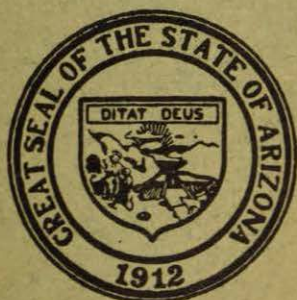


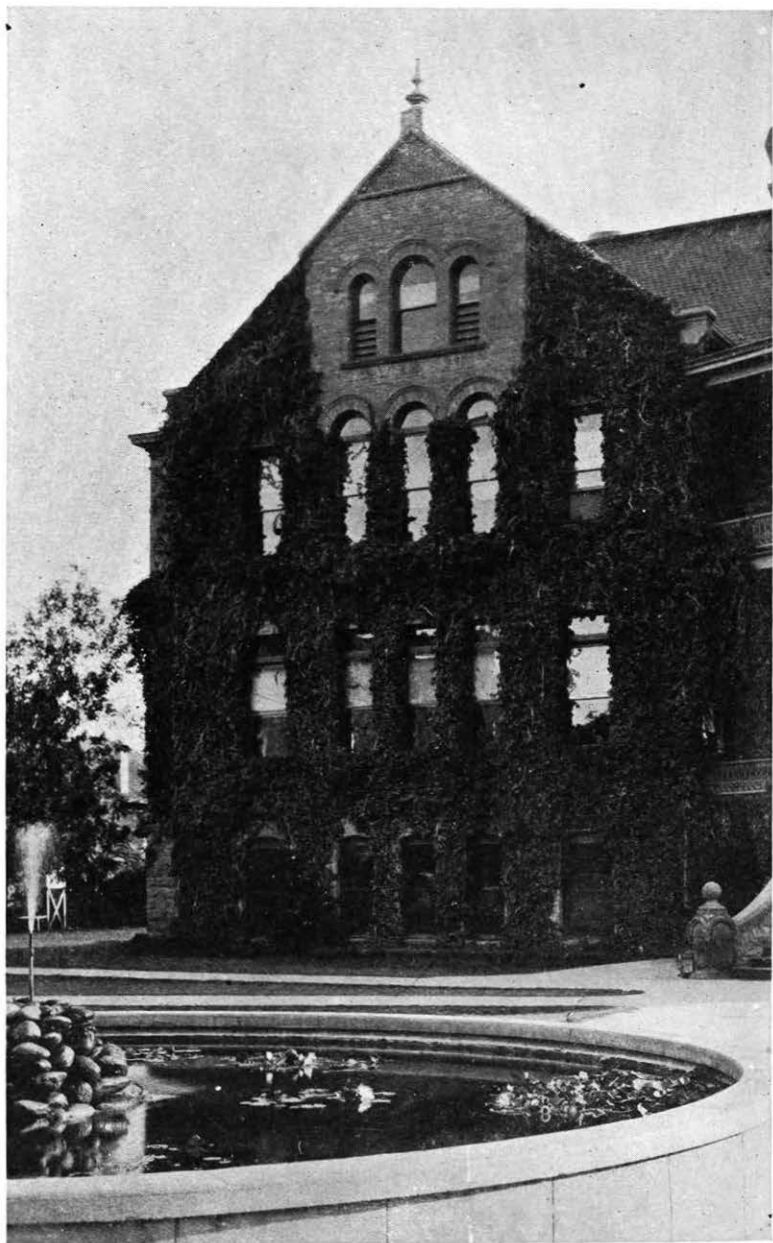
Volume 39

JUNE 1924 - 25 Number 1

BULLETIN
OF THE
STATE NORMAL
SCHOOL

AT
TEMPE, ARIZONA





THE FOUNTAIN

Volume 39

JUNE 1924

Number 1

BULLETIN
OF THE
STATE NORMAL
SCHOOL
AT
TEMPE, ARIZONA



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Calendar 1924-25

First Semester

Registration and classification.....	September 4, 5 and 6
Instruction begins, 8:00 A. M.....	September 8
Mid-term examinations.....	November 5-7
Thanksgiving recess.....	November 27-28
Christmas vacation.....	December 20 to January 4
First Semester ends.....	January 23

Second Semester

Registration and classification.....	January 22, 23 and 24
Second Semester begins.....	January 26
Mid-term examinations.....	April 1-3
Second Semester ends.....	June 5

Calendar for Three-Quarter Courses

First quarter, 13 weeks, ends.....	December 5
Second quarter, 13 weeks, ends.....	March 6
Third quarter, 13 weeks, ends.....	June 5

State Normal School of Arizona

BOARD OF EDUCATION

Hon. C. O. Case.....	Supt. of Public Instruction	Phoenix
Mrs. H. D. Ross.....		Phoenix
O. S. Stapley.....	Secretary	Mesa

OFFICIAL BOARD OF VISITORS

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Andrew Kimball.....		Thatcher
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OFFICERS OF ALUMNI ASSOCIATION

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G. A. Goodwin '99.....	Vice-President	Tempe
Leona M. Haulot, '02.....	Secretary-Treasurer	Tempe
Mrs. S. B. Moeur, '15.....	Assistant-Secretary	Tempe

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Hon. C. O. Case.....	Superintendent Public Instruction	Phoenix
Dr. Cloyd Heck Marvin.....	President, University of Arizona	Tucson
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C. R. Tupper.....	Superintendent of City Schools	Miami
A. L. Jones.....	County Superintendent of Schools	Phoenix
W. E. Lutz.....	Principal, High School	Morenci

Faculty

1924-1925

Arthur J. Matthews.....	LL. D., Syracuse University	President
Frederick M. Irish.....	B. A., University of Iowa	Physical Science
William J. Anderson.....	B. S., National University, Chicago	Art
Mary McNulty Empey.....	Tempe Normal School	Supervisor Primary Grades
Alva B. Clark.....	Chicago Normal School	Manual Training
Leona M. Haulot.....	A. B., University of Arizona	Penmanship and Supervisor Upper Grades
Louise B. Lynd.....	A. B., Columbia University	Supervisor Rural Schools
James L. Felton.....	A. M., University of Chicago	English and Public Address
Ira D. Payne.....	M. A., Stanford University	Dean of Education and Director of Training School
Ida Woolf O'Connor.....	A. B., University of Arizona	Supervisor Primary Grades
Anna R. Stewart.....	A. B., University of Southern California	Home Economics
Theresa Anderson.....	A. B., Columbia University	Supervisor Intermediate Grades
*Olive M. Gerrish.....	Columbia School of Music, Chicago	Vocal Music. Public School Music
*John R. Murdock.....	A. B., State Teachers' College, Kirksville, Missouri	History and Civics
E. Blanche Pilcher.....	A. B., University of Kansas	Assistant in English
Helen C. Roberts.....	Tempe Normal School	Supervisor Primary Grades
Sara D. Hayden.....	Stanford University	Physical Training
Ella L. Roll.....	A. B., Stanford University	Supervisor Junior High School
Forest E. Ostrander.....	A. B. in Educ., B. S., Washington State College	Agriculture
M. Leslie Fairbanks.....	Delaware College	Machine Shop and Forge Work
Waldo B. Christy.....	A. M., University of Chicago	Commerce

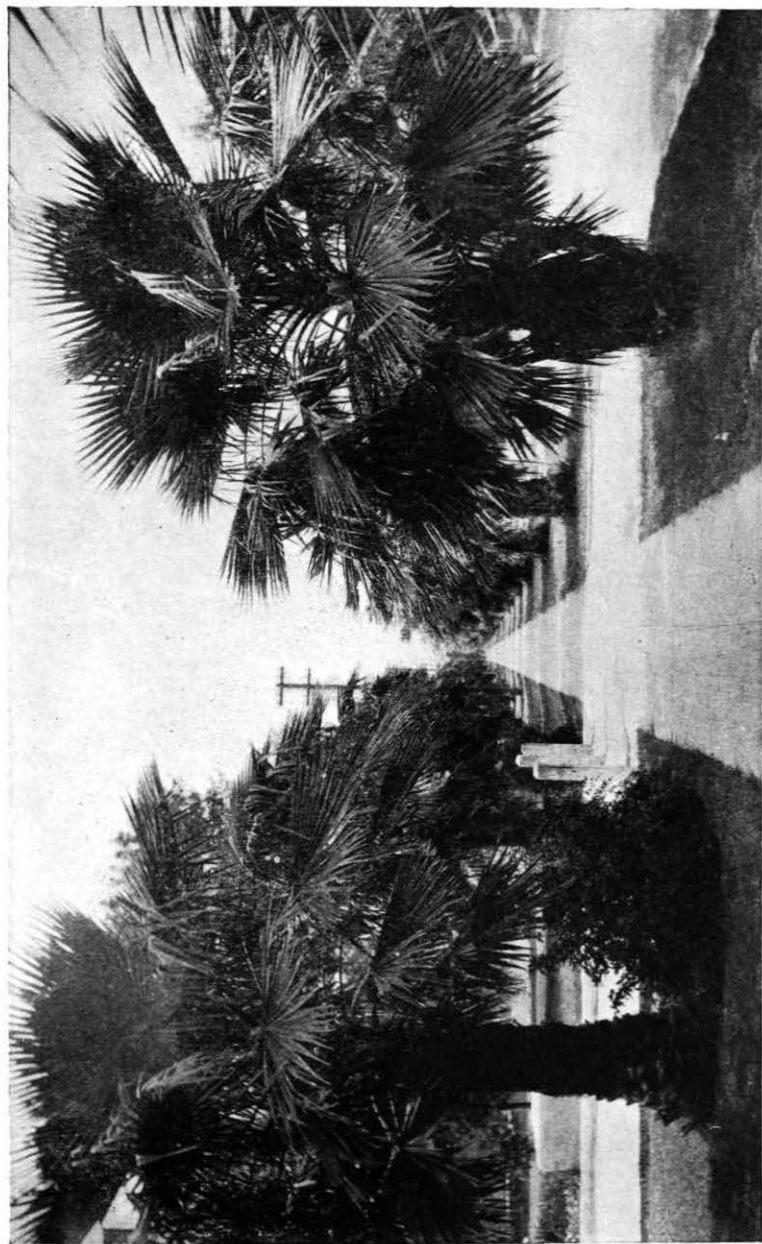
* Leave of absence.

Thomas J. Cookson	A. B., Ohio University	Librarian
Mrs. Thomas J. Cookson	B. S. D., Warrensburg, Missouri	Assistant Librarian
Elsie A. Pond	A. M., Stanford University	Supervisor Intermediate Grades
Samuel Burkhard	A. M., Columbia University	Assistant in Education
Minnie E. Porter	Supervisor of English in Junior High School and Grades	
	Ph. B., Ohio State University	
Clara S. Brown	Indianapolis Teachers' College	Kindergarten
Norman Fenton	A. M., Harvard University	Assistant in Education
Irma Wilson	M. A., Columbia University	Latin and Spanish
Meridith Laughlin	A. M., University of Arizona	Supervisor of Intermediate Grades
Aaron McCreary	Athletics and Head Resident of Men's Dormitory	
	A. B., University of Arizona	
Alma M. Norton	B. S. in Ed., Teachers College, Columbia University	Music

Administrative Officers

Arthur J. Matthews	President
Laura Dobbs	Secretary and Accountant
Amelia Kudobe	Recorder and Stenographer
Mrs. Mary W. Walte	Head Resident—East Hall
Elizabeth Bittman	Head Resident—South Hall
Mrs. Martha C. Harmon	Head Resident—Matthews Hall
Aaron McCreary	Head Resident—Men's Hall

L. C. Austin	General Foreman
Charles McGinnis	Head Janitor
J. G. Newton	Engineer
Robert Krause	Steward
Mrs. R. N. Krause	Matron of Dining Hall



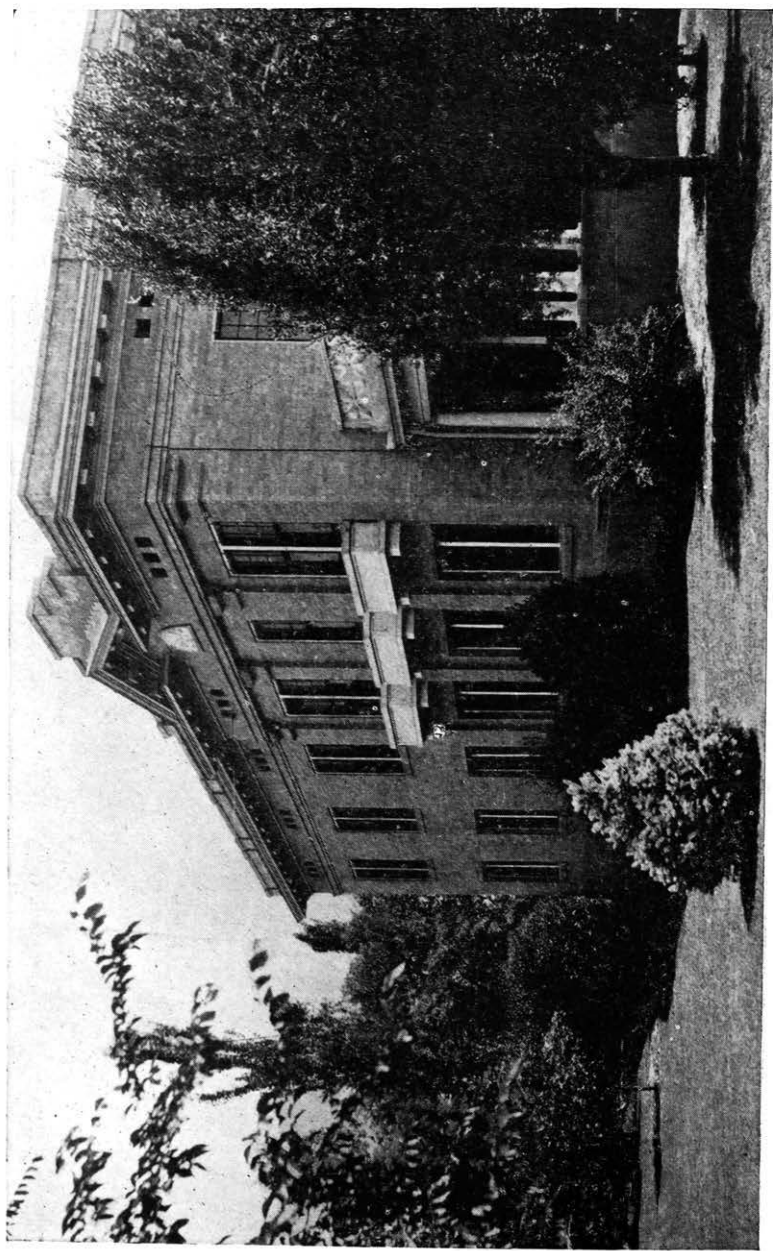
PALM WALK



INDUSTRIAL ARTS BUILDING



AUDITORIUM



SOUTH HALL

The State Normal School of Arizona

GENERAL INFORMATION

ESTABLISHMENT AND PURPOSE

Tempe Normal School owes its existence to an act of the Legislative Assembly of Arizona, under date of March 10, 1885, by which provision was made for the establishment at Tempe, of a school for the instruction and training of prospective teachers. The provisions of this act were promptly carried into effect, and the first class was graduated in 1887.

LOCATION

Tempe is a thriving town of 2500 inhabitants, distant only twenty minutes' ride from Phoenix, the capital of Arizona, with which it is connected by an automobile stage line giving prompt and efficient 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. One of the main state highways passes through the town, skirting the edge of the campus. The streets are paved, lined with shade trees and provided with a modern lighting system. The water supply, coming from deep wells, is ample and of excellent quality. The town is situated in the midst of the Salt River Valley, whose fertile fields surround it, delighting the eye with their perpetual verdure and insuring an unending supply of fresh fruits and vegetables. The climate during the whole 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 surrounding country offers a world of attractions to those who enjoy the pleasures of walking or driving in the open country. The Papago-Sahuaros National Park lies just across the river, and in its 2,000 acres the natural features and characteristic vegetation of the desert are preserved. This tract is the goal of numerous "hikes" and picnic parties during the school year. Granite Reef, a few miles to the east, is a favorite resort for week-end camping parties.

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 graveled 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 cement concrete, 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.

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 the **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 late group is the Industrial Arts Building, with its imposing lines and dignified proportions. The arrangement of both groups is both sightly and convenient.

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 junior high school 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 15,000 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.

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 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 apparatus 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.

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.

The **Training School** is located close to and south of the central group. It has a floor space 120x136 feet and contains two offices, eleven classrooms and a large double assembly, all on one floor. The classrooms are so arranged that easy access is had from each to the assembly. A notable 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 1500 volumes suited to the work of the grades, two pianos, a grafanola and apparatus for projection.

