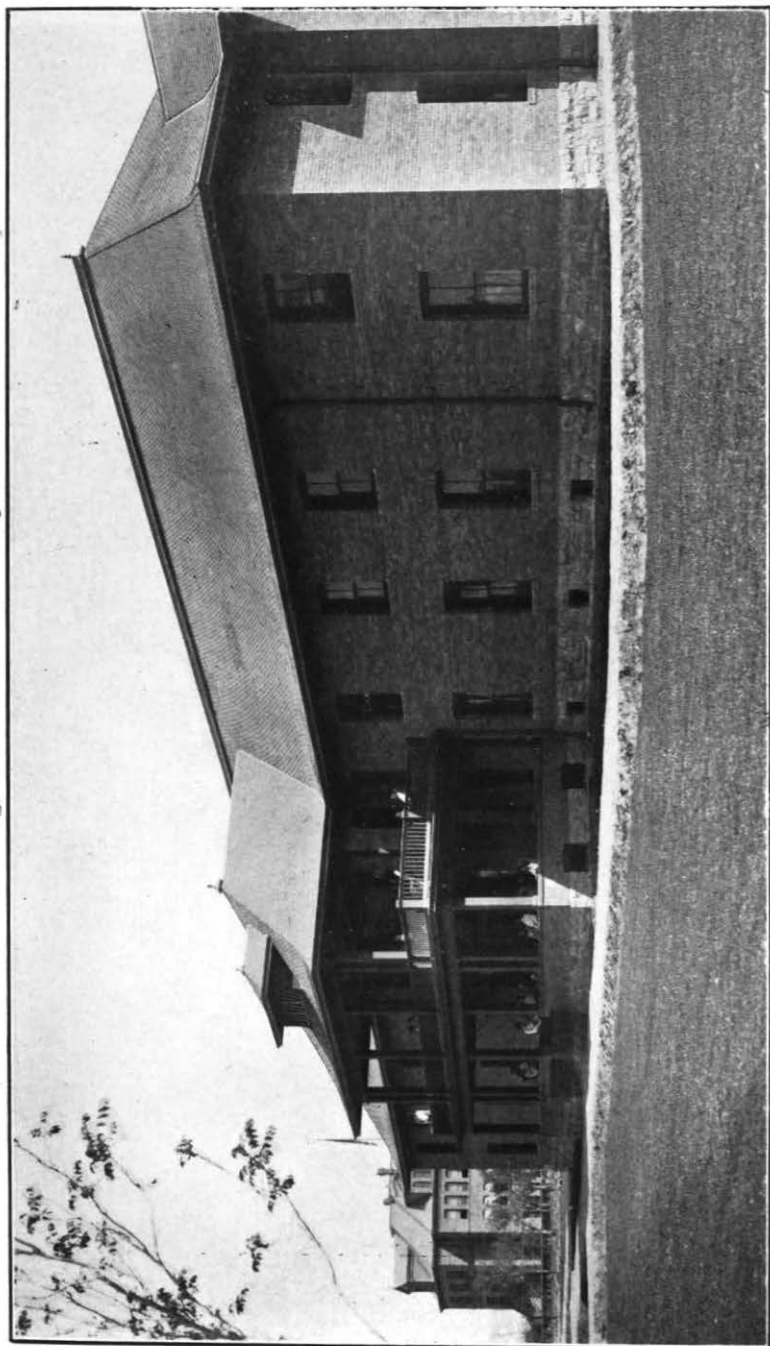
*Views of Buildings, Grounds,
Interiors, Etc.*



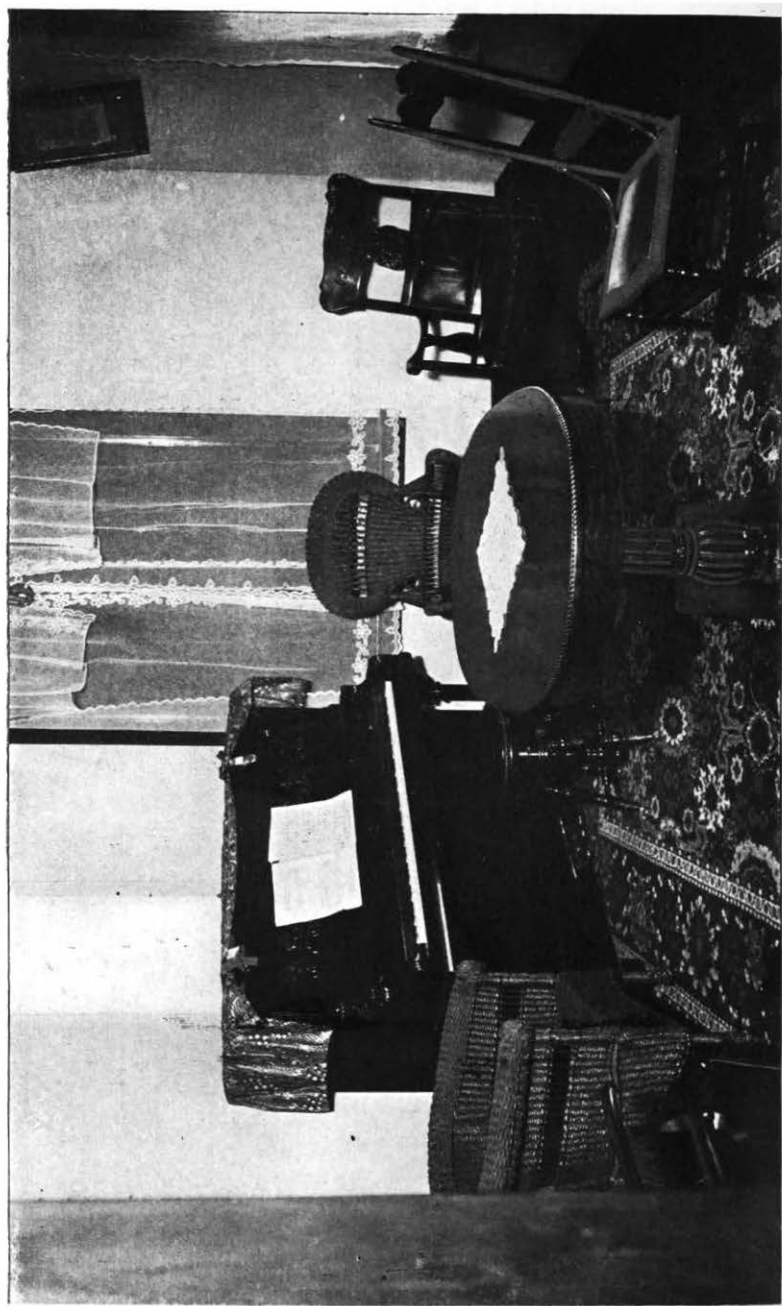
DRIVEWAY THROUGH THE NORMAL GROUNDS, LOOKING WEST



