

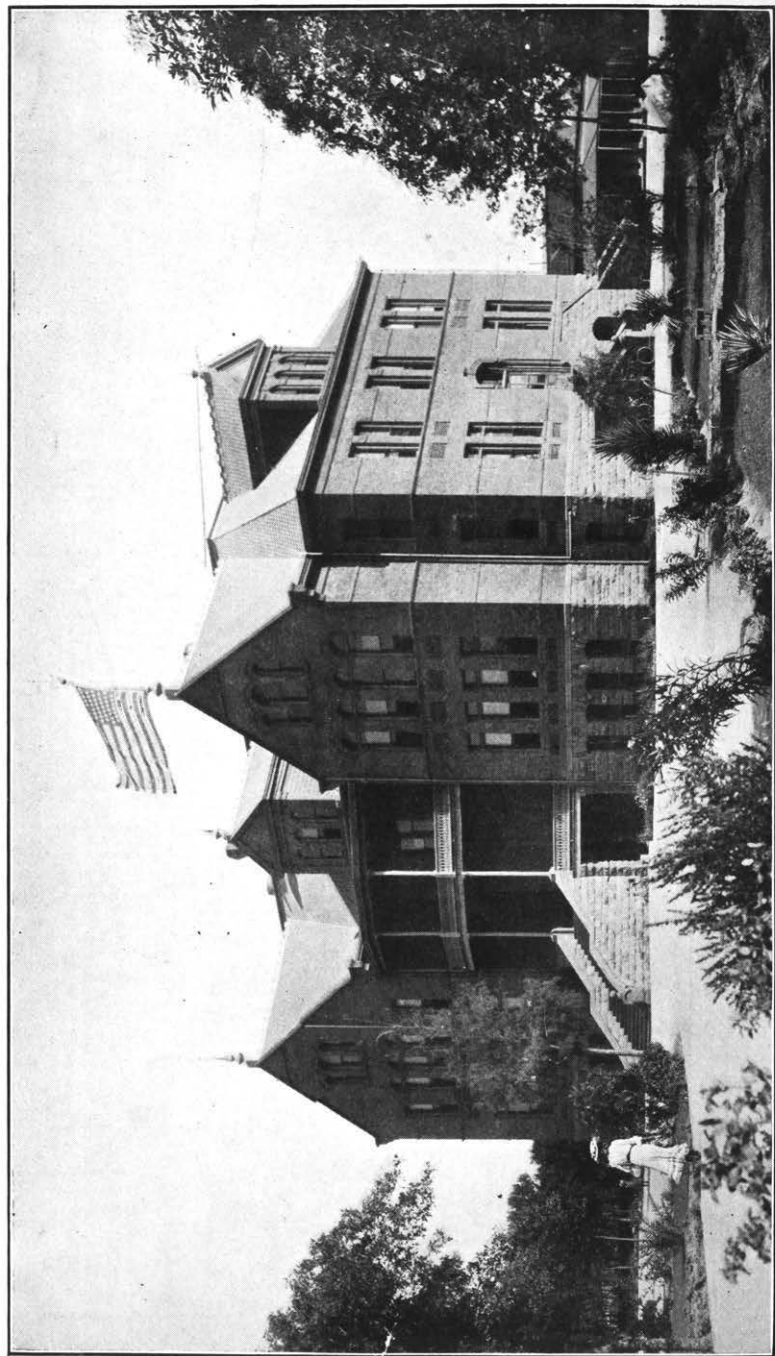
THE
TEMPE NORMAL
SCHOOL OF
ARIZONA

AT TEMPE



ANNUAL CATALOGUE

1907-1908



MAIN BUILDING, TEMPE NORMAL SCHOOL OF ARIZONA

TABLE OF CONTENTS

BOARDS:

Territorial Board of Education	- - - - -	2
Territorial Board of Examiners	- - - - -	2
Normal Board of Education	- - - - -	3
Official Board of Visitors	- - - - -	3
Officers of the Alumni Association	- - - - -	3
CALENDAR FOR 1907-8	- - - - -	4
FACULTY AND EMPLOYEES 1907-8	- - - - -	5
COURSE OF STUDY—ENGLISH	- - - - -	6
COURSE OF STUDY—LATIN	- - - - -	7
ANALYSIS OF COURSE OF STUDY	- - - - -	9
TEXT BOOKS USED (See write-up of subjects)		
DEPARTMENT OF ENGLISH	- - - - -	10-15
Reading	- - - - -	10
Spelling and Word Analysis	- - - - -	11
Grammar	- - - - -	11
Composition	- - - - -	12
Rhetoric	- - - - -	12
Theme Writing	- - - - -	13
Grammatical Analysis	- - - - -	13
English Literature	- - - - -	13
American Literature	- - - - -	15
DEPARTMENT OF MATHEMATICS	- - - - -	16-17
Arithmetic	- - - - -	16
Algebra	- - - - -	17
Geometry	- - - - -	17
DEPARTMENT OF SCIENCE	- - - - -	18-24
Biology	- - - - -	18
Botany	- - - - -	18
Zoology	- - - - -	20
Physiology	- - - - -	20
Physiography	- - - - -	21
Physics	- - - - -	22
Chemistry	- - - - -	24
DEPARTMENT OF HISTORY AND CIVICS	- - - - -	25-27
Ancient History	- - - - -	25
Mediaeval and Modern History	- - - - -	25
United States History	- - - - -	26
Science of Government	- - - - -	26
DEPARTMENT OF PROFESSIONAL INSTRUCTION	- - - - -	28-32
Psychology	- - - - -	28
Pedagogy	- - - - -	28
Logic	- - - - -	29
Philosophy of Education	- - - - -	29

History of Education	29
Ethics	29
School Law and School Economy	30
Methods of Teaching	30
Training School	31
COURSE OF STUDY FOR TRAINING SCHOOL	32
DEPARTMENT OF LATIN	34-37
Second Year	34
Third Year	35
Junior Year	35
Senior Year	36
Spanish	37
ART DEPARTMENT	38-39
BOOKKEEPING AND COMMERCIAL LAW	39-40
DEPARTMENT OF MUSIC	41-42
PHYSICAL CULTURE	43-48
Military Drill	44
Athletics	46
Manual Training	47
GENERAL INFORMATION	49
Location	49
Design	49
Campus	49
Buildings	50
Expenses	53
Railroad Rates	53
Appointments	54
Departments	54
Admission	55
Graduation	55
Examination and Reports	56
Government	56
Library and Reading Room	56
Lectures	57
Literary Societies	57
Museum	58
Laboratories	58
Prizes	59
Alumni	59
Teachers' Bureau	60
Correspondence	60
Visitors	60
REGISTER FOR 1906-7	61-72
Normal Department	61
Training Department	64
Alumni Register	66
IEWS OF BUILDINGS AND GROUNDS - Frontispiece	48a-49a-73-93

TWENTY-SECOND
ANNUAL CATALOGUE

OF

The
Tempe Normal School
of Arizona

AT TEMPE, ARIZONA



FOR THE SCHOOL YEAR 1906-1907
WITH
ANNOUNCEMENTS FOR 1907-1908



1907
Press of Phoenix Printing Company
Phoenix, Arizona

TERRITORIAL BOARD OF EDUCATION

HON. JOSEPH H. KIBBEY, Governor of Arizona, Chairman	-	-	Phoenix
HON. ROBERT L. LONG, Sup't of Public Instruction, Secretary	-	Phoenix	
HON. E. E. KIRKLAND, Territorial Treasurer	-	-	Phoenix
DR. KENDRIC C. BABCOCK, President University of Arizona	-	-	Tucson
A. N. Taylor, Principal of Northern Arizona Normal School	-	Flagstaff	
A. J. MATTHEWS, Principal of Tempe Normal School of Arizona	-	Tempe	
GEO. BLOUNT, Principal High School	-	-	Phoenix
J. D. LOPER, City Superintendent of Schools	-	-	Mesa



TERRITORIAL BOARD OF EXAMINERS

HON. ROBERT L. LONG, Superintendent of Public Instruction	-	Phoenix
J. D. LOPER	-	Mesa
W. W. McNEFF	-	Phoenix

NORMAL BOARD OF EDUCATION

HON. R. L. LONG, Sup't of Public Instruction, Chairman	-	Phoenix
ALFRED J. PETERS, Secretary	- - - - -	Tempe
WATSON PICKRELL	- - - - -	Tempe



OFFICIAL BOARD OF VISITORS

HON. A. J. DORAN	- - - - -	Prescott
HON. J. F. CLEVELAND	- - - - -	Morenci
DR. A. A. DOHERTY	- - - - -	Nogales



OFFICERS OF THE ALUMNI ASSOCIATION

OSCAR MULLEN, President	- - - - -	Tempe
FRANK DYKES, Vice-President	- - - - -	Mesa
MAUDE WILSON, Secretary	- - - - -	Tempe
WALTER WILBUR, Treasurer	- - - - -	Tempe

CALENDAR FOR 1907-1908

1907

First Semester begins	- - - - -	September 9
Entrance Examinations and Classification	-	September 9-10-11
First Quarter ends	- - - - -	November 15
Second Quarter begins	- - - - -	November 18
Thanksgiving Vacation	- - - - -	November 28-29
Holiday Vacation begins	- - - - -	December 21
Holiday Vacation ends	- - - - -	December 29

1908

First Semester ends	- - - - -	January 24
Second Semester begins	- - - - -	January 27
Entrance Examination and Classification	- -	January 27-28
Third Quarter ends	- - - - -	April 3
Fourth Quarter begins	- - - - -	April 6
Examinations and Commencement Exercises	- -	June 8-12

TRAINING SCHOOL

School Year begins	- - - - -	September 16, 1907
School Year ends	- - - - -	May 29, 1908
Vacation the same as the Normal School.		

FACULTY 1907—1908

- A. J. MATTHEWS, Principal,
School Economy 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, A. B.
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, M. S.,
Biology and Director of Athletics.
- ROBT. M. GEORGE, M. A.,
English and Mathematics.
- GARCIA L. FERNANDEZ, A. B.,
Spanish and Librarian.
- LAURA DOBBS,
Secretary to the President and Bookkeeper.
- IVA CARUTHERS,
Critic Teacher Seventh and Eighth Grades.
- LEONA M. HAULOT,
Critic Teacher Fifth and Sixth Grades.
- LOUISE LYND,
Critic Teacher Seventh and Eighth 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.
- C. R. HILL,
Engineer.

COURSES OF STUDY—English Course

FIRST YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
Grammar and Composition	20	5	Grammar and Composition	20	5
Reading	20	5	Arithmetic	20	5
Algebra	20	5	Algebra	20	5
Spelling and Word Analysis	20	2	Spelling and Word Analysis	20	2
Drawing	20	2	Drawing	20	2
Music	20	2	Music	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) } .	20	5	English Literature (3) } .	20	5
Theme Writing (2) (S) }			Theme Writing (2) (S) }		
Geometry	20	5	Geometry	20	5
Physiography	20	5	Physiology	20	5
Mediaeval & Modern Hist.	20	5	United States History . . .	20	5
Drawing (S)	20	2	Drawing (S)	20	2
Music (S)	20	2	Music (S)	20	2

JUNIOR YEAR

First Semester	Wk.	Rec.	Second Semester	Wk.	Rec.
American Literature (3) } .	20	5	American Literature (3) } .	20	5
Grammatical Analysis (2) }			Grammatical Analysis (2) }		
Physics (Laboratory) . . .	20	5	Chemistry or Physics . . .	20	5
Geography (S)	20	3	(Laboratory)		
Science of Government . . .	20	5	Arithmetic (S)	20	4
Psychology	20	5	Pedagogy	20	5
Music	20	2	Observation in Training Sc	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			Hist. of Education & Ethics	20	5
Education	20	5	School Law and School		
Bookkeeping and Com. Law	20	5	Economy	20	5
Methods	20	5	Methods	20	5

N. B.—(S) Spanish as an elective for the subjects indicated.

LATIN COURSE

FIRST YEAR

First Semester	Wk. Rec.	Second Semester	Wk. Rec.
Grammar and Composition	20 5	Grammar and Composition	20 5
Reading	20 5	Arithmetic	20 5
Algebra	20 5	Algebra	20 5
Spelling and Word Analysis	20 2	Spelling and Word Analysis	20 2
Drawing	20 2	Drawing	20 2
Music	20 2	Music	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)	} . 20 5	English Literature (3)	} . 20 5
Theme Writing (2)		Theme Writing (2)	
Geometry	20 5	Geometry	20 5
Latin	20 5	Latin	20 5
Mediaeval & Modern Hist.	20 5	United States History . . .	20 5
Drawing (S)	20 2	Drawing (S)	20 2
Music (S)	20 2	Music (S)	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 (S)	20 3	(Laboratory)	
Science of Government . . .	20 5	Arithmetic (S)	20 4
Psychology	20 5	Pedagogy	20 5
Music	20 2	Observation in Training Sc	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		Latin	20 5
Education	20 5	School Law and School	
Latin	20 5	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.

N. B.—(S) Spanish as an elective for the subjects indicated.

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 text-books 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 prepare outlines of work, special lessons and lectures pertaining to the methods of teaching their special subjects and present the same to the senior class. This work, both as to time of presentation, and subject matter to be indicated by the Director of the Training School.

The relation is further maintained by the members of the Normal School faculty visiting the pupil teachers while they are teaching the subjects pertaining to their department and offering such criticisms or suggestions 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, Theme Writing 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. Some time is given to memorizing and reciting simple selections. The selections read are of a varied nature so that the student will become familiar with the different methods of bringing out the meaning expressed in the work of the best authors.

Next year the class will read the following:

Scott's "Marmion."

Shakespeare's "Julius Caesar."

Shakespeare's "Merchant of Venice."

Selections from "Cumnock's Choice Readings."

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 exercises and lessons vary from time to time as the wisdom and ingenuity of the teacher and the needs of the student may dictate, yet two ideas predominate. One is to learn to spell correctly on paper the more common English words, the other is to learn the 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 textbooks 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 book.