The new **Dining Hall**, erected in 1920, is in a central location, convenient to all dormitories. This is a thoroughly modern building and embodies in its construction the latest ideas with regard to sanitation, lighting and ventilation. The kitchen is large and airy and well lighted. A large range, two

steam cookers and a charcoal broiler are provided, and modern types of labor-saving machinery are installed. One of the most satisfactory of these devices is the steam dishwasher which enables two persons to take care of all the dishes from a meal in a very few minutes and leaves the dishes in a thoroughly sanitary condition. The bakery is a model of its kind with electrically driven machinery for mixing cake and for kneading bread. The brick oven, one of the finest in the state, has a capacity of 250 loaves. There is a refrigerating and cold storage plant of ample capacity and late design. The chilling room and cold room are protected by cork insulation, and the operation of the refrigerating apparatus is entirely automatic. This equipment enables the steward to buy and store meats and other perishable foodstuffs in large quantities which advantage is an important factor in the low cost of board. The food furnished to students and faculty members alike is carefully selected and properly prepared. Everything that the market affords in the way of fresh fruits, vegetables and meats, and all that the culinary art can provide is made to contribute to a menu which is wholesome and suitably varied. The dining room is under the supervision of a specially trained matron, who is responsible for the cleanliness and efficiency of the service.

The Hospital is located in a suitable section of the campus north of the President's residence. It is a 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.

The President's Residence is a substantial two-story brick structure completing the plan of the main group of buildings and is pleasantly located within a convenient distance of the administrative offices. Adjoining it on the west is a beautiful lawn which is provided with electric lights and is the scene of many of the social events of the year, such as receptions, parties, class meetings, literary society gatherings and alumni reunions.

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 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 literary 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 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 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 instructor, 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 management 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. Bathrooms 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 latest ideas in dormitory construction are embodied in **Matthews Hall** for women. 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 women, 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 head resident, who is a member of the faculty and who exercises supervision over the young women at all times.

East Hall, a dormitory for women, comfortably accommodates one hundred thirty-five students under the supervision of a head resident, who lives in the building. In addition to the standard students' living rooms and the large sleeping porches, this dormitory furnishes a completely equipped room 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 and **North Hall**, both for women, 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 accommodates thirty-four students, under the care of a head resident, and with the smaller number of occupants and consequent nearer approach to home-like conditions, these units present the ideal of dormitory design.

Dormitory accommodations for a limited number of young men are provided in **Alpha Hall** in which the general equipment and furnishings are similar to those of the other dormitories, and include recreation room, spray baths and sleeping porches.

HEATING SYSTEM

All buildings on the campus are heated by steam from a central heating plant located west of the Arts Building. The

boiler house 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

Dormitory Fees: A fee of \$25 per calendar month, payable monthly in advance, is required of all students residing in the dormitories. (No allowance will be made for vacations, absences over week-ends, or absence due to disciplinary action, but students who are absent for two weeks or more for unavoidable reasons will be charged but half rate for such absence.) This fee entitles the student to board and room, including light, heat, and the use of bedding and linen. All rooms are fully furnished. Board and room may be secured, with the approval of the faculty, in private families in Tempe at from \$36 to \$40 per month.

For the accommodation of faculty members and local students meal tickets will be furnished at the rate of 20 meals for \$7.00. Visitors taking meals at the dining hall will be charged at the rate of forty cents per meal.

In cases of ordinary illness, dormitory students will be cared for at the school hospital or in the dormitory infirmaries, and the services of physician will be furnished free. When the physician in charge considers it necessary, the services of a nurse will be furnished free for a period not to exceed one week; but in cases requiring surgical operation, or in cases of protracted illness of any kind, preliminary services only will be furnished at the expense of the school.

Deposit: 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.

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 special purposes for the benefit of the students. Among other items, it covers a year's sub-

scription to the TEMPE NORMAL STUDENT, a season ticket to the Lyceum Course, and free admission to all scheduled games and athletic contests held on the campus.

Tuition: Tuition is free to all students who enter the Normal School with the intention of completing the work leading to graduation in any of the professional courses.

Students entering the school shall, if required to do so, furnish a health certificate from a physician appointed by the Normal School, and must pursue successfully the full amount of work required of students in any of the courses.

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 four 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.

Attention of prospective students is invited to the fact 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 high school, are contemplating the continuation of their education along 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, are advised to live in the dormitories. Students desiring to engage room and board outside of 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 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.

TEACHER TRAINING

The activities of a normal school naturally are grouped about the **training school** as the logical center of interest. Since the primary aim of the school is the preparation of efficient teachers, all courses are planned with this end in view, and finally in the training school, the senior student finds opportunity to apply the principles of pedagogy in actual school-room experience under competent and sympathetic supervision. Tempe Normal School is fortunate in having developed a fully equipped training school comprising all grades from the kindergarten through the junior high school. The number of pupils in attendance is ample to give the required number of classes for observation and teaching through the senior year of the teachers' course. The corps of experienced supervisors is thoroughly trained to give the most efficient direction to this essential phase of teacher training. Shops and laboratories afford facilities for the teaching of manual training and home economics in the grades so that those who are following the special courses may enjoy the benefits of actual teaching of their special subjects. Under these favorable circumstances, the prospective teacher gains the poise and confidence which will lead to future success, and, at the same time, the pupils have the advantage of securing an education under a system which compares favorably with that of the best city schools.

The Normal School operates two **rural schools** in adjoining districts. Student teachers are furnished daily transportation to and from these schools and thereby are enabled to meet and study the peculiar problems of rural education under the same kind of efficient direction as prevails in the central training school on the campus.

ADMISSION TO THE NORMAL SCHOOL

Applicants for admission to the regular teachers' courses must be at least sixteen years of age and must present satisfactory evidence of having successfully completed a full four year high school course conforming to the specified requirements outlined below.

High school credits required for admission. A unit of credit is the equivalent of one high school study satisfactorily pursued during one school year at least thirty-six weeks in length, on the basis of five recitations a week, the course of study for which the student is registered in the high school requiring not more than four studies or twenty recitation periods a week. The length of the recitation period must be at least forty minutes and the laboratory period should be equal in length to two recitation periods. For admission to teachers' courses, the following 15 units are specified:

Required:

English.....	3 units
History-civics-economics group.....	2 units
Mathematics	
Algebra.....	1 unit
Plane geometry.....	1 unit
Science, including 1 unit of biology	2 units

Elective:

Additional work to make at least 6 more units, subject to the approval of the credentials committee.

In case the required unit of biology has not been taken in the high school, this condition may be fulfilled by electing one semester of biology and one semester of physiology in the junior year of the teacher's course. Graduates of a four year high school whose course is lacking in any of the above specified requirements must make up the deficiency before graduating from the normal school.

A certified transcript of the work done in the high school must be filed **at or before the time of registration**, unless the time for filing the transcript is extended by action of the credentials committee for good and sufficient reasons. Such an extension of time shall, in no case, exceed thirty days after the date of registration. If any student fail to file the transcript within the thirty days specified, such student shall **be suspended**

from all class work until such time as the necessary credentials are accepted and placed on file.

Blank forms for application for entrance and for transcript of high school record will be furnished upon request addressed the office.

High school graduates whose record conforms to the above requirements are admitted either to the standard two year teachers' course which is designed to qualify teachers for work in the grades from the first to the tenth, inclusive, or to one or other of the special vocational courses which qualify for work as special teachers or supervisors of special subjects in the grades or in the junior high school, as will be explained later under the heading devoted to courses of study. A graduate from one of these courses receives a diploma which entitles the holder to a state certificate permitting him to teach in the public schools of Arizona or of other states, and which is generally accepted for from 55 to 60 semester hours credit upon a university or college course.

Admission of mature experienced teachers. A special regulation of the State Board of Education provides that the requirement of high school graduation may be waived in the case of mature persons who have attained the age of twenty-four years and who have had at least three years successful teaching experience **in the State of Arizona.** Upon the presentation of satisfactory evidence of the requisite teaching experience, such persons will be admitted to the normal school, and upon the successful completion of any one of the standard or special two year teachers' courses, they will be eligible to receive the appropriate diploma, provided that eighty-five per cent of all credits earned in the normal school shall show a grade mark of C or better.

Admission to advanced standing. Applicants for advanced standing in the Normal School must file a certified transcript of previous work showing that they have completed a four year high school course and in addition thereto that they have completed, in a college or normal school, the equivalent of thirty-eight weeks work in this normal school.

Time of admission. Students are admitted at the beginning of either semester. They are expected to report for registration upon the dates specified in the calendar. For late registration an additional fee will be required, amounting to one dollar for each day after the last date of regular registra-

tion, Sundays excepted. No student will be permitted to register more than five days late, except by special faculty action. As a rule, students who are permitted to register after the first week of the semester will be required to reduce the number of courses taken, and for such courses only two thirds the usual amount of credit will be allowed.

EXAMINATIONS AND REPORTS

Students are required to attend all examinations prescribed by the Board of Education or by the Faculty. Examinations are conducted by the instructors in charge of the several subjects in the courses of study and may be given without notice. Final standings are based upon both class work and examination. As a rule, the class standing is given the greater weight.

Twice in each semester, every student receives a report showing his standing in each course taken, and a copy of this report is forwarded to the parent or guardian. Scholarship standings are indicated by letters according to a five-point system. The mark, A, is given for work of a high degree of excellence; B denotes standing above the middle half of the class or section; C is assigned to the middle half of the class; D indicates work of a grade below that of the middle half, but is accepted as a passing mark; E denotes failure requiring repetition of the work in question. Work marked Inc. is incomplete, but may be brought to a passing standard by complying with conditions prescribed by the instructor in charge of the course. In order to be graduated, a student must have a record of C or better in at least two-thirds of all work taken.

The mid-term reports are issued in order that the student may be advised of the state of his progress, but only the final semester marks are entered upon the student's permanent record.

REGULATIONS CONCERNING GRADUATION

1. In order to receive a teacher's diploma from this Normal School, a student must have attained the age of 18 years.
2. Special faculty action is necessary to permit a student to register for an amount of work in excess of that regularly prescribed in a given curriculum. Applications for such excess work must be made in writing to the credentials committee, and must give a detailed statement of work assigned and additional work desired together with the student's reasons for the special consideration.
3. Candidates for graduation must have completed at least

one full year (thirty-eight weeks) of work in this school, and, in addition to the required standing in scholarship, must give satisfactory evidence of good moral character and the executive ability necessary to the proper management of a school.

4. In order to secure proper adjustment of work, it is necessary that candidates for graduation shall make application in writing for the diploma desired at least one year prior to the date of graduation.

5. Students from other institutions applying for senior standing must have completed a four year high school course, and, in addition thereto must have completed, in an accredited college or normal school, the equivalent of thirty-eight weeks work in this Normal School.

6. The Board of Education requires that all candidates for a teacher's diploma of any description must pass the regular state teachers' examination in spelling, arithmetic and grammar. These examinations may be taken in either the junior or the senior year.

7. A regulation of the State Board of Education requires of normal school graduates proficiency in the Zaner system of business writing.

8. The holder of a standard teacher's diploma is entitled to receive the Arizona state elementary certificate which entitles the holder to teach in any grade from the first to the tenth inclusive, and which is renewable every four years under regulations prescribed by the State Board of Education. This diploma is accredited in all states in which credentials of any sort are accepted.

9. To the holder of a diploma from any one of the special courses is granted a specific state certificate which entitles the holder to teach in any grade, but to teach only a specially designated subject or line of work.

CORRESPONDENCE

Requests for information regarding courses, credits, expenses, employment, or other matters will always be welcome and will have prompt attention. Letters of inquiry and requests for catalogs, announcements, and blank forms should be addressed to the office of the President, Tempe Normal School, Tempe, Arizona.

Courses of Study

PROFESSIONAL OR TEACHERS' COURSES

Regulations of the State Board: The law requires that the normal schools of Arizona shall maintain uniform courses of study leading to the regular or special teacher's diploma. The courses outlined in the pages following are drawn up with a view to securing the uniformity above mentioned. The rules of the Board of Education of the Tempe Normal School require that the minimum length of the school year shall be thirty-eight weeks exclusive of summer schools; that a minimum course of seventy-six weeks 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 may receive credit on the teachers' course, provided that in all such cases students will be required to take at least thirty-eight weeks' work in this course before receiving the teacher's diploma.

A student may acquire the standard diploma and in addition thereto a diploma in one of the special vocational courses by taking thirty-eight weeks of work in addition to the regular teachers' course, but in the event of such an arrangement any given subject shall not be accredited on both courses. Such students will find it to their advantage to plan their complete schedule of work at the beginning of the course, as it will thus be possible to arrange a more logical sequence of the required subjects.

STANDARD 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

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Educational Psychology.....	5	Principles of Education.....	5
Composition and Gen. Literature.....	5	Composition and Gen. Literature.....	5
*Geography.....	5	*Arithmetic.....	5
*Art I.....	5	*Music.....	5
College Elective (See note below).....	5	College Elective (See note below).....	5
Zaner Writing.....	2	Zaner Writing.....	2
Physical Training and Playground Supervision.....	2	Physical Training and Playground Supervision.....	2

SENIOR YEAR

Methods and Curriculum.....	5	Methods and Curriculum.....	5
Teaching and Observation.....	5	Teaching and Observation.....	5
*Sociology.....	5	*School Management.....	5
*History of Education.....	5	College Elective.....	5
College Elective.....	5	Agriculture.....	2
Agriculture.....	2		

Starred Courses 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 are to be chosen according to the needs or desires of the individual student. Among the courses available for selection as electives are the following: biology, physiology, geography, European history, American history, civics, economics, public address, Latin, Spanish, agriculture, art, home economics, costume design, manual arts, music, kindergarten training, commerce.

Note: Students who have not taken biology or physiology or their equivalent in high school preparation, will be required to take a semester course of each in their junior year.

Students electing Latin or Spanish must have completed two units of either before credit is allowed. A portion of this work may be accredited from the high school course.

Junior students who have not taken two years of Latin or two years of modern foreign language in the high school will substitute one semester of English grammar for one semester of composition and general literature.

Students electing languages, commerce, or vocational courses may continue such line of work for the entire time assigned to electives.

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

SPECIAL VOCATIONAL COURSES

Five special courses are now offered which lead to graduation and to a special diploma entitling the holder to teach or supervise, in the grades or junior high school, a special line of work in the public schools of the state.

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

Applicants 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 a statement of special preparation and ability along the line of the particular vocational course selected. Such preparation must be approved by the department in which the student desires to specialize. This statement 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.

Students desiring to acquire the regular teacher's diploma in addition to one of the above mentioned special diplomas will require thirty-eight weeks work in addition to the seventy-six weeks of the special course, or a total of one hundred fourteen weeks.

Students who pursue the Standard Teachers' course and who in addition thereto desire a recommendation from any special department shall elect twenty hours of work in that department, except that, in special cases, fifteen hours may be accepted with the approval of the department.

SPECIAL COURSE IN ART

A COURSE IN SCHOOL ART FOR THE TRAINING OF DEPARTMENTAL TEACHERS IN THE GRADES AND JUNIOR HIGH SCHOOL

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Educational Psychology.....	5	Principles of Education.....	5
Drawing and Painting 1.....	5	Drawing and Painting 1.....	5
Composition and Design 1.....	5	Composition and Design 1.....	5
Art History 1.....	1	Art History 1.....	1
Mechanical Drawing.....	4	Art Crafts 1.....	4
College Elective.....	5	College Elective.....	5

SENIOR YEAR

Methods and Teaching.....	5	Methods and Teaching.....	5
Drawing and Painting 2.....	5	Drawing and Painting 2.....	5
Composition and Design 2.....	5	Interior Decoration.....	4
Art History 2.....	1	Art History 2.....	1
Costume Design.....	4	Art Crafts 2.....	5
College Elective.....	5	College Elective.....	5

Electives: English, sociology, geography, biology, music, economics, manual training, penmanship.

Students desiring a practical course in art may refer to title, Practical Courses in Vocational Training, page 20.

SPECIAL COURSE IN MANUAL ARTS

A COURSE IN MANUAL ARTS FOR THE TRAINING OF DEPARTMENTAL TEACHERS IN THE GRADES AND JUNIOR HIGH SCHOOL

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Educational Psychology.....	5	Principles of Education.....	5
Composition and Design.....	5	Pattern Making.....	5
Turning and Lathe Practice.....	5	Case and Cabinet.....	5
Mechanical Drawing.....	5	Sheet Metal Work.....	5
College Elective.....	5	College Elective.....	5

SENIOR YEAR

Methods and Teaching.....	5	Methods and Teaching.....	5
Forge and Foundry.....	5	Machine Design.....	5
Architectural Drawing.....	5	Economics of Manual Training, Courses and Practiees.....	5
Machine Shop.....	5	Art Crafts.....	5
College Elective.....	5	College Elective.....	5

Electives: Commerce, arithmetic, geography, science, civics, sociology, economics, Spanish or Latin.

Students desiring a practical course in manual arts see under title, Practical Course in Vocational Training, page 20.

In both of the above courses, if biology has not been taken in high school, at least one half ar yewill be required as elective in the junior year.

