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ISSUED FOUR TIMES A YEAR

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CATALOG NUMBER

PUBLISHED BY THE
STATE NORMAL SCHOOL

Entered as second-class matter at the postoffice at San Marcos, Texas
"If we can have in every square mile of our country a man or woman whose total influence is a civilizing power, we shall get from our educational system all that it can give and all that we desire."—David Starr Jordan.
CALENDAR FOR 1917-18.

FALL TERM.
Enrollment and Classification .......... Tuesday, September 25, 1917
Entrance Examinations ................ Monday, October 1, 1917
Fall Term Closes ...................... Wednesday, December 19, 1917
Holiday Vacation ..................... December 20, 1917 to January 1, 1918

WINTER TERM.

Winter Term Begins .................... Wednesday, January 2, 1918
Winter Term Closes ................... Wednesday, March 20, 1918

SPRING TERM.

Spring Term Begins .................... Thursday, March 21, 1918
Commencement Sermon .................. Sunday, June 2, 1918
Graduating Exercises .................. Tuesday, June 4, 1918
## CALENDAR FOR 1917

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BOARD OF NORMAL REGENTS.

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HON. R. J. ECKHARDT.............................................................. Taylor
HON. J. S. KENDALL................................................................. Dallas
HON. M. O. FLOWERS............................................................... Lockhart
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MISS NINA JOHNSON ........................................ Home Economics
Southwest Texas State Normal School; George Peabody College for Teachers.

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          B. A. and M. A. University of Texas.

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          The Western College for Women (Ohio).

.............................. Physical Education for Men
MISS LULA HINES ........................................... Physical Education for Women
          Sam Houston Normal Institute; Columbia University.

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          B. A. University of Texas; Graduate Student University of Texas.

.............................. Reading and Public Speaking
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          B. A. Washington-Lee University; M. A. George Peabody College for Teachers.

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          B. A. Southwestern University; Graduate Student University of California.

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          Southwest Texas State Normal School; George Peabody College for Teachers.

H. A. HANDRICK .............................................. Supervisor Ninth Grade
          Southwest Texas State Normal School; George Peabody College for Teachers.

MISS CLARA LAWRENCE .................................... Supervisor Seventh and Eighth Grades
          Indiana State Normal College; University of Indiana.

MISS GENEVIEVE STAUDT ................................ Supervisor Fifth and Sixth Grades
          Iowa State Teachers College.

MISS FLORENCE KONE ...................................... Supervisor Third and Fourth Grades
          Sam Houston Normal Institute; George Peabody College for Teachers.

MRS. LILLA MAYFIELD ..................................... Supervisor First and Second Grades
          Southwest Texas State Normal School; Iowa State Teachers College.

MRS. LUCY BURLESON ...................................... Librarian

...................................................... Assistant Librarian
RALPH T. BRUCE .............................................. Secretary
Southwest Texas State Normal School

HISTORY.

The Twenty-sixth Legislature in 1899 enacted a law providing for the establishment of "The Southwest Texas State Normal School" and for its management and control by the State Board of Education. The Twenty-seventh Legislature in 1901 further authorized the State Board of Education to appoint a local board of three trustees to act under the direction of the State Board in the management of the school. The Thirty-second Legislature in 1911 created the Board of Normal Regents, consisting of the State Superintendent of Public Instruction and four regents appointed by the Governor with the approval of the Senate, and vested in this board complete control over the Normal Schools of Texas. The Thirty-third Legislature in 1913 put into effect the constitutional amendment lengthening the terms of boards of directors of State institutions to six years, increased the number of Normal regents from five to six, and directed their division into three classes, two members to be appointed each biennial period.

The enrollment of the Normal School has increased from 313 pupils in 1903-4 to 1087 pupils in 1916-17, while the faculty has grown in the same length of time from twenty teachers to forty teachers. The standards of the school have been raised so that for the session of 1917-18 three years work of college rank will be offered, and for the session of 1918-19 four years college work will be offered, leading to Bachelor's Degree in Education.

LOCATION.

The Southwest Texas State Normal School is located in San Marcos, a city of six thousand population; situated on the M., K. & T. and I. & G. N. Railways, fifty miles north of San Antonio, and thirty miles south of Austin. Normal Hill, beautiful in scenery and inspirational in its commanding view of the surrounding country, is a peculiarly suitable site for the State Normal School. San Marcos enjoys an enviable reputation for healthfulness and has been singularly free from epidemic diseases. It is an educational center, maintaining excellent public and private schools, and being the location of two well established denominational institutions of learning, Coronal Institute and San Marcos Baptist Academy. The moral and religious influences of San Marcos are exceptionally good and center largely about the schools. The citizens of the town are proud of the growth and development of the Normal School and are loyal to every movement that looks to its improvement.
The plant of the Normal School comprises five school buildings and a power house. All these are steam heated and electric lighted, and are comfortable and commodious.

The Main Building, a substantial brick building erected in 1903, contains the auditorium, ten recitation rooms, the Y. W. C. A. Rest Room, the Association Book Store, and the offices of the President and the Registrar.

The Science Building, a brick building erected in 1908, was enlarged by the erection of a new wing in the summer of 1915. It has classrooms adapted to science work, and ample physical, chemical and biological laboratories, as well as classrooms and laboratories for the work in Agriculture.

The Library Building, constructed in 1910, has the library and general reading room, the Boys' Rest Room, and seven classrooms, besides a large room on the ground floor used by the classes in physical education.

The Manual Arts Building, erected in 1912, is a modern reinforced concrete structure of ten rooms. It is especially designed and equipped for work in Manual Training and Home Economics.

The Training School Building is a frame building of six rooms recently remodelled for the accommodation of the training school.

The Power House, a splendid brick building erected in the Fall of 1915, contains the boiler and engine rooms, a large battery room, and suitable rooms for the Forging and Metal Working Shops for the Manual Training Department.

The Thirty-fifth Legislature appropriated $85,000.00 for the erection and equipment of an Education Building, which will be completed and ready for use September, 1918.

A. SCHOOL FOR TEACHERS.

Efficient teachers are essential to good schools; normal schools are needed to prepare an adequate supply of such teachers. Proficiency in teaching requires broad scholarship, insight into school conditions, and professional skill. The excellent academic courses of the Normal School give broad scholarship; the strong pedagogic courses give clear insight into school problems; the training school applies the academic and professional knowledge in the school-room, so as to assure skill in teaching. Earnest and faithful students, who desire to make thorough preparation for teaching, will be delighted with the opportunities the Normal School affords for professional training. The atmosphere of the Normal School is charged with professional spirit; the Normal School magnifies the calling of the teacher; it sends forth students who are accurate in scholarship and clear in their conception of the methods and principles of teaching; it inspires confidence and enthusiasm that are irresistible. Young men and young women who meet fully the standards of the Normal School are not only well equipped for doing effective teaching in the Primary Schools, Gram-
mar Schools and High Schools of the State, but are also a wholesome
influence in the lives of children and a constructive force for com-
community development.

DISCIPLINE.

The Normal School is directly responsible to the State for the moral
character and the professional training of the teachers it sends forth
into the public schools. While the trained mind is essential to the
teacher, "well balanced character" and quickened conscience are vital
correlates. The children in the schools who are to grow up into
"righteous manhood and womanhood" must have a chance to see in the
lives of their teachers "how righteousness looks when it is lived." For
these reasons, the Southwest Texas State Normal School believes that
the high calling of teaching requires men and women of uprightness
of conduct and integrity of life, and invites only students of good
habits, strong character, and noble purpose. This type of student con-
forms willingly to the regulations of the school, refrains without com-
plaining from improprieties of conduct, and promptly accepts the ad-
dvice of the President and Faculty. Under these conditions, the discip-
line of the Normal School becomes a dignified appeal to worthy young
people to maintain at all times the strictest fidelity to sound ideals of
character, and to be diligent and conscientious in the discharge of
school duties. Boys and girls of objectionable habits or incorrigible
disposition who enter the Normal School will be advised to withdraw.
Upon enrolling in the school each student signs a pledge to the effect
that he will not engage in any conduct that in the judgment of the
Faculty or President would be prejudicial to the interests of the school,
and that he will in good faith conform to the rules and regulations
established for the government of the school.

RELIGIOUS LIFE OF THE SCHOOL.

Students assemble each morning of the session for chapel exercises.
These services are strictly nonsectarian. San Marcos is a city of
churches. The Christian people of the city assist in throwing around
the students the best possible religious influences. Many members of
the faculty are active workers in the Sunday school and church. Pas-
tors of churches visit the school, become personally acquainted with
students and co-operate in building up the religious life of the school
by helpful talks and friendly conferences. The Young Men's Christian
Association and the Young Women's Christian Association meet each
week for devotional exercises. These associations foster Bible and Mis-
sion Study classes, encourage by practical means attendance at the
preferred church and Sunday school, emphasize habits of Christian
living, and undertake whatever else seems best to meet the social and
spiritual needs of the students. Both associations send representatives
to the State convention of these organizations. The Newman Club has
an efficient organization for social and religious work.
The Normal School endeavors to provide opportunity for students to spend their leisure time in a wholesome and profitable manner. A genuine effort is made to develop an intelligent appreciation of the best things in all phases of school life, and to make the year enjoyable as well as uplifting. Among the enterprises of this kind undertaken during the year may be mentioned the Lyceum Course, the Class Plays, the Literary Society Entertainments, and the Normal Debates.

The Lyceum Course.—The Lyceum course, managed by the Normal School, maintained by the voluntary patronage of the students of the different schools and of the citizens of San Marcos, consists of six first class attractions each year. While only good attractions are considered and nothing cheap or coarse is allowed, yet we are not unmindful of the entertainment feature. In the past, the course has contained such numbers as “The Madam Scotoey Company” and the “Hinshaw Grand Opera Company”; “Maude Powell” and “Tirondelli”, Violinists; “Governor Bob Taylor”, and “Senator Tillman”, Lecturers; “Mrs. Bertha Kunz Baker”, Reader; and the “Ellory Band”.

As a special feature appropriate to the Tercentennial Celebration, the “Ben Greet Woodland Players”, presented two Shakespearean plays. Plans are on foot to make such outdoor entertainments a regular feature of the spring season.

The Class Plays for the year included a play in German by the students of that department, and a play in Spanish by the Spanish students, besides the play given by the Senior class.

Society Entertainments.—Both the young men’s and the young women’s societies give public programs at intervals during the year. These “evenings” combine literary and social features, and do much to provide original and wholesome diversion for the student body.

The Tri-Normal Debates.—The Texas State Normal Schools engage in a debate in April of each year. One debate is held at San Marcos, one at Denton, one at Huntsville, and one at Canyon on the same night, each school selecting two teams, one for the debate at home, and one to go to one of the other schools. These debates have come to be counted among the most interesting events of the entire school year.

ATHLETICS.

Football, baseball, basketball, track work, tennis, and volley ball are among the sports open to men; and basketball, tennis, and volley ball are offered to women. These games are taught by competent instructors.

It is believed that the work on athletic teams bears the same relation to the class work in physical education that work in a laboratory bears to the class instruction in a science, and yet athletic sports are not allowed to interfere with regular school work. Clean, manly, earnest work is the ideal faithfully striven for by both coaches and players on all the teams of the school.
It is required that students do satisfactory class work before participating in contests with other schools, and no student is allowed to be a member of regular athletic teams for a greater number of years than are before him when enrolled in the Normal School; that is, if a student should enter the Junior class, he would be allowed to play on the teams for two years only; a Sophomore student for three years, and so on.

An easily accessible athletic field of five acres, with suitable grandstand and other conveniences, affords ample facilities for outdoor sports.

The Normal River Resort provides ample accommodations for a large number of students for swimming during suitable seasons of the year.

LITERARY SOCIETIES.

Literary Societies.—For the young men, the Chautauqua and the Harris-Blair; and for the young women, the Shakespeare, the Pierian, the Idyllic, the Comenian, and the Everyday.

These societies afford opportunity for the development and training, so essential to the successful teacher, in the arts of expression and public speaking. The young men's societies study the organization and conduct of deliberative bodies according to parliamentary usage, the art of speaking and debate; the young women's societies study organization, parliamentary usage, and different lines of civic, social, and cultural studies. These societies are encouraged to contribute to the life of the school in all legitimate ways.

Besides these more truly literary societies, there are organized among the students several societies having more special objects. Among these are the Germanistische Gesellschaft, organized among the students of German, the La Salamanca, among the students of Spanish, and the Komensky, for the Bohemian students; all of which have for their object, in part at least, the cultivation of a more intimate acquaintance with the literature, music, and language of these nations. The Story Tellers' League is organized among the students in the Primary and Arts department, having for its object the training in the use of children's literature.

ALUMNI ASSOCIATION.

This Association, organized several years ago by the graduates of the Normal School, is lending valuable aid in keeping the large number of graduates of the school in sympathetic touch with its various interests, needs, and activities. It promotes fellowship and acquaintance among the graduates, and enables the school to work more effectively in furthering the interests and professional enterprises of those who have gone from it into the schools of the State. Through this Association the Normal is kept advised of the present addresses of teachers and is frequently enabled to render valuable assistance in locating teachers in more desirable positions.

The Association holds a meeting at each annual commencement season, has permanent organization, endeavors to keep an accurate cata-
logue of the names, addresses, and professional careers of the members, and has recently undertaken to establish a Student Loan Fund to be used to assist students in finishing their work in the school. Through this fund several students each year are enabled to continue in school.

STUDENT HELP.

A limited number of students may receive some financial assistance in the way of opportunities for working their way in part while in school, and the Normal is always glad to assist worthy young men and women to find such work wherever possible.

The Freshney Memorial Fund, a loan fund for students, was begun several years ago. It now amounts to several hundred dollars, and is loaned to students who might be compelled, otherwise, to withdraw from school for lack of funds to continue their work. Worthy students are thus enabled to continue in school.

The Alumni Loan Fund is also available for assistance to worthy students under proper safeguards. It is hoped that both these funds may be increased by donations to such an extent that needed assistance may be available for a large number of worthy students.

NORMAL NUGGETS.

1. Advise freely with the President and the members of the Faculty. The teachers of the Normal School are your friends.

2. Identify yourself in some way with the church of your choice. Bear in mind that church attendance will prove an inspiration to a better life.

3. The rules and regulations of the Normal School are for your protection and do not abridge the freedom of students that conduct themselves as ladies and gentlemen and have regard for law and order.

4. Have a program for hours of study, rest, and recreation. Success calls for a wise use of time.

5. Meet your obligations to the school fairly and squarely. Be prompt in the payment of debts.

6. The good name of the Normal School depends upon proper conduct on the part of individual students. Be a positive factor in the elevation of the moral tone of the student-body, not a negative influence in lowering it.

