

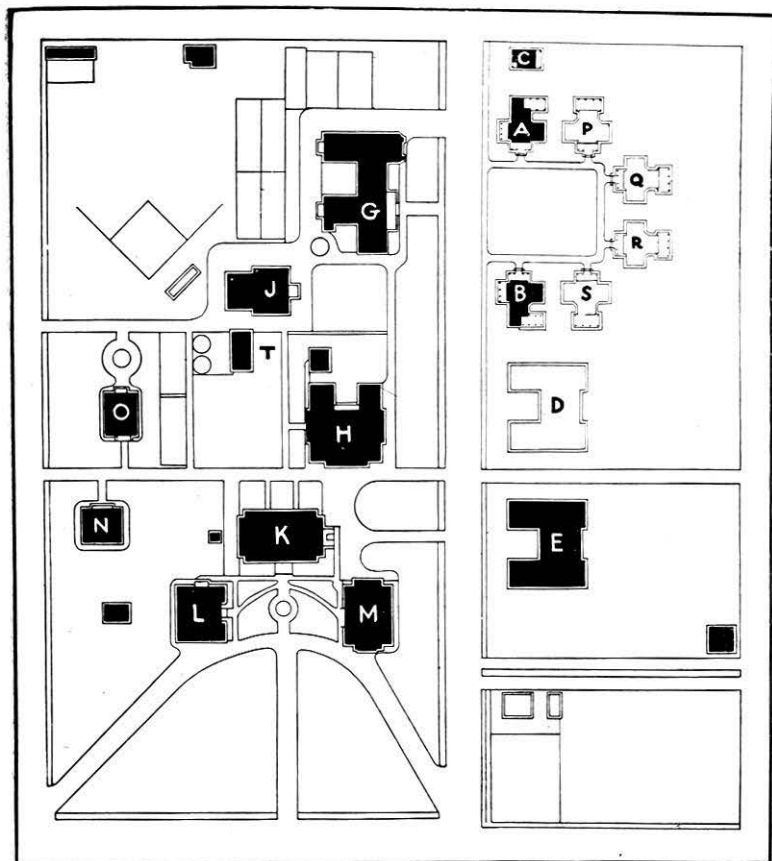
Volume 30

JUNE, 1915

Number 1

Bulletin
OF THE
Tempe Normal
School
OF
Arizona
AT
TEMPE, ARIZONA





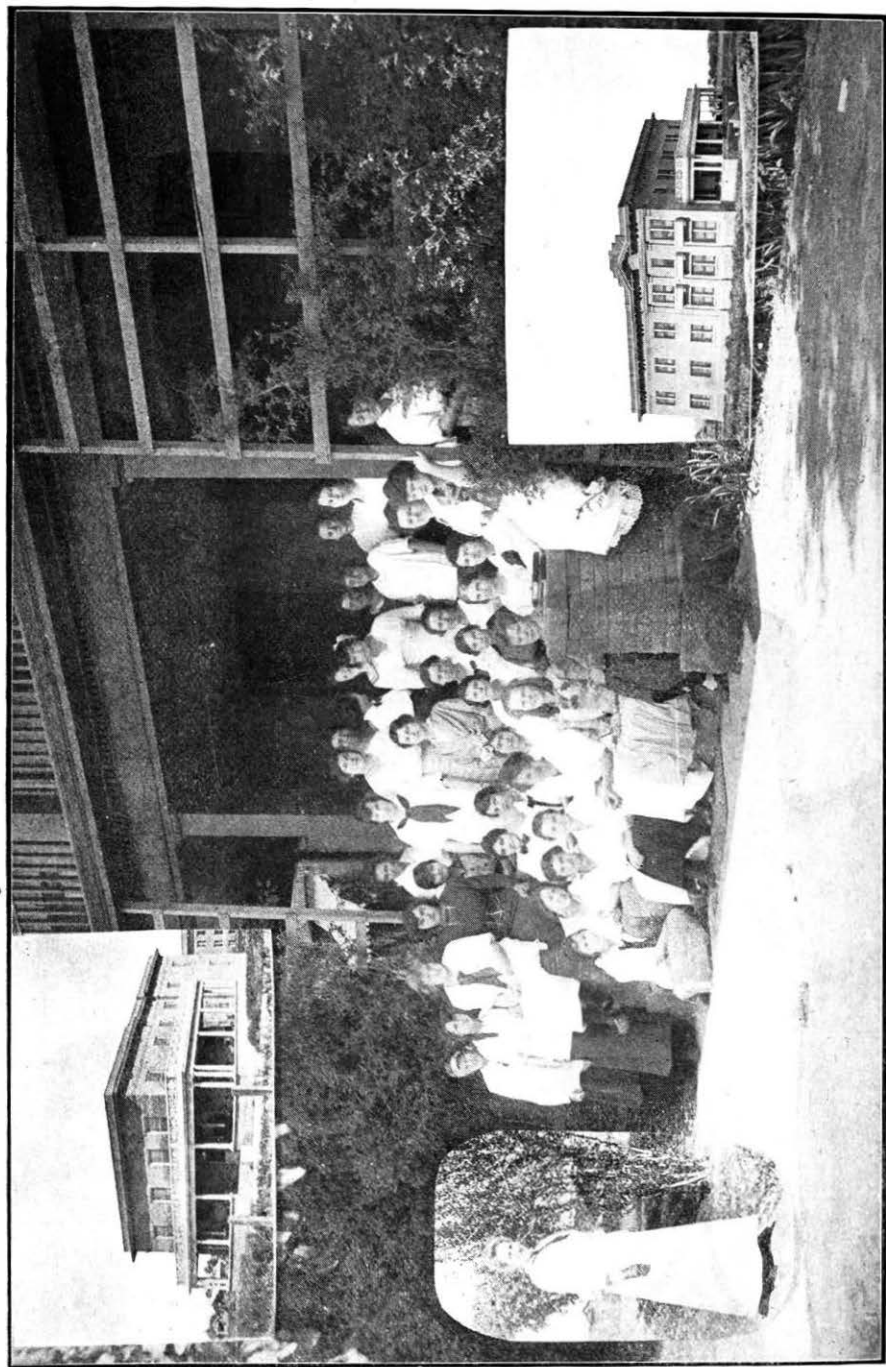
GENERAL PLAN OF NORMAL CAMPUS

School Buildings

- | | |
|-----------------------------|-----------------------------|
| K. Main Building | E. Industrial Arts Building |
| H. Training School | F. Farm Machinery |
| L. Science Building | N. President's Cottage |
| M. Auditorium and Gymnasium | D. Proposed Building |

Dormitories

- | | |
|--------------------------|--|
| O Boys' Dormitory | A and B. Completed unit cottages of Girls' Dormitory Group |
| J. Dining Hall | P, Q, R. S. Proposed unit cottages |
| G. Main Girls' Dormitory | T. Heating Plant |
| C. Caretaker's Cottage | |



LADIES' DORMITORIES

Volume 30

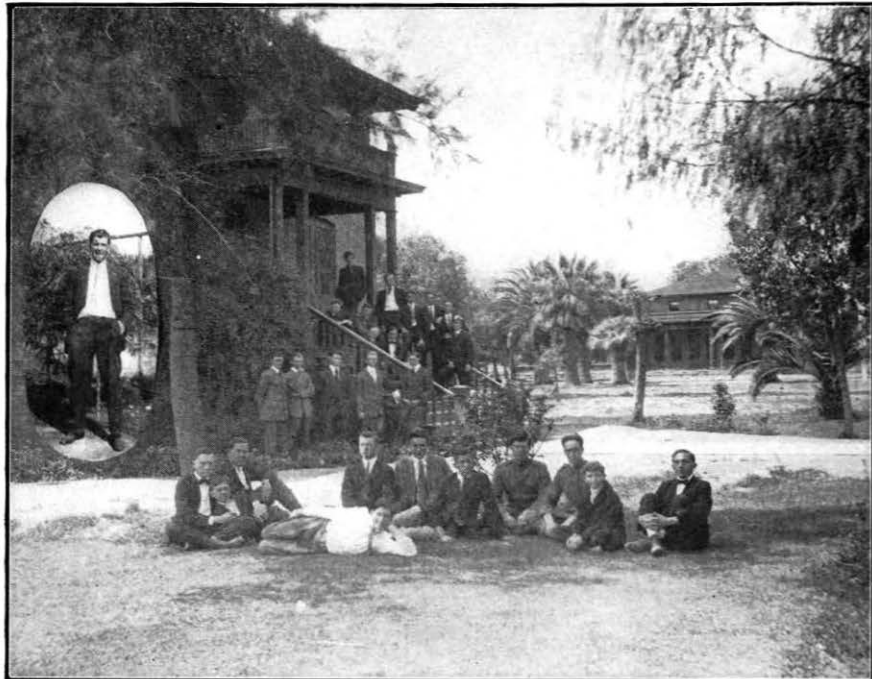
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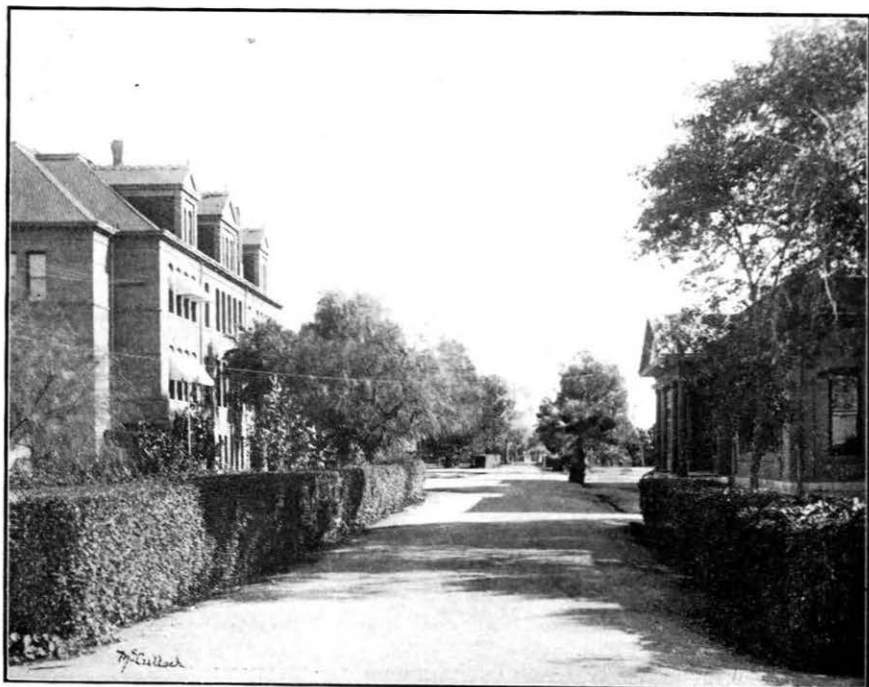
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Published and issued quarterly by the Tempe Normal School of Arizona in the months of June, September, December, and March at Tempe, Arizona.

Application for entry as second-class matter at the Post Office at Tempe, Arizona, pending.



MEN'S DORMITORY.



WEST DRIVEWAY



KALAKAGATHIA LITERARY SOCIETY

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Calendar 1915-16

1915

First Semester begins	September 13
Entrance Examination and Classification	September 13-14
First Quarter ends	November 12
Second Quarter begins	November 15
Thanksgiving Vacation	November 25-26
Christmas Vacation begins	December 23
School re-opens	January 3

1916

First Semester ends	January 21
Second Semester begins	January 24
Entrance Examination and Classification	January 24-25
Third Quarter ends	March 31
Fourth Quarter begins	April 3
Examination and Commencement Exercises	June 4-10

Boards and Officials

NORMAL BOARD OF EDUCATION

Hon. C. O. Case, Supt. Public Instruction	Phoenix
Chas. C. Woolf, LL. B.	Tempe
Dr. B. B. Moeur, Secretary	Tempe

OFFICIAL BOARD OF VISITORS

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B. A. Packard	Douglas
C. G. Jones	Tempe

OFFICERS OF ALUMNI ASSOCIATION

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Mrs. Lindsay C. Austin, '96, Vice-President	Tempe
Miss Edna Gililand, '14, Secretary	Tempe
John R. Birchett, '95, Treasurer	Tempe

STATE BOARD OF EDUCATION

His Excellency, Governor George W. P. Hunt,	Phoenix
Hon. C. O. Case, Supt. Public Instruction	Phoenix
Dr. R. B. von KleinSmid, President, University of Arizona, Tucson	
A. J. Matthews, Principal Tempe Normal School	Tempe
Dr. R. H. H. Blome, Principal Northern Arizona Normal School	Flagstaff
..... Principal High School	
W. Curtis Miller, County Supt. Schools	Prescott
..... City Supt. Schools	

STATE BOARD OF EXAMINERS

Hon. C. O. Case, Supt. Public Instruction	Phoenix
John D. Loper, City Supt. Schools	Phoenix
A. H. Fulton, High School Teacher	Phoenix

Faculty 1915-16

A. J. Matthews, President	School Law and School Economy
F. M. Irish, Assistant	Physical Science and Military Drill
W. J. Anderson, B. S., National University, Chicago.....	Art and Commercial Subjects
J. L. Johnston, Hershey Music School, Chicago.....	Vocal Music
George M. Frizzell, B. Pd., State Normal School, Warrensburg, Mo.	Mathematics
James F. Hall, A. M., Harvard University	Ancient Languages
A. B. Clark, Chicago Normal School	Manual Training
Edith Salmans, B. S., Ohio Wesleyan Univ.	Modern Languages
Lillias D. Francis, Pratt Institute	Home Economics
James L. Felton, A. B., Olivet College	English
Ira D. Payne, A. B., Stanford University.....	Education and Director of Training School
John B. Griffing, A. M., Columbia University	Agriculture
Anna R. Stewart, Tempe Normal School	Assistant in Home Economics
John R. Murdock, B. S., Normal School, Kirksville, Mo.....	History and Civics
R. B. Beckwith, A. B., Olivet College	Biological Science
George H. Schaeffer, A. B., Pennsylvania State College.....	Assistant Instructor and Athletic Director
E. Blanche Pilcher, A. B., University of Kansas.....	Assistant in English
Mary A. Blair, A. B., Olivet College	Elocution and Physical Culture
Victoria Avakian, Los Angeles Art School.....	Assistant Art Department

CRITIC TEACHERS

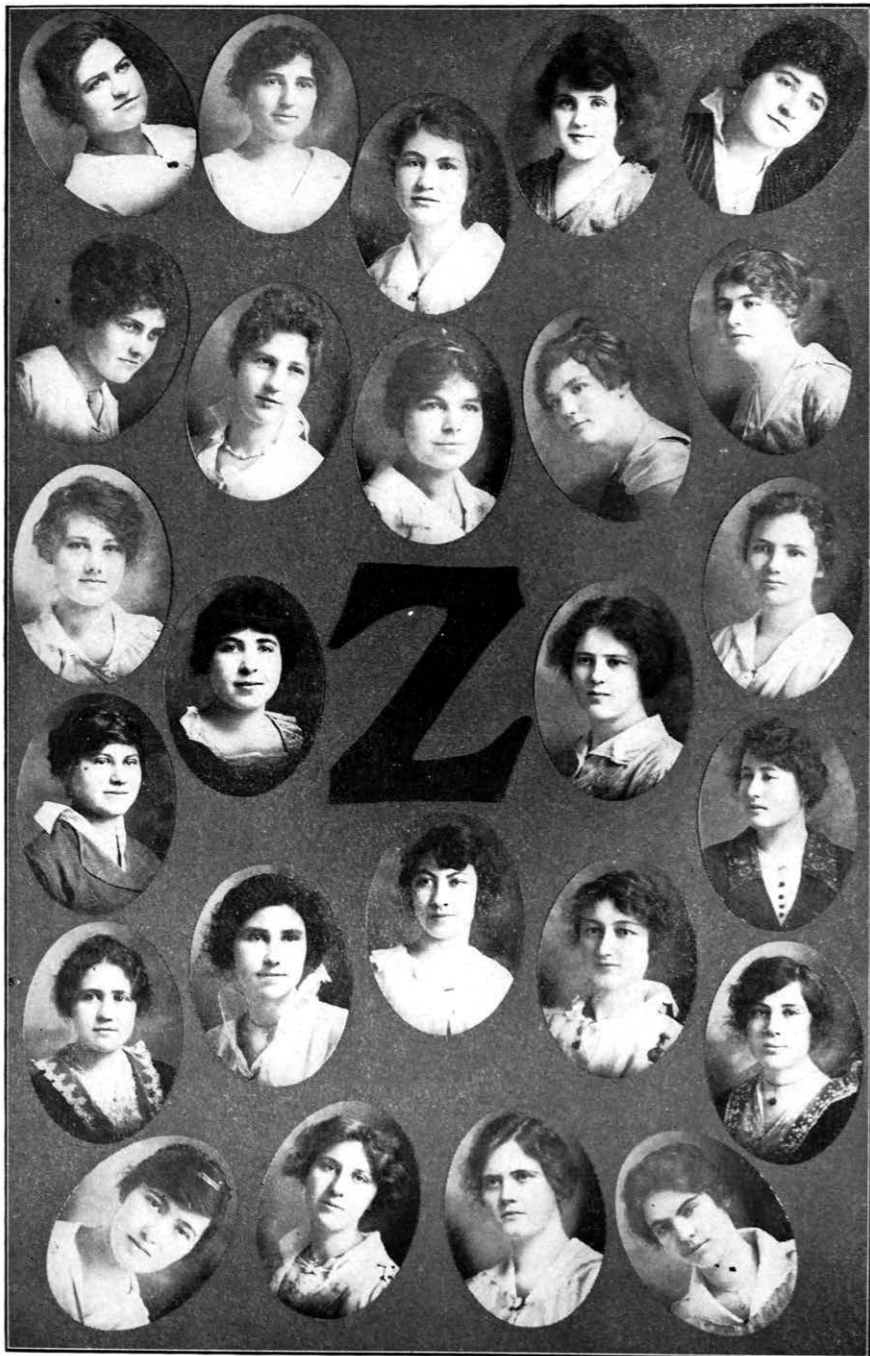
Mary E. McNulty, Tempe Normal School	Primary Grades
Leona Haulot, Tempe Normal School	Grammar Grades
Louise B. Lynd, Tempe Normal School	Grammar Grades
Mrs. Ida O'Connor, Tempe Normal School	Primary Grades

Faculty—Continued

Olive M. Gerrish, Columbia School of Music, Chicago.....	Music Supervisor
Theresa Anderson, B. Pd., Michigan State Normal College.....	Intermediate Grades
Amanda L. Zeller, National Kindergarten College, Chicago.....	Kindergarten
Helen C Roberts, Tempe Normal School	Primary Grades

ADMINISTRATIVE OFFICERS

A. J. Matthews	President
Laura Dobbs	Secretary to President and Board
Ruth M. Wright, Pratt Institute, Library School	Librarian
Amelia Kudobe	Assistant Secretary
Anna H. Ridenour	Preceptress of Girls' Dormitories
Mrs. Erma E. Crawford	Assistant Preceptress
Esther A. McKelvy, A. B. University of Kansas.....	Assistant Librarian
.....	Head Janitor
L. C. Austin	General Foreman



ZETETIC LITERARY SOCIETY



CLONIAN LITERARY SOCIETY

The Tempe Normal School of Arizona

General Information

ESTABLISHMENT AND PURPOSE

By an Act of the Legislative Assembly of Arizona, approved March 10, 1885, provision was made for the establishment of a Normal School at Tempe, Arizona. The act states the purposes for which this institution was founded to be "the instruction of persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common school education; also to give instruction in mechanical arts and in husbandry and agricultural chemistry, in the fundamental laws of the United States and in what regards the rights and duties of citizens."