SPECIAL COURSE IN HOME ECONOMICS

A COURSE IN HOME ECONOMICS FOR THE TRAINING OF DEPARTMENTAL
TEACHERS IN THE GRADES AND JUNIOR HIGH SCHOOL

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Educational Psychology.....	5	Principles of Education.....	5
Composition and Design.....	5	Household Chemistry.....	5
Household Chemistry.....	5	College Elective.....	5
Clothing 1.....	5	College Elective.....	5
College Elective.....	5	College Elective.....	5

SENIOR YEAR

Teaching of Home Economics.....	5	Teaching of Home Economics.....	5
Cookery 2.....	5	Nutrition.....	5
Household Management } Methods of Teaching }.....	5	Clothing 2.....	5
Interior Decoration.....	5	College Elective.....	5
		College Elective.....	5

Electives: Biology, physiology, English, art, sociology, economics, school efficiency, American history, European history, Spanish, money and banking, business administration. A student entering this course without credit in physiology will elect this subject in the second semester of the junior year.

SPECIAL COURSE IN KINDERGARTEN

A COURSE FOR THE PREPARATION OF KINDERGARTEN AND PRIMARY
TEACHERS

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Educational Psychology.....	5	Principles of Education.....	5
Music.....	5	Oral English, Course 7.....	5
Industrial Arts 1.....	5	Composition.....	5
Children's Literature and Music.....	5	Industrial Arts 2.....	5
College Elective.....	5	College Elective.....	5

SENIOR YEAR

Primary Methods.....	5	Kindergarten Teaching.....	10
Primary Teaching.....	5	Kindergarten Theory and History.....	5
Art.....	5		
Kindergarten Technics.....	5	Kindergarten Methods.....	5

Electives: American history, biology, civics, English, home economics, manual arts, sociology.

In both of the above courses, if biology has not been taken in high school, at least one half unit will be required as elective in the junior year.

SPECIAL COURSE IN COMMERCE

A COURSE IN COMMERCE FOR THE TRAINING OF COMMERCIAL TEACHERS IN THE GRADES AND JUNIOR HIGH SCHOOL

JUNIOR YEAR

First Semester	Hrs.	Second Semester	Hrs.
Educational Psychology.....	5	Principles of Education.....	5
Accounting 1.....	5	Accounting 2.....	5
English or Grammar.....	5	Arithmetic.....	5
Penmanship.....	2	Penmanship.....	2
College Elective.....	5	College Elective.....	5

SENIOR YEAR

Teaching and Methods.....	8	Teaching and Methods.....	8
Accounting 3.....	5	Shorthand 4.....	5
Shorthand 3.....	5	School Management or Sociology.....	5
College Elective.....	5	College Elective.....	5

Electives: English, public speaking, grammar, corporation finance and investments, economics, labor problems, history of education, accounting 4, sociology, manual arts, home economics, history, biology, physiology and hygiene, agriculture, business statistics, school management.

One year of typewriting, if not already obtained, must be completed before finishing the course.

To graduate from this course, two years of shorthand are required. Students in this course who have not previously taken shorthand, must carry Shorthand 1 and 2 in addition to the regular course outlined above.

Students desiring a practical course or elective work in commercial lines, see under title, Practical Courses, below.

If either biology, botany or zoology have not been taken previously, one semester in biology will be required for graduation.

PRACTICAL OR TRADE COURSES IN VOCATIONAL TRAINING

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 trade course by following any one of the **special vocational courses** outlined on the preceding pages, omitting those subjects which are strictly pedagogical in character, such as psychology, pedagogy, methods, practice teaching and the like. Advice and assistance will be given in selecting and planning the work. These practical courses cannot be counted for credit toward a diploma, but students who satisfactorily complete a course of this kind will receive a certified transcript of the work accomplished.

Description of Courses

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.

Any of these courses in agriculture may be taken where electives are offered in the junior and senior years of the regular professional course.

Adequately equipped laboratories provide for demonstration of fundamental principles by the instructor and for experiment by the pupil. Elaborate sets of slides, photographs and prints provide for illustration, by balopticon, of nearly every phase of the agricultural work.

A fifty-acre model farm provides for the study of practical agriculture every month of the school year. This is used for school gardens, demonstrations and experiment. The dairy, swine, sheep and poultry departments not only supply their fresh sanitary products for the dining hall, but furnish an opportunity for first-hand study of the best types of the various breeds represented.

Agriculture 1. 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.

Junior elective, first semester three times a week.

Agriculture 2. Animal Husbandry. The study of the different breeds of live stock.

Much practice is given in comparative judging and the use of the score card. Breed characteristics and changes, records and system of registration are given special attention.

Prize-winning individuals of exceptional merit of the various common breeds, provide the pupil with ideal standards for judging and selection of livestock. The following breeds are represented:

Dairy Breeds. Holstein-Fresian and Jersey.

Fat Cattle. Shorthorn.

Swine. Duroc-Jersey.

Sheep. Hampshire and Rambouillets.

Chickens. White Leghorns, Plymouth-Rocks and Wyandottes.

Turkeys. Mammoth Bronze.

Horses. Percherons.

Literature. Breeders Gazette. Types and Breeds of Farm Animals, Plumb; Principles and Practices of Live Stock Judging, Gay; State and Government Bulletins.

Junior elective, second semester, three times a week.

Agriculture 3. Forage Crops. A study of the principal forage crops of the United States, with particular emphasis on those grown in Arizona. Hay and silage crops will be discussed as to their relation to system of crop rotation, marketing and soil improvement. Cotton will be given careful study.

Senior elective, first semester, three times a week.

Agriculture 4. Elementary Poultry Husbandry. This course is designed to give a practical knowledge in farm and home poultry management. Poultry buildings, feeding, breeding, incubation and baby chick management, and marketing are some of the topics treated. Poultry project work in schools will also be considered.

Junior elective, first semester, two times a week.

Agriculture 5. General Principles of Fruit Growing. This course treats of the fundamental principles of fruit production as they are related to the home and farm orchards. The topics considered are, soils, location, cultivation, propagation, varieties, pests, irrigation, pruning, spraying and general management.

Junior elective, second semester, two times a week.

Agriculture 6. Agricultural Education. This course is

designed to awaken an interest in and appreciation for agricultural industries and life in the prospective teacher and give such knowledge of the fundamental principles of agriculture as will enable the teacher to give the rural boy and girl intelligent interest and advice in their home problems and projects. It also aims to prepare the rural teacher to teach not only elementary agriculture, but also the regular subjects of the curriculum in terms of the community life and industries. The first half of the year is devoted to a study of the elements of agriculture. The second half is devoted to a study of teaching agriculture and school gardening in the grades, methods and recent movements in agricultural education, club work and rural social problems are discussed. The work of the classroom is supplemented by actual practice in teaching in the training school.

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

Agriculture 7. 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.

Senior elective, second semester, three times a week.

Note: Agriculture 6 is given the value of an elective for those students who are candidates for a statement of special preparation in this department.

ART DEPARTMENT

Mr. Anderson

This department offers, in addition to the regular art course required of professional students, a special course covering two years in which students are prepared to become teachers of art in the grades and in junior high schools of the public schools of the state.

Aside from these, special classes are organized to accommodate those electing to do extra work in the art crafts.

Art 1. Junior year, five hours. Principles of composition and design; drawing; color study; problems in construction; applied design; bookbinding; stenciling; block printing; use of colored papers in interior decoration, costume design, poster

work, design; lettering; exercises in clay modeling, pottery and cement; study of masterpieces of art; discussion of methods.

Elective Courses in Applied Art

Art 2. Two semesters, five hours. This course includes: Batik work; block printing; stenciling, gesso; tied and dyed; enameling, bookbinding; the making of shades; art leather.

Art 3. Two semesters, five hours. This is a course in pottery and modeling; instruction is given in the use of the kiln in glazing and the different methods in the enrichment of pottery; art metal work in copper and brass to include: piercing, bending, soldering, riveting, etching, coloring and enameling.

Prerequisites: The student must give evidence of fitness to enter courses 2 and 3, and in addition thereto must have the recommendation of the department.

Special Course in Art

A course in art for departmental teachers and supervisors, covering junior and senior years.

Fifteen hours in each of these years will be devoted to departmental and ten hours to general and professional work.

Drawing and painting 1. Junior year, five hours. Drawing with pencil and charcoal from still life and nature; water color practice; painting in monochrome; sketching; drawing from pose for massing and action; drawing in pastels; from east, memory and time sketching.

Drawing and painting 2. Senior year, five hours. Advanced drawing; study of the work of noted artists; sketching from the figure; composition; interiors; blackboard drawing; original illustrations; studies in pen and ink.

Art History 1. Junior year, one hour. Study of masterpieces of architecture, sculpture, painting and crafts; historical development of art, primitive, Egyptian, Assyrian, Greek, and Roman.

Art History 2. Senior year, one hour. Early Christian and Medieval Art in Europe and Asia; Modern Art and its tendencies.

Mechanical Drawing. Junior year, first semester, four hours. See course in Manual Training.

Art Crafts 1. Junior year, second semester, four hours.

Stenciling and block-printing; bookbinding; cardboard construction; leather modeling to include the different methods of working, coloring and construction.

Art Crafts 2. Senior year, second semester, three hours. Clay modeling, pottery, art metal. See course Art 3.

Interior Decoration. Senior year, second semester, four hours. Application of the principles of design, and color to the home; plans and elevations; treatment of walls; history of furniture; discussions of rugs, draperies, lighting, sites and sanitary conditions.

Costume Design. Senior year, first semester, four hours. Problems aiming for fine arrangements of lines, tones and color in costume; solution of problems dealing with individual needs.

Methods of Teaching. Senior year, five hours. Teaching under criticism in the several grades; discussion of courses of study; picture study and art appreciation.

BIOLOGY

The Department of Biology occupies part of the second floor of the Science Building. A large well-equipped laboratory for zoology and botany, a modern bacteriological laboratory, a dark-room for photographic work, and a lecture and recitation room which is used jointly with the geography department, make up the Biology Department's complement.

The equipment is of the best, and is strictly modern. Breeding cages are used to study living forms of animals wherever possible, and a large aquarium makes it possible to study aquatic forms in their natural habitat.

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 and to connect up modern biological principles with our every day life, both from the individual aspect as well as that of the community. The student is taught to know himself, in order to be able to teach the same doctrine to others, and to be better able to take his part in the community as a future teacher, parent or citizen.

General Biology. Junior year, one semester, four laboratory periods per week; required of all students not presenting entrance credits in biology. Text Books: Hunter—A Civic Bi-

ology—American Book Co., \$1.25; Gager—Fundamentals of Botany—P. Blakiston's Son and Co., \$1.50.

The subject matter is 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 individual student. Experimental demonstrations by the instructor and laboratory work by the students make the work interesting and concrete. Scientific exactness is emphasized as a fundamental of clear logical thinking.

Physiology. Elective. The work in this course is designed to meet the requirements of students who may teach physiology in the elementary schools. The human body is regarded as a mechanism and the interrelation of its parts, so far as structure and functions are concerned, is the basis of the course. Hygiene and sanitation are stressed throughout the course. Junior year, first or second semester, five hours a week.

CHEMISTRY

Mr. Irish

Chemistry 1. A course in general inorganic chemistry. This course may be elected in the junior year of the teachers' course to complete required credit in science. One year, five times a week.

Chemistry 2. A year's work in household chemistry is offered for those who elect the special course in home economics. Five times a week.

COMMERCE

Mr. Christy

This department seeks to develop not only the technical side of commercial education, but to widen the horizon of its students and render them more responsive to civic and social obligations. The training of teachers is one aim of the course, yet the needs of those students who are preparing for a business career or who desire to pursue university commercial subjects and social sciences are considered.

The Department of Commerce is located in special quarters in the Industrial Arts Building, where modern equipment of

every kind has been provided. There are installed at this school electrically driven mechanical devices of the latest pattern. A suitable and liberal addition has been made to the library for the use of the students of this department.

Method of Teaching Commercial Subjects. A course given to those desiring to become commercial teachers. Three times per week. First semester.

Accounting 1. First semester, five hours per week. General principles of bookkeeping and accounting. A full accounting system is worked out. Short sets are used and particular attention is paid to classification of accounts, personal and partnership accounts, notes, discounts, the making of opening, closing and adjusting journal entries, and the preparation of financial statements. Twentieth Century Bookkeeping Text used.

Accounting 2. Second semester, five hours per week. This course deals with such statements as: Comparison of single and double entry, proprietorship, balance sheets, profit and loss statements, negotiable instruments, trial balance, working sheets and notes; detailed study of different types of books, adjustments, classification of accounts, discounts, accounting records, controlling accounts, consignments, interest, deferred charges, introduction to corporation accounts and classes of stock. A set of transactions is worked out. Problems are studied. Preparation necessary, accounting 1 or its equivalent. Text: McKinsey, Vol. I and II, Bookkeeping and Accounting.

Accounting 3. First semester, five hours a week. A continuation of Accounting 2. Special problems and accounts are considered, such as the corporation voucher system, factory costs, depreciation, credits, forms of investments, types of assets, types of liabilities. Necessary preparation, Accounting 1 and 2, or an equivalent. Texts: Kester—Theory and Practice, Vol. II, and McKinsey—Bookkeeping and Accounting, Vol. II.

Accounting 4. Second semester, five hours per week. A continuation of Accounting 3, with the consideration of C. P. A. problems, auditing, industrial accounting, and the income tax law, surplus and reserve, dividends, sinking funds, branch houses, consolidated balance sheets, reports of receivers and trustees. Necessary preparation, Accounting 1, 2 and 3. Text: Kester. Vol. II.

Shorthand 1. First semester, five hours per week. Ele-

mentary work in shorthand for beginners. Complete twelve lessons in Gregg Shorthand Manual.

Shorthand 2. Second semester, five hours per week. Additional drill in principles; practice in writing letters and miscellaneous matter. A speed of seventy-five words per minute on new, solid matter required. Finish Gregg Manual and complete 150 pages of Gregg Speed Studies.

Shorthand 3. First semester, five hours per week. Additional practice for the purpose of increasing speed and accuracy; actual business correspondence and reports. Use of mimeograph, multigraph and the adding machine. Complete Gregg Speed Studies.

Shorthand 4. Second semester, five hours per week. Special dictation to enable students to acquire a maximum of speed; actual correspondence and report work; tabulation; legal papers; transcription of speeches; and practical office work of various kinds. A net speed of one hundred words per minute on new matter required.

Typewriting 1. One semester, five hours per week. 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 keyboard by the sense of touch. Rational Typewriting Text.

Typewriting 2. One semester, five hours per week. Practice in letter writing, use of carbon, tabulation and writing on cards. Work done for other departments of the school.

Typewriting 3. One semester, five hours per week. Practice in the transcription of shorthand notes; miscellaneous copy and dictation for the attainment of speed and accuracy. Outside work for other departments of the school.

Typewriting 4. One semester, five hours per week. A continuation of course in Typewriting 3.

Commercial Arithmetic. One semester, five hours per week. Review of the fundamental processes with a view to the attainment of the necessary speed and accuracy; study through percentage; use of graphs, notes, drafts, bills of lading, checks, etc.

Corporation Finance and Investments. Second semester, five hours per week. The corporation in modern business; legal organization, different types of investments and securities;

financial agents and institutions; corporate promotion and the promoter; underwriting; capitalization; earnings, expenses and surplus; manipulation; insolvency, receivership and reorganization; state regulation. Investments—kinds, principles, methods, good and bad investments. Business cycles and laws of investment.

Business Law 1. First semester, five hours per week. Elementary law; law in general; legal terminology; composition of American law; system of reported decisions and opinions; details of the following subjects: contracts, agency and negotiable instruments. Text: Bays Cases.

Trade Resources and Trade Policies. Industry and trade; world resources, with emphasis upon the United States. Opportunities and fields of trade, character of traffic routes, contracts, methods of selling and packing, commercial organization of foreign and domestic trade, tariff principles. Five hours per week, first semester.

Elementary Business Statistics. Second semester, five hours per week. Introduction to the use of statistics in business. Text: Secrist.

Penmanship. Principles of Zaner writing. Methods of teaching penmanship. Exercises for development of free-hand writing. Text: Zaner Method Writing—Manual 144. Two hours per week, throughout the year.

Labor Problems. A study of the conditions of poverty and status of living conditions among laborers; distribution of wealth; the Labor Unions and labor policies; old age and its protection; industrial accidents and diseases; strikes, lockouts, blacklists; labor legislation. Five hours per week, second semester.

Typewriting 1, 2, 3 and 4, if successfully completed, will give one-fourth credit each. Arrangements can be made to obtain one-half credit each in Typewriting 1 and 2 if outside study is given to typewriting theory and methods. Successful completion of Shorthand 1 and 2 gives one credit; also the completion of Shorthand 3 and 4. Students desiring to obtain additional credit for double periods of typewriting may do so.

ENGLISH

Mr. Felton; Miss Pilcher

English 5. One semester, five periods a week. May be substituted in place of one semester of English 6 by professional students who expect to teach in the grades. Etymology, word analysis and technical grammar. The variant terminology of English grammars in common use is tabulated and compared, 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. This course is required of students who have not taken at least two years of ancient or foreign language.

English 6. Two semesters, five periods a week. For junior students in the professional course. Constant practice in forcible and artistic theme writing, with studies in the best English and American prose, including the contemporary essay. Especial attention is given to exposition and argumentation. One essay of at least two thousand words, based wholly upon original matter must be written by each student. Text book, Manly and Richert—The Writing of English, Henry Holt and Co., \$1.50.