7. The Normal School invites only students of high moral character. It is a school for the training of worthy young men and young women to be teachers—not a reformatory for persons lacking self-control.

8. Be loyal to the school: "Knockers never win; winners never knock."

9. "Make the most of everything; think the best of everybody; hope the best for yourself."

GENERAL REGULATIONS.

1. Students should obtain the approval of the President before leaving San Marcos at any time. Permission will not be granted stu-
students to leave school before the Christmas holidays begin or to re-enter tardily when the session is resumed. In case of withdrawal from school before the close of the term, students must file a statement with the President of the cause for such withdrawal and secure his approval.

2. School will be in session Tuesday to Saturday inclusive. All periods of the school day not used in recitations and the hours of evenings from 7 to 10 o’clock Monday to Friday inclusive are to be spent in the prosecution of school work. Students who are unwilling to meet this standard of application are not satisfactory members of the school and their attendance may be discontinued at any time.

3. In the boarding houses, students are expected to be quiet, respectful and polite, and during study hours not to engage in conduct that will interfere with the study of others, or with the comfort and rest of members of the family. Young men and young ladies are not permitted to board at the same house.

4. Students who are unwilling to be prudent and discreet in demeanor, to observe the ordinary rules of propriety of good homes, and, in general, to conduct themselves as ladies and gentlemen should not enter a Normal School. The daily conduct of persons who expect to be teachers of boys and girls should be above criticism and reproach.

5. The smoking of cigarettes and the indulgence in intoxicating drinks are habits unworthy of a student in a Normal School. The use of tobacco is prohibited in the buildings and on the grounds.

6. Physical education is required of every student during his entire attendance in the Normal School.

7. Every student is expected to take not more than five major subjects, and not fewer than three, not counting physical education. Special approval of the President is required in all variations from this regulation. Any student dropping a subject without proper approval forfeits the privilege of attending class until reinstated by the President.

8. A student who fails to make a passing grade in three or more subjects during any school term is subject to reclassification or may be advised to sever his connection with the school as the merit of each case warrants. A student who fails to do the work in any class to which he has been assigned may be transferred to a lower class.

9. The school fixes a standard of attendance. Sickness is justification for absence but not a relief from work missed; avoidable absence is a violation of the letter and spirit of the requirements of the school.

10. Students should not request time from school for visiting friends and relatives. Such visits should be limited to week-ends, and then only in rare instances.

11. All public exercises, contests and athletic games are under the general direction of the faculty. No student is eligible to enter any public game or contest unless his conduct and class standing are satisfactory.

12. These regulations represent the standards already observed by young men and young women who have due regard for law and order.
THE LIBRARY.

The library is open on school days from 8:20 a.m. to 5:00 p.m., and on Mondays from 9 a.m. to 12 m., subject to the following regulations:

1. Reference books may be charged after 3:00 p.m. and must be returned by 9:30 a.m. the following day, with a fine of ten cents per day for overtime.
2. Encyclopedias, dictionaries, bound periodicals, and certain other works of reference shall be used only in the library.
3. No notes and marks are to be made in library books, and any person shall be liable for damages to a book while in his possession.
4. No book will be delivered to students incurring a fine until the fine is paid.
5. Silence and decorum must be strictly observed in all parts of the library.

ANNOUNCEMENTS.

Few announcements, and these only of general nature, will be made in the Chapel service. Requests for announcements in the Chapel service must be made in writing. The bulletin boards should be used for announcements of details. All signs, posters and announcements should be submitted to the Registrar before being placed on any bulletin board. No signs, posters or announcements of any sort will be permitted on the fences of the campus, on doors of buildings, on the benches, or on any other Normal School property, except the regular bulletin boards. Approval can not be given for private advertising announcements, or to the giving out of hand bills or cards of any kind on the campus.

SYSTEM OF GRADES.

The grades given a student at the end of the term are determined by both class work and examination. There are six grades: A, excellent; B, good; C, fair; D, passable; E, conditioned; F, failure. A condition may be removed by class work or by examination during the first term of attendance after the condition was made; otherwise, it shall be a failure. A failure must be made up by regular class work or by examination covering the work of the entire term, as if the student had not taken the course at all. Unless teachers assign definite values to grades made by the removal of conditions, "D" shall be recorded. A grade of "E" or "F" is given students who are absent from school immediately before the close of a term.

In estimating the term average of a student, "A" counts 4 grade points; "B", 3 grade points; "C", 2 grade points; and "D", 1 grade point, exclusive of Physical Education. Students are expected to make a minimum of 10 grade points per term, or 30 grade points per year. A student who fails to make the required number of grade points for the year may make up the deficiency by pursuing work of the next higher year, or by additional work in the subjects already covered.
Domestic Science Kitchen.
EFFECT OF CONDITION OR FAILURE.

If a student makes a condition in a course, he may take a higher course in the same subject only with the approval of the teacher with whom the course was taken; if a student fails in a course, he is not expected to take up a higher course in the same subject until the lower course is taken again. A student who makes conditions or failures in three or more subjects during any term, or whose term standing falls below 6 grade points, may be advised to withdraw from the school. To be eligible to participate in public exercises, contests and athletic games, students must make a term standing of at least 7 grade points. Reports are sent to parents and guardians at the end of each term for all students.

DELIQUENTS.

Students whose work is unsatisfactory are given warning. In such cases, official notice of the character of work is sent to parents or guardians. Students whose work is extremely unsatisfactory are put on probation, and may at any time be dismissed from the Normal School. During the period of probation, a student forfeits the privilege of engaging in any public game or contest.

All absences should be satisfactorily explained to the President. Excessive absence, as for example absence from a class ten per cent or more of the number of recitations per term, shall render a student liable to a reduction in term credit, forfeiture of all credit, or to supplementary examinations before being entitled to credit. Absence immediately before the close of a term suspends credit for all courses, pending additional examinations. Absence at the beginning of the second or third term works forfeiture of class attendance until formal approval be given. Excuses for absence will not be considered unless presented promptly after the period of absence.

AMOUNT OF WORK.

In the Normal Department, students may carry twenty hours of work per week. Ordinarily College students will limit this work to fifteen hours. Additional courses will depend on special approval and on the scholastic attainments of the student making the application. A general average of "B", or fifteen grade points, will entitle an application for additional work to consideration, but in no case will more than eighteen hours per week be allowed.

COURSES OF STUDY.

For the year 1917-18 the course of study covers six years of nine scholastic months, or thirty-six weeks each. The Normal Department includes the first year and the second year of the Normal School, and represents the full equivalent of graduation from a standard high school with professional courses leading to second and first grade certificates. The Normal College includes the Freshman, Sophomore, Junior, and Senior years, leading to first grade certificates, diplomas
and permanent certificates, professional high school certificates and
the Bachelor’s Degree in Education. The Senior college year will be
first offered in 1918-19.

CERTIFICATES AND DIPLOMAS.

The work of the first year of the Normal Department leads to a
second grade State certificate, valid for six years; that of the second
year of the Normal Department to a first grade State certificate, valid
for six years; that of the Freshman year of the Normal College to a
first grade State certificate, valid for six years, and also gives full ad-
mission to the Sophomore year of the Normal College; that of the
Sophomore year of the Normal College to a diploma and a State per-
manent certificate; that of the Junior year of the Normal College to
a State professional certificate for high school teaching; that of the
Senior year of the Normal College to a Bachelor’s Degree in Educa-
tion, which has the force of a permanent certificate for all grades of
public school work in Texas. A first grade State certificate may also be
issued to students who have completed one year's work of College
rank in a standard College or University, when three units of Educa-
tion have been satisfactorily completed in the Normal College. The
certificates, diplomas and degrees of the State Normal College are
passports to excellent positions in the public schools of Texas, and are
given liberal recognition in a large majority of the States of the
Union.

ENTRANCE REQUIREMENTS TO TEXAS STATE NORMAL
SCHOOLS.

1. Uniform Requirements.—The requirements for entrance to the
various classes of the State Normal Schools of Texas are uniform, as
directed by the State Normal School Board of Regents.
2. Age.—Any person who is sixteen years of age on or before
January 1 of the school year may enter a State Normal School at
the beginning of the Fall Term or at any suitable time during the
school year.
3. First Year.—Applicants for entrance to the First Year of the
Normal Department should present a minimum of seven admission
units as follows:
   Algebra, 1 or 2 units.
   Grammar and Composition, 2 units.
   History, 1 or 2 units.
   Electives sufficient to make 7 units in all.

A unit is understood to be five recitations per week of forty-five
minutes each for thirty-six weeks. The Elective units may be made up
from any subjects offered in an approved high school. Mature stu-
dents over twenty-one years of age may, at the discretion of the Presi-
dent, be admitted without examination to the First Year. A second
grade State certificate exempts the holder from examination in all the
subjects mentioned except algebra and composition. The completion
of the NINTH GRADE of approved high schools exempts from exa-
mination for entrance to this class, but graduates of high schools of 3B
class are given tentative classification, subject to modification or re-
duction as student does or does not maintain satisfactory class stand-
ing.

4. Second Year.—Applicants for entrance to the Second Year of
the Normal Department should present eleven admission units as
follows:

- Algebra, 2 units.
- Geometry, \(\frac{1}{2}\) or 1 unit.
- English, 2 units.
- History, 2 units.
- Electives, 4 or 4\(\frac{1}{2}\) units.

Students who desire to pursue language courses must offer at least
one unit of foreign language. A first grade State certificate exempts
from all examinations for entrance to this class; a permanent primary
certificate exempts from examination in all subjects required for en-
trance to the Second Year, except in algebra and geometry of the First
Year; a second grade State certificate exempts from all examinations
for entrance in agriculture, physiology, reading, and school manage-
ment. The completion of the TENTH GRADE of an affiliated high
school, or from an approved high school of 2A and higher classes, ex-
empts from all examinations for entrance to the Second Year. Gradu-
ates of high schools of 2B class will be given tentative classification,
conditioned on the work of the high school from which they came and
on the maintenance of satisfactory standing in class by the student.

5. Freshman College Class.—Beginning with September, 1919, ap-
plicants for entrance to the Freshman College Class should present
fifteen standard admission units for full admission, it being un-
derstood that thirteen units are required for conditional admission.
For the session of 1917-18, fourteen and a half (14\(\frac{1}{2}\)) units will be re-
quired for full admission, 12\(\frac{1}{2}\) units being required for conditional
admission. The following units are prescribed for all students:

- English, 3 units.
- History, 2 units.
- Algebra, 2 units.
- Geometry, 1 unit.

Provided, that students of the History-English course must offer
two units of foreign language, and those of Language course two units
of a modern language or three units of Latin.

SUBJECTS AND UNITS THAT MAY BE PRESENTED FOR
ADMISSION.

<table>
<thead>
<tr>
<th>Subject Category</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, 3 or 4</td>
<td>Mathematics:</td>
</tr>
<tr>
<td>History and Civics:</td>
<td>Algebra, 2</td>
</tr>
<tr>
<td>Ancient History, 1</td>
<td>Plane Geometry, 1</td>
</tr>
<tr>
<td>Medieval and Modern H., 1</td>
<td>Solid Geometry, (\frac{1}{2})</td>
</tr>
<tr>
<td>American History, 1</td>
<td>Trigonometry, (\frac{1}{2})</td>
</tr>
<tr>
<td>English History, 1</td>
<td></td>
</tr>
<tr>
<td>Civics, (\frac{1}{2})</td>
<td></td>
</tr>
</tbody>
</table>
Foreign Languages:
- Latin, 2, 3, or 4
- German, 2 or 3
- Spanish, 2 or 3

School Management, \(\frac{1}{2}\)
- Elementary Psychology, \(\frac{1}{2}\)

Natural Sciences:
- Biology, 1
- Botany, 1
- Chemistry, 1
- Introduction to Science, 1
- Physiology, \(\frac{1}{2}\)
- Physiology and Hygiene, \(\frac{1}{2}\)
- Zoology, 1

Vocational Subjects:
- Agriculture, \(\frac{1}{2}\)–2.
- Bookkeeping, 1
- Domestic Art, \(\frac{1}{2}\) or 1
- Drawing, \(\frac{1}{2}\) or 1
- Manual Training, \(\frac{1}{2}\) or 1
- Stenography and Typewriting, 1

Holders of first grade State certificates will receive credit for nine units: three in English, two in Algebra, one in Plane Geometry, one in Ancient History, one in Medieval and Modern History, one-half in Civics, and one-half in School Management. Holders of permanent State teachers' certificates will be admitted to the Freshman College Class with twelve units as follows:
- English, 3 units
- Algebra, 2 units
- Geometry, 1 unit
- Ancient History, 1 unit
- Medieval and Modern History, 1 unit
- Agriculture, \(\frac{1}{2}\) unit
- Methods and Management, \(\frac{1}{2}\) unit
- Civics, \(\frac{1}{2}\) unit
- Solid Geometry, \(\frac{1}{2}\) unit
- Trigonometry, \(\frac{1}{2}\) unit
- Chemistry, \(\frac{1}{2}\) unit
- Psychology, \(\frac{1}{2}\) unit
- History of Education, \(\frac{1}{2}\) unit
- Bookkeeping, \(\frac{1}{2}\) unit

Students offering a permanent certificate for entrance will be subject to the foreign language requirement for the History-English and Language courses. Graduation from a high school affiliated with the University of Texas admits to the Freshman College Class without examination, provided the student presents, on the Uniform Entrance Certificate, a statement of his work from the superintendent or principal, showing the completion of not less than fourteen and a half (14\(\frac{1}{2}\)) standard admission units in which the school is affiliated. If the number of units to which the statement entitles the holder is less than fourteen and a half (14\(\frac{1}{2}\)) units, the deficiency must be made up by examination or class work.

6. Advanced College Standing.—Students desiring entrance to Sophomore or higher College classes by examination will be examined upon the work of the year immediately preceding the class to which entrance is desired. Students who desire to obtain advanced College standing from other institutions of higher learning must bring a certificate from a Normal College, other approved College, or University, showing the satisfactory completion of work of College rank. In addition thereto, such students should present letters of honorable dis-
m issal from the Normal School, College, or University attended, and must meet the standard entrance requirement of fifteen units, as already described in Section 5. Applicants for entrance to the Sophomore College Year, which is the Senior Year for the Normal diploma and permanent certificate, must have completed the full equivalent of one year's work in a Normal School, recognized College, or University; applicants for entrance to the Junior College Year must have completed the full equivalent of two years' work in a Normal College, other recognized College, or University.