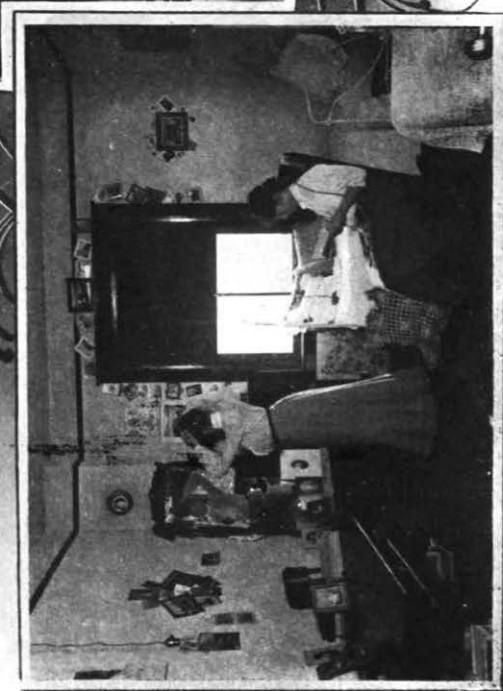
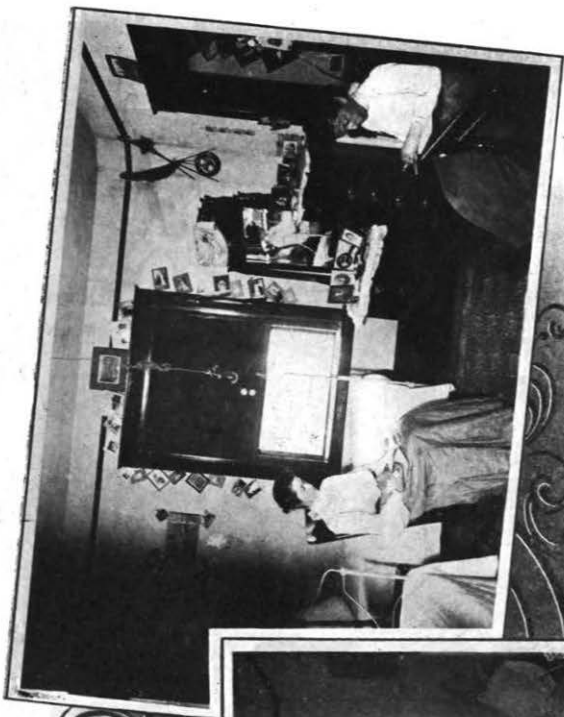
BOYS' DORMITORY



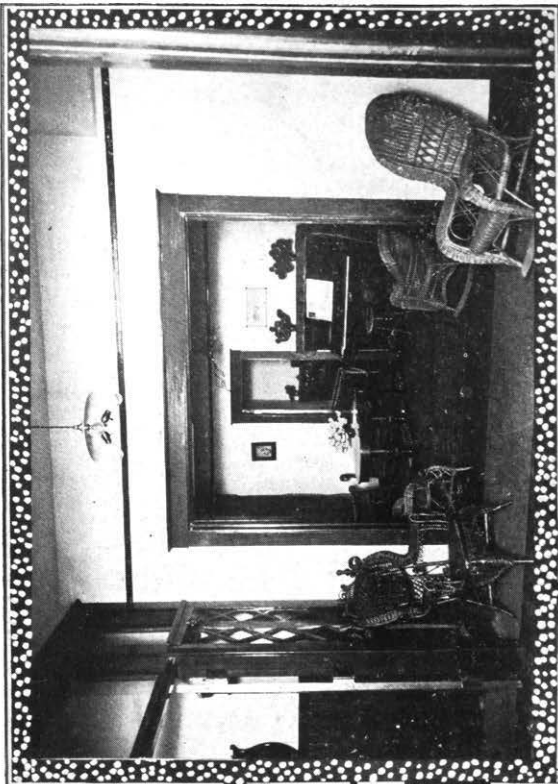
LADIES' DORMITORY



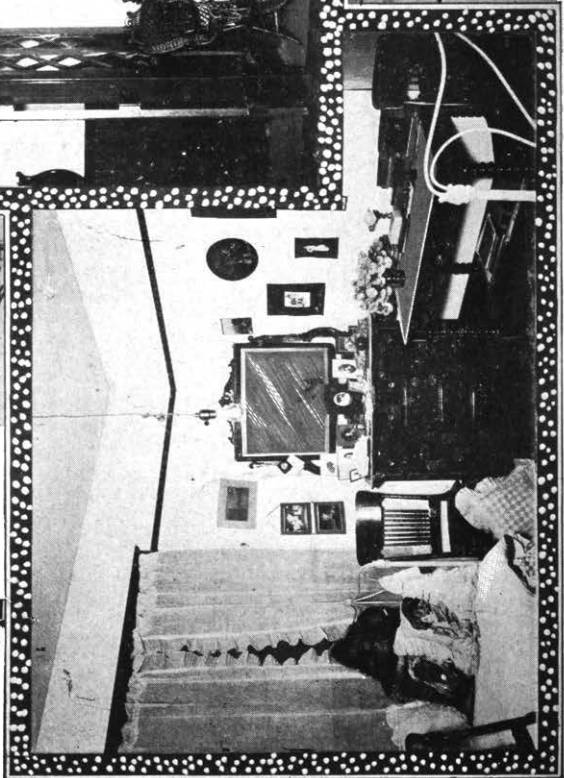
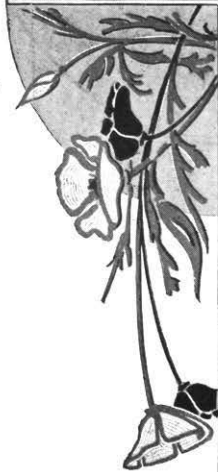
PARLOR IN DORMITORY



