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JUNE, 1919

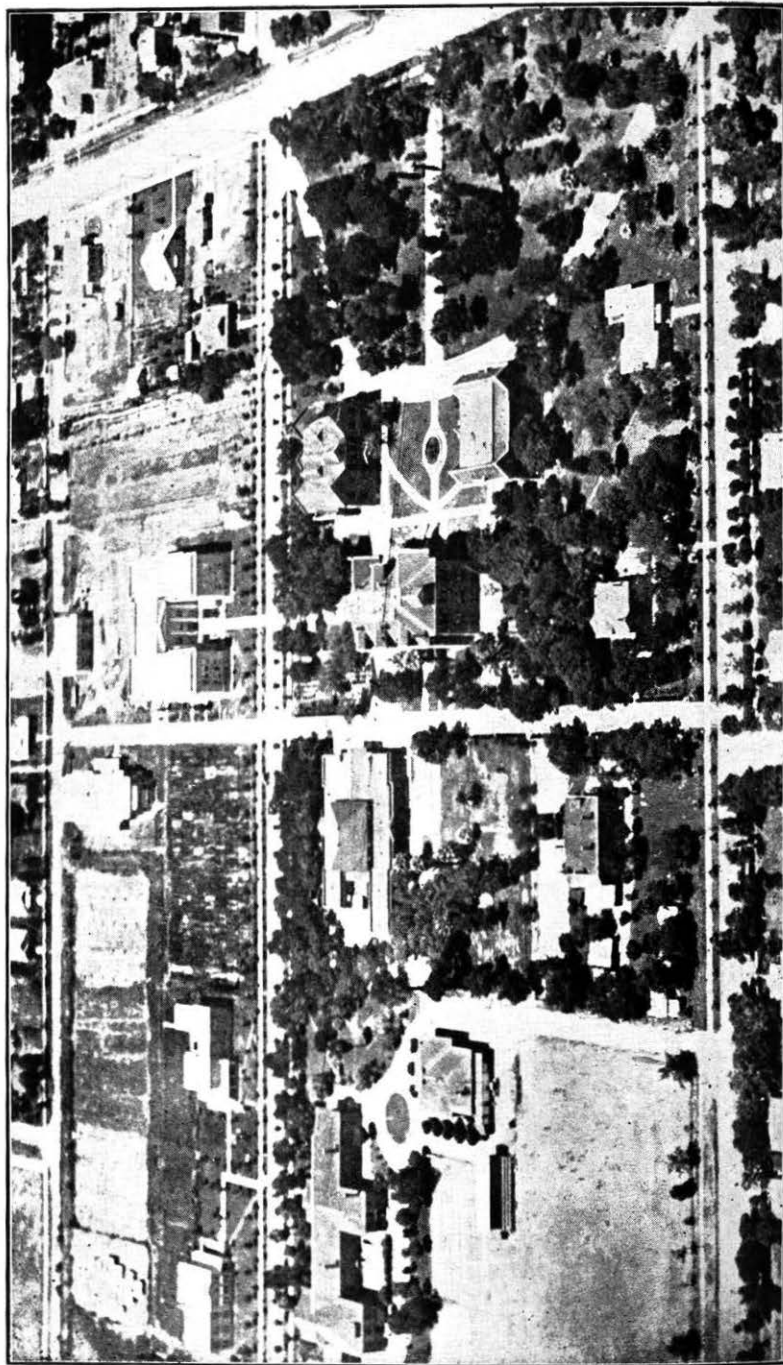
Number 1

**BULLETIN**  
**OF THE**  
**TEMPE NORMAL**  
**SCHOOL**  
*1919-20*  
**OF**  
**ARIZONA**

**AT**  
**TEMPE, ARIZONA**

*Walker-Powell Co*





THE CAMPUS FROM AN AEROPLANE

*Volume 34*

*JUNE, 1919*

*Number 1*

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**OF THE**

**TEMPE NORMAL**

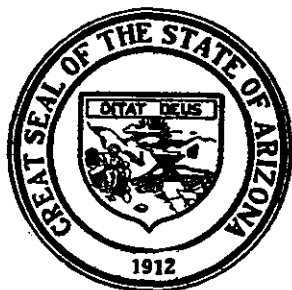
**SCHOOL**

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**TEMPE, ARIZONA**



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# Calendar 1919-1920

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1919

First Semester begins.....	September 8
First Quarter ends.....	November 7
Second Quarter begins.....	November 10
Thanksgiving Vacation.....	November 27-28
Christmas Vacation begins.....	December 20
School reopens.....	December 29

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1920

First Semester ends.....	January 16
Second Semester begins.....	January 19
Third Quarter ends.....	March 26
Fourth Quarter begins.....	March 29
Examinations and Commencement Exercises.....	May 31-June 4

# Boards and Officials

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## NORMAL BOARD OF EDUCATION

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

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## OFFICIAL BOARD OF VISITORS

R. N. Fredericks.....	Prescott
Judge G. W. Shute.....	Globe
T. E. Pollock.....	Flagstaff

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## OFFICERS OF ALUMNI ASSOCIATION

Robert L. Finch, '17, President.....	Tempe
Maurice Jones, '17, Vice-President.....	Tempe
Lawrence Longan, '17, Secretary.....	Tempe
Grant Laney, '17, Treasurer.....	Phoenix

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## STATE BOARD OF EDUCATION

His Excellency, Governor Thomas E. Campbell.....	Phoenix
Hon. C. O. Case, Supt. Public Instruction.....	Phoenix
Dr. R. B. von KleinSmid, President, University of Arizona.....	Tucson
Dr. J. O. Creager, President, Northern Arizona Normal School .....	Flagstaff
Dr. A. J. Matthews, President, Tempe Normal School.....	Tempe
C. F. Philbrook, City Superintendent of Schools.....	Bisbee
Miss Elsie Toles, County Superintendent of Schools.....	Tombstone
H. E. Matthews, Principal, High School.....	Mesa

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## STATE BOARD OF EXAMINERS

Hon. C. O. Case, Superintendent Public Instruction.....	Phoenix
Alma Davis.....	Mesa
Lloyd Elliott.....	Phoenix

# Faculty 1919-1920

## NORMAL SCHOOL

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A. J. Matthews, LL. D., Syracuse University.....	President
F. M. Irish, Assistant.....	Physical Science and Military Drill
W. J. Anderson, B. S., National University, Chicago.....	Art
George M. Frizzell, B. Pd., State Normal School, Warrensburg, Mo. ....	Mathematics
James F. Hall, A. M., Harvard University.....	Ancient Language
A. B. Clark, Chicago Normal School.....	Manual Training
Edith Salmans, B. S., Ohio Wesleyan University.....	Modern Languages
James L. Felton, A. M., University of Chicago.....	English
Ira D. Payne, A. B., Stanford University.....	Education and Director of Training School
Anna R. Stewart, Tempe Normal School.....	Home Economics
John R. Murdock, B. S., Normal School, Kirksville, Mo.....	History and Civics
R. B. Beckwith, A. B., Olivet College.....	Biological Science
E. Blanche Pilcher, A. B., University of Kansas.....	Assistant in English
Ethel Zartman, A. B., Northwestern University.....	Elocution and Physical Culture
Victoria Avakian, Los Angeles Normal School.....	Assistant in Art
L. W. Fike, A. M., University of California.....	Psychology and Sociology
F. W. Hiatt, M. S., Univ. of Chicago.....	Geography and Physiology
Walter H. Sexton, A. B., Bowdoin College.....	Dept. of Commerce
Olive M. Gerrish, Columbia School of Music, Chicago.....	Vocal and Public School Music
* <i>Frankanka</i> .....	Machine Shop and Forge Work
Florence B. Hall, M. A., Drury College.....	Assistant in Mathematics and English
Winne E. Delzell, A. B., University of Nebraska.....	Home Economics
Forest E. Ostrander, B. S., Washington State College.....	Agriculture
Geo. E. Cooper, Pd. M., State Normal School, Slippery Rock, Pa. .....	Assistant Instructor and Athletic Director
Louise F. Encking, Pratt Institute, Library School.....	Librarian
Lillian Sabin, Ph. B., University of Wisconsin.....	Assistant Librarian

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\*To be supplied.

## Faculty—Continued

### TRAINING SCHOOL

Ira D. Payne, A. B., Stanford University.....Director

### CRITIC TEACHERS

Mary McNulty Empey, Tempe Normal School.....Primary Grades  
Leona M. Haulot, Tempe Normal School.....Grammar Grades  
\*Louise B. Lynd, Tempe Normal School.....Rural Critic  
Mrs. Ida O'Connor, Tempe Normal School.....Primary Grades  
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  
Sara Davis Hayden, Stanford University.....  
.....Intermediate Grades and Playground Supervisor  
Ella L. Roll, A. B., Stanford University.....Grammar Grades  
Emma B. French.....Grammar Grades

\*On leave.

### ADMINISTRATIVE OFFICERS

A. J. Matthews.....President  
Laura Dobbs.....Secretary and Accountant  
Amelia Kudobe.....Records of Students  
Anna H. Ridenour.....Preceptress of Girls' Dormitories  
Mrs. Mary W. Waite.....Assistant Preceptress  
† .....Assistant Preceptress

†To be supplied.

L. C. Austin.....General Foreman  
J. F. Hendrix.....Head Janitor  
J. G. Newton.....Engineer  
Robert Krause.....Chef  
Mrs. R. N. Krause.....Matron of Dining Hall

# **The Tempe Normal School of Arizona**

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## **General Information**

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### **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."

### **L O C A T I O N**

Many factors contribute to make the location a most desirable and even an ideal one for a school of this character. Tempe is a thriving town of 2,500 inhabitants, distant only twenty minutes' ride from Phoenix, the capital of Arizona, with which it is connected by automobile stage lines giving half hourly service. 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 town lies in the midst of the Salt River Valley, whose fertile fields surround it, delighting the eye with their perpetual verdure and insuring an un failing 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. 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

Few schools in the country have a more attractive setting than Tempe Normal School. The campus 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 gravelled drives, and a profusion of trees, shrubs and flowers. The fourteen buildings are distributed over the grounds in two groups, between which extends the Willow Avenue drive, flanked by double rows of thrifty elms. In the distance one looks out toward the mountains with their ever changing lights and shadows and wonderful coloring. These beautiful surroundings constitute an important factor in making the Normal School a real home to the students during their sojourn. Portions of the lawn are specially arranged for lighting and are at the disposal of the students for class parties, receptions, and other social functions which derive much of their charm from being held in the open.

Ample facilities for outdoor recreation are provided in numerous well kept tennis courts of approved construction, screened basketball courts, athletic field, running track and baseball diamond. A commodious covered amphitheater accommodates spectators at athletic events. Extensive school gardens afford the necessary training for the students in agriculture, and at the same time provide fresh vegetables for the dining hall.

A tract of thirty acres immediately adjoining the campus is equipped as a model farm, thus affording ample opportunity, close at hand, for experimental and practical work in all lines of agriculture.

## Description of Buildings

The original group of buildings of red brick and stone has grown up with the main building as a center and encloses on three sides a quadrangle of green lawn, having in its center a fountain in which pond lilies may be seen in blossom during the greater part of the year. On the west side of the main drive is a more recent group of buildings in cream colored pressed brick, the tone of which blends harmoniously with the landscape. The dominant note in this later group is the Industrial Arts Buildings with its imposing lines and dignified proportions. The arrangement of both groups is both sightly and convenient.

### MAIN BUILDING

The early traditions of Tempe Normal School cluster about the Main Building with its three stories of ivy covered red brick which, for many years after its founding in 1894, was the scene of nearly all student activities. With the growth of the institution, one department after another has been separately housed until at the present time this parent building is devoted chiefly to classrooms for the academic work. The kindergarten department occupies a portion of the first floor, which also contains the armory. The east half of the main floor contains the main library with its 12,000 volumes, and with reading tables to seat over a hundred at a time. The main corridor of this building is one of the points of interest to returning alumni, for here are the cases of military and athletic trophies reminiscent of bygone days, and the photographs of the various graduating classes in which one may trace the recurring cycles of fashion in dress and coiffure.

### SCIENCE HALL

Facing the Quadrangle on the east, is the Science Hall, a commodious two-story structure which at present houses the administrative offices of the President and the Secretary of the faculty. The remainder of the first floor is occupied by the laboratories of physics and chemistry which are situated on either side of a common lecture room and are well supplied with all apparatus for demonstration as well as for individual students' work. Improved types of laboratory tables are installed and equipped with gas, water and electric current. The lecture room is fitted with an excellent appar-

atus for projection, a motor generator for demonstration currents, storage batteries and many other facilities for lecture work. Stock rooms and a photographic dark room are also located here.

On the second floor, are the laboratories for biology, physiology and geography. The equipment of these laboratories includes an excellent outfit of microscopes, microtomes, paraffin baths and other accessories and a good collection of working material. The lecture room is centrally located and is fitted with projection apparatus. There is a good working equipment for the study of bacteriology and microbiology. A room on this floor is devoted to a growing museum collection of material representative of the fauna and flora of Arizona and its mineral resources.

### AUDITORIUM AND GYMNASIUM

On the side of the Quadrangle, opposite the Science Hall, is the Auditorium, a building 72x100 feet, which has recently undergone a thorough reconstruction with improvements which make it one of the best structures of the kind in the state. The main auditorium seats nearly one thousand persons and is designed with especial attention to its acoustic properties, which are excellent. A forty-foot stage with ample depth is equipped with a complete set of modern scenery and with stock properties sufficient to stage dramatic work of a high order. School organizations are thus enabled to develop their dramatic talent under very favorable circumstances, and the school management is enabled to bring each year to the student body and the people of Tempe a course of lectures and entertainments of the best class. The auditorium further serves to bring together in the weekly assemblies the entire student body and the faculty for a mutual exchange of ideas to the betterment of the efficiency of the institution.

The lower floor of this building is a well appointed gymnasium with the usual apparatus, dressing rooms, lockers and shower baths.

### 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 class rooms are so arranged that easy access is had from each to the assembly. A marked feature

is the lighting and ventilation of all the rooms. The heating of the building is accomplished by a plenum system with positive fan driven circulation of air. 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, there is a library of over 700 volumes suited to the work of the grades, two pianos, a grafanola and a reflectoscope.

### **D I N I N G   H A L L**

Situated very conveniently to the dormitories is the dining hall. It has a seating capacity of two hundred, and is intended 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.

### **H O S P I T A L**

The new hospital building is located in a suitable section of the campus north of the President's residence. It is a thoroughly modern fire-proof 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 greatly facilitates administration, enabling the management to provide suitable care for the inevitable cases of sickness which must occur annually among so large a body of students.

### **T H E   P R E S I D E N T ' S   R E S I D E N C E**

This substantial two-story brick structure completes the plan of the main group of buildings and is pleasantly located within a convenient distance of the administrative offices.

### **I N D U S T R I A L   A R T S   B U I L D I N G**

The buildings upon the western half of the campus form a distinct group, conveniently located and harmonizing in color and architectural design. Prominent among them is the home of the industrial arts, a thoroughly modern, fire-proof

building of concrete construction, faced with cream pressed brick.

Upon the main floor, to the left of the re-entering court, one finds the offices, the library and drafting rooms of the department of manual arts. In the rear of these are the spacious wood shops and the pattern room, all equipped with first class woodworking machinery of the most approved design. A large lecture hall in the center is provided with projection apparatus and means for darkening the windows for use of lantern illustrations in the day time. Next in order are the machine shops of the metal working department with a full complement of lathes, shapers, milling machines and drill presses. The front portion on this floor, to the right of the main entrance, is occupied by the department of commerce, with rooms for typewriting, stenotype and shorthand classes and multigraph practice.

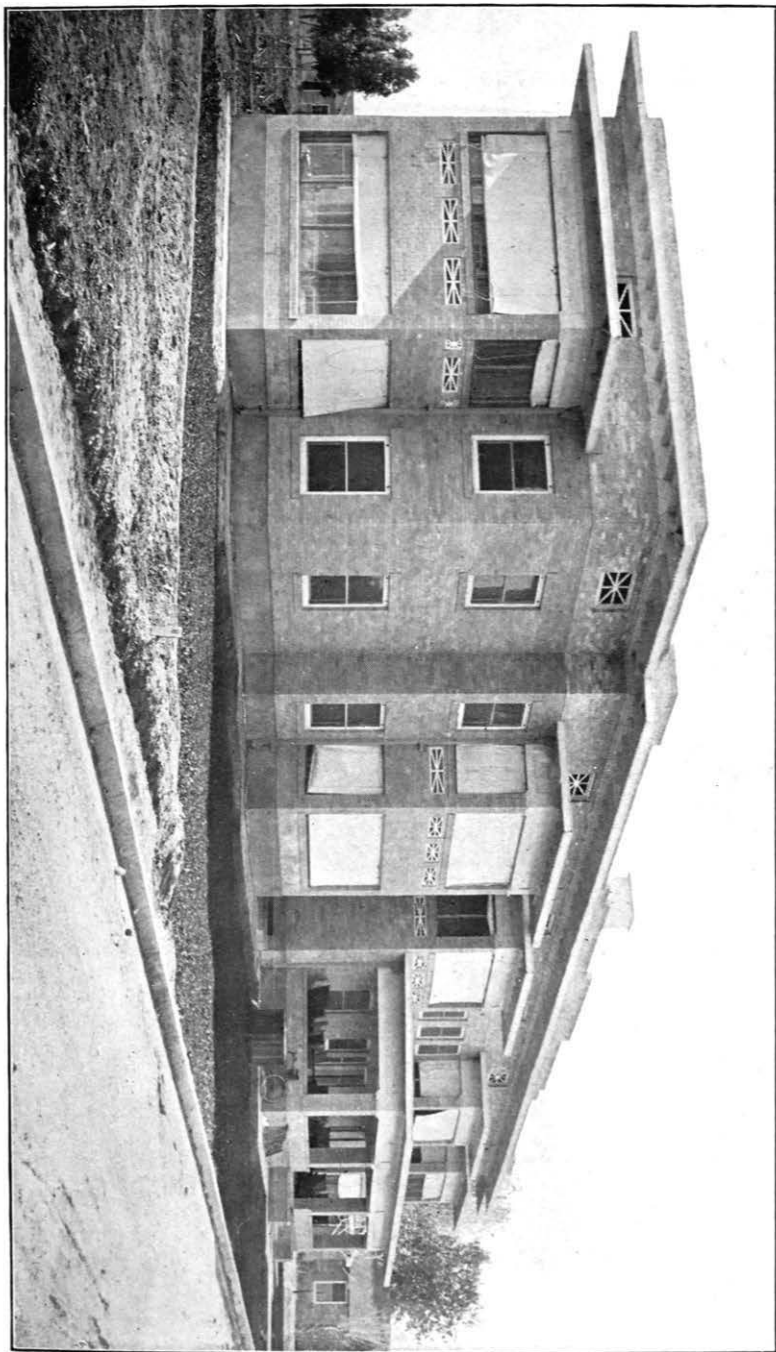
The basement floor contains the foundry and forge shop and a fully equipped shop for work in sheet metal. The agricultural classes are accommodated in one wing of this floor, and there are also large rooms for the storage of stocks of raw materials.