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."

References: Maxwell, Whitney, Bain.

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. 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. The class has also read, this last year, Pope's "Iliad." In the second year, Kavana and Beatty's "Composition and Rhetoric" form 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," and other poems.

Whittier's "Snow Bound," and other poems.

Poe—Poems and Tales.

Hawthorne—"Mosses from an Old Manse."

THEME WRITING

In the third year, theme writing alternates twice a week with English Literature. The course strives not only for clear and correct expression, but also for the development of literary style. There is much practice in all the four forms of composition—description, narration, exposition, and argument. A strong point is made of oral expression and of the correcting of themes. Wherever possible, this work is correlated with the work in literature.

GRAMMATICAL ANALYSIS

Two periods a week throughout the Junior year are devoted to this course. A thorough review of grammar is given. The aim is not only to give the student a definite knowledge of the essentials of the subject, but how to teach these essentials. As a basis for the work, this last year, the class read:—

Coleridge—"Ancient Mariner."

Burke—"Conciliation with the Colonies."

Tennyson—"Launcelot and Elaine."

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.

This year the class read: Selections from the Caroline Poets; Milton's "L'Allegro," "Il Penseroso," "Lycidas;" Dryden's "Alexander's Feast," "St. Cecilia's Day;" Addison's "Sir Roger de Coverly Papers;" Gray's "Elegy Written in a Country Churchyard;" Goldsmith's "Vicar of Wakefield" and "The Deserted Village;" Johnson's "Rasselas;" Cowper's "On Receipt of My Mother's Picture," "To Mary," and others; Burns' "Songs and Lyrics;" Wordsworth's "Ode on Intimations of Immortality," some of his sonnets; Tennyson's "The Princess," "The Passing of Arthur;" selections from Keats, Byron, Shelley; Ruskin's "Sesame and Lilies."

Texts—"History of English Literature," Halleck.

Palgrave's Golden Treasury of Songs and Lyrics.

The following are a few of the reference books accessible:—
 Ten Brink, "English Literature;" Jusscrand, "A Literary History of the English People;" Taine, "English Literature;" Court-hope, "A History of English Poetry;" Ward, "A History of English Dramatic Literature;" Dowden, "Shakespeare, His Mind and Art;" Ordish, "Shakespeare's London;" Snider, "The Shakespearean 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 Seventeenth 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); Seccombe, "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;" Harrison's "Tennyson, Ruskin, Mill;" Brooke, "Tennyson, His Relation to Modern Life;" Mabie, "Shakespeare, Poet, Dramatist and Man;" Saintsbury, "A History of Nineteenth Century Literature;" Rawnsley, "Ruskin and the English Lakes;" Bagehot, "Literary Studies;" "Library of the World's Best Litera-

ture;" Alden's "Universal Literature;" "Library of American Literature;" also the complete works of all important writers. Numerous biographies.

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 Jonathan 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.

This year the class read the following masterpieces: Cooper's "The Spy;" Bryant's "Sella," and other poems; Hawthorne's "Marble Faun" and "Twice Told Tales;" Longfellow's "The Building of the Ship," and others; Whittier's "Mable Martin;" selections from Poe's poems and short stories; Holmes' "Autocrat of the Breakfast Table;" Emerson's "Each and All," "The Problem," and others; Lowell's "Fable for Critics."

The following references are used: Barrett 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;" American Men of Letters Series; Beacon Biographies; Pickard, "Whittier Land;" Hale's "Lowell and His Friends;" Mead, "The Influence of Emerson;" Curtis, "Literary and Social Essays;" Marble's "Thoreau, His Home, Friends and Books;" Julian Hawthorne's "Hawthorne and His Circle. Numerous other biographies and the complete works of all the important writers of American prose and poetry.

Text: "Introduction to American Literature," by Brander Matthews.

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.

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 demonstrations 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.

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.

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 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 work is based upon Bergen's "Elements of Botany" (Pacific coast edition), which is 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.

Linville and Kelly's "Zoology" 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;" Ridgway—"Manual of North American Birds;" Chapman—"Bird Studies with a Camera;" Beddard—"Zoogeography;" Mivart—"Types of Animal Life;" Wallace—"Island Life;" Wallace—"Malay Archipelago;" Dodge—"Elementary Practical Biology;" Huxley and Martin—"Practical Biology;" Darwin—"Formation of Vegetable Mould;" Huxley—"Study of Zoology;" Romanes—"Animal Intelligence;" Heilprin—"Distribution of Animals;" Orton—"Comparative Zoology;" White—"Natural History of Selborne;" Van Beneden—"Animal Parasites and Messmates;" Poulton—"Colors of Animals;" Semper—"Animal Life;" "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 health and efficiency of the human body are being more and more esteemed, and the point of view that regards the human body as a living mechanism is not only the foundation of physiology, hygiene, and sanitation, but particularly concerns intellectual and moral behavior. Therefore, we bring into greater prominence the right conduct of physical life, hygiene and sanitation, and reduce anatomy to its lowest terms.

Experimental work is done from Peabody's "Exercises in Anatomy and Physiology." The class work is based upon Peabody's "Physiology and Anatomy," Macy and Norris' "General Physiology," and Hough and Sedgwick's "The Human Mechanism," one of which is used as a text. The work is supplemented by lectures by the instructor. Specialists are also accessible for frequent lectures.

An excellent human skeleton, charts and diagrams serve to illustrate the work in anatomy. 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

Third 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.

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

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

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:—Robinson's "History of Western Europe.

References:—Emerton'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.

UNITED STATES HISTORY

This course runs through the last semester of the Third 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.

SCIENCE OF GOVERNMENT

At the beginning of the first semester of the Junior 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."

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 inter-relations 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 judgment, 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 systems of education, those of India, Egypt, Persia, Greece, Rome and the Jews; the lives of Socrates, Plato, Aristotle, Cicero, Seneca, Quintillian and Jesus; the schools of 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 close the work becomes more prac-

tical. Some modern text is selected for the work. The present year the class used Kidd's Social Evolution, published by the Mac-Millan Co.

References:—Principles of Ethics, Spencer; Elements of Moral Science, Porter; Principles of Sociology, Spencer; Elements of Morals, Janet; Duty, Scelye; Criminal Sociology, Ferri; European History of Morals, Lecky.

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 skilful 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 school problems.

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 class-rooms 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.

The study of methods of teaching includes the preparation by each student of a thesis bearing directly on this work.

Through the courtesy of the faculty of the public school, the student-teachers are allowed to observe the work there, so that the practical application of the method work may be seen under the conditions which must be met by them in the schools of the Territory. They also visit the schools in the rural districts and towns in the vicinity of the Normal. During the past year Lehi and Mesa were visited. The discussions that these visits led to proved very profitable indeed and the Normal School feels very grateful for the favors so generously extended.

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.

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 sug-

gestions 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 student to give to his pupils only the best when he becomes a member of the Territorial teaching force.

The Junior class is required to spend one hour each week of the 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.

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.

The year just closed has been very successful. There was no dropping off of the attendance, as is so frequently the case toward the close of the year. Pupils who came here for the winter were promoted when they re-entered the home school. The school spirit was never better. One of the most gratifying features has been the hearty co-operation of the parents.

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	15	5	45	5	45	5	45	5	45	5	45	5	45	5	45
Reading.....	15	20	10	20	10	20	10	30	5	30	5	30	5	30	5	30
Writing.....	10	15	10	15	10	15	10	15	5	15	5	15	5	15	5	15
Spelling.....	Incide	15	5	15	5	15	5	15	5	15	5	15	5	15	5	15
Language.....	5	45	5	45	5	45	5	45	5	45	5	45	5	45	5	45
History.....	5	45	5	45	5	45	5	45	5	45	5	45	5	45	5	45
Drawing.....	5	15	5	15	5	15	5	15	5	15	5	15	5	15	5	15
Manual Training.....	5	25	5	25	5	25	5	25	5	25	5	25	5	25	5	25
Music.....	5	15	5	15	5	15	5	15	5	15	5	15	5	15	5	15
Geography.....	5	45	5	45	5	45	5	45	5	45	5	45	5	45	5	45
General Exercises.....	5	45	5	45	5	45	5	45	5	45	5	45	5	45	5	45
Grammar.....	5	45	5	45	5	45	5	45	5	45	5	45	5	45	5	45
Civics.....	5	45	5	45	5	45	5	45	5	45	5	45	5	45	5	45
Physiology.....	5	45	5	45	5	45	5	45	5	45	5	45	5	45	5	45

* 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 Vergil. 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 five hours per week for forty 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 thirty-six 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 classroom work, open lectures on Roman life, topography, art, archaeology, and classical antiquities in general are given from time to time with stereopticon views, of which we have several hundred slides, and the number is constantly being supplemented.

SECOND YEAR:—First Latin book:—Caesar, Gallic War, Book II.

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. Students are assigned modern works of fiction based on Ancient History, such as those by Kingsley, Wiseman, Lockhart, Bulwer, Eckstein, Macaulay, Pater, Sienkiewicz, Wallace, Ware, &c., &c.

THIRD YEAR:—Caesar, Gallic War, Books III, IV and V; Vergil, Aeneid, 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 Caesar, together with accurate pronunciation and fluency in reading. Two hours a week are given to Caesar and one hour to Vergil. 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 Caesar, Dodge; Julius Caesar, Fowler; Caesar, a Sketch, Froude; Julius Caesar, Liddell; Seven Roman Statesmen, Oman; Caesar's Army, Judson; Epoch Series of Ancient History; Plutarch's Lives; Society in Rome Under the Caesars, Inge; Student's Companion to Latin Authors, Middleton and Mills; Latin Literature, Mackall.

JUNIOR YEAR:—Cicero, Catalinarian Orations; Sallust, Cataline; Vergil, Aeneid, Books 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 Vergil, 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; Ciceron et ses Amis, Boissier; Cicero, De-Quincey; M. T. Cicero, Newman; Student's Cicero, Faussett; Cicero, Collins; Legal Procedure, Greenidge; Roman Poets of the Augustan Age, Sellar; Vergil in the Middle Ages, Comparetti; Vergil, Collins; Stories from Vergil, Church; Ancient Lives of Vergil, Nettleship; Essay on the Poetry of Vergil, 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 Manilia* (*De Imperio Pompeii*); Vergil *Aeneid*, Books IV, V and VI; Caesar, *Gallie War*, Book I, *Advanced Composition*; D'Ooge's *Latin Composition*, Part III; Allen and Greenough's *Latin Grammar*.

In this year a resume 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 Caesar; while Vergil 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 subjected 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, Mau, Dyer, Baumeister, Burn, Bohn, Goodyear, Kelsey, Tarbell, Westropp, Reber, and Winckelmann.

Mythology:—Harrington and Tolman, Fiske, Edwards, Robbins, Kelghtley, Steuding, 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, MacKall, Cruttwell, Trench, Hinsdale, and Whitney.

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

History and Biography:—Abbott, Creighton, Tighe, Willoughby, Munro, Greenidge, Kingsley, Granrud, 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 Koner, Herberman, Johnston, Becker, Shumway, Friedlander, Waters.

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

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

SPANISH

Spanish has been introduced into the course as an elective study which may be substituted for the subjects indicated in the Courses of Study. It has been placed in the course with a two-fold object: first, to permit prospective college and university students to present full entrance requirements in foreign languages, two years of Spanish being accepted as one unit and four years of Latin as four units: secondly, to equip our graduates for better work as teachers in our Territorial schools.

The Spanish course is open to students of the Third Year and Junior Year, but members of the Senior class may take it and so secure the elements of the language possible in a one year's study, but cannot secure University credit for a single year of Spanish.

This year only the elementary or Third Year course will be offered in Spanish. Grammar, syntax, and pronunciation will be emphasized accompanied by actual practice in composition, oral reading, and translation into idiomatic English. Facility in easy conversation in Castilian Spanish will occupy a prominent place in the work. In fact, the classroom recitation will be largely conducted in Spanish. Text-books will be announced later.

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 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; blackboard 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, 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; 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; how to conduct recitations; preservation of pupils' drawings; programs; picture study, etc.

All through the course students are encouraged to bring to class for criticisms and suggestions, sketches and drawings done outside of class rooms. This department is liberally supplied with casts, still-life models and charts. A kiln is supplied for the firing of models, and pottery. 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; Ornament, Day; Handbook of Ornament, Myers; Anatomy of Pattern, 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; Towers, Turrets, and Temples, Singleton; 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 Mediaeval 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 comprehen-

sion of the theory of accounts, both by the double and the single entry method. Practice is given in the uses of Auxiliary books and business forms, through the voucher system.

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 reviewing, as well as to stimulate interest in the subject, actions are made out by the students and trials conducted.

Special emphasis is laid upon the topics: commercial paper, bailments, real property, deeds and mortgages.

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

References:—Commercial Law, Williams & Rogers; Compendium of Commercial Law, Townsend; Principles of Commercial Law, Musselman; Commercial Digest, McMaster; 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. A working knowledge of the subject is essential to every person making preparation to teach in the Public Schools, as it is becoming more and more an important factor in every-day school work.

It is a broad subject, impossible to be covered entirely in a course such as ours; for which reason, the Voice only is the medium of expression studied, being regarded as of the greatest general utility in Public School work.

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 effect. 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.

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

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

Our course provides vocal practice that will insure pure intonation and good enunciation; also the ability to read at sight, from the staff. 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.

Pianos are available for practice of students, who can have stated hours assigned them, for such purpose.

Text-Books used:—Natural Music Series, Elements of Harmony, Stephen A. Emery; Laurel Song Book, W. L. Tomlins. (Last named book is furnished by school.)

Auxiliary Books:—The Library now contains much of the choicest literature on the subject of music, including Grove's Dictionary of Music and Musicians, so far as it has been issued from the press (to be completed this year).

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.

