

The

TEMPE NORMAL

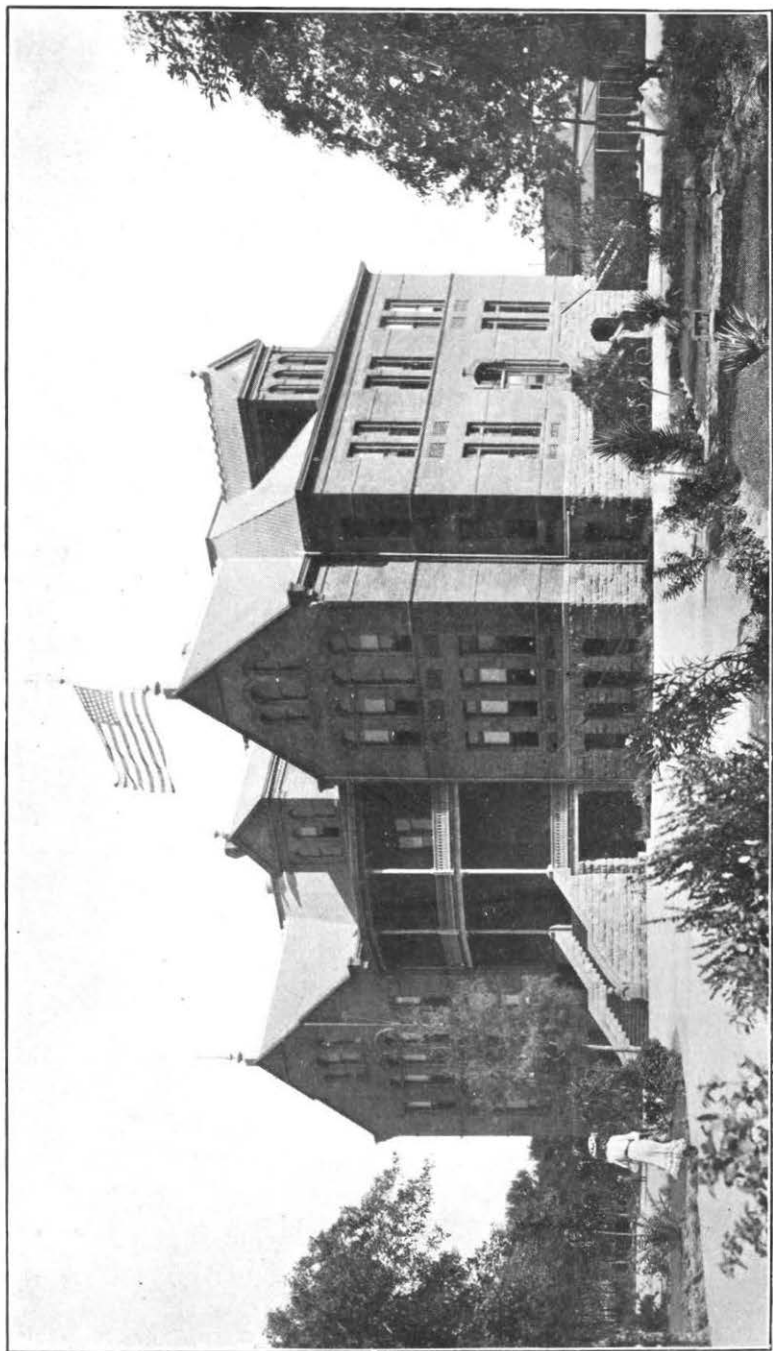
SCHOOL of
ARIZONA

At TEMPE



Annual Catalogue

1906-1907



TEMPE NORMAL SCHOOL OF ARIZONA

TWENTY-FIRST
ANNUAL CATALOGUE

OF

The
Tempe Normal School
of Arizona

AT TEMPE, ARIZONA



FOR THE SCHOOL YEAR 1905-1906
WITH
ANNOUNCEMENTS FOR 1906-1907



1906
Press of The H. H. McNeil Company
Phoenix, Arizona

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CALENDAR FOR 1906-1907

1906

First Semester begins	September 10
Entrance Examinations and Classification	September 10-11-12
First Quarter ends	November 16
Second Quarter begins	November 19
Thanksgiving Vacation	November 29-30
Holiday Vacation begins	December 21

1907

Holiday Vacation ends	January 1
First Semester ends	January 25
Second Semester begins	January 28
Entrance Examination and Classification	January 28-29
Washington's Birthday (Friday)	February 22
Third Quarter ends	April 6
Fourth Quarter begins	April 8
Memorial Day (Thursday)	May 30
Examinations and Commencement Exercises	June 9-14

TRAINING SCHOOL

School Year begins	September 17, 1906
School Year ends	May 31, 1907

Recesses the same as Normal School.

FACULTY 1906-1907

A. J. MATTHEWS, Principal,
Mathematics and School Law.

F. M. IRISH,
Physical Science and Military Drill.

R. H. H. BLOME, Ph. D.,
Pedagogy, Psychology, and Director of Training School.

W. J. ANDERSON, B. S.,
Drawing and Bookkeeping.

J. L. JOHNSTON,
Vocal Music.

GEORGE M. FRIZZELL,
Mathematics.

CARA M. FINNIE, A. B.,
English.

JAMES F. HALL, A. M.,
Latin.

BESSIE B. HUTCHISON, A. B.
Literature, Elocution, and Physical Culture.

F. A. GOLDER, A. M.,
History and Civics.

FRED C. AYER,
Biology and Director of Athletics.

LAURA DOBBS,
Librarian and Secretary.

EMMA FAUSETT,
Critic Teacher Seventh and Eighth Grades.

LEONA M. HAULOT,
Critic Teacher Fifth and Sixth Grades.

LOUISE LYND,
Critic Teacher Third and Fourth Grades.

MARY E. McNULTY,
Critic Teacher First and Second Grades.

A. B. CLARK,
Manual Training, Sloyd and Carpentry.

MRS. ELIZABETH C. BROWN,
Matron of Girls' Dormitory.

GEO. W. WILSON,
Superintendent of Buildings.

HARRY WALKER,
Superintendent of Grounds.

COURSES OF STUDY—English Course

First Year

First Semester	Wk. Rec.	Second Semester	Wk. Rec.
Grammar.....	20 5	Grammar.....	20 5
Reading.....	20 5	Arithmetic.....	20 5
Algebra.....	20 5	Algebra.....	20 5
Composition.....	20 2	Composition.....	20 2
Spelling and Word Analysis	20 2	Spelling and Word Analysis	20 2
Drawing.....	20 2	Drawing.....	20 2

Second Year

First Semester	Wk. Rec.	Second Semester	Wk. Rec.
Rhetoric and Composition...	20 5	Rhetoric and Composition...	20 5
Algebra.....	20 5	Algebra.....	20 5
Biology (Field & Laboratory)	20 5	Biology (Field & Laboratory)	20 5
Ancient History.....	20 5	Ancient History.....	20 5
Drawing.....	20 2	Drawing.....	20 2
Music.....	20 2	Music.....	20 2

Third Year

First Semester	Wk. Rec.	Second Semester	Wk. Rec.
English Literature (3) } Theme Writing (2) }	20 5	English Literature (3) } Theme Writing (2) }	20 5
Geometry.....	20 5	Geometry.....	20 5
Physiography.....	20 5	Physiology.....	20 5
Mediaeval & Modern Hist...	20 5	Science of Government.....	20 5
Drawing.....	20 2	Drawing.....	20 2
Music.....	20 2	Music.....	20 2

Junior Year

First Semester	Wk. Rec.	Second Semester	Wk. Rec.
American Literature (3) } Grammatical Analysis (2) }	20 5	American Literature (3) } Grammatical Analysis (2) }	20 5
Physics (Laboratory).....	20 5	Chemistry or Physics.....	20 5
Geography.....	20 3	(Laboratory)	
United States History.....	20 5	Arithmetic.....	20 4
Psychology.....	20 5	Pedagogy.....	20 5
		Observation in Training Sch.	20 1
		Drawing.....	20 1

Senior Year

First Semester	Wk. Rec.	Second Semester	Wk. Rec.
Practice Teaching.....	20 5	Practice Teaching.....	20 5
Logic and Philosophy } of Education }	20 5	Hist. of Education & Ethics	20 5
Bookkeeping and Com. Law	20 5	Sch'l Law & Sch'l Economy	20 5
Methods.....	20 5	Methods.....	20 5

NOTE—Length of the School Year is forty weeks.

The first number denotes the number of weeks, the second the number of periods per week. The length of a period is 45 minutes. Military drill or physical culture is taken four periods, and chorus work one period per week by all classes throughout the course.

LATIN COURSE

First Year

First Semester	Wk. Rec.	Second Semester	Wk. Rec.
Grammar.....	20 5	Grammar.....	20 5
Reading.....	20 5	Arithmetic.....	20 5
Algebra.....	20 5	Algebra.....	20 5
Composition.....	20 2	Composition.....	20 2
Spelling and Word Analysis	20 2	Spelling and Word Analysis	20 2
Drawing.....	20 2	Drawing.....	20 2

Second Year

First Semester	Wk. Rec.	Second Semester	Wk. Rec.
Rhetoric and Composition ...	20 5	Rhetoric and Composition ...	20 5
Algebra.....	20 5	Algebra.....	20 5
Biology (Field & Laboratory)	20 5	Biology (Field & Laboratory)	20 5
Latin.....	20 5	Latin.....	20 5
Drawing.....	20 2	Drawing.....	20 2
Music.....	20 2	Music.....	20 2

Third Year

First Semester	Wk. Rec.	Second Semester	Wk. Rec.
English Literature (3) } Theme Writing (2) }	20 5	English Literature (3) } Theme Writing (2) }	20 5
Geometry.....	20 5	Geometry.....	20 5
Latin.....	20 5	Latin.....	20 5
Mediaeval and Modern Hist.	20 5	Science of Government.....	20 5
Drawing.....	20 2	Drawing.....	20 2
Music.....	20 2	Music.....	20 2

Junior Year

First Semester	Wk. Rec.	Second Semester	Wk. Rec.
Latin.....	20 5	Latin.....	20 5
Physics (laboratory 5).....	20 5	Chemistry or Physics.....	20 5
Geography.....	20 3	(Laboratory)	
United States History.....	20 5	Arithmetic.....	20 4
Psychology.....	20 5	Pedagogy.....	20 5
Music.....	20 2	Observation in training sch.	20 1
		Drawing.....	20 1
		Music.....	20 2

Senior Year

First Semester	Wk. Rec.	Second Semester	Wk. Rec.
Practice Teaching.....	20 5	Practice Teaching.....	20 5
Logic and Philosophy of Education.....	20 5	Latin.....	20 5
Latin.....	20 5	School Law and School Economy.....	20 5
Methods.....	20 5	Methods.....	20 5

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 lesson to his class, but discusses with the student the method of presentation and requires them to note his plans of work in all 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 textbooks on theory.

The relation between the professional and academic work is maintained during the Senior Year by the pupil-teachers consulting frequently with such members of the Normal School faculty as have charge of the subject they are teaching in the Training School. The members of the Normal School faculty are also expected to visit the pupil-teachers while they are teaching the subject pertaining to their department, and to offer such criticisms as may be helpful to them.

By such methods the professional side of the work is emphasized and correlated with the academic work throughout the entire course, the students are thoroughly prepared for teaching, and the special object of the Normal School accomplished.

DEPARTMENT OF ENGLISH

Instruction in English embraces the two lines of work—Language and Literature. The branches studied in this department are Word Analysis, Grammar, Rhetoric, Composition, Grammatical Analysis, Theme Writing, Reading and Literature. The purpose of the work is two-fold—to secure in the student accuracy and facility in the expression of thought, and a genuine appreciation and love for the best literature. The two lines of work are closely correlated, so that knowledge of the essentials of grammar and composition, ability in clear and pointed expression, power of interpretation and appreciation of thought are emphasized in each phase of the work. It is the desire in the course to make the student not only efficient but inspiring teachers of English.

The works used for study in Literature, Rhetoric, Grammatical Analysis and Reading are chosen from the list of entrance requirements to the chief Western Universities and will include the following:

Burke's "Conciliation with the Colonies."

Shakespeare's "Julius Caesar."

Milton's "L'Allegro, Il Penseroso, Comus, Lycidas."
 Addison's "Sir Roger de Coverly Papers."
 Coleridge's "Rime of the Ancient Mariner."
 Scott's "Ivanhoe."
 Scott's "Lady of the Lake."
 Shakespeare's "Merchant of Venice."
 Shakespeare's "Macbeth."
 Tennyson's "The Passing of Arthur."
 George Eliot's "Silas Marner."
 Macaulay's "Essay on Addison."
 Macaulay's "Life of Johnson."

READING

This course in reading is carried by all regular students during the first semester of the first year. The class recites five times a week. The aims of the course are:

(a) To improve the student's oral reading of standard literary productions, to develop the power of interpretation and stimulate the imagination.

(b) To give the members of the class an intimate acquaintance with and a pleasurable interest in some of the "literature of power."

Pronunciation is made a subject of special attention and the principles of correct expression and phrasing are taught. Practical suggestions on emphasis, inflection and cadence are given. Sometime 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 meaning expressed in the work of the best authors.

Next year the class will read the following:

Scott's "Marmion."
 Irving's "Legend of Sleepy Hollow."
 Shakespeare's "Julius Caesar."
 Shakespeare's "Merchant of Venice."
 Tennyson's "Enoch Arden."

SPELLING AND WORD ANALYSIS

The work in spelling and word analysis is considered an important part of the course. It now requires two hours a week during the entire first year. Though the excises 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 use of

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

This course constitutes a thorough review of the essentials of grammar. The purposes of the year's work are to discipline the mind, to aid in the interpretation of speech and literature, and to facilitate the correct expression of thought.

The sentence is taken as the unit of study, and special emphasis is placed upon the study of the structure of the English sentence as it is found in our reputable authors. As a sentence, the unit of grammatical study, is primarily the communication of thought to the minds of its readers, it is attempted to make grammar a study of thought, not of mere rules, definitions and forms of words. Logical relations are emphasized and the student is lead to think in all he does.

The various parts of speech—their properties and uses—are carefully reviewed. Technicalities are presented simply. The aim is to give the student a clear and thorough understanding of the fundamental principles of the English language, but not to confuse him with names and terms; for, throughout the course, the theory is emphasized that it is not the name we give to an element that is the vital point, but a clear perception of what that element does in the sentence for the communication of the author's thoughts.

The text-books used are:

Allen: "A School Grammar of the English Language."

Lillian G. Kimball: "The English Sentence."

COMPOSITION

The purpose of the composition work is to develop in the student the power to express his thoughts not only clearly, correctly, and forcefully, but originally and spontaneously. The work seeks for skill in oral expression as well as in written; to that end, every effort is made to encourage the student to talk clearly and easily, and class discussions, debates and short talks are a part of the required composition work. There will be regular consultation periods, that each student may have the benefit of individual criticism of all written work.

The course of the first year is a practical one. Its aim is to teach punctuation, sentence and paragraph structure, logical thinking. The themes required are short, dealing with subjects within the interest and

knowledge of the student. In the second year, in connection with the rhetoric work, the principles underlying the various forms of prose literature are studied directly from selections from our best authors, and these selections are used as models for original work. The themes cover a wider range of subjects—description, narration, editorials, criticisms, outlines, character sketches and discussions of various topics growing out of the study of literature. Originality and individuality are sought for more and more as the work advances. Practice in the criticism and correction of papers is considered an important part of the preparation for the actual teaching of composition.

Guerber's "Myths of Greece and Rome" will be used in connection with the work of the first year. In the second year, Kavana and Beatty's "Composition and Rhetoric" forms the basis of the composition work.

RHETORIC

The aim of this work is to lead the student to appreciate worthy diction and style, as exemplified in our masters of English, to recognize, through analysis of various pieces of literature, the essential elements of good composition, and to apply this knowledge to improve his own writing and speech.

The study comprises:—a careful review of the essentials of grammar, sentence and paragraph structure, style, figures of speech, prosody and versification.

Literature is used as a basis of study, the selections being made from the college entrance requirements in English. For the current year these selections will include—

Irving's "Alhambra."

George Eliot's "Silas Marner."

Lowell's "Vision of Sir Launfal."

Whittier's "Snow Bound."

Short stories from Poe and Hawthorne.

Spalding—"Principles of Rhetoric" will be used as a basis for the study of the essentials of rhetoric.

THEME WRITING

For two periods a week throughout the third 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.

GRAMMATICAL ANALYSIS

This course is given for two periods a week during the Junior year, and serves as a review of the work in grammar and rhetoric, and also as

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

ENGLISH LITERATURE

This course is pursued by all regular Third year students. Three periods a week throughout the year are devoted to the work. The aims of the course are: To enable the student to read intelligently and appreciatively; to make them realize that literature is a representation of life; to develop somewhat the power of discrimination in their recognition of individual style.