English 7. One semester of **Public Address.** Articulation, tone placing, with daily practice in extemporaneous speaking or reading of models suited to the development of correct expression. Each student is required to appear several times before the class and in public when suitable proficiency has been attained. Group work in effective conversation, also the presentation of plays by selected groups is required. Constructive criticism of individual work is afforded each member of the course.

A special examination in English will be required of all students applying for advanced standing.

GEOGRAPHY

Geography 1. Professional Geography. Required of all students working toward the professional diploma. Given each semester. This course covers the regional geography of the most important portions of the earth. In it the teaching receives special attention, the subject matter being presented according to modern theory and methods. The text is that

adopted by the state, for the elementary schools, and much time is devoted to organizing it to suit the needs of schools in this section of the United States.

Text, Brigham and McFarlane, Book II.

Geography 2. Principles of Geography. Recommended as an elective for professional students. Offered the first twelve weeks of the first semester. This course offers a study of physiography and physiographic processes with applications to life conditions. The different earth phenomena are studied and their influence on life shown by a consideration of areas carefully selected for the purpose. The aim of the course is to train students in the fundamentals of geography and to equip them with a minimum of geographic principles from which deductions and applications may be made. Text, Elements of Geography, Salisbury, Barrows, and Tower.

Geography 3. Commercial Geography. Elective. Offered the twelve weeks immediately following Geography 2. The purpose of this course is to present and explain the geographic factors in the distribution of labor and industry. The localization of industries and the distribution 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 environment. Text: Commercial Geography, Robinson.

HISTORY AND GOVERNMENT

Mr. Murdock

American Government and Politics. This is a course for seniors. It is the aim to give the student a knowledge of the fundamental facts and principles of government in America, both state and National. A beginning is made by a study of the work of the Constitutional Convention of 1787. An explanation of many facts in our national organization is found in the experience of our people during and prior to that critical period. The growth of governmental functions, the expansion of the Constitution through formal amendments and through interpretation, and particularly the expression of a truer democracy, are carefully noted. In studying local government the organization of the State is compared and contrasted with the national form. New features of government such as Direct Primaries,

the Commission Plan, Initiative and Referendum and the Recall are carefully noted with a view of testing their soundness in the light of theory and practice. Open to all students who have had American History. Time, second semester.

Introduction to Economics. This course is of college rank. It may be elected by juniors or seniors who have had Course 1. It is, in part, a study of economic history both here and in England. The relation of economics to other subjects is observed, and elementary definitions and conceptions made clear. The course covers a broad general field, touching upon almost every important subdivision, the aim being to lay a good foundation of knowledge and interest for more specific study later. Offered either semester, provided five or more demand it. Text: Ely's Outlines of Economics.

European History. This course is an elective for juniors and seniors who have had at least one year of general European History. It covers the 19th Century, reaching back into the 18th Century just far enough to give sufficient connection and background and coming forward into the 20th Century just far enough to bring the study down to the present time. While political and military events are not ignored, the chief emphasis is placed upon those social and economic forces that built up so rapidly that amazing structure of civilization which Europe displayed to the world in 1914. A thoughtful attempt is made to trace out many of the causes, some superficial and evident, others deep seated and hidden, running through all the marvelous fabric of European life, that led up to the Great Catastrophe. Some attention is given to the present tangled conditions growing out of the Great War, and the attempts being made to unravel them. Offered either semester, provided five or more call for it. Text: Schapiro's Modern and Contemporary European History.

HOME ECONOMICS

Miss Stewart

Clothing 1. Junior year, first semester, five hours. Textiles will be studied during the first quarter that students may become familiar with the nature of the common textiles of commerce. The source of the fibers, the conditions governing the manufacture of fabrics, and the distribution and marketing of textile materials are considered. An attempt is made to develop ability to determine values and to encourage an appreciation of

woman's responsibility as a purchasing agent from an economic and social standpoint.

During the second quarter, instruction will be given in the principles and processes of clothing construction including hand and machine work and use of patterns. This course is necessary for those expecting to teach home economics.

Clothing 2. Senior year, second semester, five hours. This course is a continuation of course 1. School problems are emphasized. Garments are made in silk and wool.

Clothing 3. Junior year, first semester. This course may be chosen as an elective and includes a study of the principles of design as applied to clothing. Garments will be made, putting into effect the principles studied. This course cannot be substituted for course 1 by those intending to teach home economics.

Cookery 1. Junior year, second semester, five hours. A study is made of the principles involved in the selection and preparation of foods and of their composition and their relative cost. Menus are planned, prepared, and served. Recitation, reference reading, and laboratory work are required.

Cookery 2. Senior year, first semester, five hours. The nutritional needs of the body are considered. The diet of children is emphasized. Menus are planned to meet the requirements of individuals. Readings and reports and laboratory work are required.

Nutrition. Senior year, second semester. This course is designed for those intending to teach home economics. A study is made of the principles of nutrition including the needs of the body, the composition and digestibility of foods, and metabolism in the human body.

Household Management. Senior year, first semester. During the first quarter, a study is made of household administration, the distribution of the income, and the social and economic problems of the home.

Methods of Teaching Home Economics. Senior year, first semester, second quarter. A course including a study of methods for those who specialize in home economics.

Practice Teaching in Home Economics. Senior year. All seniors who wish to secure the special home economics diploma are required to teach home economics one year in the training school.

INDUSTRIAL ARTS

Mr. Clark; Mr. Fairbanks

The department of Industrial Arts offers instruction in manual training, drawing, designing and shop work to all students of the Normal School and a special course to students preparing to teach manual and industrial arts. These courses are also open to any one desiring to do special work along these lines in order to enter one or the other of the trades.

Students may elect five hours a week of this work on the regular teacher's course, and, upon the completion of twenty hours or, by special arrangement, of fifteen hours, in this department, may be recommended to teach manual training in grade schools. One semester of this work, (five hours) shall be mechanical drawing.

PROFESSIONAL COURSE IN MANUAL ARTS

Industrial Arts: Students electing this course will be given shop work 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 from the course certifies students for positions in manual training, in the grades and in junior high school, or enables them to embody manual arts work in the general school curriculum. Prerequisite, two years of high school manual training and satisfactory recommendations to the department.

The following courses will be offered:

Wood Turning. This will comprise a study of lathe, lathe tools, jig, woods for turning, action of wood fiber in turning building up stock, turning between centers, chucking, face plate turning, etc. Mechanical drawing 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 through construction work. Junior year, second semester, five hours a week.

Pattern Making. 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 Art Course.

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

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

Sheet Metal Work. This is a course in practical inter-sections and developments as related to sheet metal work. The first quarter is devoted to drawing adapted 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.

Architectural Drawing. A course involving perspective and plans, with details of construction. Senior year, first 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. In the second quarter of this course, experimental work is given in the shop. Senior year, second semester, five times a week.

Machine Shop. In this course the student is given the fundamental principles of machine shop work which involves a study of materials, shop mathematics and formulas and the care and operation of machines and tools. The student cuts gears, machines castings and other material and builds small machines, such as bench lathes and grinders. Special work in tool-making is also offered those desiring it. Senior year, first semester, five hours a week.

Forge and Foundry Practice. The class will make a series of simple forgings 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 wrought iron and steel. Senior year, first semester, five hours a week.

Shop Courses and Practices 4b. General review of 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 a 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 times a week.

A complete tabulation of the work necessary for graduation in the Professional Industrial Arts Course will be found on page 20.

FOREIGN LANGUAGES

Miss Wilson

A teacher's value to the community is enhanced greatly if she can reach the parents of all her pupils. For this reason it is advisable for teachers in the Southwest to be able to speak Spanish. It is also very important from a business standpoint to have a speaking knowledge of Spanish. Our young people are looking for promising openings in the business world and they may all look with personal interest toward the continent of opportunity if they are familiar with the language of the South Americans. Many American business houses are establishing offices in Spanish America and the demand for well-trained Spanish-speaking men and women is great. From a cultural standpoint, also, Spanish is valuable. The following courses will be offered provided there are at least six applicants:

Spanish 1 and 2. This course in the fundamentals of elementary Spanish includes careful work in pronunciation, principles of grammar, reading, conversation and dictation. 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: Hills and Ford's First Spanish Course, Harrison's Elementary Reader, Zaragueta, Mariposa Blanca and Rivera and Doyle's En Espana.

Intermediate Spanish. Translation, review of grammatical principles, rapid reading and conversation. Collateral

readings on Spain, Spanish life and customs, the books being selected from the excellent library collection. Material for reading will be chosen from such books as *El Trovador*, *Navidad en las Montanas*, *Marianela*, *Dona Clarines*, *Maria*, *Jose*. *Temas Espanoles* is used for composition. Prerequisite: One year of college Spanish or two years of high school work.

Advanced Spanish. This course covers a wider range of reading. Much work in special assignments on topics pertaining to geography, history, customs of Spain and South America. Readings selected from such books as *La Barraca*, *Cancion de Cuna*, *Don Quijote*, *Sombrero de Tres Picos*, *Dona Perfecta*.

This course may be elected by seniors or by juniors who have the necessary preparation.

Latin. A course in second year Latin will be offered for those who have had one year's work and who wish to complete the amount required for two years language credit.

MUSIC

Miss Gerrish

Of all subjects introduced into public schools during the last half century, music is conceded to be one of the most valuable in moral, social and ethical standing. It appeals to the the best that is in the individual and is a powerful element in training for good citizenship.

The aims of the music department are: first, to develop an appreciation for and love of good music, to develop the emotional nature and aesthetic 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.

Appreciation, song interpretation, ear-training, theory, sight singing, methods and practice teaching are included in the course.

Music 1. Although designed for grade teachers, this course is equally valuable to students in voice, piano or orchestral instruments. It includes study of notation, scales, measures, rhythmic types and figures, musical terms, syllable singing, song study, appreciation, etc. The victrola is used for illustration, also for appreciation.

Junior year, first or second semester, five hours.

Texts: Music Education Series, Introductory Music, Elementary Music, Intermediate Music.

Music 3. Methods. This is a combination of methods, appreciation and the harmony necessary to presentation of problems in the grades. The course is planned for students especially interested in music and its aim is to prepare individuals for making music their special subject in teaching, in addition to their grade subjects. The methods work is very complete, with illustrations given of the presentation of all problems to be taught in the grades. The care of the child voice, teaching of rote songs, preparation of a repertoire of child songs, rhythm, and monotonies are a few of the subjects given special attention. There are class demonstrations of all problems.

Practice Teaching of Music. The students of the Standard Teachers' Course are given unusual opportunities to apply their knowledge in the teaching of music in several grades of the Training School.

Glee Club. Those who are musically inclined will greatly enjoy the work of the glee club, which is usually organized early in the year. Two periods a week are required for this 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 chorus 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.

Orchestra and Band. If there are enough students interested, opportunity will be given for orchestra work. There is also the possibility of the formation of a band.

Pianos. 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 for privately, and the lessons paid for. The pianos of the school are made available to such students for the convenience of practice, and stated hours will be assigned upon application.

PHYSICAL TRAINING FOR WOMEN

Miss Hayden

This work is required of all young women throughout the course. The primary aim of the work is the physical well-being

of the student maintained through regular and judiciously selected exercises. A secondary aim is the arousing of interest in group games, folk dancing and rhythm work to the end that the Normal School graduate may go to her future work of teaching, equipped to undertake playground supervision with an adequate knowledge of methods to be used and objects to be attained, and with due regard and enthusiasm for this all-important phase of school work.

During the past two years, the scope of this work has been greatly extended and a most commendable spirit has been aroused. Courses of instruction have been given in a variety of group games suitable for use in the grades. All girls have been enrolled in some form or other of outdoor athletic activity. Match games have been played with marked success.

It is worthy of note that the increased interest in physical education at Tempe Normal School during the past two years has been accompanied by a marked decrease in the number of cases of illness in infirmary and hospital.

Although the work in physical training is not formally divided into distinct and definite courses, the following lines of work are offered each year. For the satisfactory participation in the prescribed work through the school course, one credit is allowed toward graduation.

Folk Dancing and Playground Games. The climate of Tempe permits physical training to be carried on out of doors through the entire school year. In the latter part of the junior year, a special course is given in primary games and folk dances. This course forms the basis for the practice work of the senior year, when the senior students are required to take charge of the training school playground. In addition to the work of this course, folk dancing is made a part of the regular work throughout the year.

Volley Ball. Instruction in this game is made a part of the training work during the fall. This is a splendid group game and is easily adapted to varying numbers of players and to players of various ages. As it requires less ground space than basketball, it accommodates more players at one time, since more courts can be laid out in a given area. For these and other reasons, it is particularly well adapted to the playground of the grade school.

Tennis. This game is taught regularly throughout the year. Nine cement concrete courts have been constructed upon the

campus, and several faculty members have been enlisted to assist in the instruction of beginners. The number of young women who have constantly used these courts during their leisure hours for the past year is exceedingly gratifying. Interest in this phase of the work has been greatly stimulated by the playing off of a number of tournaments with representatives of other schools.

In April of last year the Normal offered a cup to the championship team of the state. This, with the beginner's tournament, will be an annual affair.

Baseball. The girls play indoor baseball out of doors. Three or four diamonds are in use every afternoon during the season devoted to this game, and teams are organized for inter-school matches.

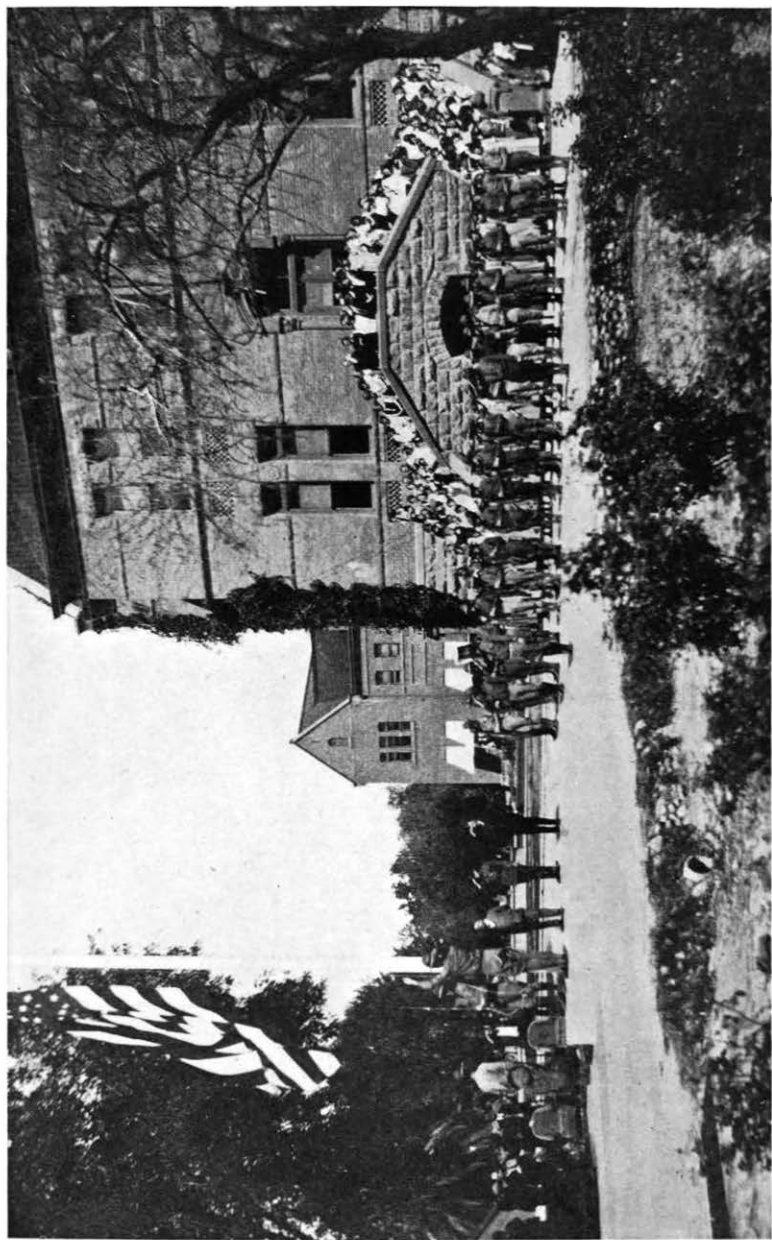
Basketball. Although this game is not generally considered to be suitable for adolescent girls of the grade schools, and, therefore is not stressed in the preparation of playground supervisors, yet for girls of Normal School age, it possesses many attractions. On account of its strenuous character, much care is taken in the selection of those who are permitted to enter this work. Instruction is given daily during the season, and the courts provided are excellent. Teams are organized and a limited number of match games are played.

Campfire Guardians. As a part of the regular work in general methods, a course in campfire activities is given each year to all young women of the senior class. This course is under the immediate supervision of the state director of campfire work and thoroughly covers the principles, aims, objects, and methods of the campfire movement, and is planned to qualify senior students as campfire guardians, prepared to organize and conduct the work of girls' campfires in the communities into which they may go as teachers in the public schools. An active campfire, maintained among the pupils of the training school serves to provide practical experience for prospective campfire guardians in all phases of this important community service.