Two 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 barbell 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 C. J. Stevens 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. Nowhere else in the Southwest can the clean-minded athlete find so good advantages for his highest development physically. 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.

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 nine 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.

Additional interest is added by local contests, and annual tournament with the University of Arizona. Tennis is played the year round, and is one of the most enjoyable and popular pastimes of the Normal.

The baseball team showed its quality by twice 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.

An annual schedule of games is arranged with the leading teams of the territory and many interesting games are played. A convenient and well-equipped grand-stand has been established on the Normal field. In this, as in all other sports, the most careful supervision is exercised, and the very highest grade of coaching given.

DEPARTMENT OF SLOYD AND MANUAL TRAINING

The course in manual training is devoted mainly to wood-working and shop drawing. The work of the past year has been chiefly preliminary, and there has been considerable overlapping of problems throughout the grades and classes. But this has put the pupils in shape to follow a regularly prescribed course that aims to develop a thorough knowledge of the subject.

As outlined, the course embraces all grades of the training school above the fourth: and includes the first two years of the Normal. In the remaining three years the work is elective.

The chief aims of manual training as taught here are:—

1. To encourage and stimulate self-reliance, invention, neatness, proportion, harmony, and accuracy.
2. To give such knowledge of construction as will enable each student to make, design or repair furniture.
3. To cultivate judgment of value: that is, to enable the student to estimate such articles of furniture or other construction as he might wish to acquire.
4. To plan and recognize correct effect in furniture, style or finish.
5. To assist Juniors and Seniors to plan and prepare courses of study and their presentation, to the end that they may become competent to teach the subject.

The problems designated to be executed by the various classes embody principles of construction and finish such as are within the ability of the student; and all discussions will center about these problems.

Other problems than those mentioned may be substituted, provided the same principles are embodied. The time devoted to the work is two periods a week.

As in other work in the grades, the training school pupils will be taught by means of a series of problems the fundamentals in preparing wood for use in construction. They will make articles that embody easy joints, finish, etc. Through the problems will come talks on wood and tools.

By grades, the training school pupils will make such articles as the following:

Fifth Grade:—Blotter pad, bread board, tooth-brush rack, pen tray.

Sixth Grade:—Towel roller, hat rack, key rack, spool-holder, foot-stool, hexagonal bread-board.

Seventh Grade:—Foot-stool, candlestick-holder, wall pocket, book-rack, coat-hanger, chip-carved mat.

Eighth Grade:—Tabourette, knife and fork box, plate rack, picture frame, square table, carved trays.

These problems are to be made from drawings, and pupils shall be required to understand and read same at the completion of the eighth grade, with ability to execute drawings for less complex projects.

The course allows considerable latitude as to the specific problems, but will insist upon certain joints being executed, as haunched, tenon and mortise, keyed mortise and tenon, half-lap, half-lap miter, dovetail, framing. The pupils will make such problems as the following:

Tabourette, center table, library table, settee, Roman chair, lamp stand, magazine case, plate rack, picture frame, piano bench.

These problems will be the foundation for discussions; of woods and their growth as related to constructive or building use; the making of paints and varnishes, and other related questions.

Plan and elevation drawing, isometric and cabinet projection, as well as pure mechanical drawing, dealing with geometrical principles, will be required sufficient to cover all bench work.

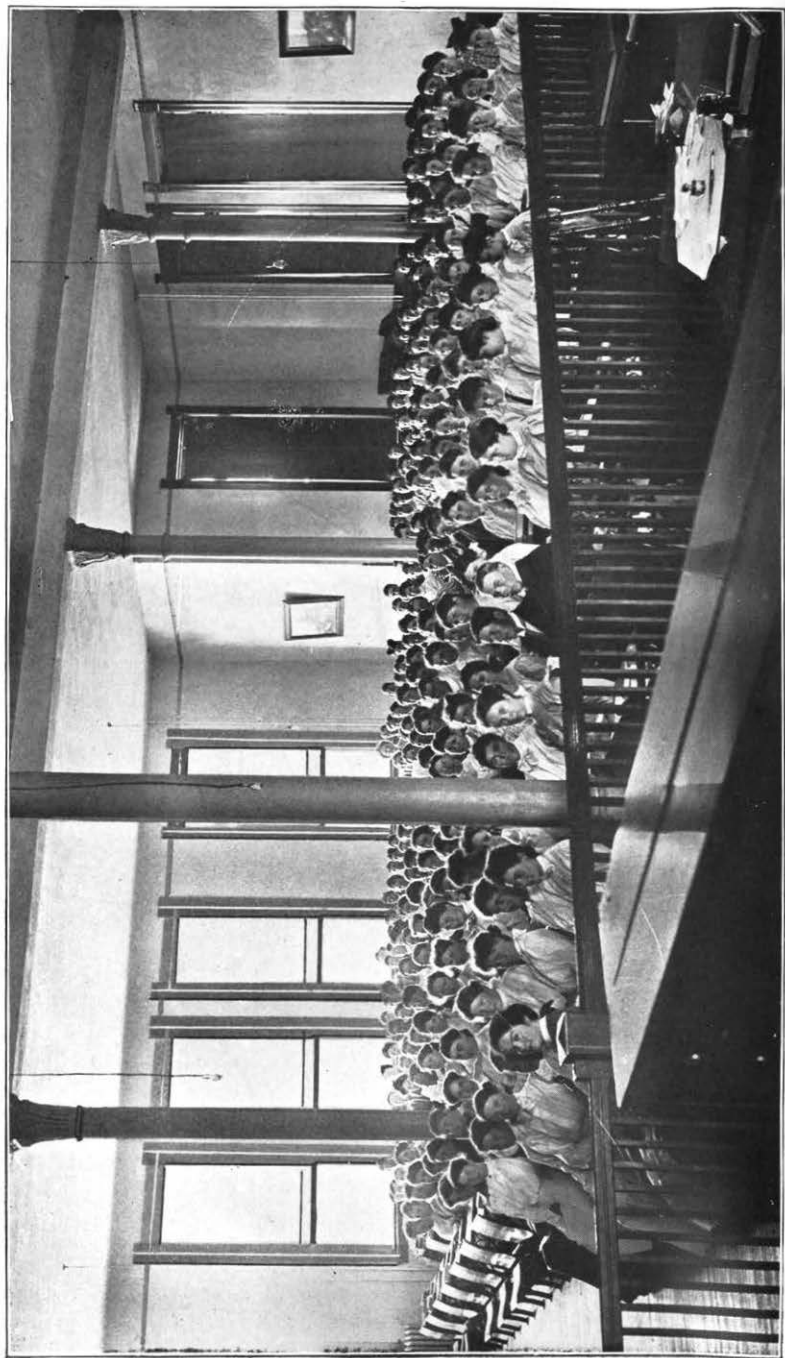
Juniors and Seniors who elect to take the work, will finish a series of problems to cover a suitable course for teaching. They will be required to write a course of study and to do a certain amount of teaching. The completion of this work will enable them to secure positions of manual training or to embody the work in general school work to a large extent.

The students have access to a number of reference books for assistance, among which the following are especially helpful:

Craftsman; Manual Training Magazine; School Arts Book; Chicago Course of Study, R. M. Smith; American Carpenter and Builder; American Cabinetmaker; Mechanical Drawing, Anson Cross; The Manual Training School, Woodward; Elementary Woodworking, Foster; Mechanical Drawing, Tracy; Primer of Forestry, Department of Agriculture; Problems in Woodworking, Murray; Woodworking, Hasluck.



CLASS OF 1907



ASSEMBLY ROOM

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 basketball ground and tennis courts, and an athletic field, including football ground and running track.

BUILDINGS

NORMAL BUILDING

The Main 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.

SCIENCE HALL

The new Science Hall, the foundations for which will be laid the coming August, will be a two-story structure, 94 by 70 feet. Upon the first floor will be located a lecture room for physics and chemistry, and laboratories in physics, chemistry and physiography, while the second floor will afford space for the laboratories in biology and physiology, a museum and quarters for the department of drawing.

It is intended to make this building a model of its kind in every respect. The laboratories will be equipped in a thoroughly modern style with gas and water supply, electric current for experimental work and positive ventilation by means of fans. The latest designs of laboratory furniture will be installed and the stock of apparatus will be increased.

The offices will also be removed to this building, thus releasing for class-room use a large portion of the main building.

AUDITORIUM AND GYMNASIUM

The projected auditorium and gymnasium which will be begun at some time next year, will complete the scheme of arrangement of the principal buildings on the campus. This building will face the new Science Hall, and these, with the Main Building, will form a quadrangle which will be suitably laid out in lawns and adorned with flowering plants and shrubbery.

TRAINING SCHOOL

The new training school, for which provision was made by the Twenty-third Legislature, and which was completed last year, is located on the campus near the main building and is a thoroughly modern brick structure, covering a space of 130x136 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, making it 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.

Owing to the increasing demand for dormitory accommodation, the Twenty-fourth Legislature has made provision for an addition

to the Girls' Hall, which is now under construction and will be ready for occupancy in September. This will increase the capacity of the dormitory to about 135.

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 was recently erected at a cost of \$6,500 is located midway between the dormitories and is a modern brick building, 60x85 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.

PRINCIPAL'S RESIDENCE

A neat residence is being erected upon the campus east of the Main Building, for the use of the Principal. This is to be a two-story brick of eight rooms, with modern improvements, and by its attractive exterior and harmonious design will greatly add to the appearance of the group of buildings.

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.

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

Rates are allowed by all the railroads of the Territory to students on their way to and from the Normal. These rates are arranged on the certificate plan, the student paying full fare coming to Tempe, and receiving a certificate entitling him to a return trip at one-fourth regular fare. In order to secure these rates students must make application to the Principal of the school at least two weeks in advance in order 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 years' 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 library subscribes regularly for about eighty of the best magazines along literary, professional, scientific and general lines. As volumes of these magazines are completed, they are bound and placed on the shelves as reference books. One hundred and twenty bound volumes of magazines have been added to the library during the past year. Their use is facilitated by a cumulative index furnished by the library.

The total number of volumes is 5,000, and additions are made annually. A large order has recently been sent to the publishers and the new books will be placed on the shelves ready for use at the opening of the fall term.

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 students 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 usefulnesses 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. The society is known as the Athenian Debating Club, and meets in the Normal building each Tuesday evening.

PUBLICATIONS

During the school year the students publish a weekly paper, "Tempe Normal Student." It is illustrated with half-tones and from original drawings by the pupils of the Art Department, and is very attractive. Besides the local news, it contains papers on general interest to the public. Last year some of the leading men of the Territory and outside contributed to its columns, and some of the articles were of such value and interest as to call forth praise. The publication unites the alumni, parents and students. It is a four-page paper, 15x25—about the size of the ordinary newspaper page.

Last year the "Tempe Normal Student" offered a gold and silver medal to the students of the Arizona high schools to be competed for in a declamatory contest held at Tempe in March. The event was a great success, and the contest will be continued this coming year.

In connection with the weekly, the students issue during the week of commencement an illustrated "Daily" which records the events of those busy days; gives extracts of the essays, speeches read, and all other subjects of importance.

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: Jos. Sheldon, Dr. Brechan, Mrs. Jas. Carroll, Mrs. Geo. N. Gage, Phil Mets, Wm. Woolf, Miss Rena Cole, F. C. Miller, Miss Dessie Howard, J. H. Simms.

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.

The Jones Prize, for scholarship, which was established by the late Dr. Chas. H. Jones, of Tempe, 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 293 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 1906-1907

NORMAL DEPARTMENT

Anderson, Will.....	Phoenix	Cole, Rena.....	Tucson
Armitage, Ethel.....	Benson	Collins, Helen.....	Florence
Armstrong, Alice.....	Iowa	Conroy, Olive.....	Tempe
Ashcroft, George.....	Tombstone	Corbell, Louls.....	Tempe
Axtell, Elizabeth.....	Tombstone	Corbell, Mary.....	Tempe
Barkley, Hugh.....	Buckeye	Corbell, Pearl.....	Tempe
Barkley, Ollie.....	Buckeye	Corson, Frances.....	Tempe
Barkley, Robena.....	Buckeye	Cosner, Margaret.....	Tempe
Barnett, Kathryn.....	Prescott	Cowen, Sadie.....	Tombstone
Beebe, Lillis.....	Kelvin	Cox, Loreen.....	Jerome
Belknap, Carroll.....	Skull Valley	Crandall, Florence.....	Yuma
Bellamy, Frankie.....	Tempe	Critchley, Josie.....	Tombstone
Bender, Harrison.....	Kansas	Crook, Pearl.....	Tempe
Benedict, Arthur.....	Tombstone	Crouch, Charles.....	Mesa
Benedict, Helen.....	Tombstone	Cuber, Leo.....	Mesa
Bennett, Dant.....	Maricopa	Cummings, Maude.....	Tempe
Benson, May.....	Willcox	Cummins, Blanche.....	Tempe
Blery, Joy.....	Florence	Cummins, James.....	Tempe
Blake, Farley.....	Tempe	Curry, Anna.....	Naco
Blakeley, Isabel.....	Kingman	Curtis, Jessie.....	San Bernardino, Cal.
Blome, Helen.....	Tempe	Czarnowski, Frank.....	Congress
Blome, Maurice.....	Tempe	Czarnowski, Leora.....	Congress
Blount, Louise.....	Tempe	Davis, Mabelle.....	Bisbee
Blount, Ralph.....	Tempe	Davis, Paul.....	Tempe
Bodily, Charles.....	Idaho	Devore, Jennie.....	Globe
Bond, Eliza.....	Mesa	Devore, Robert.....	Globe
Bond, Goldie.....	Mesa	Dickinson, Meda.....	Tempe
Breedlove, Fannie.....	Phoenix	Dines, Flossie.....	Tempe
Brown, Bessie.....	Tempe	Dobbie, Fannie.....	Mesa
Brown, Stella.....	Tempe	Duvai, Helen.....	Phoenix
Buck, Vera.....	Tempe	Dykes, John.....	Mesa
Bunch, Edith.....	Glendale	Dykes, Leonard.....	Mesa
Carlson, Alice.....	Williams	Easterwood, Iva.....	Tempe
Carrol, Hazel.....	Mesa	Edwards, Inez.....	Tubac
Carter, Marcia.....	Phoenix	Eichenberger, Mildred.....	Cairo, Ill.
Casanega, Anna.....	Calabasas	Elder, Annette.....	Phoenix
Clifford, Jesse.....	Nacozari, Mexico	Ellingson, Harry.....	Tempe
Cole, Lena.....	Tempe	Ellis, Dora Jean.....	Tempe