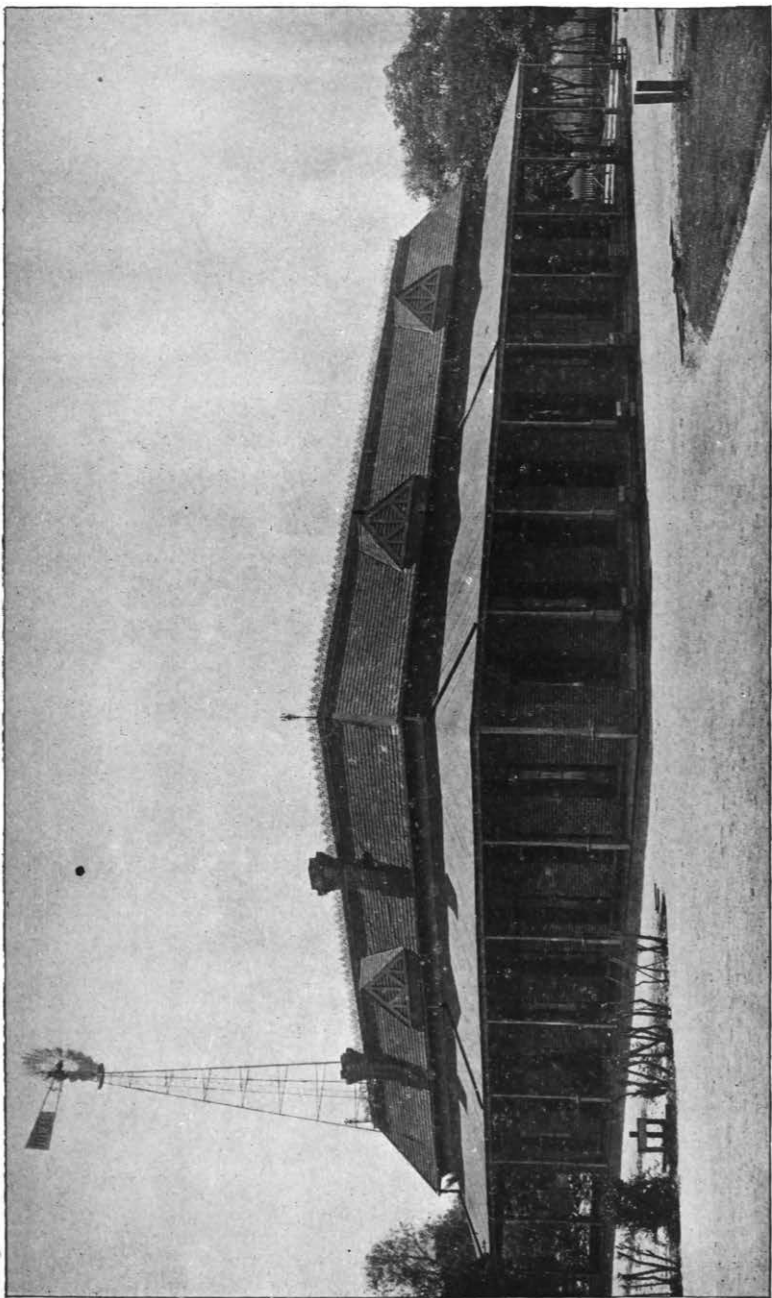
LADIES' ROOM IN DORMITORY



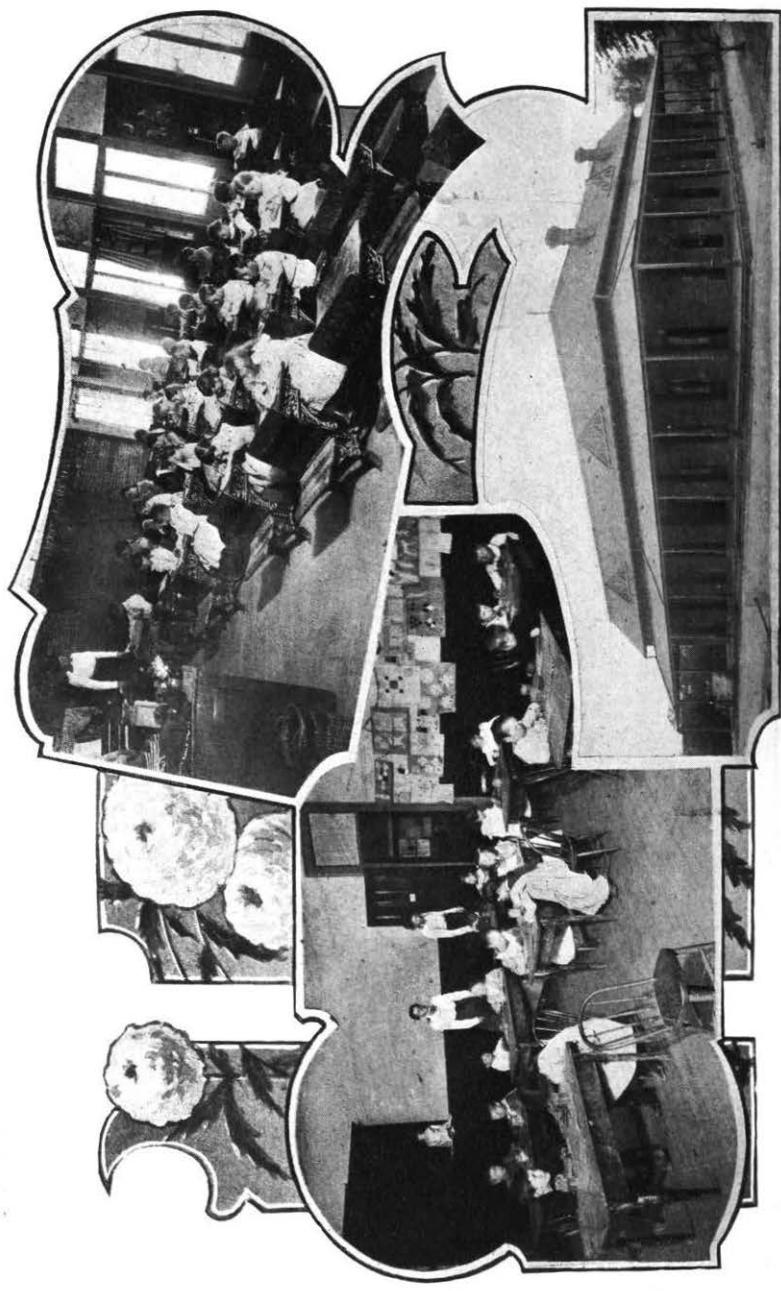
PARLOR



GIRLS' ROOM



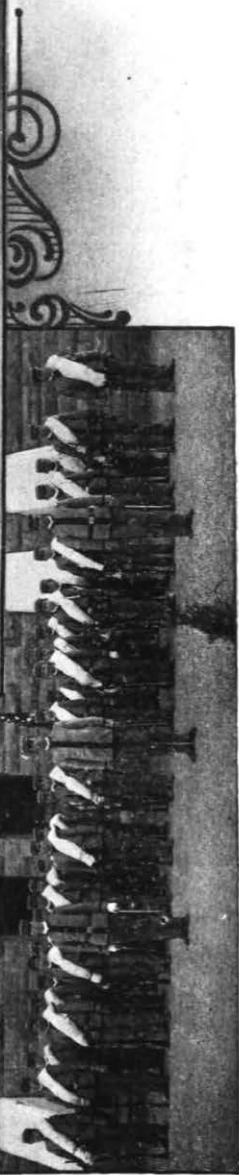
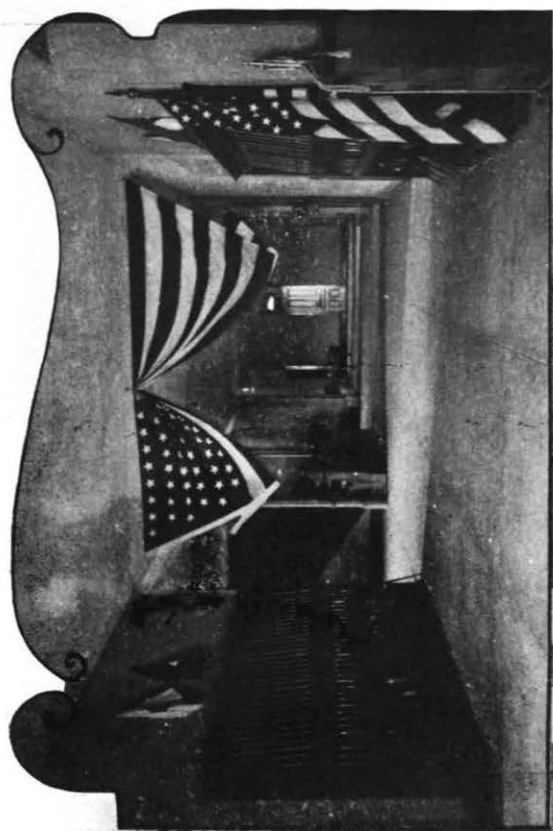
TRAINING SCHOOL