LOCATION

It would be difficult to find a location for a school of this kind more favorable than Tempe, a town of 1,800 inhabitants, distant only twenty minutes' ride from Phoenix, the capital of Arizona. Lying near the center of population of the state, Tempe is conveniently reached by rail over the Arizona Eastern, which gives direct connection with the main lines of the Southern Pacific and Santa Fe systems thus bringing even the most distant counties within from eight to twenty hours' journey. The convenient railway connections are appreciated by those students who desire to make the most of their holiday vacations. The fertile fields of the Salt River Valley surround the town, delighting the eye with their perpetual verdure and insuring an unfailling supply of fresh fruits and vegetables. The climate during the whole school year is not only delightful but wholesome and conducive to study. Snow is unknown and outdoor athletics and field excursions are carried on throughout the year.

Parents will derive satisfaction from the knowledge that the moral and social atmosphere is all that could be desired. The residents of the community are thrifty and industrious Americans, most of whom have come hither from the middle and eastern states. These people are actively interested in the welfare of the Normal School and pride themselves upon surrounding the students with wholesome influences. As the sale of liquors is prohibited in Arizona, the undesirable influence of the saloon is entirely eliminated. The absence of the distractions of a large city is a distinct advantage to the student who wishes to make the most of his time and opportunities.

THE CAMPUS

The campus is one of the most beautiful spots in the state. It comprises thirty acres of fine level land within convenient walking distance of the business portion of the town, and is arranged in a most attractive manner with broad, shady lawns, cement walks and graveled drives, and a profusion of trees, shrubs and flowers. Ten substantial buildings are well distributed over the grounds, and to the picture one must add the view of the distant mountains with their ever-changing lights and shadows and wonderful coloring. Ample facilities for outdoor recreation are provided in numerous tennis courts of approved construction, basketball courts, athletic field, running track, and baseball diamond. The school gardens afford the necessary training for the students in agriculture, and at the same time provide fresh vegetables for the table.

Description of Buildings

MAIN BUILDING

There is a central group comprising the main building, science hall, and auditorium which enclose a quadrangle of green sward in the center of which is a fountain containing various water plants. The first named of these buildings, which are all of red brick and stone, was erected in 1894. Its three stories give ample space for lecture rooms for the academic subjects, a large assembly hall with a seat-

ing capacity of three hundred and a library capable of housing ten thousand volumes and seating a hundred readers. The building is well lighted and ventilated and supplied with sanitary drinking fountains on each floor. Works of art, trophy cases and pictures, the gifts of the several graduating classes, adorn the halls. The basement has several large rooms which are now used by the student paper and for armory purposes.

SCIENCE HALL

One of the newest and best equipped buildings on the campus is the science hall, 92x70 feet, a commodious two-story structure. It provides on the first floor to the right and left of the entrance three large well-appointed rooms for the offices of the president and secretary of the faculty. The rest of the floor is given up to the laboratories for physical, chemical and earth sciences. The laboratory for physiography and geography is very fully equipped with maps, charts, modelling tables, relief models, etc. A thermometer shelter containing a thermograph and a full set of thermometers is located close by on the campus.

The laboratories for chemistry and physics are spacious and well supplied with all the necessary apparatus including side tables, sinks and special apparatus for distilling water. Each table is equipped with gas, electricity and water. Between these rooms is a lecture theatre fitted with a projection lantern, electric generator, switchboard for control of demonstration currents, draft chambers and demonstration table. There are other small rooms devoted to photographic work, repair work and storage of stock.

The laboratories for biology and physiology are situated on the second floor. They have besides the necessary equipment for work in these sciences a large aquarium for the collection and preservation of specimens for class use, a projection lantern with microscopic attachments, a microtome and a paraffin bath for the preparation and mounting of microscopic slides and a centrifuge for analysis of liquids. There is also a special laboratory for the instructor and a room for photographic work.

There is also on this floor a museum with a working collection representative of the fauna and flora of Arizona and of its mineral resources.

AUDITORIUM AND GYMNASIUM

The auditorium, 72x100 feet, is by far the best of its kind in the state. With the balcony it has a seating capacity of one thousand. The acoustic properties, the means of ventilating, heating and emptying the building are everything that can be desired. The stage and stage properties are of the best and enable the school to stage the largest companies that come to the valley. The school and the community are treated each year to a number of high class entertainments that bring to us some of the best talent on the stage and platform today.

The gymnasium is fitted up with the usual apparatus, lockers, dressing-rooms and shower baths. Two galleries provide seating capacity for two hundred spectators, while as many more can be seated on the floor of the gymnasium. An exhibition of the work of the several classes is given every year during commencement week.

TRAINING SCHOOL

This building is located close to and south of the central group. It has a floor space of 120x136 feet and contains two offices, eleven classrooms and a large double assembly, all on one floor. The classrooms are so arranged that easy access is had from each to the assembly. A fully equipped kindergarten department is housed in this building. A marked feature is the lighting and ventilation of all the rooms. The play activities of the pupils are carried on under the supervision of the teachers. There is a separate playground with special equipment for this school. Besides the usual furniture of the school, there is a library of over 700 volumes suited to the work of the grades, two pianos, a grafanola and a reflectoscope.

INDUSTRIAL ARTS BUILDING

This building, 130x135 is three stories, including a basement, and constructed of concrete, faced with cream pressed brick. The lower or main floor is taken up entirely with the manual arts. On the left of the re-entering court is the office and library and draughting room. Behind these is placed the lumber supply room, woodshop, pattern shop, and machine room. On the left of the court there are rooms for textiles, book binding and printing, finishing:

woodwork and a lecture theatre. The upper floor is devoted to the work in home economics and in art. The former department includes an office, two sewing rooms, a fitting room, domestic science room, a laundry and a suite of housekeeping rooms.

On the north side of this floor are placed the rooms of the art department. They include two drawing rooms, clay modeling and glazing and casting rooms and the office of the instructor.

The basement provides for work in sheet-metal, forging and foundry. The building has an elevator convenient to the driveway and running to the upper floors.

DORMITORIES

These buildings are models of comfort and attractiveness. The boys' dormitory is a two-story structure with basement. Baths and toilets are provided on each floor. There are in all about twenty rooms, each intended to accommodate two students. Each room is furnished with two beds, bedding, hot and cold water, electric light and steam heat. A large sleeping porch, which will allow all of the boys to sleep outdoors, has been added recently. A member of the faculty is always placed in charge of this building.

The main dormitory for the girls will accommodate about 135, with two in each room. The rooms are fitted up similarly to those of the boys' dormitory. In addition the girls have the use of two large parlors and a sitting room. A piano is also provided for their entertainment. This building has an unusually large sleeping porch two stories high and running around an open court on the east side. Most of the girls use the porch during the entire year. Across the way and west of the present dormitory a group, consisting of five units, arranged around a patio, will be erected in the near future to meet the growing needs for accommodation for the girls. Each unit will house about thirty-five, and will be furnished after the same style as the main dormitory. Experienced preceptresses will be in charge of each building to look after the comfort and needs of the girls in every way. Two of these units have been completed and are now occupied.

DINING HALL

Situated very conveniently to the dormitories is the dining hall. It has a seating capacity of two hundred and is particularly for non-resident students. Everything that the market affords in the way of fresh fruits, vegetables and meats and all that the culinary art can provide is furnished to students and members of the faculty alike. It is in charge of a specially trained matron who is responsible for the cleanliness and efficiency of the service.

HOSPITAL

The new hospital building to be constructed this summer will be located in a suitable section of the campus north of the President's residence. It will be a thoroughly modern fireproof structure of concrete with properly equipped examination rooms, operating rooms, girls' ward, boys' ward, isolation ward, nurses' suite and every other essential feature contributing to the proper care of those cases of illness which cannot be handled effectively in the dormitories. The addition of this building to the system will prove a great benefit, enabling the management to provide suitable care for the inevitable cases of sickness which must occur annually among so large a body of students.

THE PRESIDENT'S RESIDENCE

This is a substantial two story brick structure, harmonizing well with the general plan of the building group. It is situated near the main group and has splendid views from all sides.

HEATING SYSTEM

All the buildings are heated by steam heat furnished by a central heating plant provided with boilers having a combined capacity of one hundred and eighty horsepower.

EXPENSES OF STUDENTS

DORMITORIES: Board, room, light, heat, etc., are furnished for \$16.75 per school month of four weeks, payable monthly in advance. There is an additional charge of \$1.00 per month for room laundry. (No allowance is made for vacations or absence over week ends.)

Dormitory students are required to deposit \$5.00 before taking possession of a room. This amount will be refunded at the close of the year, less such charges as may be made for careless destruction or damage to dormitory furniture and equipment. Board and room may be secured, with the approval of the faculty, in private families in Tempe at from \$22 to \$28 per month.

REGISTRATION FEE: All students are required to pay an annual registration fee of \$5.00 to be paid in advance on date of registration. This fund is used for student supplies, hospital service, and such other purposes for the benefit of the students and school as the Board may approve.

TUITION: Tuition is free to all students of this State who enter the Normal with the intention of completing the work leading to graduation in either the professional or the academic course. A fee of \$5 per quarter, payable in advance, is due from all students who desire to engage in work of a special or irregular nature without intention of completing either a professional or academic course. A tuition fee of \$25.00 per annum payable in advance is charged to every student who has not been a bona fide resident of this State for the six months preceding matriculation.

TEXT-BOOKS: The necessary outlay for books and stationery varies from \$10 to \$15 per year. Examination paper, pens, ink, pencils, and the like are furnished the students without expense.

MILITARY UNIFORM AND GYMNASIUM COSTUME: The cost of these articles varies somewhat with the taste and preference of the student. The gymnasium costume usually costs from three to four dollars, and the style is fixed by conference with the director. The style of military uniform conforms to the regulations of the United States Army, but the quality is fixed by vote of the company, and costs usually between fifteen and twenty dollars. It should be noted that, as the uniform is worn three days in the week, it easily saves the cost of at least one civilian suit during the year and therefore is hardly to be considered an extra expense.

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

GOVERNMENT OF STUDENTS

Students who come from homes outside of Tempe or who cannot live with relatives in Tempe are advised to live in the dormitories. Boarding and rooming places outside of the dormitories must be approved by the faculty, and the faculty regulations governing the dormitories must be observed by such students.

It is the judgment of the faculty that the environment of all the students entrusted to their care should be the best, and it is with this end in view that strict regulations are made as to the conduct of the students both on and off the campus. It is understood always that when a student cannot and does not conform to the rules laid down for the welfare of the school such student will be asked to withdraw from the institution.

DEPARTMENTS

The school is organized into two departments, the Normal School and the Training School. The Normal School offers three courses: a five-year course to those who have completed the eighth grade of the public school, a two-year course to those who have finished a four-year high school course, and a four-year academic course to those who do not expect to become teachers, and who, therefore, do not desire to pursue a professional course.

The Training School is primarily intended to give the Senior class of the Normal School actual experience in teaching under the supervision and advice of trained critic teachers. The course includes the eight grades of the public school course for Arizona, and articulates directly with the first year of the Normal course; thus a pupil entering

the first grade of the Training School may continue his education without interruption, to the completion of his Normal or academic work and the reception of his diploma. Students not fully prepared to enter the work of the Normal school may find it to their advantage to complete their preparatory work in the Training School.

CORRESPONDENCE

Any information regarding studies, credits, expenses, etc., and requests for catalogues and announcements should be directed to the office of the President, Tempe Normal School, Tempe, Arizona. Those who contemplate attending the Normal School should write stating the time of their prospective arrival in order that they may be met at the train. In case incoming students find no one at the station to meet them, they should proceed directly to the Normal, where they will be taken care of at the office of the President.

Admission and Graduation

Admission to Normal—Candidates for admission to the Normal department will be required to pass a satisfactory examination. Certificates from an accredited grammar school or recommendations from teachers will be accepted in lieu of such parts of this examination as the faculty may decide.

Admission to 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 School or by the certificate of accredited schools.

Admission for High School Graduates—Graduates from high schools maintaining a full four-years' High School course will be admitted to a special two-years' professional course. Graduates from such a course will receive a diploma which will entitle them to teach for life in the public schools of Arizona, California and other states,

and will entitle them to at least one year's credit on a university or college course.

Time of Admission—Students will find it greatly to their advantage to enter the Normal School 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 give 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, in addition thereto must have completed some of the required professional units in a college or normal school and have had some experience in teaching in the public schools.

5. The diploma entitles the holder to teach in the public schools of Arizona during life without examination. They are also accredited in the State of California and in several other states.

Examinations and Reports—Students must attend such examinations as may be required during the year, but final grades are based upon both class standing and examination. Examinations are written or oral and are conducted by the instructors in charge of the several subjects. Examinations are held at irregular intervals, generally without notice and occupy only the length of the usual recitation period.

A student who satisfactorily completes a subject is assigned a grade of 75 or above. A student who is conditioned in a subject receives, for that work, a grade of

70, while a grade below 70 indicates failure and requires a repetition of the work in question.

A quarterly report is made to every student showing his standing in each subject studied, and a copy of this report is forwarded to the parent or guardian.

COURSE OF STUDY

Regulations of State Board—In conformity with the law requiring the normal schools of Arizona to maintain uniform courses of study to be approved by the State Board of Education, the following regulations were approved by said Board of Education:

1. The minimum length of the school year shall be thirty-eight (38) weeks, exclusive of summer school.

2. There shall be two regular courses of study leading to graduation for the purpose of securing a diploma to teach in the schools of this state.

(a) A minimum course of five years for graduates from the eighth grade of the public schools.

(b) A minimum course of two years for graduates from a four-years' high school course.

3. Students who are graduates from a four-years' high school course and in addition thereto have taken some professional work in a college, university or normal school, and who have one year's experience in teaching in the public schools, may receive credit on the two years' course, but in all such cases students will be required to take at least one year's work in residence before receiving a Normal diploma.

In order to simplify the arrangement and uniformity of the course the work is reduced to units. The term unit is used to denote a subject studied through one school year with five class exercises or periods per week, two laboratory periods to equal one class exercise. The school year is divided into two semesters, each of nineteen weeks. A recitation period is 45 minutes. A minimum of fifteen academic units and ten professional units is required for the Normal diploma, as follows:

UNITS FOR SECURING THE REGULAR NORMAL DIPLOMA

For the Five-Years' Course for Students Who Have Completed the Common Schools.

(a) English	3	}	Total Academic Units, 15.
Mathematics (Arithmetic, $\frac{1}{2}$; Algebra, $1\frac{1}{2}$; Geometry, 1) ..	3		
Science	2		
History and Civics	2		
Electives	5		

Electives include Languages, Home Economics, Agriculture, Manual Training, and Commercial Law.

(b) Psychology and Pedagogy.....	1	}	Total Professional Units, 10.
History and Philosophy of Education	1		
Practice Teaching	1		
Method	1		
Reviews—Arith., $\frac{1}{2}$; Gram., $\frac{1}{2}$; Geog., $\frac{1}{2}$; Read., $\frac{1}{2}$; Spell., $\frac{1}{2}$	2 $\frac{1}{2}$		
School Law and School Econ- omy	$\frac{1}{2}$		
Draw., 1; Music, 1	2		
Military Drill or Physical Cul- ture	1		

Total Units for Five Year Course 25

Based on the following data, the following courses are offered:

Course A. A five years professional course for graduates of the grammar school.

- Course B. A five years professional course for graduates of the grammar school, which includes the languages, (Latin, German and Spanish.)
- Course C. A two years professional course for graduates of a four years high school course.
- Course D. A four years academic course, for students who do not desire to prepare for teaching.

Special Courses in Art, Manual Training and Home Economics.

Students completing courses A, B, or C receive the regular Normal diploma which is granted for life and entitles the holder to teach without examination in the public schools of Arizona, California, Oregon, Washington, Montana, Idaho, Michigan, New York, and in fact, in any state in which credentials of any kind are accepted. As such diplomas represent four years academic and two years professional work, the holders are usually accredited with one years work on college and university courses.

Graduates from Course D receive a diploma equivalent to a high school diploma. This diploma represents four years (17 units) of high school work and admits the holder to Freshman standing in a college or university. This diploma does not entitle the holder to teach.

Graduates from the special courses, are granted diplomas which entitle the holder to teach the special subject for which the diploma is granted in any of the public schools of the state.

A candidate for any diploma must make his candidacy known not later than the beginning of that school year at the close of which he expects to graduate, and must at the same time state for what diploma he is a candidate.

Diplomas are awarded by the Normal Board of Education upon the recommendation of the faculty and no diploma will be awarded to any person until all the work prescribed by the course pursued by the student has been satisfactorily completed. The regular graduations occur in January and June, but the diplomas are awarded whenever the work of the course has been satisfactorily completed. Mid-year graduates are classified as members of the class of the following June.

COURSE A.

Five Year Professional Course for Grammar School Graduates.

First Semester	Hrs.	Second Semester	Hrs.
English (1) (Rhet. and Comp.)	5	English (1) (Rhet. and Comp.)	5
Library	5	Library	5
Algebra (1)	5	Algebra (1)	5
Biology (1)	5	Biology (2)	5
Reading and Methods of Study	5	Spelling and Word Analysis..	5
Drawing (1)	4	Drawing (1)	4
Manual Training (1) or Home Economics (1)	2	Manual Training (1) or Home Economics (1)	2

SECOND YEAR

English (2) (English Lit.)	5	English (2) (English Lit.)	5
Library	5	Library	5
Ancient History (1)	5	Ancient History (1)	5
Algebra (3)	5	Arithmetic (1)	5
Agriculture (1)	5	Agriculture (1)	5
Music (1)	4	Music (1)	4

THIRD YEAR

English (3) (American Lit.)	5	English (3) (American Lit.)	5
Library	5	Library	5
Geometry	5	Geometry	5
Physics (1)	5	Chemistry	5
Modern History (2)	5	U. S. History (3).....	5
Drawing (2)	2	Drawing (2)	2
Manual Training (2) or Home Economics (2)	3	Manual Training (2) or Home Economics (2)	3

JUNIOR YEAR

Physiography	5	Geography	5
Science of Government	5	Physiology	5
*English Grammar }	5	*English Grammar }	5
*Arithmetic }	5	*Arithmetic }	5
Psychology	5	Pedagogy	5
Music	2	Music	2
Drawing	2	Drawing	2
Writing	2	Writing	2

SENIOR YEAR

Methods	5	Methods (and Library	
Teaching	5	Methods)	5
Ethics	5	Teaching	5
*Commercial Law	1	History of Education	5
*School Law and School		*Commercial Law	1
Economy	4	*School Law and School	
Agriculture	2	Economy	4
English (5) (Special Eng.)....	3	Agriculture	2

One credit is given for Physical Training or Military Drill which are required throughout the course.

*Course repeated; half of class takes the work first semester, the other half, second semester.

 COURSE B.