NAME	ADDRESS	NAME	ADDRESS
Fellows, William	Tempe	Jones, Dorothy	Congress
Finch, Lora	Tempe	Jones, Ethel	Bisbee
Fitzgerald, Catherine	Prescott	Jones, Laura	Tempe
Fitzgerald, May	Solomonsville	Jones, Lucy	Congress
Forsee, Blossom	Tempe	Jungermann, Albert	Tempe
Gildea, Grace	Nogales	Jungermann, Otto	Tempe
Gilléland, Millicent	Tempe	Kavanaugh, Rose	Troy
Greenlaw, Vera	Flagstaff	Keating, Lulu	Bisbee
Gregg, Clarence	Tempe	Kenney, Lucy	Bisbee
Gregg, John	Tempe	Kidd, Grace	Flagstaff
Griffen, Olive	Tempe	Kidd, Mary	Flagstaff
Gordon, Erna	Phoenix	Kindred, Evelyn	Bisbee
Hadlock, Charles	Mesa	King, Virgil	Phoenix
Hadsell, Anna	Buckeye	Lacy, Alice	Solomonsville
Hadsell, Mamie	Buckeye	Larson, Gladys	Tombstone
Halbert, Jackson	Christmas	Larson, Nathaly	Bisbee
Halleck, June	Signal	Leake, Dora	Douglas
Hanna, Frank	Tempe	Leavell, Marjorie	Tempe
Hanson, Wiley	Tempe	Leavell, Mary	Tempe
Harmon, Ben	Tempe	Lee, Ivy	Phoenix
Harmon, May	Tempe	Leebrick, Bessie	Tempe
Harris, Nellie	Tempe	Lewis, Amy	Tempe
Haulot, Emma	Phoenix	Lewis, Sadie	Tempe
Haulot, Mary	Phoenix	Lohman, Ernestine	Tempe
Hayes, Maud	Buffalo, N. Y.	Lorona, Eliza	Florence
Hazlewood, Johnnie	Young	Lukin, Ruby	Tempe
Hendriz, Bertrande	Tempe	Lyall, Emma	Phoenix
Hibbert, Florence	Mesa	McComas, Ray	Tempe
Hibbert, Leo	Mesa	McComas, Ruth	Tempe
Hibbert, Maude	Mesa	McGill, Laura	Tombstone
Hickey, Iris	Kelvin	McKay, May	Congress
Hickey, Rey	Kelvin	McKay, Nettie	Congress
Hicks, Grace	Bisbee	McKee, Blanche	Phoenix
Higley, Thomas	Phoenix	McNeley, Allene	Phoenix
Hill, Jessie	Tombstone	McNichol, Kittie	Humboldt
Holmes, Fred	Tempe	McNulty, Frances	Tempe
Hopen, Ella	Pine Dale	McPherson, Josephine	Tombstone
Hough, Mary	Tempe	Mansfield, Lucile	Phoenix
Howard, Dessie	Johnson	Marlar, Lou	Phoenix
Hubbard, Genevieve	Globe	Martin, Nellie	Mesa
Hudlow, Ulah	Oklahoma	Merritt, Alice	Bisbee
Hurler, Jennie	Mesa	Merritt, Harriett	Prescott
Jaime, Rosa	Safford	Meyer, Mabel	Tempe
James, Heighton	Phoenix	Miano, Arizona	Tombstone
Jobs, Marjorie	Phoenix	Miller, Clyde	Tempe
Johnston, Edith	Tempe	Miller, Emma	Tempe
Jones, Doctor	Mesa		

NAME	ADDRESS	NAME	ADDRESS
Miller, Fay.....	Tempe	Rogers, Elva.....	Mesa
Miller, Frank.....	Tempe	Rogers, Mabel.....	Mesa
Miller, Halbert.....	Tempe	Rogers, Norma.....	Mesa
Miller, Rosie.....	Tempe	Ruse, Eva.....	Tempe
Millet, Art.....	Tempe	Rush, Ovillah.....	Placerita
Millet, Neoma.....	Tempe	Russell, Olin.....	Oklahoma
Minor, Bert.....	Canyon Diablo	Ryan, Ora.....	McCabe
Moeur, Hubbard.....	Tempe	Saylor, Ray.....	Tempe
Moss, Earl.....	Phoenix	Schaal, Della.....	Douglas
Mullen, John.....	Mesa	Schmidt, Irma.....	Tempe
Murphy, Imogene.....	Tempe	Schmidt, Laura.....	Tempe
Murphy, Mildred.....	Tempe	Schoshusen, Edith.....	Tempe
Murphy, Nelly.....	Tuba	Shivers, Maud.....	Solomonsville
Nash, Lucy.....	Globe	Shrigley, Sam.....	Bisbee
Nichols, Warren.....	Tempe	Sirrinc, Ethel.....	Mesa
Painter, Alberta.....	Tempe	Sirrinc, Maud.....	Mesa
Painter, Juanita.....	Tempe	Smith, Irene.....	Phoenix
Parry, Elizabeth.....	Tempe	Spear, Lola.....	Tempe
Parry, Frank.....	Tempe	Standage, Earl.....	Mesa
Patterson, Myrtle.....	Williams	Stauffer, Lemmie.....	Glendale
Pearce, Zetta.....	Mesa	Stephens, Belle.....	Phoenix
Pennington, Clyde.....	Douglas	Stewart, Ben.....	Tempe
Perry, Agnes.....	Phoenix	Stewart, LeRoy.....	Mesa
Perry, Maude.....	Phoenix	Stewart, Maude.....	Tempe
Pew, Ellis.....	Mesa	Stewart, Norton.....	Tempe
Pew, William.....	Mesa	Stewart, Owen.....	Mesa
Pickrell, Charles.....	Tempe	Stobbs, Edna.....	Phoenix
Pine, Clarence.....	Tempe	Swiggett, Charles.....	Phoenix
Pine, Nellie.....	Tempe	Tamborino, Palmyra.....	Congress
Pomeroy, Francelle.....	Mesa	Tawney, Wilma.....	Nebraska
Pomeroy, Minnie.....	Mesa	Taylor, Arthur.....	Phoenix
Pool, Ada.....	Mammoth	Thomas, Frank.....	Globe
Potts, Gertrude.....	Kingman	Thompson, Carrie....	Colton, Cal.
Prewitt, Fletcher.....	Bowie	Thompson, Nonie.....	Colton, Cal.
Priest, Annie.....	Tempe	Todd, Hazel.....	Winslow
Priest, Lourdes.....	Tempe	Tomlinson, Georgia.....	Tempe
Quinn, Georgia.....	Kansas	Tompkins, Ruby.....	Phoenix
Quinn, Jean.....	Kansas	Turner, Mary.....	Oklahoma
Rabinnovitz, Amella....	San Carlos	Turner, Ruth.....	Oklahoma
Rich, Ione.....	Tempe	Trent, Nellie.....	Mesa
Ricketts, Gertrude....	Camp Verde	Vanderwalker, Lulu.....	Tempe
Rieckhoff, Fred.....	Tempe	Van Noate, Corinne.....	Tempe
Robbins, Inez.....	Tempe	Vensel, Sydney.....	Phoenix
Robertson, Dorris.....	Globe	Walker, Iva.....	Tempe
Robertson, Lillian.....	Globe	Walsh, Aileen.....	Gila Bend
Rogers, Drua.....	Mesa	Warner, Grace.....	Tempe

NAME	ADDRESS	NAME	ADDRESS
Warner, zepha.....	Tempe	Wiatt, Lottie.....	Phoenix
Waterhouse, Jessie.....	Tempe	Wilcox, Georgia.....	Tombstone
Webb, Jay.....	Roosevelt	Woolf, Irene.....	Tempe
Webb, Mabel.....	Roosevelt	Woolf, Mabel.....	Tempe
Webb, Ruth.....	Roosevelt	Zeigler, Mae.....	Prescott
White, Arthur.....	Mesa		

TRAINING DEPARTMENT

EIGHTH GRADE

Acton, Grace . . .	Dudleyville, Ariz.	Johnston, Kenneth . . .	Tempe, Ariz.
Blome, Harold	Tempe, Ariz.	Munson, Ingborg	Tempe, Ariz.
Brandenburg, Annie	Mammoth, Ariz.	Pickrell, Wm.	Tempe, Ariz.
Cassanega, Nellie	Nogales, Ariz.	Robbins, Ruth	Tempe, Ariz.
Cosner, Orville	Tempe, Ariz.	Roberts, Artie .	Dudleyville, Ariz.
Corbell, Homer	Tempe, Ariz.	Saylor, Alson	Tempe, Ariz.
Goodwin, Leona	Tempe, Ariz.	Sund, Aaron	Tempe, Ariz.
Gilleland, Eugene	Tempe, Ariz.	Sheldon, Joseph	El Paso, Tex.
Hopen, Viola	Pinedell, Ariz.	Tawney, Barbara	Pierce, Neb.
Haby, Romeo	Globe, Ariz.	Turner, Eva	Tempe, Ariz.
Hanna, Howard	Tempe, Ariz.	Thompson, Claud	Kingman, Ariz.
		Westover, Chas.	Tempe, Ariz.

SEVENTH GRADE

Alexander, Marie	Tempe, Ariz.	Miller, Wallace	Tempe, Ariz.
Corbell, Paul	Tempe, Ariz.	Nash, Wm.	Cananea, Senora, Mex.
Cole, Maud	Tempe, Ariz.	Parry, Fred	Tempe, Ariz.
Cole, Rita	Tempe, Ariz.	Parry, Chas.	Tempe, Ariz.
Fisk, Floyd	Tempe, Ariz.	Parry, Katherine	Tempe, Ariz.
Faurr, Ida .	Dragoon Summit, Ariz.	Pine, Walter	Tempe, Ariz.
Ford, Anna	Tempe, Ariz.	Robbins, Irene	Tempe, Ariz.
Goodwin, Julius	Tempe, Ariz.	Rutz, Caroline	Tempe, Ariz.
Griffin, Horace	Tempe, Ariz.	Sturgeon, Beulah	Tempe, Ariz.
Gilleland, Ernest	Tempe, Ariz.	Sturgeon, Chas.	Tempe, Ariz.
Hackett, Letha	Tempe, Ariz.	Still, Nellie	Tempe, Ariz.
Holsapple, Sarah	Tempe, Ariz.	Spangler, Carl	Tempe, Ariz.
Harmon, Pansy	Tempe, Ariz.	Seals, Geo.	Tempe, Ariz.
Meskimmons, Lillian	Tempe, Ariz.	Zeigler, Edward	Tempe, Ariz.
Miller, Euna	Tempe, Ariz.		

PRIMARY AND INTERMEDIATE GRADES

Abril, Antonio	Cole, Lewis	Estes, Ida
Abril, Ventura	Cole, Lois	Estes, Robert
Alexander, Enid	Cole, Ruth	Estes, Ruby
Barrowdale, Margo	Cole, William	Fisk, Louise
Bauer, Marie	Corbell, Beulah	Flumerfelt, Percy
Bender, Lester	Corbell, Ethel	Ford, Dean
Benedict, Howard	Corbell, Mabel	Ford, Dove
Benetis, Jose	Corbell, Victor	Ford, Vera
Benetes, Pedro	Crook, Lanier	Frizzell, Florence
Blount, Raymond	Crook, Veiva	Garner, Harry
Brady, Forest	Curnow, Frances	Geach, Frances
Chapin, Lucy	Daggs, Charlie	Goodwin, Gordon
Clark, William	Daggs, Mary	Gable, Dorothy
Cole, Annie	Dobbie, Searles	Grievos, Alma
Cole, Charles	Estes, Everett	Grievos, Robert

Haigler, Eva	Longan, Lawrence	Robbins, Dick
Hall, Frank	Manley, Mildred	Richards, Roy
Hanson, Lucy	Martin, Hattie	Ruiz, Joe
Harmon, Tom	Matley, Welcome	Ruiz, Josie
Hubert, Alice	Meyer, Harry	Ruiz, Mary
Hibbert, Amy	Meyer, Margaret	Seals, Irvin
Hibbert, Charley	McGaughey, Miller	Seals, Neva
Hibbert, May	McGaughey, William	Sedig, Herman
Hudredth, Eulalie	McLennon, Kenneth	Simmons, Linton
Holsapple, Clifford	Miller, Anna	Spangler, Lola
Holsapple, Marion	Miller, Gussie	Spangler, Lula
Holsapple, Raymond	Miller, Horace	Stone, Addie
Hu, Lydia	Moss, Bryan	Stone, Frankie
Hudlow, Grace	Moss, Florence	Stone, Isabella
Hudlow, Oscar	Moss, Leo	Stone, Margaret
Hunt, Lester	Moss, Lula Virginia	Stone, Ollie
Hunt, Siloma	Mullen, Kenneth	Stuart, Grace
Imperial, Amalia	Mullen, Thaddeus	Teeter, Earl
Imperial, Mercedes	Noriego, Beatrice	Teeter, Eva
Ivester, Dewey	Ochoa, Petra	Teeter, Glen
Ivester, Flora	Oviedo, Marguerite	Teeter, Sam
Ivester, Florence	Oviedo, Rosa	Thatcher, Georgie
Johnston, Dorothy	Oviedo, Susie	Turner, Ethel
Johnston, Helen	Painter, James	Turner, Nevada
Johnston, Janet	Painter, Marguerite	Uvez, Carmalita
Laney, Grant	Parry, Susan	Van Riter, Eleanore
Laney, Mabel	Pickrell, Kenneth	Walker, Marjorie
Leebrick, Paul	Quinn, Katherine	Westover, Stella
Leebrick, Samuel	Quinn, Mabel	Wickliffe, Lura
Lohman, Ernest	Robertson, Aileen	Wickliffe, Winnie