ASSEMBLY ROOM

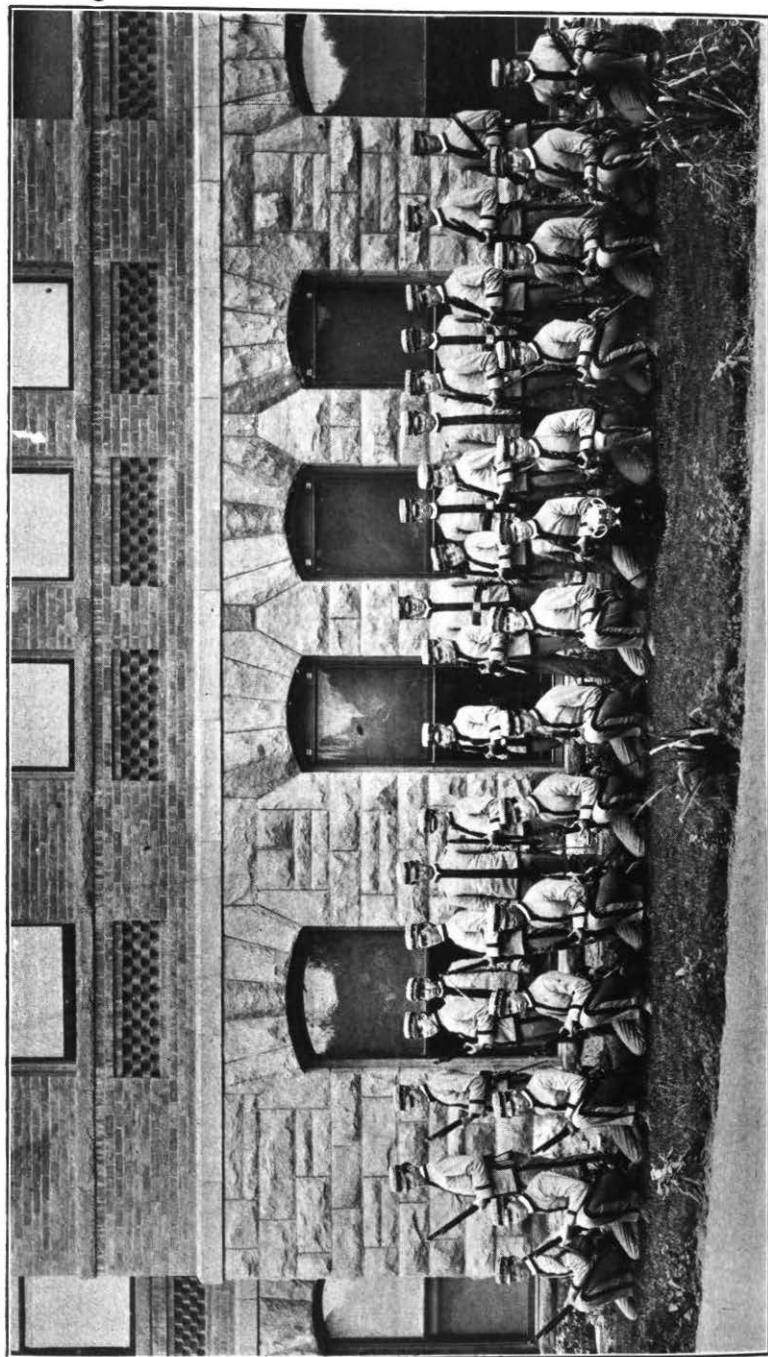
TRAINING SCHOOL BUILDING

CLASS-ROOM

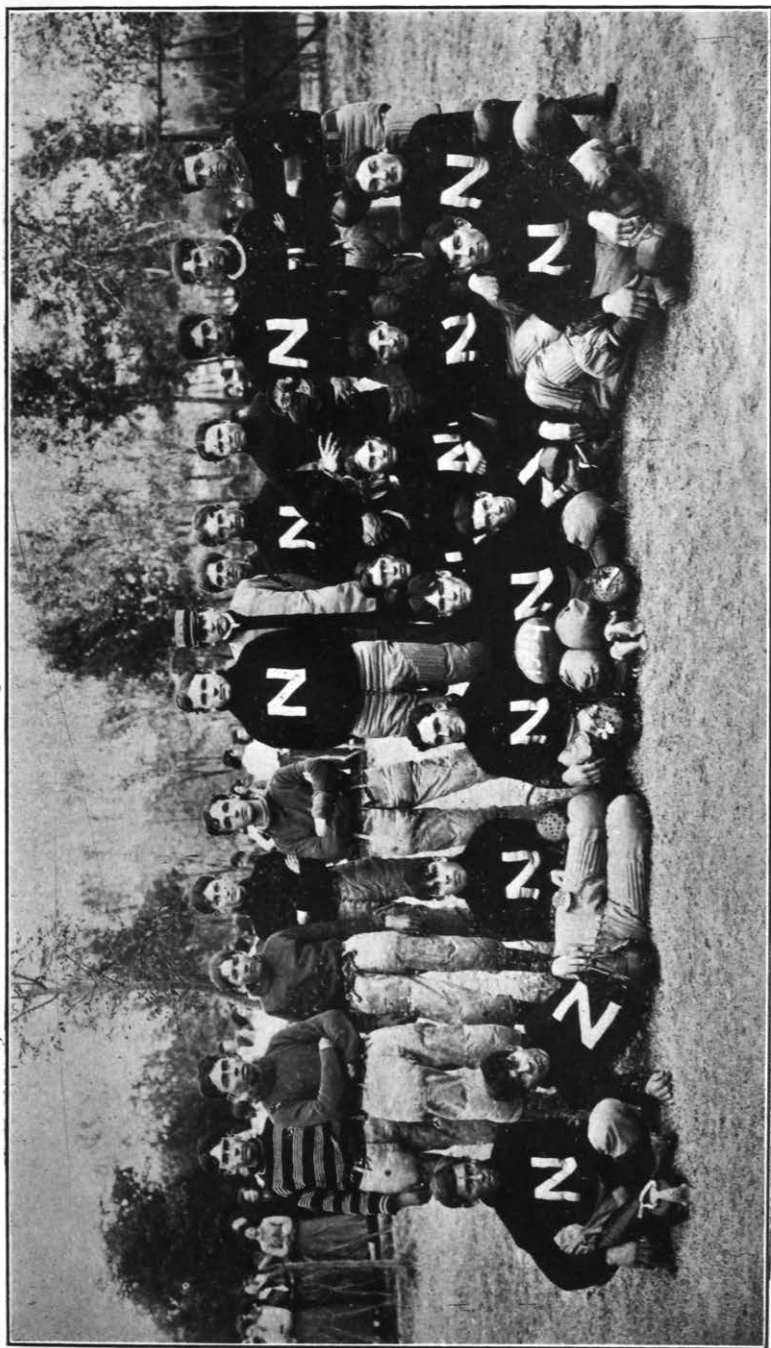


MILITARY COMPANY