7. Admission as Mature Students.—Persons twenty-one years of age or over, who are not graduates of standard high schools, may, at the discretion of the President of the Normal School, be admitted without examination to College courses. In the enforcement of this regulation, special consideration will be given to mature students whose high school training has been followed by successful experience in teaching, to students who have had other practical preparation, and to those who have made special attainments in some particular line. Students admitted in this manner will, upon the completion of the Freshman College courses in English, History, Mathematics and Science with a grade of "C" be given credit for the full entrance units in these subjects. Other entrance units may be absolved in like manner. In all cases, mature students are expected to satisfy the standard entrance requirements of fifteen units not later than two years after admission.

8. Time of Examination.—Applicants for the first year class must be examined upon entrance in all required subjects; applicants for admission to other classes must be examined upon entrance in the required English, History, Mathematics, and Science, and may defer examinations in other subjects to the middle of the session. These regulations apply to students from affiliated or accredited high schools, who may be admitted partly by examination, as well as to students who enter by examinations solely.

9. Credits from Other Institutions.—Entrance credits for work done in any college or university are determined by the President of the Normal School. Work completed satisfactorily in any one of the Texas State Normal Schools is fully recognized by the others. Those completing the work of the first year in one normal school are admitted to the second year class in any State Normal School in Texas, and similarly to other classes; provided, that of the fifteen units required for a certificate, at least five must be made in the normal school that issues the certificate, and provided also that the entire fifteen units required for the Normal diploma must be made in the normal school that issues such diploma. Only "entrance credits" are given for work done in schools other than the Texas State Normal Schools.

10. Definition of Unit.—In the Normal Department, the unit of work shall be four recitations per week for twelve weeks, or forty-eight recitations per term in a subject. The class room hour in both Normal and College Departments shall be fifty minutes, net. For each class room hour in the Normal Department, one and one-fourth (1\sfrac{1}{4}) hours of preparation are expected. In College Courses, the unit of work shall be three recitations per week for twelve weeks, or thirty-six recitations per term in a subject. For each class room hour, two hours
of preparation are expected. Laboratory periods and shop periods should be reckoned as two-thirds of regular class room hours.

11. **The Term's Work.**—The work of a term is five units, exclusive of regular assignments in physical education. The work in physical education is counted as one unit for the year, classes meeting at least two times per week.

12. **Credentials.**—Credentials entitling the holder to exemption from examinations must be official statements signed by proper authorities. Promotion cards and diplomas from high schools and colleges must be accompanied by official statements of the work completed by the students, and signed by the superintendent, principal, or president. Work in a grade partially completed is not considered for entrance or credit.

13. **Recognized Colleges.**—The University of Texas, Baylor University, Southern Methodist University, Southwestern University, Texas Christian University, Trinity University, Austin College, and Rice Institute are recognized colleges and universities, affiliation with which is approved.

14. **High Schools.**—"Approved" high schools are those accredited by the State Department of Education; "affiliated" high schools are those accredited by the University of Texas or other "recognized" institutions.

**APPROVED HIGH SCHOOLS.**

In classifying students from approved high schools, it is the purpose of the Normal School to follow strictly the list sent out by the State Department of Education. For convenience, the credits advised by the State Department of Education for graduates of different classes of high schools are given:

- **1A, or standard 4-year high schools:** 14 or more college entrance units; unconditional entrance into junior class of normal schools.
- **1B, or probationary 4-year high schools:** Conditional entrance into freshman class of universities and junior class of normal schools. (Number of conditions should be determined separately for each school, according to its standards, but should not be fewer than two or more than four.)
- **2A, or standard 3-year high schools:** unconditional entrance into senior class of 1A high schools and sophomore class of normal schools.
- **2B, or probationary 3-year high schools:** conditional entrance into senior class of 1A high schools and sophomore class of normal schools. (Number of conditions to be determined separately for each school, according to its standards.)
- **3A, or standard 2-year high schools:** unconditional entrance into junior class of 1A schools and freshman class of normal schools.
- **3B, or probationary 2-year high schools:** conditional entrance into junior class of 1A schools and freshman class of normal schools. (Number of conditions should be determined separately for each school, according to its standards.)

In the case of the "B" schools, school officials are urged to look carefully into the standards of each school before granting credits. It may be advisable, in a few instances, to give a greater or lesser number
of units than indicated above. The particular subjects for which credits should be allowed will vary with different schools, but, in general, this can be determined from examination of pupil's record as certified to by high school principal or superintendent.

The number of credits to be recommended for session 1917-18, and thereafter, will be determined by the Committee on Inspection, Classification, and Affiliation of High Schools."

The freshman, sophomore, and junior classes above refer to the first, second, and third years, respectively, of the Diploma Courses.

AFFILIATED HIGH SCHOOLS.

The State Normal School in classifying students from affiliated high schools accepts the list prepared by the University of Texas. A graduate of an affiliated high school to be entitled to full entrance to the Third Year of the Normal School must present a certificate showing the completion of not less than 14½ standard units in which the school is affiliated.

CREDENTIALS.

_It is of the utmost importance that students bring their credentials with them when they come to the Normal._ This will save time and confusion at the beginning of the year's work. _No student will be classified without satisfactory credentials except by examination._

Students entering from a high school should present diplomas or certificates showing graduation, or official cards or certificates showing promotion to third or fourth year of the high school, as the case may be. Such promotion certificate must be signed by the properly authorized person in his official capacity.

Students who desire credits for work done in a college or university should present official statements of such credits, together with a copy of the catalogue or course of study of the institution in effect at the time the work was done.

Students entering upon certificates of any grade should present such certificates.

_Do not expect the credentials committee to take your personal statement of the work you have done. Bring the official evidences with you and present them when you ask to be enrolled._

ENTRANCE EXAMINATIONS.

Entrance examinations will be held Monday, October 1. All students who expect to enter by examination, or to take examinations for advanced standing, should arrange to be present on that date. Examinations in English, History, Mathematics, and Science must be taken on entrance; all other examinations, by the middle of the session. Not more than one condition is allowed in case of failure, such condition to be made up by the close of the first term. The program of students must make satisfactory provision for subjects in which students are conditioned.

DIPLOMA COURSES.

Each of the seven courses outlined on pages 25 to 31 offers opportunity for specializations in one or more subjects, and at the same time assures accurate scholarship for general public school work, emphasizing teaching in the primary and elementary grades.
### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Agriculture 1</td>
<td>1</td>
</tr>
<tr>
<td>Biological Science 2</td>
<td>1</td>
</tr>
<tr>
<td>Drawing—Music 1</td>
<td>1</td>
</tr>
<tr>
<td>Education 1</td>
<td>1</td>
</tr>
<tr>
<td>English 1, 2, 3</td>
<td>3</td>
</tr>
<tr>
<td>History 1, 2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics 2, 4, 5</td>
<td>3</td>
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<tr>
<td>Electives</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture 3</td>
<td>1</td>
</tr>
<tr>
<td>Biological Science 3</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 1, 2</td>
<td>2</td>
</tr>
<tr>
<td>Education 2</td>
<td>1</td>
</tr>
<tr>
<td>English 4, 5, 6</td>
<td>3</td>
</tr>
<tr>
<td>History 3, 4</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics 6, 20</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture 102, 103, 104</td>
<td>3</td>
</tr>
<tr>
<td>Education 106 or 111, 101, 104</td>
<td>3</td>
</tr>
<tr>
<td>English 101, 102, 103</td>
<td>3</td>
</tr>
<tr>
<td>History Elective</td>
<td>1</td>
</tr>
<tr>
<td>Sociology 101</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics 115</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Agriculture 206, 207, 209</td>
<td>3</td>
</tr>
<tr>
<td>Education 203, 205, 212</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 107, 214, 112</td>
<td>3</td>
</tr>
<tr>
<td>History 209 and 105, 109 or 111</td>
<td>2</td>
</tr>
<tr>
<td>Sociology 203</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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</table>
# HISTORY-ENGLISH DIPLOMA

## FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 1, 2</td>
<td>2</td>
</tr>
<tr>
<td>English 1, 2, 3</td>
<td>3</td>
</tr>
<tr>
<td>German 1, 2, 3 or Latin 1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>Spanish 1, 2, 3</td>
<td>3</td>
</tr>
<tr>
<td>Education 1</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics 2, 4, 5</td>
<td>3</td>
</tr>
<tr>
<td>Biological Science 2</td>
<td>1</td>
</tr>
<tr>
<td>Drawing—Music 1</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture 1</td>
<td>1</td>
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</tbody>
</table>

## SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 3, 4</td>
<td>2</td>
</tr>
<tr>
<td>English 4, 5, 6</td>
<td>3</td>
</tr>
<tr>
<td>German 4, 5, 6 or Latin 4, 5, 6</td>
<td></td>
</tr>
<tr>
<td>Spanish 4, 5, 6</td>
<td>3</td>
</tr>
<tr>
<td>Education 2</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics 6, 20</td>
<td>2</td>
</tr>
<tr>
<td>Physics 17, 18 or Chemistry 1, 2</td>
<td>2</td>
</tr>
<tr>
<td>Reading 1</td>
<td>1</td>
</tr>
<tr>
<td>Drawing 2</td>
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## THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 102, 103, 105, or 109, 106, 110</td>
<td>3</td>
</tr>
<tr>
<td>English 101, 102, 103, or 109, 106, 110</td>
<td>3</td>
</tr>
<tr>
<td>Education 106 or 111, 101, 104</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 102</td>
<td>1</td>
</tr>
<tr>
<td>Drawing 103 or Music 103</td>
<td>1</td>
</tr>
<tr>
<td>Reading 103 or 105</td>
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</tr>
<tr>
<td>Electives</td>
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## FOURTH YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 209 and 206, 207, 313, 415 (two)</td>
<td>3</td>
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<tr>
<td>English 207, 208, 203, or 104</td>
<td>3</td>
</tr>
<tr>
<td>Education 203, 205, 212</td>
<td>3</td>
</tr>
<tr>
<td>Drawing 103 or 104, or Music 103</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics 112</td>
<td>1</td>
</tr>
<tr>
<td>Sociology 203</td>
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</tr>
<tr>
<td>Electives</td>
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</tbody>
</table>

---

A foreign language may be continued the third year.
## HOME ECONOMICS DIPLOMA

### FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Agriculture 1</td>
<td>1</td>
</tr>
<tr>
<td>Biological Science 2</td>
<td>1</td>
</tr>
<tr>
<td>Drawing—Music 1</td>
<td>1</td>
</tr>
<tr>
<td>Education 1</td>
<td>1</td>
</tr>
<tr>
<td>English 1, 2, 3</td>
<td>3</td>
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<tr>
<td>History 1, 2</td>
<td>2</td>
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<tr>
<td>Mathematics 2, 4, 5</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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### SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Home Economics 1, 2, 3</td>
<td>3</td>
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<tr>
<td>Chemistry 1, 2</td>
<td>2</td>
</tr>
<tr>
<td>Education 2</td>
<td>1</td>
</tr>
<tr>
<td>Drawing 2</td>
<td>1</td>
</tr>
<tr>
<td>English 4, 5, 6</td>
<td>3</td>
</tr>
<tr>
<td>History 3, 4</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics 6, 20</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
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<tr>
<td><strong>Total</strong></td>
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### THIRD YEAR

<table>
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<tbody>
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<td>Home Economics 101, 102, 103</td>
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<tr>
<td>English 101, 102, 103</td>
<td>3</td>
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<tr>
<td>Education 106, or 111, 101, 104</td>
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<td>Manual Training 101</td>
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<td>Electives</td>
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### FOURTH YEAR

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Home Economics 201, 202, 203</td>
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<tr>
<td>Biological Science 107</td>
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<tr>
<td>Education 203, 205, 212</td>
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<tr>
<td>History 209 and 312 or 313</td>
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<tr>
<td>Mathematics 112</td>
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<tr>
<td>Chemistry 214, 215</td>
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<tr>
<td>Electives</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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## LANGUAGE DIPLOMA.

### FIRST YEAR.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Biological Science</td>
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</tr>
<tr>
<td>German 1, 2, 3 or Spanish 1, 2, 3 or Latin 4, 5, 6</td>
<td>3</td>
</tr>
<tr>
<td>English 1, 2, 3</td>
<td>3</td>
</tr>
<tr>
<td>History 1, 2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics 2, 4, 5</td>
<td>3</td>
</tr>
<tr>
<td>Education 1</td>
<td>1</td>
</tr>
<tr>
<td>Drawing—Music 1</td>
<td>1</td>
</tr>
<tr>
<td>Reading 1</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

### SECOND YEAR.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>German 4, 5, 6 or Latin 7, 8, 9 or Spanish 4, 5, 6</td>
<td>3</td>
</tr>
<tr>
<td>English 4, 5, 6</td>
<td>3</td>
</tr>
<tr>
<td>History 3, 4</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics 6, 20</td>
<td>2</td>
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<tr>
<td>Education 2</td>
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<td>Electives</td>
<td>4</td>
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<tr>
<td><strong>Total</strong></td>
<td>15</td>
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</tbody>
</table>

### THIRD YEAR.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>German 101, 102, 103 or Latin 201, 202, 203 or Spanish 101, 102, 103</td>
<td>3</td>
</tr>
<tr>
<td>English 101, 102, 103</td>
<td>3</td>
</tr>
<tr>
<td>Education 106 or 111, 101, 104</td>
<td>3</td>
</tr>
<tr>
<td>History 102, 103, 104, 105, 109 (two)</td>
<td>2</td>
</tr>
<tr>
<td>Drawing 103 or Music 103</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

### FOURTH YEAR.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>German 201, 202, 203 or Latin 301, 302, 303 or Spanish 201, 202, 203</td>
<td>3</td>
</tr>
<tr>
<td>English 207, 208, 203</td>
<td>3</td>
</tr>
<tr>
<td>Education 203, 205, 212</td>
<td>3</td>
</tr>
<tr>
<td>History 209 and 211 or 212</td>
<td>2</td>
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<tr>
<td>Sociology 203</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

A second foreign language may be taken during the third year.
MANUAL TRAINING DIPLOMA.

FIRST YEAR.

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture 1</td>
</tr>
<tr>
<td>Biological Science 2</td>
</tr>
<tr>
<td>Drawing—Music 1</td>
</tr>
<tr>
<td>Education 1</td>
</tr>
<tr>
<td>English 1, 2, 3</td>
</tr>
<tr>
<td>History 1, 2</td>
</tr>
<tr>
<td>Mathematics 2, 4, 5</td>
</tr>
<tr>
<td>Electives</td>
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<tr>
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</table>

SECOND YEAR.