At the very outset the student is made to see that the study of literature must go hand in hand with historic development, and that the literature of a people is but the reflection of a national life. Especial attention is paid to literary movements, to the essential qualities which differentiate one period from another and to showing the animating spirit of each age.

A review of the history of English literature from 449 to 1900 is given. This stretch of history is taken in six convenient periods and a survey is made of each period. The source of the literature and the reasons for the perfection of certain literary forms at different epochs are considered. Some masterpieces of each period are read.

Text: "History of English Literature"—Halleck; American Book Company.

AMERICAN LITERATURE

This course is given in the Junior year. Three periods a week throughout the year are devoted to this work. A general survey of American literary history is given. A study will be made of the greatest writers, including such thinkers as Johnathan Edwards and Benjamin Franklin; essayists, Ralph Waldo Emerson and Washington Irving; novelists, J. F. Cooper and Nathaniel Hawthorne; poets, Bryant, Poe, Whittier, Longfellow, Holmes, Lowell and Whitman. Masterpieces by each author are studied.

Text: "Introduction to American Literature."—Brander Matthews; American Book Co.

The following references are used:

Barett Wendell—"A Literary History of America."

Richardson—"American Literature."

Stedman—"Poets of America."

Trent—"American Literature."

Mitchell—"American Lands and Letters."

Burton—"Literary Leaders of America."

Lawton—"The New England Poets."

Howells—*Literary Friends and Acquaintances.*"

Smiley—*"Manual of American Literature."*

Higginson—*"Old Cambridge."*

Numerous biographies of all the important writers of American prose and poetry.

The following are a few of the reference books accessible:

Ten Brink—*"English Literature."*

Jusserand—*"A Literary History of the English People."*

Taine—*"English Literature."*

Courthope—*"A History of English Poetry."*

Ward—*"A History of English Dramatic Literature."*

Dowden—*"Shakespeare, His Mind and Art."*

Ordish—*"Shakespeare's London."*

Snider—*"The Shakespearian Drama."*

Ten Brink—*"Five Lectures on Shakespeare."*

"Carlyle's Critical and Miscellaneous Essays."

"Macaulay's Critical and Historical Essays."

Gwynn—*"The Masters of English Literature."*

Woodberry—*"Makers of Literature."*

Wendell—*"The Temper of the 17th Century in English Literature."*

Leslie Stephen—*"Hours in a Library."*

Kellogg—*"English Literature."*

Shaw—*"History of English Literature."*

Minto—*"Characteristics of English Poets."*

Pancoast—*Introduction to English Literature."*

H. A. Beers—*"English Romanticism."*

Morley—*"English Men of Letters."* Complete series.

Secombe—*"The Age of Johnson."*

Oliphant—*"The Victorian Age."*

Whipple—*"The Literature of the Age of Elizabeth."*

Herford—*"The Age of Wordsworth."*

Snell—*"The Age of Chaucer."*

Garnett—*"The Age of Dryden."*

Dennis—*"The Age of Pope."*

Walker—*"The Age of Tennyson."*

VanDyke—*"The Poetry of Tennyson."*

In addition there are numerous biographies of all the chief writers of poetry and prose.

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.

ARITHMETIC

Arithmetic is studied during one Semester in the First Year. The aim in this class is to make a thorough review and study of the underlying principles, as well as to give rigorous drill in rapid and accurate calculation. The necessity of being accurate will be emphasized, for advancement in mathematics must be slow so long as error is prevalent in calculations. Methods of checking and proving the work will be noticed in connection with all parts of the subject. Special attention will be paid to common fractions, metric system, proportion, and percentage and its applications.

During the Junior year Arithmetic is again studied for one Semester, with a view of thoroughly reviewing elementary and higher arithmetic. The aim will be to broaden the view, give a thorough comprehension of underlying principles and a capability of making difficult arithmetical calculations. The subject will be presented from the standpoint of the teacher, thus bringing out methods of presentation, so that graduates of the Normal when they become teachers may be able to lead their pupils into habits of clear and logical thinking, concise and exact expression, and rapid and accurate calculation.

Text book:—Robinson's New Higher.

References:—Ray's Higher, Wentworth's Higher, Milne's Standard, Davies' University, Walsh, White, The New Franklin.

ALGEBRA

The study of algebra is pursued throughout the first two years of the course. The first year the effort is to give the student a clear understanding of the signs and symbols used in algebraic notation, the laws

and principles governing the same; to generalize arithmetical operations and to develop the equation as a means of studying the relation of quantities and the solution of problems in arithmetic, thus laying the foundation for the future study of algebra and geometry and for the study of arithmetic from the professional standpoint. Emphasis is placed upon factoring and the principles governing linear equations.

The Second Year there is made a careful study of quadratics, proportion, logarithms, etc. The effort is made to lead the student into habits of clear and consecutive reasoning.

Text book:—Wells Essentials of Algebra.

References:—Wentworth, Bowser, Milne, Taylor, Jocelyn, Fisher and Schwatt.

GEOMETRY

The course in geometry is taken up during the third year and is carried throughout the entire year. 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:—Wells' Essentials of Plane and Solid Geometry.

References:—Phillips and Fisher, Milne, Bowser, Shultze, Sevenoak, Hobbs and Wentworth.

DEPARTMENT OF SCIENCE

The aim of the work in this department is not so much the collection of a large store of facts as the thorough training of the student in systematic methods of scientific study and the inculcation of habits of close and accurate observation, orderly thought and logical expression. The student is required to obtain a working knowledge of the fundamental principles of the sciences, and is led to recognize their practical application. The laboratory courses offered, both in the physical and biological sciences, afford abundant opportunity for acquiring facility in the manipulation of apparatus and in the handling of material. The instruction is chiefly academic, its application to nature work in the elementary schools being reserved for the practice department, where each subject receives special attention. However, in selecting the exercises and in conducting the recitations, the attention of the future teacher is frequently directed to the availability in his chosen calling of the knowledge he is here acquiring, and the pupil-teachers are given assistance and advice in arranging courses in nature study for the different grades of the Training School. 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.

BIOLOGY

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 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 practical, 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 germinating 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 students are required to purchase Leavitt's "Outlines of Botany." 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;" Warming—"Handbook of Systematic Botany;" Ganong—"The Teaching Botanist;" Bergen—"Foundations of Botany;" 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;" Zimmerman—"Botanical Microtechnique;" Chapman—"Flora of Southern United States;" Newhall—"Leaf Collector's Handbook."

Zoology—Second 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—"Student's Text-Book of Zoology;" Packard—"Zoology;" Comstock—"Manual for the Study of Insects;" Jordan—"Manual of the Vertebrates of the Northern United States;" Ridgeway—"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;" "The Riverside Natural History," in six volumes; Lee—"The Microtometist's Vade Mecum;" Keeler—"Our Native Trees."

PHYSIOLOGY

Third Year, Second 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

Third Year, First 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 local conditions are then studied in the field, the students making collections of soils, rocks and minerals for purposes of study and comparison. The study of physiographic processes and features of the land is supplemented by short field trips for which the immediate vicinity is admirably adapted. Laboratory exercises are recorded in suitable note books. During the entire course 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 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."

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. Beside the works of reference in the library, a number of scientific periodicals are regularly taken, to all of which the students have access. The following is a partial list of references accessible:

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

Milikan—"Mechanics, Molecular Physics and Heat;" Appleton—"School Physics;" Rowland and Ames—"Elements of Physics."

CHEMISTRY

Junior Year, Second Semester: Twenty Weeks

The course in physics is intended to precede immediately that in chemistry. The student thus begins the latter study with a knowledge of the molecular theory and the physical 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.

Newell's Descriptive 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."

DEPARTMENT OF HISTORY AND CIVICS

The course in History and Civics is arranged with the view of broadening gradually the student's mental horizon so that he may view men and events from a higher plane. He is helped to see the progress of the human race and the development of civilization. The evolution of institutions is emphasized, bringing out in particular the growth of the democratic idea in government. By the time the student reaches the third and fourth years of his course he is in a condition to study and judge intelligently and appreciatively the institutions and history of our own country. In a word, it is hoped that when the student shall have finished the history course his life may be fuller and richer for having come in contact with the historical characters who have done so much to make this world good and beautiful, and that their noble lives may arouse in him a desire to follow in their footsteps.

ANCIENT HISTORY

During the whole of the second year Ancient history is studied. The greater part of the first semester is taken up in training the students how to study. The taking of notes is insisted upon so that the essentials may be picked out from the non-essentials. Each student has an atlas of outline maps in which he notes down the places he meets with in his lesson and in this way fastens them in his mind. From time to time outside reading is assigned. There are weekly written tests to determine the standing of each member of the class with a view to help him where he is weak.

Text-book:—"Wolfson's Essentials in Ancient History."

References:—Grote's—"History of Greece;" Momsen's—"History of Rome;" Plutarch's—"Lives," "Epochs of Ancient History;" Myers—"General History;" Fisher's—"Outlines of Universal History;" Botsford's—"History of Greece," Rawlinson's—"Seven Great Monarchies;" Pelham's—"Outlines of Roman History;" and the use of the rich collection of books of the Latin Department.

MEDIAEVAL AND MODERN HISTORY

Following Ancient History is a course in Mediaeval and Modern history running through twenty weeks. Note taking and atlas work is continued. The student's mind is stimulated by suggestive questions which he is expected to work out for himself. Topics of great interest are brought up before the whole class for discussion. Great stress is laid upon the development of European governments and of England in particular.

Text-book:—Harding's Essentials in Mediaeval and Modern History.

References:—Emerton's—"Introduction to the Middle Ages;" Emer-

ton's—"Mediaeval Europe;" Adam's—"Civilization During the Middle Ages;" Henderson's—"Historical Documents;" Bryce's—"Holy Roman Empire;" Green's—"History of England;" Carlyle's Works; Motley's Works; Gummere's—"Germanic Origins," "Twelve English Statesmen;" Hallam's—"Middle Ages;" Oman's—"The Dark Ages;" Seignobos—"Political History of Europe;" and a great many monographs and biographies.

SCIENCE OF GOVERNMENT

At the beginning of the second semester of the third year the instructor in a few lectures reviews the fundamentals of European governments, especially that of the United Kingdom. In addition to this the students are required to do a considerable amount of outside reading. With this preparation they enter on the study of American government, theoretical and actual. Besides the text-book the students are asked to read the current events in the daily papers and in weeklies such as the Outlook, to study the civil institutions of the Territory, observe the local political events, and attend one or more meetings of the Legislature when in session. The aim of the course is to give the prospective teachers a thorough knowledge of our government so that they may discuss and teach it intelligently, and influence for good government those with whom they come in contact.

Text-book:—Hart's—"Actual Government."

UNITED STATES HISTORY

This course runs through the first semester of the Junior year. The students are made acquainted with some of the original and the very best secondary authorities. Members of the class are assigned one or more topics for investigation and report. From time to time subjects are discussed by the whole class and in this manner independent thinking is encouraged. The study of current events, both American and European, is continued.

Text-book:—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 Statesman Series," (complete); "American History as Told by Contemporaries"—Hart; "Critical and Narrative History of the United States"—Windsor; "Old So. Leaflets;" "American History Leaflets;" Blaine's—"Twenty Years in Congress;" Hildreth's—"United States History;" Bryce's—"American Commonwealth;" McMaster's—"History of the People of the United States;" Wilson's—"A History of the American People;" Rhodes—"History of the United States;" Von Holst's—"Constitutional History of the United States;" Thorpe's—"Constitutional History of the United States;" Parkman's Works; H. H. Bancroft's Works, "American Commonwealths;" Doyle's—"English Colonies in America;"

Fiske's Works; Lowell's—"Governments and Parties in Continental Europe; many works on Sociology and Economics, besides biographies and autobiographies of men who have taken a prominent part in politics.

DEPARTMENT OF PROFESSIONAL INSTRUCTION

The distinguishing characteristic of a 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 and philosophy of education, logic, ethics, methods of teaching, school law and school economy, and the practice in the training school.

PSYCHOLOGY

The course in psychology 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 of this course is to show that mental activity is dependent upon sense preception, and, 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. It is intended to give the student such a knowledge of the states, powers, and activity of the mind, their interrelations and the laws governing their growth as will enable him to pursue a rational course of procedure in his professional work.

Text-Books:—Psychology, Angell, 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 refers back to psychology and leads to methods of instruction. The practical illustrations are found in the observation of the training school and in the student's own experience. Introspection is the watchword not only in the study of psychology but in the study of methods of instruction as well.

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.

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 judgement, the syllogism, analysis and synthesis, and induction and deduction. From the historical side Socrates, Aristotle and Bacon receive special attention. Logic comes during the first quarter of the Senior year.

Text-Book:—Lessons in Logic, Jevons, MacMillan Co.

References:—The Theory of Thought, Davis; Logic, Hegel; Logic, Deductive and Inductive, Bain.

PHILOSOPHY OF EDUCATION

This course follows as a text Herbert Spencer's Education. Spencer's views find favor in many quarters and one cannot be said to be intelligent on modern theories of education who is not familiar with Spencer.

HISTORY OF EDUCATION

In a general sense the history of education is the story of the growth and social development of the human race; but this course is restricted to a brief sketch of the ancient system of education, those of India, Egypt, Persia, Greece, Rome and the Jews; the lives of Socrates, Plato, Aristotle, Cicero, Seneca, Quintilian and Jesus; the schools of mediaeval and modern times, a study of the lives of noted educational reformers, as Comenius, Rousseau, 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 clew 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 closer 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; European History of Morals, Lecky.

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 text-books used in this course are McMurry's *Special Methods in Literature, History, Geography, Science, Reading and Arithmetic*. 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.

Student teachers will meet once each week with the respective critics to discuss questions relative to school government and to hear general criticisms upon the work.

References:—Education as a science, Bain; Philosophy of Education, Tate; Principles and Practice of Teaching, Johannot; Outlines of Pedagogics, Rein; Hebart and Hebartians, 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.

SCHOOL LAW AND SCHOOL ECONOMY

Instruction in this branch is given mostly by lectures. In school economy the discussion will cover the whole field of organization, governing and conducting primary schools. Its aim is to develop a system of control that shall be in harmony with the principles set forth by the modern methods of education; and to make the student skillful in the performance of the various duties of the school room, by plain, practical and suggestive lessons.

In school law the object will be to make the student familiar with the course of school legislation in the Territory of Arizona; to compare the system of our own Territory with that of some leading states of the union, and to make familiar the leading decisions of the courts of justice upon important schools problems.

TRAINING SCHOOL

The Twenty-third Legislature made an appropriation for the erection of a Training School. In this new building the work is now carried on. It was planned with reference to convenience, completeness and hygiene and is in every way a model. It contains ten class rooms, two manual training rooms, a senior class room, assembly rooms and offices. Fully equipped, it gives every advantage to the pupils of the school.

All the work of the course in pedagogy is done in the Training School and Seniors are expected to be present there when not reciting. Each Senior is required to give to this work one hour per day for thirty-six weeks. In addition to the regular teaching, each Senior is expected to hold himself in readiness to give the time of one period every day when such time is required by the critic teachers.

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.

It is desirable that the pupil-teacher go, not only to the respective critic teacher and the director of the Training School for suggestions relative to the subject he is teaching, but also to such member of the Normal School faculty as has charge of the branch of study to which the subject in question belongs. At the same time members of the Normal School faculty are expected to visit pupil-teachers while teaching. It is

the duty of the pupil-teacher to call upon such visitors for criticism the same as when visited by the critic teacher. It is at this point where the connection between the Normal and the Training School is best sustained.

While the Territorial course of study is followed in the Training School, yet the conditions governing the schools 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 students 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 fourth quarter in the Training School observing the work done by the pupil-teachers. Criticisms upon the lessons observed will be handed to the critic teacher and the lessons will then be discussed by her in the presence of the pupil-teacher who gave the lesson, and the Junior.

Both Seniors and Juniors will be expected to observe some of the model lessons given in the Training School.

The grounds, which are but an extension of the Normal campus, are large and attractively laid out, and furnish ample room for recreative sports.

As the course now stands, a child can enter the Training School in the first grade and take the entire eight years' work there, passing from the eighth grade directly into the Normal. This has been accomplished the present year for the first time. Two members of the eighth grade that graduated May 25 have done all their work in the Training School.

The number of pupils is limited 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

SUBJECT	First Grade		Second Grade		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade		Seventh Grade		Eighth Grade	
	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation	Number of Recitations	Length of Recitation
Arithmetic.....	Incide	1	3	45	3	45	3	45	3	45	3	45	3	45	3	45
Reading.....	15	30	10	20	5	30	5	30	5	30	5	30	5	30	5	30
Writing.....	10	15	10	15	5	15	5	15	5	15	5	15	5	15	5	15
Spelling.....	Incide	1	3	45	3	45	3	45	3	45	3	45	3	45	3	45
Language.....	5	45	5	45	5	45	5	45	5	45	5	45	5	45	5	45
History.....																
Drawing.....	5	15	5	15	3	20	3	45	3	45	3	45	5	45	5	45
Manual Training.....	2	25	2	25	2	25	2	25	2	25	2	25	2	25	2	25
Music.....	5	15	5	15	5	15	5	15	5	15	5	15	5	15	5	15
Geography.....																
General Exercises.....	5	45	5	45	5	45	5	45	5	45	5	45	5	45	5	45
Grammar.....																
Civics.....																
Physiology.....																