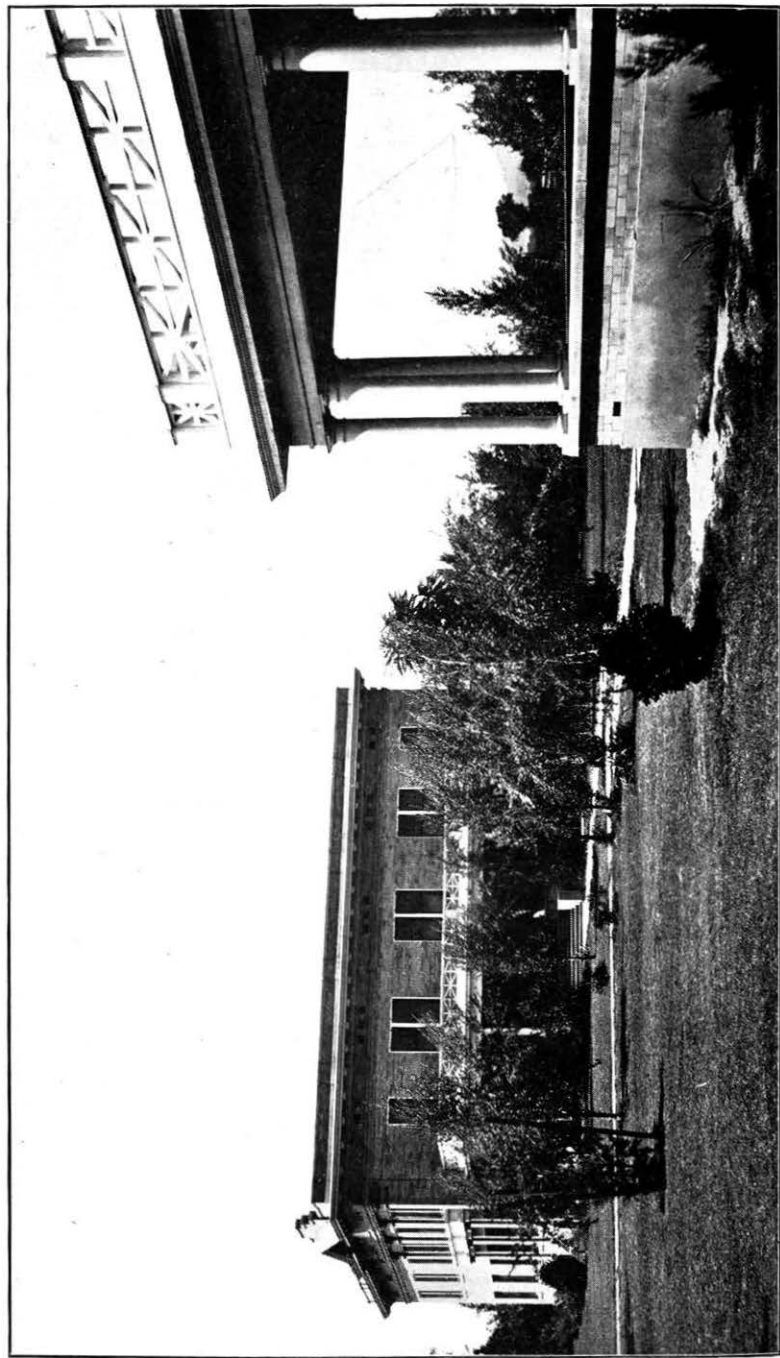
Upon the third floor are located the art department and the department of home economics. The latter department occupies the south half with carefully planned arrangement of rooms for sewing, pattern drafting, fitting, machine sewing laundry work and cookery. The cooking laboratory is one of the most thoroughly up-to-date and is provided with every convenience the most exacting housewife could desire. The quarters of the art department are equally well planned, including the offices of the instructors, two large and fully appointed studios, modeling room, glazing room and kiln room for work in ceramics.

## DORMITORIES

There is scarcely any phase of the school life which has a greater influence in broadening the views of the student and developing his sympathies and his understanding of human nature than the experience of living in a school dormitory along with others from various parts of the country and from various walks in life, all brought together by a common interest. The young man or young woman who lacks this experience has missed a valuable means of adjustment to human society. Recognizing the importance of this fact, the man-

BOYS' DORMITORY—SHOWING THE OPEN AIR SLEEPING PORCHES





SOUTH HALL

TWO OF THE GIRLS' DORMITORIES

NORTH HALL

agement of the Tempe Normal School has taken great pains with the development of the present system of student dormitories, which in many respects, are models of their kind. The facilities provided in all these buildings are practically uniform. All rooms are provided with electric light, steam heat and hydrant water, and all are completely furnished, even to the towels and linen. Bath rooms are conveniently placed upon every floor, and every attention has been paid to the details of sanitation. Provision is made by means of ample screened sleeping porches that all students may sleep in the open air the whole year round. All the dormitories are periodically fumigated in a thorough and scientific manner. The beneficial effect of these precautions together with insistence upon regularity in the matters of eating and sleeping are shown by the general good health of the student body.

The most recent of these buildings is the young men's dormitory recently completed in the plot south of the Arts Building. This is a thoroughly modern structure of concrete, faced with cream pressed brick. The sleeping porches are of a new design, each adapted to accommodate four young men, that is, one sleeping bay to every two rooms. This arrangement is believed to possess advantages, many of which are obvious. One of the most attractive features of this building is the large and well lighted recreation room. Living quarters are provided for the preceptor, who is a member of the faculty and who exercises supervision over the young men at all times.

East Hall, the dormitory for the young women of the junior and senior classes, comfortably accommodates one hundred thirty-five students under the supervision of the preceptress, who lives in the building. In addition to the standard students' living rooms and the large sleeping porches, this dormitory furnishes a completely equipped laundry for the free use of those students who desire to do part or all of their own laundry work. There are also two large parlors with piano, and broad shady verandas are welcome in the students' leisure hours.

South Hall, the home of the mid-year young women, and North Hall, which houses the freshman and sophomore girls are situated in the west half of the campus, directly opposite East Hall. These buildings are the two completed units of a projected group of six which are to be constructed as the needs of the school demand. Each of these halls accommo-

dates thirty-four students, under the care of an assistant preceptress, and with the smaller number of occupants and consequent nearer approach to homelike conditions, these units present the ideal of dormitory design. They are peculiarly well adapted to the needs of the younger girls who are away from home for the first time, and, under the watchful care of a sympathetic preceptress, who, for the time being, endeavors to take the mother's place, the student begins her boarding school career under circumstances most favorable to the best employment of her time and opportunities.

### HEATING SYSTEM

An entirely new central heating system was installed last year. The boiler room, located west of the Arts Building, conforms, in its architectural features with the other buildings of the western group. Two powerful boilers furnish the steam for the system of tunnels which distribute the supply pipes to all buildings on the campus. This system of concrete tunnels will eventually carry all electric wiring of the lighting, telephone and power systems underground, thus removing from view all wires which are, of necessity, more or less unsightly. A third boiler supplies hot water under pressure to all buildings, thus effecting a considerable economy in fuel.

## Expenses of Students

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**Dormitories:** Board, room, light, heat, etc., are furnished for \$22.50 per school month of four weeks, payable monthly in advance. (No allowance is made for vacations, absence over week-ends, or absence due to disciplinary action.) A hospital fee of \$1.00 per month is payable at the same time as the fee for board and room. This fee covers all necessary expenses incident to illness with the exception of physician's charges.

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 \$25 to \$30 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 School with the intention of completing the work leading to graduation in either the professional or academic course. A fee of \$5.00 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.

Students entering the school from other states will be required to furnish a health certificate from a physician appointed by the Normal School; must pursue successfully the full amount of work required of students in any course; and must sign a declaration of intention to teach in the public schools after graduating from the Normal School.

**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 in the neighborhood of 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 ninth grade 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 are not so situated as to be able to make their homes with relatives in Tempe who are advised to live in the dormitories. Students desiring to engage room and board outside the dormitories must first obtain written approval from the office, and such students must further agree to observe the faculty regulations for the government of dormitory students.

Students entering the dormitories may not leave them to board or room outside until a written or personal request is made by the parent or guardian directly to the President. The right to change the boarding or rooming place of a student on the outside is reserved by the faculty when such place is not satisfactory or does not co-operate in enforcing the regulations of the school.

It is the judgment of the faculty that the environment of all 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 three departments, the Normal School, the Training School, and the School of Industrial Arts. The Normal School offers a two-year teachers' course, open to graduates of a four year high school, and leading to the Life Diploma. It also presents several high school courses which may be followed by those who intend later to enter the teachers' course, or by those who do not intend to become teachers. One year of high school work is required for entrance to these high school courses.

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 kindergarten.

The School of Industrial Arts offers special courses to those who do not desire to secure the regular teachers' diploma, but who wish to procure special diplomas entitling them to teach home economics, manual training, art, music, kindergarten, agriculture or commerce.

## CORRESPONDENCE

Any information regarding studies, credits, expenses, etc., and requests for catalogs 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 School, where they will be taken care of at the office of the President.

## Admission and Graduation

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**Admission to the Normal School:** Candidates for admission to the Normal School will be required to pass a satisfactory examination. Certificates from an accredited high school or recommendations from teachers may 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 School 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. Students who offer credentials from high schools or other schools in lieu of entrance examinations, must forward such credentials with the application for entrance or present them at the time of registration. These credentials even in the case of those holding high school diplomas or certificates, must show the character of the work done, as well as the number of weeks devoted to each subject and the number of hours of work per week.

**Admission for High School Graduates:** The two year teachers' courses are open to graduates from high schools maintaining a full four year course and conforming to the academic requirements of this normal school. These two year courses are designed to qualify teachers either for work in the grades or for work as special teachers or supervisors as will be explained in detail under the heading devoted to courses of study. Graduates from these teachers' courses receive a diploma which entitles them to teach during life in the public schools of Arizona, California and other states, and which is generally accepted for at least one year's credit upon 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 either semester, (see calendar), but they will be admitted at any time by special arrangement of work.

**Graduation:** 1. In order to receive a teacher's diploma from this institution, a student must have attained the age of 18 years.

2. Special action of the Faculty is necessary to admit to

senior standing any student who finds it necessary to take work in excess of the regular amount required for the scheduled course.

3. Candidates for graduation must have completed at least one full year's work in this school, and, in addition to the required 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-year 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 Board of Education requires that all candidates for a teacher's diploma of any kind must pass the regular teachers' examination in spelling, arithmetic and grammar. These examinations may be taken in either the junior or the senior year.

6. A regulation of the State Board of Education requires of normal school graduates, proficiency in the Palmer system of business writing.

7. The teacher's diploma entitles the holder to teach in the schools of Arizona during life without examination. It is accredited also in the State of California and in several other states.

**Examination and Reports:** Students must attend such examinations as may be required during the year, and such other examinations as may be required by the faculty or Board of Education upon entering or before graduating from the Normal School, 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 quarterly report is made to every student showing his standing in the subject studied, and a copy of this report is forwarded to the parent or guardian. Standings are indicated by letters. A student who satisfactorily completes a subject is assigned a grade C; A and B are assigned for grades of excellence above passing; D indicates a condition to be removed; and E indicates a failure, and that the work must be repeated.

Semester grades only are effective in determining the student's standing.

# Courses of Study

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## PROFESSIONAL OR TEACHERS' COURSES

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**Regulations of State Board:** The law requires that the normal schools of Arizona shall maintain uniform courses of study leading to the regular teachers' diploma. The courses outlined in the pages following are drawn up in accordance with the regulations of the State Board of Education with a view to securing the uniformity above mentioned. The rules of the Board require that the minimum length of the school year shall be thirty-eight weeks exclusive of summer schools; that a minimum course of two years shall be required of graduates of a four-year high school course in order to secure the teacher's diploma; but that students who are graduates from a four-year high school course, accredited by the Normal School, and in addition thereto have taken a suitable amount of professional work in a college, university, or normal school, and who have had at least one year's experience in teaching in the public schools, may receive credit on the two-year teachers' course, provided that, in all such cases students will be required to take at least one year's work in residence before receiving the teacher's diploma.

In the following outlines of courses, the term "unit" is used to denote a subject studied through one school year with five class exercises or periods per week, two periods of laboratory work being considered equivalent to one class exercise. The school year is divided into two semesters. The recitation period is forty-five minutes in length.

**Changes in Teachers' Course:** It should be noted that certain important changes have been made, this year, in subject matter and arrangement of this course, including the transfer of the greater portion of the work in methods to the junior year. The advantages of this rearrangement will be apparent to all. This new course will go into effect in September, 1919, for all who are entering the junior year at that time. Those who are entering the senior class this year will follow the old course, an outline of which is presented below for the guidance of all concerned.

## TEACHERS' COURSE

A TWO YEAR PROFESSIONAL COURSE FOR GRADUATES OF A FOUR YEAR HIGH SCHOOL COURSE WHO DESIRE TO PREPARE THEMSELVES FOR THE WORK OF TEACHING

THIS COURSE LEADS TO THE LIFE DIPLOMA.

### JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
*Psychology .....	5	*Pedagogy .....	5
*Geography and Methods.....	5	*Composition and General Literature .....	5
Art .....	5	Art and Methods.....	5
*Arithmetic and Methods.....	5	*Grammar and Methods.....	5
Elective, (See note below).....	5	Elective, (See note below).....	5
Palmer Writing .....	2	Palmer Writing .....	2
Physical Training and Play-ground Supervision .....	2	Physical Training and Play-ground Supervision .....	2

### SENIOR YEAR

Teaching .....	5	Teaching .....	5
*Primary Methods, (1 quarter)...	5	*School Efficiency .....	4
*Sociology .....	5	*History of Education.....	5
Music .....	5	Music .....	5
Elective, (See note below).....	5	Elective, (See note below).....	5
Agriculture .....	2	Agriculture .....	2

**Starred Subjects:** May be taken either first or second semester, the intention being that half the class shall take the work the first semester, the remaining half, the second semester.

**Electives:** Five hours work in each year is to be selected from the subjects offered in the high school course, according to the needs of the individual student. Among the subjects available for selection as electives are the following: physiology, biology, geography, history, civics, economics.

**Special Elective Work:** Students who desire to develop a special aptitude along some particular line of work without forfeiting their right to the general diploma, may elect five hours of the chosen special subject in the junior year and five hours in the senior year. Subjects offered in this connection are as follows: **Agriculture, art, home economics, manual arts, music, kindergarten training and commerce.** For the two years of such elective work along one special line, the student will receive, in addition to the regular teachers' diploma, a **special recommendation** for proficiency in the special subject. This recommendation, however, does **not** entitle the holder to qualify as a supervisor or special teacher.

**Military Training:** All male students are required by law to take the regular work in military training throughout the course.

## TEACHERS' COURSE

FOR THOSE STUDENTS WHO ARE TO GRADUATE IN 1920. THIS WAS  
FORMERLY KNOWN AS COURSE C.

### SENIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Methods .....	5	Methods .....	5
Teaching .....	5	Teaching .....	5
*Sociology .....	5	*History of Education.....	5
*School Efficiency .....	4	*School Efficiency .....	4
Music .....	5	Music .....	5

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

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## Special Vocational Courses

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Six special courses are now offered which lead to graduation and to a special diploma entitling the holder to teach or supervise a special line of work in the public schools of the state.

- (a) School Art,
- (b) Industrial Arts,
- (c) Home Economics,
- (d) Kindergarten Training,
- (e) Agriculture,
- (f) Commerce.

Candidates for admission to any one of the above courses must be graduates of a four-year high school course, or must have to their credit the equivalent of such a course, and, in addition, they must present recommendations for special training and ability along the line of the particular vocational course selected. These references must be signed by the instructor under whom the special work has been taken and by the principal of the high school or academy, and the candidate must file with the head of the department a description of the courses pursued, a statement of grades received, and where practicable, samples of work done.

## 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
Composition and Literature.....	5	Drawing and Painting.....	5
Drawing and Painting.....	5	Art History 2.....	1
Art History 1.....	1	Composition and Design 2.....	5
Composition and Design 1.....	5	Arts Crafts .....	4
Mechanical Drawing .....	4	Academic Elective .....	5

#### SENIOR YEAR

Methods and Teaching.....	5	Methods and Teaching.....	5
Drawing and Painting.....	5	History of Education.....	5
Art History 3.....	1	Drawing and Painting.....	5
Composition and Design 3.....	5	Art History 4.....	1
Costume Design .....	4	Interior Decoration .....	4
Academic Elective .....	5	Illustration .....	2
		Arts Crafts 2.....	3

NOTE:—Academic electives to be recommended for the special students in this course, by the instructors of the department.

Students desiring a technical course in Art see under title Technical Courses, page 23.

## SPECIAL COURSE IN MANUAL ARTS

### A COURSE IN MANUAL ARTS FOR THE TRAINING OF DEPARTMENTAL TEACHERS AND SUPERVISORS

#### JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology .....	5	Pedagogy .....	5
English 4 .....	5	Academic Elective .....	5
Composition and Design 1.....	5	Pattern Making .....	5
Turning and Lathe Practice.....	5	Case and Cabinet.....	5
Mechanical Drawing 2.....	5	Mechanical Drawing and Sheet Metal Work .....	5

#### SENIOR YEAR

Methods and Teaching.....	5	Methods and Teaching.....	5
Forge and Foundry Work.....	5	History of Education.....	5
Architectural Drawing .....	5	Interior Decoration .....	4
Machine Shop .....	5	Arts Crafts 2.....	3
Academic Elective .....	5	Machine Design .....	5
		Economics of Manual Training, Shop Courses and Practices....	5

NOTE:—Academic electives to be recommended for the special students in this course, by the instructors of the department.

Students desiring a technical course in manual arts see under title Technical Courses, page 23.

## SPECIAL COURSE IN HOME ECONOMICS

### A COURSE IN HOME ECONOMICS FOR THE TRAINING OF DEPARTMENTAL TEACHERS AND SUPERVISORS

#### JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology .....	5	Pedagogy .....	5
Composition and Design .....	5	Bacteriology .....	5
Biology 2 .....	5	Physiology .....	5
Household Chemistry .....	5	Household Chemistry .....	5
Clothing 2 .....	5	Cookery 2 .....	5

#### SENIOR YEAR

Method and Training .....	5	Method and Training .....	5
English 4 .....	5	History of Education .....	5
Cookery 3 .....	5	Nutrition .....	5
Clothing 3 .....	5	Clothing 4 .....	5
*Costume and Design	} 5	*Organization and Administration	} 6
*Interior Decoration		*Household Management	

\*One quarter each.

Students desiring a technical course in Home Economics see under title, Technical Courses, page 23.

## SPECIAL COURSES IN AGRICULTURE

### A COURSE IN AGRICULTURE FOR THE TRAINING OF SPECIAL TEACHERS AND SUPERVISORS

#### JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology .....	5	Pedagogy .....	5
Academic Elective .....	5	Academic Elective .....	5
Bacteriology .....	5	Physiology .....	5
Animal Husbandry .....	5	Animal Husbandry .....	5
Agricultural Chemistry .....	5	Agronomy .....	5

#### SENIOR YEAR

Methods .....	5	Methods .....	5
Teaching .....	5	Teaching .....	5
Ethics .....	5	History of Education .....	5
Horticulture .....	5	Dairying .....	5
Rural Economics .....	3	Rural Economics .....	3
Agricultural Education .....	2	Agricultural Education .....	2

### A SPECIAL VOCATIONAL ONE YEAR COURSE FOR TRAINING IN PRACTICAL AGRICULTURE UNDER PROVISIONS OF THE SMYTH-HUGHES ACT

First Semester	Hrs.	Second Semester	Hrs.
Animal Husbandry .....	5	Dairy Farming .....	5
Agronomy .....	5	Horticulture .....	5
Farm Arithmetic .....	5	Farm Mechanics .....	5
Farm English .....	5	Farm Management and Farm Ac- counting .....	5
Academic Elective .....	5	Civics, History and Rural Sociol- ogy .....	5

Students desiring a technical course in Agriculture see under title, Technical Courses, page 23.