SUMMARY OF REGISTRATION

Normal Department, including Class of 1907.....	772
Training Department.....	187
Total	<u>459</u>

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)	Eleven 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	Ten Years	Toluca, Cal.
Lidia Rembert	One Year	San Francisco
Mary Wingar (Mrs. Harry Archibald)	Eleven Years	Pasadena, 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
Addine 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	Twelve Years	Tempe

*Deceased

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
✓ John Metz	Six Years	Tucson
✓ Blanche Newell	Ten Years	Mesa
✓ Rosina Pomeroy	Six Years	Mesa
✓ Ella Saunders	Two Years	Shumway, Miss.
(Mrs. Louis Gordon)		
✓ Anna R. Stewart	Nine 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	Two Years	Tempe
✓ Carrie Culver	Eleven 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, LL. D. (Harvard University, '05)		Boston
✓ Maude J. Welcome	Four Years	Tucson
(Mrs. Hudson Searles)		
✓ Bertha Wilson	Eleven Years	Tempe
✓ E. Stanley Windes	Six Years	Tempe
(Mrs. Dr. Metzgar)		

CLASS OF 1896

✓ J. Lawrence Abell	One Year	Tucson
✓ Nellie E. Culver	Seven 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		Sheriff Maricopa Co., Tempe
✓ Jane M. Hedgpeth	Ten Years	Phoenix
✓ Lewis P. Hedgpeth	Ten Years	Phoenix
✓ Georgia A. Hendrix	Three Years	Nordheim, Tex.
(Mrs. L. C. Austin)		
✓ Amina W. McNaughton	Ten Years	Pasadena, Cal.
(A. B. 1898)		
✓ Deborah I. Morris	Two Years	Benson
(Mrs. Doane Merrill)		
✓ Julia R. Nichols	Four Years	Phoenix
(Mrs. B. C. Calhoun)		
✓ 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	Nine Years	Redondo, Cal.
✓ May C. Huffer	Two Years	Globe
(Mrs. Bondhower)		
✓ Jane P. Martin	Two Years	Scottsdale
(Mrs. Verner A. Vanderhoof)		

* *data here*

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)	Seven Years	Buckeye
✓ Flora L. Mills	Eight Years	Los Angeles, Cal.
✓ J. Oscar Mullen	Seven Years	Tempe
✓ Ada M. Peyton (Mrs. William Dodenhoff)	One Year	Phoenix
✓ Mary C. Robinson (Mrs. W. J. Bowen)	Two Years	Mesa
✓ Lucy M. Schwarz	Eight Years	Mesa
✓ Addie Sitrine (Mrs. Ellis Johnson)	Five Years	Mesa
✓ Verner A. Vanderhoff	Four Years	Scottsdale
✓ Walter S. Wilson	Ten Years	Phoenix
✓ Alice B. Windes	Ten Years	Morenci

CLASS OF 1898

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

CLASS OF 1899

✓ Garnett Allison	Three Years	Mesa
✓ Bessie Frances Archbald	Seven Years	Los Angeles
✓ Eva L. Bowyer (Mrs. E. N. Jenkins)	Five Years	Phoenix
✓ Lutie Marion Carlyle	Four Years	San Bernardino, Cal.
✓ Nettie E. Clark (Mrs. A. M. Harmer)	Two Years	Tempe
✓ Robert O. Duncan	Six Years	Phoenix
✓ Inez B. Fisher	Seven Years	Tempe
✓ Jessica Frazier	Seven Years	Denver
✓ Martha Garnett	Seven 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 Hauxhurst (Mrs. Harry Galliver)	Six Years	Phoenix
✓ Harry G. Hendrix	Five Years	Tempe
✓ Benjamin E. Hicks		Globe
✓ Margaret Beatrice Hughes	Five Years	Weir City, Kansas
✓ Frank R. Kellner (Mrs. J. Baxter Lewis)	Two Years	El Paso, Texas
✓ D. Maude Lincoln (Mrs. A. C. Lockwood)	Four Years	Douglas
✓ Alice A. Morse	Six 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
✓ E. Clay Henshaw (Mrs. Ed. Bowers)	Two Years	Phoenix
✓ Zebulon Pearce	Six 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	Seven 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	Leorin, 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	Six Years	Phoenix
✓ Josephine K. Hottinger (Mrs. Jessie Bunk)	Four Years	Santa Rosa, Cal.
✓ Perla E. Martin (Mrs. Ed. Halderman)	Two Years	Bisbee
✓ Eleanor Atlee Merriam	Six Years	Phoenix
✓ Mary Emma McNulty	Six Years	Tempe
✓ Helen Marion Stewart (Mrs. Ellis Wilcox)	Two Years	St. David
✓ Elizabeth Schwarz (Mrs. Jones)	Four Years	Mesa

*Deceased

NAME TIME DEVOTED TO TEACHING P. O. ADDRESS

~~CLASS OF 1902~~

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

CLASS OF 1903

✓ Charles Alexander	Three Years	Tempe, Ariz.
✓ Raymond H. Alexander	Three Years	Lee Summit, Mo.
✓ Elizabeth Cosner	Four Years	Tempe
✓ Alice Curnow	Three Years	Tempe
✓ E. Murray Curnow		Bisbee
Lella Hicks		Livingstone
(Mrs. Thos. Long)		
✓ Rose Irene Hottinger	Four Years	Santa Rosa, Cal.
✓ Janie Izora Irvine		Sunnyvale, Cal.
(Mrs. J. M. Lindsey)		
✓ Ida May Johnson	Four Years	Tempe
✓ Emma Laura King	One Year	Leorin, Idaho
(Mrs. Alma Davis)		
✓ Mamie Gertrude King	Four Years	Phoenix
✓ Lynn M. Laney		Univ. Cal., Berkeley
✓ Ina Lucinda Listebarger		618 Gail St., Los Angeles
(Mrs. J. Randolph Hamlin,		
✓ Clarence Mark Paddock		Reclamation Service, Fallon, Nev.
✓ George Reed	Four Years	San Diego, Cal.
✓ Elmer F. Ruse	Three Years	Tempe
✓ Orrin L. Standage	Four Years	Mesa

CLASS OF 1904

✓ Deborah Allen	Three Years	Mesa
✓ Rebecca Allen	Two Years	Mesa
(Mrs. O. A. Phelps)		
✓ Winifred E. Allison	Two Years	England
(Mrs. Johns)		
✓ Fannie Armitage	Three Years	Benson

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
✓ Helen Axtell	Three Years	Tombstone
✓ Ernest Corbell	Three Years	Tempe
✓ Grace Culver	Three Years	Tempe
✓ Lucy Cummings (Mrs. J. F. Warner)	One Year	Washington, D. C.
✓ Mabel Goldsworthy (Mrs. Fred Kenny)	One Year	Bisbee
✓ Alice Grier	Three Years	Phoenix
✓ Adelaide Kindred	Three Years	Bisbee
✓ Louise Lynd	Three Years	Tempe
✓ Sallie Miller (Mrs. Paul Seitz)	Two Years	Lordsburg, N. Mex.
✓ Mary Millet	Three Years	Tempe
✓ Charlotte Mullen	Three Years	Tempe
✓ Getha Munds (Mrs. A. A. Benedict)	Two Years	Camp Verde
✓ Jennie Munds (Mrs. David Wingfield)	One Year	Camp Verde
✓ Della Penn	Three Years	Santa Monica, Cal.
✓ Ida Penn	Three Years	Santa Monica, Cal.
✓ Pansy Robbins	Three Years	Tempe
✓ Marion Thomas	Three Years	Yuma
✓ Everett Wilbur	One Year	Tempe
✓ Maude Wilson	Three Years	Tempe

CLASS OF 1905

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

CLASS OF 1906

✓ Laura Agnew	One Year	Tempe
✓ Mabel Anderson	One Year	Tempe
✓ Harry Brown	One Year	Tempe
✓ Mamie Cain	One Year	Prescott
✓ Clara Clem	One Year	Camp Verde
✓ Eula Clem (Mrs. W. H. Dougherty)	One Year	Wickenburg
✓ Della Carrol	One Year	Bisbee

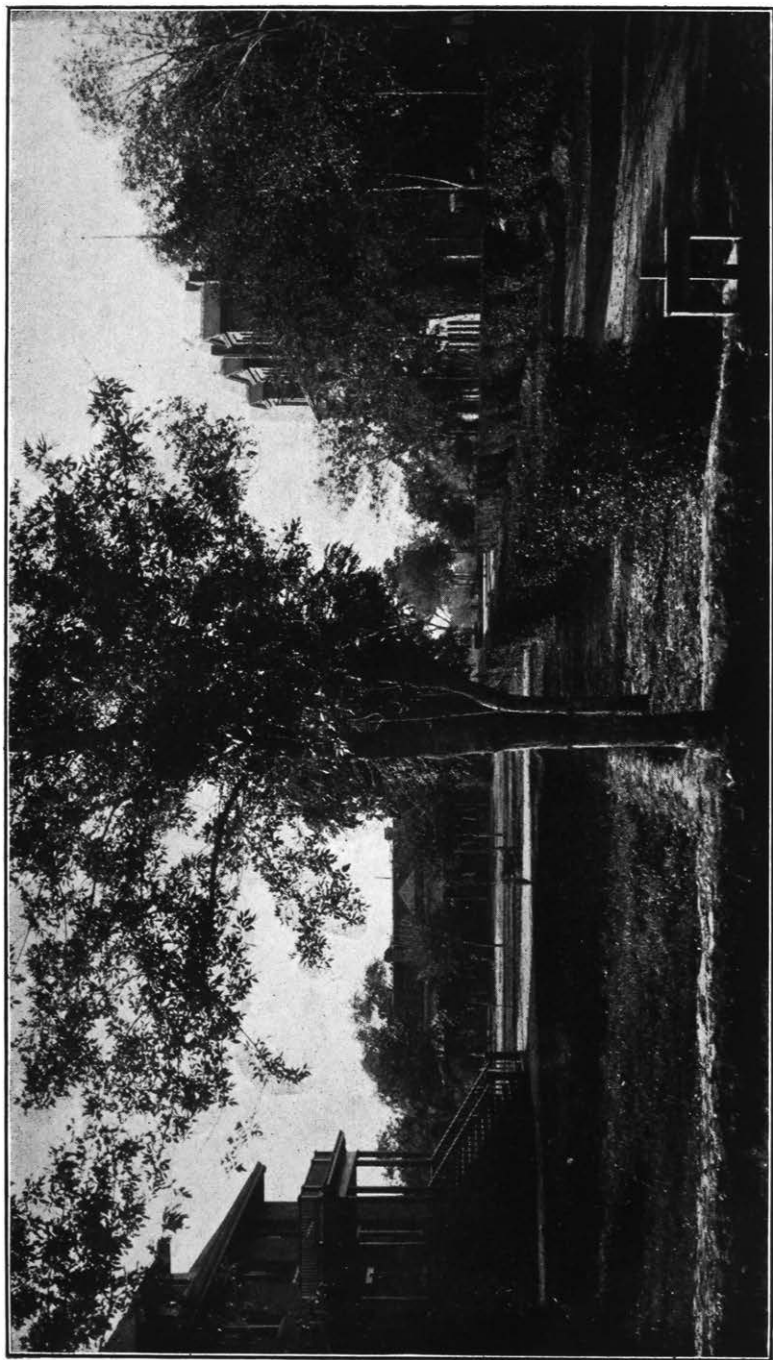
NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
✓ Maud Collins	One Year	Benson
✓ Alma Cowan	One Year	Bisbee
✓ Iva Cox	One Year	Chemawa, Ore.
✓ Olivia Doherty	One Year	Nogales
✓ Ethel Doherty	One Year	Nogales
✓ Harriet Gaddis	One Year	Clifton
✓ Genevieve Gerald	One Year	Globe
✓ Ada Halderman	One Year	Dragoon
✓ Alma Harris	One Year	Tempe
✓ Hazel Hendrix	One Year	Tempe
✓ Alta Holmes	One Year	Tempe
✓ Clifford Johnston	One Year	Tempe
✓ Bertran Jones	One Year	Mesa
✓ Rollin Jones	One Year	Mesa
✓ Reinhold Jungermann	One Year	Tempe
✓ Mabel Kemp	One Year	Vail, Ariz.
(Mrs. A. C. Duffy)		
✓ James King	One Year	Phoenix
✓ Annes Keating	One Year	Florence
✓ Karl Leebrick	One Year	Clifton
✓ Lucy Leftwich	One Year	Jerome
✓ Anna Matthews	One Year	Tempe
✓ Carrie Marlar	One Year	Phoenix
(Mrs. G. Bright)		
✓ Marina Priest	One Year	Tempe
✓ Clarence Standage	One Year	Mesa
✓ Jean Standage	One Year	Mesa
(Mrs. Don Le Baron)		
✓ Sadie Stauffer	One Year	Morenci
✓ Bertha Stewart	One Year	Mesa
✓ Mary Stilwell	One Year	Phoenix
✓ Elizabeth Ullman	One Year	Morenci
✓ Hester Wallace	One Year	Bisbee
✓ Gladys Wright	One Year	San Bernardino, Cal.