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 2</td>
</tr>
<tr>
<td>English 4, 5, 6</td>
</tr>
<tr>
<td>History 3, 4</td>
</tr>
<tr>
<td>Mathematics 6, 20</td>
</tr>
<tr>
<td>Manual Training 1, 2, 3</td>
</tr>
<tr>
<td>Reading 1</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
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</table>

THIRD YEAR.

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manual Training 201, 202, 203</td>
</tr>
<tr>
<td>Agriculture 102, 104</td>
</tr>
<tr>
<td>English 101, 102, 103</td>
</tr>
<tr>
<td>Education 106 or 111, 101, 104</td>
</tr>
<tr>
<td>Mathematics 107</td>
</tr>
<tr>
<td>Electives</td>
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<td><strong>Total</strong></td>
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</table>

FOURTH YEAR.

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manual Training 301, 302, 303</td>
</tr>
<tr>
<td>History 209, and 311 or 312</td>
</tr>
<tr>
<td>Mathematics 112, and 208, 209 or 210</td>
</tr>
<tr>
<td>Education 203, 205, 212</td>
</tr>
<tr>
<td>Sociology 213</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>
### PRIMARY ARTS DIPLOMA

#### FIRST YEAR

<table>
<thead>
<tr>
<th>Units</th>
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<tbody>
<tr>
<td>Agriculture 1</td>
</tr>
<tr>
<td>Biological Science 2</td>
</tr>
<tr>
<td>Drawing—Music 1</td>
</tr>
<tr>
<td>Education 1</td>
</tr>
<tr>
<td>English 1, 2, 3</td>
</tr>
<tr>
<td>History 1, 2</td>
</tr>
<tr>
<td>Mathematics 2, 4, 5</td>
</tr>
<tr>
<td>Electives</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

#### SECOND YEAR

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing 2—Music 2</td>
</tr>
<tr>
<td>Education 2</td>
</tr>
<tr>
<td>English 4, 5, 6</td>
</tr>
<tr>
<td>History 3, 4</td>
</tr>
<tr>
<td>Mathematics 6, 20</td>
</tr>
<tr>
<td>Reading 1</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

#### THIRD YEAR

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing 103, 104</td>
</tr>
<tr>
<td>Music 103, 104</td>
</tr>
<tr>
<td>Education 106, or 111, 101, 104 and 107</td>
</tr>
<tr>
<td>English 101, 102, 103</td>
</tr>
<tr>
<td>Biological Science 106</td>
</tr>
<tr>
<td>History Elective</td>
</tr>
<tr>
<td>Electives</td>
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<tr>
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#### FOURTH YEAR

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing 205, 206</td>
</tr>
<tr>
<td>Music 205, 206</td>
</tr>
<tr>
<td>Education 203, 205, 212, 207</td>
</tr>
<tr>
<td>History 206, 207, or 312, 105</td>
</tr>
<tr>
<td>Sociology 203</td>
</tr>
<tr>
<td>Reading 104</td>
</tr>
<tr>
<td>Mathematics 112 or Biological Science 213 or History 209</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science 2</td>
<td>1</td>
</tr>
<tr>
<td>Drawing—Music 1</td>
<td>1</td>
</tr>
<tr>
<td>Education 1</td>
<td>1</td>
</tr>
<tr>
<td>English 1, 2, 3</td>
<td>3</td>
</tr>
<tr>
<td>History 1, 2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics 2, 4, 5</td>
<td>3</td>
</tr>
<tr>
<td>Reading 1</td>
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<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tr>
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</table>

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 17, 18 or Chemistry 1, 2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics 6, 20</td>
<td>2</td>
</tr>
<tr>
<td>Agriculture 1</td>
<td>1</td>
</tr>
<tr>
<td>Drawing 2 or Music 2</td>
<td>1</td>
</tr>
<tr>
<td>English 4, 5, 6</td>
<td>3</td>
</tr>
<tr>
<td>Education 2</td>
<td>1</td>
</tr>
<tr>
<td>History 3, 4</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 101, 102, 103 or Chemistry 107, 108, 109 or Biological Science 101, 102, 103</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 115, 107, 108 or 109</td>
<td>3</td>
</tr>
<tr>
<td>Education 106 or 111, 101, 101</td>
<td>3</td>
</tr>
<tr>
<td>English 101, 102, 103</td>
<td>3</td>
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<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 214, 215, 216 or Physics 304, 305, 306 or Biological Science 201, 202, 203</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 112, 214, 210, 216</td>
<td>4</td>
</tr>
<tr>
<td>Education 203, 205, 212</td>
<td>3</td>
</tr>
<tr>
<td>History 209 and 312 or 415</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

*One unit of physical Education is required each year in all courses.*
ADVANCED DIPLOMA AND DEGREE COURSES.

SENIOR COLLEGE.

Graduation under the Four Year Diploma Course of the Texas State Normal School, or the completion of two years work of College rank, including the fifteen standard College entrance units, is prerequisite for admission to the Senior College.

JUNIOR YEAR.

*Professional High School Diploma.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 207, 208, 203 or 301, 311, 313</td>
<td>3</td>
</tr>
<tr>
<td>History 301, 302, 313 or 415</td>
<td>2</td>
</tr>
<tr>
<td>Education 301 or 304, 302, 305</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 302</td>
<td>1</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
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<tr>
<td>Agriculture 308, 310</td>
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</tr>
<tr>
<td>Home Economics 301, 302, 303</td>
<td></td>
</tr>
<tr>
<td>German 301, 302, 303</td>
<td></td>
</tr>
<tr>
<td>Latin 301, 302, 303 or 401, 402, 403</td>
<td></td>
</tr>
<tr>
<td>Spanish 301, 302, 303</td>
<td></td>
</tr>
<tr>
<td>Manual Training 301, 302, 303</td>
<td></td>
</tr>
<tr>
<td>Drawing 307</td>
<td></td>
</tr>
<tr>
<td>Music 307</td>
<td></td>
</tr>
<tr>
<td>Physics 304, 305, 306</td>
<td></td>
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<tr>
<td>Sociology 301</td>
<td></td>
</tr>
<tr>
<td>Education 304</td>
<td></td>
</tr>
<tr>
<td>Mathematics 301, 320, 313, 413</td>
<td></td>
</tr>
<tr>
<td>History 415</td>
<td></td>
</tr>
<tr>
<td>Chemistry 310, 311</td>
<td></td>
</tr>
</tbody>
</table>

SENIOR YEAR.

*Bachelor's Degree in Education.*

Fifteen units in the Senior College, of which three units will be in Education, three in a major subject, three in a minor, and six units of elective work.

EXPLANATION OF DEGREE REQUIREMENTS.

1. Beginning with the session 1918-19, the Southwest Texas State Normal School will offer a fourth College year leading to a degree of Bachelor of Arts in Education.

2. Students who have completed the Four Year Diploma course are eligible to graduation in two years.

3. The standard college entrance requirements of fifteen units must be met.
4. Sixty college units must be satisfactorily completed. Fifteen units must be in Education; twelve to fifteen units, in an academic major; nine units, in an academic minor; six other units, in a second academic minor; fifteen to eighteen units, in free elective subjects. Six units in English and three units in History are required. For the Junior and Senior College years, at least twenty-five courses should be selected from the Senior College.

EXPLANATION OF COURSES.

Courses from 1 to 20 are Elementary, and are given in the Normal Department; courses from 101 to 199 are of Freshman College rank; 201 to 299, Sophomore College rank; 301 to 399, Junior College rank; 401 and higher, Senior College rank; Freshman and Sophomore Years constitute the Junior College; Junior and Senior Years, the Senior College. Courses in the Junior College may be taken in either Freshman or Sophomore Year; courses in Senior College may be taken in either Junior or Senior Year. The Junior College courses are not interchangeable with Senior College courses. Unless otherwise specified, a course is one unit, which represents three recitations per week for twelve weeks, each period of recitation being 50 minutes in length. Laboratory work requires double periods.

The assignment for each recitation is sufficient to require in preparation double the length of the recitation period, or approximately two hours. It is understood that a course in the Normal Department is four recitations per week for twelve weeks. The assignment of work in the Normal Department is sufficient to require 1¼ hours preparation for each recitation.
View of Normal from Federal Fish Hatchery.
AGRICULTURE.
H. A. NELSON.

ELEMENTARY COURSES.

Agriculture 1.

A general course in Agriculture outlined to prepare the student to teach the subject in the one-teacher rural school, and to lay a foundation for further work in this subject.

Agriculture 3. Live Stock Feeding and Judging.

This course consists of the study of the nutritive value of various feeds, the balancing of rations, and the consideration of the types of animals best suited for the dairy, for pork, for draft purposes, etc.

JUNIOR COLLEGE COURSES.

Agriculture 1802. School and Kitchen Gardening.

The principles of planning and the management of the school garden and the kitchen garden, will be studied and used in demonstration. The course is intended to prepare the student to plan rotations of vegetables that will furnish the table every week in the year.

Agriculture 103. See Sociology 101.


The study of plants will be taken up in some detail, relative to heredity, environment, and improvement. The class work will be supplemented and intensified by demonstration in the field and garden. Special work will be done in cotton classing relative to the standard grades.

Agriculture 206. Farm Dairying and Creamery Management.

The planning and management of the farm dairy, the economy of labor, feed, and the relation of the farm dairy to the maintaining of soil fertility, will be studied. The handling of milk in the most sanitary manner, and the disposition of dairy and creamery products in the most profitable form will be discussed in detail. Demonstrations will be made with the Babcock milk tester and the cream separator.

Agriculture 207. Irrigation and Drainage.

Practical rather than theoretical irrigation will receive most attention. The behavior of different plants and soils when receiving excess
of water will be studied closely. Ditches, levees, power pumps, and water supplies will be considered in some detail. The department is equipped with a gas engine, irrigation pump, and an overhead system of applying water, and practically every phase of the irrigation problem may be seen in operation.

_Agriculture 209. Soil Physics and Management._

The physical properties of soils will be closely studied with special stress on the texture and structure. The management of different soils relative to maintaining good aeration and sufficient moisture will be studied and demonstrated. Actual field experiments will be made.

_Senior College Courses._

_Agriculture 308. Farm Crops._

The life history and improvement of the plants which constitute our standard crops will be studied and demonstrated under field conditions. It will be shown how special conditions of labor, location, and shipping facilities determine largely what crops can be profitably grown.

_Agriculture 310. Public School Agriculture._

It is the aim of this course to prepare teachers to introduce and promote successfully, the study of Agriculture in the public schools. The needs and facilities of different communities, from the one-teacher school to the Agricultural High School, will be the basis of the work.
BIOLOGICAL SCIENCE.

MR. STANFIELD.

ELEMENTARY COURSES.

**Biological Science 1. Physical Geography.**

This course includes a brief review of descriptive geography and a study of the subjects usually covered in a high school physical geography.

**Biological Science 2. Sanitation and Hygiene.**

**Biological Science 3. Zoology.**—In this course the student will study types of the branches of the animal kingdom. Ample material will be provided for the microscopic study of the various forms of unicellular life. The natural history of the subject will be emphasized rather than the technical, with a view to preparing the students to teach nature study in the schools. A special study will be made of the life history of insects injurious to farm and garden crops and the means of controlling them will be explained and demonstrated as far as time and opportunity will permit. Attention to field work will be given in special groups.

JUNIOR COLLEGE COURSES.

**Biological Science 101, 102, 103. General Biology.**

This course of a full year in general biology is offered to Freshman students in the Science-Mathematics group who desire to stress the biological science work.

**Biological Science 105. Advanced Physiology.**

This is an advanced course offered for Home Economics students. *Course 2, or its equivalent, is prerequisite.*

**Biological Science 106. General Biology.**

An elementary course in general biology for students in the Home Economics and the Primary-Arts groups.

**Biological Science 107. Bacteriology.**

A strong course in classroom and laboratory bacteriology for Sophomores in the Home Economics group. This course presumes a good course in general chemistry and the equivalents of Courses 105 and 106 as foundation for the work offered.
Biological Science 201, 202, 303. Botany.

An advanced course in botany planned to meet the needs of Sophomore students in the Science-Mathematics group who are making the biological science work the major.

Biological Science 213. The Teaching of Geography.

State course of study in geography furnishes the basis for the work. Exercises are given in map drawing, modelling, and charting. Emphasis is given to lesson planning and observation work.

Senior College Courses.

Biological Science 301, 302, 303.

This is a course in advanced zoology in which the study of types of leading phyla of the animal kingdom will be emphasized. Hegnei’s College Zoology will be used.
CHEMISTRY.

C. S. SMITH.

ELEMENTARY COURSES.

Chemistry 1. Elementary Chemistry.

Chemistry 2. Elementary Chemistry.

These two units cover the ground usually considered in the first year of chemistry in the high school and lay the foundation for further work in chemistry. Much laboratory work is done, and a constant effort is made to relate the work in chemistry to the daily needs of the pupils, and to show the relations of this science to the industrial development of the country.

Chemistry 3. Household Chemistry.

This is a qualitative and descriptive introductory course in general chemistry and is intended to give the pupil some appreciation of the important applications of chemistry to the problems arising in the study of Agriculture, Physiology, Home Economics, etc.

JUNIOR COLLEGE COURSES.

Chemistry 107. The Non-metals.

Chemistry 108. The Metals.

Chemistry 109. Qualitative Analysis.

These three courses together constitute the full year of work in general chemistry. The equivalent of high school chemistry as a preparation is desirable, but is not absolutely necessary. The aim is to present the foundations of the science of chemistry in such a way that a foundation is laid for further work in chemistry, and at the same time, to give such knowledge of the science as is necessary to the proper understanding of the work of related departments.


The aim in these two related units is to present the ground work of organic chemistry and to prepare the way for further work in food analysis and the study of biological phases of chemistry on the one hand, or for further work in pure chemistry for those who wish to specialize in this phase of chemistry.
Chemistry 216. Qualitative Analysis.

Senior College Courses.

Chemistry 310, 311, Advanced General Chemistry.

A course in general chemistry taking up some of the most important phases of modern theoretical and physical chemistry.
DRAWING.

MISS PITTS.

ELEMENTARY COURSES.

**Drawing 1.**

An elementary course for beginners in drawing. A study of tree forms, their characteristic shapes and growth; use of trees in simple landscape composition; using pencil and crayon; still life composition; design applied to book covers, tiles and vase forms; lettering; story illustrating; free hand perspective.

**Drawing 2.**

A continuation of course 1 with special attention paid to composition; the arrangement of two objects within a given space; the use of trees in landscapes after a study of trees from nature and photograph; the study of leaf forms for use as units of design; making borders and all over patterns from these design units; story illustrating; pose drawings, students as models; angular perspective; lettering; study of color; painting landscapes, fruit and flowers in color.