## SPECIAL COURSE IN KINDERGARTEN TRAINING

A COURSE FOR THE TRAINING OF KINDERGARTEN AND PRIMARY  
TEACHERS AND SUPERVISORS

### JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Psychology .....	5	Pedagogy .....	5
Reading .....	5	Physiology .....	5
English Grammar 4 .....	5	Juvenile Literature .....	2
Music .....	2	Literature .....	2
Drawing .....	2	Music .....	2
Kindergarten Theory and Technics 5		Drawing .....	3
		Sociology .....	2
		Kindergarten Theory and Technics 5	

### SENIOR YEAR

Methods .....	5	Teaching .....	15
Teaching .....	5	History of Education .....	5
Ethics .....	5	Maternal Efficiency (2) .....	} 5
Public Speaking (2) .....	} 5	Kindergarten Theory and Technics (3) .....	
Literature (1) .....			
Nature Study (2) .....			
Kindergarten Theory and Technics 5			

## SPECIAL COURSE IN COMMERCE

### JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
*Psychology .....	5	*Pedagogy .....	5
*Bookkeeping A .....	5	Economics of Business .....	5
Shorthand 1 .....	5	*Accounting A .....	5
Stenotype 1 .....	5	Shorthand 2 .....	5
Typewriting 1 .....	5	*Commercial Geography .....	5
Economics 1 .....	5	Stenotype 2 .....	5
Commercial Arithmetic .....	5	Typewriting 2 .....	5

### SENIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
*Methods and Teaching .....	5	*Methods and Teaching .....	5
*Accounting B .....	5	*Accounting C .....	5
Shorthand 3 .....	5	Shorthand 4 .....	5
*Business Organization .....	5	Stenotype 4 .....	5
Stenotype 3 .....	5	*Corporation Finance .....	5
Commercial Law 1 .....	5	Industrial Management .....	5
Typewriting 3 .....	5	Typewriting 4 .....	5
Psychology of Commercial Subjects 5		Business Statistics .....	5

Required subjects are starred. A minimum of 24 hours per week must be made up from the electives.

Palmer writing is required of all students in this course until a satisfactory attainment of form and speed is acquired.

Students desiring a technical course in Commercial Work, see under title, Technical Courses, page 23.

## High School Courses

In past years, the Normal Schools of the state have always offered a course of study open to students who had completed the work of the eighth grade. This was in the nature of an academic or high school course and was designed to prepare students for the two-year teachers' course, although those who did not desire to become teachers were allowed to complete the four-year high school course and such students were granted a high school diploma. Now the number of high schools in the state has increased to such an extent that in nearly all sections it is possible for a student to obtain at least two years of high school work without leaving home. Furthermore, provision has been made recently whereby it is possible to establish two-year high school courses even in rural communities. Therefore, at a recent joint meeting of the Boards of Education of the state normal schools with the State Board of Education, the following action was taken:

**"After August 15, 1919, no students will be admitted to either state normal school until they have completed one year of high school work, and after August 15, 1920, it will be necessary that they have two years of high school preparation before entrance into either normal school."**

It will be noted that the effect of this resolution is to drop the first two years of academic or high school work from the course heretofore offered by both normal schools. It was thought expedient to drop but one year at a time in order to avoid doing injustice to those students who have already completed one year of high school work at either one of the state normal schools. These students, therefore, may continue their course in the second year at the beginning of the fall semester. Also, the second year work will be open to students who have completed one year of high school work elsewhere. After August 15, 1920, however, no students will be admitted to the regular high school course of either normal school who have not already completed two years of work above the eighth grade.

Subject to the provisions noted above, Tempe Normal School offers high school courses of three types, as summarized below:

1. **An English course** intended for those students who desire to enter the teachers' course upon the completion of four years of high school work.

2. A foreign language course having in view the same object as the English course, but permitting the substitution of Latin, Spanish or French in place of certain specified subjects.

3. A general elective course for those who do not intend to become teachers.

These courses are presented in outline for the full four years, although it must be understood that, for the year 1919-1920, only the last three years will be offered, and that, after this year only the third and fourth years will be given. The outlines are presented in their entirety in order that prospective students may have a general idea of the character of the preparation which is expected of those who intend to enter the teachers' course.

A High School Diploma will be granted upon the satisfactory completion of either of these courses at Tempe Normal School, provided at least one year of the work has been done in residence.

## ENGLISH COURSE

DESIGNED FOR THOSE STUDENTS WHO INTEND TO ENTER THE TWO YEAR  
TEACHERS' COURSE AFTER COMPLETING FOUR YEARS OF  
HIGH SCHOOL WORK

### FIRST YEAR

First Semester	Hrs.	Second Semester	Hrs.
English .....	5	English .....	5
Algebra .....	5	Algebra .....	5
Agriculture .....	5	Agriculture .....	5
Ancient History .....	5	Ancient History .....	5
Etymology .....	5	Manual Training or Home Economics .....	5

### SECOND YEAR

English .....	5	English .....	5
Algebra .....	5	Arithmetic .....	5
Physiography .....	5	Physiology .....	5
Medieval History .....	5	Modern History .....	5
*Art .....	5	*Music .....	5

\*Half the class takes this work the first semester, other half the second semester.

### THIRD YEAR

English .....	5	English .....	5
Geometry .....	5	Geometry .....	5
*Physics or Chemistry .....	5	*Physics or Chemistry .....	5
Manual Training or Home Economics .....	5	U. S. History .....	5

\*Either Physics or Chemistry must be taken through the year.

## FOURTH YEAR

English Grammar .....	5	Reading .....	5
Biology .....	5	Biology .....	5
Geography .....	5	Commercial Geography .....	5
Civics .....	5	Economics .....	5

All male students are required by law to take work in military training throughout the course.

Young women will take two hours per week physical training.

## FOREIGN LANGUAGE COURSE

DESIGNED FOR THOSE STUDENTS WHO INTEND TO ENTER THE TWO YEAR  
TEACHERS' COURSE AFTER COMPLETING FOUR YEARS OF  
HIGH SCHOOL WORK

## FIRST YEAR

First Semester	Hrs.	Second Semester	Hrs.
English .....	5	English .....	5
Algebra .....	5	Algebra .....	5
Latin or Spanish or French.....	5	Latin or Spanish or French.....	5
Ancient History .....	5	Ancient History .....	5
Etymology .....	5	Manual Training or Home Economics .....	5

## SECOND YEAR

English .....	5	English .....	5
Algebra .....	5	Arithmetic .....	5
Latin or Spanish or French.....	5	Latin or Spanish or French.....	5
Medieval History .....	5	Modern History .....	5
*Art .....	5	*Music .....	5

\*Half the class takes this work the first semester, other half, the second semester.

## THIRD YEAR

English .....	5	English .....	5
Geometry .....	5	U. S. History.....	5
Latin or Spanish or French.....	5	Latin or Spanish or French.....	5
*Physics or Chemistry.....	5	*Physics or Chemistry.....	5

\*Either Physics or Chemistry must be taken through the year.

## FOURTH YEAR

Latin or Spanish or French.....	5	Latin or Spanish or French.....	5
Biology .....	5	Biology .....	5
Geography .....	5	Commercial Geography .....	5
Civics .....	5	Economics .....	5

All male students are required to take work in military training throughout the course.

Young women will take two hours per week physical training.

## ELECTIVE GENERAL HIGH SCHOOL COURSE

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Students who have completed the work of the eighth grade, and who wish to pursue a four-year high school course, but who do not desire to prepare themselves for the teaching profession, will be granted a high school diploma upon the completion of a minimum of fifteen units of work selected from the regular high school courses in accordance with the requirements shown in the tabulation below. Admission to this course is subject to the same restrictions as provided for the regular high school courses, namely: for the year 1919-1920, one year of high school work will be required for entrance, and after this year, credits for two years must be presented. It should be understood that the fifteen units required for graduation are taken to include credits earned at other schools together with those acquired at Tempe Normal School. At least one year of the work must be done in this school.

### Required units:

English .....	3	units
History and Civics.....	2	units
Mathematics .....	2 ½	units
Science .....	2	units
<b>Total required units.....</b>	<b>9 ½</b>	<b>units</b>
<b>Electives from regular courses.....</b>	<b>5 ½</b>	<b>units</b>
<b>Units for graduation.....</b>		<b>15 units</b>

(A unit is understood to mean 5 hours' work per week for 1 year.)

### Electives offered:

Latin, Spanish, French, English, Mathematics, History, Science, Bookkeeping, Shorthand, Typewriting, Commerce, Manual Training, Machine Shop Work, Machine Design, Drafting, Music, Art, Agriculture, Home Economics, Geography.

From the above outline, the prospective student will observe that it is possible to select practically any type of course desired, so long as the nine and a half required units or "core" subjects are included.

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## TECHNICAL COURSES

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Students who do not wish to qualify as teachers, but who desire to prepare themselves along some line of technical or vocational work may select a technical course by following any one of the **Special Vocational Courses** outlined on pages 16 to 19, omitting those subjects which are strictly pedagogical in

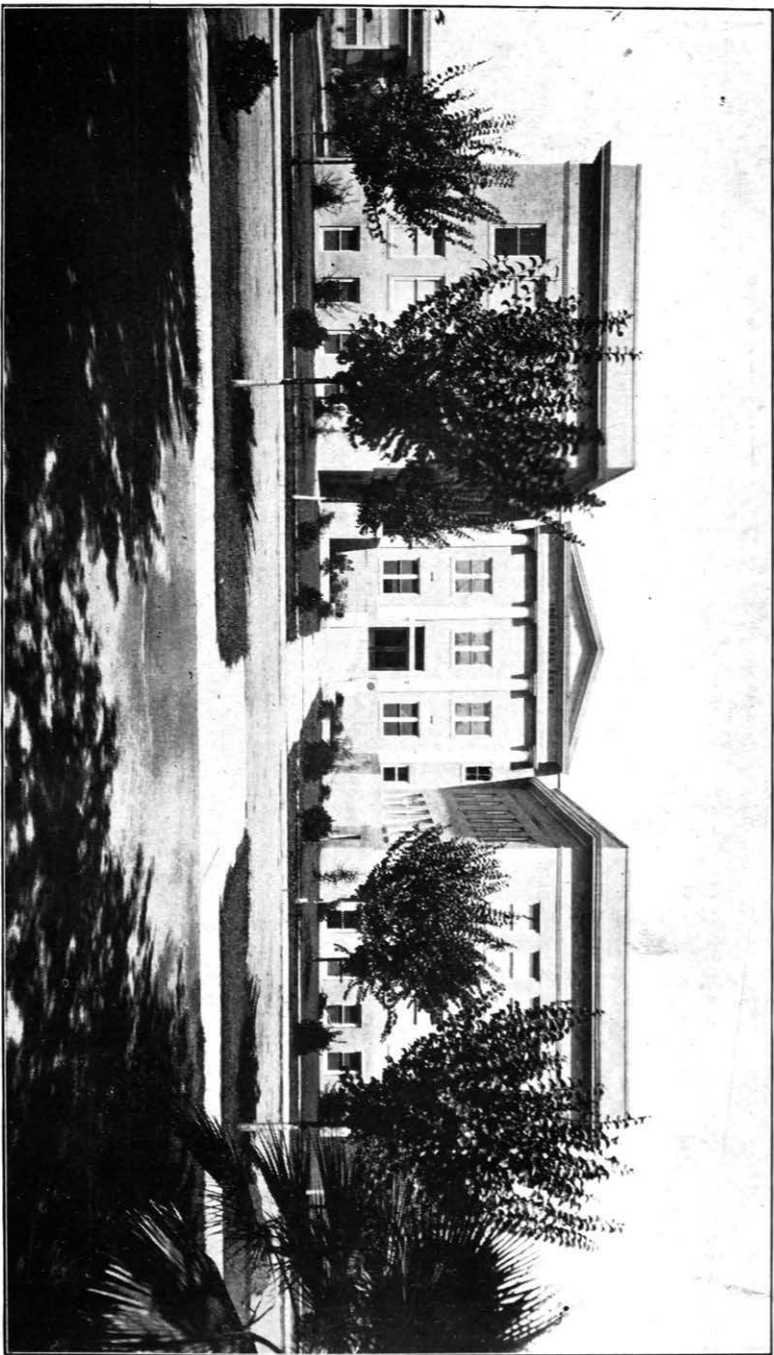
character, such as psychology, pedagogy, methods, practice teaching and the like. A certificate of accomplishment will be given upon the completion of such a course.

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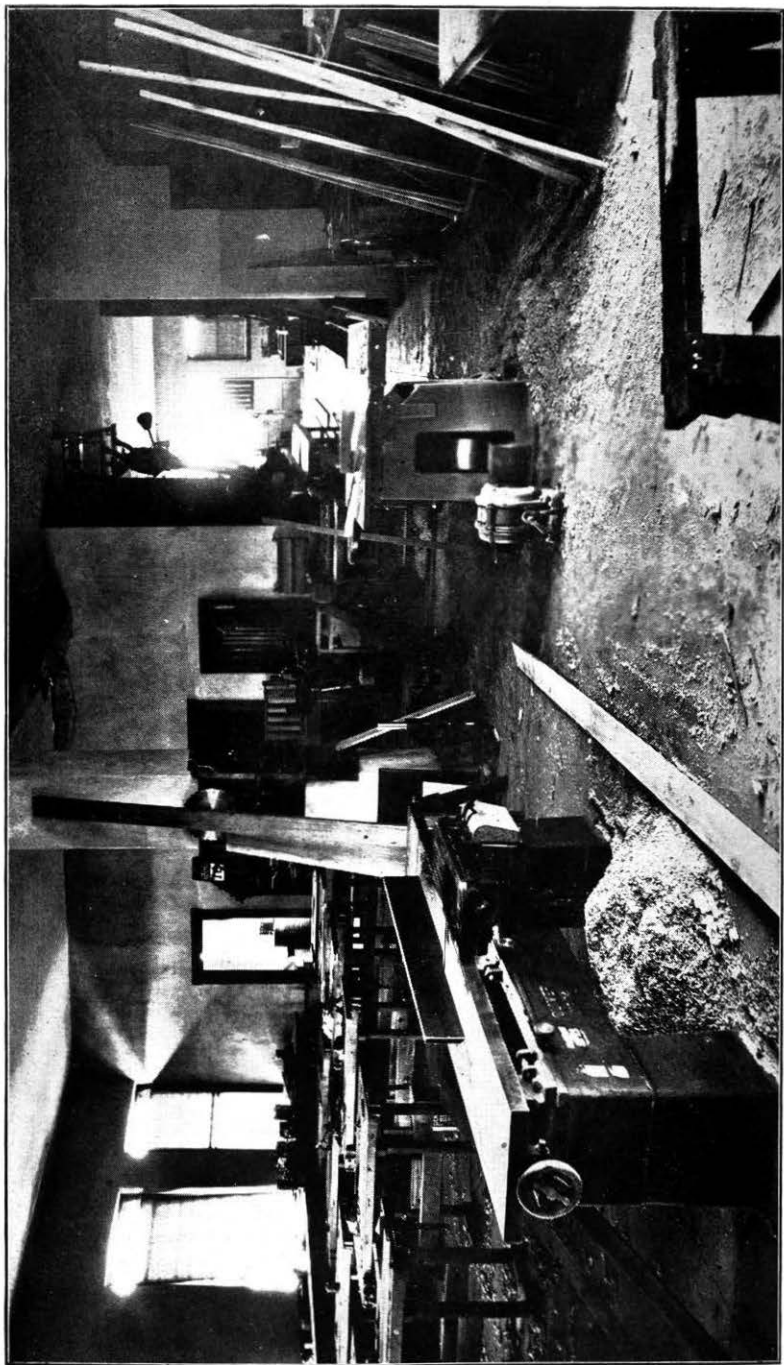
### PARTIAL COURSES

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Students of suitable maturity desiring to pursue a partial course in technical or commercial work may enter at any time those classes which are already organized. No special qualifications will be required except ability to follow the work of the class accepted. Certificate will be issued showing the amount and character of work covered. Special classes will be organized when the demand justifies such action. It is thought that this provision for partial courses may be welcomed by many persons who are engaged in mechanical, agricultural or commercial work, and who wish to devote a certain amount of time to self improvement along the lines of their particular vocation, or who wish to obtain special training in some special phase of their daily occupation.



THE INDUSTRIAL ARTS BUILDING



LOOKING THROUGH THE WOODSHOPS

## **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 teachers' courses. 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 School 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 School 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 to present the same to the senior class.

### **AGRICULTURE**

#### **MR. OSTRANDER**

Agriculture is presented both from the educational and practical 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 desire practical preparation in this line, and a two-year course prepares students for the work of special teachers of agriculture.

For the indoor work there is an adequate laboratory equipment both for demonstration of fundamental principles by the instructor and for experiment by the pupil. Elaborate sets of slides for the stereopticon, and photographs or prints for the balopticon, make it possible for nearly every phase of agricultural work to be presented by illustration.

For outside work, which the climate permits during every month of the school year, fifty acres of land are available. This is used for school gardens, demonstration and experiment with various crops, and the production of livestock and their products. The dairy, hog-lot, and poultry yard, not only supply

fresh milk, meat, and eggs to the dining hall, but furnish an opportunity for first-hand study of the best possible types of Holstein-Friesian individuals of advanced registry stock selected for the perfection of type, and headed by "Sir Korn-dyke Johanna Phoenix," the grand champion at the Arizona State Fair in 1916. In the hog lot the Duroc-Jersey breed of swine is represented by a number of individuals of outstanding merit and headed by "Tempe Chief," son of the famous "Select Chief," the grand champion of the Missouri valley.

**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 soil, 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. First year, five times a week.

**\*Agriculture 2. Animal Husbandry.** A study of breeds of stock, stock judging, diseases of farm animals, animal improvement, composition of feeds, and the care and feeding of animals.

Text-book: Harper's Animal Husbandry, The Macmillan Company.

Five times a week throughout the junior year.

**Agriculture 3. 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, Wis. Bulletins from U. S. and State.

Junior year, first semester, five times a week.

**\*Agriculture 4. 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.

**\*Agriculture 5. Dairying.** Dairying will be taken up largely from the standpoint of milk production in the farm dairy. Types of dairy cattle, herd improvement through selection and grading, herd testing, testing for advanced register, dairy bacteriology, use of dairy equipment, and dairy sanitation are some of the subjects considered.

Text-book: Wing's Milk and Its Products, The Macmillan Co.

Senior year, second semester, five times a week.

**\*Agriculture 6. 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 7. Agriculture 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 direction of field trips and observations, the collection of specimens of local weeds, insects, plant dis-

eases 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 and Walton; Hemenway, *How to Make a School Garden*, Doubleday, Page and Co.; Warren, *Elements of Agriculture*, Macmillan Co.; Hilgard and Osterhout, *Agriculture for Schools on the Pacific Slope*, Macmillan Co.; 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 8. Rural Economics.** The social and economic problems of rural life, a history of recent movements for the betterment of rural conditions, community co-operation and activity, and the relation of the rural school to community problems are some of the subjects taken up.

Text-book: Gillette's *Constructive Rural Sociology*, Sturgis and Walton Co.