**Five Year Professional Foreign Language Course for
Grammar School Graduates.**

FIRST YEAR

First Semester	Hrs.	Second Semester	Hrs.
Latin	5	Latin	5
English (Library)	5	English (Library)	5
Algebra	5	Algebra	5
Biology	5	Biology	5
Drawing	4	Drawing	4
Man. Trg. or Home Ec.....	2	Man. Trg. or Home Ec.....	2

SECOND YEAR

Latin or Spanish	5	Latin or Spanish	5
English (Library)	5	English (Library)	5
Algebra or Agriculture	5	Arithmetic	5
Ancient History	5	Ancient History	5
Music	4	Music	4

THIRD YEAR

Latin or Spanish	5	Latin or Spanish	5
English (Library)	5	English (Library)	5
Geometry	5	Geometry	5
Physics	5	Chemistry	5
Modern History	5	U. S. History	5
or		or	
Drawing	2	Drawing	2
Man. Trg. or Home Ec.....	3	Man. Trg. or Home Ec.....	3
} 5		} 5	

JUNIOR YEAR

Latin or German or Spanish	5	Latin or German or Spanish	5
*English (Library)	5	*English (Library)	5
Science of Government	5	Geography	5
Psychology	5	Pedagogy	5
Writing	2	Writing	2
Music	2	Music	2
*Arithmetic	5	*Arithmetic	5

SENIOR YEAR

German or Spanish	5	German or Spanish	5
Ethics	5	History of Education	5
Methods	5	Methods	5
Teaching	5	Teaching	5
*Com. Law and Sch. Ec.....	5	Agriculture	5
		*Com. Law and Sch. Ec.....	5

*Course repeated; half of class takes this work first semester, the other half the second semester.

No credit is given in any language for less than two full years work.

One credit is given for Physical Training or Military Drill when taken throughout the course.

COURSE C.

A Two Year Professional Course for Graduates of a Four Years High School Course

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology	5	Pedagogy	5
*Arithmetic }	5	*Arithmetic }	5
*English Grammar }	5	*English Grammar }	5
Spelling	5	Reading	5
Academic Elective	5	Geography	5
Music	2	Music	2
Drawing	2	Drawing	2
Writing	2	Writing	2

SENIOR YEAR

Methods	5	Methods	5
Teaching	5	Teaching	5
Ethics	5	History of Education	5
Agriculture	2	Agriculture	2
Music	2	Music	2
Drawing	2	Drawing	2
*Commercial Law	1	*Commercial Law	1
*School Law & School Ec....	4	*School Law & School Ec....	4

*Course repeated; half of class takes this work first semester, the other half the second semester.

(a) One credit allowed for Physical Training or Military Drill when taken throughout the course.

(b) A course in Language may be substituted for Reading and Spelling in the Junior year, and for Agriculture in the Senior year.

COURSE D

A Four Year Academic Course for Graduates of Grammar Schools.

A four year academic course, corresponding to the high school courses of the state, is offered to those students

who do not desire to teach, but who wish to prepare for entrance to college or university, or to supplement their grammar school education by a non-professional course.

For the Academic Diploma a student must have completed 17 units or credits, at least half of which must be taken in this school. Twenty-one and one-half units of work are offered in this school, which are acceptable for the Academic Diploma. Of the seventeen units required thirteen and one-half units are compulsory and the other three and one-half units are elective and may be selected from the remainder of the twenty-one and one-half units, chosen from any of the groups named below.

Groups

Units Offered	Units Required
2½ History	2
3½ English	3
3 Mathematics:	
Arithmetic	½ unit
Algebra	1½ unit
Geometry	1 unit
	2½
3½ Science:	
Biology	1 unit
Physics and Chemistry	1 unit
Physiology	½ unit
Physiography and Geography	1 unit
	2
5 Languages:	
Latin	2, 3, or 4 units
German	2 units
Spanish	2 units
	4
4 Vocational Subjects:	
Drawing	1 unit
Agriculture	1 unit
Music	1 unit
Manual Training	
or	
Home Economics	1 unit
21½	13½

SPECIAL COURSE IN ART

A Course in School Art for the Training of Departmental Teachers and Supervisors.

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology	5	Pedagogy	5
Drawing & Painting	5	Drawing & Painting II.....	5
Art History I	1	Art History II	1
Composition and Design I.....	5	Composition and Design II ...	5
Mechanical Drawing	4	Out Door Sketching I	1
Academic Elective	5	Art Crafts I	3
		Academic Elective	5

SENIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Methods and Teaching	5	Methods and Teaching	5
Art History III	1	Art History IV	1
Costume Design	1	Interior Decoration	4
Composition and Design I.....	5	Illustration	3
Drawing and Painting III	5	Drawing and Painting IV ...	5
Art Crafts II	5	Out Door Sketching II	2
Academic Elective	5	History of Education	5

For admission to this course, candidates must qualify under one of the following conditions:

- (a) Normal students must have completed the fifteen (15) units required in the first three years of any professional course, including the unit of drawing.
- (b) Graduates from a full four years academic course must come recommended by the principal of the High School for special training in art, and must submit samples of work in original design and drawing from objects or nature.
- (c) Other students with the required amount of academic training may be admitted to the course upon examination in drawing and design.

Students, completing this course, will be granted a special diploma to teach or supervise drawing in the public schools of the State.

SPECIAL COURSE IN MANUAL TRAINING

A Course in Industrial Art for the Training of Departmental Teachers and Supervisors.

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology	5	Pedagogy	5
Academic Elective	5	Academic Elective	5
Art History I	1	Art History II	1
Case and Cabinet Con.	5	Pattern Making	4
Turning & Lathe practice....	5	Modeling	1
Mechanical Drawing	4	Art Crafts I	3
		Applied Mechanical Draw.....	3
		Architectural Drafting	3

SENIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Method and Teaching	5	Method and Teaching	5
Academic Elective	5	History of Education	5
Art History III	1	Art History IV	1
Art Crafts II	5	Interior Decoration	4
Forging & Sheet Metal	5	Machine Shop Practice	6
Machine Design	4	Economics of Man. Train.....	1
		Shop Courses & Practices	3

For admission to this course, candidates must qualify under one of the following conditions:

- (a) Normal students must have completed the fifteen (15) units required in the first three years of any professional course, including the units of manual training and drawing.
- (b) Graduates from a full four years academic course must come recommended by the principal of the High School for special training in Industrial Art, and must submit working drawing of shop work executed.

- (c) Other students with the required amount of academic training may be admitted upon examination in shop practice and drawing.

Students completing this course will be granted a special diploma to teach or supervise Manual Training in the public schools of the State.

SPECIAL COURSE IN HOME ECONOMICS

A Course in Home Economics for the Training of Teachers.

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology	5	Pedagogy	5
Academic Elective	5	Geography or Acad. Elec.	5
Bacteriology	5	Physiology	5
Household Physics	5	Household Chemistry	5
Home Economics 3	5	Home Economics 4	5

SENIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Method and Teaching	5	Method and Teaching	5
Ethics or Acad. Elec.	5	History of Education	5
Home Economics 5	3	Home Economics 8.....	4
Home Economics 6	3	Home Economics 9.....	6
Home Economics 7	5	Home Economics 10	1
Composition and Design	3	Interior Decoration	4
Costume Design	1		

For admission to this course, candidates must qualify under one of the following conditions:

- (a) Normal students must have completed the fifteen (15) units required in the first three years of the Normal course leading to the professional courses, including the unit for home economics.
- (b) Graduates from a full four years' academic course must come recommended by special training in home eco-

nomics by the principal of the High School, and file with the home economics department a description of courses taken in home economics and grades received for the work, together with samples of the work done in High School.

- (c) Students not graduates of any high school, but who have had work equivalent to that required of students in (a) can be admitted to this course.

Students completing this course will be granted a special diploma to teach Home Economics in the public schools of the State.

Analysis of the Course of Study

Introduction—The primary aim of a Normal School is the training of teachers and this is made prominent throughout all the courses except the academic course. In each department the teacher not only teaches his class, but he discusses with the students the method of presentation and requires them to note his plan of work in all parts of the subject. Thus the teaching idea is made dominant in the minds of all Normal students from the beginning of the course by making every subject a study in method all the time. The relation between the professional and academic work is maintained during the Senior Year by the student teachers consulting frequently with the members of the Normal faculty who have charge of the subject which they are teaching in the Training School. The members of the Normal School faculty are also expected to prepare outlines of work for special lessons, and lectures pertaining to the methods of teaching their special subjects and present the same to the Senior Class.

AGRICULTURE

Mr. Griffing.

Agriculture is presented primarily from the educational standpoint. Not only are lines of work given to prepare every prospective teacher for teaching nature study and

agriculture, in the elementary schools, but special courses are offered to those who wish to specialize in agricultural work. Emphasis is placed on the practical rather than the theoretical or technical. To this end, work in the class room is supplemented by actual practice in the field and garden.

Agriculture 1. Elementary Agriculture. This course is designed to give a general survey of all phases of agriculture for the benefit of those who cannot make a more detailed study of the subject, and to furnish a foundation for the work of the teacher. Emphasis will be placed on fundamental principles as applied to local conditions. Some of the topics taken up will be as follows: Origin and kinds of soils, movements of soil moisture, the plant in its relation to the soil, tillage and cultivation, irrigation, drainage, water conservation, soil improvement, field crops, gardening, horticulture, farm stock, dairying and poultry. Each member of the class is required to make a garden and to take part in such activities about the field or campus as may have a special bearing upon the subject.

Literature: Hillard & Osterhout, *Agriculture for Schools on the Pacific Slope*, MacMillan Co., bulletins from U. S. and State; current literature.

Required for all second year students. Five periods per week throughout the year.

Agriculture 2. Animal Husbandry (a). A Study of the history and characteristics of the different types of horses, cattle, sheep, hogs and poultry will be taken up. The principles of stock judging will be given attention. In addition to the farm animals of the locality, the State Fair furnishes opportunity for a study of the different types and practice in judging them. The latter part of the course will be devoted to a survey of the principles of animal improvement.

Literature: Plumb, *Types of Farm Animals*, Ginn & Company; Craig, *Stock Judging*, Kenyon Printing Co., Des Moines, Ia.; Bulletins and current farm magazines.

Junior year, first semester, five times per week.

Agriculture 3. Animal Husbandry (b) The care, management and feeding of farm animals in a state of both

health and disease will be taken up in a general way. The symptoms and treatment of the most common animal diseases will be carefully studied. Examination of animals for unsoundness will be practiced by the members of the class. Animal nutrition will be studied briefly. The composition, palatability and other characteristics of various feeds will be taken up, together with their combination into economical and efficient rations for farm animals. Special attention will be given to dairying and poultry raising.

Literature: Jordan, Feeding of Animals, Macmillan Co.; Mayo, Diseases of Animals, Macmillan Co.; Wing, Milk and Its Products, Macmillan Co. Bulletins and current magazines.

Junior year, second semester, five times a week.

Agriculture 4. Agricultural Chemistry. This course is based upon previous work in chemistry and consists of the practical application of chemistry to the various phases of agricultural work. The composition of plant and animal bodies; the reactions in plant and animal life processes; the composition of feeds and their relation to the needs of the animal body; the chemistry of soils, of fertilizers and of alkalies; and the chemistry of dairying are some of the subjects taken up.

Literature: Snyder, Chemistry of Plant and Animal Life, Orange Judd Co.; Henry, Feeds and Feeding, published by author, Madison, Wisconsin. Bulletins from U. S. and State.

Junior year, first semester, five times a week.

Agriculture 5. Horticulture. Two lines of work are taken up in this course, vegetable growing and the study of the production of fruits. The truck crops best adapted to Arizona climates are studied carefully in their relation to school gardening. Fruits adapted to this climate are given special attention, and actual practice is given in grafting, budding, setting young trees, pruning and spraying.

Literature: Wickson, California Fruits and How to Grow Them, Pacific Rural Press, San Francisco; and California Vegetables, by the same author. Bulletins and current magazines.

Senior year, first semester, five times a week.

Agriculture 6. Agricultural Education. This course presents methods of teaching elementary agriculture. During the first part of the year, a review will be made of the fundamental principles of elementary agriculture similar to the work outlined in Agriculture 1. This work will be supplemented with actual practice in making school gardens. Attention will be given to the performance of simple laboratory exercises that can be performed in any school room. The management of school gardens, the directions of field trips and observations, the collection of specimens of local weeds, insects, plant diseases and other material for use in the school room will be taken up. Special attention will be given to the study of recent movements in agricultural education, community work, the organization of boys' and girls' clubs and the specific agricultural problems of Arizona. The work in the class room will be supplemented by actual practice in teaching the grades of the training school.

Literature: Parson, School Gardens, Sturgis & Walton; Hemenway, How to Make a School Garden, Doubleday, Page & Co.; Warren, Elements of Agriculture, Macmillan Company; Hilgard & Osterhout, Agriculture for Schools on the Pacific Slope, Macmillan Company; Davis, Rural School Agriculture, Orange Judd Co.; Bulletins and current literature.

Required for all seniors in the professional course, twice a week throughout the year.

Agriculture 7. Agronomy. In this course an intensive study is made of soils in both the field and laboratory. Fertilizers, crop rotations, irrigation, drainage, and dry farming are taken up in detail. In the last part of the course each one of the field crops is studied in turn with special emphasis upon crops grown in Arizona. Plant diseases are given careful consideration.

Literature: Burkett, Soils, Orange Judd Co.; Wilson and Warburton, Field Crops; current literature; bulletins from the State and U. S.

Junior year, second semester, five times a week.

ART DEPARTMENT

Mr . Anderson; Miss Avakian

The aim here is two-fold: First, to develop in the student the power to know and the ability to express, in the several media, facts of form; to familiarize him with the science and art of color in producing relations of harmony; to train in the appreciation of good composition and design so that art and industry may be brought into close relationship. Second, to qualify graduates to act as teachers or supervisors of drawing and of art education.

This department is liberally supplied with all the material and apparatus necessary for the class room, such as drawing and modeling stands, easels, color wheels, charts, lockers, still-life models, drawing papers, casts, potter's wheels, kilns, books of reference, etc. Aside from two large drawing rooms, we have one for clay modeling and one for firing, glazing and casting. The exercises in clay modeling include work from plant and animal life, the making of tiles and pottery, modeling from cast, illustrative topics from the human figure, the production of designs for useful objects, use of potters wheel, glazing of pottery, care and use of kiln.

Drawing 1.—This embraces brush practice, elementary perspective, type-forms and objects based upon these, nature drawing in pencil, colored crayons, charcoal and water colors, blackboard practice, elements of design with application in problems for construction, plant and animal motives in designs, the making of scales in the study of color values, practice in the laying of flat washes, elements of mechanical drawing, memory drawing, exercises in clay modeling, lettering, Egyptian art.

First year, four times a week.

Drawing 2.—Work of this course includes study in light and shade, pen-and-ink drawing, charcoal from cast, pose drawing for poster effects, illustration, wash drawing, perspective, pencil technique, out-door sketching, mechanical drawing to give knowledge of conventions and methods of drafting, applied design, adapting subject-matter to dif-

ferent shapes in the problems of decoration, lettering, clay modeling, Greek art.

Third year, two times a week, prerequisite, Drawing 1.

For High School Graduates: Drawing 1. The topics in drawing for this course will be selected from those of the first and third years and the work adapted to the needs and ability of the class.

Junior year, two times a week.

Drawing 2. This work will include brush practice, pencil and crayon study, exercises in water colors, freehand perspective composition, applied design, illustrative drawing, blackboard practice, study of pictures and masterpieces of art, lettering, clay modeling, method and practice in the teaching of drawing and the making of outlines of work for the first eight grades.

Senior year, two times a week.

For the Training of Department Teachers of Drawing and Art.—A special two-year course is offered in drawing and art to cover the Junior and Senior years. In this course fifteen hours a week, in each year, will be devoted to departmental work and ten hours to academic and professional work.

The outline given, embraces topics covering the field of industrial art from both the historical and practical sides.

Composition and design includes practice in the most effective ways of filling different spaces or areas with plant, animal, and abstract motifs. It also deals with fine arrangements of light and dark and color harmonies, together with the proper adaptation of design to the object for which it is intended.

Art crafts offer such work as: cardboard construction, stenciling, wood block printing, bookbinding, leather modeling, steel, copper and brass work, clay modeling, pottery, etc. Costume designing aims to train in the application of color and good taste to the designing of costumes with reference to refinement of line, proportion, and harmony. Interior decoration deals with constructive home design,

house decorations, color combinations, finishes of walls, stenciling, etc.

Drawing and painting includes: drawing from still life, plant, animal, landscape, and the human figure; painting in water colors and in oils. Among the topics in mechanical drawing will be the different projections, development of patterns and working drawings, mechanical perspectives, etc.

BIOLOGY

Mr. Beckwith.

The department of Biology and the museum will occupy the entire second floor of the Science Building. The former consists of a large lecture and recitation room arranged in amphitheatre style, a laboratory for bacteriology, and a large general laboratory for biology and physiology.

The department has enough of the best equipment to conduct laboratory courses that are thorough and practical. Compound microscopes, dissecting microscopes, two paraffine baths, a water bath, microtome, a cellular incubator, an auto clave, steam sterilizer, hot air sterilizer, and an ample supply of glassware are among the list of articles in the equipment.

The purpose of the work conducted in this department is to give thorough instruction in a limited number of courses, instruction which will enable students who have completed the work to have a fair conception of zoology, botany, physiology and bacteriology.

General Biology—First year. Five hours a week. Required of all students not presenting entrance credits in biology. Textbook: Hunter, *A Civic Biology*, American Book Company, \$1.25.

This course, which is the first science taught in the Tempe Normal School, endeavors to teach students to solve problems and to think logically in so doing. It is, therefore, intended as a basis on which to build more advanced courses in science.

The subject matter is equally distributed between the plant and animal kingdoms. Some of the fundamental principles of biology are emphasized and an effort made to apply them to the life of the individual. Experimental demonstrations by the instructor and laboratory work by students make the work interesting and concrete.

Bacteriology—Junior year, first semester. Required of all students taking professional work in Domestic Science or Agriculture. Laboratory work and recitations amounting to five hours each week.

This course endeavors to furnish students with practical information concerning bacteria, yeasts, and molds. Instruction will be given in the structure, growth and culture of micro-organisms. Each student will learn to use the high powers of the microscope and will be given opportunity to prepare permanent mounts of certain non-pathogenic bacteria, yeasts, and molds.

Such questions as sterilization, preservation of foods, fermentation, chemical synthesis brought about by micro-organisms and micro-organisms in their relation to health will be emphasized.

Textbooks: Buchanan and Buchanan, Household Bacteriology, Macmillan Co., \$2.25; V. A. Moore, Laboratory Directions for Beginners in Bacteriology, Ginn & Co., \$1.00

Physiology—The general idea of life processes which the student has acquired in the course in biology are better 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 demonstrations. 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 in the physiological laboratory throughout the course, and an especial effort is made to bring out the importance of sanitary living. Diet, exercise, bacteria, parasites, and other factors of health

are given an ample place in the course. Each student is required to prepare and present to the class a report on some of the more common diseases, including their cause, symptoms, methods of treatment, and relation to the life of the community. The course as given not only gives to each student some valuable information which all of us should possess but also affords prospective teachers a practical knowledge of physiology sufficient for the needs of the public school teacher of physiology and hygiene.

Textbook: Hough and Sedgwick, *The Human Mechanism*, price \$2.25, Ginn & Co.

The course continues through the second semester. Junior year. Credit, 5 hours.