* For first thirty weeks.

† For last ten weeks.

‡ For last twenty weeks.

NOTE.—From the fourth to the eighth grades, one period of forty-five minutes each day is given to study under the direction of the teacher. The time is devoted to whatever work the pupils need most.

DEPARTMENT OF LATIN

In this department a complete and thorough four years' Academic course in Latin is here offered as an elective, beginning the second year of the Normal course. The Latin course is arranged with a two-fold object; to fully fit students for college entrance and to equip the professional Normal graduate with a broad and sympathetic literary culture, as well as to train him in the pedagogical value and uses of language study. To this end the entrance requirements of the State University of Arizona and of the Universities of California have been kept well in view so that these institutions will have no scruple in accrediting the work done here on the assurance that the work as outlined herein is all done and done satisfactorily. A high standard and thorough accuracy is insisted on and maintained.

In addition to the Introductory Book, the authors read are Caesar, Cicero, Sallust and Virgil. These are accompanied by parallel reading as shown in the synopsis below. Sight reading is supplied by selections from Nepos, Ovid, Aulus Gellius and Viri Romae. Prose composition occupies a prominent place, no less than two hours per week throughout the whole four years—constituting two-fifths of the entire course—being devoted thereto. The four years' course in Latin, as a whole, consisting as it does of 5 hours per week for 40 weeks per school year, comprises as much time and admits of as much and as thorough work as is generally embraced in most five year courses of 36 weeks each in the best High Schools of the United States.

The Department is well equipped with all classical requisites such as a full set of Kiepert's wall maps and a bountiful supply of large prints and photogravures and other illustrative material, while the Library contains a carefully selected bibliography of the most authoritative works of reference. Besides the regular class-room work, open lectures on Roman life, topography, art, archaeology, and classical antiquities in general are given from time to time with stereopticon views. Likewise leading classicists and archaeologists honor the department with their presence as lecturers.

Second year, first Latin book:—Caesar, Gallic War, Books II and III.

Here three points in particular are dwelt upon; a thorough drill in the ordinary forms of the language, facility in reading Latin with proper observation of quantity, and familiarity with the common rules of syntax. Ready ability to translate easy Latin prose into English and vice versa is also attained. Five hours a week are given to this course; during the First Semester the Introductory Book is thoroughly covered, while in the Second Semester two hours are given to a systematic review of the work of the previous half year and three hours to the reading of Caesar's Gallic War.

Third Year:—Caesar, Gallic War, books IV, V and VI; Virgil, *Æneid*, book I; D'Ooge's Latin Composition, Part I; Allen and Greenough's Grammar.

A complete knowledge of the geography, subject matter and its historical bearing is required in the study of Cæsar, together with accurate pronunciation and fluency in reading. Two hours a week are given to Cæsar and one hour to Virgil. The remaining two hours are devoted to Latin Composition. In all three subjects the forms of the language occupy a conspicuous place. Sight translation is also given at frequent intervals from the authors mentioned. Supplementary reading is assigned from:

Caius Julius Cæsar, Dodge; Julius Cæsar, Fowler; Caesar, a Sketch, Froude; Julius Caesar, Liddell; Seven Roman Statesmen, Oman; Cæsar's Army, Judson; Epoch Series of Ancient History; Plutarch's Lives; Society in Rome Under the Cæsars, Inge; Student's Companion to Latin Authors, Middleton and Mills; Latin Literature, Mackail.

Junior Year:—Cicero, Catalinarian Orations; Sallust, Cataline; Virgil, Æneid, book II and III; D'Ooge's Latin Composition, part II, Allen and Greenough's Latin Grammar.

Two recitations a week throughout the year are devoted to the reading of Cicero's four orations against Cataline, followed up by Sallust's Cataline. One recitation is occupied weekly with Virgil and again two recitations are given up to Latin prose composition based on the Cicero read. Systematic syntax, prosody, and historical, rhetorical and mythological treatment accompany the authors read. Translation at sight is not neglected. Parallel reading is given from:

Life of Cicero, Forsyth; Life of Cicero, Trollope; Life of Cicero, Davidson; Cicero et ses Amis, Boissier; Cicero, DeQuincey; M. T. Cicero, Newman; Student's Cicero, Faussett; Cicero, Collins; Legal Procedure, Greenidge, Roman Poets of the Augustan Age, Sellar; Virgil in the Middle Ages, Comparetti; Virgil, Collins; Stories from Virgil, Church; Ancient Lives of Virgil, Nettleship; Essay on the Poetry of Virgil, Nettleship; Latin Poetry, Tyrrell; Classical Essays, Myers; The History of Roman Literature, Cruttwell; Rhythmic and Metric, Schmidt-White; History of Latin Literature, Gudeman; and the Roman Histories of Gibbon, Mommsen and Merivale.

Senior Year:—Cicero, Pro Archias, Pro Lege Manilla (De Imperio Pompeii) Virgil, Æneid, books IV, V and VI; Cæsar, Gallic War, book II Advanced Composition; D'Ooge's Latin Composition, part III; Allen and Greenough's Latin Grammar.

In this year a resumé of the work done in the previous years occurs and to this end one hour a week the first semester and two the second is devoted to the reading of three more speeches of Cicero and another book of Cæsar; while Virgil occupies two hours the first and one the second semester. Advanced prose composition takes up as in the past years two hours a week the year round. The finer points in syntax and grammar are rounded off and the contents of the texts read subject to a more critical mastery. The regular work is supplemented by select parallel reading on the following topics:

Language, Grammar, Syntax, Etymology, Semantics, History,

Biography, Geography, Topography, Mythology, Antiquities, Art, Archaeology, and Current Articles in Reviews and Magazines, etc.

Besides a good supply of all the leading text-books of the authors read, the library contains among others the following authorities on their several divisions:

Art and Archaeology:—Lanciani, Man, Dyer, Baumeister, Burn, Bohn, Goodyear, Kelsey, Tarbell, Westropp, Reber, and Winckelmann.

Mythology:—Harrington and Tolman, Fiske, Edwards, Robbins, Keightley, Stending, Guerber, Gayley, Murray and Bulfinch.

Geography and Topography:—Schmidt-Gunther, Harding, Platner, Kiepert, Tozer, Huelsen, Lord, Butler, Allen, Burn, Baedeker, Putzger and Schreiber.

Language and Literature:—Wilkins, Gildersleeve, Harkness, Lodge, Lane, Allen and Greenough, Hale-Buck, Bennett, Doederlein, Gudeman, Quackenbos, Bender, Crowell, Breal, Postgate, Richardson, Taylor, White, Halsey, Morriss, Greenough, Kittredge, Gow, MacKail, Cruttwell, Trench, Hinsdale and Whitney.

Dictionaries:—Harper, Smith, Lewis, Andrews, Harbottle, Riley, Rich, Leyffert, Ramsey, Lanciani and Baumeister.

History and Biography:—Abbott, Creighton, Tighe, Willoughby, Munro, Greenidge, Kingsley, Graurud, Clay, Smith, Fowler, Pelham, Pennell, Myers, Goodrich, Botsford, DeCoulanges, Gibbon, Merivale, Mommsen, etc., etc.

Private and Public Life:—Preston, Church, Bell, Dodge, Rydberg, Clark, Guhl and Kohner, Herberman, Johnston, Becker, Shumway, Friedlander, Waters.

Travel and Description:—Hilliard, Howells, Norton, Boissier.

Magazines:—American Journal of Archaeology, American Journal of Philology, The Classical Review, Classical Philology, and the Classical Journal.

ART DEPARTMENT

This department embraces several interrelated lines of work: representation, designing, illustration, construction, clay-modelling, history of art, etc.

The aim of our work is, first, to train the perceptive faculties and to strengthen the judgment and imagination; second, to develop in the student the skill necessary to delineate objects and original designs in the several media; third, to give the young teacher the means by which he may be able to illustrate on the blackboard with some degree of facility as an aid in the more effective presentation of other subjects; fourth, to lead the student to a fuller appreciation of the beauties and harmonies of nature and art that he may be better able to awaken and develop in his pupils the aesthetic faculty; fifth, to serve as a foundation for an intelligent pursuit of the trades and professions in which drawing serves as an essential element.

Two recitations a week are given during each of the first three years. In the Junior year one recitation per week for the second semester is devoted to the discussion and presentation of methods in drawing.

The work of the first year will embrace these topics: The study and application of the fundamental principles as used in the drawing of simple type-forms and objects based upon these; elements of design, making simple designs from conventionalized plant and animal motives; practice with brush and ink, pencil, charcoal, crayons and color; black-board drawing from objects and memory; easy problems in construction, and clay modelling.

During the second year work is continued along the same lines, together with fuller study of still life, casts, pose, values, composition, perspective, designing, illustrative work, mechanical problems, color harmony, black-board work, and clay modelling.

Third year work includes pen and ink drawing; light, shade and values; historic ornament; black-board illustration; colored crayons; clay modelling; orthographic and isometric projection; perspective problems; sketching; wash drawing; tinting; designing in the several media; balance, rhythm and harmony in designs; study of color harmonies, and composition.

In the Junior year the topics for discussion and methods will be along lines of work suitable for the primary and grammar grades and will include: use of black-board, brush and ink, charcoal, pencil, colored crayons, pen and ink, water colors; story telling through drawing; constructive work; study of children's drawings; mounting of pictures; school room decorations; home work for pupils; different kinds of papers; how to conduct recitations; preservation of pupils' drawings; programs; picture study.

All through the course students are encouraged to bring to class for criticisms and suggestions, sketches and drawing done outside of class rooms. This department is liberally supplied with casts, still life models and charts. The library contains many works by standard authors on art subjects. To these additions are made each year.

References:—International Studio; School Arts Book; Craftsman; Brush and Pencil; Manual Training Magazine; Perry Magazine; Progress; Principles of Ornament, Aitchison; Nature in Ornament, Day; Handbook of Ornament, Myers; Anatomy of Pattern, Day; Line and Form, Crane; Composition, Dow; Theory and Practice of Design, Jackson; Elements of Drawing, Ruskin; Principles of Design, Batchelder; Plant Form in Design, Midgley and Lilley; Year Books of Supervisors of Manual Arts; Story of Architecture, Mathews; Legendary Art; Mrs. Clement; Adeline's Art Dictionary; Taine's Lectures on Art; The Gate Beautiful, Stimson; History of Art, DeForrest; History of Ancient Art, Reber; History of Art, Goodyear; Greek Art, Tarbell, History of American Art, Hartman; How to Judge Architecture, Sturgis; Turrets, Towers and Temples, Singletou; Architectural Styles, Rosengarten; The Column

and the Arch, Longfellow; Modern Illustration, Pennell; Modern Perspective, Ware; World's Painters, Hoyt; Ornament and Its Application, Day; Clement's Handbooks for Beginners; How to Enjoy Pictures, Emery; Great Pictures Described by Great Writers; Works on Spanish, German, Flemish, Dutch, Italian, English and American Painters; New Methods in Education, Tadd; History of Mediæval Art, Reber; Prang Manuals; History of Art, Lubke; Letters and Lettering, Brown; Pictorial Composition, Poore; Plant Form, Clark; Practical Designing, White; Applied Perspective, Longfellow; Figure Composition, Hatton; Arts and Crafts, Sanford, etc.

BOOKKEEPING AND COMMERCIAL LAW

These subjects are studied during the first semester of the Senior year when the students' minds have a clearer grasp of the significance of business methods.

In order to accommodate special cases and those who may have failed in one semester, the work is continuous throughout the school year.

Sixty recitations cover the work in bookkeeping. Each student is required to keep a set of books, which, so far as his individual ability goes, must be a model of neatness and accuracy. At the same time the student must prove that he has a clear comprehension of the theory of accounts, both by the double and the single entry methods.

Considerable practice is given in the uses of auxiliary books and in practical applications of business arithmetic.

Commercial Law is covered in forty lessons. The aim in this subject is to familiarize the student with the ordinary transactions of business life and with the laws governing the same. A necessary feature of this work consists in 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, and in order to create healthy interest in the subject, actions at certain times are brought in by students and mock trials are conducted.

Special emphasis is laid upon the subjects of commercial paper and bailments.

Text-books:—Bookkeeping, Williams & Rogers' Modern Illustrative Commercial Law, Gans.

References:—Commercial Law, William and Rogers; Compendium of Commercial Law, Townsend; Principles of Commercial Law, Musselman; Commercial Digest, McMaster; Commercial Law, Clark; Business Law, White; Statutes of Arizona.

DEPARTMENT OF MUSIC

The study of music is now, as it should be, fully recognized as one of the essentials of any good course of instruction in Grammar, High, and Normal schools. Not only there, but the Universities, led by Harvard, are making it an elective study with its due proportion of credits.

Music, and especially vocal music, considered not only from an aesthetic and hygienic point of view but upon the basis of mental discipline, is of no less value than the study of mathematics or science. It requires not only concentration of thought but the greatest nicety of discrimination in placing tones perfectly and delivering them with a due regard for rhythmical as well as tuneful effects. Every faculty of the mind must be brought simultaneously into play in order to give proper expression to the text, voice the emotions, and fully bring out the idea of the composer.

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 second 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 classroom 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. 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, Books I and II; Elements of Harmony, Stephen A. Emery; Laurel Song Book, William L. Tomlins. (Last named is furnished by the school).

Auxiliary books:—The Library now contains much of the choicest literature on the subject of music, which will be liberally drawn upon, to arouse and maintain the interest of the students.

PHYSICAL CULTURE

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

All girls who carry any work whatever in the school are required to take systematic physical training during the whole course, unless a certificate is presented from a physician, recognized by the school, stating that such exercise would be injurious.

The purposes of this work are:

- 1.—The attaining and maintenance of health, the development of a symmetrical body and the acquisition of a graceful and erect carriage.
- 2.—The bringing of every graduate to a mastery of physical training sufficient to secure valuable results for his pupils.

The system used is a modification of the Swedish system. Instruction is given in club, wand and dumb bell drills. While some of the exercises will be taught in uniform series as drills, emphasis will be laid upon the distinct value of each exercise from a hygienic standpoint.

The character of the work is disciplinary as well as recreative, each exercise being done at word of command. Thus quick muscular response to mental stimuli is cultivated and the student learns to control his body in difficult situations.

Nearly all the movements are performed to the accompaniment of music, the inspiration of which insures interest and spontaneity.

Four periods a week are devoted to this work.

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 exercise, 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 Inspector General of Arizona.

It was also inspected this year by Major Hoel S. Bishop of the 5th United States Cavalry.

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

Three or four days are spent each year 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

The necessity of physical exercise has been fully explained under the headings "Physical Culture" and "Military Drill". Few schools in the West do more for the bodily development of the students than this one. The athletic training is under the personal charge of a competent director who is a member of the faculty. Particular stress is laid upon gentlemanly conduct on the part of all those who participate, and as a result the Tempe teams are commended everywhere for their true sportsmanship, and gentlemanly conduct.

For a number of years foot-ball has held a prominent place among the sports of the Normal and the success of the teams is indicated by the fact that the school won the championship cup of the Territorial Foot Ball League.

Near the Girls' Dormitory are two ideal basket-ball courts for the benefit of the young ladies who enjoy that game. Several teams are annually organized and games are played with the teams of neighboring schools.

There is a large and flourishing Tennis Association with seven excellent courts. Each year a tournament is held here between the teams representing the University of Arizona, the Phoenix Indian School, the Phoenix High School and the Tempe Normal.

The baseball team showed its quality by winning the territorial championship. The diamond, located on the campus, is one of the best in Arizona; and adjoining it are the well equipped training quarters, provided with shower baths, suits, gloves and various other conveniences. In this, as in all other sports, careful supervision is exercised and the highest grade of coaching given.

DEPARTMENT OF SLOYD AND MANUAL TRAINING

Since this is a new department it is perhaps well to state briefly its purpose. It aims:

1. To encourage and stimulate self-reliance, observation, invention, neatness, proportion, harmony, etc.
2. To give such knowledge of construction as will enable each student to make, design, or repair ordinary articles of furniture.