Senior year, three times a week, throughout the year.

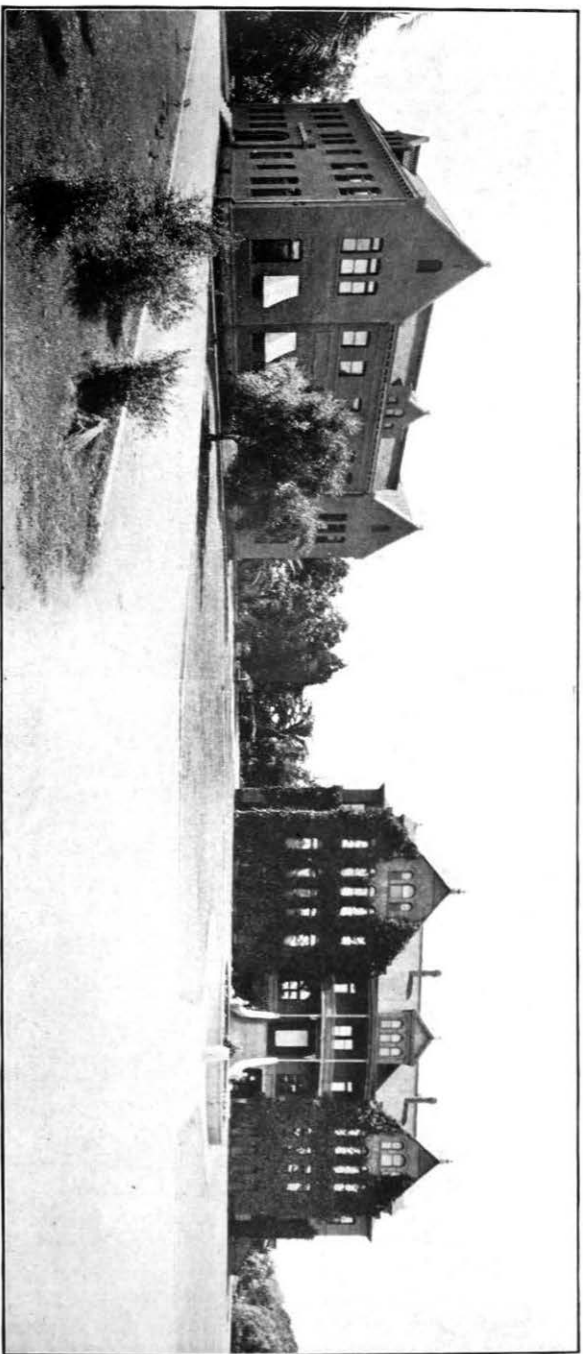
**\*Agriculture 9. Agricultural English.** A course in letter writing, oral expression and newspaper articles on farm subjects. Order sheets, advertisements, registry charts and similar topics.

**\*Agriculture 10. Farm Mechanics.** This course includes the study of farm motors, farm machinery; the use of the water level in levelling and running laterals and drainage ditches; farm devices, knots and splices, repair work, fencing and related topics; practical work in assembling, repairing and operating farm machinery.

**\*Agriculture 11. Farm Management and Farm Accounts.** A course in farm management based on Warren's text, also supplementary reading and local study. Farm accounting will consist of practical application of the most approved forms of farm accounting.

**\*Agriculture 12. Agricultural Arithmetic.** This course is a review of arithmetic with drill on practical farm problems, milk testing records and feeding problems.

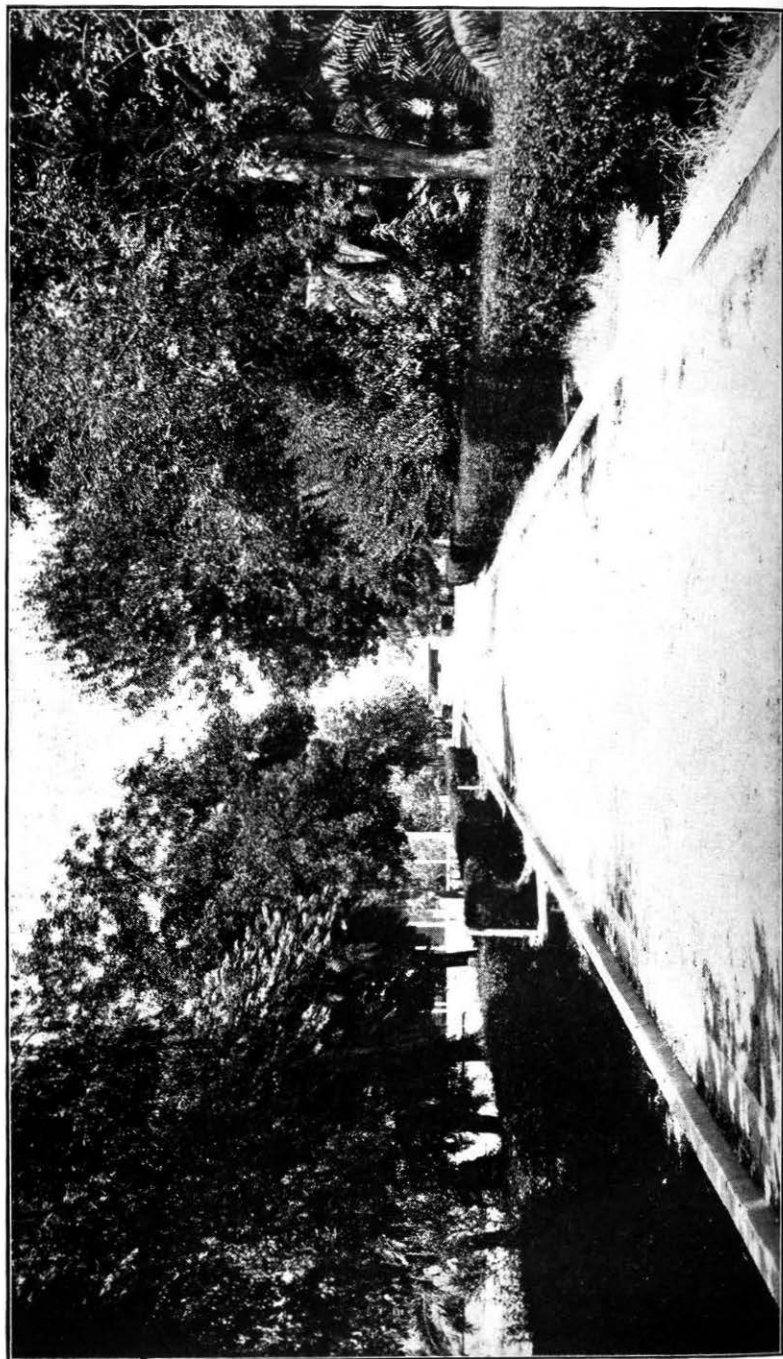
NOTE—Starred courses are given under the provisions of the Smith-Hughes Act.



SCIENCE HALL

THE QUADRANGLE

MAIN BUILDING



THE EAST AND WEST DRIVE

## ART DEPARTMENT

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MR. ANDERSON; MISS AVAKIAN

Our motto here: "Art is vital to a people both from the side of the industrial and from that of the aesthetic."

We feel that every student cannot become a producer in the realm of art, but that all may be trained in varying proportions towards the ability to appreciate the good and the beautiful whether it be presented in some industrial product, the work of the artist, or in nature.

Students showing special aptitude in art work are encouraged and given every opportunity to develop along these lines, not alone for the enrichment of the individual, but especially that the community and state may receive some of the impulse that tends towards the formation of good taste. Homes may thus be made more attractive and livable.

Art from the standpoint of the teacher is constantly kept in mind, and problems given that are most likely to arise in the school-room.

**Art 1.** Second year, either semester, five hours. Study of design principles and their application to those problems of every-day life calling for artistic judgment. Appreciation of fine color harmonies through the study of the work of noted colorists, followed by individual combinations applied to various design problems. Lettering and printing utilized in the making of signs, cards, book and folio covers. Representation from still life and nature with an introduction to the elementary principles of perspective.

**Art 2.** Third year, second semester, five hours. Continuation of Art 1 in its general lines but dealing with more advanced problems and including block-printing, booklet making and poster design. Appreciative study of masterpieces in paintings, sculpture, and architecture designed to enlarge the student's mental horizon and capacity for the enjoyment of beauty in nature and in art.

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### FOR HIGH SCHOOL GRADUATES

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**Art 1a.** Junior year, first semester, five hours. Principles of composition and design; study of color; use of brush, pencil, and crayon in drawing from still life and nature; practical application of design through stenciling, block-printing, and

poster work; the making of portfolios, boxes and note books for class use; decorative use of water colors and colored papers; lettering.

**Art 2a.** Junior year, second semester, five hours. Composition from plant, landscape, and figure work; in charcoal and water colors from still life and nature; clay modeling from the flat and from the round; illustrative use of clay; the making and glazing of tiles for different uses; discussion of color for the school and home; booklet making continued; mounting and binding of art prints; study of masterpieces of art; lettering continued and poster work for class plays, etc.

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### SPECIAL COURSE IN ART

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#### A COURSE IN ART FOR DEPARTMENTAL TEACHERS, COVERING JUNIOR AND SENIOR YEARS.

Fifteen hours in each of these years will be devoted to departmental and ten hours to academic and professional work. See page 22 for outline of entire course.

**Drawing and Painting 1.** Junior year, first semester, five hours. Drawing with pencil and charcoal from still life and nature; water color practice; landscape sketching; the making of time and memory sketches, drawing from pose for massing and action; painting in monochrome.

**Drawing and Painting 2.** Junior year, second semester, five hours. Continuation in the several mediums; special emphasis on out-door sketching in pencil, charcoal, and water colors; work in charcoal and colored crayons on tinted papers; drawing from cast to give practice in distinguishing the zones of massing of light and shade.

**Drawing and Painting 3.** Senior year, first semester, five hours. Advanced drawing from still life groups and nature; study of sketches and paintings of noted modern artists; some copy for technique, discussion of Japanese art from standpoint of composition and color; drawing from human figure; illustration; use of oils as a medium of expression.

**Drawing and Painting 4.** Senior year, second semester, five hours. Continuation of course 3; landscape and figure composition, in interior views in charcoal, pencil and colors; oils used as the principal medium in painting from still life and nature; work at blackboard; comparative study of the different mediums.

**Art History 1.** Junior year, first semester, one hour.

Study of masterpieces of architecture, sculpture, painting and crafts irrespective of country or period for the formation of correct standards of criticism and appreciation.

**Art History 2.** Junior year, second semester, one hour. Historical development in the "space Arts" as influenced by race, climate, natural resources, religion and, thought of various countries and periods, primitive, Egyptian, Assyrian, Greek, and Roman Art.

**Art History 3.** Senior year, first semester, one hour. Early Christian and mediaeval art in Europe and Asia.

**Art History 4.** Senior year, second semester, one hour. Modern art and its tendencies.

**Composition and Design 1.** Junior year, first semester, five hours. Principles of design developed through creative exercises aiming for fine arrangements in line, notan, and color, using plant, animal, and abstract motifs. Study of color theory and its bearing upon color harmony.

**Composition and Design 2.** Junior year, second semester, five hours. Work correlated with Art Crafts 1. design applied to textiles, relation of design to material—its limitations and possibilities.

**Composition and Design 3.** Senior year, first semester, five hours. Continuation of Course 2. Advanced problems in design and working designs for Art Crafts 2.

**Mechanical Drawing.** Junior year, first semester, four hours. See Courses 3 and 4 under Manual Training.

**Art Crafts 1.** Junior year, second semester. four hours. Stenciling and wood-block printing; elementary bookbinding, laced and sewed books; cardboard construction; study and adaptation of design to material; leather modeling to include tooling, coloring and constructive problems.

**Art Crafts 2.** Clay modeling from plant and animal; illustration; modeling for such as: decorative panels for wall spaces mantles, etc. Pottery and Art Metal Work. See course 2a; and simple jewelry.

**Interior Decoration.** Senior year, second semester, four hours. Application of the principles of design and color to the home; drawing of plans and elevations; problems in architectural detail; house decoration; arrangement; history of furniture; discussions of carpets, draperies, wall finishes. lighting, sites, and sanitary conditions.

**Costume Design.** Senior year, first semester, four hours. Problems aiming for fine arrangements of lines, tones and colors in costume. Variations of lines and proportions of human figure studied with a view to the intelligent application of principles. Solution of problems dealing with individual needs.

**Illustration.** Senior year, second semester, three hours. Book decorations harmonizing in treatment with the printed page and subject matter; the combination of pictorial interest with decorative elements; reproductions from work of noted illustrators. Original illustrations made for passages from literature, etc. Mediums used; charcoal, crayon, pen and ink, water colors and oils.

**Methods and Teaching.** Senior year, five hours. This work will include: teaching in the different grades and under criticism; discussion and planning of courses of study in art, comparison of the different methods; study of the relation of art to other subjects; picture study in the schoolroom; preservation of work.

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### RECOMMENDATION COURSE

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In order to secure a recommendation in art, five hours of special work in this subject may be chosen as the elective in the junior and senior years of the teachers' course, which see.

In this course a major portion of the time is given to applied art. Freehand drawing and painting come in for their share of attention.

The object is to broaden the students' horizon and increase his efficiency so as to enable him, in addition to the regular teaching, to assist or take charge of the art work.

Certificates of proficiency are given to students successfully completing the course.

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### FOR SPECIAL RECOMMENDATION

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**Art 3.** Junior year, four hours. A course in applied design and construction emphasizing suitability of design to material, tool and process through a variety of mediums. Leather tooling applied to blotter-pad corners, card cases,

coin purses, pocket books, mats and book covers. Block-printing with two and three color blocks combined with simple embroidery. The binding of sewed and laced books. Pen lettering and illumination in card designs for various occasions and the illumination of texts calling for decorative treatment.

**Art 4.** Senior year, two semesters, five hours. Sketching from still life and nature in pencil, and water colors; practice in pottery making by the built-up method and through use of the mould; different methods of enrichment; incising, piercing, modeling, inlaying, slip-painting, under-glaze painting, and over-glaze work; mixing of glazes and use of the kiln in firing; art metal work in copper and brass to include: piercing, etching, riveting, soldering, bending, raising, chasing, coloring, and enameling.

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## B I O L O G Y

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MR. BECKWITH

The department of Biology occupies the second floor of the Science Building. It consists of a museum, a lecture and recitation room, a large laboratory for Zoology and Botany, a laboratory for Bacteriology and a dark-room for photography.

The equipment is modern and up-to-date. During the past two years a large amount of apparatus has been placed in the laboratories and the department is now in a position to conduct courses that are not hampered by the want of necessary equipment or apparatus.

The purpose of the work conducted in this department is to give thorough instruction in a limited number of courses, suited to the needs of elementary students in science.

**General Biology.** Fourth year, high school course; four laboratory periods per week; required of all students not presenting entrance credits in Biology. Text-book: Hunter. A Civic Biology, American Book Co., \$1.25.

This course may be chosen as an elective in the teachers' course.

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.

**Biology 2.** Junior year, first semester only; required of students taking special work in Home Economics or Agriculture; eight hours of laboratory work and recitation per week; credit, 5 hours. Text-book: Buchanan and Buchanan, Household Bacteriology, Macmillan Co., \$2.25.

The work in this course is so shaped as to suit the organisms, with special reference to 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.

**Biology 3 (Physiology).** Second semester only, five hours per week, credit, five hours. Text-book: Stiles, Human Physiology. W. B. Saunders Co., \$1.90.

The work in this course is so shaped as to suit the needs of students who may be required to teach physiology in the graded schools.

The human body is regarded as a mechanism and the interrelation of its parts so far as function and structure may be concerned is the basis of the course.

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## C O M M E R C E

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### MR. SEXTON

The aim of this department is not to develop the technical side of commercial education alone but to widen the horizon of its students and to inculcate the highest form of commercial ethics and thus render its students more responsive to civic and social obligations. While the training of teachers is the prime aim of the course, it is also arranged to meet the needs of those students who are preparing for a business career and who desire a practical and scholarly training for business. Certificates of accomplishment will be given students who do not complete the course.

The Department of Commerce is located in special quarters in the Industrial Arts Building, where modern equipment of every kind has been provided. In addition there is provided at this school electrically driven mechanical devices of the lat-

est pattern. A suitable and liberal addition has been made to the library for the use of the students of this department. In addition to technical magazines provided by the school the Boston Statistical Reports are received by this department and filed in the office of the director.

The work of the department does not end with the school room. The satisfactory student is placed where it is thought the greatest development and opportunity will come. The student so placed is followed carefully through the transition period and every assistance given him to make the most of the opportunity provided. The graduates of the department have been very successful in the commercial world.

The work of the department is wholly practical; work of every description is taken from the business world about and a practical problem is thus worked out by each and every student. Work of a commercial nature is turned out every day on the Multigraph and the Mimeograph, as well as a large amount of correspondence by the students of the short-hand section of the department.

**Bookkeeping A.** The general principles of bookkeeping are taken up with a view of preparing the students for the work of accounting. This course is required of all students who are candidates for the commerce diploma and is open to all students beyond the second year with the consent of the office.

**Accounting A.** This course will give the student a thorough knowledge of the fundamental principles of accounting and an ability to apply them. Beginning with a single entry set of books, the principles are developed until a modern accounting system has been worked out. Short sets are used and particular attention paid to the classification of accounts, the making of, opening, closing and adjusting journal entries, and the preparation of financial statements. Necessary preparation. Bookkeeping A or equivalent.

**Accounting B.** This course is a continuation of Accounting A, and is based largely on problem work, taken from Civil Service and C. P. A. examinations. This deals with the preparation of such statements as the Statement of Affairs, the Realization and Liquidation Account, etc. Branch Agency, and the elements of Cost Accounting, are a part of this course. Necessary preparation, Accounting A, or an equivalent.

**Accounting C.** A continuation of Accounting B. Special

problems and accounts are considered, such as Executorship and Trustee Accounts, Mergers and Amalgamations, Joint Ventures, etc. More advanced problems for the work of the student are used which are drawn largely from C. P. A. examinations. The Income Tax Law is studied in detail from the accounting viewpoint. Necessary preparation, Accounting B or an equivalent.

**Shorthand 1.** Elementary work in shorthand for beginners. A thorough knowledge of the fundamental principles of shorthand may be gained in this course. Open to any student who has completed two regular years of high school work.

**Shorthand 2.** Additional drill in principles. Practice in writing letters, legal papers, and miscellaneous matter for the purpose of acquiring a large, general shorthand vocabulary. Necessary preparation, Shorthand 1 or an equivalent.

**Shorthand 3.** Additional practice for the purpose of increasing speed and accuracy. Actual business correspondence and reports. Dictation planned to give a broad vocabulary and some knowledge of technical terms. As far as possible actual correspondence will be given. Necessary preparation, Shorthand 2 or an equivalent.

**Shorthand 4.** Special dictation for students to acquire a maximum of speed. Actual correspondence and report work. Necessary preparation, Shorthand 3 or an equivalent.

**Stenotype 1.** Stenotypy is a method of reporting speech by means of a machine known as the Stenotype. The process is more easily learned than shorthand and probably insures more accurate results. This course is for beginners, so planned that the student shall attain a complete mastery of the system and a fair degree of speed.

Only those students who show the necessary aptitude will be allowed to continue the course. Open to any student with the consent of the office.

**Stenotype 2.** Continuation of the work of Stenotype 1. Miscellaneous dictation, copying and actual correspondence is given throughout the semester. Necessary preparation, Stenotype 1 or an equivalent.