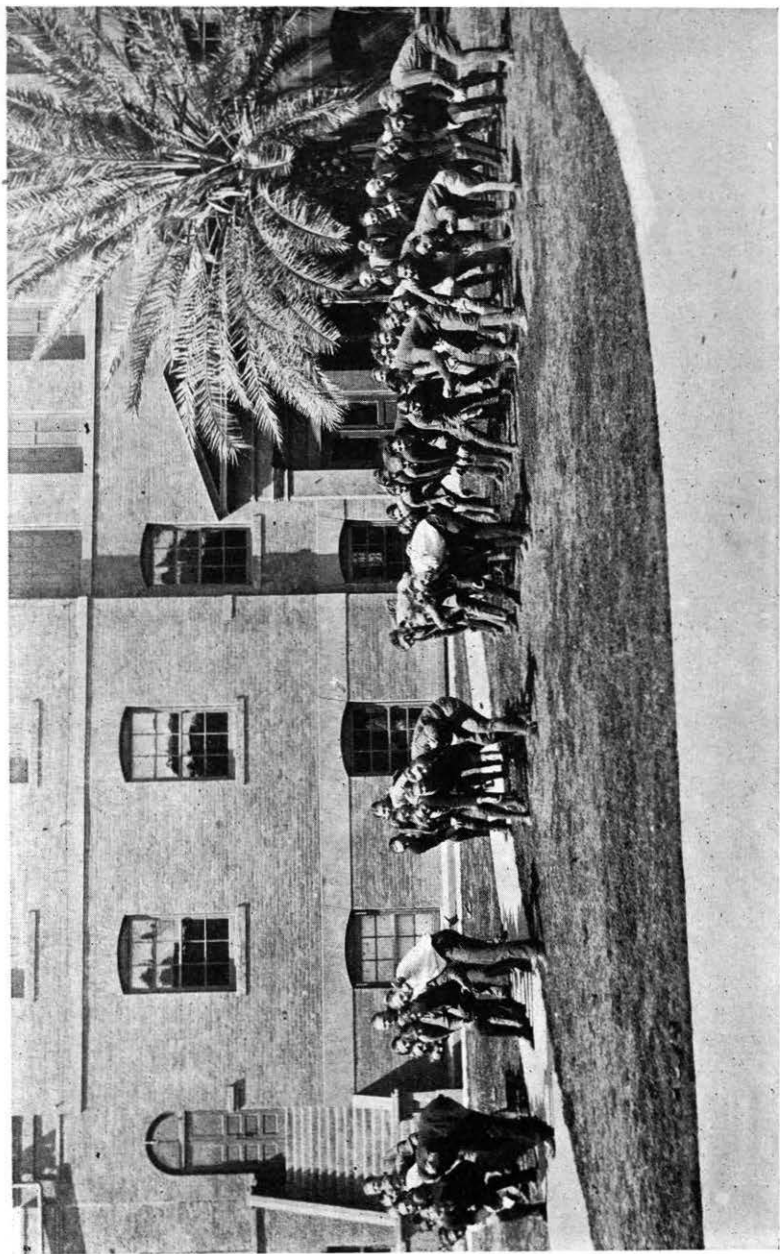
PHYSICAL TRAINING FOR MEN

Mr. McCreary

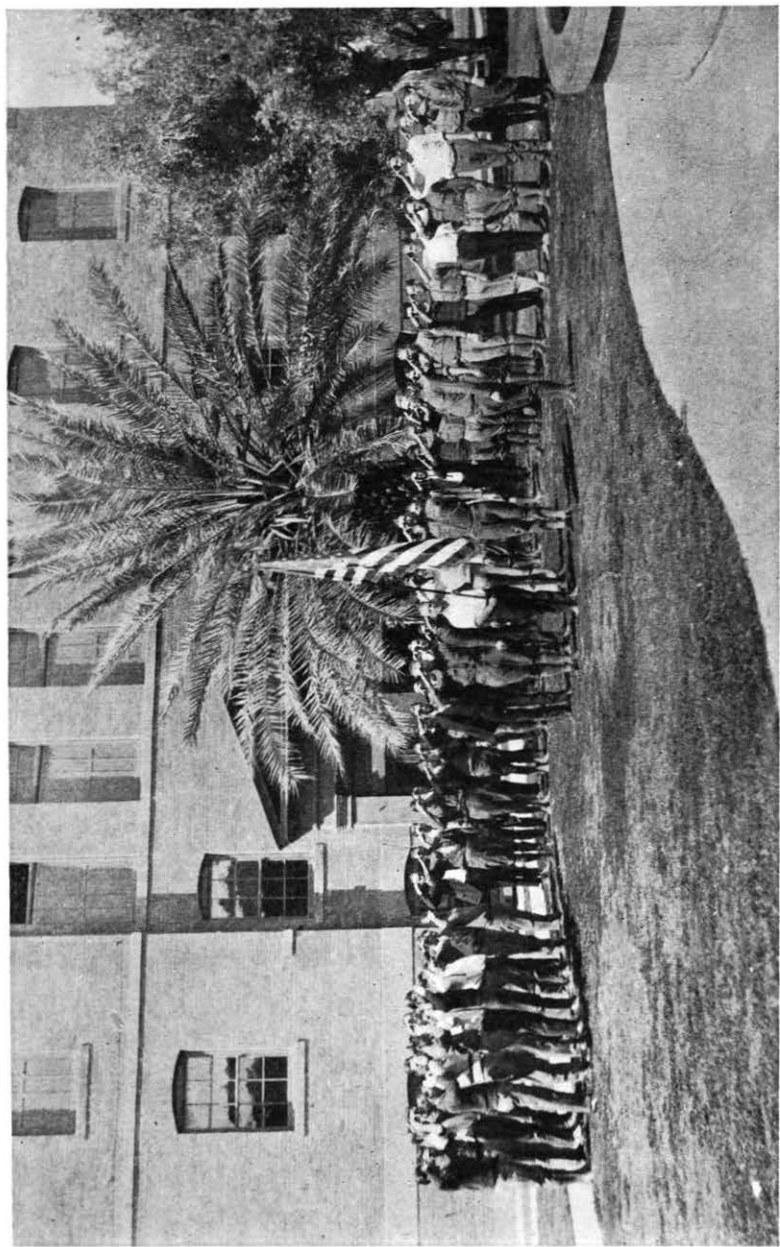
The course in physical training is designed to prepare the men students to take charge of physical education and play-



DEDICATION OF THE FLAG POLE



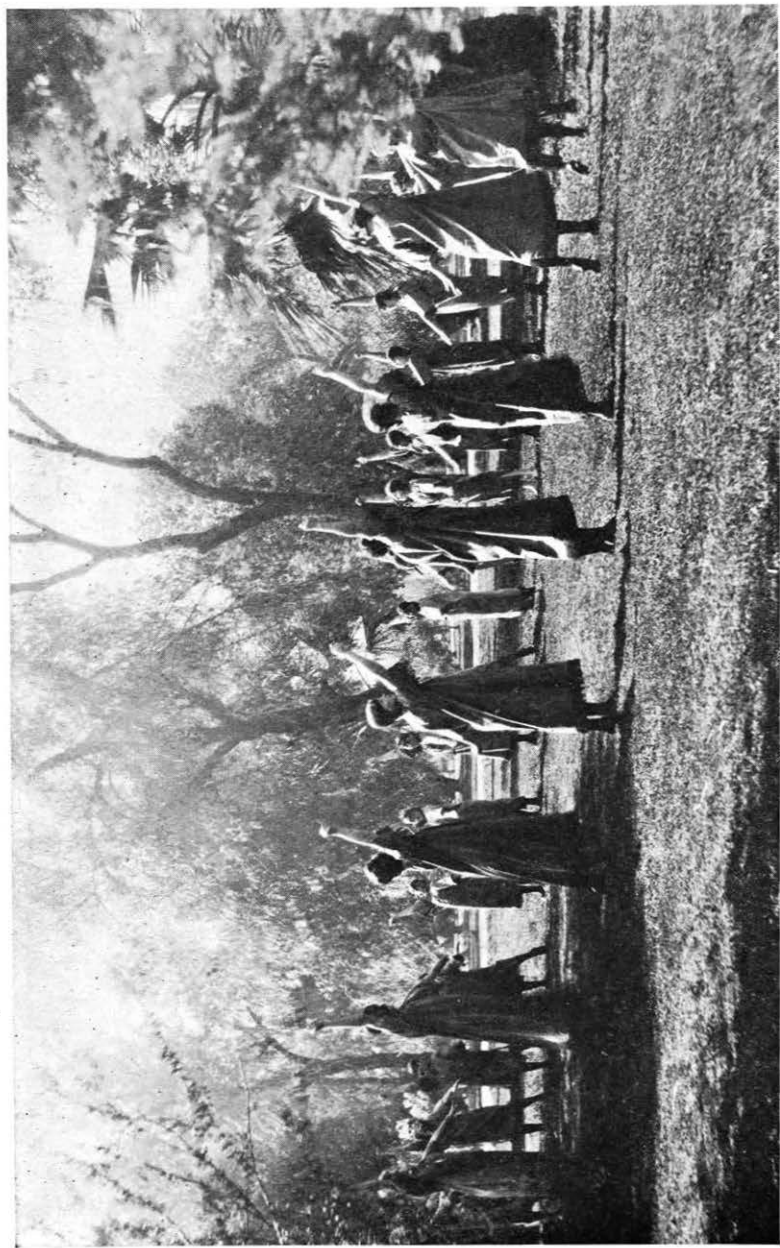
SCOUT LEADERS' TRAINING CLASS



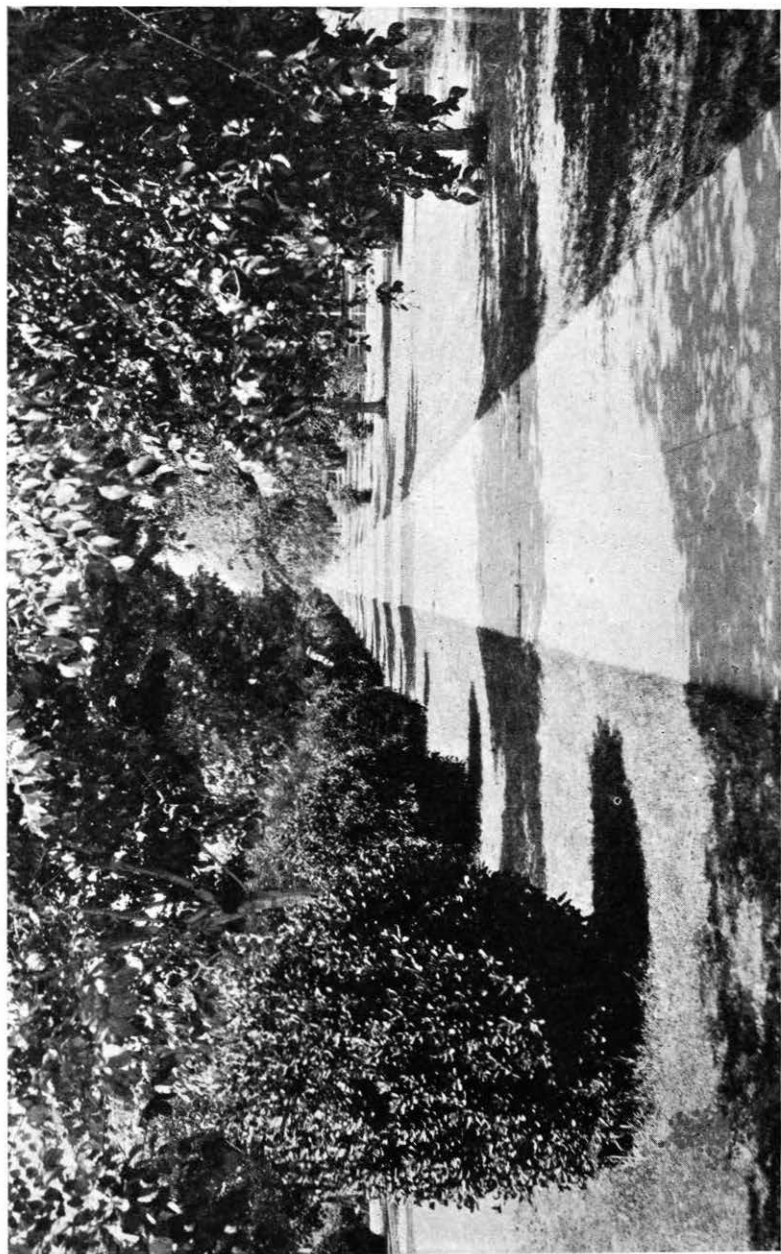
SCOUT SALUTE TO THE COLORS



CAMPFIRE GUARDIANS



CAMPFIRE CEREMONIAL



WILLOW AVENUE

ground programs in the school systems of the state. Of late years, there has been a rapidly increasing demand for young men to undertake this type of work. Not only is there a specialized field in playground supervision and physical education, but hand in hand with this work is the training of competitive teams and the organization and supervision of Boy Scout work.

The course will include a study of playground conditions and methods, physical hygiene, and remedial gymnastics. A large portion of time will be devoted to the study of the theory of coaching of the several sports. The later instruction will be given during the actual playing season so that the class room work will be supplemented by demonstrations on the field.

Military Training. The program of military training will be closely correlated with the work in physical education and will be so organized that every male student will receive a thorough course in the fundamentals of military discipline and efficiency. The equipment for this work is ample. The United States rifle, model of 1903 is used for drill purposes and for target practice. The facilities for rifle practice include a well equipped range within walking distance of the school where firing is safely carried on up to a distance of 600 yards. Students also have the free use of a State range which permits work at the longer ranges.

Scout Leadership Courses. In connection with the work in physical education, all men students are given an intensive training course in the principles and methods of Boy Scout work. This course qualifies graduates as scout leaders or scout executives, to the end that they may be prepared to establish and supervise boy scout programs in the communities into which they may go as teachers. This course was introduced into the curriculum this year as a part of a statewide movement for the extension of the scouting program, initiated by Tempe Normal School with the cooperation of the State Department of Vocational Education. During this year's course, seventy young men qualified as scout leaders. For the coming year, a more elaborate course has been planned under the direction of Mr. Ben Owen, Regional Executive for Arizona of the Boy Scouts of America. This course will include such subjects as "boyology", games, hikes, first aid, camping, signalling, and other phases of scoutcraft, as well as scout programs and ceremonials. A scout troop is organized and maintained among the boys of the training school and affords, to senior students, a valuable objective experience in scout leadership.

MEN'S ATHLETICS

Mr. McCreary

Athletic sports are encouraged as a means of pleasant recreation, for their value in developing the body, as a source of social and ethical culture, and as cultivating the spirit of cooperative enterprise so essential to individuals throughout life. Through the medium of the various sports, each student has an opportunity not only to develop his own body while training his mind, but to learn how to work with a group as a unit.

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. While the students are encouraged to participate in at least one branch of athletics, such participation is held subordinate to the education work of the institution. Students deficient in studies, irregular in attendance or unsatisfactory in deportment are not permitted to represent the Normal School as members of its athletic teams.

Football. This is the most important and most beneficial of all the athletic sports in developing self-reliance, physical endurance and team play. This sport more than all others helps the individual to develop that tenacity of purpose which enables him to succeed later in life in spite of obstacles in his way.

Basketball. This game is taken up after the football season. It is played on an outdoor court which is kept in excellent condition. Teams are organized from the various classes which compete annually for the Student Trophy. The Normal has always had a good basketball team and is very proud of the sportmanship displayed by the individuals of the team.

Track. This has become a very important part of the athletic program. The Annual Invitational Meet which is held here for all of the schools of the Valley is an event which is looked forward to with a great deal of enthusiasm. We hope to make this event bigger and better than ever this coming year.

Baseball. This sport, known as our national pastime, is perhaps the one most emphasized at Tempe Normal School, and one in which the Normal School never fails to make a credit-

able showing. We are fortunate in having one of the best baseball diamonds in the state. It is conveniently located on the campus and is provided with a grandstand which seats a large number of spectators.

Tennis. Eleven good concrete tennis courts have been provided, which are kept in the best of shape. Each evening and quite often in the mornings many students may be seen taking this kind of exercise. Interclass contests are arranged each year as well as contests with the faculty and other schools. In April of each year a championship tournament is held. The Normal School gives a cup then to the championship team.

All in all everything is being done to encourage and induce all of our students to take part in some outdoor exercise. It is quite true that our best students are among those found on the athletic field.