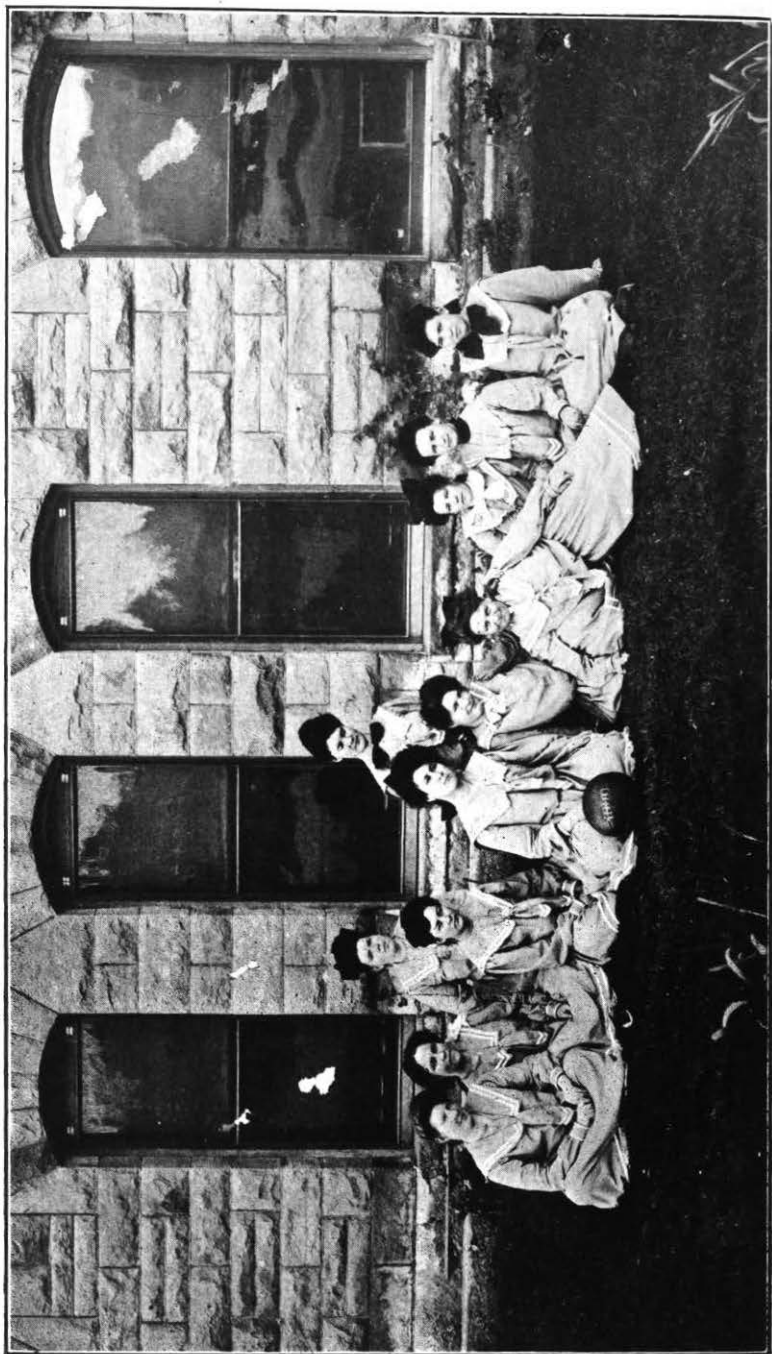
ARMORY



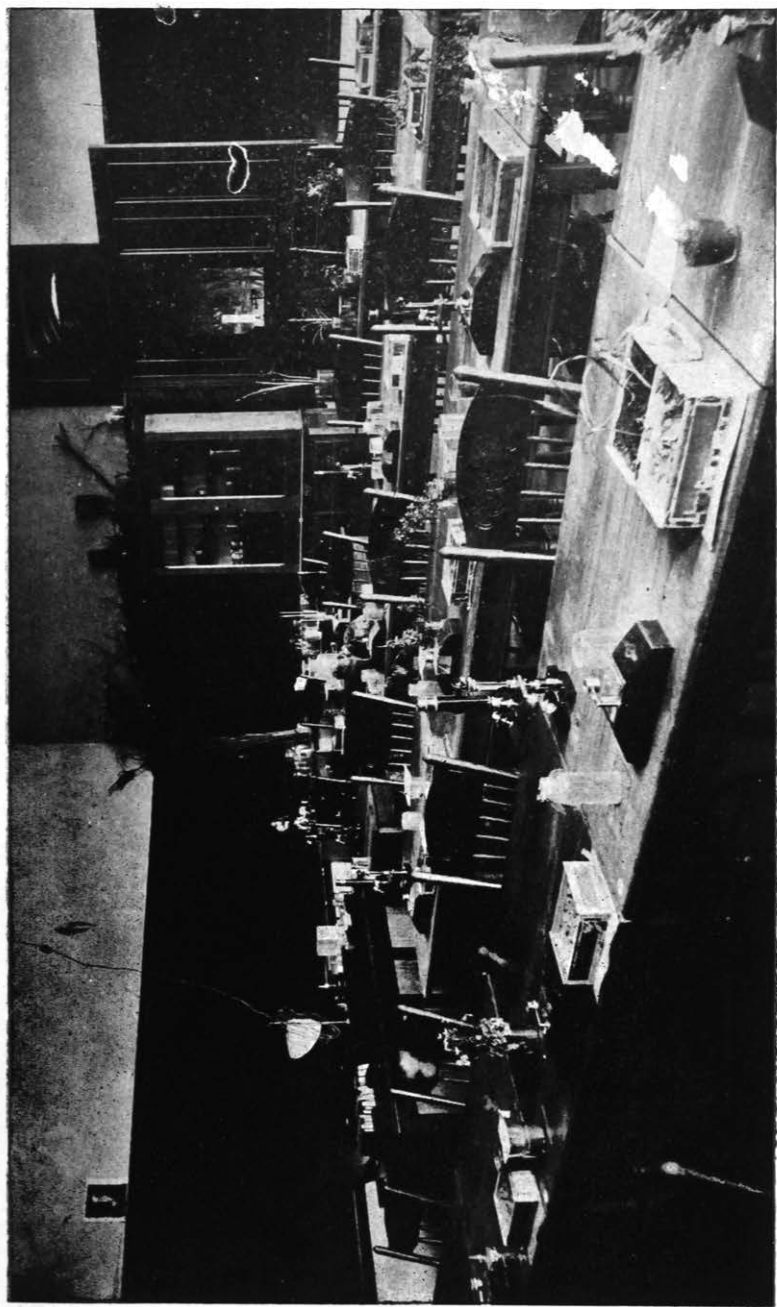
A NORMAL CADET COMPANY, 1904



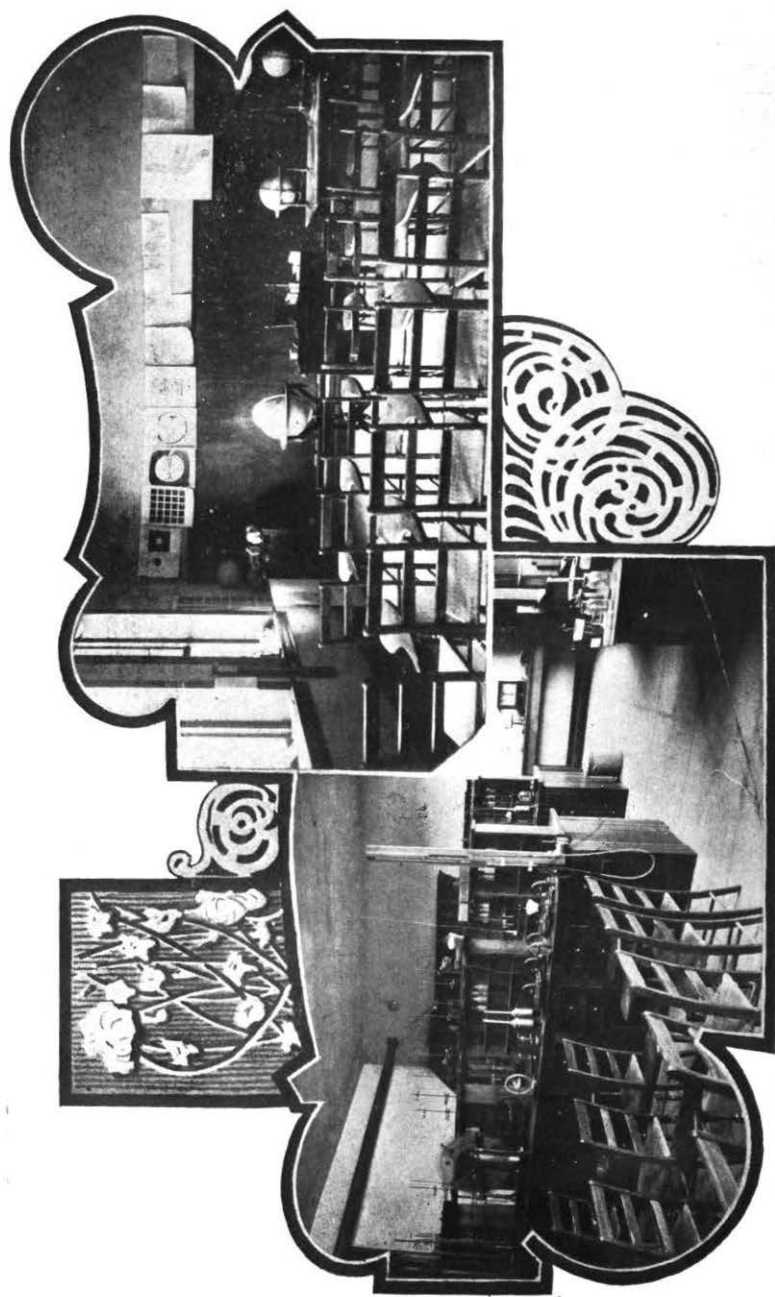