JUNIOR COLLEGE COURSES.

**Drawing 103.**

Study of light and shade; work in values; decorative lettering; making monograms; original designs using birds or animals as units after studying the forms from photographs; color harmony applied to costume; pose work; construction work combined with applied design; memory drawing; perspective of rooms. Prerequisite 1 or 2.

**Drawing 104.**

A more extended study of color; warm and cold colors considered in relation to house interiors; advanced design; new types of lettering; block printing; cast drawing; perspective of houses. Prerequisite 103.

**Drawing 205.**

Pen and ink technique; advanced water color; decorative landscapes. Prerequisite 104.

**Drawing 206.**

Sketching from costume models. Prerequisite 104.
Drawing 307.

Poster making. With special study of its adaptation to school use as well as commercial purposes. Prerequisite 206.

Drawing 308.

Advanced craft; metal work; pottery making; book binding. Prerequisite 205.
DEPARTMENT OF EDUCATION.

MR. WOODSON, MR. HIGHSMITH, MISS FALLS, MR. McELREE, MR. EVANS.

ELEMENTARY COURSES.

Education 1. School Management.

This course offers a brief introduction to the various problems of school management. Some of the general topics considered are: The qualifications of teachers, organizing and grading schools, classifying pupils, examinations, promotion, discipline, and the school as a social center.

Education 2. Elementary Psychology.

The aim of this course is to make a practical study of the fundamentals of mental life, its nature and growth. Some applications are developed in reference to school room practice and everyday human relations. The work includes discussions, notes, readings, lectures, and reports on assigned topics.

JUNIOR COLLEGE COURSES.

Education 106. Educational Psychology.

Prerequisite: Education 2. This course combines the important topics of general and educational psychology, and thus forms the basis for specific courses in educational theory and practice. Emphasis is placed on instincts, habits, memory, association and economy of learning.

Education 111. Educational Psychology. Required of graduates from high schools.

This course is adapted to the needs of students who enter from affiliated high schools, having had no work in educational subjects.

Education 101. Management.

This course is arranged to meet the needs of students preparing to teach in elementary schools. It deals with the organization and disciplinary phase of the classroom. Types of classroom exercises, student cooperation, hygiene of instruction, playground supervision, and professional ethics will be studied.

Education 104. Principles of Teaching. Prerequisite: Education 106, or 111.
This course develops, formulates, and applies through illustrative situations the fundamental principles of teaching. It also gives observation of the application of these principles in the training school. Discussions follow the lessons observed.

*Education 107. Primary Methods, Prerequisite: Education 106 or 111 and 104.*

This course includes the teaching of reading, language, stories, rhymes, and poems in the first three grades. The relation of phonics to spelling and writing to language is considered. Seat work in connection with these studies receives attention.

*Education 203. Teaching Reading and English in Intermediate Grades.*

Specific problems of teaching language in intermediate grades, including composition, reading, spelling and writing. Aims and values of English instruction; special methods of teaching difficult topics in grammar, composition, and literature; ways of inducing children to read and appreciate good literature; correlation of reading and language work with other subjects; the problem method will be introduced in lesson planning.

*Education 204. History of Education in Ancient and Medieval Times.*

In this course an analysis is made of the educational doctrines and practices of the past for the purpose of better understanding and appreciating modern educational problems.

*Education 205. History of Elementary Education.*

The aim of this course is to trace the origin of the problems of elementary education through the history of the past. The influence of Rousseau, Pestalozzi, Herbart, Froebel and Lancaster will be stressed. The present condition of elementary education in different civilized countries will receive consideration.

*Education 207. Social and Industrial Studies in the Primary Grades; Also the Teaching of Numbers.*

This course is for those who are specializing in the teaching of primary grades. Topics considered are: place and value of social and industrial studies in primary grades; subject matter in relation to the child's interests, environment, and development; how the work unifies and vitalizes the formal subjects, and provides for expression through construction and handwork; its relation to language, basal literature, and nature study is emphasized. Illustrative projects in construction are worked out.
Number work for the primary grades is carefully studied, and course of study for such years suggested. Emphasis will be placed upon providing situations for number experience, child's number interests and needs, and drills in connection with these interests and needs.

*Education 212. Practice Teaching.* Prerequisite: *Education 4, or the Equivalent.*

This course first makes a brief survey of the specific changes a teacher must make in the pupil through the daily classroom work, and of the environment and instincts of the child making these changes. Types of lessons are then worked out through observation, guided by class instructions and readings. Practice teaching in the training school follows. The student is aided in applying principles by frequent conferences with the instructors and further observation of illustrative lessons taught by them.

*Education 213. The Teaching of Elementary History.* (See *History 209.*)

*Education 214. The Teaching of Arithmetic.* (See *Mathematics 112.*)

*Education 215. The Teaching of Geography.* (See *Biological Science 213.*)

**SENIOR COLLEGE COURSES.**

*Education 301. Public School Systems.*

The purpose of this course will be to acquaint the student with the institution in which he most probably will work. It includes the development of the public school idea, the evolution of the institution, present status of the profession of teaching, ways of improving the profession, means of financing, relation of state, county and community to the public school, and a comparison with private schools.

*Education 302. The High School Curriculum.*

This course includes a comparison of the modern high school curriculum with the older curricula, a critical study of the curriculum, the modern tendencies toward utilitarian subjects, the relation of the course of study to retardation, elimination, and expense of maintaining the high school.

*Education 303. History of Education in Modern Times.*

This course considers the institutions and educational theories of the past only in their relation to the present. Some of the topics studied are the evolution of our present day tendencies from the Renaissance
to Rousseau; and the contributions to education by Erasmus, Luther, Herbart, Locke, Froebel, Rousseau, Pestalozzi, and living educators.

Education 304. The Child and Primary Education.

A course in primary education for advanced students who expect to become supervisors of primary work. Topics: present day attitude towards the child; historical and biological perspective; the child as a learner; the pedagogy of the primary school; a brief survey of progressive experiments in adapting course of study to child needs and child growth; results to be achieved; some ways of measuring these results.

Education 305. Mental and Educational Measurements.

Prerequisite: Education 106 or 111. This course will consider the recent standards of educational measurements and their value. Students will be familiarized with the system of mental tests employed for detecting mental defectives and as a basis for vocational guidance.

Education 401. Practice Teaching.

This course is required of all candidates for degrees. Observation of classroom management and instruction will furnish basis for considerable class discussions. Students will be required to make lesson plans, conduct recitations, and write criticisms on the recitation.

Education 402. Supervision and Administration.

This course trains teachers for service in organizing and supervising city and town schools. Subjects along the following lines will be developed: Measuring educational products, efficiency standards, qualities of merit and causes of failure in teachers, selection of teachers, and relation of teachers to community.

Education 403. Principles of High School Education.

Fundamental principles of high school organization; reorganized high school; relation of high school to state system and to community; articulation with lower and higher institutions; teachers; student organizations; psychology as applied to high school subjects.

Education 404. The Psychology of Learning. Prerequisite: Education 106 or 111.

In this course two days per week of double periods will be required for laboratory work and two days for class work. Experiments will be conducted by all students in ways of learning. Especial emphasis will be given to transference, fatigue, and interference. General applications of principles worked out will be made to the learning process in school education.
Education 413. History of Education in the United States.

This course is designed to give a full history of the growth of American education from various ideas brought by the colonists from different European countries. It shows how the European institutions were first transplanted into America and how they were transformed to suit the new conditions of the undeveloped country. It represents the factors that have ever tended to secularize education, shows the origin of our public free school system, and the rise of our colleges and universities. It pays special attention to America's greatest educators, and to the work accomplished by the educational societies and organizations.
President's Home. East View from Normal.
ENGLISH.

MR. THOMAS, MR. HARRISON, MR. FERGUSON, MR. BURKE.

The aim of the instruction in English is to train the student to habits of accurate thought-getting and effective thought-presentation, and to give him some knowledge of the development of the literature and the language. Stress will be laid, first, on the fundamentals of grammar, then on the principles of composition, and, finally, on the history of the development of the literature and the language; and, all along, the student will be required and encouraged to read as widely and as intelligently as his conveniences for thought-apprehension and literary interpretation will allow.

ELEMENTARY COURSES.

English 1. Grammar and Literature.

Systematic instruction in the fundamentals of English grammar; oral and written reports upon the following or their equivalents: The Man Without a Country, Rip Van Winkle, The Legend of Sleepy Hollow, The Great Stone Face, Mr. Higginbotham's Catastrophe, Dr. Heidigger's Experiment, Treasure Island, A White Heron, The King of Boyville, A Christmas Carol, Paul Revere's Ride, The Courtship of Miles Standish, John Gilpin's Ride, Horatius.

Text: Kittredge and Farley, Parts 1 and 2.


This course continues English 1. In addition to the class-work in grammar, the student will read and make written and oral reports upon: (a) Church's The Story of the Iliad; (b) any three (3) works of standard fiction, adventure, or poetry that the instructor deems suited to the needs of the class.

Text: Kittredge and Farley, Part 3.


Instruction in the elements of composition; abundant practice in writing short themes; reading and study of selected classics, especially narrative prose and verse.

Text: Herrick and Damon's New Composition-Rhetoric, Parts 3, 4, and 5.

English 4. Composition and Literature. Exposition. Prerequisite: English 3 or its equivalent.

A continuation of English 3, which is prerequisite. Further practice in the organization of expository short themes, outlines, reports, sum-
maries; such readings in literature as the instructor may deem advisable.

Text: Canby and Opdycke's Elements of Composition.

**English 5. Composition and Literature.** Argument. **Prerequisite:** English 4 or its equivalent.

This course complements English 4, which is prerequisite. In it the student will be given instruction and practice in the organization of arguments and debate. Parallel readings, at the discretion of the instructor.

Text: Canby and Opdycke's Elements of Composition.

**English 6. Composition and Literature.** **Prerequisite:** English 4.

This course complements English 4, which is prerequisite. In it the student will be given instruction and practice in the preparation of narrative and descriptive themes, and will make a study of narrative and lyric poetry.

Text: Canby and Opdycke's Elements of Composition.

**English 14. Types of Literature.** Elective.

This course may be taken in place of either English 5 or English 6; or in addition to them as a free elective. The subject matter of the course will consist of abundant reading in one or more types of literature, supplemented by class discussions, written reports and reviews. The material to be studied will be determined by the needs of the class, and will therefore vary from year to year.

**JUNIOR COLLEGE COURSES.**

**English 101. Exposition.** Required of all Freshman College Students.

The ordinary Freshman course in college composition, designed to ground the student in the materials and the principles of composition, and to give him practice in making plans, outlines, reports, summaries, abstracts, and such other practical work as he will need to know in pursuing the work in this and other departments.

Text: Canby's English Composition in Theory and Practice.

**English 102. Argumentation.** Required of all Freshmen. **Prerequisite:** English 101 or its equivalent.

A continuation of English 101, with the emphasis, first on the writing of argument; second, general practice in original composition of different kinds, including versification.

Text: Canby's English Composition in Theory and Practice.
English 103. Representative American Literature. Required of all Freshmen. Should follow English 102.

The content of this course will be the study of the development of American Literature, with the making of analyses, criticisms, and reports as a continuation and application of the theory of composition learned in English 101 and 102.

Text: Wendell and Greenough's Literature in America.

English 207. English Literature. Shakespeare to Thomson.

A study of the development of English Literature from Shakespeare to Thomson, with as much actual reading and class discussion of the literature studied, as is practicable.
Prerequisite: English 101 and 102, or their equivalent.

English 208. English Literature. Thomson to Browning.

A continuation of English 207, which should precede it. Class discussions, reports, criticisms, reviews, of the literature studied.
Prerequisite: English 101 and 102, or their equivalent.

English 203. English Literature. From William Morris to the Present.

A study of the development of English literature from the time of William Morris to the present. Class work, criticisms, investigations, reports, with as wide reading in the literature as the time will permit.
Prerequisite: English 101 and 102. Should follow English 208.

SENIOR COLLEGE COURSES.

English 301. Advanced English Composition. Elective.

An advanced course in composition for those who wish further instruction than that given in English 101 and 102. Instruction in composition theory and practice in getting up criticism, reviews, reports, abstracts, and arguments, will constitute the work of the course.
Prerequisite: English 101 and 102, or their equivalent.


Study of Old English with purpose of noting its bearing on Modern English Syntax. A study of Old English based on Smith's Old English Grammar, and a rapid survey of Modern English grammar based on Nesfield's English Grammar, Past and Present, will constitute the material of the course.
English 312. History of English Syntax. Middle English.

A continuation of English 311, which should precede it. Special attention to the reading of Chaucer and to the development of modern English syntax.

Note: English 311 and 312 are required of all students in the Senior College groups who major in English.

English 401. The Drama Before Shakespeare. Elective.

A study of the origin and development of the drama, with as much reading of typical specimens as practicable.

Pre-requisite: English 312.


Reading and study of selected comedies and tragedies not studied in the previous courses.

English 403. Modern Drama. Elective.

Types of dramatic art from the Eighteenth Century to the present. Largely a cultural course in general drama.


An advanced study of the most noticeable tendencies of present day standard fiction.


An appreciation course involving a study of the development of lyric poetry.

English 406. The Teaching of English.

A professional course for those who wish to teach the subject in the high school or the grades, involving a study of the place of the English teacher in the schools, his problems and some proposed solutions of them; and the collection and arrangement of non-textbook material that may be of practical use to him in meeting the demands made upon him.
While the reading of carefully chosen, inspiring texts is emphasized, the aim in each German course is to provide as much training as possible in all the disciplines of modern language study, reading, grammar, conversation, and composition. In a general way the student is expected to gain ability to read with fair fluency, a better understanding of the grammatical structure of both the English and the German languages, some ability to speak and understand German, some knowledge of the literature, the history, the manners and customs, the culture of Germany and the Germans.

**Elementary Courses.**

**German, 1, 2, 3. 1 unit each.**

This course in German for beginners comprises elementary grammar and easy reading with practice in speaking and writing German.

a. Grammar: Drill in the elements of grammar, the use of the cases, the declension of nouns and adjectives, the conjugation of weak and strong verbs, the use of prepositions.

b. Reading: Easy readers, short poems, folk songs.

c. Composition: Oral and written exercises based on grammar study and reading.

**German, 4, 5, 6. 1 unit each.**


b. Reading: Storm's *Immensee*, Wildenbruch's *Das edle Blut*, and other short stories by good authors, short plays, selected poems, important chapters from books on German life, biographical and historical selections.