**Stenotype 3.** Speed dictation in miscellaneous matter. Practical work is given as far as possible to bring the student as nearly as possible under actual conditions. Necessary preparation, Stenotype 2 or an equivalent.

**Stenotype 4.** Continuation of Stenotype 3. Necessary preparation, Stenotype 3 or an equivalent.

**Typewriting 1.** Instruction in the care and use of the typewriter; exercises for the development of the proper wrist and finger movement and for the complete mastery of the key board by the sense of touch. Open to any student with the consent of the office. Required of all students of stenotype and shorthand.

**Typewriting 2.** Practice in letter writing, the use of carbon, tabulation and writing on cards. This course completes a working knowledge of the typewriter. Open to all students who have Typewriter 1 or an equivalent. Required of all students of stenotype or shorthand.

**Typewriting 3.** Practice in the transcription of shorthand or stenotype notes, miscellaneous copy and dictation for the attainment of speed and accuracy. Open to all students with the necessary preparation.

**Typewriting 4.** Continuation of Typewriting 3 for the development of a maximum speed that is consistent with the individual, accuracy being the standard. Necessary preparation, Typewriting 3 or an equivalent.

**Commercial Arithmetic.** Review of the fundamental processes with a view of the attainment of the practice level in speed and accuracy; a general review of arithmetic through percentage and in the simpler applications of percentage; the empirical use of such formulae as are useful; graphs and the use of notes, drafts, bills of lading, etc.

**Economics 1.** This course includes the theory of economics of consumption, production and distribution. It is a general introduction to the fundamental principles of economics designed to give the student power to apply these principles to actual conditions. Open to all students beyond the second year.

**Economics of Business.** Economic basis of business; types of business organization; interior organization; analysis of costing; factory efficiency; efficient business methods; labor efficiency; buying, selling and advertising; money and credits; trade marks and copyrights; patents and trade names. Necessary preparation, Economics 1 or an equivalent.

**Business Organization.** Function of organization and management; standards of efficiency; objects of a business en-

terprise; the development of organization and management; location of a business; organization related to ownership and operation; special systems of organization and management; selecting employees; socialization of business. Necessary preparation, Economics 1.

**Corporation Finance.** The corporation in modern business; legal organization; finance and the corporation; corporate promotion and the promoter; underwriting; capitalization; earnings, expenses and surplus; manipulation; insolvency, receivership and reorganization; state regulation. Necessary preparation, Economics 1 and Accounting 1 or equivalent..

**Business Statistics.** Finding problems that lend themselves to statistical study; gathering and use of material; preparation of the material; interpretation of the material and the preparation of reports. This course is divided equally between theory and laboratory work where actual problems are carried through to a finished product and the problem presented both graphically and in tabular form with the possible deductions. Open only to seniors of the special course in Commerce.

**Commercial Law.** Elementary law; law in general; legal terminology; composition of American law; system of reported decisions and opinions; details of the following subjects: Contracts, Sale of Goods, Credit and Loans, Negotiable Instruments, Agency, Partnership, Joint Stock Companies. Corporations, Real and Personal Property.

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## ENGLISH

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MR. FELTON; MISS PILCHER; MISS HALL

Instruction in English aims to secure a knowledge of correct forms of expression, an application 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 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 re-

quired 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 diction, 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.

Clippinger's English Composition, Silver Burdette and Co., \$1.00, is used as a text-book.

**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 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.

**English 2. Composition and English Literature.** Second year, first and second semester. The work of the first semester of the second year is a continuation of the study of the first year in composition and rhetoric. Higher standards of expression, both oral and written, are expected and the acquirement of correctness and fluency of diction are insisted upon. Students needing further practice in the art of simple theme writing will be expected to continue this course during an additional semester.

In the second semester the study of English Literature is taken up. 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 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. Text-book: Howe, English Literature, D. C. Heath and Co.; Manly, English Prose and Poetry, Ginn and Co., \$2.40.

**English 3. American Literature.** Third year, second semester. 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 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 and Co.; The Chief American Poets, Houghton, Mifflin and Co., \$1.75.

**English 4. Word Analysis, Grammar and Methods.** 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 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. The course includes work in spelling and word analysis, which is discussed before the class in order to give practical illustrations of the methods of teaching these subjects in the public school. Text-books: Webster's Academic Dictionary, American Book Company, \$1.50. Any modern grammar.

**English 5. General Literature and Advanced Composition.**

Five hours a week first or second semester, junior year. The classes are given constant practice in forcible and artistic theme writing, together with studies of the best English and American prose. Materials are selected from the student's own experience, from current periodicals and library references. Especial attention is given to exposition and argumentation, both in the themes written and assignments read.

**English 6. 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 of graduates from the Tempe Normal School. This course affords an opportunity for practice in writing to such students as may need further training.

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**F R E N C H**

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**MISS SALMANS**

France today inspires all Americans with interest in her people, her language and her customs. Never before have we felt such close sympathy and union between these two nations. In order that we may have a more perfect understanding of the French people we must study their language and become acquainted with their literature. This interest is shown by the unprecedented number of American pupils now electing French in the schools of the United States.

A good fundamental course in French grammar and pronunciation is offered. Besides the special stress laid on conversation, the customs of the people are studied and the students are introduced to French literature.

The two year course in French may be elected in the second year or in the junior year; it may be elected by high school graduates.

**French 1. For Beginners.** Due to the difficulties offered by French pronunciation, every effort is used for the acquisition of a clear and correct pronunciation. Grammatical principles are studied carefully, reading and composition are studied and the principal object of the course is to enable the student to speak French. Following are the text-books used:

The New Chardenal, Allyn and Bacon; Bierman and Frank—*Conversational French Reader*, Allyn and Bacon; Hutchinson—*Le Chevalier de Blancheœur*, D. C. Heath and Co.

**French 2.** Thorough drill in grammatical principles, composition and reading. A study is made of the authors of the works read and they are considered in relation to French literature and reports are given upon French life and customs. Texts: Mairat—*Le Tache du Petit Pierre*, American Book Company; Labiche and Martin—*Le Volage de Monsieur Perrichon*, D. C. Heath and Co.; Bouvet—*Exercises in French Syntax and Composition*, D. C. Heath and Co.; House—*Three French Comedies*, Ginn and Co.

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## G E O G R A P H Y

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MR. HIATT

**Geography 1. Physiography.** Required of all students taking the regular high school course. First semester each year. This course introduces the student into the work in science. Its aim is to develop the power to reason and to follow reasoning as well as to impart facts in physiography. Care is used in the selection of material used to make the work of the most value from the practical point of view. Text: *Physiography (Briefer Course)*; Salisbury.

**Geography 2. Principles of Geography.** Required of all students working for the high school diploma. Recommended as an elective for professional students. First semester each year. This course is a study of physiography and physiographic processes with applications. The different earth phenomena are studied and their influence on life shown by the consideration of areas selected for the purpose. The aim of the course is to train students in the fundamentals of geography and to equip them with sound geographic principles from which deductions and applications may be made. Text: *Elements of Geography*, Salisbury, Barrows and Tower.

**Geography 3. Commercial Geography.** Required of all students working for the high school diploma. Recommended as an elective for all professional and commercial students. Second semester each year. The purpose of this course is to explain the factors in the geographic distribution of labor and industry. The localization of industries and the exchange of commodities is dealt with from the standpoint of the physical

environment of man in different parts of the world. Various regions are studied to show the relationship of the world's great industries to their geographic surroundings. Text: Commercial Geography, Robinson.

**Geography 4. Professional Geography.** Required of all students working for the professional diploma. Given each semester. This course covers the regional geography of the more important portions of the earth. In it the teaching of the subject receives special emphasis, the methods being given in conjunction with the subject matter. The text book is that adopted by the state and much time is given to organizing it to fit the needs of our locality. The work is begun with "Home Geography" and expanded to the requirements of the state course of study. Text: That used in the training school; Tarr and McMurry, Book Two.

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## HISTORY AND SCIENCE OF GOVERNMENT

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MR. MURDOCK

**Attitude.** Educational leaders of all times have emphasized the necessity of the study of the past—some laying stress upon the cultural value of the study of history, others considering it from the standpoint of utility; some regarding it as an end in itself, others viewing it as a means to an end. The latter view is favored here.

While a crowded curriculum will not permit the offering of many courses in this department, those offered are important. This is a momentous period. Instead of turning away from the "dead past" in these stirring times of flux and change, we realize a greater need of the lamp of human experience to guide our feet through the revolutionary days ahead. Perhaps our greatest need in state and nation today is a citizenry, intelligently trained in civic and social duties, conservatively progressive. To this end, the following courses are offered.

**Course 1. Ancient History.** This course, ordinarily given in the first year of the high school course, will be offered as an elective when six or more students have registered for it. A rapid survey is taken of European history from the earliest time to the opening of the Eighteenth Century. Just enough attention is given to the oriental peoples to note their influence upon the institutions of Europe. Considerable out-

side reading is required in source books and reference, such as Davis's "Readings", and in original sources, such as Herodotus and Plutarch. In this work, history is closely correlated with geography. Text: Robinson and Breasted—*Outlines of European History*, Part 1, Ginn and Co., \$1.50.

**Course 2. Medieval and Modern History.** In view of the fact that more has taken place of great moment to mankind during the last two centuries than during any two preceding milleniums, an intensive study is given to this period. Less attention is paid to detail and more to the significance of great movements. Those who have taken this course should be able to read the modern newspaper and magazine more intelligently. First and second semester, third year. Text: Robinson and Beard—*Outlines of European History*, Part 2, Ginn and Co., \$1.50.

**Course 3. American History.** Since a knowledge of American history is a requisite for the highest type of citizenship, more importance is attached to this course. The students are older and more is expected of them. Less stress is laid upon the narrative phase, but great emphasis is laid upon the origin and growth of political institutions and the development of our economic life. An abundance of material in American literature, chiefly political orations, is drawn upon to furnish a clearer understanding of the subject. Such reference works as the *Epoch Series* and *The American History Series* are used as references. Time: Second semester, third year. Text: Muzzy—*American History*, Ginn and Co., \$1.50.

**Course 4. Science of Government.** This course aims to be what its title would indicate—a study of the underlying principles of government in America with a view of understanding the spirit of our institutions. Sufficient attention is paid to details to enable the student to know what is expected of a citizen, but greater stress is laid on the appreciation of the duties and possibilities of citizenship in our democracy. Though the work is of high school rank, we make use of some college references. On our library shelves are such references as Bryce—*American Commonwealth*, Kaye, Beard and Reinsch's *Readings*, and Woodrow Wilson's standard works. In our magazine room are bound volumes of the leading periodicals available to the students through the *Reader's Guide*. Time: First semester, junior year. Text: Guitteau—*Government and Politics in the United States*, Houghton, Mifflin and Co., \$1.00.

**Economics.** Following *American History* and *Science of*

Government, a brief course in Economics is offered in the second semester of the fourth year high school course. No students are eligible for this course who have not the required historical background for this study. Juniors and seniors in the teachers' course may elect this work. Although of high school rank, college references and sources are available to make this subject sufficiently worth while for the more mature student. In view of the fact that a large proportion of the present problems in American life are economic in nature, the purpose of this course is to investigate some of these problems with a view to discovering sane solutions. Text: Carver, —Principles of Political Economy, Ginn and Co., \$2.00.

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## HOME ECONOMICS

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MISS DELZELL; MISS STEWART

There are three courses offered in home economics.

Course 1 is required of all students. The purpose of this course is to give girls of academic standing a knowledge of the subject of home economics that will enable them to buy for household needs with intelligence, to make simple clothing, to serve wholesome meals and to manage the home with efficiency.

Course 2 is given for the training of teachers of home economics in the grammar grades. Students completing this course are granted a special diploma, and are qualified to teach under the Smith-Hughes Act.

Course 3 is given for students wishing to secure the regular normal diploma, but who wish to do more work in home economics than is actually required in the regular professional course. Students completing course three will receive a special recommendation in home economics.

### COURSE 1

**Clothing 1.** First year, second semester, five hours.

Division (a) Prerequisite, sewing as given in the sixth, seventh and eighth grades or the equivalent.

The uses, characteristics, and values of standard fabrics are studied that students may purchase economical and beautiful materials for clothing and for the household. Simple household tests are applied to fabrics. The relation of clothing expense to the income, clothing budgets and woman's responsibility in the spending of the income are emphasized.

The work in sewing consists in the use of commercial patterns and the making of garments by hand and by machine. Students purchase materials needed.

Division (b) The work of this division is the same as division (a) except that it is adjusted to the needs of students who have had no previous instruction in sewing.

**Cookery 1.** Third year, first semester, five hours.

General study of five food principles, proper method of cooking of the different classes of food, place in diet and in menu, and the digestibility. Cost and serving of meals.

Text: Wellman, Food Study. Little, Brown and Co., \$1.00.

#### COURSE 2

Prerequisite: Clothing 1 or its equivalent, Cookery 1 or its equivalent, chemistry, physics and all subjects necessary for complete junior standing.

**Clothing 2.** Junior year, first semester, five hours.

The work given in this course consists in hand sewing, repair work, the study of pattern making, machine problems, children's clothing, the study of fabrics and budget making.

Text: Clothing for Women; Baldt; price \$2.00.

**Cookery 2.** Junior year, second semester, five hours.

Food Study and Preparation. General study of five food principles as to sources of supply, production and manufacture, composition, digestibility, nutritive value, place in the diet, and cost. Laboratory practice in proper cookery of all classes of food.

Texts: Food Products, H. C. Sherman, Macmillan Co., \$2.25; Boston Cooking School Cook Book, F. M. Farmer, Little, Brown and Co., \$2.25.

**Cookery 3.** Senior year, first semester, five hours.

Continuation of Cookery 2 with more advanced problems and cooking in larger quantities, preparation and serving of dishes for sick and convalescent, table service. Preparation and serving meals at a stated cost per plate. Work in demonstration.

**Clothing 3.** Senior year, first semester, five hours.

During the first quarter, textile fibers are studied and identified and fabrics are tested to detect adulterations and to determine values. The development, production, and manu-

facture of fabrics are considered in relation to values. Economic and social aspects of the textile industries receive some attention that the influence of the consumer in establishing standards and in shaping social development may be appreciated.

**Text:** Textiles by Woolman and McGowan, price \$2.00.

During the second quarter the subject of clothing is studied under the following headings: pattern making, modeling, designing, fitting and garment construction.

**Text:** Clothing for Women, Baldt.

**Clothing 4.** Senior year, second semester, five hours.

Garments are made of cotton, wool, and silk and the problems peculiar to each material receive especial consideration. Students purchase all materials used.

**Nutrition.** Senior year, second semester, five hours.

Prerequisite, Cookery 1 and 2. Fundamental principles of human nutrition with study of the functions and nutritive values of foods. Preparation of dietaries as adapted to infant, adolescent and adult life and to old age in both sickness and health.

**Text:** M. Rose, Feeding of the Family, Macmillan, \$2.00.

**Household Management.** Senior year, second semester, first quarter, five hours.

Study of the development and organization of the home.

Detailed study of individual rooms, their equipment and care. Study of cleaning agents. Economics of household Laundry.

**Organization and Administration.** Second semester, second quarter, five hours.

School equipment and supplies. The relation of home economics work to school and home life. Methods of teaching and courses of study. Visiting schools.

**Methods and Teaching.** Senior year, five hours throughout the year.

This work includes the planning of courses of study and the actual teaching of the subject of home economics in the Normal training school under the direction of a critic teacher.

#### COURSE 3

**Clothing 4.** Junior year, first semester, five hours.

Clothing as given in course 2.

**Cookery 4.** Junior year, second semester, five hours.

Study of the principles and processes involved in the cookery of the food materials. Methods of teaching foods and courses of study.

Text: M. L. Metcalf, Foods and Cookery, Industrial Education Co., 90c.

**Cookery 5.** Senior year, first semester, three hours.

Prerequisite, Cookery 4.

Additional practice in work with foods, marketing, serving. Special problems in teaching of cooking. Same text as in Cookery 4.

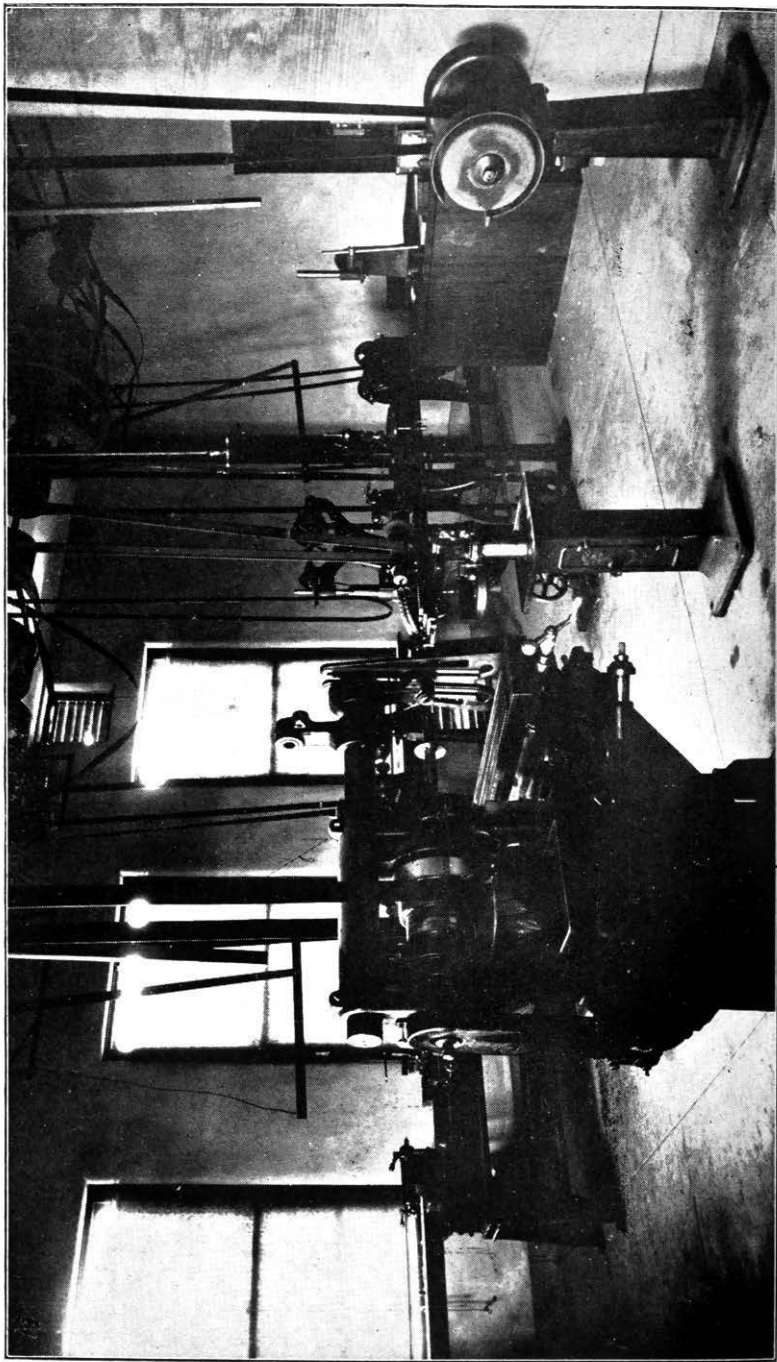
**Clothing 5.** Senior year, second semester, five hours.