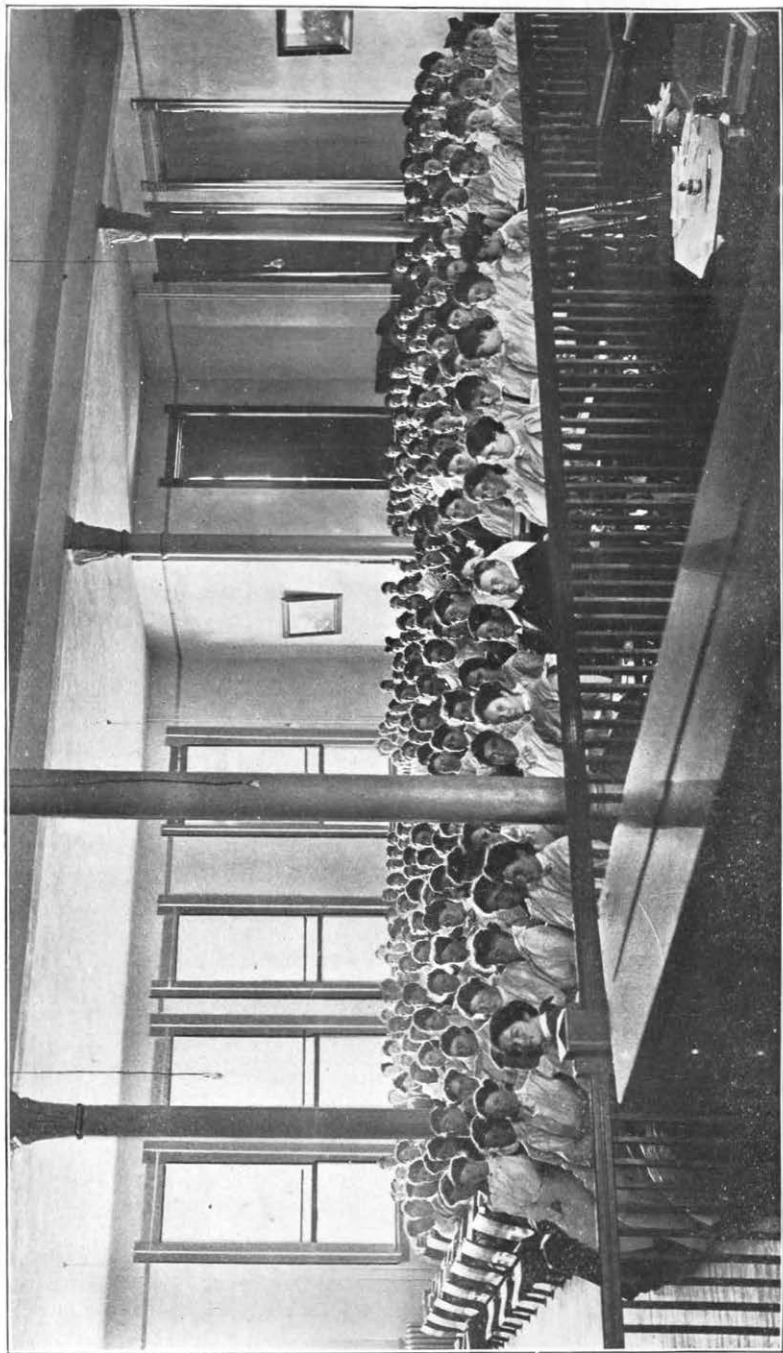
3. To cultivate judgment of value.
4. To recognize and plan harmonious effects in color, furniture, etc.
5. To assist the Juniors and Seniors of the Normal in preparing courses of study and advise them as to best methods of presentation.

Commencing with the fifth grade of the Training School the pupils will take up a series of problems adapted to their capabilities. They will be instructed in the fundamentals of workmanship and construction, the care and use of tools, cost, sources and adaptabilities of materials for construction, and the drawing and designing of problems and ornamentation.

During the first three years of the Normal course the student will continue this work, but on a broader scale. There will be discussions as to the growth of woods, the making of paints and varnishes, and other questions of a similar nature. Plan and elevation, and isometric drawings of objects constructed will be required, as well as pure mechanical drawings dealing with geometrical principles. As suggested above, the work for the Juniors and Seniors is arranged with the view of preparing them to teach the subject in the schools of Arizona. The members of the Senior class will be asked to submit to the instructor plans of work and to do a certain amount of teaching. Each class, both in the Training School and Normal, will recite twice a week.



CLASS OF 1906



STUDY HALL

The Tempe Normal School of Arizona

GENERAL INFORMATION

LOCATION

The Tempe 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 & 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. 1, 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.

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 graveled 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.

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. The edifice is beautiful in architectural design, convenient in arrangement, and substantial in construction.

TRAINING SCHOOL

The New Training School, for which provision was made by the 23d Legislature, is completed and has been occupied since the first of last January. This building is located on the campus near the main building and is a thoroughly modern brick structure covering a space 130 x 136 feet. To avoid the use of stairs all the rooms are upon one floor, comprising two offices, ten class-rooms, large double assembly room, and two manual training rooms. The latest and most approved ideas of school hygiene and arrangement are incorporated in its construction, and the furniture and equipment are entirely new and thoroughly up-to-date. When completed and furnished it has cost in the neighborhood of \$26,000 and is one of the most convenient, and best equipped school buildings in the Southwest.

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 86 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 steam 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. 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 a deep well, thus being free from any possibility of contamination, and a chemical examination has shown it to be of superior quality for all purposes.

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 steam heat. This dormitory is under the direct supervision of a member of the faculty, who resides in the building.

DINING HALL

The new dining hall which has just been erected at a cost of \$6,500 is located midway between the dormitories and is a modern brick building 60 x 85 feet. The dining room is light and airy and of a size sufficient to accommodate 200 boarders. The table furnishings are neat and attractive, and the kitchen is as fully equipped as that of a first-class hotel and is in charge of an experienced cook. The table board is of excellent quality and well served.

HEATING SYSTEM

A central heating plant has been installed at a cost of \$15,000. This furnishes steam heat to all the buildings situated on the campus, securing proper regulation of temperature and ventilation without the annoyance and dust attendant upon the use of stoves, beside effecting a great saving in fuel.

EXPENSES

DORMITORIES

Board, room, light, heat, etc., can be procured in the dormitories at \$16.50 per month. This includes all articles mentioned under the heading, "Dormitories." \$14 per month will be charged for board at the Dining Hall to students who do not room in the dormitories. Board and room can be obtained in private homes if desired.

REGISTRATION FEE

All students of the Normal School, except the pupils of the Training Department, are charged an annual registration fee of \$5, payable when they register for the year.

TUITION

A tuition of \$5 per quarter is charged to special students. This includes the registration fee and is payable quarterly in advance. Special students are those who do not sign a declaration to pursue the regular Normal course, and who do not expect to become teachers. Such students are not required to take any of the professional studies of the course, and they may select such subjects from the course as will be most advantageous to them in pursuing special courses of study.

BOOKS

The cost of books and stationery varies from \$10 to \$15 per year. Examination paper, pens, inks, pencils, etc., are furnished to the students without expense.

RAILROAD RATES

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 such rates students must make application for them to the Principal of the school at least two weeks in advance that he may have time to make the necessary arrangements with the railroad companies.

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.

DEPARTMENTS

The school is organized in two divisions, the Normal Department and the Training school.

The Normal Department offers a five year's course, one-fourth of which is devoted to strictly professional instruction.

The Training School is an adjunct to the Normal proper, and is designed to give the members of the Senior class actual practice in teaching. The course articulates with the first year's work in the Normal, and comprises the eight grades of the public school course.

ADMISSION

1. THE NORMAL

Candidates for admission to the Normal department will be required to pass a satisfactory examination. Certificates from an accredited school will be accepted in lieu of such parts of this examination as the Faculty sees fit.

2. 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.

3. 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 have completed a four years' high school course and must hold a teacher's certificate. They may also 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 without examination. They are also accredited in the State of California.

EXAMINATIONS AND REPORTS

Students shall attend all required examinations of the year. A standing of seventy-five per cent constitutes a passing grade. This grade is 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 subjects studied during the quarter.

GOVERNMENT

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.

LIBRARY AND READING ROOM

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 shelves contain a good working selection of standards in history, science, professional and general literature, educational reports, government reports, encyclopedias and other reference works. The professional and historical departments are especially well equipped, making it possible for work in those lines to be conducted on the seminary plan. The reading tables are supplied with the best current literature, professional, scientific and general.

The total number of volumes in the library is 5000. The library is classified according to the most approved methods of library science, and is under the direct supervision of a trained librarian whose duty it is to aid the student in their researches and increase their knowledge of how to use the library. A dictionary catalog, arranged alphabetically by author, subject and title, greatly enhances the usefulness of the library. The reading room is open on all school days from 8:30 A. M. to 5:00 P. M.

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 Wednesday 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 Wednesday evening.

THE MUSEUM

A room in the main building has been set apart for the display of material illustrative of the work in natural science. Wall cases have been provided and the supply of material includes a collection of fossil forms, a general collection of minerals, the nucleus of a collection of the minerals of Arizona, and a beginning of a series of the native woods of the Territory. There is a growing herbarium of native plants for comparison and illustration. Additions to the collections have been received during the past year from the following: Mrs. F. M. Murphy, Mrs. W. G. DeVore, Miss Elizabeth Ullman, Mrs. J. C. Chapin, Leon Berg, Jas. Goodwin, Col. B. W. Leavell, Grant Jones, Tempe; Chas. Murphy, Bisbee, and J. M. Culver, Los Angeles.

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, besides 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

The Moeur medal, awarded by Dr. B. B. Moeur, of Tempe, for excellence in debate, is contested for by representatives of the Olympian and Philomathean Literary societies, the medal being awarded to the best individual debater.

Dr. Chas. H. Jones, of Tempe, has established a prize for scholarship which is awarded each year upon graduation to that student who has obtained the highest standing in class work during the three years immediately preceding graduation. The prize consists of a complete set of twenty volumes of Masterpieces of Literature, which, with a handsome case, becomes the personal property of the winner.

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

The Harvard Club of Arizona offers to the Seniors of the school a medal for the best essay on some topic connected with Arizona. The subject matter of the essay to be original.

The Alpha Literary Society offers three gold medals to its own members for excellence in essay, declamation and oration.

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 ALUMNI

This association now numbers 261 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.

REGISTER FOR 1905-06

NORMAL DEPARTMENT

Agnew, Laura.....Ontario, Cal.	Cox, Iva.....Chemawa, Ore.
Anderson, Mabel....Brackettville, Tex.	Crandall, Florence.....Yuma
Anderson, Will.....Phoenix	Critchley, Josie.....Tombstone
Armitage, Ethel.....Fairbank	Crook, Pearl.....Mesa
Barkley, Ollie.....Buckeye	Cummins, James.....Tempe
Barkley, Robena.....Buckeye	Cummings, Maude.....Tempe
Barnett, Kathryn.....Prescott	Curtis, Jessie.....San Bernardino, Cal.
Barrow, Grace.....Tombstone	Czarnowski, Frank.....Congress
Bellamy, Frankie.....Tempe	Czarnowski, Leora.....Congress
Benedict, Helen.....Tombstone	Devore, Jennie.....Globe
Bennett, Dant.....Maricopa	Dickinson, Meda.....Tempe
Benson, May.....Wilcox	Dillon, Velyn.....Mesa
Biery, Joy.....Florence	Dobbie, Fannie.....Mesa
Blake, Parley.....Tempe	Dodson, Clare.....Snyder, Tex.
Blackley, Isabel.....Kingman	Doherty, Ethel.....Nogales
Blome, Helen.....Tempe	Doherty, Olivia.....Nogales
Blome, Maurice.....Tempe	Drew, Anna.....Los Angeles, Cal.
Blount, Ralph.....Tempe	Dykes, John.....Mesa
Bond, E'iza.....Mesa	Esterwood, Iva.....Tempe
Breedlove, Fannie.....Phoenix	Eichenberger Mildred.....Cairo, Ill.
Brown, Frances.....Tempe	Ellingson, Harry.....Tempe
Brown, Harry.....Tempe	Ellingson, John.....Tempe
Brown, Haskell.....Tempe	Ellis, Dora Jean.....Tempe
Brown, Stella.....Tempe	Easterbrook, William.....Tempe
Buck, Vera.....Tempe	Fyer, Jesse.....Phoenix
Buser, Walter.....Phoenix	Fleming, Alice.....Clarksburg, W. Va.
Cain, Mamie.....Prescott	Gaddis, Hattie.....Gold Hill, N. M.
Carroll, Delila.....Mesa	Gerald, Genevieve.....Globe
Carroll, Hazel.....Mesa	Gildea, Grace.....Nogales
Clem, Clara.....Phoenix	Gilleland, Millicent.....Tempe
Clem, Bula.....Phoenix	Greenlaw, Vera.....Flagstaff
Clem, Walter.....Phoenix	Griffin, Olive.....Tempe
Collins, Hazel.....Solomonville	Haby, Bertie.....Wilcox
Collins, Maude.....Benson	Hadsell, Anna.....Buckeye
Collins, Raymond.....Solomonville	Hadsell, Mamie.....Buckeye
Conroy, Olive.....Tempe	Hamill, Carrie.....Globe
Conser, Cecil.....Imperial	Halderman, Ada.....Dragoon
Conser, Reah.....Imperial	Hanna, Frank.....Tempe
Corbell, Louis.....Tempe	Hanson, Wiley.....Tempe
Corbell, Pearl.....Tempe	Harmon, May.....Tempe
Cosner, Arthur.....Tempe	Harris, Alma.....Tempe
Cosner, Ida.....Tempe	Harris, Nellie.....Tempe
Cowan, Alma.....Tombstone	Haulot, Emma.....Phoenix
Cowan, Sadie.....Tombstone	Haulot, Mary.....Phoenix
Cox, Loren.....Jerome	Hayes, Maude.....Buffalo, N. Y.

NAME	ADDRESS	NAME	ADDRESS
Hazlewood, Johnnie.....	Young	Meskimons, Lucile.....	Buckeye
Hendrickson, Regna.....	Phoenix	Meyer, Mabel.....	Tempe
Hendrix, Hazel.....	Tempe	Miano, Arizona.....	Tombstone
Hibbert, Leo.....	Mesa	Miller, Clyde.....	Bisbee
Hicks, Grace.....	Bisbee	Miller, Frank.....	Tempe
Highley, Tom.....	Phoenix	Miller, Halbert.....	Tempe
Holmes, Alta.....	Tempe	Miller, Rosie.....	Tempe
Holmes, Fred.....	Tempe	Millet, Art.....	Tempe
Hopen Ella.....	Adair	Millet, Neoma.....	Tempe
Hough, Mary.....	Tempe	Ming, Ethel.....	Phoenix
Howard, Dessie.....	Johnson	Modie, Richard.....	Nogales
Hubbard, Genevieve.....	Globe	Moer, Hubbard.....	Tempe
Hudlow, Ulah.....	Maricopa	Munson, Myrtle.....	Douglas
Huffer, Birdena.....	Roosevelt	Murphy, Imogene.....	Tempe
Jacobs, Georgia.....	Pawpaw, Mich.	Murphy, Mildred.....	Tempe
Jamie, Rosa.....	Safford	Murphy, Nellie.....	Tuba City
Jobs, Margaret.....	Phoenix	Murphy, Richard.....	Tuba City
Johnston, Clifford.....	Tempe	Nelson, Clarence.....	Tempe
Jones, Bertran.....	Mesa	Nelson, Daisy.....	Globe
Jones, Doctor.....	Mesa	Nichols, Warren.....	Tempe
Jones, Dorothy.....	Congress	Painter, Alberta.....	Tempe
Jones, Ethel.....	Bisbee	Parry, Frank.....	Tempe
Jones, Lottie.....	Bisbee	Parry, Elizabeth.....	Tempe
Jones, Lucy.....	Congress	Pearce, George.....	Mesa
Jones, Rollin.....	Mesa	Pearce, Zetta.....	Mesa
Jungermann, Albert.....	Tempe	Perry, Agnes.....	Phoenix
Jungermann, Reinhold.....	Tempe	Perry, Maude.....	Phoenix
Keating, Annes.....	Florence	Pew, Ellis.....	Mesa
Keating, Lulu.....	Bisbee	Pine, Clarence.....	Tempe
Kemp, Mabel.....	Johnson	Pine, Nellie.....	Tempe
Kenney, Lucile.....	Bisbee	Pomeroy, Francella.....	Mesa
Kindred, Evelyn.....	Bisbee	Pomeroy, Minnie.....	Mesa
King, James.....	Phoenix	Potts, Gertrude.....	Kingman
King, Vergil.....	Phoenix	Prewitt, Fletcher.....	Bowie
Larson, Nathaly.....	Bisbee	Priest, Annie.....	Tempe
Leake, Dora.....	Douglas	Priest, Lourdes.....	Tempe
Leavell; Marjorie.....	Delaware, Ohio	Priest, Marina.....	Tempe
Leavell, Mary.....	Delaware, Ohio	Quinn, Georgia.....	Manhattan, Kas.
Leebrick, Bessie.....	Tempe	Quinn, Jean.....	Manhattan, Kas.
Leebrick, Karl.....	Tempe	Rabinovitz, Amelia.....	San Carlos
Leebrick, Ruth.....	Tempe	Redden, Elmer.....	Tempe
Leftwich, Lucy.....	Salem, Va.	Rich, Ione.....	Tempe
Lewis, Amy.....	Tempe	Reickhoff, Fred.....	Tempe
Lewis, Sadie.....	Tempe	Robbins, Inez.....	Tempe
Lobb, George.....	Superior	Rogers, Cecil.....	Mesa
Lohman, Ernestine.....	Tempe	Rogers, Elva.....	Mesa
Lorona, Bliza.....	Tempe	Rogers, Norma.....	Mesa
McConnell, Alex.....	Mesa	Ruse, Eva.....	Tempe
McComas, Roy.....	Tempe	Ryan, Ora.....	Chaparral
McKay, May.....	Congress	Sampson, Shirley.....	Bisbee
McKay, Nettie.....	Congress	Saylor, Ray.....	Tempe
McNichol, Kitty.....	Blanchard	Schaal, Della.....	Douglas
McPherson, Josephine.....	Tombstone	Schmidt, Irma.....	Tempe
Marlar, Carrie.....	Phoenix	Schmidt, Laura.....	Tempe
Martin, Nellie.....	Mesa	Schoshusen, Edith.....	Tempe
Matthews, Anna.....	Tempe	Shivers, Maude.....	Solomonville
Mahoney, Desmond.....	Benson	Sirrine, Maude.....	Mesa
Meskimons, Irving.....	Buckeye	Smith, Annic.....	Nogales