MEMBERS OF FOOTBALL TEAMS



BASKET BALL TEAM

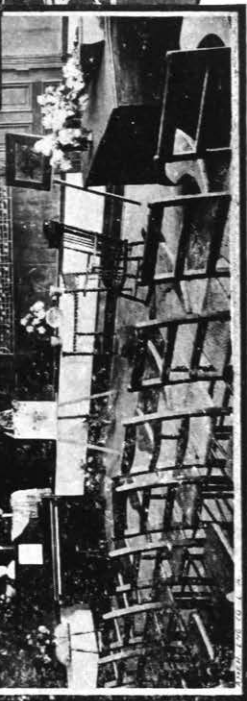
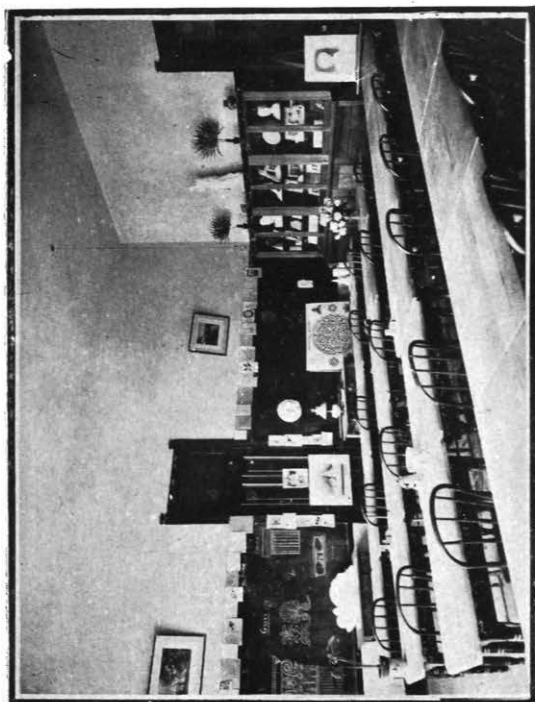