Prerequisite: German 1, 2, 3, or the equivalent.

**Junior College Courses.**

**German 107, 108, 109. 1 unit each.**


c. Composition: Oral and written exercises based on text read.
Reproductions. Letters. Reports on reading done outside of class. Short themes on German life and history.

Prerequisites: German 4, 5, 6, or the equivalent.

German, 210, 211, 212. 1 unit each:

b. Reading: (1) Selected dramas of Grillparzer, Kleist, Hebbel, Sudermann, and Hauptmann. (2) One historical novel, Schaeffel's Ekkehard or Hauff's Lichtenstein. One of Goethe's dramas. (Some of this reading is to be done outside of class.)
c. Brief History of German Literature with outside reading of representative works.
d. Study of the methods of teaching modern foreign languages.

In each course after the first year a definite amount of outside reading will be assigned. The learning and singing of German songs will form a part of the work in all the courses.

SENIOR COLLEGE COURSES.

German 301. Nineteenth Century Fiction.

German 302-303.

Kleist, Eichendorf, Keller, Meyer, Fontane, Rosegger, Sudermann; representative works.

German 304. Life and Works of Schiller.

Study of two or more of his works; biography; survey of the German literature of the period; Jungfrau von Orleans; Maria Stuart.

German 401. Advanced Grammar.

Course for teachers.

German 402-403. Goethe.

Hermann und Dorothea; Egmont; biography.

German 404. Nineteenth Century Drama.

Witowskí's German Dramatists of the Nineteenth Century, Sudermann, Kleist, Grillparzer, Hebbel, Hauptmann.

German 405. The Teaching of German.

New methods and their application to pronunciation, grammar, and reading. Textbooks.
THE GERMAN CLUB.

The aim of this organization is to promote interest in the study of the German language and literature and of German life and culture.

Social entertainments, singing, dramatic performances, and the study of views of German cities, places of historical interest, German student life, etc., form part of the monthly programs. Thus opportunity is given to hear, speak, and sing German outside of the class room. All students of German are expected to attend the meetings regularly.
HISTORY.

MR. BIRDWELL, MR. ARNOLD, MISS WHITE.

ELEMENTARY COURSES.

History 1. United States History to 1789.

A rather careful survey of the colonial and revolutionary periods in American history. An effort will be made to introduce students to proper methods of studying history. Practice will be given in the use of the ordinary indexes in order that the library may be used with ease and rapidity.

History 2. United States History from 1789 to the Present Time.

A continuation of History 1.

History 3. Civics.

A course in practical citizenship. Special attention will be given to the ordinary community institutions and the students' relation to them. The course will be made practical, the students being required to give attention to live community problems.


This course will begin with the French Revolution and will cover the more important problems of European states during the nineteenth century, special attention being given to those problems the influence of which is operative in the affairs of the United States.

Note: The above courses will be required of all students in the Normal Department.

History 5. Modern Problems.

This course may be elected in place of History 4 or in some cases in addition thereto. It will be an effort to get acquainted with the elementary phases of live public problems as revealed in current literature. Special attention will be given to the use of the library and the ordinary guides and indexes. Students will be taught some of the simpler principles of historical workmanship and will be expected to write a paper showing a thorough study of some question. Elective for First or Second year students.


This course will cover the period from the discovery of America to the French Revolution. It may be elected in place of History 4, or, in
some cases, in addition thereto. *Elective for First or Second year students.*

**JUNIOR COLLEGE COURSES.**

*History 102. The History of Greece.*

This course will comprise a brief survey of the oriental nations and a careful study of the institutional life of the Greeks. Much attention will be given to their artistic and literary achievements.

*History 103. The History of Rome.*

A thorough study of the political achievements of the Roman people. The big social, economic, industrial, and political problems of the Roman people will be carefully considered.

*History 104. Medieval History.*

The object of this course is to give students a broad sympathetic insight into the lives of their ancestors from the fourth century to the end of the fifteenth. A considerable amount of collateral reading will be demanded and a thorough study of the rise of national states in western Europe will be undertaken.

*History 105. Current History.*

A study of present day problems. Open to Freshman and Sophomore students, but can be offered only one time for credit. The best methods of historical workmanship will be developed. The aim of the course is to prepare for intelligent leadership in the solution of live and pressing problems.

*History 106. Modern Europe, 1600 to 1715.*

This course will comprise a careful study of the Protestant reformation and the great religious wars; the growth of national states and the rise of benevolent despotisms. The diplomatic policies and their relations to modern world conditions of different European nations will receive much attention.

*History 109. Texas History.*

Open to all Sophomore students. This course will be a comprehensive study of the making of Texas. While the narrative will not be lost sight of, yet a serious effort will be made to investigate the development of the institutional life of the State, the social and industrial problems confronting our people today, and the most intelligent method of solving these problems. The main object will be to fit the future teachers of Texas for constructive leadership.

A rather comprehensive study of the problems of colonial America. An effort will be made to determine the physical and spiritual endowments of the Europeans who found homes on the American continent and how through stress of difficult circumstances such endowments were transformed into American ideals.

History 111. American History—Formation of the Union.

A study of the American Revolution and of the growth of nationalism, comprehending the period from 1763 to 1828.

Note: Freshmen may choose any one of the three rather distinct groups of courses. For example, students of the ancient languages may find it profitable to take History 102 and 103; while those who are studying modern European languages will be interested in History 104 and 106. Still other groups may find it more desirable to pursue the American history courses. Many students from each of these classes will want to make a careful study of modern problems as indicated in History 105.

History 206. English History.

This course covers the period from the earliest time to the death of Queen Mary, emphasis being laid on the development of England’s social and political institutions.

History 207. English History.

From the accession of Queen Elizabeth to the present time. In this course, special attention is given to the growth of the present English system of Parliamentary Government, with frequent comparisons between the English and the American practice.

History 208. Modern Europe.


History 209. The Teaching of Elementary History.

In this course an earnest effort will be made to find the place of history in the elementary school curriculum and the results in terms of life and conduct that follow a course in elementary history. A rather extensive survey of the literature bearing on the teaching of elementary history will be made. Special attention will be given to the reorganization of the subject matter of history to adjust it to the needs of the elementary school.
History 301. *Modern Europe, from 1815 to 1917.*

A critical study of nineteenth century European history. The many points of contact of this wonderful century and the Great War will be stressed and carefully studied. The jealousies and resulting friction, the peculiar educational systems and their purposes, the different types of efficiency of the various European nations, will furnish an abundance of interest.


History 313. *American History. The Period Since the Civil War.*

History 312 and 313 are meant to be comprehensive studies of the periods indicated. Much collateral reading will be demanded. History 313 will inquire into the industrial development of the United States within the past twenty-five years, and a careful study will be made of how the people of the nation have tried to solve their manifold economic, social, and industrial problems.

History 302. *European Institutional History.*

Such a study of the economic, political, and social institutions of European nations, and especially England, as will make these institutions in America have a greater significance to students of American history.

History 415. *Political Science.*

A careful study of the fundamental principles of government. National, state, and municipal problems will be considered.


A careful survey of the literature on the subject of the teaching of history; the elementary principles of historic criticism; directions and practice in historic workmanship; the problem method of presentation, etc. In addition, each student will be required to make an intensive study of a limited period of American history and work out a careful method of presentation. Much attention will be given to history in the grades.

History 417. *The Old South.*

History 418. *The New South.*

History 417 will give attention to the economic and industrial institutional life of the South which differentiated it from other sections. Special attention will be given to the South's contribution to the life of the nation; the culmination of the course will be an exhaustive study of the development of the mental situation in both North and South which made the Civil War inevitable.

History 418 will undertake to comprehend the reorganization, the transformation, the redemption, of every phase of Southern life.
HOME ECONOMICS.

MISS BERRY, MISS BARKER, MISS JOHNSON.

The purpose of the instruction in this department is to afford both general and specific training in home economics; and to give young women practical instruction in home management, as well as to prepare them for teaching in the public schools. A working knowledge of the principles of physiology and hygiene and some instruction in elementary science are prerequisite for the Elementary Courses. Prerequisites for the college courses are stated in each instance.

The subject matter of all the courses below is developed by means of reference work, lectures, and recitations, and is supplemented by abundant and varied laboratory practice.

All materials used in the courses in cooking will be furnished by the school. Students will furnish materials for the garments they make for themselves.

ELEMENTARY COURSES.

Home Economics 1. Plain Sewing.

This course deals with the fundamental principles of hand and machine sewing and straight rule drafting. Practice is given in the care and use of the sewing machine. Appropriate materials for underwear are considered. A general study of the vegetable fibres is made. The finished problem is a simple suit of underwear.

Home Economics 2. Elementary Cooking.

A consideration of the principles involved in the selection and preparation of food and its general uses in the body.


An elementary course for homemakers, considering the location, construction, hygiene, and management of the home.

JUNIOR COLLEGE COURSES.

Note: Students entering these courses with no previous training in home economics, and desiring either to major or to choose electives in the subject, must take Home Economics 110 and Home Economics 111. Students who have had Home Economics 1, 2, 3, or their equivalent, will take Home Economics 101 and 102. All first year college students must take Home Economics 103.

Simple laundering, mending, and a study of commercial and drafted patterns. Animal fibers constitute the textile part of this course. The finished work is more advanced problems in underwear and the making of a school dress.

Home Economics 102. Food and Its Preparation.

A fundamental consideration of the composition and manufacture of foods and their preparation for reception in the body; practice in the development of skill and efficiency in handling materials and kitchen equipment; class experiments in determining the composition of foods and the physical and chemical changes they undergo in cooking.


A study of the sanitary requirements of the home—lighting, heating, ventilation, plumbing, and the disposal of wastes. The students plan a house with special reference to these details, and make a study of the state and municipal laws on housing and sanitation.

Home Economics 110. Sewing and Textiles.

A course for students who have had no training in home economics, designed to cover the principles given in Home Economics 1 and Home Economics 101. Seven (7) hours per week are required in this course.

Home Economics 111. Foods and Cooking.

A course for students who have had no training in home economics, designed to cover the principles and practice developed in Home Economics 2 and Home Economics 102. Seven (7) hours per week are required in this course.

Home Economics 201. Dressmaking and Drafting.

A study of line in its general adaptation to different forms; the taking of measurements and drafting by the straight rule system; costume designing. Completed problems, a tailored waist and a cloth dress.

Prerequisite: Home Economics 101 or 110.


A continuation of the principles developed in Home Economic 102, with special attention to vegetables and fruits, their preparation and preservation; and to breads and bread-making.
Prerequisite: Home Economics 2, Home Economics 103, or either Home Economics 102 or Home Economics 111.

Home Economics 203. Equipment, Methods, Courses of Study.

Planning of courses of study in home economics in public schools; cost of equipment and supplies; and methods of presentation.
Prerequisites: All the Junior College courses above.

Home Economics 210. Sewing. Elective to Students in other than the Home Economics group. Seven (7) hours a week.

A course designed to fill the needs of those students who may wish to acquire the fundamental principles of sewing.

Home Economics 211. Food Preparation. Elective to Students not in the Home Economics group.
A course corresponding to Home Economics 210.

Senior College Courses.

Home Economics 301. Textiles and Tailoring.

The history of textiles; identification, by microscopic or chemical tests, of fibers and their substitutes; the history of weaving and spinning; clothing budgeting for different incomes and occupations; comparative costs of hand-made and factory-made garments. Finished problems—a light-weight suit and a lingerie waist.
Prerequisites: Home Economics 1 or 110, and Home Economics 101, Home Economics 201.


A study of the factors governing production and consumption in the home; division of family income, as determined by various standards of living.
Prerequisite: Regular Home Economics courses in the Junior College.

Home Economics 303. Dietetics.

A consideration of the fundamental problems of human nutrition, with special reference to the proper food requirements. Planning of diets for families under given sets of conditions, age, incomes, etc. The physiology of digestion.
Prerequisite: Home Economics 2 or Home Economics 111; Home Economics 102, Home Economics 202.


A study of the practical and artistic in millinery; the making, cov-
ering, and trimming of buckram and wire hat frames; the cleaning, renovating, and use of old materials. Students make at least two complete hats.

Prerequisite: Home Economics 101 or Home Economics 110, Home Economics 201.

*Home Economics 305. Advanced Food Preparation. Elective.*

Experiments in the preparation of foods from the point of view of economy in time, labor, and money; some study of the utilizing of local food products.

Prerequisite: Home Economics 102, Home Economics 111, Home Economics 202, Home Economics 211.
Normal Garden Irrigation.
LATIN.

Mr. Pritchett.

ELEMENTARY COURSES.

Latin 1, 2, 3. Bennett's First Year Latin.

Latin 4, 5, 6. Caesar.

Gallic Wars, 4 Books, with Grammar and Prose compositions.

JUNIOR COLLEGE COURSES.


Oration, pro Imporio Pompia, with Grammar and Prose compositions.

Latin 102.

Four orations against Catiline and Pro Orchia, with composition.

Latin 103. Virgil's Aenid.

Books 1 and 2 with scansion.

Courses 101, 102, 103 do not count for college credit for students who take Latin as a major.

Latin 201.

Virgil's Aeneid, Books 3 and 4.

Latin 202.

Virgil's Aeneid, Books 5 and 6.

Latin 203. Horace.

Odes and Epodes.

Latin 301. Horace.

Satires and Epistles.

Latin 302. Livy.

Latin 303.

Cicero de Senectute and de Amicitia.

SENIOR COLLEGE COURSES.

Latin 401. Latin Plays.

Selections from Plautus and Terence.
Latin 402. Tacitus.
    Germania—Agricola and Annals.

Latin 403. Catullus.
    The Latin Language and methods of teaching.

Latin 501. Quintilian.

Latin 502.
    Cicero’s Letters and Pliny’s Letters.

Latin 503.
    Teaching of High School Latin and the life of the Romans.

In the College Courses the texts read from year to year may be varied, the amount of work required will be the equivalent of the Courses as offered.
MANUAL TRAINING.

The purpose of this department is to prepare teachers of Manual Training for the schools of the State, and to give training along industrial lines to such other students as desire it. The department is unusually well supplied with equipment for teaching the work outlined and an effort is made to prepare students to meet the problems they will find in the rural and city schools of Texas. The equipment for wood work includes the following: 18 benches, with general and individual tools for 54 students, 6 motor head lathes, universal saw bench, 36-inch band saw, 12-inch jointer, 24-inch surfacer, hollow chisel mortiser, belt sander, electric glue heater, and material and equipment for assembling and finishing work. The machines are all driven by individual motors and are equipped with modern guards. The equipment for metal work includes down draft forges, benches, hand tools, and machines for handling a class of 12 students in general metal work. In the drafting room 24 tables are provided with drawing boards, instruments, and lockers for 72 students.