NAME	ADDRESS	NAME	ADDRESS
Standage, Clarence.....	Mesa	Turner, Mary.....	Cheyenne, Okla.
Standage, Jean.....	Mesa	Turner, Ruth.....	Cheyenne, Okla.
Stauffer, Lemmie.....	Glendale	Ullman, Elizabeth.....	Tempe
Stauffer, Sadie.....	Glendale	Vandewalker, Lulu.....	Tempe
Stephens, Belle.....	Phoenix	VanMeter, Herbert.....	Mesa
Stewart, Ben.....	Tempe	VanNoate, Corrine.....	Tempe
Stewart, Bertha.....	Mesa	Vensel, Sydney.....	Phoenix
Stewart, Leroy.....	Mesa	Walker, Iva.....	Tempe
Stewart, Maude.....	Tempe	Wallace, Hester.....	Mesa
Stewart, Norton.....	Tempe	Walsh, Aileen.....	Gila Bend
Stewart, Owen.....	Mesa	Webb, Jay.....	Roosevelt
Stilwell, Mary.....	Phoenix	Webb, Ruth.....	Roosevelt
Stobbs, Edna.....	Phoenix	Westerman, Mabel.....	Safford
Stringfield, Alice.....	Prescott	Wilson, James.....	Tempe
Sturzenegger, Gertrude.....	Yuma	Wolf, Irene.....	Tempe
Swiggett, Charles.....	Phoenix	Wolf, Mabel.....	Tempe
Tamborino, Palmyra.....	Congress	Wright, Gladys.....	San Bernardino, Cal.
Tomlinson, Georgia.....	Tempe	Zeigler, Mary.....	Groom Creek
Trent, Nellie.....	Mesa		

TRAINING DEPARTMENT

Abril, Antonio	Cole, Maude	Gilleland, Eugene
Abril, Ventura	Cole, Rita	Gilleland, Oliver
Acebedo, Carmelita	Collins, Harold,	Gonzales, Dora
Acebedo, Elisandro	Florence	Goodwin, Julius
Acebedo, Thomas	Collins, Helen,	Goodwin, Leona
Alexander, Euid	Florence	Grable, Dorothy
Alexander, Marie	Collins, Homer,	Greeg, Clarence
Armstrong, Beadie,	Florence	Griffin, Horace
Troy, A. T.	Collins, Marie,	Guidiacan, Matilda
Armstrong, Elon,	Florence	Guildon, Viola
Troy, A. T.	Conser, Eida,	Hackett, Letha
Bagil, Lebrado	Imperial	Halbert, Jackson
Benites, Jose	Cole, Lois	Hammil, Flora,
Benites, Pedro	Cole, Ruth	Globe, A. T.
Blome, Harold	Corbell, Beulah	Hanson, Lucy
Blount, Louise	Corbell, Ethel	Harmon, Pansy
Bracamonte, Lupa	Corbell, Homer	Harmon, Tom
Bracamonte, Nijo	Corbell, Mable	Hendrix, Bertraude
Brady, Forest	Corbell, Paul	Hildreth, Eulalie
Burgess, Leon	Daggs, Mary	Hockdoffer, May,
Casanega, Anna,	Davis, Mabel,	Flagstaff
Nogales	Bisbee	Holsapple, Marion
Casanega, Nellie	Dobbie, Searles.	Holsapple, Raymond
Nogales	Mesa	Holsapple, Sarah
Cave, Lillian	Drew, Lewis	Horton, Bennie
Chapin, Lucy	Encenis, Antonio	Hough, Carol
Celaya, Carmelita	Esterbrook, Dorothy.	Hu, Lydia,
Clifford, Jesse,	Brooklyn	Kinkiang, China
Nacozari, Sonora	Fiske, Louise	Hudlow, Gracie
Cole, Annie	Fiske, Floyd	Hudlow, Oscar
Cole, Charles	Frizzell, Florence	Imperial, Amelia
Cole, Lena	Geach, Frances	Imperial, Mercedes
Cole, Lewis	Gilleland, Ernest	Johnston, Dorothy

Jeffries, William, Teviston	Mullen, Kenneth	Setzefund, Clyde
Johnston, Edith	Munson, Inghorg	Sewell, Lillian,
Johnston, Helen	Nash, Lucy,	Hiawatha, Kansas
Johnston, Kenneth	Globe	Sheldon, Joe,
Johnston, Janet	Newton, Harry,	Acme
Kavanagh, Rose,	Imperial, Cal.	Shrigley, Sam,
Kelvin	Noriego, Beatrice	Douglas
Knight, Alice	Oviedo, Marguerite	Spangler, Lola
Laney, Grant,	Parry, Charles	Spangler, Carl
Alma	Parry, Kathryn	Still, Nellie
Laney, Mable,	Phelps, Georgia,	Strand, Sigrund
Alma	Patagonia, Ariz.	San Francisco
Le Sieur, Harold	Pickrell, Charles	Sturgeon, Beulah
Leebrick, Paul	Pickrell, Wm.	Sturgeon, Charles
Leebrick, Samuel	Pine, Walter	Sund, Aaron,
Lohman, Ernest	Pruett, Fletcher,	Imperial
Longan, Lawrence	Bowie, Ariz.	Tapia, Richard
Longley, Dorothy	Renders, Gladys,	Teachout, Verlie,
Longley, Marion	Jerome	Sonora
Lystad, Raymond,	Richards, Roy	Teeter, Earl
Chicago	Robbins, Irene	Teeter, Eva
MacLennan, Kenneth	Robbins, Ruth	Teeter, Glen
Manley, Mildred	Rollins, John	Teeter, Sammy
Martin, Hattie	Rollins, Ralph	Thompson, Claude,
Matley, Welcome	Ruiz, Caroline	Kingman
Meskimons, Lillian	Ruiz, Joe	Trautman, Beatrice
Miller, Anna	Ruiz, Josie	Uvez, Carmelita
Miller, Edna	Ruiz, Mary	Van Riter, Eleanor
Miller, Emma	Ruiz, Mercedes	Walker, Majorie
Miller, Fay	Ruskin, Ruth	Wardlo, Hattie Lee
Miller, Gussie	Russel, Olin	Warner, Dorothy
Miller, Horace	Saylor, Alson	Warner, Grace
Miller, Wallace	Saylor, Verna	Warner, Zepha
McNulty, Frances	Scudder, Kathreen	Westover, Chas.
Moore, Helena	Scudder, Nita	Wycliff, Lura
Mullen, Thaddeus	Setzefund, Clara	Wycliff, Winnie

SUMMARY OF REGISTER

Normal Department, including Class of 1906.....	243
Training Department.....	177
Total.....	420

ALUMNI REGISTER

CLASS OF 1887

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Etta Broomell..... (Mrs. J. Webster Johnson)	Four Years.....	Los Angeles
Georgia A. Holmesley..... (University of Arizona)	Ten Years.....	Clifton
Reese M. Ling..... (District Attorney, Yavapai County)	Two Years.....	Prescott
Colonel James H. McClintock.....	Five Years.....	Postmaster, Phoenix
Gertrude Pomeroy*.....	Five Years.....	

CLASS OF 1888

Kate Cummings..... (Mrs. Fisher Bailey)	Five Years.....	Tempe
Martha Sears*.....	Five Years.....	
Henry Q. Robertson.....	Eighteen 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)..... (Attorney)		Los Angeles
Josephine Frankenberg.....	Five Years.....	Tempe

CLASS OF 1892

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

CLASS OF 1893

Mamie Anderson..... (Mrs. J. E. Boyd)	Four Years.....	Wickenburg
Agnes Halbert*.....		
W. I. Melton.....	Nine Years.....	Toluca, Cal.
Lidia Rembert.....	One Year.....	San Francisco
Mary Wingar..... (Mrs. Harry Archibald)	Eleven Years.....	Los Angeles, Cal.
Chas. C. Woolf, LL. B. (Univ. of Colo.)..... Attorney		Tempe*

CLASS OF 1894

Myrtle Alpin..... (Physician at Napa Insane Asylum)	One Year.....	East Highland, Cal.
Joseph T. Birchett.....	One Year.....	Tempe
Addie Bury..... (Mrs. Ira Reedy)	Eight Years.....	La Cananea
Nettie Clay..... (Mrs. Ashby Hawes)	One Year.....	Tempe
Agnes Dobbie..... [Mrs. J. D. Loper]	Ten Years.....	Mesa
Allie Gray..... [Mrs. Joe Sparks]	Nine Years.....	El Paso, Tex.
Leroy F. Hill.....		Birmingham, Ala.
Mary E. McNeill.....	Eleven Years.....	Tempe

*Deceased

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
John Metz.....	Six Years.....	Tucson
Blanche Newell.....	Nine Years.....	Mesa
Rosina Pomerooy.....	Six Years.....	Mesa
Ella Saunders.....	Two Years.....	Shumway, Miss.
[Mrs. Louis Cordon]		
Anna R. Stewart.....	Eight Years.....	Tempe
Ida W. Woolf.....	Five Years.....	Tempe
[Mrs. A. J. O'Connor]		

CLASS OF 1895

Mariam Anderson.....	One Year.....	Wickenburg
[Mrs. M. A. Davenport]		
John R. Birchett.....	Two Years.....	Tempe
John J. Carroll.....		Tempe
Carrie Culver.....	Ten Years.....	Corona, Cal.
Lottie Gibson.....	Two Years.....	Tempe
[Mrs. R. L. Mullen]		
Allie Holmesley.....	Six Years.....	Pima
[Mrs. Josiah Williams]		
J. Wallace Morse.....	Two Years.....	St. Louis
Chas. P. Mullen.....	Two Years.....	Tempe
Roscoe Walsworth, L. L. D. [Harvard University '05].....		Boston
Maude J. Welcome.....	Four Years.....	Tucson
[Mrs. Hudson Searles]		
Bertha Wilson.....	Ten Years.....	Tempe
E. Stanley Windes.....	Six Years.....	Tempe
(Mrs. Dr. Metzgar)		

CLASS OF 1896

J. Lawrence Abell.....	One Year.....	Tucson
Nellie E. Culver.....	Six Years.....	Imperial
[Mrs. Roy Frankenberg]		
Don J. Frankenberg.....	One Year.....	Tempe
Nott E. Guild.....		Tucson
Florence G. Hanna.....	Four Years.....	Tempe
[Mrs. J. B. Flummerfelt]		
Carl T. Hayden.....		Co. Treasurer, Tempe
Jane M. Hedgpeth.....	Nine Years.....	Phoenix
Lewis P. Hedgpeth.....	Nine Years.....	Phoenix
Georgia A. Hendrix.....	Three Years.....	Nordheim, Tex.
[Mrs. L. C. Austin]		
Amina W. McNaughton.....	Nine Years.....	Pasadena, Cal.
[A. B. 1898]		
Deborah I. Morris.....	Two Years.....	Benson
(Mrs. Doane Merrill)		
Julia R. Nichols.....	Four Years.....	Phoenix
[Mrs. B. C. Calhoon]		
Bertha M. White.....	Eight Years.....	Bisbee
(Mrs. Reese)		
Roy Frankenberg.....		Imperial

CLASS OF 1897

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

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Ana M. Miller..... (Mrs. L. D. Yeager)	Three Years	Phoenix
Clara M. Miller..... (Mrs. Z. M. Zander)	Six Years	Buckeye
Flora L. Mills.....	Eight Years	Phoenix
J. Oscar Mullen.....	Six Years	Tempe
Ada M. Peyton..... (Mrs. William Dodenhoff)	One Year	Phoenix
Mary C. Robinson..... —Mrs. W. J. Bowen	Two Years	Mesa
Lucy M. Schwarz.....	Seven Years	Mesa
Addie Sistine..... —Mrs. Ellis Johnson	Five Years	Mesa
Verner A. Vanderhoff.....	Three Years	Scottsdale
Walter S. Wilson.....	Nine Years	Phoenix
Alice B. Windes.....	Nine Years	Morenci

CLASS OF 1898

Edith R. Abell..... —Mrs. Dr. Drane		Mesa
Mary C. Bosbyshell..... —Mrs. Chas. Rhone	One Year	Douglas
Flora N. Cohn.....	Eight Years	Los Angeles
Elizabeth W. England.....	Two Years	Galesburg, Ill.
Lonie V. Gage..... —Mrs. Dr. Dennett	Three Years	Silver Bell
Una E. Hanna..... —Mrs. E. G. Decker	Three Years	Kingman
J. Wesley Hill.....	Two Years	Tucson
Olive J. Maxwell..... —Mrs. C. A. Stewart	Five Years	Tempe
Florence A. McKee..... —Mrs. Chas. Arnold	Four Years	Phoenix
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.....		Phoenix
Clyde A. Stewart.....	One Year	Tempe
Ida Warren Swiggett.....	Seven Years	Phoenix
Walter H. Wilbur.....	Banker	Tempe

CLASS of 1899

Garnett Allison.....	Three Years	Mesa
Bessie Francis Archbald.....	Six Years	Los Angeles
Eva L. Bowyer..... —Mrs. E. N. Jenkins	Five Years	Phoenix
Lutie Marion Carlyle.....	Two Years	San Bernardino, Cal.
Nettie E. Clark..... —Mrs. M. A. Harner	Two Years	Tempe
Robert O. Duncan.....	Six Years	Phoenix
Inez B. Fisher.....	Six Years	Tempe
Jessica Frazier.....	Six Years	Denver
Martha Garnett.....	Six Years	Phoenix
Garfield A. Goodwin.....		Tempe
Lena Rivers Hartsfield..... —Mrs. Will Payne	Six Years	Tucson

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Ella Leota Hauhurst —Mrs. Harry Galliver	Six Years	Phoenix
Harry G. Hendrix	Five Years	Tempe
Benjamin E. Hicks		Globe
Margaret Beatrice Hughes	Four Years	Wier City, Kansas
Frank R. Kellner —Mrs. J. Baxter Lewis	Two Years	El Paso, Texas
D. Maude Lincoln —Mrs. A. C. Lockwood	Three Years	Douglas
Alice A. Morse	Five Years	Phoenix
Lillian M. Murray —Mrs. Irving Andrews		Los Angeles, Cal.
Grace Newell —Mrs. Guy Collins		Roosevelt
Edna A. Ozanne —Mrs. Walter S. Wilson	Three Years	Phoenix
L. Clay Henshaw —Mrs. Ed. Bowers	Two Years	Phoenix
Zebulon Pearce	Five Years	Mesa
Minnie A. Perry —Mrs. Joe Bassett	Two Years	Cordes
Madge P. Richmond —Mrs. Oscar Roberts	Five Years	Phoenix
Gilbert States, M. D.	Three Years	Franklin, Idaho
Ida W. Temple —Mrs. E. C. Piper	Five Years	Benson
Ruby M. Tucker —Mrs. Chas. Woolf	Four Years	Tempe
Lillian A. Vaughn —Mrs. J. Dunbar	Two Years	Benson
Emma Peyton —Mrs. Geo. Swindel	Four Years	Manila, P. I.
Mary Malvina Wallace —Mrs. A. W. Woods	Five Years	Bisbee
Veronica White	Six 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	Lecrin, Idaho
Alice A. Fultz —Mrs. Archambeau	Two Years	Prescott
Hattie M. Green —Mrs. Henry Lockett	Three Years	Phoenix
Edna Lucy Greenleaf	Two Years	
Dean Ely Godwin	Two Years	Ann Arbor, Mich.
Minnie A. Hill		Phoenix
Elizabeth India Hedgpeth	Five Years	Phoenix
Josephine K. Hottinger —Mrs. Jessie Bunk	Four Years	Santa Rosa, Cal
Perla E. Martin Mrs. Ed. Halderman	Two Years	Bisbee
Eleanor Atlee Marriam	Five Years	Phoenix
Mary Emma McNulty	Five Years	Tempe
Helen Marion Stewart —Mrs. Ellis Wilcox	Two Years	St. David
Elizabeth Schwarz —Mrs. Jones	Three Years	Mesa

*Deceased

CLASS OF 1902

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Serretta Anne Sirrine.....	Five Years.....	Mesa
Charles Albert Stauffer.....		Phoenix
Ebel M. Wilbur.....		Mesa
--Mrs. W. Dorman		
L. Grace Webb.....	Five Years.....	Globe
Alice B. Appleby.....	Two Years.....	Tempe
Rachel Brady.....	One Year.....	Tempe
[Mrs. Levi Walker]		
Jessie F. Creager.....	Three Years.....	Los Angeles, Cal.
Florence C. Ford.....	Four Years.....	Prescott
J. H. Gerard.....	Three Years.....	Phoenix
Leona L. Gibson.....	Four Years.....	Whittier Co.
Grace M. Goodwin.....	One Year.....	Santa Rosa, Cal.
Charles A. Haigler.....		Tempe
Victoria F. Harmon.....	Four Years.....	Tempe
Leona F. Haulot.....	Four Years.....	Tempe
Clara W. Johnson.....	Four Years.....	Phoenix
D. D. Jones.....	Three Years.....	Mesa
Orren C. Jones.....	Four Years.....	Laei Oahu, H. I.
Stella F. Ross.....	Four Years.....	Mesa
Mary J. C. Snyder.....	Two Years.....	Bumblebee
[Mrs. Kendrick]		
Orpha C. Standage.....	One Year.....	Mesa
[Mrs. O. Babbitt]		
Edith F. Stewart.....	Four Years.....	Bisbee
Harry R. Trusler, LL. D., Class '06.....	One Year.....	Ann Arbor, Mich.