COMMERCIAL LAW

Mr. Anderson

Commercial Law—The aim in this subject is to acquaint the student with the laws governing the common transactions of business life so he may be able readily to use these facts in a practical manner. Aside from this view of the subject, the reasoning faculties are brought sharply into operation. In the several topics, good opportunity is offered for logical thought in discussion and for precise expression in the framing of definitions. After each topic comes the review, which includes the citation of different cases with the decisions of the several judges in these cases, and this is followed by practical problems. The principal topics presented are: contracts, sales of personal property, negotiable instruments, bailments, agency, partnership, corporations, insurance, credit and loans, real property, pleading and practice.

Senior year, one semester, once a week.

Text book: D. C. Gano, *Commercial Law*, American Book Company.

EARTH SCIENCE

Mr. Schaeffer

Physiography—The relation of the earth to the other bodies in space is briefly discussed, particularly with reference to the change of seasons and its climatic effect. This is followed by a discussion of the plan of the earth and its broad general features in their relation to world economy. This leads to the study of the physiographic processes supplemented by special studies of selected typical regions through the medium of the government topographic maps, of which the school keeps a large and well assorted stock. Field trips are employed for the study of local features and for the better illustration of processes. In connection with the study of climate the students are taught to make and record daily observations of the chief elements of the weather. For this purpose the laboratory is equipped with a full set of standard thermometers, barometers, wind vane, and anemometer. The Phoenix weather map is received daily and is used in connection with this work. The equipment includes a representative collection of rocks and minerals and the necessary wall maps, charts, relief maps, sand table, thermograph, barograph, and a large and growing collection of lantern slides illustrating topographic forms. Junior year, first semester, five times a week. Text-book, Dryer's High School Geography.

Geography—This course forms a continuation of the first semester's work in physiography. The relations of the earth to man are brought out in brief treatment of economic geography. This is followed by a course in regional geography in which the division of the earth into natural provinces is emphasized in order that the student may have a broad comprehension of the earth as a whole and thus obtain a clear understanding of the relation of one region to another. Type regions are studied in detail, the students learning to present the various facts of geography by the construction of maps, curves, diagrams and other forms of graphic expression. Note-book work is required, and each member of the class is required to write a thesis of some extent upon some topic which requires the application of the principles studied. This course af-

fords an opportunity for a general review of the subject preparatory to teaching. For this reason the student's attention is constantly directed toward methods of presentation, and devices for illustration are discussed. Junior year, second semester, five times a week. Text-book, Dryer's High School Geography.

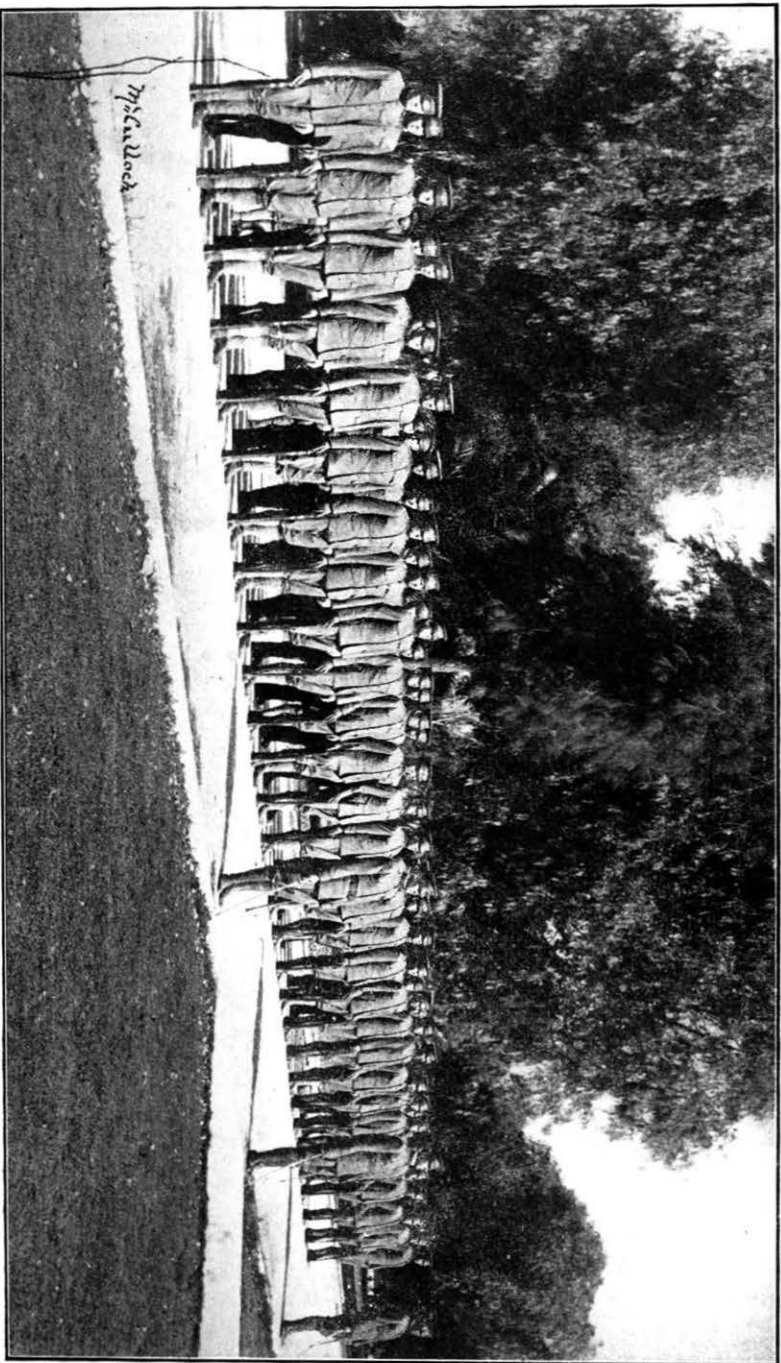
ENGLISH

Mr. Felton; Miss Pilcher.

Instruction in English aims to secure a knowledge of correct forms of expression, an appreciation of good literature, and ease and facility in expressing thought in oral and written forms. To accomplish these ends courses are given in word analysis, grammar and analysis, rhetoric, composition, theme writing, reading and literature. The work done in these courses is based on the requirements for college and university entrance as outlined by the American Board of College Entrance.

English 2. English Literature and Composition—Second year, first and second semester. This course has three main purposes: first, to give a general view of the origin and growth of English literature; second, to develop in the student an appreciation of the best literature of the different periods by a thoughtful interpretation of selections from each, and by collateral readings from which reports are made; third, to exercise the student in collecting, arranging and presenting material in the form of well written papers. Selections from Chaucer, Bacon, Shakespeare, Milton, Pope, Goldsmith, Burns, Carlyle and Tennyson are read and discussed in class. Instruction in the use of the library is given. Textbook: Painter's English Literature, Benj. H. Sanborn & Co., \$1.25.

English 3. American Literature—Third year, first and second semesters. Appreciation and enjoyment of the best that has been written by American authors, together with a thorough comprehension of the place of literature in the life and thought of the nation, is the aim of this course. The characters of the individual authors, particularly of the New England group, are studied. Collateral readings and instruction in the use of the library are required. Last year the following classics were read: Emerson, Selected Essays; Poe and Irving, Short Stories. Besides these general studies, the individual students select novels by the



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SENIOR CLASS 1915.



FRONT DRIVEWAY

best of American fiction writers, read them carefully, and make oral and written reports upon them in class. Composition, based upon phases of literary development, and upon the classics read, is required throughout the year. Text books: Howe's American Literature, D. C. Heath & Co.; The Chief American Poets, Houghton, Mifflin & Co., \$1.75.

English. Grammar and Methods—One semester, junior year. First or second semester. This course aims at the complete mastery of English sentence structure, and the essentials of English etymology. Drills in parsing and analysis are required. The variant terminology of English grammars in common use is compared and tabulated, and methods of teaching the subject in a plain, logical manner are presented. Each student uses a selected text and a general comparison of authorities is made.

English 5. Special English—Senior year, first semester. The class recites three times a week, being devoted largely to the acquirement of ease and finish in discourse, both spoken and written. Written composition is practiced throughout the semester. Themes are carefully read and corrected, individual attention being given to each student's needs. A high standard of excellence in composition is demanded.

English 1. Rhetoric and Composition—First year. The aim of this course is to give the students power to write simple and clear, correct, forcible English. Theme writing is required from the first. In order that a suitable freedom of expression may be developed most of the themes are based upon personal experience and observation. High standards in clearness, correctness and force are rigidly required. Some attention is devoted to the technical side of rhetoric. Exercises for the improvement of dictation, unity and coherence, together with the principles governing their application, are supplemented with the regular theme requirements. Narration, with special observation of plot and orderly sequence, is studied. Description, exposition and very simple argumentative discourse follow the study of narrative. All papers are discussed and corrected in class or by individual consultation with the instructor. Selections from our best modern prose writers are studied as models for the study of imagery, plot and character delineation.

Wooley's Hand Book of Composition, D. C. Heath & Co. 70 cents; Clippinger's English Composition, Silver Burdette & Co., \$1.00, are used as text-books.

Spelling and Word Analysis—As words are of no use to us any further than they are understood, the study of spelling and word analysis is a preparation for work in every subject. The purpose of the course is two-fold: to teach written spelling and to enlarge the student's vocabulary. Words selected for study in this course will come from two sources: words misspelled in the themes written by the class in their rhetoric and composition, and words which are to be studied with regard to their analysis and use. As a preparation for this work phonetics, interpretation and diacritical marks as used in Webster's Dictionary and syllabification will be studied. The words chosen for analysis will be those that are, or ought to be, in the student's vocabulary. By frequent contests and by dictated exercises in which the commonly misspelled words will often occur, the correct spelling of these words will be fixed in the memory not only as isolated words but as they occur in sentences. Required of first year students.

The work in advanced word analysis and composition demands five hours a week during the last semester of the Junior year. The subject is also required of students who enter the Normal School as graduates of a high school, and is considered a part of the professional course. In the Junior year the work is discussed before the class in order to give practical illustrations of the methods of teaching spelling and word analysis in the public school. Text-books: Webster's Academic Dictionary, American Book Company, \$1.50.

GERMAN

Miss Salmans

The course in German is provided to fill the needs of those students who wish to pursue more advanced work after leaving the normal. Two years of German are accepted as two units by the leading universities of the United States. The two years' course is elective in the Junior and Senior years.

Elementary German—Essentials of grammar, reading and conversation. Special drill in pronunciation, conducted mainly in German. The syntax and idioms are acquired by repeated exercises and dictation. Text-books: Becker-Rhoades, *Elements of German*, Scott, Foresman & Co.; Hempl, *Easiest German Reading*, Ginn & Co.; Martini, *First German Reader*, Ginn & Co.; Zschokke, *Der Zerbrochene Krug*, American Book Co.

Advanced German—Constant review of grammar, composition and sight reading. German is the language of the class.

Text-books: Ball, *German Drill Book*, D. C. Heath & Co.; Storm, *Immensee*, Chas. E. Merrill Co.; Allen, *First German Composition*, H. Holt & Co.; Hillern, *Hoher als die Kirche*, Chas. E. Merrill Co.; Freytag, *Die Journalisten*.

HISTORY AND CIVICS

Mr. Murdock

In the courses here offered an attempt is made to train the student to discriminate the important from the less important and thus to be able to comprehend the significance of periods and movements, the material being gathered from all available sources. A careful selection of what is considered essential is made and thus time is obtained for the intensive study of particular epochs. In this way the student is introduced to newer methods and acquires more freedom in the use of materials. The correlation of history with literature is made by reading from the classics, both poetry and prose; with geography by the study of physical features, of climatic conditions and of material resources or regions as conditions of environment and hence vital factors in the making of history. The library is well equipped for all the sources and especially for the study of the history and government of the United States. Many periodicals relative to this department are on file in the magazine room.

Course 1. Ancient History. Second year. Text: *Outline of European History, Part 1*, Robinson and Breasted (Ginn, \$1.50) *Supplementary Reading*, Davis's *Greece and Rome*.

Course 2. American History. Third year. Second semester. Text: American History, Muzzey (Ginn, \$1.50). Supplementary Reading. Epoch Series; Elson, American Statesmen Series.

Course 3. Civil Government. Third year. Second Semester. Text: Government and Politics in the United States, Guitteau (Houghton Mifflin, \$1.00). Supplementary Reading: Bryce's and Beard's Works on Government. Readings from Beard, Kaye and Reinsch.

Course 4. Modern History. Junior year. First Semester. Text: Outlines of European History, Part II., Robinson and Beard (Ginn, \$1.50). Supplementary Reading: Green's, A Short History of England, Andrew's and Myer's texts.

HOME ECONOMICS

Miss Francis; Miss Stewart

The aim of the department of Home Economics is to give training in subjects which pertain to the "economic, sanitary and aesthetic aspects of food, clothing and shelter, as connected with their selection, preparation and use by the family in the home or by other groups of people."

There are two courses offered in home economics, one required of students in the first and third years, the other a specializing course for training teachers in those branches of home economics usually taught in grammar schools. A certificate is granted upon the satisfactory completion of this course.

COURSE I.

Home Economics. Clothing and Shelter

A. Prerequisite. Clothing as given in the 6th, 7th and 8th grammar grades, or its equivalent.

Textiles—A brief course in textiles is given during the first quarter of the year, to give the students a knowledge of the major textile fibers and materials such as all intelligent purchasers of textile materials should possess.

Clothing—Students purchase their own materials and are given work in the adjustment and use of commercial patterns, drafting patterns to their own measures, the fitting and making of garments, chiefly by machine. Where possible, work in ornamental stitches is given, and one hand made article, such as a bag or table runner, is made and a suitable design worked out in cross stitch or other embroidery.

Shelter—A few lessons at the end of the year are given to the study of the house, touching chiefly upon sanitation, furnishing and care.

B. For those who have had no previous work in school. The course is changed to meet the needs of the students but in general is as follows:

Textiles—The same as A.

Clothing—Work in garment making, similar to A, but less difficult, and with more hand sewing provided; also repair work.

Shelter—When time permits, the work will be given as to the A Cass. First year; two periods.

Text: Kinne & Cooley, Shelter and Clothing, Macmillan, \$1.10.

Home Economics. Food.

A. Prerequisite. Food as studied in the 7th and 8th grammar grades.

Foods—Laboratory experiments with the food stuffs giving the students a working knowledge of the principles of food cookery, followed by cooking several foods of each class. Source, composition and cost of foods, digestion and assimilation, dietaries, marketing, serving meals, laundry work and household management.

B. For those who have had no previous work in school. The work is similar to that in A, the chief difference being in the larger number of foods cooked and in the selection of those foods.

Third year; three periods.

Text: Kinne & Cooley, Foods and Household Management, Macmillan, \$1.10.

COURSE II.

A course in home economics for the training of teachers. See page for the outline of the entire course.

Prerequisite. Home economics 1 and 2, chemistry, physics and general subjects for entrance to the junior year

Home Economics 3. Junior year, first semester, 5 hours.

Textiles—First quarter.

History, development, source, production, commerce, manufacturing, uses, examination and identification of textile fibers and materials. Adulterations, hygiene and selection of materials, an introduction to textile chemistry, economic and sociological aspects of the textile industry.

Text: Woolman & McGowan, Textiles, Macmillan, \$2.00, supplemented by a well selected list of reference works.

Clothing—Second quarter. The making of all hand stitches, machine work with the use of attachments, both applied to the construction of wearing apparel and other useful articles. Sewing methods and courses of study.

Home Economics 4. Junior year, second semester, 5 hours.

Foods—Principles of food cookery through laboratory experiments with the foodstuffs, followed by detailed work in the preparation of foods. Methods in teaching foods and courses of study.

Text: Wardall & White, A Study of Foods, Ginn & Co., 70 cents.

Home Economics 5. Senior year, first semester, 3 hours.

Foods—Prerequisite—Home Economics 4. Preservation of foods, composition, nutritive value, digestion and use of foods. Selection and cost. Diets, planning menus.

Home Economics 6. Senior year, first semester, 3 hours.

Clothing—Prerequisite—Home Economics 3. Drafting, making and adjusting of simple patterns. Fitting in paper cambric. The making of one tailored shirt waist.

Home Economics 7. Senior year, first semester, 5 hours.

Shelter and Household Management—The house, wastes, plumbing, relation of air to life, heating, lighting, furnishing and care. Economics of the household, care of children, home nursing and emergencies. Laundry work.

Home Economics 8. Senior year, second semester, 4 hours.

Foods—Prerequisite—Home Economics 5. Continuation of Home Economics 5. Dietaries, planning meals, marketing, preparing and serving meals. The relation of food to the income. Food production, distribution, standards, laws. Diet in infancy and disease. Special problems.

Home Economics 9. Senior year, second semester, 6 hours.

Prerequisite—Home economics 6.

Clothing—The application of color and design to clothing and house furnishings. Special problems. The making of a dress for graduation.

Home Economics 10. Senior year, second semester, 1 hour.

School Administration—The relation of the special teacher to the school. School equipments, supplies, etc.

Note: For detailed description of courses in bacteriology, household physics and chemistry, see the Science Department, pp 29 and 52. For costume design, composition and design, and interior decoration, see the Art Department, pp. 26 27.

The work in methods will be given by the Home Economics Department with the exception of methods in drawing which will be taken with the general method class. Each student will be required to teach grammar grade classes in foods and clothing.

All students registered for courses in foods must wear as a uniform, simple wash dresses, white aprons, white cap, holder and hand towel. Upon request detailed information will be sent descriptive of these articles. Students may get directions for making on arrival at school. Lockers are provided; the deposit of 50 cents is refunded upon the return of the key.

LATIN

Mr. Hall

The course in Latin begins the first year and extends over the first four years of the Normal course. Each of the four classes recites five periods a week for forty weeks each year, making 200 hours. The department is well equipped with a full set of Kiepert's wall maps and illustrative photogravures. The school library contains all the latest and most authoritative works of reference on classical antiquities in general, including history, geography, Roman life, topography, art, archaeology, and literature. The reading room receives all the principal journals and magazines devoted to the classics. In fine, the equipment of the Latin department is one of the best in the southwest.

The course in Latin provides for two classes of students: the Normal student proper, who is preparing to teach in the public school system, receives a broader training, becomes a better master of English, and does better work as a teacher; secondly, the academic student is better prepared to enter college having four units to his credit of sixteen generally required for admission to the universities of Arizona and California.

In conformity with the report of the Commission on College-Entrance Requirements in Latin appointed by the American Philological Association, the amount and range of the reading required in this course for the full four years' work in Latin shall not be less in amount than Caesar, **Gallic War I-IV**; Cicero, **Orations against Catiline, for the Manilian Law, and for Archias**; Vergil, **Aeneid I-IV**. But in range this amount or its equivalent may be selected from the following authors and works; Caesar, **Gallic War and Civil War**, and Nepos, **Lives**, Cicero, **Orations, Letters and**

De Senectute and Sallust, **Catiline** and **Jugurthine War**; Vergil, **Bucolics**, **Georgics**, and **Aeneid**, and Ovid, **Metamorphoses**, **Fasti** and **Tristia**; **Provided** always that this selection shall include the following as Prescribed Reading: Cicero, for the **Manilian Law** and for **Archias**; Vergil **Aeneid i-ii** and either **iv** or **vi**.