ELEMENTARY COURSES.


A beginning course for those who expect to take further work in Manual Training, as well as for students from other departments. The ground covered will include lettering, geometric constructions, and working drawings of the kind usually taken up in high school courses.


A beginning course consisting of instruction and practice in the use of common woodworking tools and the simpler forms of construction. The work given will be planned especially for those students who expect to introduce some hand work into the rural schools. No previous training required.

*Manual Training 3 Mechanical Drawing and Bench Work.*

The work of this term will include the design and construction of individual problems. A further study is made of the materials and tools used and some outside reading will be required. Some previous training in both bench work and mechanical drawing will be required.

JUNIOR COLLEGE COURSES.


This course is offered to first year college students who have had little or no experience along this line. The work given will be similar to that offered to first year students in engineering courses.
Manual Training 102.—Bench Wood Work.

A course for mature students who wish to begin hand tool work. The work will deal largely with the problems found in high school teaching. Outside study will be required.


This course is offered to those students who have had some experience in hand tool work and drawing. The purpose of the course is to correlate directly the work of drawing and construction as well as to afford additional training in each line.


A study of conventional methods of representing standard details will be made and both detail and assembly drawings of some simple machine will be prepared. Some instruction in machine design will also be given.

Prerequisite: Manual Training 101.


This course is not planned to give a trade training but rather to give some definite information regarding these branches of industry. The work given will include instruction and practice in the planning and construction of typical forms of patterns, the making of cores and the use of molds.

Prerequisite: Manual Training 102 or equivalent.


This course is planned especially for those who expect to teach in high schools. Instruction in the care and use of both hand tools and machines for woodwork. Much of the time will be spent in cabinet work conducted on a productive basis.

Prerequisite: Manual Training 102.

SENIOR COLLEGE COURSES.

Manual Training 301. Mechanical Drawing.

The work given in this course will include orthographic projection, sections, intersections of solids, and development of surfaces with special attention to practical applications of the work.

Prerequisites: Manual Training 101 and 201.


Practice will be given in designing and constructing articles made from thin metal. The work will include shaping, riveting, soldering
and methods of finishing articles made from tin, sheet iron, brass and copper.

Prerequisite: Manual Training 301.


Instruction will be given in the use of the forge and forge tools, in shaping iron and steel, in welding, hardening and tempering. Special attention will be given to the study of the different forms of iron and steel and their manufacture.


The problems of planning courses, selecting and installing equipment, ordering and caring for supplies, organizing teaching material, and presenting work to different classes of students will be taken up. Plans for work in special types of schools will be studied, and some observation work will be done.

Prerequisite: Credit in 5 units of Manual Training work.


The work offered in this course is not technical and no previous knowledge of Manual Training is required. It is intended to give some knowledge of one of the largest problems in the entire field of education. Some of the topics to be taken up in this course are: Growth of the vocational education movement; Scope of work that has been done; Legislation dealing with the problems of vocational education; Meaning and purpose of vocational guidance; and Vocational surveys.

Prerequisite: Enrollment as a junior or senior student.
MATHEMATICS.

MR. BROWN, MISS SAYERS, MR. VERNON, MR. SEWELL.

ELEMENTARY COURSES.

Mathematics 2.

A review of the elementary principles of Algebra, factoring, simultaneous equations, graphs, square root, radicals, quadratics, and theory of exponents.

Prerequisite: The completion of 1½ years algebra in an approved high school, or satisfactory examination in algebra to quadratics.

Mathematics 4.

A continuation of Mathematics 2 with advanced work in factoring, fractions, radicals, the binomial theorem for positive integral exponents, linear and quadratic equations, with graphing ratio and proportions.

Mathematics 5.

The first two books of plane geometry.

Mathematics 6.

Completion of plane geometry.

Mathematics 15.

Bookkeeping. An elementary course for teachers preparing for State examinations. Spring and Summer Terms.

Mathematics 20.

A course in advanced arithmetic in which rapidity and accuracy of calculation are stressed.

State examinations. Spring and Summer Terms.

JUNIOR COLLEGE COURSES.

Mathematics 115.

A course in advanced plane geometry in which reciprocal and converse theorems are emphasized and much attention is given to the solution of original exercises.

Mathematics 109.

Advanced Algebra. This course includes the study of quadratic equations, indeterminate equations, complex numbers, determinants and theory of equations.
Prerequisite: Mathematics 4 or completion of algebra in a good high school.

Mathematics 107.

Plane trigonometry. Mathematics 109 should be taken before Mathematics 107, but by special permission of the teacher in charge a student who has had only Mathematics 4 may take mathematics 107.

Mathematics 112.

Teaching of Arithmetic. This course considers the best methods of presenting certain fundamental subjects required in the eighth grades of the elementary school, with the application of arithmetic in modern business life. The aim is to relate the arithmetic to the child’s every day life and to his future needs.

Mathematics 208. Solid Geometry.

Mathematics 210.

Introductory course in plane analytic geometry. Mathematics 107 is prerequisite to this course.


Mathematics 107 is prerequisite to this course.

Mathematics 216. Descriptive Astronomy.

In connection with the descriptive part of the course some of the simple astronomical calculations and some telescopic observations will be made. Mathematics 107 is prerequisite to this course.

Senior College Courses.

Mathematics 310 and 320.

An intensive course in plane analytic geometry. Mathematics 109 and 107 are prerequisite to this course.

Mathematics 313.

The teaching of secondary mathematics. Lectures, discussions, and practical work designed to give the prospective teacher the best methods relating to high school arithmetic, algebra, geometry and trigonometry.

In 431 special attention is given Series and Definite Integrals.
Prerequisites: Mathematics 210 or 310.
No credit will be given toward a degree for less than two units in Calculus.

Mathematics 413. History of Mathematics.

A study in the development of the various branches of mathematics.
Prerequisite: At least one term in analytics.
Remarks: Courses in the 100 group and the 200 group may be taken in either the first or second college year, provided the prerequisites are observed. All courses in the 300 and 400 groups are advanced courses.
MUSIC.

MISS BUTLER.

ELEMENTARY COURSES.

Music 1. First Course in Music. ½ unit.


Music 2. Continuation of Course 1.

The work of Course 1 will be continued, with addition of sight reading in Keys of B, F sharp, D flat, G flat. Scale construction. Appreciation of music.

JUNIOR COLLEGE COURSES.

Music 103.

Chorus work in two and three part harmony. Scale construction, both major and minor. Appreciation of music.

Prerequisite: Music 2 or equivalent.

Music 104.

Chorus Work of advanced nature. Chorus conducting.

Music 205.

History and appreciation of music.

Music 206.

History and appreciation of music.

SENIOR COLLEGE COURSES.

Music 307.

Chorus conducting. Solo work. For those who have had the equivalent of Fifth Grade piano work, there will be practice in accompaniments of an easy nature. Brief course in Musical Anthology. Class lessons in piano.

Music 308. Harmony and Melody.

History of Music in America.
PHYSICAL EDUCATION FOR MEN.

Attention is given to athletic and other outdoor games for two reasons.

First, robust health depends in a large measure on regular, systematic outdoor exercise.

Second, teachers should be able to organize and conduct the games of their pupils. The Normal school thinks, therefore, that it cannot fully discharge its duty in preparing teachers for the schools of Texas if it fails to give attention to organized sports, and if it fails to prepare teachers for this important phase of school work. Accordingly credit will be given in Physical Education as follows:

Football, for those playing through the season, $\frac{2}{3}$ unit.

Tennis, Volley Ball, Hand Ball, Basket Ball, Baseball and Track, each, per term, $\frac{1}{3}$ unit.

**Physical Education 1.**

A study of the physical nature of the child.

Practical, personal, school and home hygiene.

Text: Rowe's The Physical Nature of the Child; reference works on hygiene.

Two classes per week. $\frac{1}{3}$ unit.

**Physical Education 2. Games.**

The place of play in education. Classification of games for all grades and their teaching value. This course includes the playing of fifteen organized games suitable for the school room and grounds.

Reference: Angell's Play, Bancroft's Games.

Two classes per week. Required for Sophomores. $\frac{1}{3}$ unit.

**Physical Education 3.**

The history of physical education and study of the methods of physical examinations and tests.

Text: Sargent's Physical Education.

Two classes per week. $\frac{1}{3}$ unit.

**Physical Education 4. Coaching.**

Practice coaching at the Training School in Football, Volley Ball, Baseball, Basket Ball and other games.

$\frac{1}{3}$ unit per term.

**Physical Education 5. Physiology and Hygiene.**

Study of the anatomical structure of the human body, also a study of the following topics in hygiene: Hygiene of the teeth, of the gastrointestinal tract, of the vocal organs, including ventilation, of the ear,
eye, nose, and throat; physical exercise and posture, accidents and emergencies.

Two classes per week. 1/3 unit.

Physical Education 6. Teaching Course.

Study of methods of coaching, track work, baseball, basket ball, and football, and the management of boys' athletics.

Two classes per week. 1/3 unit.
PHYSICAL EDUCATION FOR WOMEN.

MISS LULA HINES.

Work in Physical Education is required of all students each year. This requirement tends to bring each student to her best physical condition as an aid to her mental and moral advancement, and to fit her to train others so that they may find their own best selves.

Physical Education 1.

Elementary gymnastics supplemented by marches and rhythmic games.
Two classes per week. 1/2 unit.

Physical Education 2.

Intermediate gymnastics supplemented by corrective work and gymnastic games.
Two classes per week. 1/2 unit.

Physical Education 3.

Folk Dancing. (Elementary).
The simple peasant and national dances are taught in this course.
Two classes per week. 1/2 unit.

Physical Education 4.

Folk dancing is continued, giving attention to the more difficult dances and elementary aesthetic dancing.
Two lessons per week. 1/2 unit.

Physical Education 5.

Classification and playing of games suitable for schoolroom and ground.
Two classes per week. 1/2 unit.

Physical Education 6.

Tennis.
Two classes per week. 1/2 unit.

Physical Education 7.

Volley Ball.
Two classes per week. 1/2 unit.
Physical Education 8.

Basket ball through season.  2/3 unit.

Physical Education 9.

Swimming during fall and spring terms open to all students. One lesson per week.

Those wanting swimming for credit will be required to meet classes twice per week.  1/3 unit.
PHYSICS.

MR. MILLER.

ELEMENTARY COURSES.


Physics 18. Light, Sound, and Electricity.

These two units in physics cover the ground usually considered in a First Course in Physics, and are the full equivalent of the required high school year in physics. Much laboratory work is done and the students are encouraged to study the applications of the principles studied to the experiences and phenomena of daily life.


This is a qualitative and essentially descriptive course in elementary physics for students in Home Economics, Agriculture, etc., who do not have time for fuller courses in physics before going on into the further work of their special subjects.

JUNIOR COLLEGE COURSES.


Physics 103. Electricity and Magnetism.

These three units make up the first college year in this subject. Much laboratory work of quantitative nature is required and the student is helped to an appreciation of the character of physics as an exact science. Much attention is given to the practical applications of the principles studied, and an effort is made to lay a real foundation for further work in physics.

SENIOR COLLEGE COURSES.

Physics 304. Heat.

Physics 305. Electricity and Magnetism.


These three units in physics deal with the subjects studied in a more advanced way than is attempted in the course 101, 102, 103. The work is rigidly quantitative in character, and the problems investi-
gated are such as demand application of the principles of mathematics and of exact measurements to the study of physical relations and phenomena.

*Physics 401. Light.*

This is an advanced study of light from a mathematical and theoretical viewpoint, and a constant effort is made to develop accurate habits of observation and to train in the fundamentals of accurate scientific investigation.

*Physics 402. The Teaching of Physical Science.*

This course will consider the problems of planning courses, equipping laboratories, selection of apparatus, and some of the more significant problems of management as they apply especially to the work of the science teacher in the high school.

The laboratories are already fairly well equipped for the successful presentation of the courses in physics, and such new equipment is being added as the demands of the courses seem to justify.
Biology Laboratory.
READING AND ORATORY.

It is the purpose of this department to lead the student to extract the thought from the printed page correctly and rapidly, then to present it simply, directly, and sincerely. Care will be taken to direct and improve the voice and body so that the student may discover his own best self, and while correcting mannerisms, strengthen and develop his individuality.

Throughout each course emphasis will be placed upon the recognized elements of oral expression—phonics, pronunciation, articulation, enunciation, breathing exercises—and the fundamental principles of reading, grouping, succession of ideas, subordination, etc.

In addition to regular text-book, outside reading and some phase of original work will be required in each course. The constant effort will be to stimulate imagination, to quicken responsiveness, and to establish high ideals of expression and interpretation.

ELEMENTARY COURSES.

Reading 1.

This course should give students an intelligent working knowledge of fundamental principles of reading and speaking, and is a prerequisite to all other courses.

Reading 2.

This course is a continuation of Reading 1. Emphasis is placed upon the interpretation of the printed page and gaining a response from voice and body.

JUNIOR COLLEGE COURSES.

Reading 103. Public Speaking.

Reading 104. Public Speaking.

Reading 205. Public Speaking.

SENIOR COLLEGE COURSES.

Reading 306. Public Speaking.

Reading 307. Public Speaking.
RURAL SOCIOLOGY AND EDUCATION.

Mr. Burkholder.

The work of this department is organized with a view to ascertaining the true economic, religious, and educational status of rural life in the United States, and especially in the South and Texas. Methods of collecting social data and principles of interpreting the same in the light of approved standards will constitute an important part of all the courses offered in this department. The attitude toward all phases of rural life will be sympathetic but dynamic and constructive. Teachers of rural schools and all others who aspire to rural leadership in any lines of endeavor will find this work very helpful.

Education 15. Rural School Management. This course may be substituted for Education 1.

It is organized for such students of either the Freshmen or Sophomore class as do not intend to graduate from the Normal, but will go at once into the rural schools as teachers. Particular attention will be given to the problems incident to the country school, such as organization, the daily schedule, classification, correlation and alternatives, community co-operation, and the relation of the course of study to the life of the community.

JUNIOR COLLEGE COURSES.

Sociology 101. Rural Economics.

This course constitutes a study of the economic problems which underly the welfare of the farmer, as well as the institutions upon which his success depends. Among the topics of special study are the following: Factors of agricultural production; distribution of agricultural income; co-operation and marketing; principles of farm management; land values and land tenure; farmers' organizations; rural taxation; rural credits; the maintenance of the social, political, and economic status of the farmer.

Sociology 102. Economic Theory.