CLASS OF 1903

Charles Alexander.....	Two Years.....	Lee's Summit, Mo.
Raymond H. Alexander.....	Three Years.....	Lee's Summit, Mo.
Elizabeth Cosner.....	Three Years.....	Tempe
Alice Curnow.....	Three Years.....	Tempe
E. Murray Curnow.....		Bisbee
Lelia Hicks.....		Livingstone
[Mrs. Thos. Long]		
Rose Irene Hottinger.....	Three Years.....	Santa Rosa, Cal.
Janic Izora Irvine.....		Sunnyvale, Cal.
[Mrs. J. M. Lindsey]		
Ida May Johnson.....	Three Years.....	Tempe
Emma Laura King.....	One Year.....	Leorin, Idaho
[Mrs. Aima Davis]		
Mamie Gertrude King.....	Three Years.....	Phoenix
Lynn M. Lancy.....		Univ. Cal., Berkeley
Ina Lucinda Listebarger.....	Three Years.....	Tempe
Clarence Mark Paddock.....		Roosevelt
George Reed.....	Three Years.....	San Diego, Cal.
Elmer F. Ruse.....	Two Years.....	Tempe
Orrin L. Standage.....	Three Years.....	Mesa

CLASS OF 1904

Deborah Allen.....	Two Years.....	Mesa
Reberca Allen.....	Two Years.....	Mesa
[Mrs. O. A. Phelps]		
Winifred E. Allison.....	Two Years.....	Globe
Fannie Armitage.....	Two Years.....	Benson

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Helen Axtell.....	Two Years.....	Tombstone
Ernest Corbell.....	Two Years.....	Tempe
Grace Culver.....	Two Years.....	Tempe
Lucy Cummings.....	One Year.....	Tempe
[Mrs. J. F. Warner]		
Mabel Goldsworthy.....	One Year.....	Bisbee
[Mrs. Fred Kenny]		
Alice Grier.....	Two Years.....	Phoenix
Aelaide Kindred.....	Two Years.....	Bisbee
Louise Lynd.....	Two Years.....	Tempe
Sallie Miller.....	Two Years.....	Florence
Alary Millet.....	Two Years.....	Tempe
Charlotte Mullen.....	Two Years.....	Tempe
Getha Munds.....	Two Years.....	Camp Verde
Jennie Munds.....	One Year.....	Camp Verde
[Mrs David Wingfield]		
Della Penn.....	Two Years.....	Santa Monica, Cal.
Ida Penn.....	Two Years.....	Santa Monica, Cal.
Pansy Robbins.....	Two Years.....	Tempe
Marion Thomas.....	Two Years.....	Bisbee
Everett Wilbur.....	One Year.....	Imperial, Cal.
Maude Wilson.....	Two Years.....	Tempe

CLASS OF 1905

Florence Armitage.....	One Year.....	Fairbank
Jessie Blake.....	One Year.....	Tempe
Jessie Clark.....	One Year.....	Benson
Mattie Corbell.....	One Year.....	Tempe
Alice DeForest.....	One Year.....	Troy
Nellie Duncan.....	One Year.....	Mesa
Frank Dykes.....	One Year.....	Mesa
Alice Greenleaf.....	One Year.....	Yuma
Ione Greenleaf.....	One Year.....	Yuma
Edgar Hendrix.....		Tempe
Frank Hough.....		Tempe
Alma Jones.....	One Year.....	Mesa
Laverna Lossing.....	One Year.....	Phoenix
Bertha Lyall.....	One Year.....	Phoenix
Ina McComas.....	One Year.....	Tempe
Helen MacIntyre.....		Phoenix
Mary Mullen.....	One Year.....	Douglas
Elma Pulsifer.....	One Year.....	Gettem, Tulare Co., Cal.
Margaretha Schwarz.....	One Year.....	Mesa
Harry Van Noate.....		Tempe
Vessa Wright.....	One Year.....	Bisbee

CLASS OF 1906

NAME	P. O. ADDRESS	NAME	P. O. ADDRESS
Laura Agnew.....	Tempe	Bertram Jones.....	St. David
Mabel Anderson.....	Tempe	Rollin Jones.....	Pima
Harry Brown.....	Jerome Junct.	Reinhold Jungerman.....	Tempe
Mamie Cain.....	Prescott	Mabel Kemp.....	Wilcox
Clara Clem.....	Camp Verde	James King.....	Phoenix
Bula Clem.....	Wickenburg	Annes Keeting.....	Florence
Delila Carrol.....	Mesa	Karl Leebrick.....	Tempe

NAME	P. O. ADDRESS	NAME	P. O. ADDRESS
Maud Collins.....	Henson	Lucy Leftwich.....	Jerome
Alma Cowan.....	Tombstone	Anna Matthews.....	Tempe
Iva Cox.....	Chemawa, Oregon	Carrie Marlar.....	Phoenix
Olivia Doherty.....	Nogales	Marina Priest.....	Tempe
Ethel Doherty.....	Nogales	Clarence Standage.....	Mesa
Harriet Gaddis.....	Tucson	Jean Standage.....	Mesa
Genevieve Gerald.....	Globe	Sadie Stauffer.....	Morenci
Ada Halderman.....	Dragoon	Bertha Stewart.....	Mesa
Alma Harris.....	Tempe	Mary Stillwell.....	Phoenix
Hazel Hendrix.....	Tempe	Elizabeth Ullman.....	Oceanside, Cal.
Alta Holmes.....	Tempe	Hester Wallace.....	Mesa
Clifford Johnston.....	Oak Creek	Gladys Wright.....	San Bernardino, Cal.

Total number of graduates, 261.



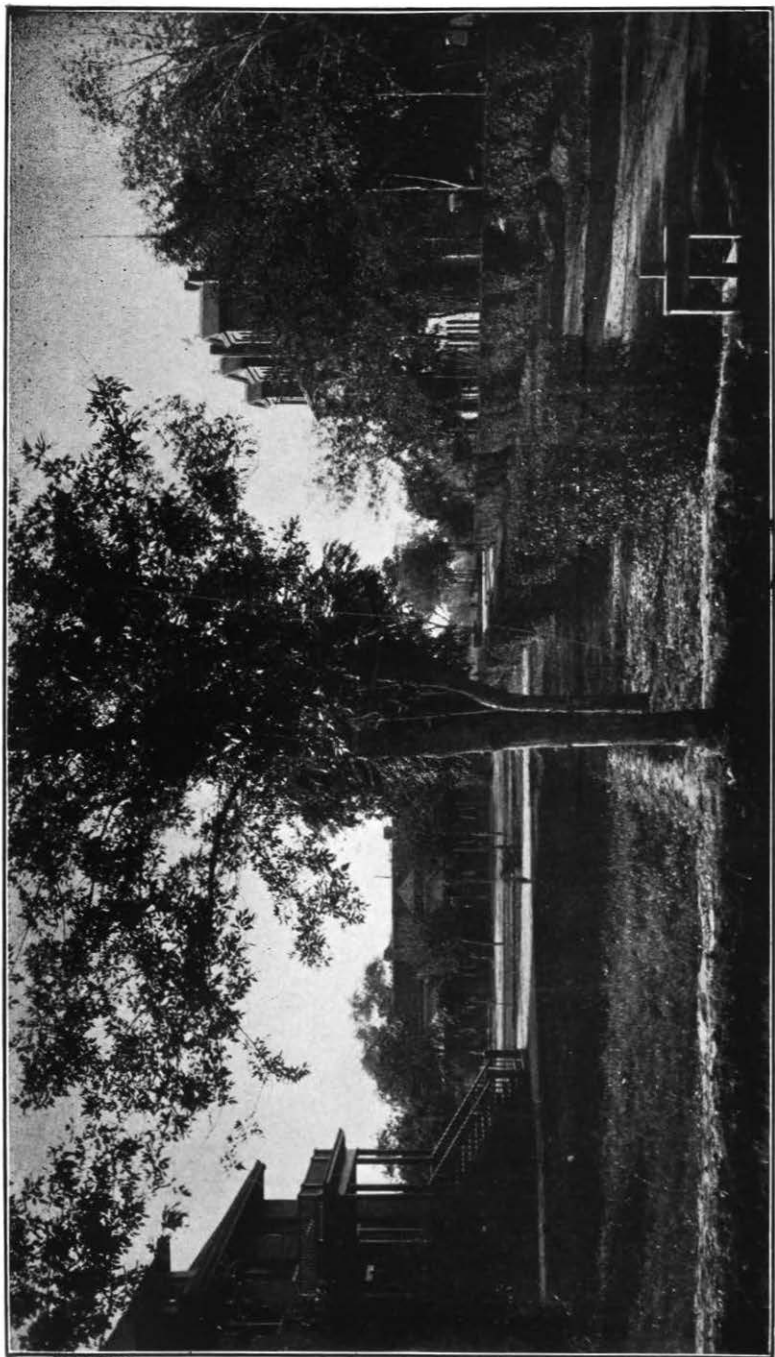
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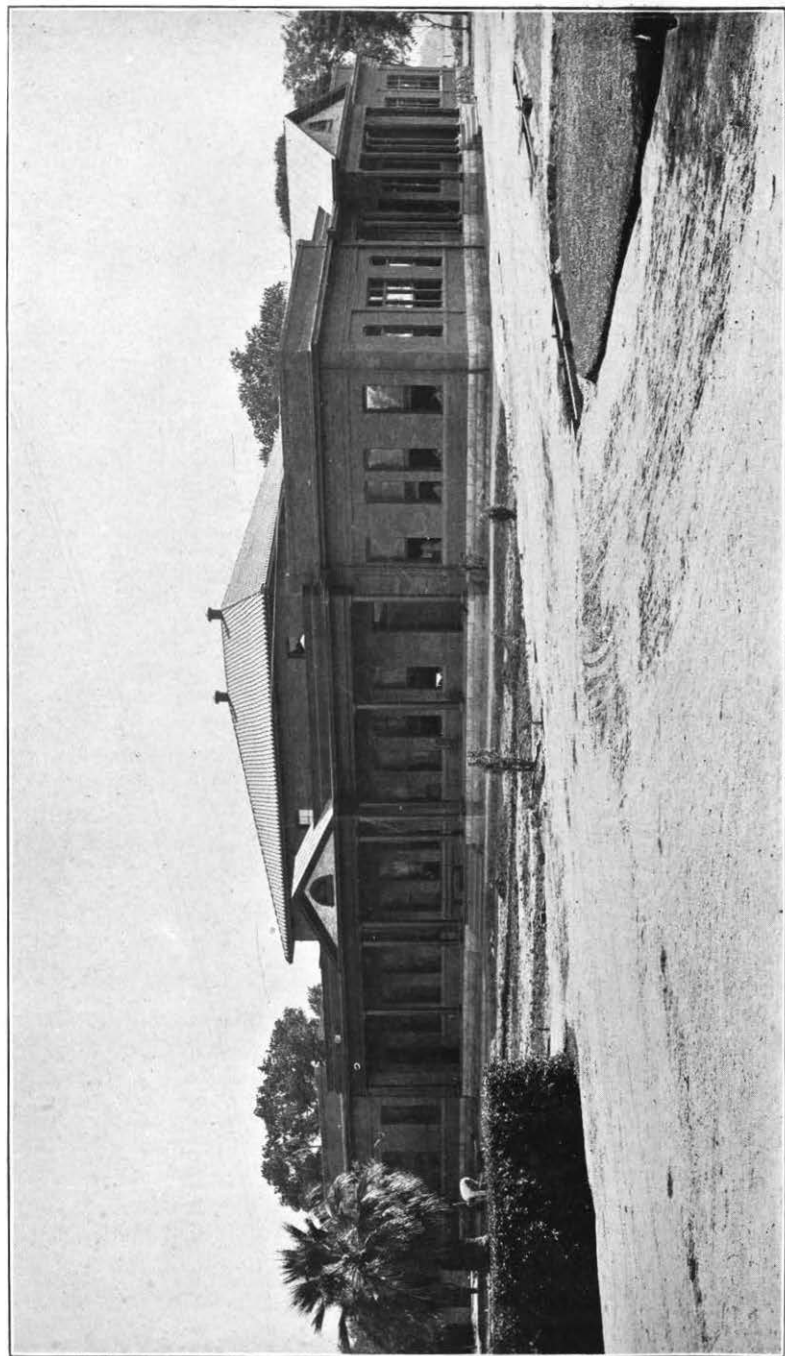
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Tempe Normal School
of Arizona

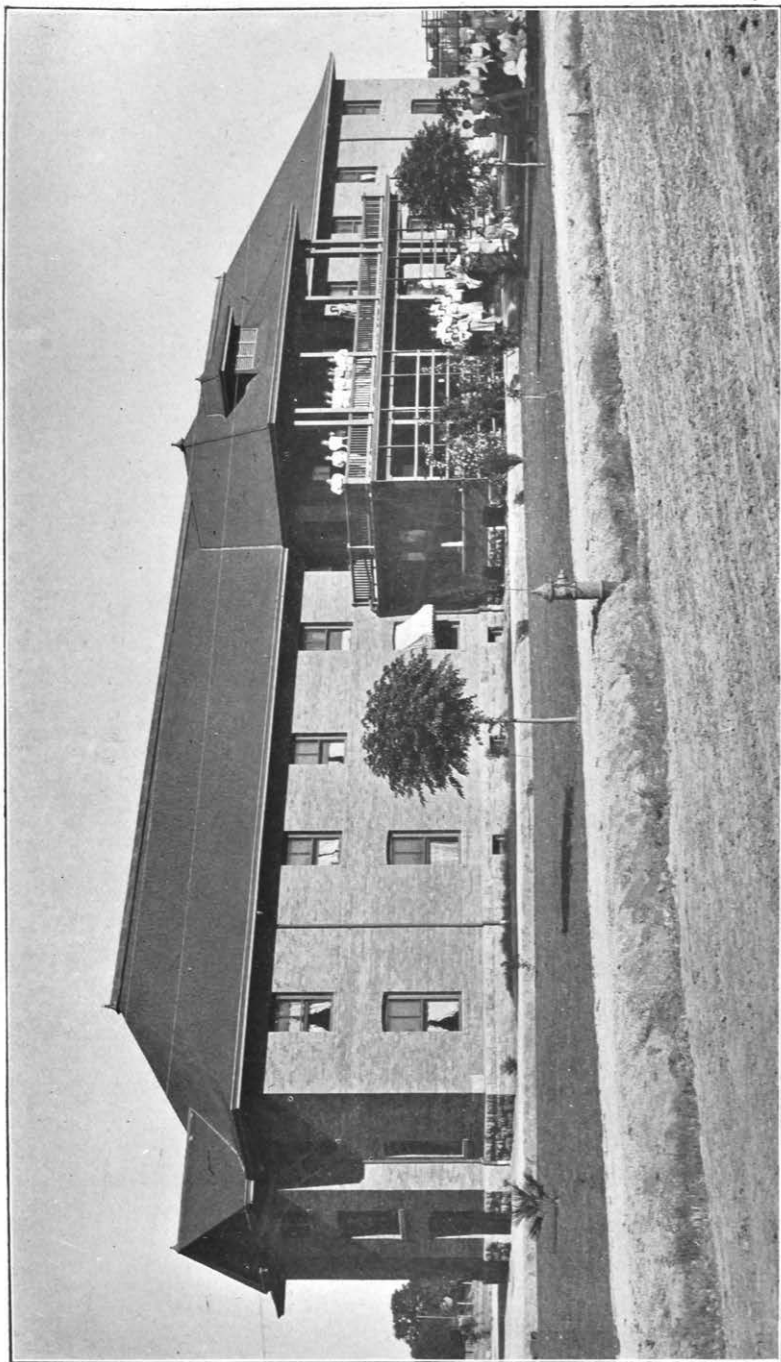
*Views of Buildings, Grounds,
Interiors, etc.*