The course is outlined as follows for 1915-1916:

Introductory—Pronunciation, syllabification, and inflection with constant drills and reviews and involving oral and written practice in the simple rules of syntax, with reading and dictation to train the ear as well as the eye, accomplishes the aim of the first year—to prepare thoroughly for second year work by the complete mastery of the fundamentals in form and expression. Considerable English grammar is reviewed and developed.

Caesar—Gunnison and Harley, **Caesar's Gallic War**, Silver, Burdett & Co., is the only text used for the second year work. Three recitations a week throughout the year in Caesar and two in grammar and composition cover this course. The courses of these two years count for two units in all accrediting colleges.

Cicero—Harkness, Kirkland and Williams, Cicero's **Nine Orations**, American Book Company. The orations against **Catiline**, the orations for **Archias** and for the **Manilian Law**; also, if time permits, either for **Marcellus**, for **Ligarius**, and the **Fourteenth Phillipic**, or Merivale's **Sallust's Catiline**, the Macmillan Company. The class recites in Cicero four times a week throughout the year.

Vergil—Greenough and Kittredge, **Aeneid**, Ginn & Co., Book i-vi will be read in the Junior year. The class recites in Vergil four times a week throughout the year. Subject-matter, literary and historical allusions and prosody as well as ability to translate will be demanded in all authors read.

Grammar and Composition—Every student in the Cicero and Vergil classes must have the following books: Nutting, **Advanced Latin Composition**, Allyn and Bacon; Allen & Greenough's **New Latin Grammar**, Ginn & Co.; Brown, **Latin World List**, Ginn & Co. A thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose auth-

ors read in school, with ability to use this knowledge in writing simple Latin prose, will be rigidly required of each student upon the completion of the four years' work in Latin. Third Years and Juniors recite once a week throughout the year upon this work.

MATHEMATICS

Mr. Frizzell; Mr. Schaeffer

Mathematics should form an important part of the course of study in a Normal School, for the logical product of such school is teachers of children, teachers who are to go into village and country and train children to become useful and competent citizens.

Since all persons should have legitimate and lucrative occupation, and since the science of mathematics is fundamental in all business calculation and in constructive work, it is readily seen that a careful study of this science is necessary to an adequate training for the duties incident to life. In the Tempe Normal School the effort is made to train the student in the manner that will best fit him for work as teacher and at the same time give him a comprehensive and thorough knowledge of the subject.

The course is presented under three heads, namely Arithmetic, Algebra and Geometry.

Arithmetic 1. Arithmetic is presented the second semester of the second year and also the first semester of the Junior year.

In the second year the endeavor is made to make a thorough study of the subject. Exhaustive drills are given in the fundamental operations, in fractions, decimals, proportion, etc.

Text-book: Silver Burdette Arithmetic, Third Book, Silver Burdette Co., Chicago, Ill., list price 45 cents.

Arithmetic 2. During the Junior year exhaustive review and drill of arithmetical principles are given. The subject is presented from the teacher's standpoint and involves methods of presentation to children of the gram-

mar grades. The subject is pursued for one semester and may be taken either semester of the school year.

Text book: Stone Millis, Secondary Arithmetic, Benj. H. Sanborn, Chicago, Ill., list price 60 cents.

Algebra—The work in Algebra is given during the first year and the first half of the second year.

Algebra work is based on the work previously done by the student in the grammar school grades. Beginning with concrete examples and simple operations, students are led to develop and comprehend abstract and general truths.

Special attention is given to addition, subtraction, multiplication and division. Also a close study is made of fractions, the equation as a means for the solution of problems, simultaneous equations, proportion, quadratics, logarithms, etc. The subject is treated in a simple and careful manner so that a student who has mastered grammar school arithmetic can do the work in algebra in a satisfactory manner.

Text book: Hawkes Luby Touton, Second Year Algebra, Ginn & Co., Chicago, list price, \$1.25.

Geometry—Geometry is offered in the third year of the course. In this subject the student is led to make close examination of conditions as set forth in the proposition that he may have a clear understanding of the hypothesis. This fastens upon him a habit of close observation and prepares him to view conditions in the proper light. The aim also is to give the student a thorough drill in reasoning processes and to develop the habit of demanding sufficient evidence before drawing conclusions.

Text-book: Wentworth's Geometry, Ginn & Co., Chicago, list price \$1.30.

MANUAL TRAINING

Mr. Clark

The Industrial Arts department is housed in a well-equipped building designed especially for these lines of work wherein the fundamental courses of industrial and art work

will be presented. The method of handling this work has been changed materially to meet the necessities and demands of regular and special students. In the manual training departments, shops are equipped for bench, wood work, joinery, mill work, cabinet construction, wood turning, pattern making, sheet metal work, forging, foundry, machine shop with minor allied branches. Throughout the courses mechanical drawing, shop drafting and designing will be correlated.

The courses offered aim: first, to encourage and stimulate self reliance, invention, neatness, proportion, harmony and accuracy; second, to make competent independent workmen capable of designing, making or repairing in house or furniture construction; third, to teach estimation of values and effects; fourth, to instruct special teachers to prepare and plan courses of study and their presentation to the end that they may become competent to teach these subjects.

Two courses are offered, Academic and Professional, besides instruction in the four upper grades in the training school. The Academic course is prescribed for the first and third years of the Normal for regular students. The problems designated aim to embody such principles of construction and finish as are within the scope of the student's ability in the grade or year to which the problems are assigned. All discussions are built upon the material, construction, and finish of these problems. Substitute projects may be offered provided the same principles are embodied.

Training School Course.

The training school pupils are taught, by means of a series of problems, the basic ideas in preparing wood for use in construction. Through the problems come talks on wood and tool manipulation. None but work well done will be accepted. Incorrect habits of workmanship are noted, that the pupil may not find himself under the necessity of unlearning errors of thinking and working. No class is required to execute all of the constructions in a certain year, nor will any pupil be limited by anything except his manifest ability. The problems are made from drawings and pupils are required to understand and read same upon the completion of the eighth grade, together

with training to execute drawing of simple constructions. Classification of problems by grades is as follows: Fifth grade, bread board, pen tray, key-rack, blotter-pad, tooth brush holder; sixth grade, towel roller, spool holder, foot stool, book-rack, hexagonal tray, cutting board or grocery list; seventh grade, wall pocket, candlestick holder, coat hanger, broom holder, book trough, hat rack, taboret, square stool; eighth grade, towel rack, taboret, plate rack, picture frame, square table, carved trays, lamp stand, chair. Each grade, thirty-six weeks. Two periods per week.

Academic Course

Manual Training 1 and 2.—This course will be pursued through the medium of woodworking. It allows considerable latitude as to specific articles but insists upon certain essentials of good construction being executed, such as haunched mortise and tenon, half lap, half lap mitre, dovetail, framing and paneling joints. The pupils make such problems as the following: Knife box, taboret, center table, library table, settee, Roman chair, lamp stand, hall tree, buffet, framing truss, and rafter cutting. The problems are made the foundation for discussion of woods; their growth as related to construction uses; the making and application of practical finishes and wood preservatives. While the theoretical and educational values are not lost sight of, the trade or practical side of the shop work is kept largely in mind, that the young men who elect the work may be fitted in a great measure for positions in the trades. This side is made a feature because those pursuing this course will probably not become teachers. Some wish to fit themselves for the more skilled positions in the various industrial fields. Drawing will be emphasized and a special advanced drawing course offered. Text: King's Series. Two periods per week. First and third years.

Professional Course

Manual Training 3.—Those who elect this course pursue the academic course in the first and third years. In the junior year they take up additional and special lines with the theoretical and educational side largely in mind. Those who prepare for professional work receive special instruction and lectures upon the scope and intent of this branch of public school work. Orthographic isometric

and cabinet projection are required. Working drawings, tracings and blue prints are made and experience and preparation required of the pupils. Students electing this course must finish a series of problems to cover a course for teaching in the various lines offered. The completion of this work will certify them for positions in manual training or enable them to embody the courses in the general school work. By years the following work will be offered. Pre requisite Manual Training 1 and 2, two hours per week.

Wood Shop 1A.—Case and Cabinet construction, study of design, ornamentation, screens, finishes and values. Junior year, first semester, five hours per week.

Work Shop 1B.—Turning will comprise study of lathe, lathe tools, jigs, woods for turning, action of wood fiber in turning, turning between centers, checking, face plate turning, building up stock, etc. Drawing required. Junior year, first semester, five hours per week.

Drawing 1C.—Mechanical drawing involving the elementary principles of geometrical drawing will be given, followed by the principles of projection work supplemented by lectures on art history. Junior year, first semester, five hours per week.

Pattern Shop 2A.—Patternmaking. This work will involve the study of cores, core prints, draft, vent, allowance for shrinkage and finish, building up stock, making core boxes, etc. Enough molding will be given to give an understanding of the relation of the pattern to the casting. Each student will make a mold in sand and run off casting, all work to be accompanied by drawings. Junior year, second semester, five hours per week.

Drafting Work 2B.—Architectural drafting and applied mechanical drawing will be treated in its relation to general shop and trade practices. Problems will be executed illustrative of the work in hand in the shops. A field study will be embodied in the course to give discernment of these lines. Junior year, second semester, six hours per week.

Craftsman Work 2C.—Clay modeling, textile work, basketry and card board work will be taken up in the

relation it holds to the lower grades, and its purposes and values in the school courses. A number of finished projects will be required in each line. Junior year, second semester, three hours per week.

Forging and Sheet Metal 3A.—This course covers building and care of fires, position at anvil and forge, proper handling of tools, care and equipment of room. Suggestive problems in elementary forging are here noted.

Drawing exercises in manipulation of iron; round stock to square and square to round, making bent rings, hammock hooks, staples, gate hook, eye bolt, square head bolt, welding exercise, fagot, ring hook, flat washer, eye drilling, and assembling. The acquiring of skill in manipulation of iron and steel and handling of tools is necessary but ability to teach others is equally important to the teacher. Time is given to the development of methods of teaching forging, planning courses, relation of problems in regard to tool processes and applications. Demonstrations are given and notes taken. Papers submitted on tool and metal industries. Sheet metal work will be added as supplementary work or offered as substitute work for full credit which will comprise hammering, sheet metal, laying out and building up forms and designs, spinning, burnishing, making of ornamental trimmings. Study of history of sheet metal work. Drawing and designing required. Senior year, first semester, five hours per week.

Machine Design 3B.—This course will comprise a series of problems in machine drawing with a study of mechanical principles and details. Senior year, first semester, four hours per week.

Art Crafts 3C.—This course will be an extension of Course 2C, with supplementary work in Art metal, leather tool, book binding and spinning metal. It is aimed to give balance to the course in development of the art side of industrial training. Senior year, first semester, five hours per week.

Machine Shop 4A.—Machine Shop Work. Will comprise bench work, chipping and filing, operation of common machine tools, as lathe, planer, milling machine, drill presses, etc. Through their use students will become acquainted with these tools and construction. Such problems as

fitting, laying out, drilling, tapping, turning cylinders, tapers and irregular shapes, thread cutting, external and internal boring, rechucking, shaping blocks, cutting bevels, making reamers, drills, etc. Lectures on related topics will be given. Drawing required. Senior year, second semester, six hours per week.

Shop Courses and Practices 4B.—General review of the manual arts work with reference to actual shop practice, study of methods, courses, drawing, equipment, supplies, etc. Review of history and development of industries and manual training, industrial and vocational institutions. Much reference work will be assigned and thorough papers required upon topics allotted. Senior year, second semester, three hours per week.

Economics of Manual Training 4C.—This is a lecture series on shop equipment, cost and maintenance. Students are required to gather and compile data upon the subject. Senior year.

MILITARY DRILL

Mr. Irish

This work is intended to accomplish several important results. 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 graduation of authority and division of responsibility from private to captain furnishes a valuable object lesson in government, while the actual knowledge gained makes the student a more valuable citizen, preparing him, as it does, the better to take upon

himself the work of his country's defense in time of need. The objection which has sometimes been opposed to military drill because of its one-sided character is entirely met and overcome by the use of the setting-up exercises, the bayonet drill and the calisthenic exercises with and without the piece, while the attractive nature of the work gives to it that spontaneous character without which exercise is valueless.

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

By an act of the First Legislative Assembly of the State of Arizona, the military organization of the Normal School of Arizona is made a part of the National Guard of this State, 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 graduation 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 company target range is situated within a mile of the campus in a safe location, and much interest is taken in this important work, a large per cent of the young men annually qualifying as marksmen or sharpshooters under the regulations prescribed for the National Guard. 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 regulation olive drab, correct in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president. Drills will occur three 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. Satisfactory completion of the work in this course entitles the student to one unit credit toward graduation. Three periods a week.

MUSIC

Mr. Johnston

To meet the ever increasing demand for grade teachers who can teach music in our public schools, every student entering this school with the idea of making school teaching his profession should do so with the earnest determination to go into the music work with enthusiasm and the ambition to excel in the various phases of the subject as it is presented, whether cultural or practical, as no study he may take up will require greater attention and concentration than this. Previous preparation in the grammar or high school or received through private teachers, will enable the student to occupy a more advanced position here, but lack of preparation will not bar any one, as classes are formed to care for all, and whether coming with or without preparation all will receive instruction according to their needs, their own cooperation and responsiveness being the main requirement expected in return. Neither will any other study taken up give the student more pleasure or profit, present or prospective, than this, for, according to what is put into it, results will be returned a hundred fold in ability to teach and entertain others, capacity for being entertained, and in becoming more valuable socially.

Music is a part of the professional work of the course and credits the student with one unit of the ten required in that department of study. The aim is to make the student entirely self reliant in music reading, independent in carrying any part within the range, and suiting the character of the possessor's voice, and to develop a genuine love for music.

Study begins in the second year of the student's course, and the time devoted to it consists of four periods a week in class, for the year, being equivalent to two periods a week, for two years, the required time of the course in this work.

The subject continued in the Junior year, is assigned two periods each week for the entire year, the work consisting of continued study in theory of music, including elementary harmony; vocal practice and sight reading are continued, and their direct application to methods of teaching and presentation, in detail.

Special classes are formed to accommodate students coming from high schools, in which they can complete the required amount of music work necessary for graduation, namely, two hours per week for two years.

The student at all times is given work within his capacity to perform, and is carried along in easy but practical stages, acquiring not only a knowledge of the fundamental principles of the subject, but is fitted to apply himself in working out his own musical problems, by frequent individual recitation in class, from which no one is excused.

This ability is acquired through constant reading of good music, in the form of unison and part songs and other supplementary materials, conceded to be the best method for the development of vocal technique, and power of concentration in sight reading, at the same time making familiar to the student a vast amount of the music of the best writers, thereby cultivating taste in the selection of what is best in music.

A musical club is to be formed to encourage the further development of talent of its members, both in vocal and instrumental music. With this purpose in view prospective students are requested to bring any orchestral instrument they play or are willing to make themselves proficient in playing, and become members of the school orchestra that will be organized.

For general chorus work in Assembly, the Laurel Song Book and Hoover's Hymn and Song Collection are used, and in class work the text books used will be as follows:

Music 1.—Second year. Four periods a week. Text-books: First and second books, Modern Music Series, list price 30 and 40 cents, respectively, published by Silver, Burdette Co.

Music 2.—Junior year. Two periods a week. Text-book: Third alternate book, Modern Music Series, list price, 50 cents, published by Silver, Burdette Co.

Many of our students take instruction in piano playing; there are many excellent piano teachers in Tempe and Phoenix and while this has to be done outside of school, by private arrangement with those teachers, and the lessons paid for, the pianos of the school are made available for the convenience of practicing, and such students may have stated hours assigned them upon application.

PHYSICAL SCIENCE

Mr. Irish

Physics 1.—Two periods of laboratory work are accepted as equivalent to one period of lecture or recitation. A general course in elementary physics, including laboratory practice in measurements of length, mass, and time, in connection with a series of exercises designed to develop the leading principles of mechanics, heat, magnetism, and electricity, with selected exercises upon the subjects of sound and light. Text book: Millikan and Gale, First Course in Physics. Third year, first semester. Five periods a week.

Physics 2.—An additional semester's course of laboratory work in electrical measurement, sound and light, accompanied by two lectures a week, is open to those who have completed Course A, and who have shown special ability along this line. Such students may elect this course in place of the course in chemistry. Third year, second semester. Five periods a week.

Chemistry 1. Two periods of laboratory work are counted equivalent to one of lecture or recitation. The course articulates with Physics 1 which precedes it. The student thus begins his work in chemistry with the ad-

vantage of previous experience in laboratory work and methods and carries over with him a working knowledge of the gas laws and of the constitution of matter for which he now finds application. The fundamental principles of chemistry are developed as far as possible by the student's own experiments, many of which are quantitative in character. The simple quantitative work has a tendency to increase the care and accuracy with which the exercises are performed, but it is chiefly used to develop qualitative relations which otherwise would not appear. The exercises are so chosen as at the same time to make the student acquainted with the preparation, properties, and uses of the more important chemical elements and their compounds and with the practical application of chemical laws and processes. Considerable attention is paid to the discussion of modern methods of industrial chemistry, and especially to chemistry of foods, tests for adulterants in foods, dyeing of textiles, photography, and metallurgical processes. Text-book: Brownlee, *First Principles of Chemistry*. Third year, second semester. Five periods a week.

PHYSICAL TRAINING AND ORATORY

Miss Blair

Physical Training—Instruction in Physical Training is required of all students during the five years' course. Each class recites twice per week. The training is based upon the Delsarte Philosophy of Expression and the Swedish and German system of free movements and light gymnastics. The work is conducted in the new Auditorium building, the entire lower floor of which is occupied by the gymnasium. This is furnished with sufficient apparatus for a thorough course in physical training.

The aim of the department is to acquire a symmetrical development of the body as a basis for health and grace—the lessons for the beginner deal with fundamental work, such as marching, correct standing positions and general adaptation to gymnasium rules. After this has been mastered, the regular work is taken up which includes: Indian clubs, dumb-bells, fancy drills with balls and wands,

folk-dances, breathing exercises, flexing exercises to overcome stiffness, exercises to develop control of muscles and all devices in training that secure freedom of body action and expression of grace. Exercises are also given to remedy the following defects: weak abdominal muscles, stooping or uneven shoulders, incorrect poise of the head, incorrect positions of sitting or standing and all heredity or acquired faults in the carriage of the body.

The advanced work of the junior and senior classes is a rational out-growth of the first three years. It comprises a wider range of training in artistic and esthetic forms of physical culture, harmony in all movements of the body, and a mastery of bodily control.

Lectures are given to the senior class on health, morals, hygiene and conduct. A course in collateral reading is outlined as a supplement to these lectures.

The results expected from the work are: first, a noble and graceful bearing habitually maintained; second, freedom from awkwardness and self-consciousness; third, ease and precision in the movements of the body; fourth, a continual and gradual development toward a symmetrical body without injury or strenuous exercises which might prove harmful, and fifth, a knowledge of the body and the rules governing its development and preservation.

As the primary object of the department is the development of the individual, as much personal attention is given to each member of each class as possible.

To secure uniformity of costume, students are advised to confer with the director at the beginning of each school year.

Oratory—The department of Oratory embraces reading, elocution, debate, oratorical delivery, and all forms of public speaking. The courses given are as follows:

Reading, First Year—The first year reading is the beginning work from the text-book, Cumnock's Choice Readings, and deals with all forms of speaking. The fundamental work is English pronunciation, mastery of the articulatory organs, and steps toward becoming a distinct and natural speaker or reader. The standard of the beginning work is to be able to read naturally and distinctly,

giving thought and proper expression to what is read. Special attention is given to reading intelligently from the printed page in both this and Junior reading.