DEPARTMENT OF EDUCATION**Mr. Payne; Mr. Burkhard; Mr. Fenton**

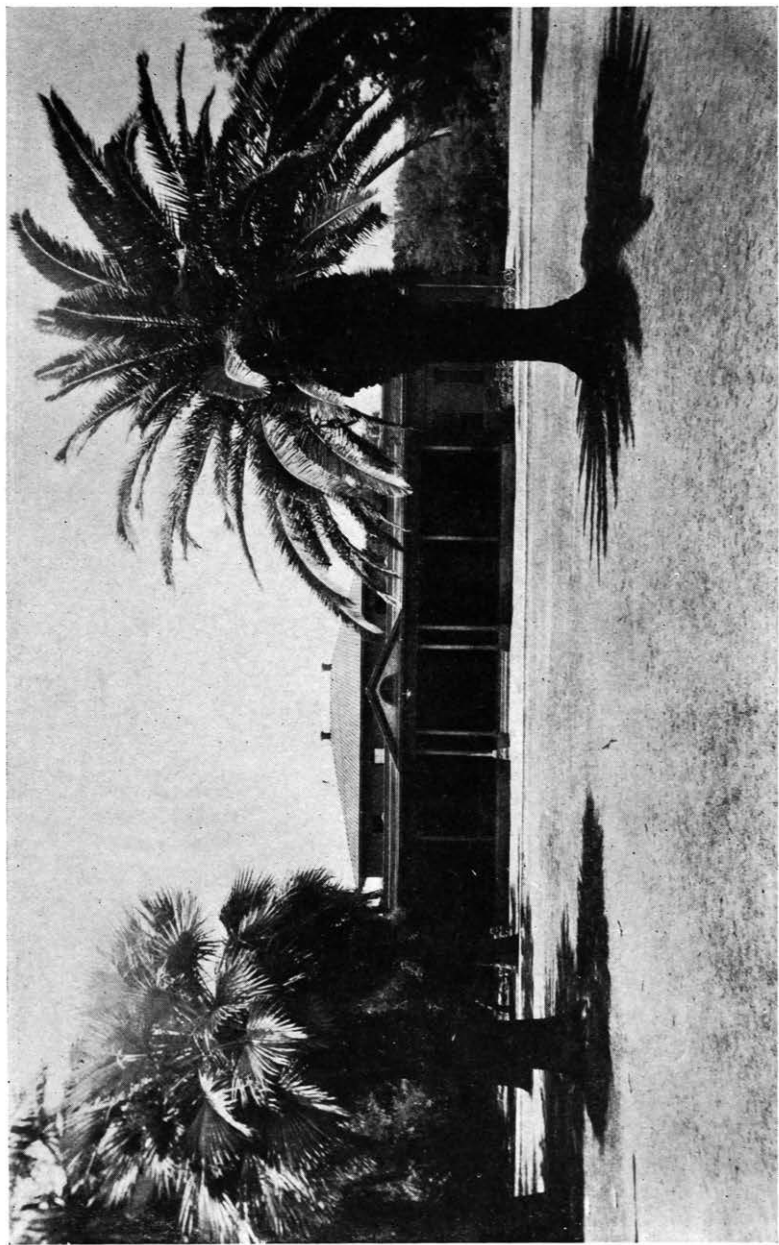
The work of this department is to give the student a broad perspective of the historical aspects of education and the psychological and sociological implications of modern educational theory. It will be the aim of this department to send the student out to his work with a professional spirit and with a consciousness of the unique place the teaching profession holds in the moulding and preservation of our democratic institutions. In connection with this work in theory the student's work in the Training School will be so conducted that he will come to see the relationship between theory and practice in the teaching profession.

Educational Psychology. This is an elementary course in psychology combining the most important topics of both general and educational psychology. The purpose of the course will be to discover to the student the laws of the learning process. The work of this course will be conducted in such a manner that the student will come to see the psychological presuppositions that underlie sound theory and practice in education. A knowledge of biology is very desirable as a prerequisite to the study of psychology. Students who have not had work in biology should take a course in this subject parallel with their work in psychology.

School Management. This course accompanies practice teaching, enlightening and interpreting the experiences of the Training School. A part of the semester will be devoted to a study of the school laws of Arizona. It will also include a discussion of the most advanced ideas and laws along the line of school legislation.

Such problems as the following will form a large part of the work of the course: School Architecture; School Sanitation; Heating; Lighting; Ventilation of School Buildings; Educational Hygiene; Classroom Organization and Administration; Elimination; Retardation, Promotion and Acceleration of School Children; Discipline; Moral Training; Economical Devices; Tests and Measurements.

Sociology. The purpose of this course is two-fold: (1) To furnish the student with a perspective of the sociological significance of education and the relationship the school should hold toward the other agencies of social welfare; and (2) to



THE TRAINING SCHOOL



ONE TYPE OF HOME REACHED BY THE RURAL SCHOOL

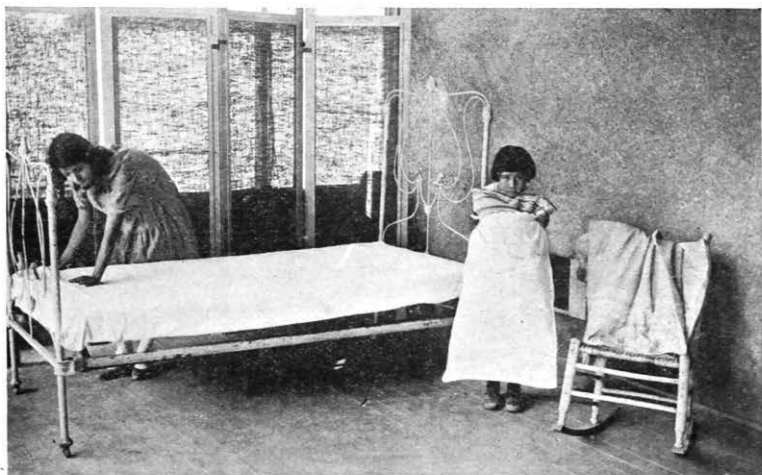


STORY TELLING AT RURAL SCHOOL NUMBER ONE

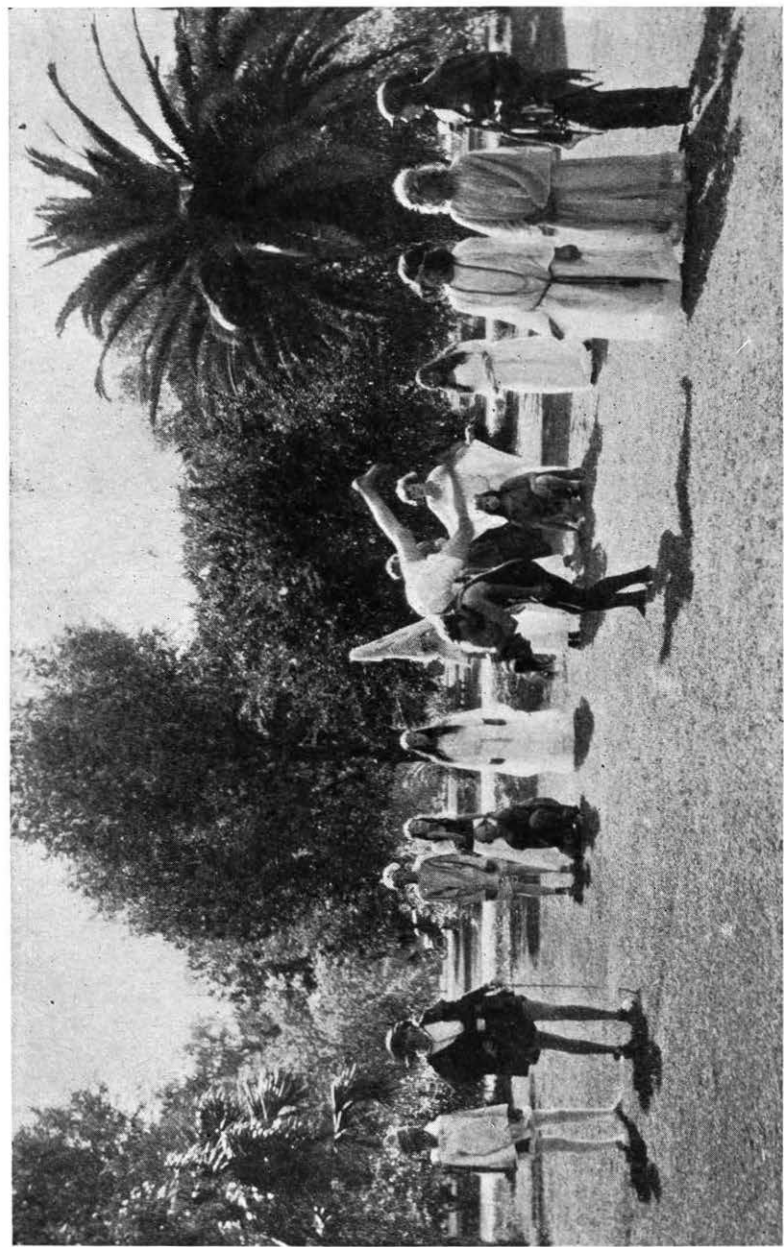


COOKERY CLASS

X



PRACTICAL HOUSEKEEPING—RURAL SCHOOL NUMBER ONE



AS YOU LIKE IT—JUNIOR HIGH SCHOOL PLAY

provide for a study dealing with the fundamental social laws and in connection with these laws make application of the basic principles of sociology to the perplexing social problems now confronting us.

Principles of Education. The aim of this course is to develop the principles of teaching and to make some applications of these principles to various grammar school subjects. The latter part of the course is given to a discussion of the course of study, the relative value of the subjects of the curriculum, and the relation of the child to the curriculum. For the most part only general principles are dealt with. A more detailed study of methods is made in the senior year.

History of Education. This course will aim to discover the problems that past generations encountered in the process of living, and also to note the educational answers that were given to meet the needs of these problems. With this approach to the history of education the student of present social problems will have the aid of a good historical perspective by which to judge the validity of modern answers to modern social problems. The historical background derived from a study of the history of education will be of large value to all who are interested in the building up of democratic institutions.

THE TRAINING SCHOOL

The Training School is organized under special Training School laws. It is a regular public school of six grades, junior high school and kindergarten in town, and two rural schools, a one-room rural school and a two-room rural school, in the country. Class conditions are kept as nearly like those in other regular public schools as possible. The state course of study is followed. The courses in special methods, the curriculum, observation, and practice teaching are given in connection with the training school. The class work in standard and intelligence tests is closely correlated with the giving of tests in the training school.

Junior High School. The Junior High School is established to meet the increasing demand for teachers who are specially trained to teach in the junior high schools of the state. This division of the training school consists of the **seventh, eighth and ninth years**. Teaching in this division is open only to those who have done special work in one or more of the junior high school subjects and who are recommended by the special department in which the work is done.

Methods and Curriculum. Classes in special methods

and the curriculum are taught by the director and faculty of the Training School. The general principles developed in the classes in Education are applied in the special subjects. The origin, growth and development, and present tendencies of the subject matter and method of each of these subjects is considered. This work is closely correlated with the senior work throughout the year.

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

KINDERGARTEN

Miss Brown

The kindergarten courses are planned to correlate closely with grade work. A two year course is offered, leading to the Arizona **early elementary certificate**, which entitles the holder to teach in the kindergarten, first, second and third grades. A four year high school course or its equivalent is required of applicants for registration. The ability to play the piano and to sing simple songs is a prerequisite and the applicant's fitness in this respect will be determined by a preliminary examination.

In addition to the regular kindergarten subjects, students are required to take primary theory and methods, with one semester of primary teaching under supervision. Observation of model teaching, followed by conferences, is made an important feature of this course.

Students who desire to do some kindergarten work in connection with the standard teachers' course, may do so, in part, by substituting kindergarten courses for the college electives provided in that course. Courses 2 and 5 may be taken as electives. It is recommended that students make use of this election as a further preparation for primary teaching, but attention is called to the fact that it does not qualify them as regular kindergarten teachers.

The work of the **Special Course in Kindergarten Training** conforms to the accepted standards for a two year course.

It includes work in literature, music, theory, methods and technique.

Industrial Arts, 1 and 2. Junior year, first and second semesters, five hours per week. This course provides practice in handling play materials. It includes box construction, crayon work, and toy making. Standards for proper uses of miscellaneous materials and skill in selecting and adapting them to the pupil's requirements are developed. Outlines, preparation of class materials, and the systematic use of the Journal of Childhood Education constitute the work of this course. During the first semester, this class will meet at the 1:20 period, during the second semester, at 2:10.

Children's Literature and Music. One semester, five hours per week. A course in selection and use of stories and poems. A study is made of types, sources, and forms of stories. Students have practice in rewriting and telling stories. The course includes a study of games, rhythms, and songs suitable for kindergarten children. Text: Cather; Educating by Story-telling. Junior year, meeting at 3:00.

Kindergarten Technics. Senior year, first semester, five hours per week. Advanced hand work, using materials that carry over into primary grades. A study of choice, organization, and presentation of materials. A discussion of kindergarten programs and projects completes this course. Text: Atwood; Kindergarten Theory and Practice. Class meets at 2:10 period.

Kindergarten Theory and History. Senior year, second semester, five hours per week. A study of educational reforms; establishment and spread of kindergartens; the kindergarten in American education and its leaders; a review of present-day methods in child-training. Text: Patri; Child-training. Class meets at 1:20 period.

Kindergarten Methods. Senior year, second semester, five hours per week. A practical course of conferences; a study of scientific investigation of kindergarten education and of the progress of kindergarten children through the grades. Tests and measurements. Housing and equipment of kindergartens. A study of the bulletins issued by the U. S. Bureau of Education. Class meets at 3:00.

RURAL EDUCATION

Miss Lynd

In Arizona, as well as in other states, a large proportion of the children must find their early education in the rural schools. With the development of new irrigation projects and the bringing of new areas under cultivation, the demand for rural teachers must increase. At the same time, the patrons of the rural districts will continue to demand more efficient and better equipped schools.

In order to meet the special needs of these schools, the Normal School for the past eight years has taken full charge of one of the regular rural schools of a neighboring district. To afford further opportunity for rural teacher training the Normal School, during the past year, has assumed control of a second district school. These schools are under the direction of a member of the Normal School faculty who is a graduate of Teachers' College, Columbia University, and who has had special training in rural school supervision. The problem of supervision here is one of adapting modern educational theory and methods to the conditions of a one-, or two-teacher school. Attention is not confined to the problems of the school room alone, but community problems are included.

This fortunate arrangement affords opportunity for a large number of senior students to do a major portion of their practice teaching under the identical conditions which will actually be met in rural communities in this state. As one result of the plan, many of the student teachers become enthusiastic over the possibilities of this special field of educational work. These model rural schools are already recognized as an important factor in the betterment of rural school conditions throughout the state. The results attained, in the few years during which the model rural school has been in operation, have tended greatly to arouse the interest of rural teachers, and the advice of the director has been eagerly sought at institutes and teachers' meetings in various counties.

The building, equipment and sanitary conditions are such as it is possible for any district to provide with the wise use of school funds. The only special advantage which the Normal School provides is that of a specially trained supervisor. The senior students who teach in the rural schools are furnished transportation forth and back by automobile, and by this arrangement they are enabled to carry on the class room work of the course without inconvenience.

THE LIBRARY

Mr. Cookson; Mrs. Cookson

The library occupies a portion of the first floor of the Main Building. It now contains over 15,500 bound volumes exclusive of several thousand unbound bulletins and reports.

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.

Books may be borrowed for two weeks, and may be renewed for two weeks more, if not reserved for special class work. Reserved books may be taken from the library only at the close of school and must be returned the first hour the next morning.

Course in the Use of Books. A course in the use of reference books is given both juniors and seniors. It teaches by means of lectures and practical problems how to use with skill and intelligence the various catalogs, indexes and reference books. Its main purpose is to help the student to "find himself" in the library and thus establish a lasting bond to culture. A special course is given the seniors in children's literature and the organization of a school library.

LECTURE AND ENTERTAINMENT COURSE

Each year the Tempe Normal School arranges a series of musical, dramatic and lecture numbers for the student-body and those in the community who are interested in such things. The students are admitted without extra cost to all numbers of this course. During 1924-25 the Normal School expects to present Judge Ben Lindsay of the Juvenile Court of Denver, the male quartet of the Russian Cathedral of New York, the quintet of the Cleveland, Ohio, Symphony Orchestra and other excellent attractions.

The numbers are given in the Tempe Normal auditorium which is equipped in a thoroughly modern fashion, permitting the staging of dramatic or operatic numbers.

Arizona Lectures. This course, introduced in 1923-24, will again be offered in 1924-25. It consists of a series of lectures

by state officials and others of note in Arizona on all state topics likely to be of interest to students and future teachers. The lectures will be given in the evening and will be open to all students and friends of the Normal School. The aim of these talks will be to give the audience a notion of what the various state departments do for the public welfare—especially the work of the State Boards of Education, and of Health and Child Welfare, which are so intimately related to the work of the teacher in the schools of the State of Arizona.

The Alumni Association

The Tempe Normal School Alumni Association was formed in 1891 in response to the desire among the graduates of the school to cement more firmly the ties of school friendships and to promote more effectively the welfare of the Alma Mater.

Upon graduation, the students completing any of the professional courses of the school automatically become members of the Alumni Association. This organization, with its membership of more than 1,654, includes among its members graduates who have become prominent citizens throughout the state and nation with the result that the Alumni Association is becoming one of the influential factors in the affairs of the school and state.