Problems suited to school room use are developed, garments and useful articles are made with especial reference to the presentation of the work to pupils.

Text: Clothing for Women, Baldt.

DISPLAY ROOM—EXHIBIT OF WORK IN MANUAL TRAINING





THE MACHINE SHOP

# Industrial Arts

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MR. CLARK; MR. RYAN

The department of Industrial Arts offers instruction in manual training, drawing, designing and vocational instruction to students of the Normal School and to students preparing to teach the manual and industrial arts. These courses are also open to young men desiring to do special work along one or more of these lines in order to enter one of the various trades.

The department is equipped with modern high class tools, benches, machines and accessories to enable pupils to study under right conditions. Separate shop rooms are provided for wood working, pattern making, turning, sheet metal, forging, founding, machine work, drawing, etc.

The aim of the work is to provide efficient industrial training and to prepare teachers of industrial arts.

Two courses are offered, the academic and the professional, and instruction in manual training is given to the three upper grades of the Training School. The academic work is given in the first and third year of the regular courses and the professional in the junior and senior year.

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## TRAINING SCHOOL COURSE

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A manual training course suitable for grammar schools is given in the Training School, and is used in connection with the professional course for observation and practice teaching.

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## ACADEMIC COURSE

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**Industrial Arts 1 and 2.** In the high school course may be taken either in wood work or metal work, but preference is given wood work unless it is evident that metal work be of more value to the student.

Woodworking courses 1 and 2 are offered. These courses are introductory to the professional course but are arranged to give valuable help to pupils desiring to enter trades. The essentials of design, construction and finish, and the economics of industries are the basis of the course. The problems are made the foundation for discussion of materials as related to

constructive uses and applications. Text: King's series. First year second semester; third year, first semester.

Metal working courses are offered as listed under the professional course.

While the theoretical and educational values are not lost sight of, the trade or vocational side of the shop is featured that those who elect the work may be, in a measure, fitted for positions in the trades.

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## PROFESSIONAL COURSE

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**Industrial Arts.** Students electing this course will be given shopwork and special instruction and lectures on the scope and intent of industrial work as related to the public school. They will also be required to make thorough preparation in mechanical drawing. In each shop course students make a series of projects which acquaint them with commercial practices and develop efficiency in the use of the respective tools.

Graduation in the professional course certifies students for positions in manual training or enables them to embody manual arts work in the general school curriculum. The following will be offered: Prerequisite, Industrial Arts 1 and 2 or equivalent.

**Wood Turning.** This will comprise a study of lathe, lathe tools, jigs, woods for turning, action of wood fiber in turning, turning between centers, chucking, face plate turning, building up stock, etc. Mechanical Drawing 2 required. Junior year, first semester, five hours a week.

**Case and Cabinet Construction.** Consisting of a study of design, period furniture, ornamentation, screens, finishes and values. Junior year, second semester, five hours a week.

**Patternmaking.** This will involve a study of cores, core prints, drafts, allowance for shrinkage and finish, building up stock, making core boxes, etc. This course is related to that of Foundry Practice in which the student makes castings from his various patterns. Junior year, second semester, five hours a week.

**Art Crafts 2.** Senior year, second semester, three hours a week. See Special Art Course.

**Interior Decoration.** Senior year, second semester, four hours a week. See Special Art Course.

**Mechanical Drawing 2.** An elementary course involving free hand lettering, orthographic projection, and a small amount of cabinet and isometric projection. Junior year, first semester, five hours a week.

**Mechanical Drawing 3.** This is a course in practical intersections and developments as related to sheet metal work. The second quarter of this course is spent in the sheet metal shop, where the accuracy of drawing work is tested by building the articles designed. Junior year second semester, five hours a week.

**Machine Design:** This covers the elementary design of gears and cams and includes one problem in combined mechanism and design for strength. Senior year, second semester, five hours a week.

**Machine Shop:** Prerequisite, experience in woodworking. In this course each student machines the castings, cuts the gears, and builds a small gas engine. Special work in tool-making is also offered those desiring it. Senior year, first semester, five times a week.

**Forge and Foundry Practice:** The class will make a series of simple forgings and castings which are graded and selected to cover the fundamental principles. Part of the work will consist of a study of foundry and cupola management, heat treatment and manufacture of steel and wrought iron. Senior year, first semester, five hours a 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, second semester, two periods a week.

A complete tabulation of the work necessary for graduation in the Professional Industrial Arts Course will be found on page 17.

There is a growing demand for teachers qualified to take charge of Manual Training in the rural schools. For this reason students will be permitted to make certain substitutions in the junior and senior years of the Teachers' Course. This will allow them to take five hours Manual Training per week during their junior year and three hours during their senior year, and upon its satisfactory completion will entitle them to a special letter of recommendation as a teacher of Manual Training for rural districts.

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## L A T I N

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MR. HALL

Latin as a foundation subject must not be overlooked and cannot be too highly emphasized. Students preparing to teach are urged to plan for the Latin course as it is essential to a thorough knowledge of English and gives the basis for a scholarship necessary to successful teaching. Students looking forward to college work will find themselves much better prepared for any specialized course with Latin as a background. In addition, the four units will prove valuable as entrance credits to any university. In brief, those preparing for any real place in the world's work will find Latin a decided asset.

Provision has been made for a good strong Latin course of four years, forty weeks each year, five periods a week. To lend efficiency and interest to this department, an equipment has been gathered together which comprises a full set of Kiepert's wall maps and illustrative photogravures; a group of models of Roman war implements; works of reference on classical antiquities including history, geography, Roman life, topography, art, archaeology and literature. In addition to all these helps, there come to the reading room regularly the following important periodicals pertaining to the work of this department—American Journal of Philology, Classical Journal, Classical Review, Classical Weekly.

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-iii** and either **iv** or **vi**.

The course is outlined as follows for 1919-1920:

**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:** Reiss and Janes, **Caesar's Gallic War**, American Book 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 Co. 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, Sallust's **Catiline**, the MacMillan Co. The class recites in Cicero four times a week throughout the year.

**Vergil:** Greenough and Kittredge, **Aeneid**, Ginn and Co., Book i-iv 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 and Greenough, **New Latin Grammar**, Ginn and Co., **Latin Word List**, Ginn and Co. A thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syn-

tax and vocabulary of the prose authors 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 year and junior students recite once a week throughout the year upon this work.

New copies of all textbooks used in Latin will be demanded of each student and positively no second-hand copies will be allowed.

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## M A T H E M A T I C S

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MR. FRIZZELL; MISS HALL

The study of mathematics should give power to observe logical connections between relative magnitudes, information in regard to facts in business and industrial life, an understanding of the forms and methods used in commercial life, the capability of interpreting business terms, the power accurately to express mathematical facts, and speed and accuracy in making computations. The field for study is broad and filled with facts not only interesting and entertaining, but necessary to the progress of mankind.

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 grammar 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. Complete Algebra, Ginn and Co., Chicago, list price, \$1.25.

**Geometry:** Geometry is offered in the third year of the high school 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 is to give the student a thorough drill in reasoning processes and to develop the habit of demanding sufficient evidence before drawing conclusions.

Text-books: Wentworth-Smith Plane and Solid Geometry, Ginn and Co., Chicago, list price, \$1.30.

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## MILITARY TRAINING

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### 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 con-

ducted 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 exercises, with and without the rifle, 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 large bodies of troops. Opportunity is given for instruction in military map reading and map maneuvers.

Chapter 59 of the Session Laws of Arizona, 1917, requires that all male students of the normal schools and high schools of the state shall be organized into cadet companies for military training. The Fourth Legislature has further provided for a regimental organization of all cadet companies in the state. The development of this organization promises much of interest in the future in the way of joint maneuvers of considerable magnitude.

The members of the company are not enlisted, and membership in the company does not entail any obligation to enter military service, although in case of war, members of military age are free to volunteer their services if they so desire.

Under the law above mentioned, 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 loca-

tion, 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.

The company is affiliated with the National Rifle Association, and has been fully equipped with new Springfield rifles. A gallery range has been established in one of the buildings to permit practice leading to participation in national matches for school teams.

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. Drills will occur four times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician. Satisfactory completion of the work in this course entitles the student to one unit credit toward graduation. Four periods a week.

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## MUSIC

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OLIVE M. GERRISH

The aims of the music department are: first, to develop an appreciation for, and love of good music, to develop the emotional nature and esthetic sense by interpretation of good music, to teach the language of music for reading and singing; and second to prepare students who are taking the professional course for the teaching of music in the public schools.

The course includes work in appreciation, song interpretation, ear-training, theory, sight-singing, methods and practice teaching.

**Appreciation:** The purpose is to acquaint students with standard vocal and instrumental compositions, and enable them to listen discriminatingly. The purpose of music, the orchestra, the opera and oratorio are taken up. For study and illustration, records of the Victor and Columbia are used, making it possible to present these subjects in a vital form, bringing within the hearing of each student the best renditions of the works of the masters.

**Song Interpretation:** Students are led to recognize the spirit of the compositions, and the best manner of rendering the songs taken up for class study. One of the aims here is to lead students to express their pleasure in song singing, and discover the real joy of putting their best into the rendition of them.

**Ear Training:** This consists of the recognition and reproduction of simple melodies, both vocally and upon the staff. The writing of these melodies when heard also gives needed drill in the use of the staff and all notation of music.

**Theory:** Instruction in scales and key signatures, both major and minor, all signs and terms in general use, in fact, all the rudiments of vocal music with the addition of some elementary harmony.

**Sight-Singing:** The aim is to make the student self-reliant in reading, and independent in carrying any part within range. Primary Melodies, Book I, Intermediate Song Reader and Junior Song and Chorus book, of the New Educational Music Course, published by Ginn and Co., are the text-books used. These books are full of excellent material from the masters in music, thus keeping before the student high ideals, as well as providing interesting and pleasing material for the development of sight-singing.

**Methods:** A complete course in methods is given in the senior year, in which the presentations of all problems to be taught in the grades are illustrated. The care of the child voice, the development of appreciation of rhythm, methods of teaching rote songs, and a suggestive repertoire of children's songs are only a few of these. The close correlation between the methods course and the practice teaching in the Training School affords unusual opportunity for the acquisition of theory and its application in the various subjects related to the teaching of music in the public schools. The text-books recently adopted by the state are used, and the students are required to make specific pedagogical application of the principles taught to the material found in these texts.

**Music 1:** Five periods a week, either semester. Text books, New Educational Music Course.—Primary Melodies and Book 1.

**Music 2:** Two periods a week for one year. Text books, New Educational Music Course.—Intermediate Song Reader and Junior Song and Chorus Book.

**Music 3:** Five periods a week for one year. Text books, New Educational Music Course.—Primary Melodies, Book 1, Intermediate Song Reader and Junior Song and Chorus Book.

**Glee Club:** Those who are musically inclined will greatly enjoy the work of the glee club which is usually organized early in the school year. It is proposed this year to devote two or more periods a week to this class of work, which affords valuable experience in part singing and chorus practice, being at the same time a source of keen pleasure to those who take part. The glee club is frequently called upon to furnish entertainment at the various school functions and public programs, and care is taken that the numbers selected for study and presentation shall always be of a high order of merit. Plans are under consideration for the presentation of one of the light operas some time during the coming year.

Many of our students take instruction in piano playing. There are excellent piano teachers in Tempe and Phoenix with whom such instruction may be arranged privately, and the lessons paid for, but the pianos of the school are made available to such students for the convenience of practice, and may have stated hours assigned them upon application.

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## PHYSICAL SCIENCE

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MR. IRISH

**Physics:** 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. The second semester is devoted largely to laboratory work in electrical measurement, sound and light. Third year, high school course. Text: Milikan and Gale.—First Course in Physics.

**Chemistry 1:** Two periods of laboratory work are counted equivalent to one of lecture or recitation. 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 exer-

cises 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 and others, First Principles of Chemistry. Third year, high school course. Five periods a week.

**Chemistry 2:** A year's work in household chemistry is offered for those students who elect the special course in Home Economics. An attempt is made to give the student sufficient acquaintance with the principles of organic chemistry to enable her better to understand the processes of food preparation, the principles of dietetics and the chemistry of digestion and nutrition. Five periods a week.

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## PHYSICAL TRAINING AND ORATORY

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MISS ZARTMAN

**Physical Training:** Women students are required to take Physical Training two hours per week during the entire course, excepting the senior year, when it becomes elective.

The object of the course in physical training is not the production of athletes, although they may contribute to that end, but general physical development and the maintenance of good health; securing good posture, harmonious muscular development, and a reasonable degree of bodily skill and grace; to provide an opportunity for every student to secure physical recreation as a balance to the sedentary demands of school life; to develop the habit of exercise; to train instructors, play leaders and physical directors for service in schools of our state.

All women are given physical examinations annually; these are made by the Director of Physical Education who will determine the needs of students for any special character of physical training or corrective exercises. Students will also be advised to seek medical aid for any ailments or physical defects; careful records will enable students to know their comparative gains or losses in physical efficiency.

**Courses of Instruction 1 and 2:** Physical Training for

women consisting of free gymnastics, Swedish days orders, corrective gymnastics, breathing exercises, use of lighter apparatus, folk dancing, suitable games, etc.

**3:** Courses in physical training for women consisting of varied and more advanced exercises.

**Junior:** Class in rhythm, aesthetic dancing, and folk dancing with practice teaching.

**Public Speaking:** The department of public speaking, includes reading elocution, debate and dramatics. The courses given are as follows:

**Reading Second Year:** The first year reading is the beginning work from the text-book, Cummock's Choice Readings, and deals with all forms of speaking. The fundamental work in 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, distinctly and intelligently from the printed page.

**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.

Standard plays are given each year. The students who are chosen to take part receive personal instruction from the coach, in dramatic principles and interpretation. Such plays as "The Return of Eve," "A Gentlemen from Mississippi," "Fanny and the Servant Problem," "At Columbia," "The Rejuvenation of Aunt Mary," "The Stubbornness of Geraldine," "The Man from Home," and "the Fortune Hunter," have been given with decided success.

## SPANISH

### MISS SALMANS

A teacher's value to the community where she teaches is greatly enhanced if she can reach the parents of all her children, for this reason it is advisable for teachers in the Southwest to be able to speak Spanish. It is also very important to have a speaking knowledge of Spanish if one is to do business in our state. Now that the war is over, our young people are looking for promising openings in the business world, and they may all look with personal interest into the "Continent of Opportunity" if they are familiar with the language of the South Americans. Many American business houses are establishing business in Spanish America and the demand for well trained American Spanish-speaking men and women is great. Spanish is an interesting language from a cultural standpoint, as the literature of Spain is on a par with the best literatures of the world.

The three year course in Spanish may be elected in the second year; high school graduates may elect the two-year course.

**Spanish 1:** For beginners. Careful work in pronunciation introduces the work, then grammar, conversation and readings are studied. Short poems are memorized and songs are learned. As far as possible, Spanish is the language of the class room and especial attention is paid to the acquisition of a practical and useful vocabulary. Texts: Wilkins—First Spanish Book, Henry Holt and Co., Roessler and Remy—First Spanish Reader, American Book Co.; Larra—Partir a Tiempo, American Book Company, or Benavente—El Principe Que Todo Lo Aprendio en los Libros, World Book Co.

**Spanish 2:** Translation and material from modern Spanish writers, review of grammatical principles, rapid reading and conversation. As far as possible, the class is conducted in Spanish. Texts: Crawford—Spanish Composition, Henry Holt and Co.; Marcial Dorado—Espana Pintoresca, Ginn and Co.; Alarcón—El Capitan Veneno, Henry Holt and Co.; Moratin—El Si de las Ninas, Ginn and Co.; Gutierrez—Ey Trovador, D. C. Heath and Co.; DeVitis—Spanish Grammar, Allyn and Bacon.

**Spanish 3.** The pupil's acquaintance with ordinary conversational Spanish is extended by reading literature introduc-

ing Spanish customs and home life. The characteristics of the Spanish people are studied and compared with our own traits. A thorough course in composition is included in this year's work. Texts: Espinosa—Advanced Spanish Composition and Conversation, Benj. H. Sanborn and Co.; Ibanez—La Barraca, Henry Holt and Co.; Galdos—Electra, American Book Company; Benevente—Los Intereses Creados, World Book Co.; Echegaray—La Cantante Callejera; Quintero—Hablando Se Entiende la Gente. A standard dictionary is required in this course.

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## THE PROFESSIONAL SUBJECTS

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One of the most important and essential phases of Normal School work is that of the professional subjects. While the courses necessarily deal with the theoretical side of education, the instruction given is intended to be practical and adapted to the work of the student in the training department. The purpose of these courses is not to train the student, but to give them a grasp of the fundamental principles of education so that he may readily understand and appreciate the training given him in the training school.

It is thought that the student taking these courses may come to a thorough realization of the nobility of the profession of teaching and of the responsibility of the teacher.

**Psychology: Mr. Fike.** The object of this course is to combine the most important topics of general and educational psychology and to form a basis for the specific courses in educational theory and practice. Chief emphasis is laid upon: (a) instinctive tendencies; (b) habit formation; (c) memory and the learning process; (d) the affective life; (e) thought processes.

The psychology of infancy, childhood, and adolescence will be dealt with successively.

A knowledge of biology is essential and students who have not taken this subject are earnestly advised to do so. It may parallel the course in psychology.

**Pedagogy: Mr. Payne.** The aim of this course is to

develop the principles of teaching. The latter part of the course is given to some applications of these principles to various subjects, with practice in lesson planning. The more detailed study of methods comes during the senior year. Some time is also given to discussion of the course of study, relative value of subjects and the relation of the child to the curriculum. Text-book: Strayer and Norsworthy, *How to Teach*, The MacMillan Co.

**History and Philosophy of Education:** Mr. Fike. The work in this subject will include: (1) a sketch of the history of education from the earliest times down to the present; (2) a careful study of the educational writing of a few of the most prominent educators from Plato to Dewey; and (3) an interpretation of the meaning of education. The object will be to make the subject function in the life of the student.

**Sociology and Ethics:** Mr. Fike. The work in these subjects has a two-fold purpose: (1) to furnish the student with a perspective view of the place of education in the general social scheme and the relationship of the school to other agencies of social welfare, and (2) to direct the attention of the student to an understanding and solution of many perplexing social and ethical problems which arise.

**School Efficiency and School Law:** Mr. Fike. This course accompanies practice teaching and thus derives meaning from the teaching experience of the student and at the same time enlightening and interpreting these experiences.

The problem of discipline will receive much attention in this course and a brief study of professional ethics is given.

The topics studied are: School Architecture; School Sanitation; Heating; Lighting; Ventilation of School Buildings; Educational Hygiene; Classroom Organization; Elimination, Retardation, Promotion, and Acceleration of School Children; Discipline and Moral Training; Economical Devices; Instruction and Practice in the Technique of Educational Measurements, including Standard Tests, Scales and Score Cards.

A part of the semester will be devoted to a study of the school laws of Arizona and a discussion of the most advanced ideas and laws along the line of school legislation.

## THE TRAINING SCHOOL

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The Training School is a regular public school of eight grades and a kindergarten, organized under special Training School laws. The state course of study is followed.

The course in special methods is given in connection with the Training School, and all regular students observe model teaching and teach throughout their senior year.

**Methods:** Special methods are taught by the principal and faculty of the Training School. The work in this course is closely correlated with the practice teaching throughout the year. Special attention is given to primary methods.