Reading, Junior—This course is arranged for those who enter the two years' course for high school graduates. It includes all of the work of the first year course in reading, but takes a broader form in method of teaching and application. The standard is distinctness and naturalness with special stress placed on expression and the interpretation of literature.

Both first year and junior reading recite five times per week, one class each week being conducted in the Auditorium for practice work and criticism.

Public Speaking—In the department of Public Speaking, the director has charge of all public work in contests, debates, plays, society programs, etc. In any one of these the students are given assistance to present their work in a natural and creditable way. In this instruction the fundamental principles of oratory are observed. As in reading, the standard is naturalness in oratory and a thorough mastery of the thought expressed.

The students of the school present two plays during the year, the annual basket ball play and the Senior class play. These are chosen by the director, the aim being to present a high standard in the dramatic line of work. Standard plays are used yearly and the benefit the students obtain from this is valuable along lines of interpretation and general acquiring of ease and naturalness before an audience. Such plays as "Mrs. Wiggs of the Cabbage Patch," "Cousin Kate," "What Happened to Jones," "The Return of Eve," "A Gentleman from Mississippi," have been used with decided success.

PROFESSIONAL INSTRUCTION

General Statement The professional work of the Normal is its characteristic feature. Everything else is arranged to lead up to and culminate in the professional training of the graduates. Two courses in professional studies are offered; the first is given in connection with and as a part of the regular five years' course of the Normal, and the second is open to graduates of four-year high

schools who come to the Normal for the purpose of taking the professional training. This course covers two years of work. The professional instruction is equivalent to nine of the twenty four units required for graduation.

Psychology. Mr. Payne—The aim of the course in psychology is to introduce the students to the scientific study of mind. The work is given by text book, experimental demonstration and lectures. The purposes kept in mind are to teach the principles of the science as far as that can be done in so short a course, to show by presenting observations and by experiment how a knowledge of the subject has been built up, and to arouse the interest of the students in the introspective observation of themselves and in the study of mind objectively as it is displayed by children and adults in ordinary daily life. The work is given the first semester of the Junior year. Text-book: J. R. Angell, Psychology, Henry Holt & Co.

Pedagogy. Mr. Payne—The course in pedagogy follows directly upon that of psychology. The chief purpose of this course is to show the principles of learning and to develop from these the principles of teaching. As the students of this course begin their practice teaching at the beginning of the Senior year, the latter part of the course is devoted to the application of the principles of teaching to various subjects with practice in lesson planning. The more detailed study of methods comes during the Senior year. Such standard works as Charters' Methods of Teaching, Bagley's Educative Process, and Roark's Method in Education are followed. Second semester, Junior year. Text book: Stayer Brief Course in the Teaching Process.

History of Education. Mr. Murdock—The course in the history of education aims to present the cultural development of the race as this comes out in the growth of the schools and in the development of thought represented by the philosophers and educational reformers. It is a study of movements as represented by men in different systems of education. The work is given by text-book, lectures, and reports by the students. Second semester, Senior year. Text-book: Paul Monroe—A Text Book in the History of Education, The Macmillan Co.

Ethics: The work in Ethics aims to awaken in the students a clear consciousness of the vital im-

portance of moral problems and to show them the value of dealing with such problems by rational thinking. The work is taken up historically, as this method has proved its usefulness in showing how the various theories of moral conduct have grown successively out of one another and how they stand related to other factors in the cultural development of the race. Special attention is given to social and moral aspects of present day education. First semester, Senior year. Text-book: King—Social Aspect of Education, The MacMillan Co.

School Economy and School Law—Instruction is given in these subjects during the Senior year. The work in school economy is especially adapted to the needs of teachers who must manage schools without the help of a principal and it deals with practical problems that arise in everyday school rooms. Rural school problems are given special attention. Among the topics included in the course are school organization, classification and grading of pupils, school discipline, the relation of teacher to pupil, parents and social environments, arrangement of exercises and provisions relating to order, the keeping of records and making reports, the lighting, heating, ventilating, seating, and decorating of school buildings. The course in school law aims to acquaint the students with the school laws of Arizona, and to compare these laws with the school laws of other states with a view to arousing interest in the legislative enactment of such amendments to the school laws as will have a tendency to benefit the public school system. The course embraces a careful study of the laws relating to state, county and city supervision, including the powers and duties of boards of education, school officers and teachers; qualifications and certificating of teachers; the organizing, uniting and dividing of school districts; the revenues derived from state, county and district taxation, including the apportionment of the same; uniform text-books, courses of study, etc.

THE TRAINING SCHOOL

The Training School is organized under special laws, but is conducted as a regular public school of eight grades and kindergarten. The large number of teachers makes it possible to keep classes small and give special attention to the needs of individual children.

The professional work of the Training School has two sides—the theoretical and the practical. The courses in general and special methods make up the theoretical side. The practical work consists of observation of model teaching and practice teaching in the Training School when the theoretical work is applied, thus bringing about the close relationship that should exist between the two sides of the work.

Methods—The methods, general and special, are taught by the principal and faculty of the Training School. It is their effort to present Normal school methods in such a practical way that graduate teachers will follow the prescribed course of study in an intelligent manner. Primary methods are given special attention on account of their fundamental nature.

Observation and Practice Teaching—Each Senior observes model teaching and teaches in the Training School during one full year. The observation of model teaching alternates with the practice teaching throughout the year, the purpose being to give opportunity for immediate application of observed methods. All this work is done from carefully prepared plans under the supervision of the critic teachers.

Teachers' Course in Kindergarten and Primary Work—

This is a two years' course being established for students desiring to specialize in kindergarten and primary work and requires a thorough scholarship basis as well as an aptitude for the special kindergarten interests and arts. The basic studies, psychology, pedagogy, English, ethics, history of education, etc., will be taken in the regular normal courses.

Kindergarten Theory and Practice—This work aims to give the student insight into child life through the study of child nature and its development, which is carried on by means of observation, discussion and the reading of child study literature. The technical studies embrace a study of the materials of the kindergarten, and cover program making, games, occupations, gifts, stories, songs, pictures, color work, nature study and school gardening.

Opportunity is given for practice teaching in both kindergarten and primary classes.

Applicants for admission to this course must qualify under one of the following conditions:

(a) Normal students must have completed the fifteen (15) units required in the first three years of the Normal course leading to professional courses including the units of drawing and music.

(b) Graduates from a full four years academic course must come recommended for special training in kindergarten and primary work by the principal of the high school as to personality and moral fitness for the work.

(c) Students not graduates of any high school but who have had work which is the equivalent, can be admitted to this course.

All candidates must be able to play and sing simple songs to meet the requirements of a good kindergarten. Those who fail to pass the musical test will be required to make up the deficiency by means of special lessons.

Students who complete this course will be granted the regular diploma with a special endorsement qualifying to teach in the kindergarten and primary departments in the public schools of the state.

COURSE OF STUDY FOR TRAINING SCHOOL

SUBJECT	1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
	Number of Recitations.	Length of Recitations.	Number of Recitations.	Length of Recitations.	Number of Recitations.	Length of Recitations.	Number of Recitations.	Length of Recitations.	Number of Recitations.	Length of Recitations.	Number of Recitations.	Length of Recitations.	Number of Recitations.	Length of Recitations.	Number of Recitations.	Length of Recitations.
Arithmetic			5	25	5	45	5	45	5	45	5	45	5	45	5	45
Reading	15	20	10	25	15	45	10	45	5	30	5	45	5	30	3	45
Writing	5	20	5	20	5	20	5	20	5	20	2	20	5	15	2	25
Spelling	5	20	5	20	5	20	5	20	5	15	5	15	5	15	2	25
Language	5	25	5	25	5	25	5	45								
History									2	45	5	30	5	30	*5	45
Drawing	5	25	5	25	5	20	5	20	3	45	3	45	3	45	3	45
Manual Training and Hand Work									2	45	2	45	2	45	3	45
Domestic Science													1	90	1	90
Sewing									2	45	2	45	2	45	2	45
Music	5	20	5	20	5	20	5	20	3	30	3	45	2	30	2	45
Geography							5	45	5	45	5	45	5	45	*5	45
Grammar and Composition									5	45	5	45	5	30	5	45
Civics															**5	45
Physiology											2	45	*5	45	**5	45
Nature Study or Agriculture	2	20	2	20	2	20	2	20	2	25	2	25	2	25	2	25

*First Semester. **Second Semester.

Note—The domestic science requires a double period and displaces two other studies once a week. The periods of 45 minutes include study periods for some studies.

SPANISH

Miss Salmans

The course in Spanish proposes to meet the needs of the following classes of students: first, those intending to teach in the Southwest, where many descendants of the early Mexican settlers yet live; second, those who may identify themselves with the industrial development of Spanish-America, where there is a constant demand for Spanish-speaking Americans with the necessary technical qualifications; third, those students who wish to gain college entrance credit in modern languages. Two years of Spanish are accepted as two units by the leading universities of the United States.

The two years' course in Spanish is elective in the Junior and Senior years of the Normal course. High school graduates may elect Spanish.

Elementary Spanish—Careful drill in Castilian and Spanish-American pronunciation, essentials of grammar with exercises in conversation and sight reading. Text-books: Dowling—Reading, Writing and Speaking Spanish, American Book Co.; Juncos—Libro Primero de Lectura, Silver, Burdett & Co.; Escrich—Fortuna, Ginn & Co. and about sixty pages of other good Spanish literature.

Advanced Spanish—Class work is conducted in Spanish. Reading, review of grammatical principles; practice in rapid reading and sight translation; conversation. Themes are written in Spanish and attention is also given to the forms of Spanish commercial correspondence. Text-books: Remy—Spanish Composition, D. C. Heath & Co.; Tres Comedias Modernas, Henry Holt & Co.; De Haan—Cuentos Modernos, D. C. Heath & Co.; Juncos—Libro Segundo de Lectura, Silver Burdett & Co.; Gutierrez—El Trovador, D. C. Heath & Co.; and a Spanish Novel.

LIBRARY

Miss Wright

The Library is on the first floor of the Main Building and is the laboratory for a greater part of the students'

work outside of classes. It now contains 7,500 volumes, selected to meet the demands of the various courses of study, to give the students a chance to become familiar with the best that has been written and to provide wholesome and stimulating recreational reading. One hundred of the best periodicals are received currently and are a valuable asset for research work.

A children's room has been opened in the Training School. A careful selection of 1,000 of the best children's books gives an unusual opportunity to senior students to know juvenile literature and how to bring books and children together, a valuable factor in a teacher's equipment.

Library Methods—The object of these courses is to familiarize students with the use of books and libraries, with special work for the Senior class on the formation of a school library.

First Year—Structure and printed parts of the book. Classification and arrangement of the library. Use of card catalog. Encyclopedias and dictionaries. Periodical indexes.

Second Year—Periodicals. Reference books. Making a bibliography.

Juniors—The work outlined for the first and second years is given for the benefit of students entering in the junior year.

Seniors—Buying and selecting books with special reference to children's literature. Government documents. Mending. Use and arrangement of pictures. Some lessons to give to children on the use of books. The school library.

ATHLETICS

Mr. Schaeffer.

The games, exercises and various phases of this work are of such a nature that both girls and boys may participate in some form of exercise and all students are urged to take an active part. The athletic training is under the personal charge of a regular coach. While the students are encouraged to participate in athletics, such participation is held subordinate to the educational work of the insti-

tution. Students deficient in studies, irregular in attendance or unsatisfactory in deportment are not permitted to represent the Normal as members of its athletic teams. The work has been greatly stimulated by the presentation of three silver cups. These were given by the "Student," and stand as prizes to be contended for annually by the various classes in track, tennis, and basket ball.

Athletics has attained such success and has assumed so much importance in this institution that the Board of Education has deemed it expedient to place all athletics in charge of a man especially qualified for this work, and with this object in view an Athletic Director has been secured who has sole charge of all athletics and who devotes almost his entire time to this work. He is an athlete himself of very high rank, with exceptionally good training, who has had excellent advantages and held a prominent place in Eastern athletic circles.

FOOTBALL

The great American game, foot-ball, was introduced as one of the methods of recreation for the young men of the Normal in the fall of 1914. By the interest and enthusiasm shown in this sport there is no doubt but that foot ball will be played each year. On one of the best athletic fields in the state the Normal boys produced a team that was second to none, when the practice and experience of the players is considered. The team was only defeated three times and one of these was by the strong team of the University of Arizona.

Foot ball is played not simply to develop brute strength, but to give each and every boy an opportunity to enjoy some good, vigorous recreation; and at the same time to develop him physically, mentally and morally. In order to play foot ball each player must be in the best of physical condition and health, and with this purpose in view, very stringent training rules are adhered to, that do not permit the young man to dissipate in any form whatever. With this method of training and at the same time instilling into the youth the best of habits and methods of living, there were no serious accidents during the whole season of 1914.

The interest and popularity of this game is shown by the fact that there were always more than enough young men in suits to form at least two teams of eleven men each. The competition for the various positions on the team was so great, that the coach often had difficulty in selecting the best man for the position. This year class teams will be developed and an interesting series played.

With new suits, pad, and all the necessary equipment, the students are all looking forward with great interest to the opening of the foot-ball season of 1915.

Basket Ball—After the foot-ball season closes all athletic interest is turned to basket-ball. This game is played on an out-door court and here again the rivalry is so great that there are at least two men for each position on the team that represents the Normal in match games with other teams. Besides this team, each class is represented with a team in the interclass series. This form of recreation is also one of the best for the student who spends the whole day in the class-room.

Tennis—Several splendid courts—the best in the State—have been made and are kept up by the school. Everything is done that will enable the students to enjoy the game to the fullest during the whole school year. Each year inter-class tournaments are held. This is the one branch of athletics that can and does do the most for class spirit. In addition to the inter-class matches an annual tournament is held, wherein the most prominent schools of this part of the state take part.

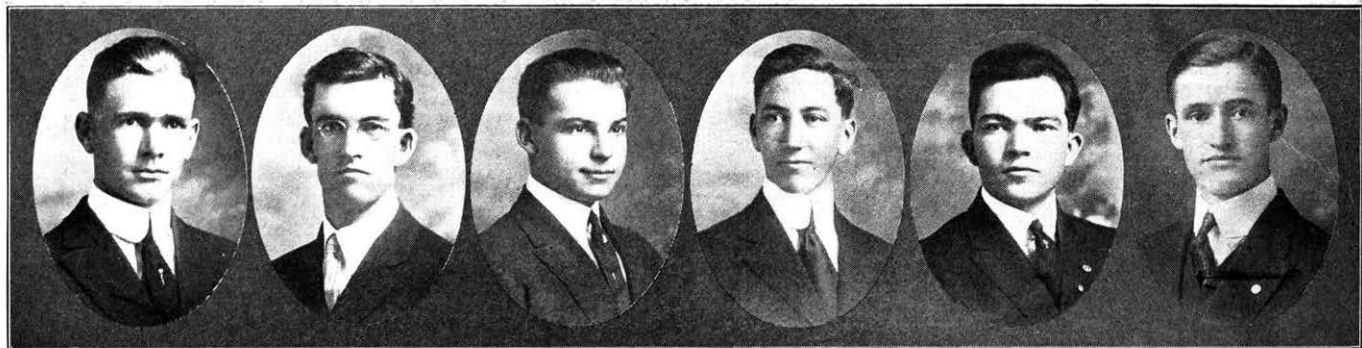
Girl's Basket Ball—The young women maintain a basket ball association whose purpose is the amusement and recreation afforded by wholesome outdoor exercise. During the fall five teams are organized, one from each class, and these teams play a series of twenty games for the possession of the silver cup offered by the "Student." The exercise is not confined to these teams, however, for each class usually organizes at least two teams, so that the work is open to all who wish to play, and each year from sixty to a hundred girls enjoy the physical benefits of this fine game. In addition to the inter-class games a limited number of match games are played with teams from other schools. Two fine courts are kept in first class con-



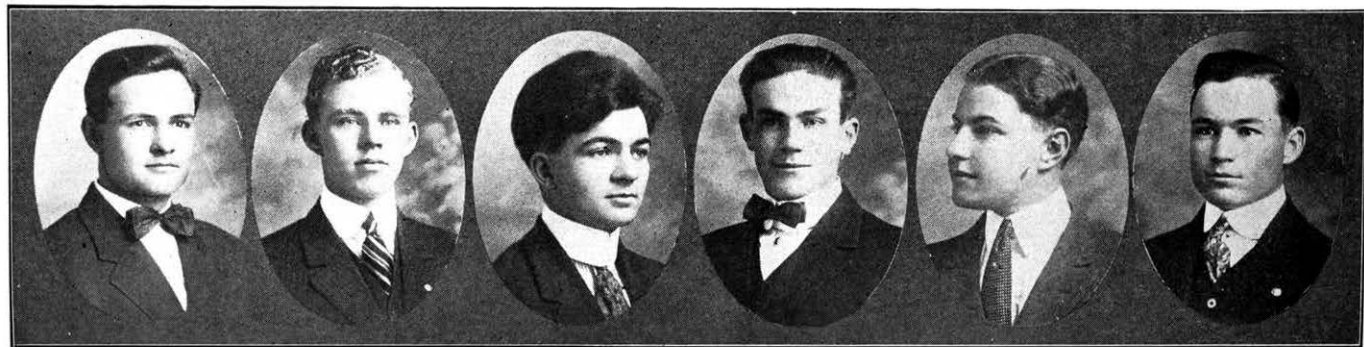
"THE STUDENT" STAFF.



DEUTSCHER VEREIN



ATHENIAN DEBATING CLUB TEAM (Won two Debates)



NORMAL DEBATING SOCIETY TEAM (Won one Debate)

dition, being well laid out and surrounded with wire netting, which reduces to a minimum the loss of time due to the ball going out of bounds. The work is under the direct supervision of a member of the faculty, who guards against over-exertion on the part of untrained players and regulates the amount of exercise according to the strength and physical condition of the individual.

Track—This is an excellent form of athletics for the reason it affords an opportunity for training to every student who desires exercise. The Normal School is a member of the Valley League Athletic Association, which conducts annual track meets. The Normal School easily won the championship in this league last year. This efficiency has been attained by a system of coaching that makes each boy his own trainer. As such he studies the proper method of physical development and obtains a practical knowledge invaluable to his future years. There is a fine track on the campus for distance events, and a 220-yard straight-away course for sprints. Suitable apparatus for all standard events has been purchased and all young men are urged to enter this field of athletics.

Baseball—This, the greatest of all the American games, is better supported by the student body than any other form of athletics. Every boy hails the time when the baseball season opens. The Normal diamond, located on the campus, is reputed to be the finest in the State. The training quarters are provided with shower baths, while the association furnishes suits, gloves and other supplies. The Normal boys won the Republican cup in 1912 and 1913. When this is won one more year by the Normal it becomes their permanent possession.

SPECIAL INFORMATION

Literary Societies—Every student of the Normal School may avail himself of membership in one or other of the literary societies that are maintained by the student body. There are at present five of these organizations, meeting either weekly or bi-weekly. These societies are organized for the purpose of affording opportunity for original literary work, to acquaint the student with parliamentary usage and with the customs and practices of deliberative bodies, and to develop ease and facility

in public speaking. Participation in the work of these organizations is considered an important part of the regular work of the school. A member of the faculty is detailed for each society to act as critic and to give assistance and advice when required. The members of all societies receive individual aid and instruction from the instructor in oratory.