The Endowment Fund

The Alumni, believing that a normal school education is a most valuable asset in life, desires to extend its benefits to others. With this end in view, the Alumni Association is conducting a vigorous campaign for the raising of a ten thousand dollar fund for the assistance of worthy students who need financial aid. Under the leadership of Mr. C. M. Paddock, '03, and with the active cooperation of the officers of the association, the fund, in spite of stringent financial conditions, is slowly but surely becoming established on a working basis.

The members who are contributing to this fund derive satisfaction from the feeling that they have here an opportunity of expressing in some measure, each according to his means, their appreciation of the benefits they themselves have received from their Alma Mater and from the State. Certainly their zeal in supporting so worthy a cause is deserving of high commendation.

Though the fund is still small and there is much to be done before attaining the ten thousand dollar goal, nevertheless the amount already in the treasury has been sufficiently large that thirteen members of the class of 1924 actually owe their graduation to this aid. During the past year, through the untiring efforts of the officers, the fund has grown to such an extent

that it will be possible to accommodate with loans as many members of the class of 1925 as may find themselves in need of financial assistance to complete their course. The officers of the Association upon whom rests the responsibility of carrying this laudable work to completion, are looking forward to the time when the fund shall become self-supporting, and it is their earnest desire that every graduate who has not already done so, may contribute his or her quota.

Alumni Register

It is the wish of the faculty and of the officers of the Alumni Association to keep in touch with every graduate of the school. A card file has been installed in the school office, which contains the name and present address, so far as known, of every member of the Alumni. Members are earnestly requested to assist in the work of keeping this alumni register up to date by forwarding to the office of the Alumni Association a notice of every change in name or post office address.

Alumni Office

The clerical work in connection with the business and correspondence of the Association have grown to such proportions that it seems advisable to establish permanent office quarters. A room has been provided, adjoining the offices of the school, and Mrs. Sidney B. Moeur, '15, Assistant Secretary for the current year, has consented, to devote her services and a stated portion of her time each day during the school year to this work. Visiting members will, it is hoped, appreciate the convenience of regular office hours and a definite plan for the transaction of all business connected with the Alumni Association. Correspondence relating to Alumni affairs should be addressed to

Alumni Office,
Tempe Normal School,
Tempe, Arizona.

Students' Organizations

The Student Staff. For many years, the students have edited and published a newspaper whose purpose is to note and record the current events of the life on the campus. This paper, **THE TEMPE NORMAL STUDENT**, is a bi-weekly, printed on a good quality of paper, permitting the generous use of half-tone illustrations which greatly add to the value and attractive appearance of its issues. All the work of collecting, editing and arranging of news items and other matter is done by the student staff under the nominal direction of a member of the faculty as official adviser. Although intended chiefly as a real newspaper for the student body, its columns frequently give space to the literary efforts of the students. The editorials often have weight in moulding school sentiment, and the files of the paper become a valuable historical record of school life. Positions on the Staff are highly prized, as the experience gained in this work is educative and of practical value. Arrangements have been made whereby every student receives a copy of each issue of the paper, and many of the Alumni renew their subscriptions each year in order to keep informed of events transpiring in the halls of the Alma Mater.

Kalakagathia Camp Fire. One of the oldest societies for young women on the campus is the Kalakagathia. This organization fills a special need by its unique line of work. For some years an increasing number of calls have been coming in for young people who not only can teach school in the usual sense, but who lead boys and girls in wholesome activities outside the classroom.

The Kalakagathia Camp Fire is one of many answers which the Tempe Normal School makes to this call. The object of this Camp Fire, which is affiliated with the National Camp Fire Girls of America, is to study that splendid movement from the standpoint of Camp Fire Guardians. Every year some of its members organize and serve as guardians for Camp Fire Groups in the communities into which they go.

During the past year, the studies undertaken by this group have been broadened to include the basic ideals, programs, and methods of organization of such parallel activities as the Girl Scouts, Woodcraft League for Girls, etc. In this connection, a

Camp Leadership Shelf has been established in the library for the use, not only of the Camp Fire Girls, but of all students interested in these modern movements. The members of Kalakagathia have also rendered valuable assistance in carrying forward an intensive study of campfire organization and methods in connection with the classes in general methods in the regular teachers' course.

An annual camping trip is a regular part of the work of the Kalakagathia Camp Fire. In addition, short hikes, monthly Council Fires and social gatherings add variety and interest to the regular program. During the year 1921-1922 a beautiful out-of-doors fireplace was erected upon the campus by the Kalakagathia Camp Fire. This fireplace will be the center for Camp Fire activities for the future.

The necessary expenses incident to membership in Kalakagathia, outside of the annual camping trip, are about four dollars. This sum buys the ceremonial gown and headband, provides a Camp Fire Manual, and pays annual dues.

An important and pleasant feature of the year's program is the reception to Alumni members held on Alumni Day of Commencement Week. All old Kalakagathians are cordially urged to return for this event and join in a good visit with old friends and new.

Zetetic Society. An organization of twenty-five young women meeting weekly for the study of the drama and other literary subjects. During the past year plays by Lord Dunsany, D'Annunzio, Ibsen, Synge, Drinkwater and other modern writers have been studied. After thorough work upon the play, *The Dumb Wife*, by France, it was presented by the society at a public program, every member of the organization taking some part. Work has also been devoted to the study of the religions of different peoples, ancient and modern. Besides the serious work of the year many evenings were devoted to social affairs and there was one camping trip to Granite Reef in May which lasted over the week end.

Clionian Literary Society. This organization is limited to a membership of twenty-five young women, whose purpose is to study art, literature and music in their weekly meetings.

The line of work for the past year has been varied, the miscellaneous programs including original essays, poems, debates and extemporaneous speaking. The Clionians do not neglect the

social side, and the members spend many pleasant evenings together in addition to the regular meetings.

Philomathian Society. The Philomathian Literary Society has resolved itself into a drama study club and during the last two years many of the best modern plays have been carefully read and analyzed. Among the most important ones of these read were Rostund's *Cyrano de Bergerac*, Augustus Thomas' *The Copperhead*, Oscar Wilde's *Salome* and Galsworthy's *Loyalties*. The members find this work very profitable. They wish to understand and appreciate the best in this form of literature, and they intend to use their influence to raise the standard of plays in the communities in which they live.

A very ambitious program of Irish drama was read to the Tempe Woman's Club. Other activities included the presentation in public assembly of *Her Wonder Hat*, a play highly recommended by the Drama League.

A number of social affairs were also enjoyed during the year, not the least of which was a week end camping trip.

Erodelphian Society. The Erodelphian Literary Society was organized by a group of students of the class of 1922 for the purpose of studying literature, drama and music. This is carried out by holding Tuesday evening programs. Two evenings a month are devoted to opera study, two to literature, and the occasional fifth Tuesday to some social activity.

The name for this organization was chosen with much care in order that it might really express the spirit of the group. Eros, the Greek word for wisdom, is combined with the Greek word for friendship. Thus is conveyed the desire of the 20 members to form happy friendships with one another and lasting friendships with some of the world's best literature and music.

Phi Beta Epsilon Sorority. An organization for literary study and social enjoyment, Phi Beta Epsilon has developed a very active membership of twenty-five loyal Normalites. The program during 1923-24 consisted mainly in the study of the short story; though poetry and the drama were occasionally added to the programs. Musical numbers were part of the program of each meeting. The short story was presented historically first, then typical masterpieces of great authors were read aloud and discussed. The Sorority produced Lord Dunsany's "*The Golden Doom*" before the student-body on May 12th, 1924. A week-end camping trip to Granite Reef

proved one of the great events of the year socially, several alumni sisters joining the group. Numerous hikes and parties helped to develop a fine group spirit. The annual alumni tea was held on June 4th, 1924.

Los Hidalgos del Desierto is a club, limited to twenty-five members, whose purpose is the fostering of interest in things Spanish. Both men and women are eligible for membership. During the year an assembly program consisting of a play **La Broma**, dancing and singing was given. Several social affairs were enjoyed, among which the picnics at Guadalupe and Echo Canyon deserve special mention.

The Young Women's Christian Association. Six years ago a student Y. W. C. A. was organized in Tempe Normal School one of the 736 associations with a membership of 90,550 students in the normal schools, colleges and universities of the United States. Membership and office-holding is open to every girl in the school who is in sympathy with the purpose of creating and maintaining Christian standards on the campus. Such an organization with no discrimination against any denomination, sect or creed makes it possible for students of many faiths to work together harmoniously in upholding high standards of character and conduct.

The Student Association is self-governing, carrying out its purpose of self-development and service through ten standing committees and an executive group known as the cabinet. Such an extensive committee organization and variety of interests make possible for many girls, opportunities for self-expression and executive training. The program for the year includes a weekly religious meeting, service activities and many good times for all members.

A General Secretary is employed through the efforts of an advisory board composed of interested faculty, citizens and alumnae. She has general supervision of the work and serves as counselor and friend to all the girls.

Each summer five or six girls are sent as delegates from Tempe Normal School to the Y. W. C. A. Conference at Asilomar, where they gain the breadth and inspiration that come from meeting with college girls of twenty different institutions under the leadership of large-minded and experienced men and women from all parts of our country.

The Cactus Walking Club. Membership in this organization is limited to twenty boys and girls who enjoy "hiking"

and hill climbing. As the name of the club implies, the favorite resort for their frequent hikes is the desert with its rugged, cactus-covered ridges, affording wholesome exercise and abundance of fresh air. The customary program for these walking expeditions includes an al fresco luncheon served around a blazing camp fire accompanied and followed by story telling and impromptu concert singing.

The Wallflower Club. All dancing parties given by the students are under the auspices and subject to the management of a student organization known as the Wallflower Club. All students and faculty members are eligible to membership in this organization. Its affairs are regulated by an executive committee composed of one member of the faculty, who acts in an advisory capacity, and three students. The guest list is subject to the approval of the head residents of the girls' dormitories and the dances are held in the school gymnasium, under faculty supervision. This system of regulation has been found satisfactory both to students and faculty, and the parties given by this club are among the most enjoyable social events of the year.

TEACHERS' EMPLOYMENT BUREAU

Although the management of the school cannot agree to furnish employment or find positions for students upon graduation, yet the president and members of the faculty find many opportunities for recommending teachers to good positions, and this they are always pleased to do, as they feel that the service may be of 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.

FUNDS FOR THE ASSISTANCE OF STUDENTS

A fund for the aid of worthy students has been established by the Tempe Normal Alumni Association through the active interest of some of its members. Loan 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. When the fund reaches a certain specified amount, it is planned to make this a permanent endowment, the interest to be used to establish scholarships in Tempe Normal School.

PRIZES

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.

Matley Medals in Commerce

The Matley Medal for scholarship offered by Welcome B. Matley of Tempe, is awarded annually at Commencement time to the student graduating from the two-year Special Course in Commerce with the highest standing in Commercial and Economic subjects. This prize was first offered in 1923. It is given with the aim of encouraging students to specialize in commerce and business lines; that they may understand the requirements of commercial teaching and the business world.

Mr. Matley also offers a medal for the best essay on business or commerce, written by a senior of the Normal School who is carrying at least one major in commercial work. This medal is given to stimulate research and study along business lines.

SUMMARY OF REGISTRATION, 1924

Normal School.....	{ Men..... 77 }	} Total..... 464
	{ Women..... 387 }	
Training School.....	{ Boys..... 265 }	} Total..... 501
	{ Girls..... 236 }	
Total registration for the year.....		965

SUMMARY OF GRADUATES

Prior to Class of 1924.....	1512
Class of 1924.....	142
Total number of graduates.....	1654

Register for 1923-24

Adams, Ruth	Bisbee	Carter, Clydine	Bisbee
Aldrich, Nathalie	Bowie	Casner, Winona	Tempe
Alexander, Hazel	Texas	Cauthen, Sagatha	Phoenix
Alexander, Zoila	Yuma	Celaya, Adan	Tempe
Allen, Cecil	Mesa	Christy, W. B.	Tempe
Anderson, Marvyl	Mesa	Cisney, Grace	Phoenix
Appleby, Pauline	Chandler	Clapp, Frances	Pearce
Arzberger, Florence	Willcox	Clark, A. B.	Tempe
Ashbaugh, Margaret	Cortez	Clifford, Ethna	Safford
Ashburn, Hulda	Tucson	Cole, Emma	Tempe
Ashburn, Zelda	Tucson	Cole, Esther	Oklahoma
Askins, Elisabeth	Douglas	Coleman, Gladys	Phoenix
Austin, Cedric	Tempe	Collins, Alice	Phoenix
Austin, Lura	Sonoita	Collins, Grace	Phoenix
		Collins, Juanita	Scottsdale
Baehr, Ruth	Prescott	Cook, Genevieve	Warren
Barker, Earl	Mesa	Cook, Helen	Willcox
Barker, Muriel	Mesa	Cooper, Frances	Roosevelt
Barry, Betty	Phoenix	Cooper, Mattie	Prescott
Baumgartner, Mrs. Helen	Safford	Cosper, Olen	Phoenix
Bayless, Mrs. Janie	Chandler	Cowan, Alice	Warren
Beck, Edna	Phoenix	Cowan, Hugh	Tempe
Beck, Margery	Globe	Cox, Evelyn	Miami
Bellamy, Nora	Superior	Crawley, Gladys	Clarkdale
Bellamy, Winifred	Superior	Crawley, Olive	Jerome
Beltram, Mary	Sonora	Crofts, Dorothy	Tempe
Bendixen, Hanora	Bisbee	Cronin, Margaret	Phoenix
Benton, Gladys	Texas	Crouse, Hazel	Phoenix
Berkenkamp, Barbara	Mesa	Crus, Abraham	Casa Grande
Bertino, Margaret	Phoenix	Culbert, Agnes	Lowell
Biddle, Emma	Morenci	Culbert, Katherine	Lowell
Billingaly, Ruby	Clifton	Cummins, Irene	Tempe
Bird, Bonnie Bess	Phoenix	Cupp, Ethel Lee	Casa Grande
Bird, Mayde	Phoenix	Cupp, Mrs. Mary	Texas
Blake, Tessie	Phoenix	Curiel, Blanche	Casa Grande
Bloesser, Mary	Illinois	Curiel, Richard	Casa Grande
Bly, Virginia	Winslow	Curry, Hazel	Tempe
Boetto, Tony	Wickenburg	Curry, John	Tempe
Boring, Archie	Florence	Cyrs, Estelle	Prescott
Boring, Hazel	Florence		
Bowman, Ruth	Phoenix	Daley, Goldia	Tempe
Bracamoto, Helen	Winkelman	Dana, Loral	Mesa
Bradley, Bernice	Tempe	Dana, Vadna	Mesa
Brandenburg, Idyl	Mesa	Davey, Florence	Clarkdale
Brewer, Leslie	Mesa	Davis, Mason	Mesa
Brill, Neva	Glendale	Davis, Ruth	Phoenix
Brimhall, Madge	Mesa	Denton, Lola	Tucson
Brodie, Florence	Mesa	Dobyns, Gertrude	Phoenix
Brooks, Gertrude	Phoenix	Douglas, Lourine	Phoenix
Brooks, Mae	Phoenix	Douglass, Wilma	Phoenix
Broughton, Norma	Texas	Doyle, Lucy	Phoenix
Brown, Leone	Prescott	Draper, Ruth	Wickenburg
Brown, Winifred	Phoenix	Dugger, Nellie	Peoria
Bryan, Kelly	California	Dyess, Marguerite	Benson
Buckbee, Harriet	California		
Bunch, Thelma	Morenci	Earhart, Harry	Phoenix
Burch, Kathryn	California	Eckardt, Della	California
Butler, Lucius	Phoenix	Edwards, Bertha	Chandler
Butner, Mrs. Elma	Phoenix	Edwards, Irene	Chandler
		Edwards, Lawrence	Chandler
Carlson, Mary	Globe	Edwards, Leonard	Chandler
Carlson, Lillian	Lowell	Eisenhart, George	Pearce
Carpenter, Mary	New York	Ellsworth, Faun	California
Carroll, Geraldine	Glendale	Ellsworth, Lillie	Mesa