CLASS OF 1907

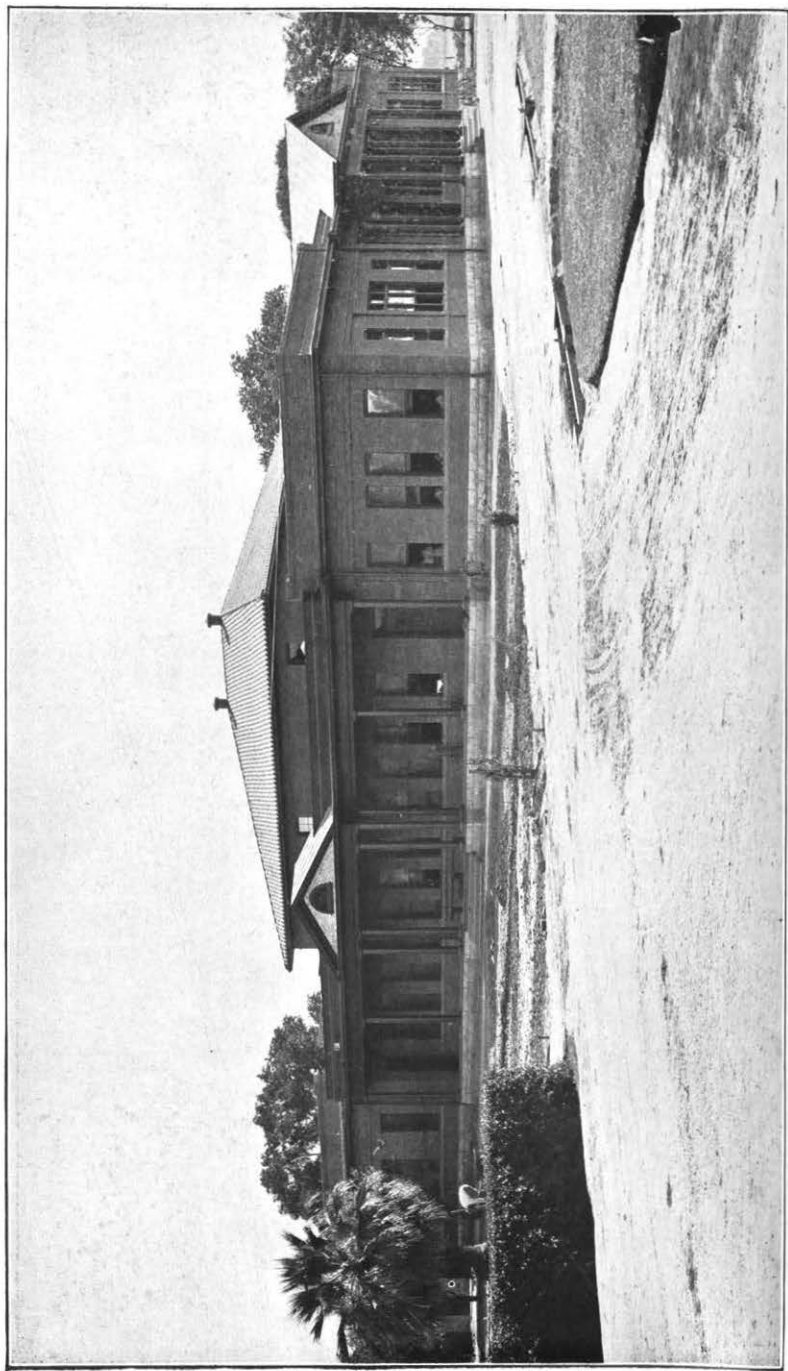
NAME	P. O. ADDRESS	NAME	P. O. ADDRESS
✓ Barnett, Kathryn	Prescott	✓ Kenney, Lucy	Bisbee
✓ Bellamy, Frankie	Tempe	✓ Leavell, Mary	Tempe
✓ Benedict, Helen	Tombstone	✓ McNichol, Kittie	Humboldt
✓ Blomc, Helen	Tempe	✓ Merritt, Alice	Bisbee
✓ Brown, Stella	Tempe	✓ Murphy, Nelly	Tuba
✓ Cole, Rena	Tucson	✓ Quinn, Georgia	Tempe
✓ Critchley, Josie	Tombstone	✓ Rabinovitz, Amelia	San Carlos
✓ Dobbie, Fannie	Mesa	✓ Ruse, Eva	Tempe
✓ Griffen, Olive	Tempe	✓ Stauffer, Lemmie	Glendale
✓ Hadsell, Mamie	Buckeye	✓ Stewart, Maud	Tempe
✓ Haulot, Emma	Tempe	✓ Stobbs, Edna	Phoenix
✓ Hayes, Maud	Buffalo, N. Y.	✓ Tamborino, Palmyra	Congress
✓ Holmes, Fred	Tempe	✓ Thompson, Carrie	Tucson
✓ Hubbard, Genevieve	Globe	✓ Vensel, Sydney	Phoenix
✓ Jalme, Rosa	Safford	✓ Walker, Iva	Tempe
✓ Jones, Ethel	Bisbee	Total number of graduates, 292	

TEMPE NORMAL SCHOOL
OF ARIZONA

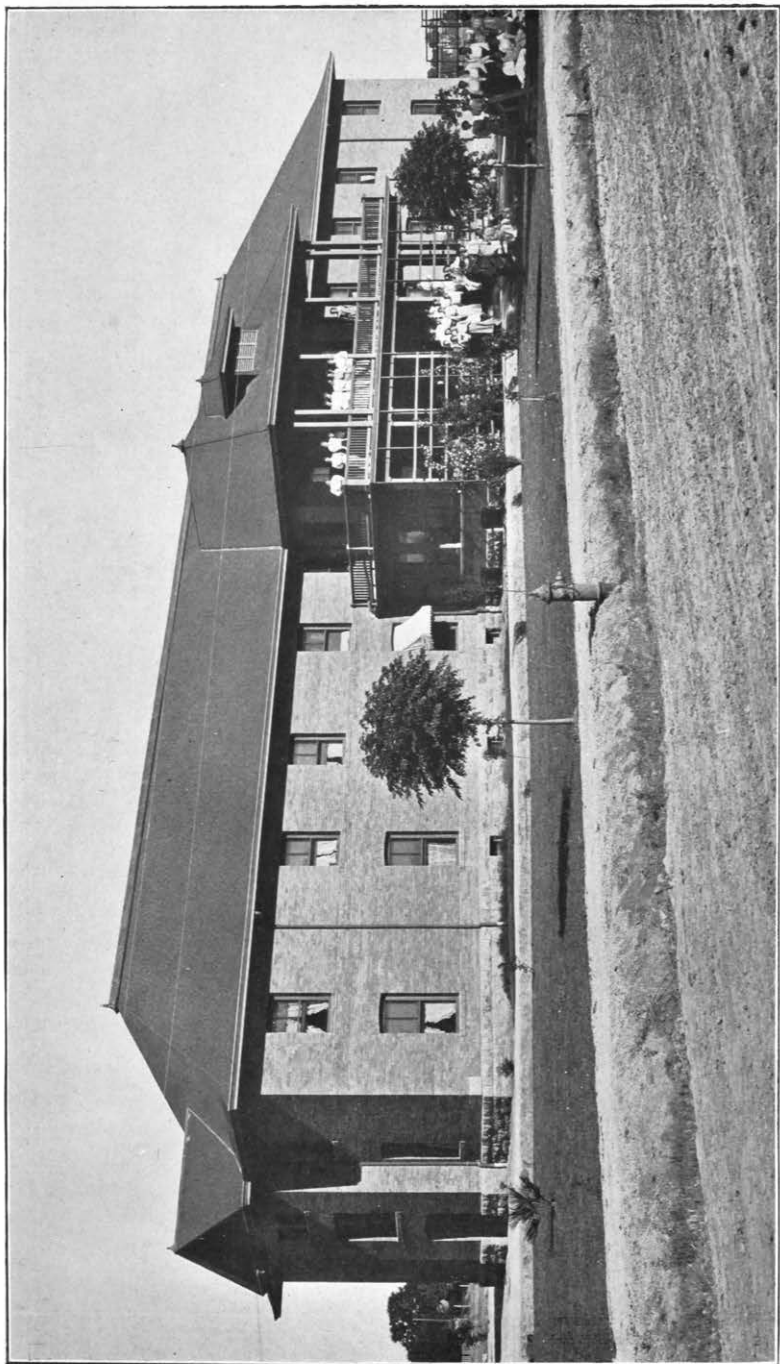
Views of Buildings, Grounds,
Interiors, etc.



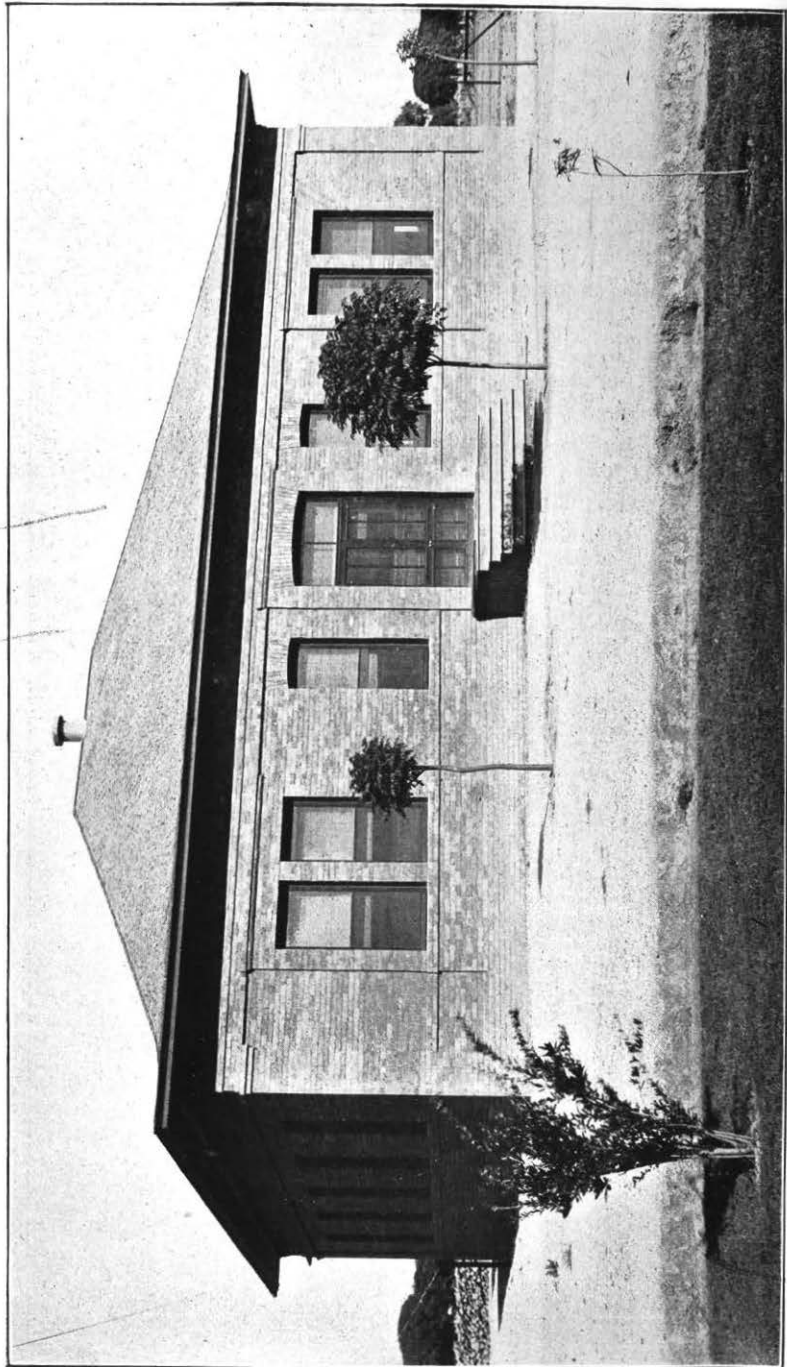
DRIVEWAY THROUGH THE NORMAL GROUNDS, LOOKING WEST