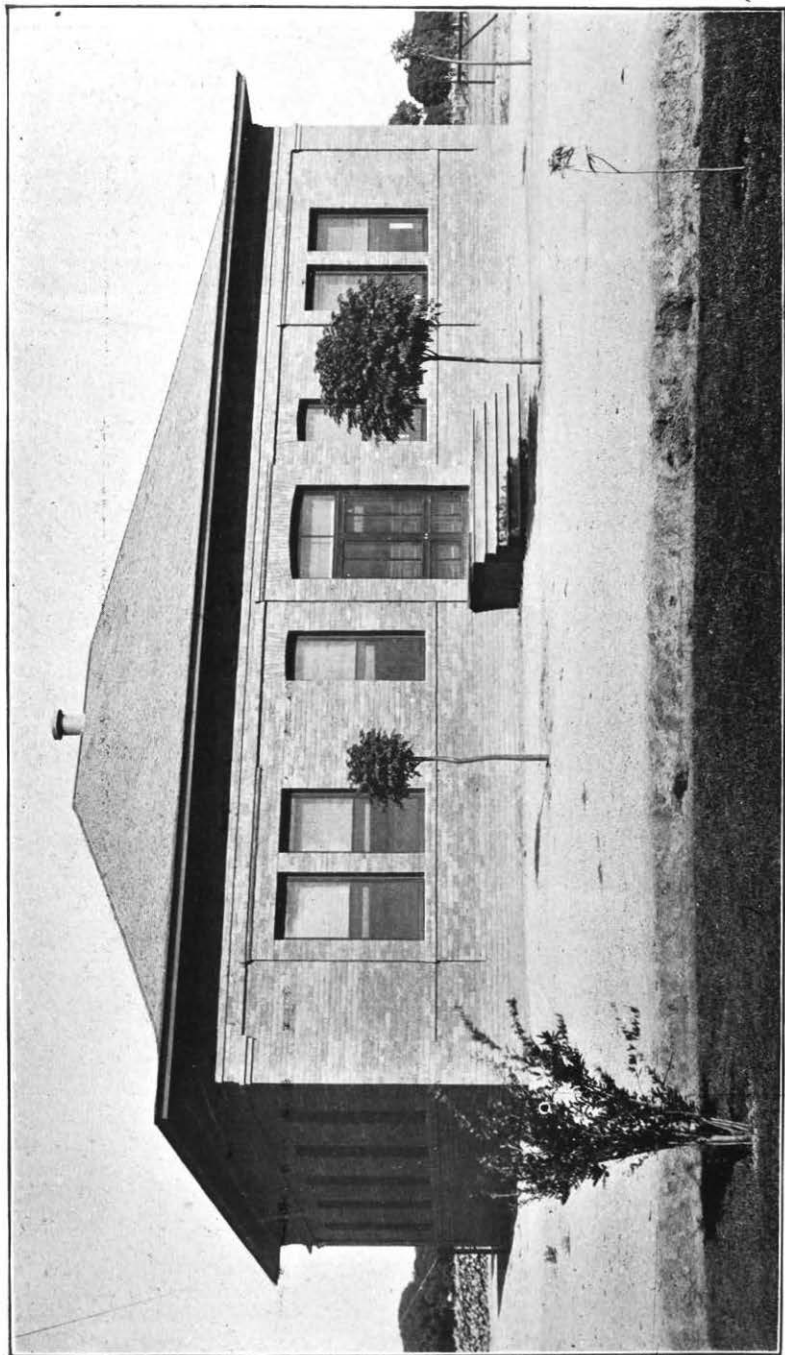
DRIVEWAY THROUGH THE NORMAL GROUNDS, LOOKING WEST