BIOLOGICAL LABORATORY



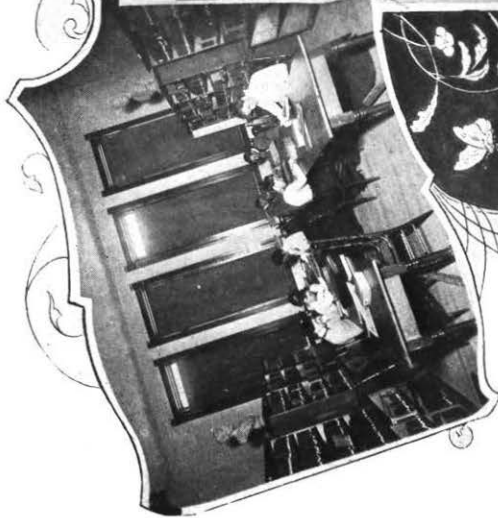
PHYSICAL AND CHEMICAL LABORATORY

CLASS-ROOM-- PHYSICAL GEOGRAPHY AND PHYSIOLOGY

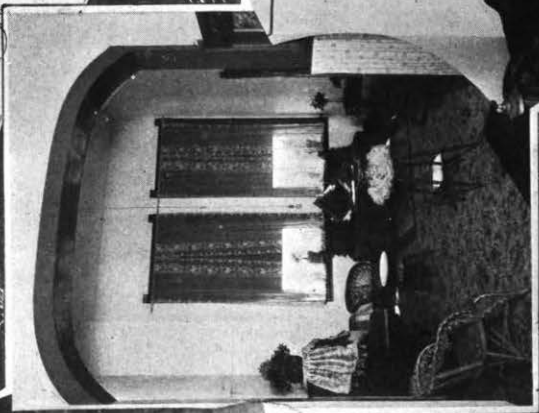


ART DEPARTMENT

MUSIC ROOM



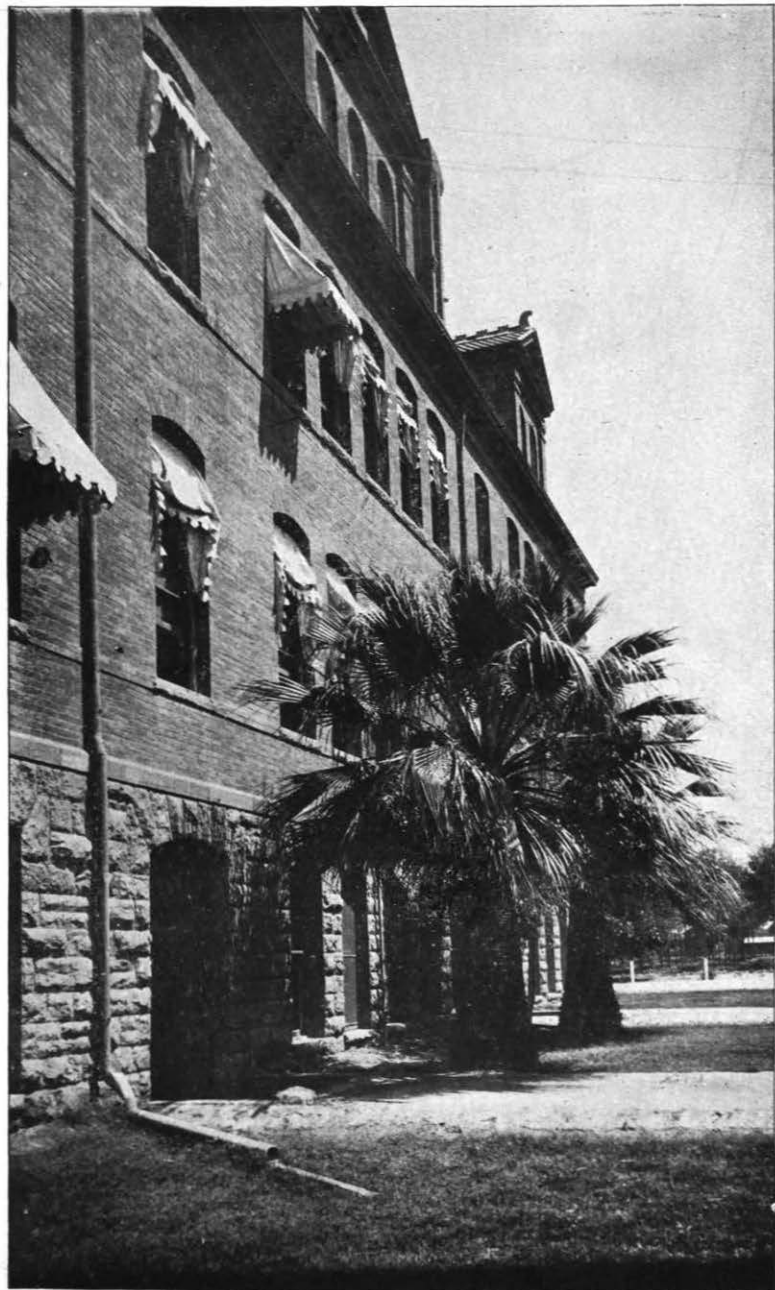