The societies are as follows:

The Athenian Debating Club—This is the oldest literary organization in the institution. It has on its roll men who are leaders in the organized activities of the school, and among its ex-members are men prominent in the affairs of the state and nation. During the past year the A. D. C. membership has been small but strong. The President furnished the club and lady friends a banquet during the early part of the year to express his appreciation of the efficient way in which the first public debate of the season was rendered. In addition to the regular work of debating the club has been interested in the study of the principles of argumentation and Parliamentary Law.

Zetetic Society—This is an organization consisting of twenty-five young women. During the past year meetings were held weekly. The early part of the year was devoted to the study of biography, reports upon selected characters being given. A study of the drama followed, and at the end of the year an original play, written by members of the society was presented. Every member appeared in the cast.

Kalakagathia—This society has a membership of twenty-five young women. Vacancies made by the Seniors are filled from the various classes of the school. The objects of the society are, by union, "to promote the happiness and usefulness of its members, and to create a center of enjoyment, friendship and culture." The members have always lived up to the spirit of their constitution and good programs have been the result. Various lines of work have been planned each year, the drama, the short story, grand opera with records on the Victrola and programs from current literature. The social side of development is not neglected and a place is made in the year's activities for several social gatherings.

The Normal Debating Society—The object of this organization is to give training in public speaking and parliamentary law. Programs have been held weekly, and though the work of each evening has centered about a debate upon some public question, variety has been given by discussions of scientific achievements, readings and musical numbers. Enthusiasm in the work was stimulated not only by inter-society debates, but through competition of rival teams within the society and finally by the contest for the Sandige Debating Cup which is awarded annually to the member of the society who takes first place in the last debate of the year.

The A. D. C. vs. N. D. S. Contest—Heretofore the contest between the Athenian Debating Club and the Normal Debating Society has been decided by a single debate. This year, however, it was arranged to have a series of three public debates between them. There was a wholesome rivalry and great enthusiasm. In the first debate of the series the Normal Debating Society won; in the last two the Athenians were successful, thus winning the series. The plan of competing in a series of three contests meets with favor because of the larger number who may participate.

Clionian Literary Society—Feeling that not enough young women could receive a benefit from two literary societies for ladies, the Clionian Literary Society was organized during the year. The society has a membership of twenty-five young ladies. Meetings were held weekly. The subject of study this year was Mexico, its geography, history, commerce, and social customs. Music formed part of each program. During the year three social evenings were enjoyed, one being held in honor of the senior members.

"THE STUDENT"

"The Tempe Normal Student" is a bi-weekly paper published by the students of the Normal. Its chief purpose is to give the students practical work in writing and it is thought that this purpose is best fulfilled by writing up the daily activities of the school life with which the students are perfectly familiar and of which they are a part. Essays and stories submitted in the department of English either as a part of the regular work or in competition for the prizes and medals offered for this kind of work fre-

quently find publication in the paper. In this way the paper becomes a stimulus not only to the student life of the school, but also to the interest in English work. The paper, however, is a student publication, and the students are responsible for its coming out.

For the past five years the "Student" has offered two medals to the pupils of the Arizona High Schools to be competed for in a declamatory contest held at Tempe in March.

LECTURE AND ENTERTAINMENT COURSE

This is now a very notable enterprise and has become so popular with the students of all the schools in Tempe, and its townspeople, that its continuance from year to year is an assured thing.

The lectures and entertainments are given in the Normal Auditorium and this year, season 1915-1916, consist of six events as follows:

The Cavaliers, in fine musical program including parts in opera in costume; a dramatic company under the leadership of Mr. Owen in David Rann Kennedy's great play, "The Servant in the House;" Laurant, the Magician, playing a return engagement, with an enlarged and strong company to support him; The Old Home Singers, in a miscellaneous musical program that never fails to please; Dr. David Starr Jordan, President of Stanford University, lecturer; and Edmund Vance Cooke, Poet-Author, Reader.

As may readily be seen, the above list of attractions is an unusual one and the committee securing it assures the patrons of the course a treat in its every number, having stopped at no expense to be able to present the very best available talent, and nothing but the best.

VISITORS

Visitors are welcome at all times, and educators and clergymen are especially invited to visit the school in all its departments. The faculty is always pleased to make the acquaintance of the parents of the students and to have them make a personal inspection of the school and its work. The people of Arizona are urged to recognize the fact that the Normal School belongs to them, and that the manage-

ment always appreciates their interest and good will. It is well recognized that their visitors are a valuable stimulus to faculty and students alike.

Appointment of Students—Every member of the House and senate of the Legislative Assembly of Arizona is authorized by law to nominate a student biennially to the Normal School. For sixty days after the qualification of the member, preference is to be shown students from the county which the member represents. After this time in case no student has accepted the nomination, a student from any other county may be named. No tuition is charged students nominated under this provision but no student is exempt from the payment of the annual registration fee of \$5.00. It is greatly to be desired that the members of the legislature, the County Superintendents, and all others who are interested in supplying the schools with well educated and properly trained teachers should recommend to this school students who desire to become teachers and who give promise of attaining success in this profession.

ASSISTANCE AND PRIZES

The Kingsbury Senior Assistance Fund, established by Mr. W. J. Kingsbury of Tempe, provides in a liberal way for the needs of worthy students who find themselves unable to pursue their studies by reason of a lack of means. A certain sum of money has been set aside every year from which loans may be made to students at a very low rate of interest. While the fund is primarily for the aid of the Seniors, yet any student of the Tempe Normal School may on the recommendation of the faculty, draw upon it. Six students received assistance from the fund during the past year, in amounts ranging from \$40 to \$75 each.

The Moeur medal for scholarship, offered by Dr. B. B. Moeur of Tempe, is awarded each year at commencement to the student who obtains the highest standing in class work during the two years immediately preceding graduation. The winning of this prize has always been considered one of the greatest honors open to the Normal students.

The Moeur pin, also offered by Dr. B. B. Moeur, is awarded to the student who is considered the best teacher in all respects: teaching in the training school, professional spirit shown, and work done in professional courses. The

student must have attended the Tempe Normal School for at least two years, and the work for which the pin is awarded must have been completed within the two years directly preceding the graduation. The winning of this pin is one of the highest recommendations that a student may secure from the professional standpoint.

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 as well as the treatment must be original. Competition for this medal has resulted in much research work and the production of many valuable and interesting essays on Arizona.

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

NATURAL HISTORY COLLECTIONS

Valuable additions to the museum collections have been received during the past year in the form of donations from friends and patrons of the school. Among these should be mentioned a collection of marine algae from Hawaiian waters contributed by Miss Carrie Thompson '07, and a number of specimens of Arizona minerals collected and donated by Hon. James Goodwin of Tempe.

THE ALUMNI ASSOCIATION

This association now numbers 682 members. It holds two regular meetings each year and an annual banquet. It is earnestly desired that all the graduates of this school should show a lively interest in its welfare. Their influence on the schools of the State is already plainly seen and will doubtless increase. The faculty desires to be informed of the success of the graduates and to render them professional assistance as far as possible. The association is a valuable means toward this end. The principal desires to know the permanent address of every person who has graduated from the Normal School and to be informed of any change in residence or occupation, that it may be properly recorded. A mistake of any kind in the Alumni Register will be cheerfully corrected as soon as attention is called to it.

TEACHERS' BUREAU

Although the management of the school cannot agree to furnish employment or find positions for students upon graduation, yet the president and members of the faculty find many opportunities for recommending teachers to good positions, and this they are always pleased to do as they feel that the service may be an advantage not only to the student, but to trustees and school officers as well. The president of the school, when requested, will take pleasure in furnishing to school officers detailed information in regard to the qualifications of its students and alumni to teach; he will also, when desired, put them in communication with teachers seeking employment. In order to be able to recommend a teacher intelligently to a position, the president should be given a full and detailed statement of the requirements and conditions of the position.

SUMMARY OF REGISTRATION, 1915

Normal School	{	Men	81	} Total	368
		Women	287		
Training School	{	Boys	82	} Total	211
		Girls	129		
Total Registration for year.....					579

SUMMARY OF GRADUATES

Prior to class of 1915.....	601	} Total	678
Class of 1915	77		
No. of professional grade.....	665	} Total	678
No. of academic graduates....	13		

Register for 1914-1915

Adams, Birdie	Dragoon	Brady, Forest	Mesa
Adams, Ellis	Dragoon	Brandt, Thomas	Tombstone
Aepi, Lizetta	Tempe	Brimhall, Newell	Tempe
Aiton, Jessie	Phoenix	Brinegar, Edith	Nogales
Alexander, Grace	Globe	Brooks, Bertina	Phoenix
Allen, William	Phoenix	Brooks, Jennie	Phoenix
Anderson, Content	Bracketville, Tex.	Brown, Alice	Long Beach, Cal.
Anderson, Eunice, Dallas, Tex.		Brown, Merton	Ft. Huachuca
Anderson, Myrtle	Bracketville, Tex.	Brown, Ruth	Scottsdale
Anderson, Nora	Pima	Buchanan, Esther	Ft. Huachuca
Arborn, Verda	Bisbee	Burtis, Walker	Phoenix
Armenta, Henry	Casa Grande	Buzan, Alice	Winkelman
Armenta, Lupe	Casa Grande	Buzan, Clara	Feldman
Austin, Harold	Tempe	Cain, Lorraine	Lowell
Austin, Lawrence	Tucson	Carr, Edna	Tempe
Backstein, Milton	Sonora	Carter, Georgia	Kirkland
Backstein, Ricka	Sonora	Carter, Lola	Hayden
Barker, Blessie	Feldman	Cartwright, Stella	Phoenix
Barkley, Ina	Tucson	Casanega, Emma	Calabasas
Barkley, Velma	Tucson	Cast, Alice	Phoenix
Barnes, Landon	Tolleson	Castle, Lionel	Payson
Barnette, Gertrude	Chandler	Celaya, Chris	Tempe
Barnette, Nellie	Chandler	Celaya, Ida	Tempe
Barry, John	Glendale	Chancey, Floy	Bisbee
Barry, Nellie	Glendale	Chancey, Lulu	Bisbee
Basket, Bonnie	Peoria	Chappelka, Ethel	Ray
Bauer, August	Tempe	Chitwood, Mary	Tempe
Bauer, Marie	Tempe	Clark, Myrtle, Bible Grove, Ill.	
Berry, Aida	Dos Cabezas	Clary, Helen	Regina, Sask., Can.
Berry, Emilia	Dos Cabezas	Cole, Anna	Tempe
Biggs, Wilford	Mesa	Cole, Rita	Tempe
Blackwell, Gertrude	El Paso, Tex.	Cole, Ruth	Tempe
Blount, Alma	Tempe	Conway, Joseph	Winkelman
Blount, Marie	Tempe	Cook, Eula	Hayden
Bloys, Ina	Tempe	Cook, Gladys	Willcox
Bloys, Lena	Tempe	Corbell, Beulah	Tempe
Bockoven, Mabel	Pine Prairie, La.	Corbell, Ethel	Tempe
Bockoven, Martha	Pine Prairie, La.	Cordes, Grace	Prescott
Boldman, Mona	Liberty	Cordes, Minnie	Prescott
Bone, Callie	Phoenix	Corey, Isabel	Somerton
Bosch, Frank	Globe	Cowen, Mary	Ray
Botkin, Ruth	Tempe	Cowles, Addie	Phoenix
Bradford, Alice	San Simon	Crook, Lanier	Tempe
		Crook, Veiva	Tempe
		Dains, Chas. H.	Tempe

Dains, Ray C.	Tempe	Haldiman, Helen	Phoenix
Daley, Julia	Mesa	Hall, Louis	Niagara Falls, N. Y.
Davidson, Louise	Fairbury, Neb.	Hansen, Grace	Tempe
Davis, Emily	Phoenix	Hanson, Lucile	Tempe
Davis, Louesa	Mesa	Harrington, Helen	Crown King
Dawson, Timothy	Phoenix	Harrison, Mary	Duquesne
Deringer, Clinton	Hayden	Harrison, Wilma	Clifton
Detloff, Blanche	Douglas	Hartranft, Wm.	Phoenix
Diel, Roscoe	Miami	Haulot, Helen	Phoenix
Dines, Willietta	Tempe	Haverly, Commodore	Globe
Downs, Glen	Wapello, Ia.	Hayden, Ethel	Scottsdale
Dryer, Wirt	Lansing, Mich.	Hayden, Helen	Scottsdale
Duncan, Clara	Phoenix	Hayden, Wilfred	Scottsdale
Eckel, Grace	Simmons	Heard, Nancy Lee	Phoenix
Eisenhart, John	Pearce	Henderson, Luke	Phoenix
Emmett, Belle	Florence	Higdon, Dorris	Globe
Enderton, Herbert	Yuma	Higdon, Nadine	Globe
Estrada, Isabel	Tempe	Higgins, Rena	Staten Island, N. Y.
Farrell, Katherine	Harshaw	Hilbers, Ida	Phoenix
Fay, Thelma	Hayden	Hilbers, Leonard	Phoenix
Fitch, Gladys	Servoss	Hillerich, Elsa	Mesa
Fogal, Alta	Tempe	Hodnett, Erina	Tempe
Follett, Alwilda	Pima	Holland, Rosalie	Tombstone
Ford, Phyllis	Ajo	Hopkins, Verna	Ray
Foster, Jack	Pima	Hosmer, Carol	Palires de Nacozari, Sonora, Mexico
Fowler, Mildred	Nogales	Hosmer, Mercedes	Palires de Nacozari, Sonora, Mexico
Fram, Alfred	Tolleson	Houck, Martha	Cave Creek
Fram, Ray	Tolleson	Houck, Viola	Safford
Franklin, Katherine Winkelman		Houston, Anna	Globe
Frederick, Kathryn	Globe	Houston, Nathaniel	Ft. Huachuca
Frizzell, Florence	Tempe	Hudlow, Grace	Tempe
Fuller, Elizabeth	Chandler	Huff, Olive	Ft. Smith, Ark.
Gasaway, Austa	Litchfield, Ill.	Humphrey, Ellen	Phoenix
Gates, Bessie	San Rafael	Hurley, Harriet	Phoenix
Gibson, Elizabeth	Buckeye	Ingersoll, Marie	Green Valley, Ill.
Gibson, Ethel	Tempe	Ingersoll, Sarah	Green Valley, Ill.
Glissan, Gladys	Nogales	Ivy, Archie	Phoenix
Glynn, April	Tempe	Ivy, Edna	Phoenix
Godfrey, George	Tempe	Jensen, Laura	Tempe
Godfrey, Lucetta	Tempe	John, Jennaveve	Lowell
Goodwin, Gordon	Tempe	Johnson, Gordon	Miami
Gorrell, Pearl	Phoenix	Johnson, Lillian	Willcox
Goulette, Fred	Buckeye	Johnson, Lyla	Willcox
Grable, Dorothy	Phoenix		
Graham, May	Clyde, Tex.		
Granger, Agnes	Roosevelt		
Green, Lewie	Arlington		
Gregory, Vivian	Yuma		
Griffing, Mrs. J. B.	Tempe		
Griswold, Aileen	Nogales		
Hagely, Theresa	Quartzite		

Johnston, Dorothy	Tempe	Morden, Amelia	Phoenix
Johnston, Helen	Tempe	Morse, Bertha	Phoenix
Johnston, Janet	Tempe	Mortenson, Lucile	Mesa
Johnston, Roland	Tempe	Moss, Bryan	Tempe
Jones, Emily	Mesa	Motes, Alva	Ft. Thomas
Jones, Leona	Tempe	Moyer, Mrs. Grace	
Jones, Maurice	Tempe		Fairbury, Neb.
Jordan, Stella	Cottonwood	Munro, Irene	Douglas
Kelley, Helen	Ottumwa, Ia.	Murchison, Aleph	Tempe
Kendall, Cathuleen	Phoenix	Murchison, Gladys	Tempe
Kleinman, Anna	Mesa	Nelson, Eugenia	Buckeye
Kleinman, Mabel	Tempe	Nelson, Lucile	Buckeye
Knight, Alice	Ray	Newman, Otho I.	
Krant, David	Poland, Russia		Greensburg, Ind.
Krumbholz, Gertrude	Douglas	Niemyer, Ivy	Buckeye
Laney, Grant	Mesa	Nigh, Cora	Glendale
Lansator, Mabel	Mesa	Norton, Stella	Pima
Lassator, Laura	Safford	Obert, Elizabeth	Globe
Lee, Hazel	Phoenix	O'Connor, Mary	Glendale
Lewis, Etta Mae	Berea, Ky.	Opie, Bessie	Globe
Lloyd, Francis	Morenci	Orduno, Rachel	Tempe
Lockett, Nettie	Phoenix	Oviedo, Margaret	Tempe
Looney, Robert	Prescott	Oviedo, Rosa	Tempe
MacLennan, Kenneth	Tempe	Page, Arthur	Hayden
Maddon, William		Parker, Carriebel	Tempe
	Shawnee, Okla.	Parker, Mabel	Tempe
Mahoney, Wilma	Winslow	Parks, Leo	Globe
Maior, Lewis	Benson	Pascale, John	Kelvin
Marshall, George	Pima	Pendergast, Clarence	Phoenix
Martin, Irene	Duncan	Perkins, Fannie	Puntenney
Martin, Vera	Tempe	Perrigo, Wenonah	
Martinez, Carmela	Tempe		Fremont, Neb.
Mathews, Luther	Phoenix	Perrin, Mabel	Red Rock
McClendon, Lavona	Mesa	Peterson, Lucile	Mesa
McComb, Nora	Glendale	Pew, Ariel	Mesa
McCreary, Aaron		Pew, Pearl	Mesa
	Vera, Sask., Can.	Phelps, Ruth	Chandler
McDonough, Anna		Phillips, Mildred	Mesa
	Birmingham, Ala.	Pinson, Margaret	
McGuigan, Charles	Bonita		Fullerton, Cal.
McIlmoil, Lucy	Phoenix	Poiser, Marguerite	Douglas
McKeen, Elizabeth		Powell, Lucas, Los Angeles, Cal.	
	Red Cliff, Colo.	Price, Mollie	Glendale
Medlin, Fred	Globe	Priest, Adele	Yuma
Mets, Verdell	Mesa	Pritchard, Robert	Rice
Middleton, Gertrude	Globe	Pugh, Marian	Tempe
Miller, Anna	Tempe	Purkey, Vivian Tacoma, Wash.	
Millet, Hazel	Mesa	Rankip, Ella	San Pedro, Cal.
Mills, Agnes	Tolleson	Rankin, Myrtle	Duquesne
Mitchell, Annah	Yuma	Redden, Agnes	
Moeur, Kelley	Tempe		Long Beach, Cal.
Monroe, Ruth		Redden, Irene	Tempe
	Bakersfield, Cal.	Reed, Ruth	Tempe