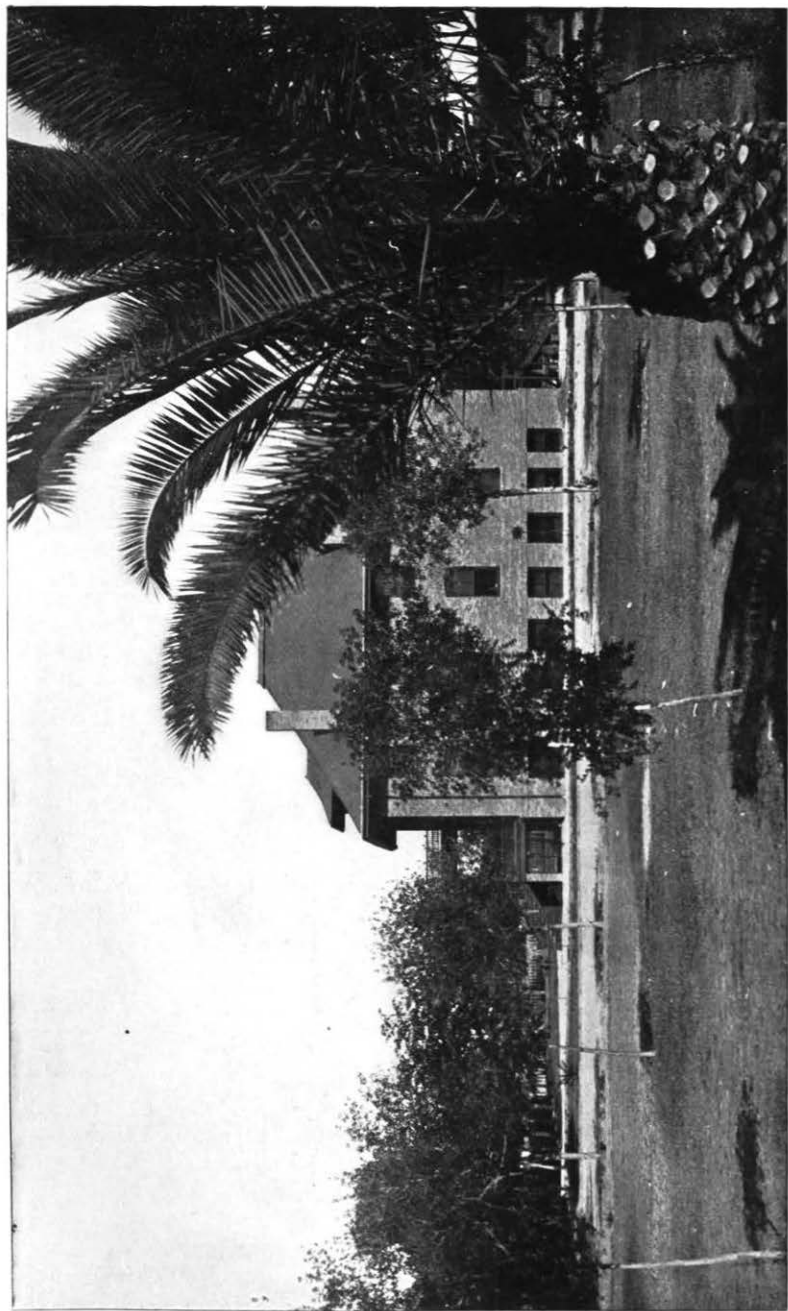
TRAINING SCHOOL



GIRLS' DORMITORY



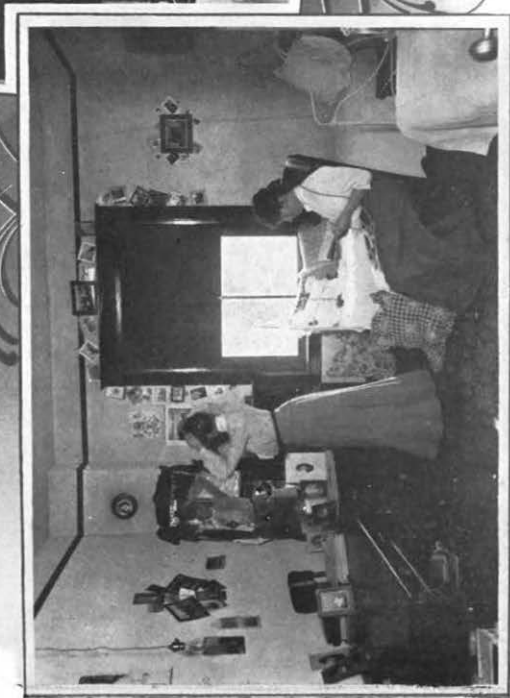
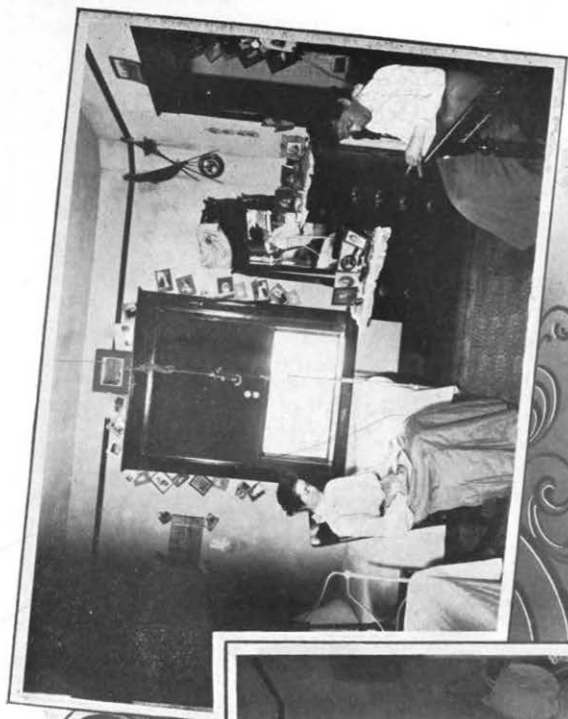
DINING HALL