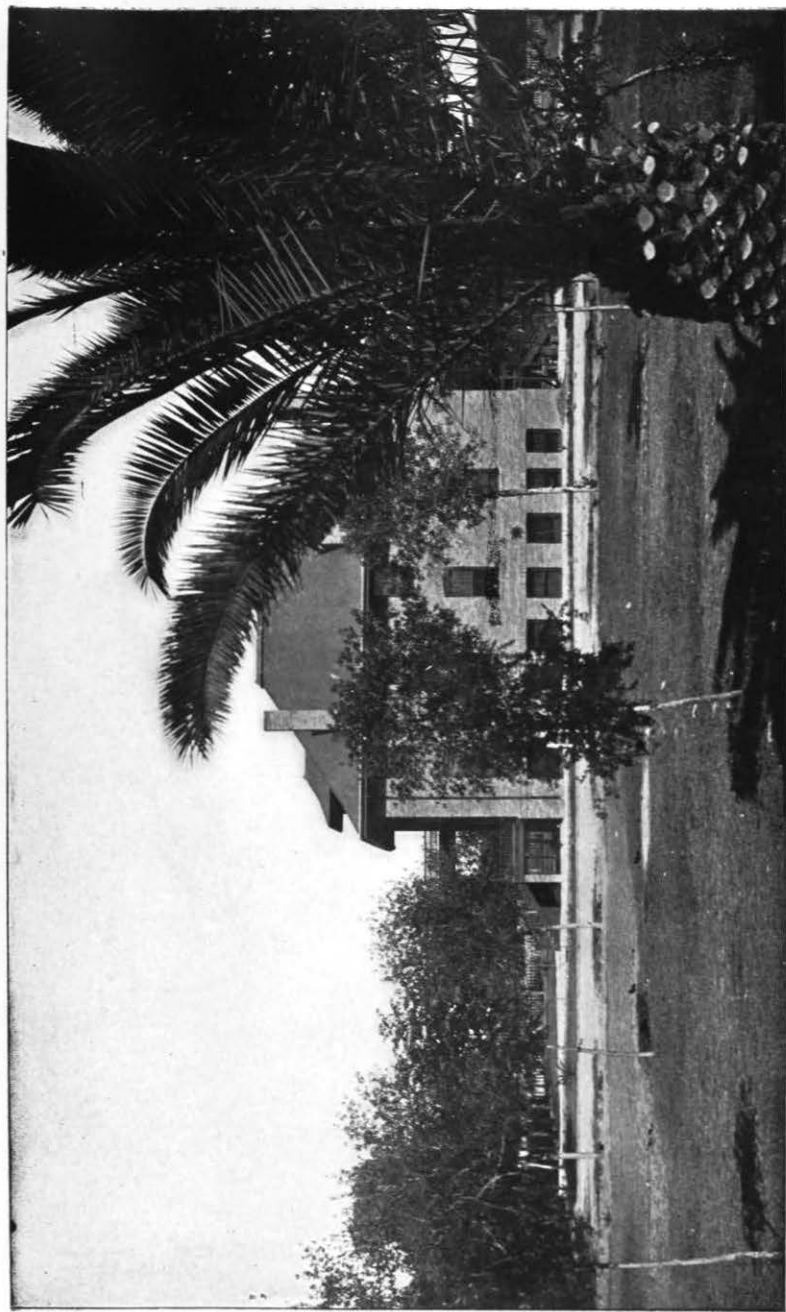
TRAINING SCHOOL



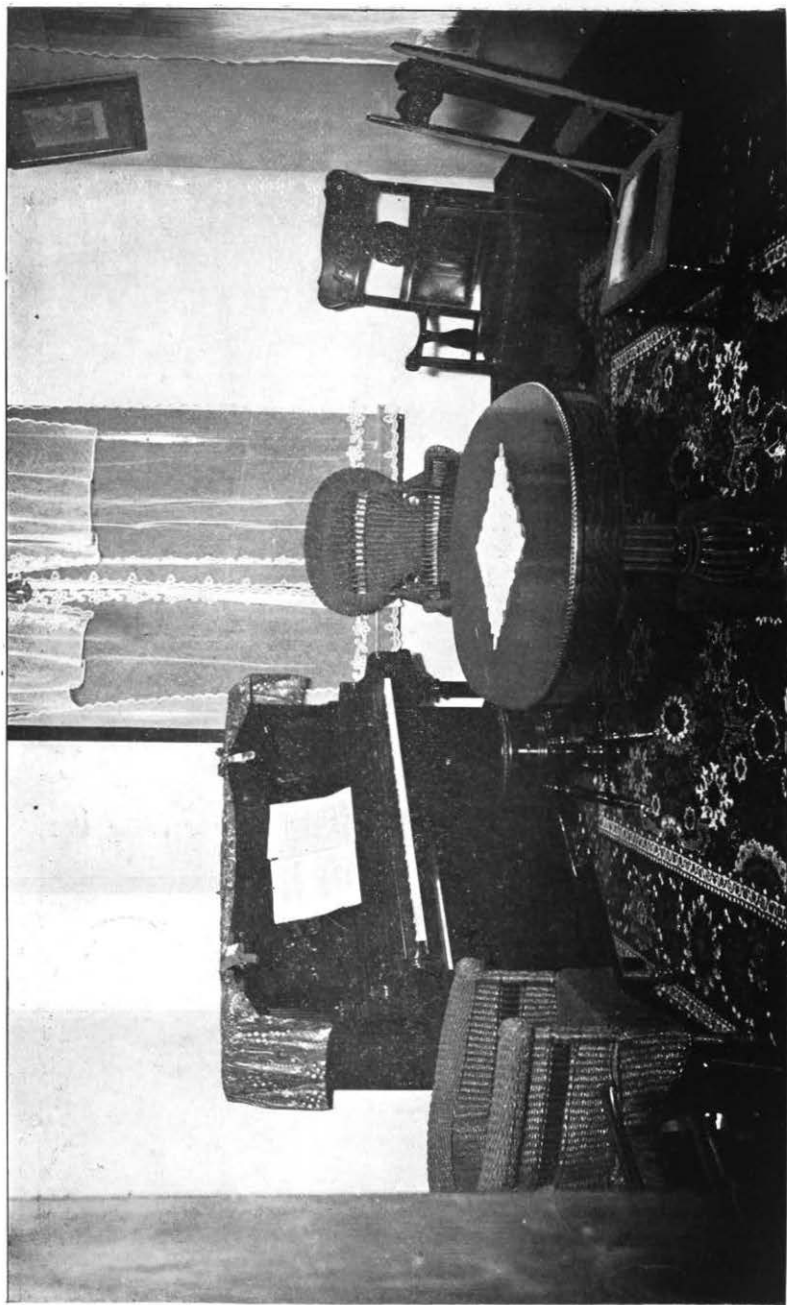
GIRLS' DORMITORY



DINING ROOM



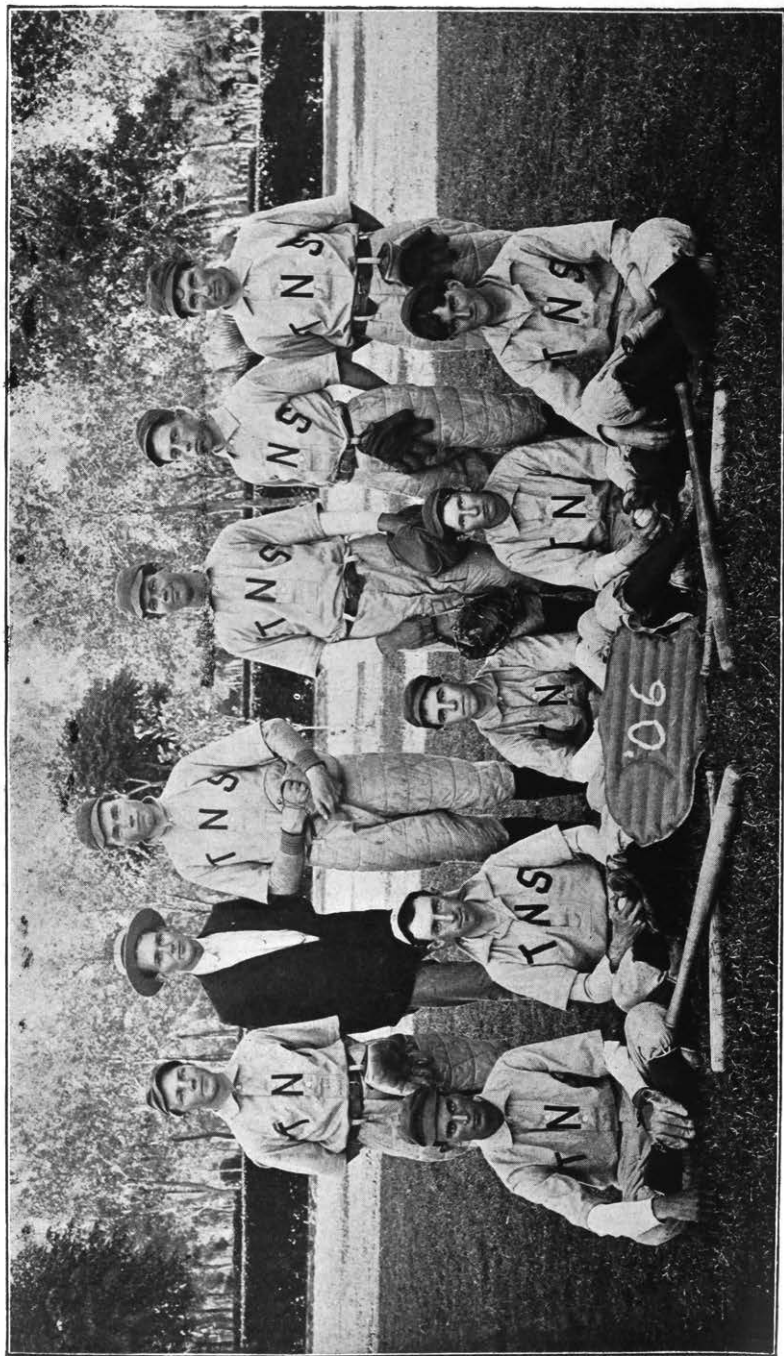
BOYS' DORMITORY



PARLOR IN DORMITORY



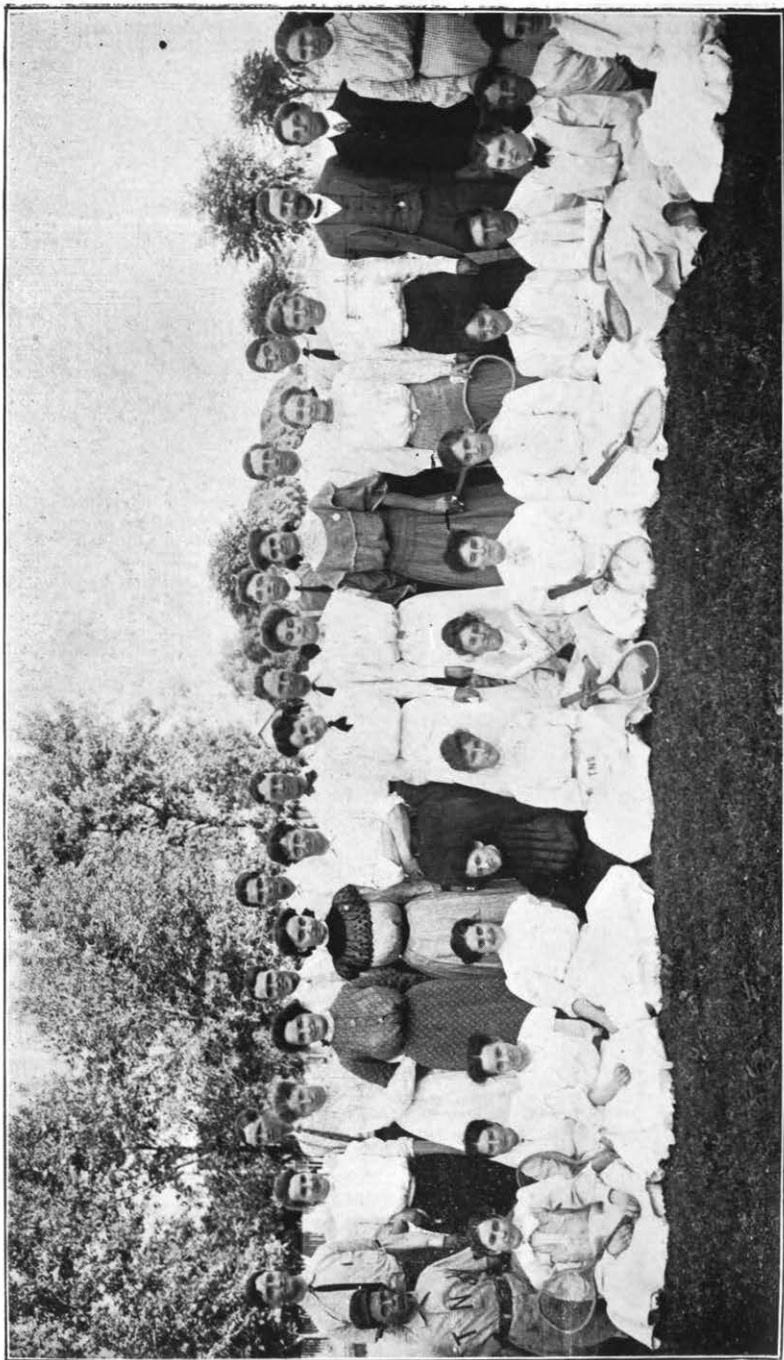
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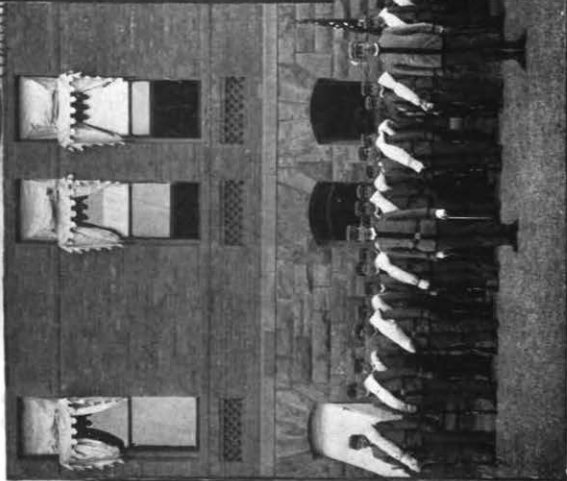
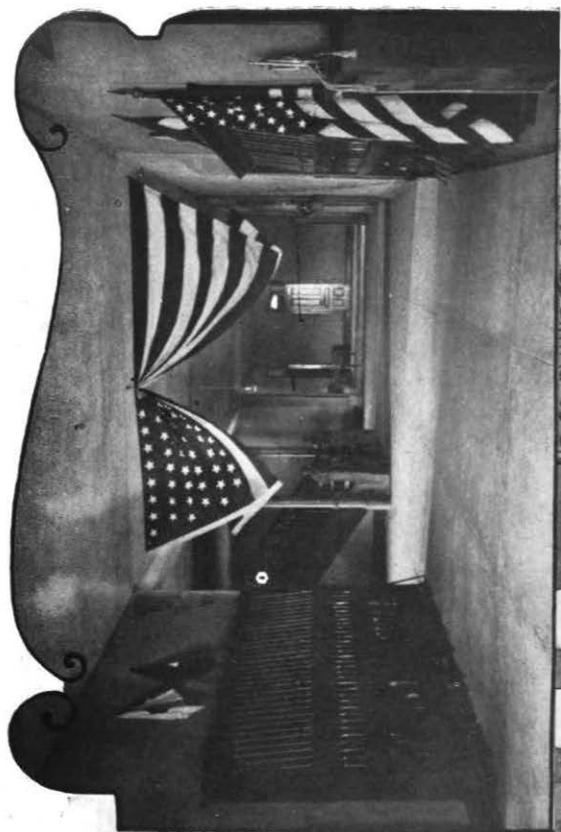
BASE BALL TEAM



BASKET BALL TEAM

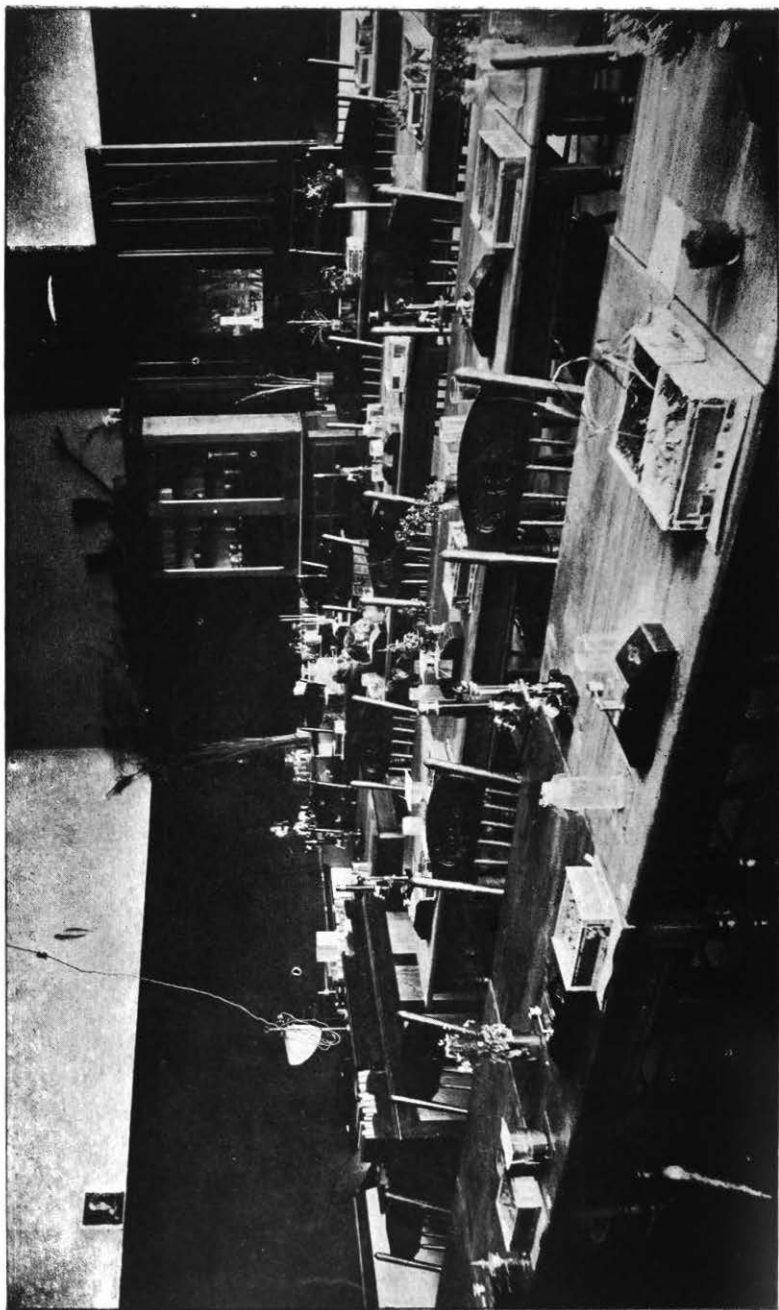


GROUP OF TENNIS PLAYERS

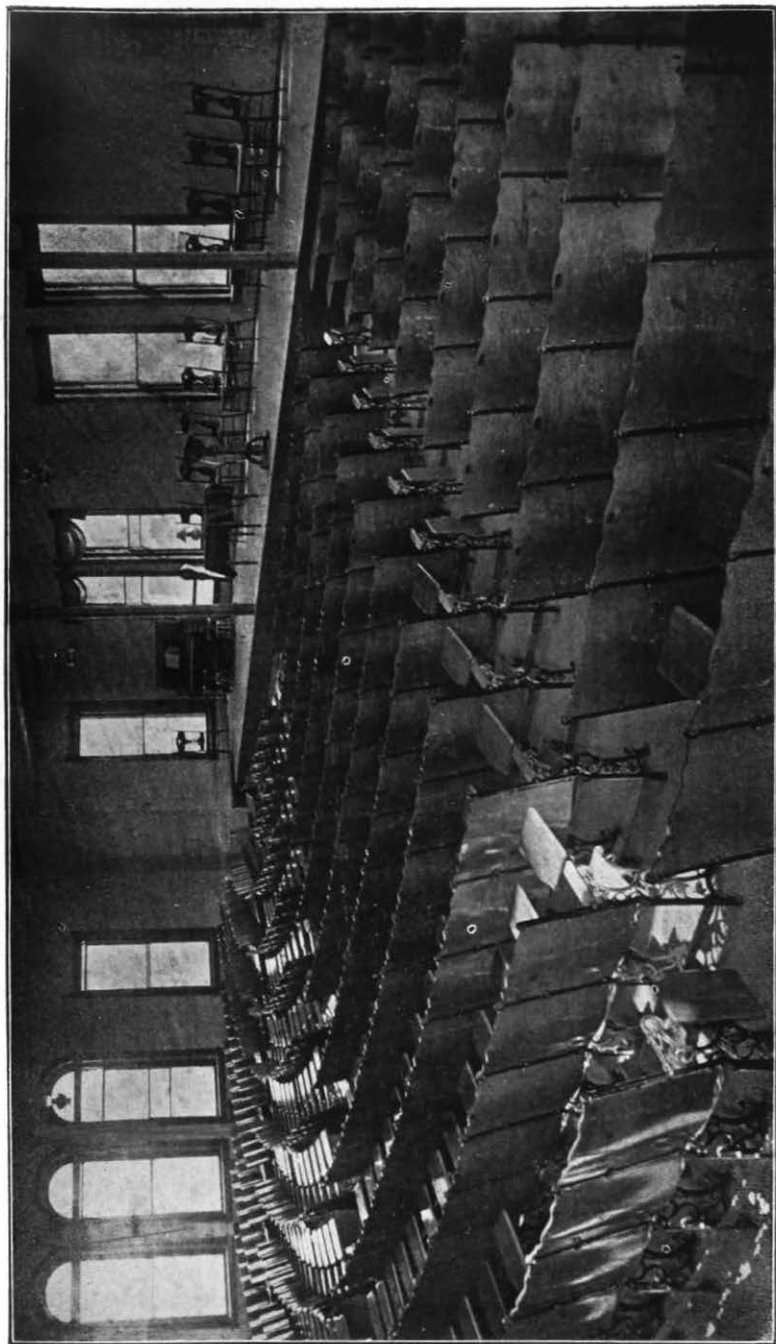


MILITARY COMPANY

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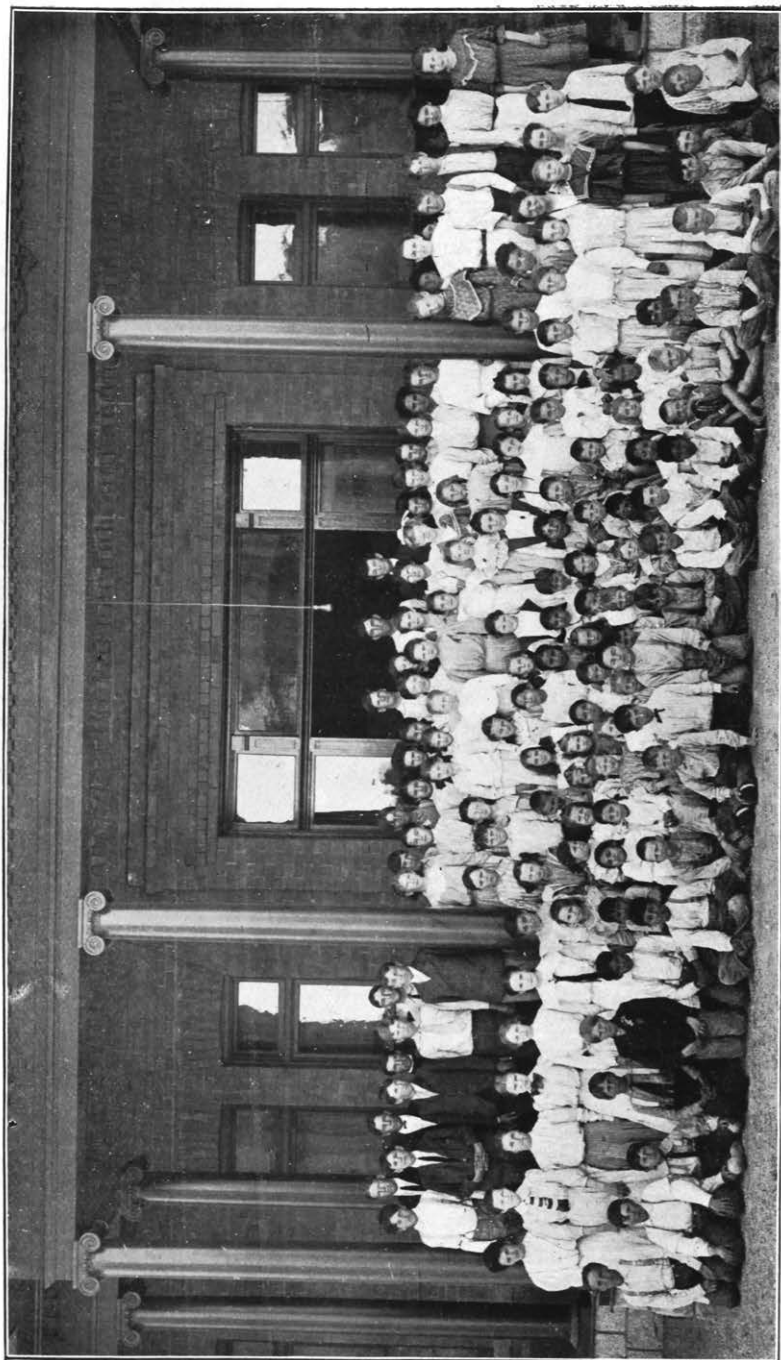
BIOLOGICAL LABORATORY



AUDITORIUM



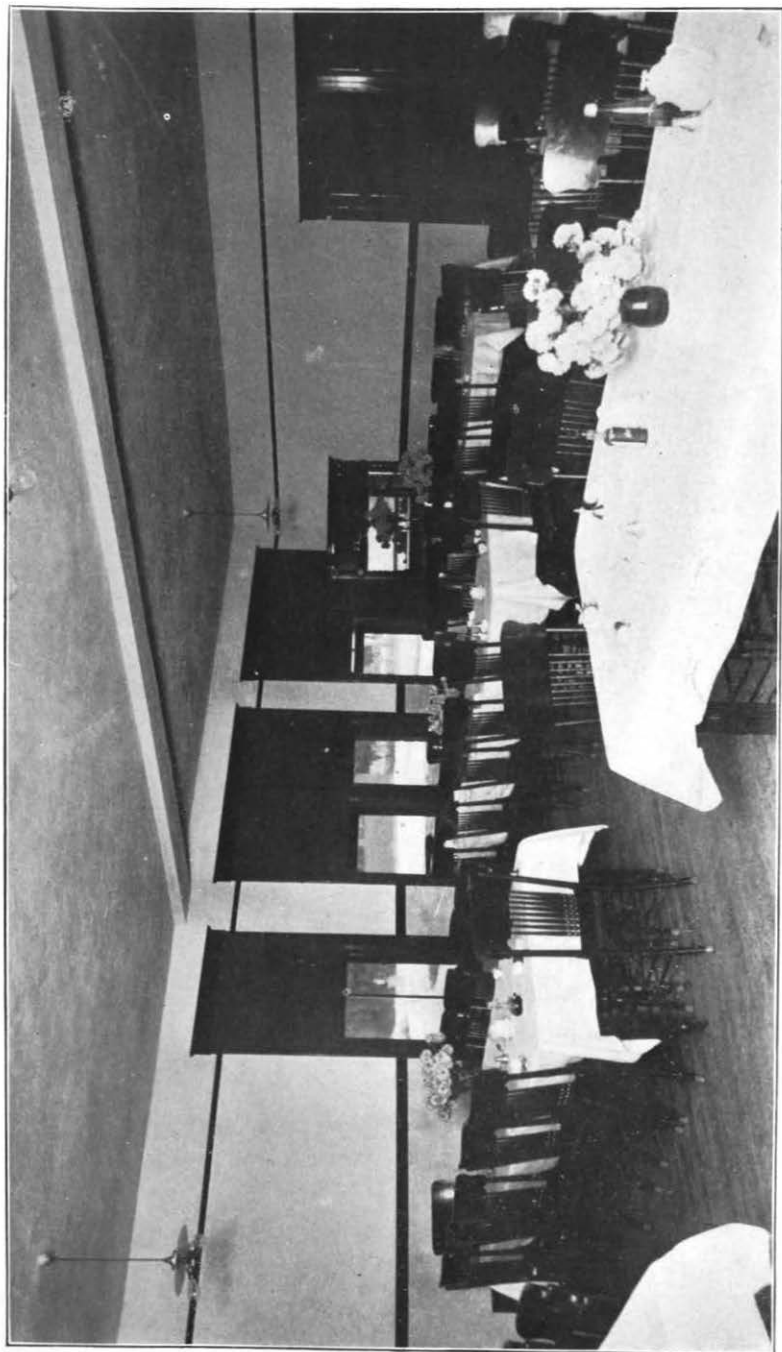
CORNER OF THE LIBRARY



TRAINING SCHOOL PUPILS ON THE FRONT PORCH OF THE TRAINING SCHOOL



LADIES' ROOM IN DORMITORY



DINING ROOM •