**Observation and Practice Teaching:** Each senior student observes model teaching and teaches in the Training School during one full year. The observation of model teaching alternates with practice teaching throughout the year so that the student may immediately apply observed methods. All practice work is done from carefully prepared plans under the direction of trained supervisors.

**Rural School:** Every year a large number of graduates take positions in the small schools of the state. In order to provide special training for these teachers, the Training School works with one of the adjoining districts in building up a model one-room rural school. In this school, student teachers are able to study rural school problems at first hand.

Actual rural school conditions are maintained, and the equipment, heating, ventilation, sanitation, school gardens, library, etc., are such as the average school may have with a careful expenditure of its regular income. Students are expected to work out problems of community service as well as the problems of administration and instruction in the school itself. Such training not only fits teachers to deal with rural school problems more efficiently, but instills in them a better attitude toward the work and a better understanding of the importance of the school as a social force in the community.

## KINDERGARTEN

MISS ZÖLLER

Two courses are offered in kindergarten training. Course 1 is given for the training of teachers of kindergarten. Students completing this course are granted a special life diploma entitling the holder to teach kindergarten or primary grades. Course 2 is offered in the junior and senior years of the regular teachers' course for the benefit of those who are preparing for primary teaching and who do not wish to sacrifice the regular normal school diploma.

**Course 1:** Applicants for admission to the kindergarten training classes must qualify as graduates from a full four year high school course or its equivalent, and should 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. All candidates must be able to play and sing simple songs to meet the requirements of a good kindergarten and primary grade teacher. Those who fail to pass the musical test will be required to make up the deficiency by means of special lessons.

**Kindergarten Theory and Technics:** This work is made to conform to the demands of good kindergarten training schools in this country offering a two year course. Special attention is given to the organization and equipment of new kindergartens. In addition to the regular kindergarten theory and practice, students are required to take one semester of primary methods and teaching under the supervision of the primary critic teachers in the Training School. This not only gives the primary view-point, but qualifies kindergarten teachers to teach in primary grades of our public schools. In connection with this course, the students take certain subjects along with the regular classes of the teachers' course. Among these are psychology, pedagogy, reading, English grammar, composition and general literature, sociology, history of education and music. Physiology is taken with the regular class in the high school course. The required course in biology is the same as that given the juniors in the special course in Home Economics.

**Juvenile Literature** consists of the study of children's literature from the kindergarten to the third grade, inclusive.

**Art 3:** This is the same as offered in the special course in Art.

**Maternal Efficiency:** This course is devoted to the consideration of child hygiene from the point of view of the mother and of the teacher. The *Prospective Mother*, by J. Morris Slemmons is the text used.

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## LIBRARY

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### MISS ENCKING

The Library occupies a portion of the first floor of the Main Building and is the laboratory for a greater part of the students' work outside of the classes. It now contains over 13,000 bound volumes exclusive of several thousand unbound bulletins and reports. Over 100 of the best periodicals are received currently and when bound are a valuable asset for research work.

The books are classified according to the Dewey Decimal system and shelved in numerical order with a further author division according to the Cutter numbers. A dictionary catalog of authors, subjects and titles in one alphabetical arrangement shows the resources of the library.

When not reserved for classes, books may be borrowed for two weeks, and may be renewed for two weeks more if not otherwise needed. Books reserved for classes may be taken from the library only at the close of school and must be returned the first hour the next morning.

A model library of children's books is maintained in the Training School. This gives the senior students an opportunity to know juvenile literature and teaches them how to bring books and children together, a valuable factor in a teacher's equipment. Twelve seniors are permitted to do actual library work, thus giving them experience in the administration of a school library.

**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 refer-

ence 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. COOPER

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 institution. 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 the major portion of his time to this work.

**Football**—The value of this game in developing self-reliance, physical endurance and skill in personal encounter is well recognized. The game is played in the fall whenever the physique of the student personnel warrants engaging in the work. During the past year, due to the loss of the heavier men through enlistments, this game was not undertaken at Tempe Normal School, but it is hoped that there will be a sufficient number of men who are physically qualified to warrant the organization of a team the coming fall.

**Basket Ball**—This game is usually taken up after the close of the football season. It is played on outdoor courts, and it is the custom to organize a team from each class to compete for the Student Trophy. These interclass contests develop material for the team which represents the school in match games.

**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 from 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 condition, 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 Athletics**—Opportunity is given for training in track work and the field events. The athletic field has a good straightaway running track and a one-sixth mile oval for the distance practice. The necessary apparatus such as hurdles, vaulting poles, shots, discus, grenades and hammers, are provided by the school.

**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 interclass tournaments are held. This is the one branch of athletics that can and does do the most for class spirit. In addition to the interclass matches an annual tournament is held, wherein the most prominent schools of this section of the state take part.

**Baseball**—This, the greatest of all of 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. A new impetus has been given to all forms of athletic work by the erection upon the athletic field of a neat and commodious amphitheater which comfortably seats a large number of spectators, affording them shelter from sun and an unobstructed view of the games. Beneath the amphitheater, ample training quarters have provided for the accommodation of the players. These quarters are fully

equipped with hot and cold water, showers, lockers, tables and benches and all sanitary appliances for the physical care of those taking part in athletic work. With all these conveniences and inducements offered, there is no reason why any student should neglect the important matter of physical exercise.

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### SWIMMING POOL

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An improvement long contemplated and much to be desired, is the concrete swimming pool now under construction in the area north of the heating plant. The pool will be finished and ready for use by the time of opening school in September. Suitable showers and dressing rooms are to be provided, and the necessary pumps will be installed to insure the frequent changing of the water which will be pumped from good wells. Provision is to be made for heating the water when necessary, by steam from the boiler house nearby, so that the pool may be used practically every day in the year. An expert swimmer will be employed as attendant and instructor. The pool will be reserved on specified days in each week for the exclusive use of the young women.

This addition to the school equipment will add greatly to the comfort of the students during the warm days of early fall and late spring, and beside providing a wholesome form of recreation, will give an opportunity for all students to learn to swim, an accomplishment which everyone should possess, even in Arizona.

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### LITERARY SOCIETIES

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The literary societies of the Normal School form an important part of the outside school activities. There are now four societies in the school, each numbering from fifteen to twenty-five members. These societies with their limited numbers form the most ideal centers for the promotion of study and group activities. Weekly meetings are held and the work accomplished is considered an important part of the work of the school. A member of the faculty acts as adviser for each society and gives advice and assistance when required. One of the most looked-for social events of the year is "All Society Night." Every society contributes a number to the program for this event and the friendly rivalry and the opportunity for the various societies to mingle socially make it a much enjoyed evening.

**The Zetetic Society**—An organization consisting of twenty-five young women. During the past year weekly meetings were held, a program being presented every Wednesday evening. At the beginning of the year the programs were devoted to the history of Belgium, from the beginnings down to and including the struggle of the past four years. After covering this work the study of Maeterlink as a representative of Belgian life and character was pursued, this being followed by a study of Mary Magdalene and *The Blue Bird*. The social side of life was developed by an occasional evening devoted to music and conversation. The society also enjoyed several out-of-door programs, including a week-end camping trip.

**Kalagathia**—This society, which has previously outlined its work along literary lines, was organized in 1916 as Kalakagathia Camp Fire, and obtained its charter from the national headquarters of the Camp Fire Girls. The group is made up largely of junior and senior girls and the Camp Fire movement has been studied from the standpoint of guardians. A Council Fire has been held each month and the weekly meetings have been planned to include work which would be helpful to young women going out as guardians of Camp Fire groups. The programs have included out of doors observation, first aid, hygiene, games, story-telling, Camp Fire motion songs, handcraft work, Indian lore, and patriotic service. Since its organization, the idea of Camp Fire has spread over the state, and the girls who have had this training in the Kalakagathia Camp Fire are finding that it is a practical qualification which adds to the success of their work as teachers out in the state.

**Clionian Literary Society**—The Clionian Literary Society is limited to a membership of twenty-five young ladies, who meet weekly for mutual enjoyment in literature, art, music, and friendship. During the past year, the programs were divided into two parts. A study of *Othello*, a number of Browning's poems, and others; and a program given under the direction of a member of the society. Their motto is, "Loyalty binds me," and the members have earnestly lived up to that worthy sentiment. They have been punctual in attendance, faithful in performance, and businesslike in methods. Several evenings were given over to social enjoyment, one of the most pleasant being the annual reception to the seniors of the society. A week-end was spent in camp at Granite Reef affording members an opportunity to experience the joys of "roughing it."

## THE STUDENT

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A bi-weekly publication is put out by the students of this school known as the Tempe Normal Student. The editorial staff is a small, efficient group of carefully picked individuals, who collect, edit and publish the paper with only nominal supervision from the faculty. They are impressed with their responsibility and are developed by it. What the publication lacks in literary finish is more than made up for in popular interest, for it is the constant aim of its management to have it reflect a true picture of the social and student activities of the institution.

It is considered a high honor to be elected to a position on the staff, and it is seldom that real literary or artistic ability fails to be thus rewarded. Although the "cubs" have plenty of work to do, they also have their share of social good times. Not content merely with "reflecting" the doings of the school, the student staff often, at special seasons or when life on the campus threatens to be a little dull, plans and executes programs of interest to all the student body.

Every student in the school now reads the Student. When the same may be said of every alumni member, it will indeed be a "tie that binds."

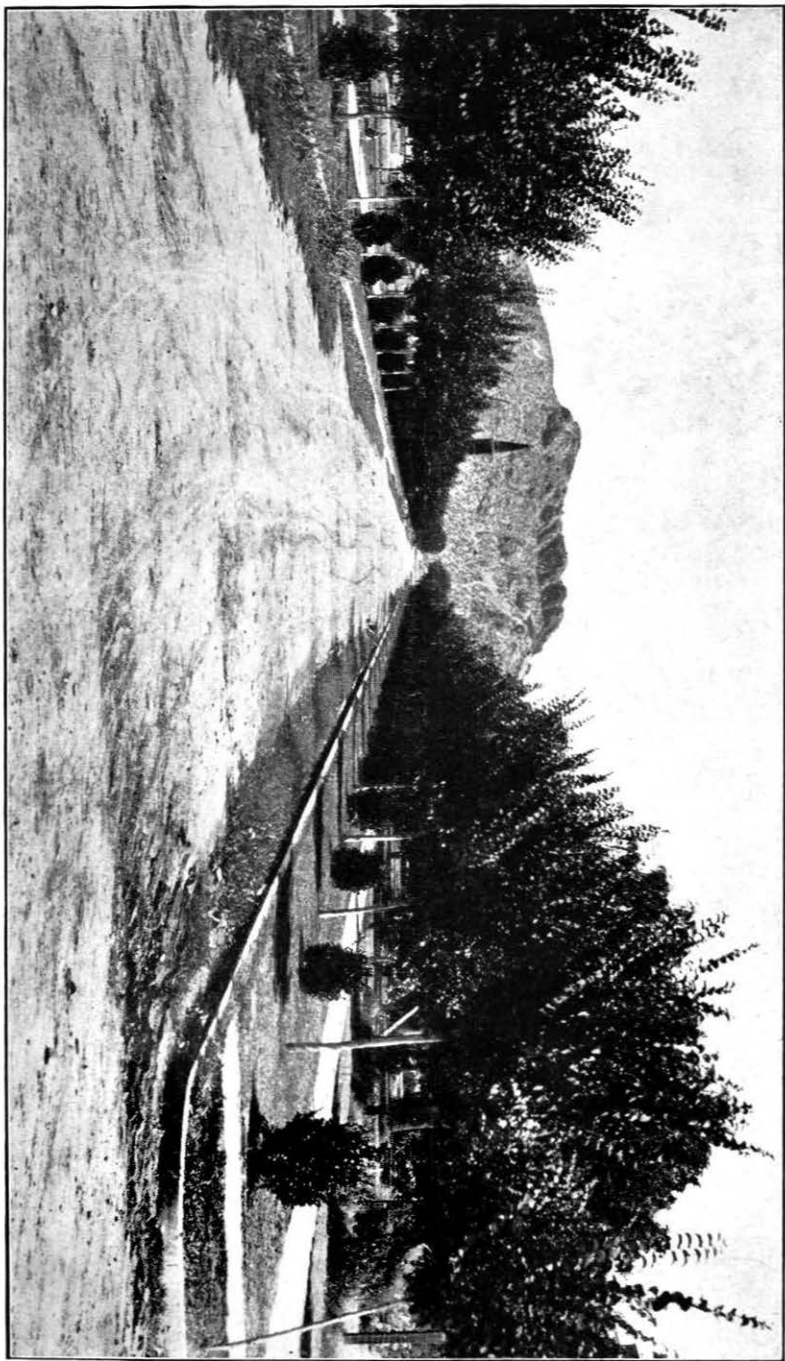
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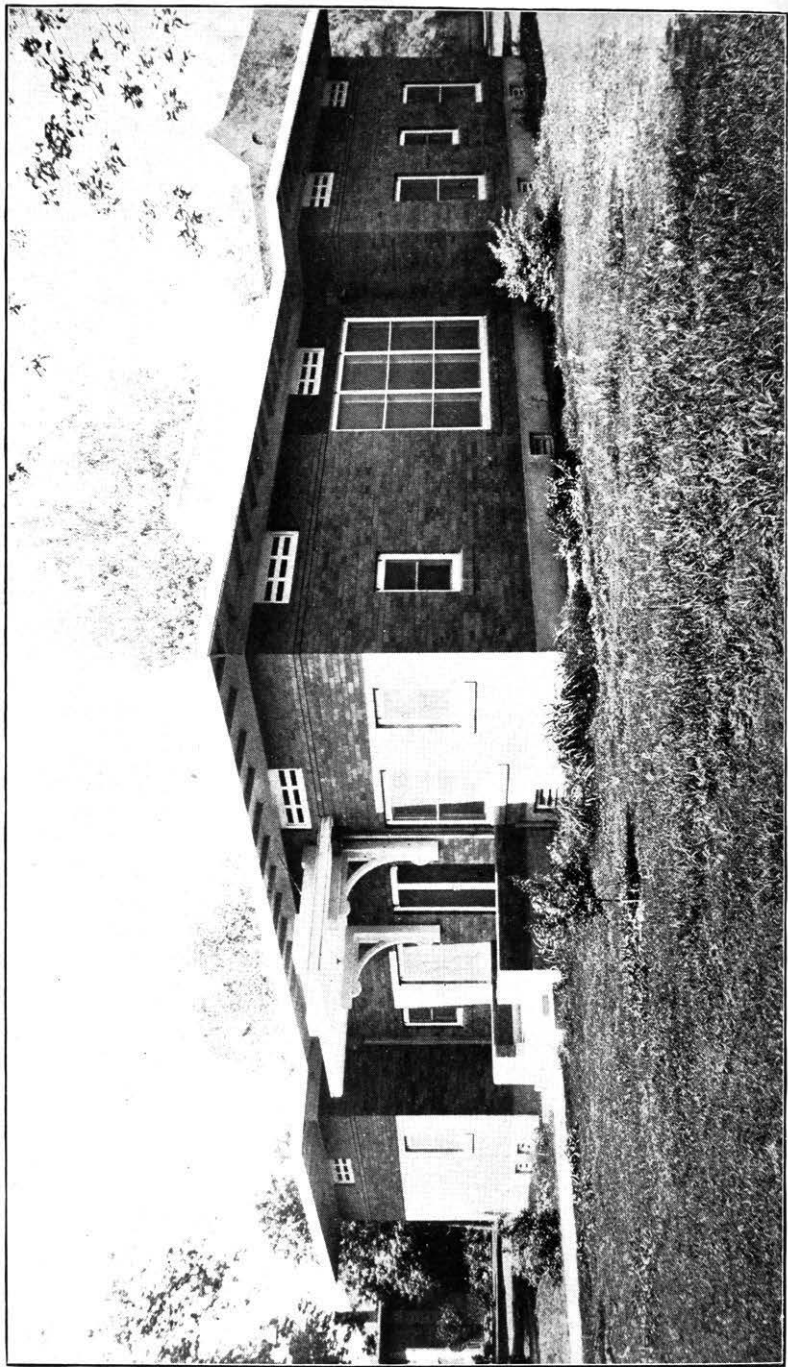
## LECTURE AND ENTERTAINMENT COURSE

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For a number of years a lyceum and lecture course has been maintained. This enterprise has been made feasible by the kindly patronage of the citizens of Tempe and vicinity, who have been very generous in their support of the undertaking. At a nominal price for season tickets, the student body has the advantage, each year, of a series of entertainments of a high order, including many of the best lecturers and musical organizations of the country. The auditorium has ample seating capacity, and the stage is equipped in a thoroughly modern fashion, permitting the satisfactory staging of a first class dramatic or operatic numbers. During the past year, the committee in charge has presented, among other attractions, Strickland Gillilan, the reader; The Musical Guardsmen; Gay Zenola MacLaren, dramatic reader and impersonator; The Boston Opera Company; Thomas Brooks Fletcher, the lecturer; and an Italian opera company in Rigoletto.

LOOKING NORTH ON WILLOW AVENUE





THE HOSPITAL

The business management of this year's course was handled in a satisfactory and efficient manner by the senior class of '19, who thus not only rendered valuable service to the school and to the public, but, at the same time found an experience which will be an aid in future problems of executive management.

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## YOUNG WOMEN'S CHRISTIAN ASSOCIATION

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Three years ago, a Y. W. C. A. organization was established in this school very similar to such organizations found in other normal schools, colleges and universities. There is this difference, however, that membership in the Young Women's Christian Association of the Tempe Normal School is not based upon church affiliation, but upon a personal pledge. There is here no discrimination against any denomination, sect or creed as to membership or office holding in the association. This broad, liberal, personal basis has many advantages in throwing the doors of the association open to students of all creeds.

While there can be no connection between a state institution and a religious organization, yet the Y. W. C. A. receives such encouragement from the faculty as its importance merits. Its finances are contributed by students, alumni and public spirited citizens. A general secretary is furnished, whose duty it is to assist the cabinet in the conduct of the association affairs, to be a mother and adviser to every member of the association and an inspiration and help to every girl within reach of her influence.

On Thursday night of each week are held the association meetings, religious and instructive in character, to which every student in the school is invited. Throughout the year, frequent social programs are interspersed, thus making the Y. W. C. A. one of the most important factors in school life.

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## VISITORS

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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 ac-

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

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### THE ALUMNI ASSOCIATION

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This association now numbers 1031 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 President 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.

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### TEACHER'S BUREAU

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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 of 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.

## 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 in 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.

A fund for the aid of worthy students has been established by the Tempe Normal School Alumni Association through the active interest of some of its members. Loans from this fund will be made at a nominal rate of interest and under favorable conditions to students recommended by the faculty as being worthy of financial assistance. It is the intention of the Alumni Association to add to this fund from year to year.

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.