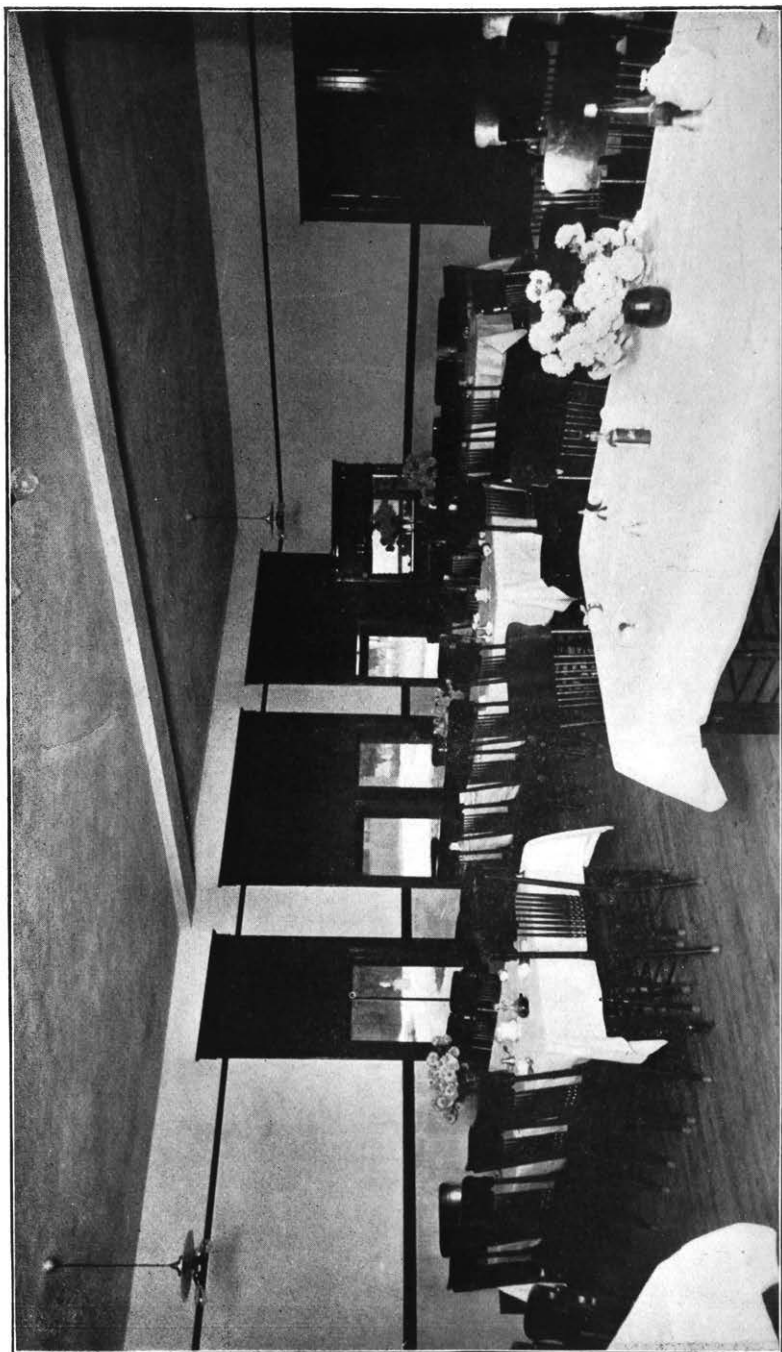
BOYS' DORMITORY



PARLOR IN GIRLS' DORMITORY



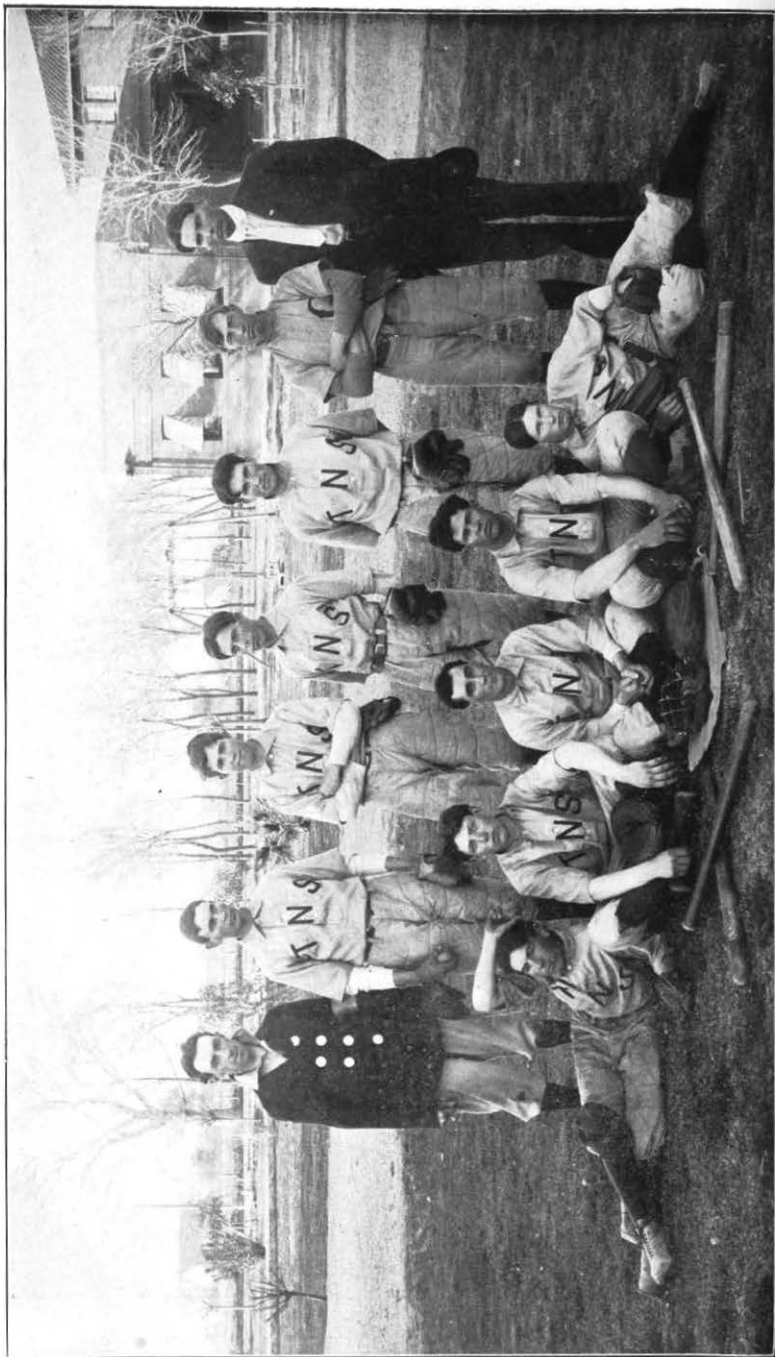
ROOMS IN GIRLS' DORMITORY



DINING ROOM



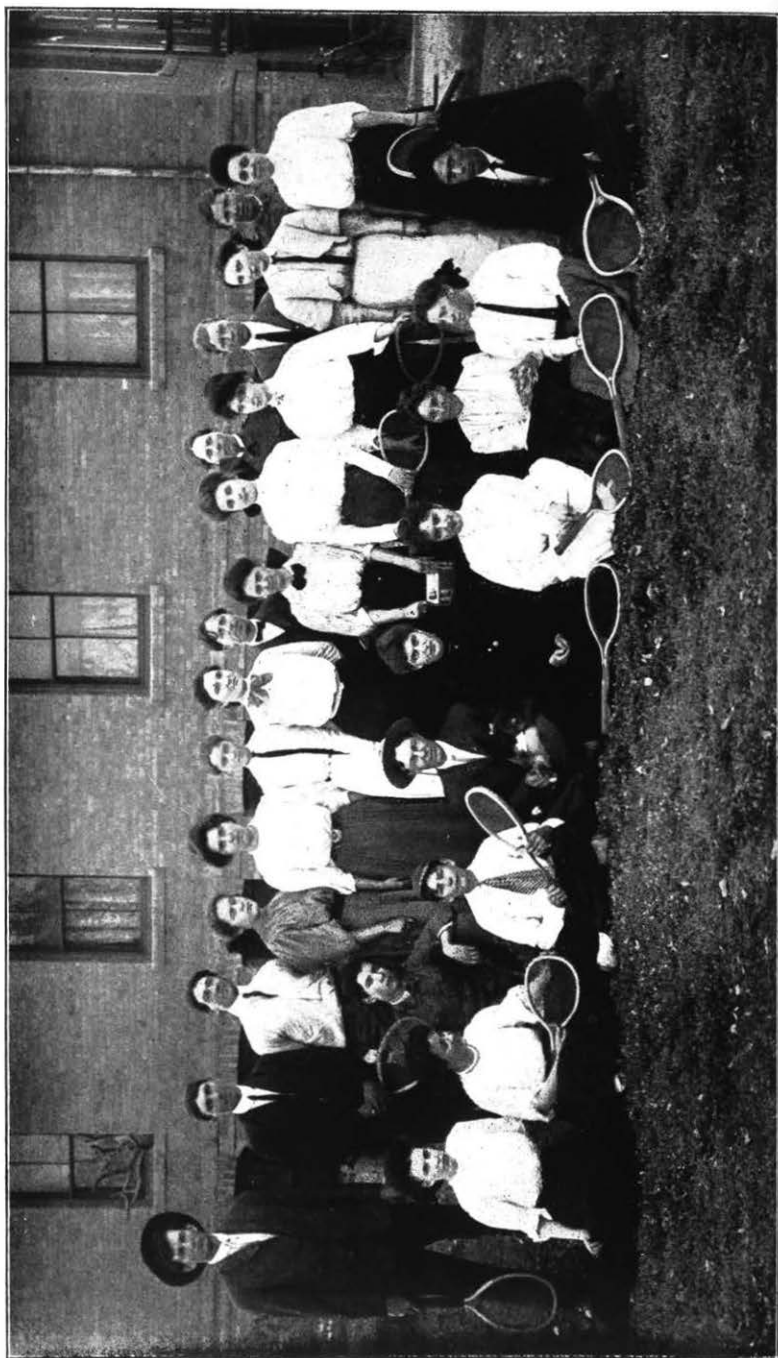
STAIRWAY IN NORMAL BUILDING



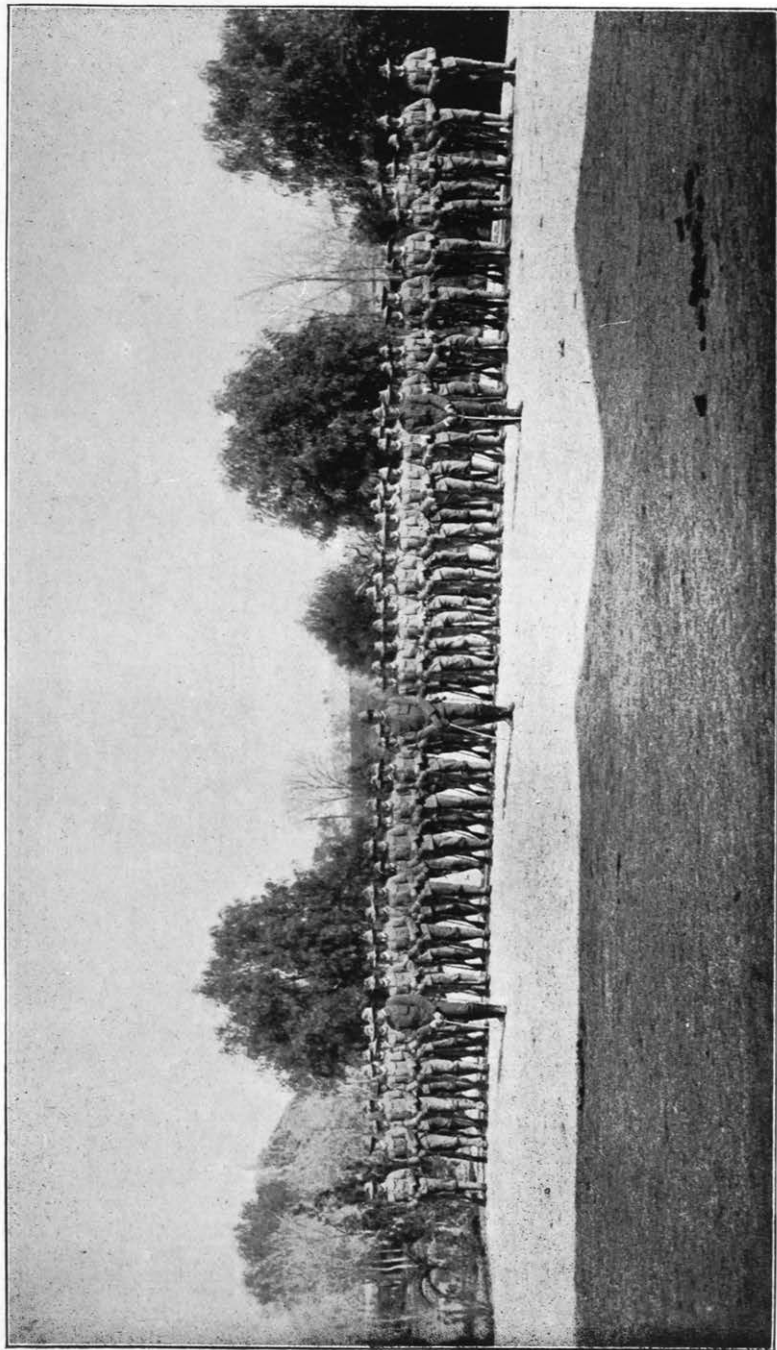
BASE BALL TEAM, 1907



BASKET BALL TEAM, 1907



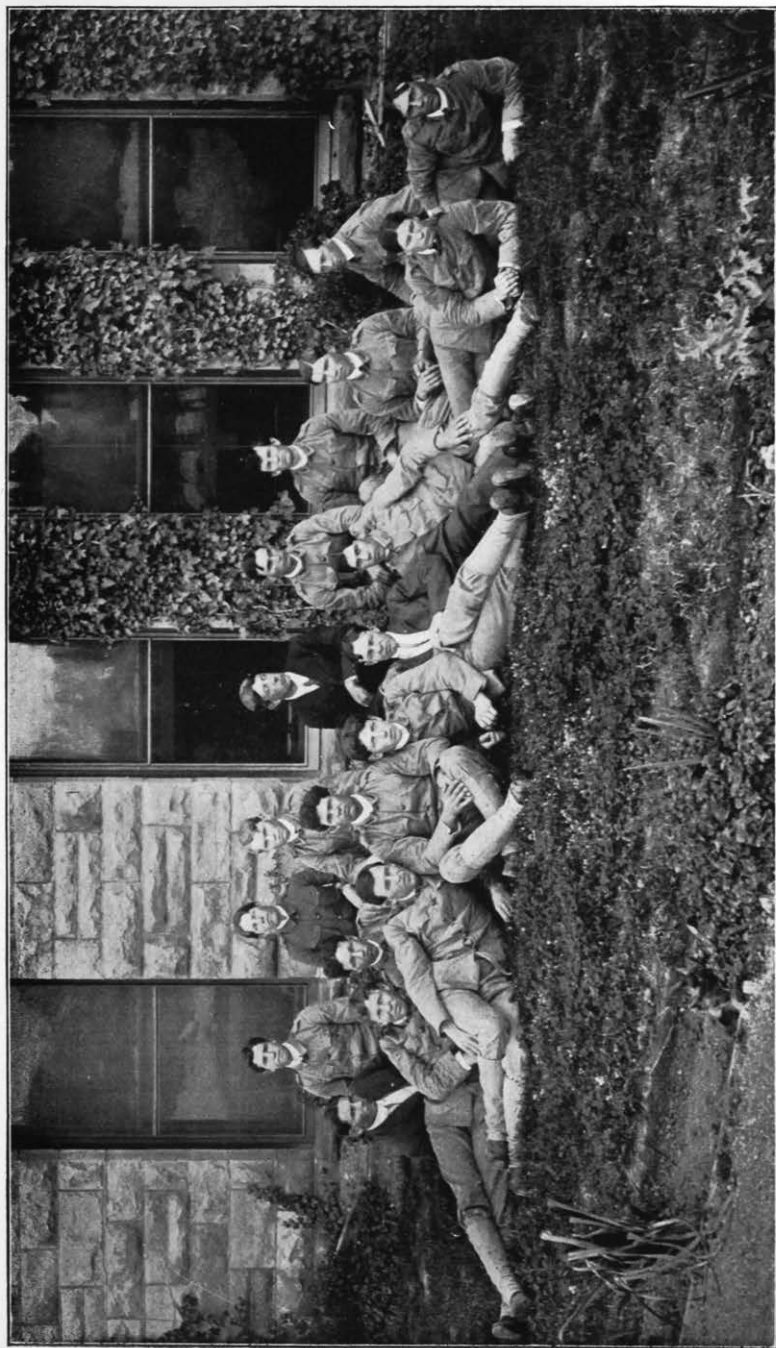
TENNIS CLUB, 1907



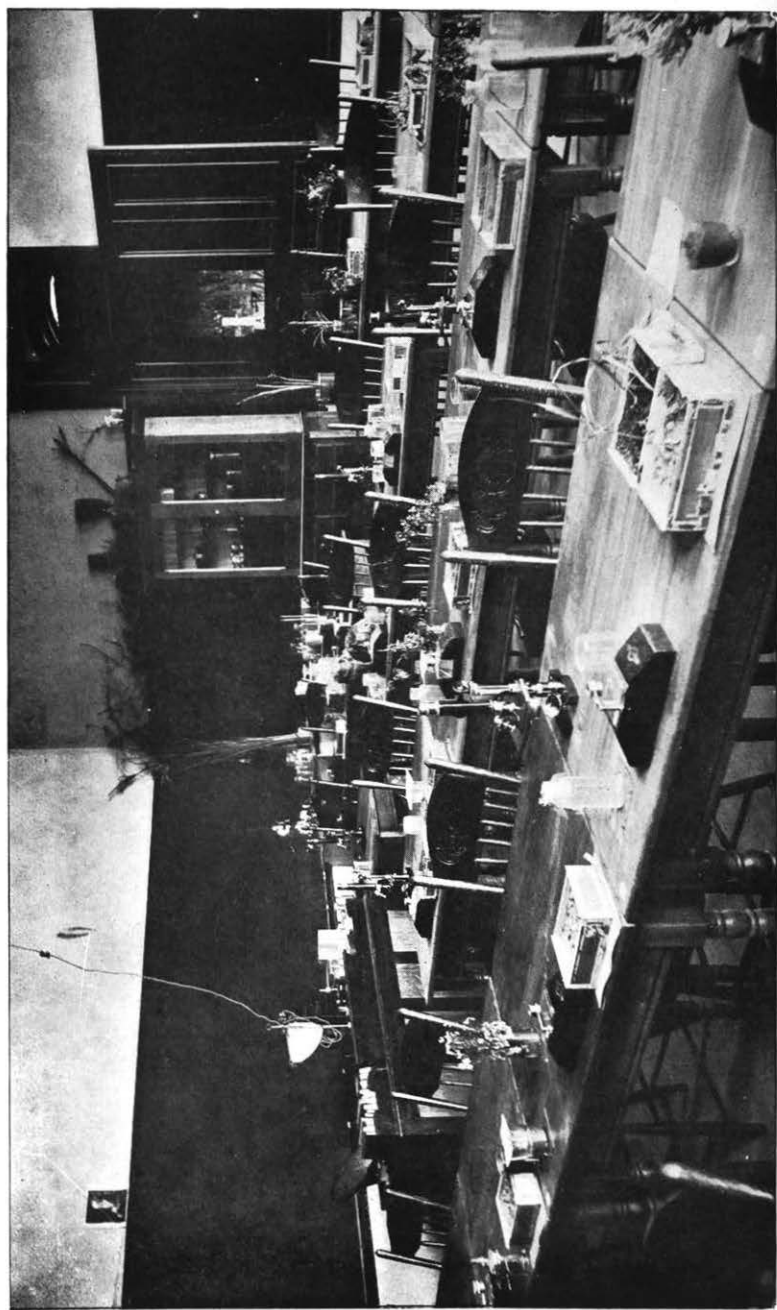
MILITARY COMPANY STARTING ON A LONG MARCH



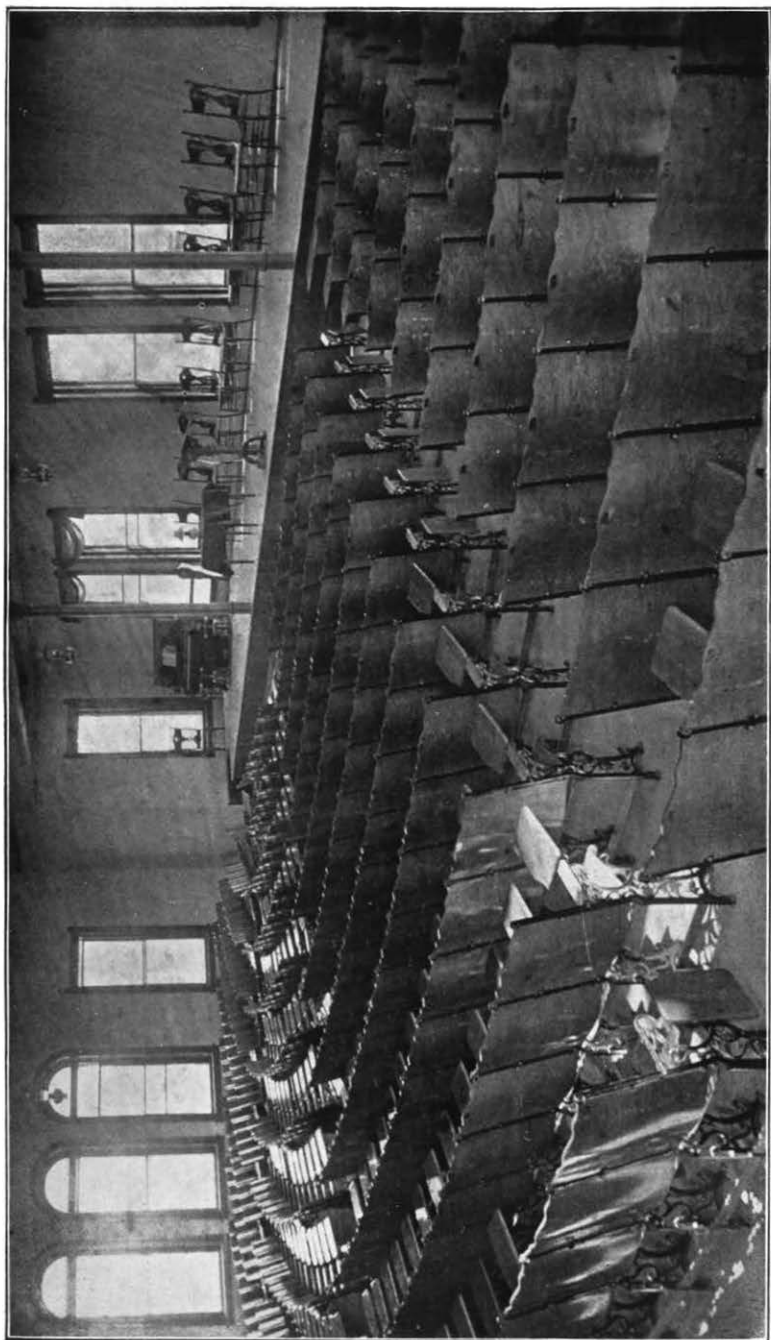
STAFF OF THE SCHOOL WEEKLY, "THE TEMPE NORMAL STUDENT"



ATHENIAN DEBATING CLUB



BIOLOGICAL LABORATORY



AUDITORIUM



CORNER IN LIBRARY