Ellsworth, Lloyd.....	Mesa
Elrod, Thelma.....	Phoenix
Empey, Mrs. Mary.....	Tempe
Esbridge, Claudia.....	Ray
Evans, Robert.....	Illinois
Eye, Florence.....	Hayden
Eye, Martha.....	Hayden
Fegley, Maude.....	Iowa
Finch, Annie.....	Winkelman
Finch, Maude.....	Winkelman
Fisher, Irene.....	Bisbee
Fisk, Warren.....	Douglas
Fitzgerald, Opal.....	Jerome
Flinn, Agnes.....	Phoenix
Flower, Peggy.....	Tucson
Fogle, Elizabeth.....	Phoenix
Forbach, Goldye.....	Casa Grande
Foreman, Bettie.....	Tempe
Fraide, Amelia.....	Clifton
Fraide, Clotilde.....	Clifton
Fraide, Isabel.....	Clifton
Fraser, Helen.....	Mesa
Freeman, Irene.....	Miami
Freeman, Florence.....	Phoenix
Friedman, Elwyn.....	Nogales
Friedman, Vernon.....	Nogales
Frost, Mary.....	Douglas
Fuel, Mrs. Ed.....	Tempe
Fuller, Luella.....	Mesa
Fuller, Ralph.....	Mesa
Gabbard, Lillian.....	Rice
Gabbert, Rose.....	California
Galvez, Margaret.....	Tombstone
Galvez, Matilda.....	Tombstone
Garrett, Marcella.....	Tubac
George, Nelda.....	Pennsylvania
Gibson, Frank.....	Mesa
Gibson, Joyce.....	Warren
Giffen, Jeannette.....	Phoenix
Gilliland, Mrs. Gladys.....	Tempe
Glasscock, Nannie May.....	Yuma
Goddard, Delbert.....	Tempe
Goldsworthy, Ruth.....	Winslow
Goodrich, Eva.....	Casa Grande
Goodwin, John.....	Tempe
Goolsby, Zelma.....	Clifton
Grace, Katherine.....	Phoenix
Granieri, Joseph.....	Morenci
Grant, Jean.....	Bisbee
Gregg, Glesner.....	Phoenix
Green, Jessie.....	California
Grice, Margaret.....	Globe
Hall, Lorraine.....	Florence
Hambly, Mabel.....	Hayden
Hancock, Earle.....	Willcox
Hanna, Lucile.....	Tempe
Hardison, John.....	Scottsdale
Hastings, Joseph.....	Mesa
Hayes, Evelyn.....	Illinois
Hayes, Lillie.....	Globe
Hazelwood, May.....	Young
Head, Kenneth.....	Mesa
Heckey, Geneva.....	Jerome
Hengehold, Katherine.....	Globe
Henness, Russell.....	Tempe
Henry, Lorena.....	Globe
Higgins, Ruth.....	Ft. Thomas
Hines, Hubert.....	Mesa
Horne, Grace.....	Phoenix
Holdren, Floyd.....	Chandler
Holmes, Prudence.....	Tempe
Hott, Edith.....	San Simon
Hood, Lora.....	Tempe
Hopkins, Lily.....	Mexico
Horne, Ruth.....	Mesa
Horsley, Blanche.....	Tempe
Houk, Chloe.....	Oklahoma
Houser, William.....	Oklahoma
Hudson, Helen.....	Casa Grande
Hudson, Lucile.....	Casa Grande
Hudson, Minnie.....	Dos Cabezas
Hughes, Frank.....	Texas
Hughes, Mabel.....	Phoenix
Humbert, Henrietta.....	Jerome
Hunley, Ella.....	Indiana
Hunnicut, Shirley.....	Phoenix
Hunter, Emily.....	Tempe
Hunter, Isabel.....	Illinois
Huret, Ruth.....	Cornville
Jackson, Daisy.....	Miami
James, Benton.....	Phoenix
Johns, Mildred.....	Tucson
Johnson, Delores.....	Willcox
Johnson, Ellis.....	Mesa
Johnson, Enith.....	Yuma
Johnson, Etta.....	Mesa
Johnson, Mrs.....	Phoenix
Johnson, Viola.....	Bisbee
Johnston, Margaret.....	Washington
Johnston, Miriam.....	Tempe
Jones, Arabella.....	Lordsbury
Jones, Byron.....	Mesa
Jones, Edward.....	Glendale
Jones, Evelyn.....	Globe
Jones, Gay.....	Glendale
Jones, Gladys.....	Tucson
Jones, LeBaron.....	Goodyear
Jones, Lillian.....	Globe
Jones, Mildred.....	Tempe
Jones, Thelma.....	Phoenix
Jones, Vesta.....	Phoenix
Kalil, Mary.....	Rowood
Kay, Nettie.....	Phoenix
Keebler, Mrs. Eva.....	Tempe
Kempton, Beulah.....	Eden
Kennedy, Elizabeth.....	Willcox
Kent, Mrs. W. A.....	Yuma
Kinsella, Helene.....	Lowell
Kinsey, Ruby.....	Mesa
Kintsel, Velma.....	Miami
Kirkland, Avis.....	Glendale
Knott, Irene.....	Light
Lamb, Irene.....	Phoenix
Lamont, Lida.....	Tempe
Landrum, Marjorie.....	Phoenix
Laubscher, Anna.....	Tucson
Lauffer, Mugs.....	Mesa
Layton, An-eline.....	Solomonville
Leezer, Marianne.....	California
Leggett, Frances.....	Bisbee
Leonard, Olive.....	Pennsylvania
Lesueur, Lecla.....	Mesa
Lewis, Mildred.....	Mesa
Lisonbee, Lora.....	Mesa
Long, Mildred.....	Douglas
Lorona, Adela.....	Phoenix
Lott, Victoria.....	Somerton
Lowden, Ruth.....	Bowman
McClain, Elizabeth.....	Tempe
McClelland, Jean.....	Dragoon
McCormick, Geraldine.....	Patagonia
McCreight, Mrs. Elizabeth.....	Phoenix
McDonald, Mrs. Lorraine.....	Illinois

McDorman, Denes.....	California	Peterson, Catherine.....	Chandler
McEuen, Garnet.....	Ft. Thomas	Pike, Frances.....	Michigan
McFarland, Edris.....	Mesa	Poe, Lois.....	Prescott
McGee, Florence.....	Florence	Pomeroy, Gladys.....	Mesa
McGowan, Helen.....	California	Pomeroy, Theone.....	Mesa
McHenry, Stella.....	Clifton	Porter, Faye.....	Thatcher
McLane, Erma.....	Globe	Powell, Maude.....	Phoenix
McNally, Genevieve.....	Prescott	Powers, Aileen.....	Prescott
McNatt, Opal.....	Casa Grande	Power, Leona.....	Mesa
McNatt, William.....	Casa Grande	Provence, Callie.....	Tempe
McNelly, Maxine.....	Globe	Puleston, Rosalie.....	Colorado
		Pulliam, Psyche.....	Mesa
		Purnell, Beatrice.....	Ohio
MacLennan, Anita.....	Tempe		
Maeser, LaPrele.....	Mesa	Rainey, Maurice.....	Buckeye
Main, Maude.....	Tempe	Raley, Edward.....	Tempe
Maloney, Frances.....	Globe	Raley, Paul.....	Tempe
Mangum, Charlotte.....	Pima	Ramsey, Vetus.....	Tempe
Mangum, J. H.....	Pima	Raymond, Anna.....	Tempe
Marshall, Mary.....	Warren	Raymond, Walker.....	Tempe
Martin, Aileen.....	Morenci	Redden, Juna.....	Tempe
Martin, Ellen.....	Clifton	Reed, Ruth.....	Tucson
Martin, Grace.....	Tempe	Regan, Anna.....	Bisbee
Martinez, Nellie.....	Prescott	Regan, Hannora.....	Bisbee
Martinez, Mrs. Sadie.....	St. David	Regan, Lola Mae.....	Globe
Mastrin, Stella.....	Phoenix	Richards, Katherine.....	Bowie
Mather, Faith.....	Chandler	Richards, Mildred.....	St. Joseph
Mathis, T. S.....	California	Riggins, Beatrice.....	Tempe
Mathis, Mrs. T. S.....	California	Riggins, Dale.....	Tempe
Mayer, Marilouise.....	Globe	Riggins, Dora.....	Tempe
Mayfield, Frances.....	Phoenix	Riggs, Edwin.....	Mesa
Mayson, Gladys.....	Camp Verde	Risdon, Dolores.....	Clifton
Messer, Susie.....	Tucson	Roach, Maude.....	Tempe
Messick, Josephine.....	Glendale	Robbins William.....	Tucson
Miller, Anna.....	Missouri	Robertson, Joseph.....	Mesa
Miller, Lawrence.....	Tempe	Robinson, Carlotta.....	Phoenix
Miller, Murlie.....	Scottsdale	Robinson, Josephine.....	Gilbert
Minner, Leona.....	Gilbert	Roby, Mabel.....	Phoenix
Minter, Leola.....	Phoenix	Rogers, Avis.....	Mesa
Montgomery, Florence.....	Duncan	Rohrig, Gomer.....	Tempe
Moore, Hallie.....	Phoenix	Rohrig, Harry.....	Tempe
Moore, Lee.....	Glendale	Root, Jeannette.....	Phoenix
Moore, Mary.....	California	Ross, Lois.....	Glendale
Morrison, Alice.....	Phoenix	Rubel, Genevieve.....	Buckeye
Morrison, Blondena.....	Phoenix	Ruse, Robert.....	Mesa
Morrison, Dorothy.....	Prescott	Russell, Mabel.....	Gilbert
Morrow, George.....	Tempe		
Morrow, Ruth.....	Tempe	Sanders, Anona.....	Douglas
Morse, Frances.....	Tempe	Saylor, Grace.....	Tempe
Moss, Winona.....	Phoenix	Scott, Mary Ellen.....	Mesa
Motes, Theol.....	Ft. Thomas	Seoville, Ruth.....	Mesa
Mulkey, Lena.....	Pearce	Scrivner, Rose.....	Phoenix
Mullen, Josephine.....	Tempe	Sellers, Charles.....	Mesa
		Shouse, Elizabeth.....	Mesa
Nagle, Mrs. Mary.....	Phoenix	Shute, Virginia.....	Phoenix
Narramore, Maude.....	Palo Verde	Sizmon, Inez.....	Mesa
Nicholas, Evelyn.....	Florence	Silverthorne, Nelda.....	Gilbert
Nolan, Clarence.....	Florence	Simser, Dorothy.....	Phoenix
Nolan, Helen.....	Florence	Sinyleton, Emma.....	Mesa
Norcross, Helen.....	Clarkdale	Sladish, Anna.....	Mesa
Norman, Alma.....	Phoenix	Smith, Dorothy.....	Douglas
Norris, Lillian.....	Phoenix	Smith, Lillian.....	Phoenix
Norton, Louvenia.....	Phoenix	Smyly, Esther.....	Clarkdale
		Solomon, Rilla.....	Mesa
O'Bryan, Hazel.....	Safford	Sparks, Raymond.....	Oklahoma
O'Connor, Alice.....	California	Staiver, Margaret.....	Ray
O'Connor, Helen.....	Tempe	Standave, Leona.....	Tempe
Okerstrom, Helen.....	Bisbee	Staples, Ila.....	Mesa
Olson, Margaret.....	Douglas	Starbuck, Frankie.....	Phoenix
Ostrander, F. E.....	Tempe	Stevens, Anna.....	Bisbee
		Stewart, Anna R.....	Tempe
Palmer, Theron.....	Mesa	Stone, Bunny.....	Phoenix
Parkman, Elsie.....	Buckeye	Strong, Kenneth.....	Tempe
Parry, Paul.....	Tempe	Stroup, Mrs. Cora.....	Tempe
Patterson, Marjorie.....	California	Stroup, Lucile.....	Tempe
Perko, Mary.....	Globe		

Sturtevant, Lenore.....	Illinois	White, Mrs. Garland.....	Tucson
Sturtevant, Louise.....	Illinois	Wightman, Norma.....	Globe
Sullivan, Timothy.....	Superior	Wikle, John.....	Tempe
Super, Crystal.....	Phoenix	Wilcox, Belva.....	Chino Valley
Sweet, Elsie.....	Colorado	Wild, Louise.....	Tempe
Tate, Bertha.....	Chandler	Wilder, Florence.....	Douglas
Temple, Anita.....	Phoenix	Wilkie, Mrs. Irene.....	Tempe
Thomas, Anna.....	California	Williams, Esther.....	Tempe
Thompson, Mrs. Amelia.....	Phoenix	Williams, Helen G.....	Phoenix
Tompson, Elsie.....	Bisbee	Williams, Helen M.....	Michigan
Tompkins, Dorothy.....	Phoenix	Williams, Howe.....	Tempe
Trimble, Emma.....	Mesa	Williams, Mrs. Howe.....	Tempe
Tucker, Dora.....	Globe	Williams, Melva.....	Prescott
Turner, Mrs. Grady.....	Oklahoma	Williams, Sara.....	Phoenix
Turner, John.....	Tempe	Williams, Thelma.....	Mesa
Vacher, Edris.....	Globe	Williamson, Kathryn.....	Globe
Van Order, Florence.....	Globe	Windes, Leldon.....	Tempe
Vest, Roy.....	Seligman	Windes, Nora.....	Tempe
Vickery, Pearl.....	Higley	Wingfield, Margaret.....	Clarkdale
Waddell, Lola.....	Safford	Wood, Marguerite.....	Buckeye
Walmsley, Elizabeth.....	Tempe	Woods, Ruth.....	Tempe
Way, Arthur.....	Miami	Worth, Helen.....	Tucson
Weaver, Wilma.....	Safford	Wright, Beverly.....	Globe
Welker, Ruby.....	Safford	Wright, Lucile.....	Phoenix
White, Inez.....	Florence	Wright, Mamie.....	Phoenix
White, Alice.....	Globe	Wyatt, Alice.....	McNeal
		Younkin, Mrs. Faye.....	Ohio

Graduates 1924

TEACHERS' COURSE

MID-YEAR GRADUATES, JANUARY 18, 1924

Mayde Bird
Olen Cosper
Hazel Cecilia Curry
Gertrude E. Dobyns
Opal Adeline Fitzgerald
Horace Ralph Fuller
Benton Robert James
Gay Jones

Mary Kahl
Nettie Barnett Kay
Helen McGowan
Susie M. Messer
Helen Maurine Norcross
Hazel O'Bryan
Helen M. Okerstrom
Josephine Robinson

JUNE GRADUATES, JUNE 5, 1924

Hazel Alexander
Pauline Elizabeth Appleby
Elijah Cecil Allen
L. Cedric Austin
Winnafred Mae Bellamy
Margaret M. Bertino
Gladys Genetha Benton
Bonnie Bess Bird
Virginia Bly
Tessie Blanche Blake
Naomi Bernice Bradley
Leone Larrange Brown
Madge Brimhall
Winifred Brown
Mary Elmina Carpenter
Juanita B. Collins
Emma Loreene Cole
Mattie Ellen Cooper
Olive Crawley
Ethel Lee Cupp
Margaret E. Cronin
Mary Stratton-Cupp
Richard A. Curiel
Goldia Burdette Daley
Florence A. Davey
Lola Faye Denton
Lucy Isabella Doyle
Marguerite Elizabeth Dyess
Leonard Homer Edwards
Claudia Logan Eskridge
Florence Eleanor Eye
Annie Jane Finch
Warren McDowell Fisk
Emma Bettie Foreman
Isabel A. Fraide
Helen E. Fraser
Mary Luella Fuller
Rose Gabbert
Nelda Grace George
Ruth Goldsworthy
John B. Goodwin
Zelma Goolsby
Joseph R. Granieri
Mabel M. Hambly
Earle L. Hancock
May Hazelwood

Geneva Hazel Heckey
Katherine Post Hengehold
Lorena Jane Henry
Prudence Lillian Holmes
Blanche Wing Horsley *
Daisy Vivian Jackson
Ed E. Jones
Evelyn Mae Jones
LeBaron Jones
Thelma Lucile Jones
Ellis Franklin Johnson
Beulah Mae Kempton
Velma Kintsel
Anna Laubscher
Leola Lesueur
Mildred Lewis
Anita Jane MacLennan
Lillian LaPrele Maser
Frances Elizabeth Maloney
Mrs. Charlotte Kemp Mangum
James H. Mangum
Phyllis Aileen Martin
M. Frances Mayfield
Lorrain Madden McDonald
William O. McNatt
Lawrence J. Miller
Florence Naomi Montgomery
Blondena Morrison
Dorothy W. Morrison
Winona Mildred Moss
Thelo D. Motes
Helen Virginia O'Connor
Theron Ernest Palmer
Elaie Ariel Parkman
Paul Cranston Parry
Mary Jean Perko
Catherine Peterson
Lois Elizabeth Poe
Maude Powell
Leona LoVeda Power
Psycho Pulliam
Anna N. Raymond
Joseph Walker Raymond
Mary Anne Regan
Dale C. Riggins
Mabel Fern Roby

Avis Pearl Rogers
Jeannette Root
Lois Marie Ross
Alice Genevieve Rubel
Mary Ellen Scott
Charles S. Sellers, Jr.
Virginia Allison Shute
Emma Mildred Singleton
Anna Sladish
Esther Smyly
Rilla Solomon
Margaret Staiger
Sarah Leona Standage
Hattilo B. Stone
* Kenneth A. Strong
Orinda Lucile Stroup
Louise Sturtevant

Anita Temple
Emma Leona Trimble
Dora Frances Tucker
Mrs. Grady Turner
John B. Turner
Florence Helen Van Order
Pearl Vickery
Lota Dean Waddell
Wilma Weaver
Ruby Welker
Norma Lucretia Wightman
Louise Martha Wild
Esther C. Williams
Helen Marie Williams
Mary Margaret Wingfield
Leldon C. Windes
Helen E. Worth

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