Reynolds, Mrs. Chas.	Phoenix
New Orleans, La.	
Rice, Merton	Winkelman
Kansas	
Ristow, Wilma	Tempe
Fountain City, Wis.	
Roberts, Helen	Buckeye
Winkelman	
Roberts, Roach	Phoenix
Palo Verde	
Roberts, Lester	Globe
Palo Verde	
Robinson, Dorothy	Scottsdale
Chandler	
Rogers, Bessie	Phoenix
Cananea, Sonora, Mex.	
Rogers, Louesa	Phoenix
Mesa	
Rohrig, Anna	Tempe
Upland, Cal.	
Rohrig, Susie	Elgin
Tempe	
Rounsville, Forest	Tempe
Williams	
Rowand, Cecile	Elgin
Tempe	
Ruiz, Mary	Tempe
Tempe	
Rummage, Mrs. Roy	Los Angeles, Cal.
Ky.	
Russell, Edna	Nogales
Chandler	
Salmans, Flora	Nogales
Guanajuato, Mex.	
Sandoz, Hazel	Phoenix
Tempe	
Sandoz, Vernice	Phoenix
Tempe	
Schoshusen, Hortensia ..	Phoenix
Tempe	
Schoshusen, John	Phoenix
Tempe	
Schoshusen, Lena	Phoenix
Tempe	
Schultz, Rose	Phoenix
Mammoth	
Shannon, Marie	Phoenix
Wickenburg	
Shew, Edna	Phoenix
Walnut Grove	
Shill, Otto	Phoenix
Mesa	
Shill, Scott	Phoenix
Mesa	
Simm, Harold	Phoenix
Ray	
Simmons, Linton	Phoenix
Tempe	
Simpkin, Hazel	Phoenix
Phoenix	
Smith, Berniece	Phoenix
Phoenix	
Smith, Cecil	Phoenix
Phoenix	
Smith, Edna	Phoenix
Tempe	
Smith, Elsie	Phoenix
Tolleson	
Snodgrass, Harriet	Phoenix
Phoenix	
Spindle, Henry	Phoenix
Nogales	
Stabler, Ethel	Phoenix
Phoenix	
Standage, Avenel	Phoenix
Tempe	
Standage, Beulah	Phoenix
Mesa	
Stanger, Lillian	Phoenix
Morenci	
Stephens, Mabel	Phoenix
Prescott	
Stewart, Ethel	Phoenix
Mesa	
Stewart, Jewel	Phoenix
Mesa	
Stewart, Robert	Phoenix
Tempe	
Still, Nellie	Phoenix
Tempe	
Stone, Edna	Phoenix
Phoenix	
Stratton, Ernestine	Phoenix
Winkelman	
Strong, Rhoda	Phoenix
Tempe	
Stroud, Maud	Phoenix
Buckeye	
Tannehill, Fern	Phoenix
Phoenix	
Thomas, Emmelyn	Phoenix
Globe	
Thomas, Grace	Phoenix
Scottsdale	
Tompkins, Hazel	Phoenix
Phoenix	
Tucker, Myrtle	Phoenix
Tempe	
Turner, Ethel	Phoenix
Tempe	
Turner, Jewel	Phoenix
Elgin	
Turner, Myrtle	Phoenix
Tempe	
Turner, Stella	Phoenix
Elgin	
Vensel, Mary	Phoenix
Tempe	
Vestry, Hazel	Phoenix
Douglas	
Waktor, Florine	Phoenix
Los Angeles, Cal.	
Walker, Virgil	Phoenix
Nogales	
Walker, Gladys	Phoenix
Nogales	
Wallingford, Eleanor ..	Phoenix
Phoenix	
Wanamaker, Mrs. Ruby ..	Phoenix
Kline, Colo.	
Ware, Beulah	Phoenix
Chandler	
Ware, Helea	Phoenix
Chandler	
Ware, Pauline	Phoenix
Chandler	
Warren, Jennie	Phoenix
Bisbee	
Wedgeworth, Ada ..	Phoenix
Palo Verde	
Wells, Lillian	Phoenix
Phoenix	
Wells, Harriet	Phoenix
Mayer	
Wendel, Helen	Phoenix
Mesa	
Wesson, Edith	Phoenix
Tempe	
Westfall, Elva	Phoenix
Wellton	
Wheat, Mary	Phoenix
Phoenix	
White, Elvin	Phoenix
Tempe	
White, Garland	Phoenix
Tempe	
Wickliffe, Winnie	Phoenix
Tempe	
Willcox, Merle	Phoenix
Cananea, Sonora, Mexico	
Wilson, George	Phoenix
Duncan	
Wilson, Sarah	Phoenix
Safford	
Windham, Bessie	Phoenix
Duncan	
Woodrell, Mrs. J.	Phoenix
Douglas	
Woods, Laura	Phoenix
Globe	
Wolf, Ethel	Phoenix
Scottsdale	
Wolf, Ruby Lena	Phoenix
Marion, Ky.	
Young, Virna	Phoenix
Phoenix	
Zimmerman, Erdene	Phoenix
Tempe	
Zimmerman, Erna	Phoenix
Tempe	

Training School Enrollment

1914—1915

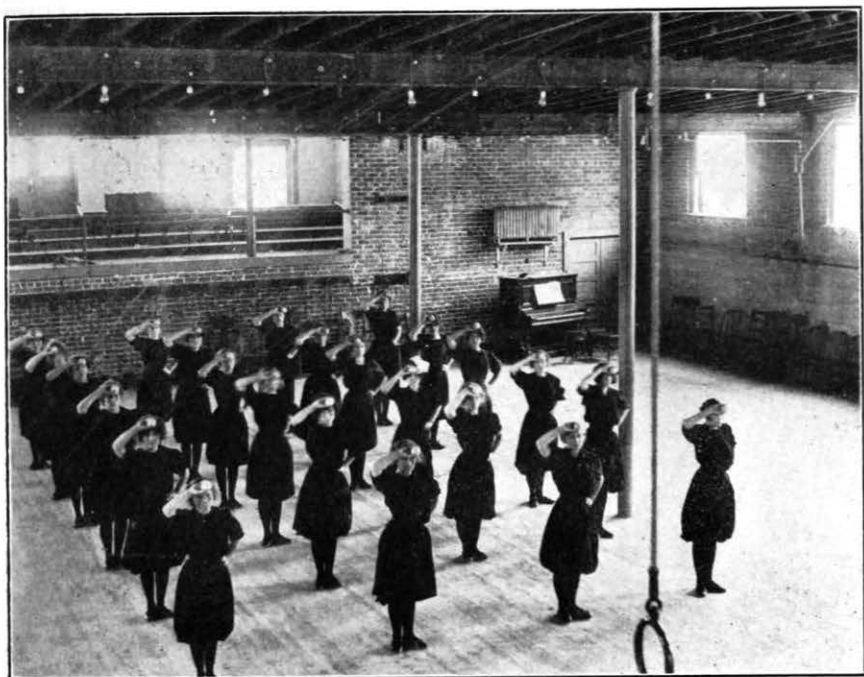
Acedo, Lauro	Carter, Clay
Acedo, Luro	Casner, Jack
Alvarez, Leobaldo	Casner, Winona
Alvarez, Merijildo	Celaya, Laura
Alexander, Cecil	Celaya, Lupe
Alexander, Elaine	Chilson, Burt
Alexander, Sadie	Chilson, Warren
Ashley, Alice	Clark, Kenneth
Ashley, Homer	Cole, Benjamin
Ashley, Raymond	Cole, Emma
Anguis, Amelia	Cole, William
Anguis, Manuela	Contrares, Felisita
Arviso, Leonor	Corrales, Mary
Austin, Cedric	Crook, Alta
Austin, Elsie	Curry, Naomi
Ayersman, Gladys	Daniels, Harry
Ayersman, Harold	Danz, Francis
Ayersman, Leona	Dickenson, Teddy
Ayersman, Paul	Donaldson, George
Baldwin, Benjamin	Donaldson, Una
Baldwin, Dorothy	Donaldson, William
Barnette, Alice	Donaldson, Marion
Barnette Ethel	Elias, Irene
Barnette, Foy	Elias, Rosa
Barnette, Wayland	Emperial, Mercedes
Basquez, Cruz	Enriques, Artemisa
Basquez, Pastora	Enriques, Carmelita
Bassett, Gladys	Faulkner, Merle
Bassett, Ray	Felton, Conway
Bassett, Walter	Felton, Helen
Benites, Alfredo	Felton, James
Benetes, Angelita	Fisk, Margaret
Benites, Fernando	Fisk, Martha
Bloys, Beulah	Flores, Dora
Bostrom, Leona	Flumerfelt, Anice
Brick, Marie	Flumerfelt, Helen
Brick, Martin	Flumerfelt, Iola
Brinegar, Amy	Flumerfelt, Percy
Brown, Edward	Fogal, Gilbert
Brown, Minnie	Frizzell, Stella
Browning, Edna	Gibson, Frank
Butler, Dorothy	Gibson, Gladys
Butler, Thelma	Gibson, Helen
Carr, Edward	Gibson, Thelma
Carr, Margaret	Godfrey, Leona
Carroll, Geraldine	Goodwin, Randolph

Goodwin, Zorena
Granillo, Telesfora
Green, Federico
Gruell, Jessie
Haulot, Gertrude
Hilbers, Cecil
Johns, Benjamin
Johnston, Miriam
Jones, Carl
Jones, Gertrude
Jones, Mildred
Lindsay, Joe
Lobb, Elsie
Lobb, Minnie
Lopez, Julia
Lopez, Reynaldo
Lukin, Helen
McClain, Florence
MacLennan, Anita
Marrow, Benjamin
Martinez, Elisa
Matley, Welcome
Messenger, Beatrice
Morales, Maria
Moss, Charles
Moss, Virginia
Mullen, Frances
Mullen, Josephine
Mullen, Kenneth
Mullen, Teddy
Mullen, Una Belle
Munos, Guadalupe
Munos, James
Munos, Marguerita
Murdock, Rachel
Navarro, Cruz
Nelson, Dorothea
Nelson, Esther
Nelson, Wallace
Noriega, Angelita
Noriega, Clara
Noriega, Lawrence
Noriega, Lionel
Noriega, Lucy
Noriega, Roy
Nickel, Evelyn
Ochoa, Eva
Ochoa, Juan
Ochoa, Luz
O'Connor, John
O'Connor, Helen
Oviedo, Susie
Palomino, Joseph
Palomino, Juana
Parker, Marguerite
Parker, Vernon
Parker, Wilton
Parr, Patrick
Patton, Edgar
Patton, Howard
Perry, Walter
Perry, Wesley
Peters, Virginia
Phelps, George
Prather, Harold
Price, Helen
Price, Joe
Quibiens, Leona
Quiquis, Frank
Redden, Beatrice
Redden, Evelyn
Redden, Lela
Rhymer, Floyd
Rhymer, Hazel
Rhymer, Nellie
Rivera, Guadalupe
Robbins, Dick
Robles, Eva
Rodriquez, Manuel
Sarrategui, Nellie
Sarrategui, Louise
Sarrategui, Lupe
Scott, Inez
Shahan, Emma
Shahan, Frank
Smith, Cecil
Smith, Ida
Smith, Ira
Smith, William
Sotelo, Amelia
Sotelo, Edith
Sotelo, Josefina
Teeter, Helene
Teeter, Owen
Teeter, Ronald
Uvez, Elias
Uvez, Tobias
Valencia, Maria
Valencia, Petra
Wanamaker, Alma
Wesson, Howard
White, Irvial
Williams, Hazel
Williams, Myrtle
Williams, Reba
Williams, Rhea

Williams, Susie
Windes, Gertrude
Windes, Harold
Windes, Nora
Windes, William
Woods, Dorothy

Woods, Mary
Woolf, Dorothy
Woolf, Harold
Wolf, Edna Ruth
Woolf, Ruth
Woelfle, Joe

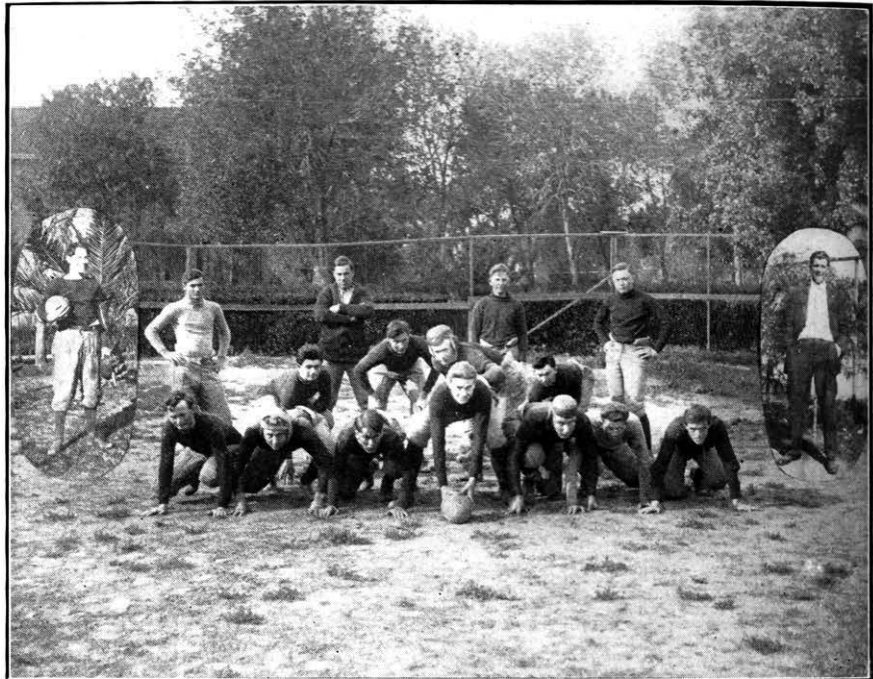
Zimmerman, Wesley



GYMNASIUM CLASS



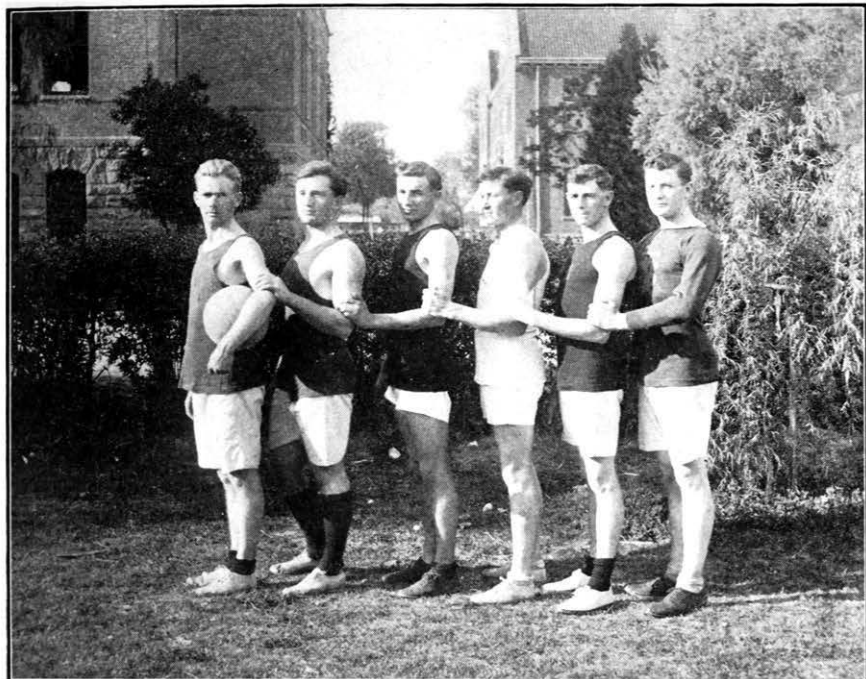
CACTUS WALKING CLUB



FOOT BALL TEAM



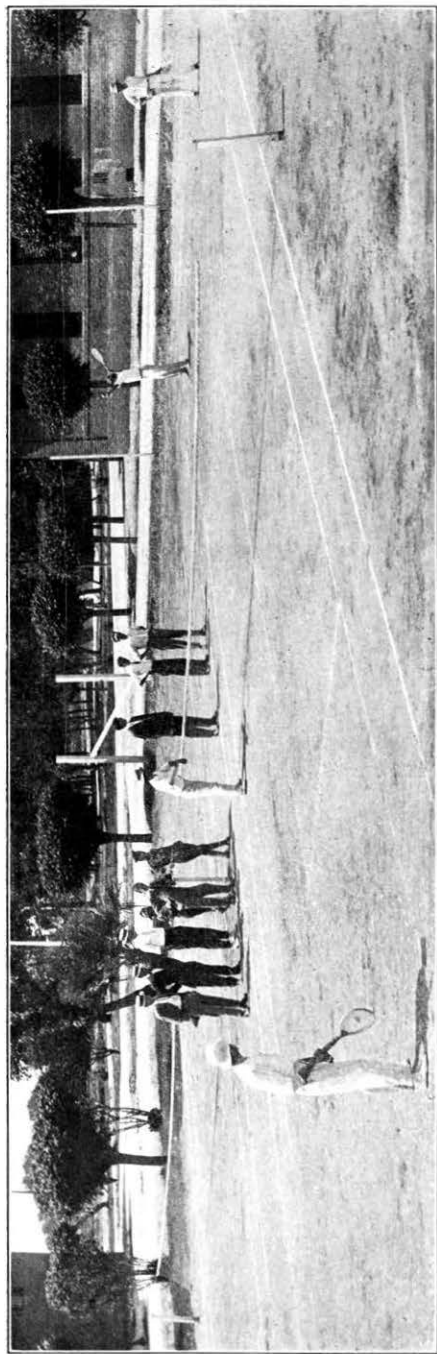
BASE BALL TEAM



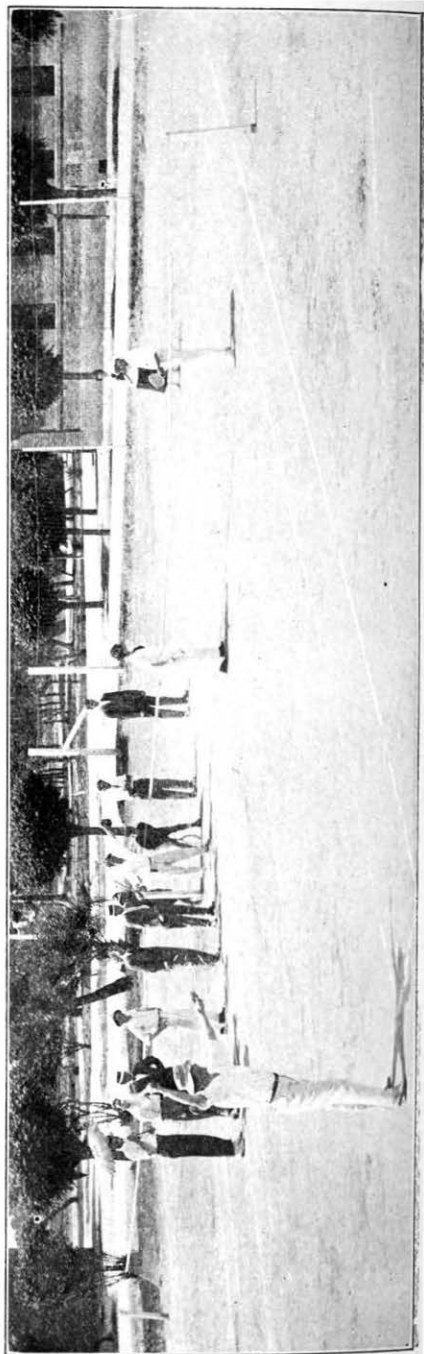
BOYS' BASKET BALL TEAM



GIRLS' BASKET BALL TEAM



TENNIS—MEN'S DOUBLES



TENNIS—MIXED DOUBLES

The McNeil Co.  Phoenix, Ariz.