## SUMMARY OF REGISTRATION, 1919

Normal School.....	{ Men ..... 86 }	Total.....401
	{ Women .....315 }	
Training School.....	{ Girls .....161 }	Total.....310
	{ Boys .....149 }	
Total Registration for the year.....		711

## SUMMARY OF GRADUATES

Prior to class of 1919.....	937 }	Total.....1031
Class of 1919.....	94 }	
Number of professional graduates.....	992 }	Total.....1031
Number of academic graduates.....	39 }	

# Register for 1918-19

Adams, Birdie.....	Dragoon	Brown, Marie.....	Naco
Adams, Wilma.....	Tempe	Brown, Pete.....	Winkelman
Aepfl, Milton.....	Tempe	Burton, Frances.....	Phoenix
Akins, Wilma.....	Avalon, Tex.	Butler, Carroll.....	Winkelman
Allbritten, Verda.....	Scottsdale	Buzan, Alice.....	Winkelman
Allen, Blanche.....	Gilbert	Buzan, Rose.....	Winkelman
Allen, Roscoe.....	Tempe		
Anderson, Vida.....	Phoenix	Campbell, Margaret.....	Phoenix
Andrews, Margaret.....	Mexico City	Capps, Brown.....	Tempe
Armstrong, Thomas.....	Laveen	Carnes, Mildred.....	Moran
Aronwald, Sarah.....	Douglas	Carpenter, Alma.....	Florence
Asche, Lois.....	Phoenix	Carroll, Bonnie.....	Miami
Ashley, Homer.....	Tempe	Cartwright, Audrey.....	Phoenix
Austin, Cedric.....	Tempe	Caughlin, Mary.....	Phoenix
Austin, Harold.....	Tempe	Cauthen, Bessie.....	Duncan
Anstin, John.....	Skull Valley	Cauthen, Ida.....	Duncan
Austin, Wilfred.....	Tempe	Chase, Ruth.....	Los Angeles
Awalt, Alleen.....	Clifton	Chatham, Martha.....	Nogales
		Childress, Charles.....	Globe
Baldrige, Venus.....	Elfrida	Chitwood, Mary.....	Tempe
Barry, Nellie.....	Tolleson	Clements, Clifford.....	Casa Grande
Barry, Ruby.....	Safford	Clements, Dudley.....	Casa Grande
Bartlo, Dewey.....	Scottsdale	Cole, Edith.....	Winslow
Beardsley, Cora.....	Mesa	Cole, Ruth.....	Tempe
Beardsley, Oda.....	Mesa	Collier, Nancy.....	Tempe
Benenato, Cora.....	Phoenix	Collins, Sabrey.....	Superior
Bennett, Margaret.....	Casa Grande	Colmenero, Felicitas.....	Metcalf
Benson, Gertrude.....	Buckeye	Conrad, Glenn.....	Scottsdale
Bentley, Howard.....	Mayer	Cook, Cilla.....	El Paso, Tex.
Benton, Gladys.....	Crystal Falls, Tex.	Cook, Edna.....	Chandler
Blalock, Frances.....	Jerome Junction	Coolley, Enid.....	Gilbert
Blanchard, Mrs. B. B.....	Tempe	Corbell, Beulah.....	Tempe
Blount, Marie.....	Tempe	Crawford, Velma.....	Dos Cabezos
Bloys, Beulah.....	Tempe	Creighton, Nancy.....	Butte, Mont.
Boetto, Tony.....	Wickenburg	Crook, Alta.....	Tempe
Boldman, Gertrude.....	Tempe	Crouch, Maura.....	Bisbee
Boldman, Hazel.....	Tempe	Cruz, Eulalia.....	Casa Grande
Braden, Douna.....	Chandler	Cummins, Thelma.....	Tempe
Bradshaw, Gladys.....	York	Curiel, Ricardo.....	Casa Grande
Braman, William.....	Hayden	Curry, Hazel.....	Tempe
Brice, Ethel.....	Mogollon, N. M.	Curtis, Daisy.....	Solomonville
Brimhall, Marguerite.....	Mesa		
Brimhall, Roxie.....	Mesa	Davis, Hazel.....	Phoenix
Brizzee, Nellie.....	Superior	DeCillo, Wandayne.....	Nogales
Bromley, Daniel.....	Humboldt	Demaine, Catherine.....	Tempe
Bromley, Frank.....	Humboldt	Dennis, Thelma.....	Hayden
Brooks, Gertrude.....	Phoenix	Denton, Byrtle.....	Willcox
Brooks, Margurette.....	Glendale	Dickson, Effie.....	Colorado Springs
Browne, Huetta.....	Bisbee	Dietrich, Agnes.....	Douglas

Dillman, Anna	Elfrida	Goodwin, Gordon	Tempe
Dines, Velma	Tempe	Goodwin, Josephine	Winkelman
Doss, Alice	Tempe	Gorrell, Juanita	Phoenix
Doss, Marlow	Tempe	Grable, Victor	Phoenix
Douglass, Wilma	Christmas	Graham, George Anne	Safford
Douglass, Ruth	Tempe	Greene, Gertrude	Scottsdale
Douglass, Truman	Tempe	Greene, Ida	Scottsdale
Earl, Maude	Phoenix	Grizzard, Hubert	Sacaton
Eidson, Mabel	Miami	Gross, Mary	Summerland
Elliott, Myrtle	Scottsdale	Guthrie, Marva	Mesa
Ellis, Virginia	Tempe	Halderman, Elizabeth	Servoss
Ellsworth, Bertha	Safford	Haldiman, Marion	Phoenix
Ellsworth, Para	Mesa	Hammer, Marvin	Casa Grande
Embry, Mary	Scottsdale	Hancock, Earle	Bonita
Emerson, Florence	Prescott	Hancock, Irene	Bonita
Evans, Sylvia	Phoenix	Hansen, Ceceylla	Courtsland
Ewing, Myrtle	Bisbee	Hansen, Grace	Tempe
Farrell, Katherine	Patagonia	Harman, Anna	Benson
Finch, Annie	Tempe	Harris, Mary	McAllister
Finch, Jessie	Tempe	Harris, Mary	Phoenix
Finnicum, Irene	Rodeo, N. M.	Hallicock, Jethro	Mesa
Fitch, Dewey	Servoss	Haulot, Gertrude	Phoenix
Fitch, Walter	Servoss	Hayes, Maude	Tempe
Fitzpatrick, Elmer	Arlington	Haynes, Bessie	Tempe
Fleetham, George	Pearce	Heady, Paul	Cottonwood
Foreman, Bertha	Florence	Heaton, Janie	Rifle, Col.
Foreman, Pauline	Tempe	Heffelman, Ralph	Mayer
Forman, Margaret	Phoenix	Hender, Chester	Tempe
Fosburg, Lillian	Phoenix	Henry, Anna	Naco
Foster, Winnie	Pima	Henry, Ola	Prescott
Franklin, Ethel	Winkelman	Higgins, Ruth	Ft. Thomas
Franklin, Katherine	Winkelman	Hill, Rowena	Avondale
Franzen, Willie	Tempe	Hill, William	Avondale
Friedrich, Esther	Dubuque, Ia.	Hinton, Ellen	Ft. Thomas
Frizzell, Stella	Tempe	Hinton, Opal	Geronimo
Fuller, John	Gilbert	Hirschy, Edna	Phoenix
Gabbert, Rosa	Ray	Hocking, Kathryn	Tucson
Garrison, Minnie	Tempe	Hogg, Alva	Hayden
Gates, Mary	Tempe	Holmes, Myrtle	Toileson
Gatlin, Farris	Phoenix	Homoet, May	Phoenix
Gaut, Bernice	Tempe	Hopkins, Charlotte	Ray
Gaut, Ruth	Tempe	Hopkins, Eugene	Avondale
Getsinger, May	Phoenix	Houston, Myrtle	Globe
Gibbens, Ida	Pearce	Hudson, Ruth	Dos Cabezas
Gibbens, Ollie	Pearce	Hunsaker, Harry	Tempe
Gibson, Gwendolyn	Ajo	Hutchison, Gladys	Bowie
Gibson, Verona	Redlands, Cal.	Ingalls, Marian	Phoenix
Gino, Mary	Crown King	Irlon, Emma	Phoenix
Goodwin, Alverta	Tempe	Ivy, Archie	Tempe
Goodwin, Aurelia	Tempe	Ivy, Elizabeth	Phoenix

Jackson, Chloë.....Tempe  
 Jetmore, Catherine....Ft. Huachuca  
 Johnson, Faye.....Ray  
 Johnson, Mary.....Phoenix  
 Johnson, Ruth.....Chandler  
 Jones, Elizabeth.....Phoenix  
 Jones, Margaret.....Phoenix

Kalil, Mary.....Ajo  
 Kemp, Fern.....Willcox  
 Kerr, Ethel.....Globe  
 Kinder, Esther.....Ft. Lupton, Col.  
 Kleeman, Amella.....Hough, Neb.  
 Krause, Mrs. R.....Tempe  
 Kruse, Ronella.....Casa Grande  
 Kukles, Aaron.....Phoenix

Lane, Montie.....Exeter, Cal.  
 Lawhon, Lucille.....Bowie  
 Leaverton, Ira.....Mammoth  
 Leeson, Cecil.....McNeal  
 Longley, Leafy.....Hereford  
 Longley, Ruth.....Hereford  
 Lopez, Henrietta.....Duquesne  
 Lorona, Leonor.....Hayden  
 Lusk, Genevieve.....Somerton  
 Lyles, Pearl.....Bunkie, La.

Mabbutt, Ethel.....Ethel  
 MacLennan, Anita.....Avondale  
 Madison, Thomas.....Tolleson  
 Mahoney, Raymond.....Benson  
 Marley, Rowena.....Los Angeles  
 Marshall, Frank.....Lewis Springs  
 Marshall, Inez.....Pomona, Cal.  
 Martin, Grace.....Tempe  
 Martin, Vera.....Tempe  
 Martinez, Marian.....Tempe  
 Masterson, Mildred.....Hayden  
 Matley, Welcome.....Tempe  
 Matney, Gladys.....Pearce  
 Matthews, Frieda.....Tempe  
 Mayer, Joe.....Mayer  
 Mayes, Frances.....Ajo  
 Mayes, Marlowe.....Ajo  
 Mayr, Kathryn.....Laveen  
 Mayr, Myron.....Laveen  
 McAlister, Dorothy.....McAlister  
 McClelland, Kathelen.....Tombstone  
 McCormick, Geraldine.....Superior  
 McElrath, Eva.....Mesa  
 McEuen, Josie.....Ft. Thomas  
 McEuen, Vernon.....Ft. Thomas

McFall, Inez.....Pearce  
 McGaughey, Mrs.....Gilbert  
 McGinniss, Grace.....Bisbee  
 McHale, Mary.....Butte, Mont.  
 McIntyre, Olara.....Gila Bend  
 McLane, Viola.....Tucson  
 McLoughlin, Clair.....Scottsdale  
 McMahan, Frances.....Phoenix  
 Meletis, Helen.....Los Angeles  
 Mercer, Caddell.....Oracle  
 Mercer, Virgil.....Oracle  
 Messer, Susie.....Scottsdale  
 Messick, Ethel.....Glendale  
 Mets, Verdell.....Mesa  
 Meyer, Edna.....Glendale  
 Miller, Glenn.....Chandler  
 Minter, Clarence.....Phoenix  
 Minter, Howard.....Phoenix  
 Misbaugh, Katherine.....Phoenix  
 Moore, Annie.....Phoenix  
 Moeur, Jessie.....Tempe  
 Moeur, Vyvyan.....Tempe  
 Morden, Estella.....Tempe  
 Morrison, Mary.....Florence  
 Moss, Virginia.....Safford

Nall, Margaret.....Phoenix  
 Nelson, Elsie.....Crown King  
 Nelson, Emma.....Crown King  
 Nichols, Lucille.....Tempe  
 Norton, Thelma.....Pima

O'Brien, Mary.....Huron  
 O'Connor, John.....Tempe  
 O'Daly, Jemima.....Nogales  
 Orduno, Rachel.....Tempe  
 Osborne, Florence.....Phoenix  
 Osburn, Etha.....Phoenix

Palmer, Gladys.....Mesa  
 Palmer, Therou.....Mesa  
 Parker, Daisy.....Laveen  
 Parker, Dora.....Safford  
 Parry, Paul.....Tempe  
 Parry, Susan.....Tempe  
 Paulk, Mrs. Ollie.....Tempe  
 Pendergast, Clarence.....Tolleson  
 Pendergrast, Susie.....Tempe  
 Pennington, Attie Veta.....Cashion  
 Peterson, Edith.....Superior  
 Phillips, Matthew.....Winkelman  
 Pollock, Iva.....Solomonville  
 Porter, Beulah.....Douglas

Potter, Goldie	Pearce	Stringer, Edith	Lavea
Provence, Mayme	Tempe	Stroud, Laura	Phoenix
Fugh, Marian	Tempe	Stuart, Mary	Phoenix
Fugh, Pauline	Tempe	Stakey, Osee	Walker
Putman, Rodney	Hayden	Sutton, Dorothy	Estado de Mexico
Quinn, Katherine	Tempe	Sweeney, Chona	Florence
Redden, Lela	Tempe	Sweet, Helen	Crown King
Redden, Raabai	Tempe	Sylester, Mrs. C.	Phoenix
Reed, Mildred	Phoenix	Talbott, Margarite	Tempe
Richards, John	Solomonsville	Talbott, Reba	Tempe
Richards, Lillian	Bowie	Taylor, Katie	Solomonsville
Richards, William	Bowie	Taylor, Russell	Tempe
Riek, Ruth	Phoenix	Terrill, Elizabeth	Phoenix
Riddle, Helen	Jerome	Terrill, Frances	Phoenix
Riggs, Amy	Mesa	Thisel, Nella	Tombstone
Rivers, Annie	Phoenix	Thomas, Grace	Scottsdale
Roach, Capitola	Phoenix	Thomas, Gray	Humboldt
Roark, Mary	Tucson	Thompson, Mirabella	Douglas
Robbins, Mabel	Mesa	Tidwell, Edward	Solomonsville
Roberts, Vida	Glendale	Tidwell, Mabel	Solomonsville
Rogers, Lena	Pima	Tomlin, Opaline	Buckeye
Rose, Edward	Geronimo	Vanderhoof, James	Scottsdale
Rorbotham, Fannie	Tempe	Vanderhoof, Mittie	Scottsdale
Rubel, Kenneth	Buckeye	Vanderhood, May	Scottsdale
Sanders, Frank	Globe	Van Doren, Elvira	Summerland
Sanders, Pearl	Mesa	Vaughn, Clara	DuQuene
Sandoz, Gillian	Tempe	Vest, Arthur	Tempe
Sanford, Albert	Rodeo, N. M.	Vest, Robert	Tempe
Saylor, Mabel	Tempe	Voelckel, Robert	St. Thomas
Saylor, Maud	Tempe	Wallace, James	Somerton
Schaefer, Christine	Prescott	Walliman, Glenn	Globe
Scott, Aileen	Metcalf	Ware, Helen	Phoenix
Shahan, Emma	Phoenix	Webb, Frances	Tempe
Shahan, Frank	Phoenix	Webb, Margaret	Tempe
Shreve, Rosamond	Bisbee	Wells, George	Mayer
Simon, Gladys	El Centro, Cal.	West, Margarete	Phoenix
Slack, Ruth	Barstow, Tex.	Wheeler, Anna	Chicago, Ill.
Smith, Crystal	Ray	Whitney, Agnes	Glendale
Smith, Margaret	Scottsdale	Whitney, Bernard	Humboldt
Spain, Gladys	Tempe	Wilkes, Mabel	Mesa
Spangler, Carrie	Phoenix	Wilkinson, Burnell	Wickenburg
Spann, Dorothy	Phoenix	Williams, Esther	Tempe
Standage, Beulah	Mesa	Williams, Joyce	San Simon
Stanton, Beatrice	Dinuba, Cal.	Williams, Opal	Gilbert
Stewart, Alma	Solomonsville	Windham, Totts	Geronimo
Stewart, Helen	Mesa	Wood, Leslie	Globe
Stockwell, Stella	Phoenix	Wolf, Ruth	Tempe
Storey, Mildred	Prescott	Worsh, Helen	Gilbert
Stowe, Jess	Scottsdale	Young, Marguerite	Christmas
Stowe, Marie	Scottsdale	Zaader, Marie	Tempe
Strahan, Lulu	Phoenix	Zaragoza, Justino	Hayden
Stratton, Ernestine	Winkelman		

# Graduates 1919

## TEACHERS' COURSE

### MID-YEAR GRADUATES:

Aronwald, Sarah ✕  
 - Chatham, Martha ✕✕  
 - Caughlin, Mary ✕  
 - Dietrich, Agnes ✕✕  
 Eidsen, Mabel ✕✕  
 Hirschey, Edna ✕✕  
 Morden, Estella ✕✕

### JUNE GRADUATES:

Adams, Birdie ✕  
 Allen, Blanche ✕  
 - Austin, Harold ✕✕  
 - Awalt, Alleen ✕✕  
 Barry, Nellie ✕✕  
 Barry, Ruby ✕  
 Beardsley, Oda ✕  
 ✕ Benson, Gertrude ✕  
 Brimhall, Roxie ✕  
 Busan, Alice ✕  
 Campbell, Margaret ✕  
 Chitwood, Mary ✕  
 Cole, Edith ✕  
 Cole, Ruth ✕  
 Collins, Sabrey ✕  
 Colmenero, Felicitas ✕  
 - Corbell, Beulah ✕  
 - Creighton, Nancy ✕  
 Curtis, Daisy ✕  
 - Davis, Hazel ✕  
 - Demaine, Catherine ✕  
 Denton, Byrtle ✕  
 Ewing, Myrtle ✕  
 - Forman, Margaret ✕  
 - Fosburg, Lillian ✕  
 Franklin, Mary ✕  
 - Friedrich, Ether ✕  
 - Gaut, Ruth ✕  
 Gibson, Verona ✕  
 - Goodwin, Gordon ✕  
 ✕ Green, Gertrude ✕  
 - Hansen, Grace ✕  
 Haynes, Bessie ✕  
 ✕ Heaton, Janie ✕

### FEBRUARY 20, 1919

✕ O'Daly, Jemima ✕  
 Osborn, Etha ✕  
 - Pendergast, Clarence ✕  
 Stewart, Helen ✕  
 Thompson, Mirabelle ✕  
 - Stratton, Ernestine ✕  
 - Sweet, Helen ✕

### JUNE 20, 1919

Henry, Ola ✕  
 Holsinger, Pearl ✕  
 - Johnson, Ruth ✕  
 ✕ Marshall, Inez ✕  
 Martin, Vera ✕  
 McClelland, Kathelen ✕  
 - McElrath, Eva ✕  
 - McFall, Inez ✕  
 McGinniss, Grace ✕  
 ✕ McHale, Mary ✕  
 - Mets, Verdell ✕  
 Nall, Margaret ✕  
 Norton, Thelma ✕  
 Orduno, Rachel ✕  
 ✕ Palmer, Gladys ✕  
 Parker, Dora ✕  
 Pennington, Attie ✕  
 Pugh, Marian ✕  
 - Redden, Rachel ✕  
 Roark, Mary ✕  
 Sanders, Pearl ✕  
 - Sandox, Gillian ✕  
 Scott, Aileen ✕  
 Shreve, Rosamond ✕  
 - Simon, Gladys ✕  
 - Spangler, Carrie ✕  
 Standage, Beulah ✕  
 - Strahan, Lulu ✕  
 ✕ Talbott, Marguerite ✕  
 VanDoren, Elvira ✕  
 Ware, Helen ✕  
 West, Margarete ✕  
 Young, Marguerite ✕

## HIGH SCHOOL COURSE

## GRADUATES:

JUNE 20, 1919

Bentley, Howard  
Douglass, Truman  
Emerson, Florence  
Franzen, Willie A.  
Glenn, William  
Goodwin, Josephine  
Heffelman, Ralph

Leeson, Cecil  
Mahoney, Raymond  
Mercer, Virgil  
O'Connor, John  
Shahan, Frank  
Wells, George  
Williams, Joyce