LIBRARY



LADIES' RECEPTION ROOM



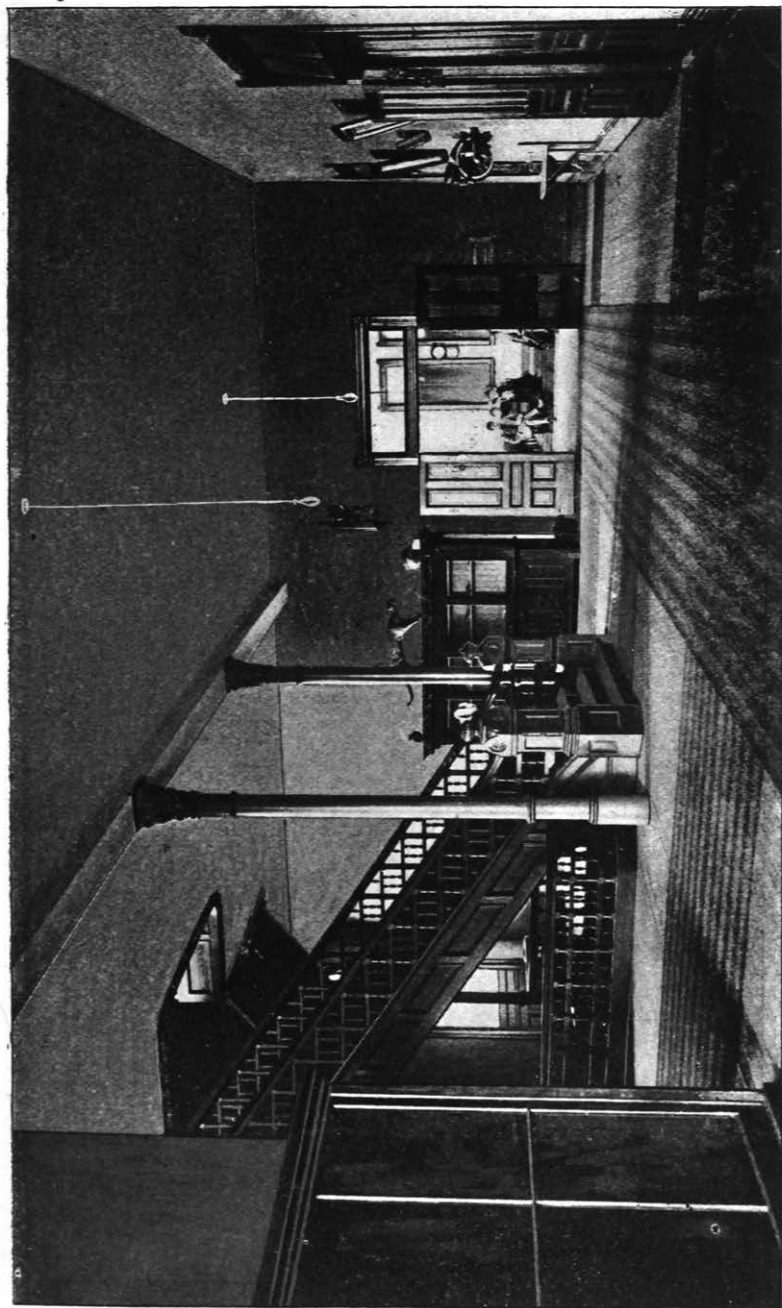
PRINCIPAL'S OFFICE



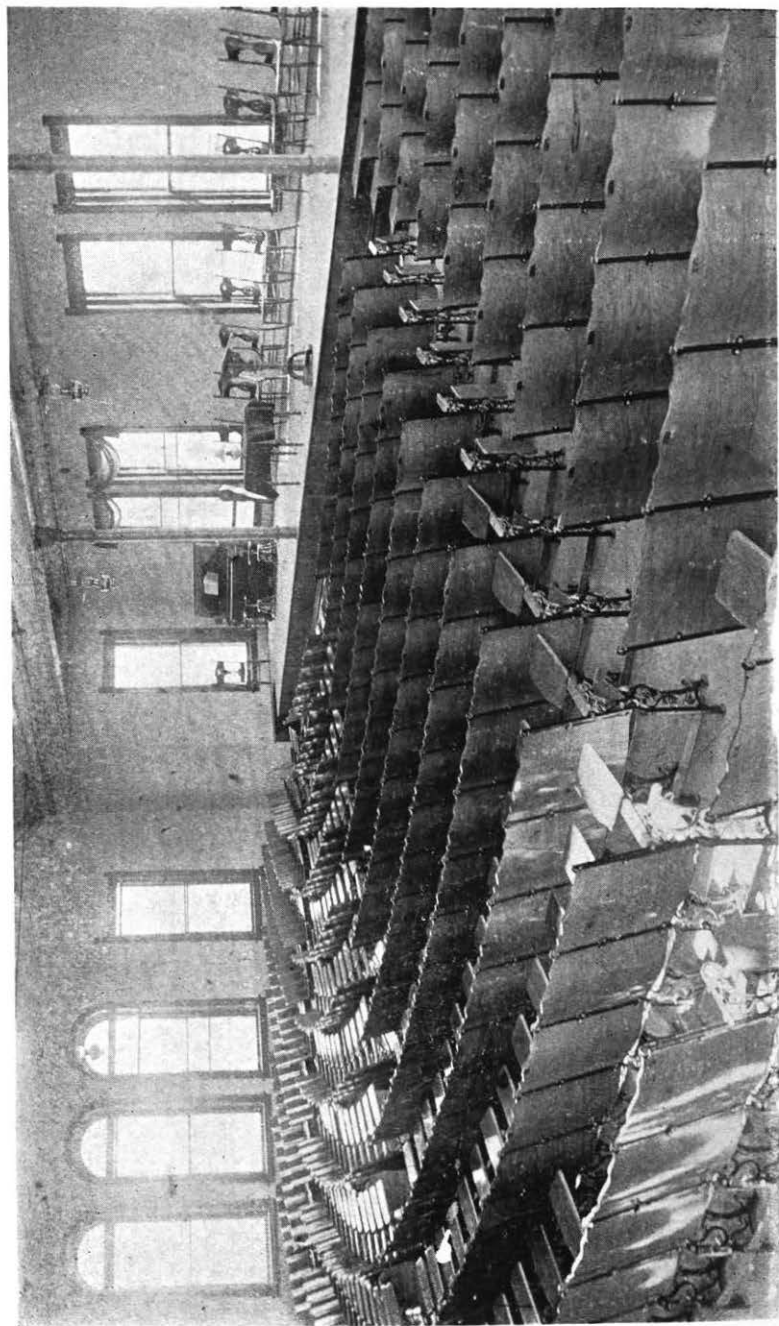
MAIN BUILDING, SOUTH SIDE



STAIRWAY IN MAIN BUILDING



HALL IN MAIN BUILDING



AUDITORIUM