This is an elementary course in the fundamentals of economic theory. It is designed to give the student an appreciative and working knowledge of such great economic problems as price and value, supply and demand, money and exchange, credit and banking, business organization and monopoly, labor and wages, interest and profits, and public revenues and expenditures.

Sociology 203. Rural Sociology.

It is the purpose of this course to study rural life in the United
States, and especially in Texas, with a view to determining what conditions really exist, what conditions ought to exist, and what forces are already operative, or may be put into operation, to enrich country life. In ascertaining the facts, much attention will be given to the value and methods of the rural survey. Special study will be made of such existing social institutions as the Farmers’ Union, the Grange, the church, and the school, as media through which to achieve social betterment. Enough of the fundamental principles of Sociology, and Social Psychology as the basis of social behavior, will be studied to make the more concrete work of the course intelligible and profitable.

**SENIOR COLLEGE COURSES.**

*Sociology 301. Community Activities and the Rural School.*

This course is primarily intended for all those who are preparing for definite rural leadership along any lines but especially for the rural teacher. It is believed that the rural teacher will in the near future become a "community manager" or "social engineer". This course endeavors to train men and women for such a function. Such topics as the social problems of the community, the rural school and social center, the rural survey, the community nurse, the community doctor, county health department, the county library, the community extension work, the literary society, community athletics, continuation school for adults, and cooperation of such agencies as the church, school, Sunday school, Young Men’s Christian Association, the Young Women’s Christian Association.

*Sociology 302. Principles of Sociology.*

This course gives a general survey of the principles of sociology. Special study will be made of the general plan of social organization, the motives which lead to social action, the development and functions of such social units as the family, the church, the school, and the state, as well as the elimination of pauperism, crime, ignorance, and other social evils.

*Sociology 303. Public Finance.*

Among the topics studied in this course will be public expenditures, public indebtedness, general property tax, income and inheritance tax, customs duties, single tax systems, and emergency taxes. Sociology 101 is a prerequisite to this course. This course alternates with Sociology 304, and will be offered for 1917-18.

*Sociology 304. Money and Banking.*

This course will include studies in the development of money and its use in facilitating exchanges, the general principles of money and the nature and functions of banks, the machinery of domestic and foreign exchange. Special attention will be given to the Federal Reserve banks and the Federal Reserve currency, and especially to
the organization of the Federal Land Loan banks and their function. Sociology 101 is a prerequisite for this course.

Sociology 305. Rural Health and Sanitation.

This course is open to rural school teachers and rural leaders of all classes. Its purpose is to consider in a non-technical way some of the chief problems of health and sanitation with the farm home, the rural school, and the country community. Credit 2 hours.

Sociology 400. Social Psychology.

This course is open to senior students only. The purpose is to acquaint the student with the great facts and underlying principles of social behavior. Such topics will be discussed as suggestibility, the crowd, the mob mind, conventionality, custom imitation, rational imitation, interference and conflict, compromise, public opinion.

Sociology 401. Economic History of United States.

This course is intended to give the student a broad view of the economic development of the United States through the whole of its history, both colonial and national. Some of the topics to be discussed will be public land policy, development of slavery and its effects on agricultural industry, economic significance of westward expansion, tariff and commercial policies, development of internal transportation, rise of organized labor and labor problems, industrial combinations and trusts, government regulation and control and conservation of natural resources.


Topics: History of tendencies of American farmers to organize for mutual benefit, character of rural cooperative societies in Europe, definition of cooperation, scope of cooperation in agriculture, legal and economic conditions necessary for successful cooperation, organization of cooperative societies, some successful organizations now existing for production, ownership, sale, and supply of farm products.

Education 403. Rural School Administration and Supervision.

This course is open only to senior students. It is primarily intended for county superintendents and principals of rural schools, and district supervisors, or supervisors of special subjects. Topics: functions of the various supervisory officers, characteristics of efficient supervision, course of study for rural schools, selections of teachers, improvement of teachers in service, the county institute, teachers' association, measurement of efficiency of school, county educational survey, county school fair, county field day, elimination of adult illiteracy, consolidation of schools, free transportation of school children.
SPANISH.

MR. MARSH.

Students in Texas should feel a special interest in the language, history and literature of Spain. There are sufficient reminders to the Spanish basis of Texas history. There are many and compelling reasons for a study of Spanish. The increasing commercial relations with Latin America, the need of a sympathetic understanding of our Spanish speaking neighbors demand now more than ever before a correct as well as a practical knowledge of Spanish. With these facts in view the following courses of Spanish are offered:

ELEMENTARY COURSES.

Spanish 1.

A beginners' course in elementary Spanish. Attention to careful pronunciation together with an accurate knowledge of the essentials of grammar; easy conversation.

Spanish 2.

Elementary reading. Exercises in composition; study of verb forms; conversational drill.

Spanish 3.

Continuation of Spanish 2. Dictation; increased study of verbs; more extensive reading of selected texts.

Spanish 4.

Grammar: irregular verbs; syntax; composition; continued reading.

Spanish 5.

More attention to practical discussions on prescribed topics. Dictation; memorizing passages; supplementary reading.

Spanish 6.

Continuation of Spanish 5. Sight reading; study of selected texts to fit the student for more advanced study of Spanish.

JUNIOR COLLEGE COURSES.

Spanish 101.

A beginners' course for college students. Study of the introductory forms of Spanish in conversational method. Easy reading from various texts.
Continuation of Spanish 101. Elementary grammar; selective reading.

A more intensive study of verb forms; conversation and composition; increased reading of selected texts.
Credit will not be given for course 101 or 102 until course 103 shall have been completed.

Reading, composition and grammar. The reading will consist of representative stories and comedies.

Continuation of Spanish 201; careful attention to conversation and sight reading. A more careful study of grammar; letter writing, oral and written reports; some reading outside the class. Conducted in Spanish.
Credit for course 201 will be withheld until course 202 shall have been completed.

Study of selected works in prose and verse. As much reading as possible will be done to acquaint the student with standard Spanish authors.
Open to students who have completed courses 201, 202 and 203 or their equivalent.

Devised especially for those students who are sufficiently advanced to desire practice in writing and composition and conversation. Translation into Spanish of selected English prose.
Open to students who have completed courses 201 and 202 or their equivalent.

Emphasis will be placed on the development of the modern Spanish drama. Lectures and reports on this period of Spanish literature. Reading of the more important works of representative writers of this century.
Open to those students who have completed courses 201, 202 and 203 or their equivalent.
Spanish 303. *Drama of the Golden Age.*

Study of Lope de Vega, Tirso de Molina and Calderon. Lectures and reports on this period.
Open to students who have completed courses 201, 202 and 203 or their equivalent.


Lectures to the class; reading of important works and reports by members of the class on special topics.
Open to students who have completed course 302 or 303, or their equivalent.

Spanish 402. *Contemporary Literature.*

Study of the present day writers of Spain with emphasis on Benavente.
Open to students who have completed courses 202 or 303, or their equivalent.

Spanish 403. *Cervantes.*

An introduction to his works. Readings from Don Quijote and Novelas Ejemplares.
Open to students who have completed course 401 or its equivalent.

Spanish 404. *The Teaching of Spanish.*

A course planned for those who desire to teach Spanish.
Open to those who have completed courses 302 or 303, or their equivalent.
ADVANCED CREDIT FOR NORMAL GRADUATES.

George Peabody College for Teachers gives graduates of Texas State Normal Schools under the four-year course two years of college credit without any entrance conditions, thereby making it possible for such graduates to secure the Bachelor's Degree in two years.

The University of Missouri grants advanced standing to graduates of Texas State Normal Schools as follows:

"A graduate of a State Normal School who has completed four years' work in an accredited high school and at least two years' (six quarters) work in the Normal School will be admitted to junior standing in the College of Arts and Sciences. The same standing will be given to a graduate of a State Normal School who has completed three years in the high school and three years in the Normal School, or two years in the high school and four years in the Normal School."

The University of Texas gives the following recognition to graduates of the four State Normal Schools on the basis of the new four-year course:

"Credit will be given only for full years of work."

"On completion of the second year (Sophomore Class), students will be given 14 admission units, provided three units in one foreign language or two in each of two foreign languages (other than Latin) are included. If foreign language units are not included, only 12 admission units will be allowed.

On completion of the third year (Junior Class), students will be given 14 admission units as provided for at the end of the second year; and, in addition, five college courses, provided (1) the student completed the entire second and third years at the Normal School, or (2) was admitted to the Normal School with at least 14 units' credit as a graduate of a school affiliated with the University of Texas, or (3) was admitted by examination covering either the second year's entire course of study in the Normal School or 14 admission units accepted by the University of Texas.

"On completion of the fourth year (Senior Class), students will be given 14 admission units, as provided for at the end of the second year; and, in addition, ten college courses, provided the students (1) completed the third year at the Normal School, subject to the above mentioned conditions for admission to the third year, or (2) was admitted to the fourth year by examination covering the entire courses of study for the second and third years, or covering the required admission units to the University of Texas and the entire course of study of the third year, or (3) was admitted to the fourth year by reason of having creditably completed an entire year of work in a recognized college; and, in addition, presented the equivalent of full admission to the University of Texas. In case students present only 12 admission units on entering the fourth year, they will be allowed only 12 admission units and 10 college courses on completing the fourth year.

"Students, however, who were admitted to the fourth year by reason of graduation from a State Normal School prior to 1914, will be credited with only 6 college credits in addition to the 14 admission units as provided for at the end of the second year."
THE TRAINING SCHOOL.

LYNTON F. GARRETT.......................... Superintendent
H. A. HANDEICK.............................. Supervisor Ninth Grade
MISS CLARA LAWRENCE......................... Supervisor Seventh and Eighth Grades
MISS GENEVIEVE STAUDT...................... Supervisor Fifth and Sixth Grades
MISS FLORENCE KONE........................ Supervisor Third and Fourth Grades
MRS. LILLA MAYFIELD....................... Supervisor First and Second Grades

A Training School is a very necessary department of any normal school. It bears the same relation to the professional training of teachers as a laboratory bears to the training of scientists, or a workshop to the training of artisans. An opportunity is here afforded to the student to observe actual teaching by experienced teachers, to do practice teaching under the supervision of experts, and to see the administrative details of school organization in operation. It serves further as a laboratory in which new educational theories may be tested by experiment, and where proposed methods may be adapted to the various conditions under which the student will be required to teach.

The Training School of the Southwest Texas State Normal School is organized with six grades in the Elementary Department and three in the Junior High School. The graduates from the ninth grade are prepared to enter the Freshman Class of the Normal proper. Each grade except the ninth has fifteen pupils. Two grades are in each room in charge of a supervisor, who does much of the actual teaching, who is responsible for the order and discipline of the room, and who supervises the observation and student teaching of the student teacher. Written plans of all lessons are made by the student teacher and submitted to the supervisor for approval before they may be taught. The student is allowed as much freedom and originality in both method and management as is consistent with sound educational principles.

The theory of education taught in the Normal School is connected with practice in the Training School by the Supervisor. She teaches the student teacher the general principles of class room procedure and then requires reports on their practical application as observed in the work of the supervisor. Not until these reports show clearly that the student understands thoroughly the principles taught is he placed in charge of a room to do his own student teaching.

In order that the observation and practice work of the student teacher in the Training School may function properly in actual teaching in the schools of Texas, the grading and courses of study are made to conform as closely as possible to the organization of the best schools of the State. It must not be inferred, however, that this precludes the introduction of the latest and best ideas in educational theory and practice. Only a substantial equivalent will necessarily be maintained.
Observation work and student teaching will be under the direction of the superintendent and supervisor in charge of the work to which the student has been assigned. *Students should note the following:*

1. Education 212 is open only to fourth year students who are applicants for diplomas.
2. No student will be permitted to take this course who has not completed Education 104, at least one unit in Psychology beyond Education 2, and one unit in either special or general methods.
3. The number of student teachers taking this course during any one quarter will be limited approximately to one-third of the total number of students completing the year's work in which the course is offered.
4. All assignments for work in the training department and all changes in assignments are made by the superintendent.
5. All students registering for this course must reserve a double period for observation, teaching and conferences.
6. The work in this course includes teaching, writing reports, observing, criticizing, lesson planning, assisting the teacher, attending conferences, and keeping records. An endeavor is made to place the student in the atmosphere of a real school with as many of the responsibilities peculiar to the teacher in charge as possible. The student will be allowed as much freedom and initiative as is consistent with the best pedagogical principles.
7. Students will be held responsible for the progress of their pupils in the subjects they teach. To this end they should visit the home and confer with parent when such conference will make for the interest of the child and school.

**COURSE OF STUDY IN THE TRAINING SCHOOL.**

**FIRST GRADE.**

*Language.*—(1) Spontaneous self-expression is secured through conversation based on the child's personal experience at home and in school; stories, myths, poems, and dramatizations.

(2) Correct speech is cultivated through imitation, memorizing choice selections, and oral reading by the teacher.

(3) Habits of speech are fixed by imitation, repetition, and games in phonics.

(4) A few of the common uses of capitals and punctuation marks are taught, but no formal written composition is attempted.

(5) Phonics and words are studied through imagining main words, action play with verbs, visualizing exercises, and word-building with phonograms.

*Reading.*—First lessons are in script from the black-board. The sentences used are made by the children in expressing orally their experiences. The books used are Playmate's Primer, Art Literature Primer, Hill's First Reader, Lee's First Reader, and Art Literature, Book I.
Spelling.—Lists of easy words from conversation and reading lessons during the last half of the year are spelled orally and in writing.

Numbers.—Children count by ones, fives, and tens to one hundred, and by twos, threes, and fours as far as they are able. Easy denominate numbers, and the forty-five combinations through fours are learned, as well as the signs needed, and some easy fractions and their symbols.

SECOND GRADE.

Language.—Oral expression of observations, retelling of stories, stories from pictures, and games for correcting errors, are employed in this grade. Christmas, Easter, St. Valentine, and other holidays are used to incite an interest in the child for written composition work.

Reading.—Increased attention is given to the mechanics of reading and the expression of thought. A wide range of selected reading matter is used to this end.

Spelling.—Oral and written spelling is correlated with the reading and language work; also selected lists of words from the adopted speller are used.

Numbers.—The work of the First Grade is reviewed and continued, the forty-five combinations completed, denominate numbers taught concretely, and easy fractions continued and concretely illustrated by paper folding and cutting. The multiplication tables of twos, threes, fours, fives, tens, and elevens are learned.

Nature Study.—The aim in this work is to give the child in the simplest and most graphic form, the fundamental facts about the world in which he lives. The means employed are observation and experience, under the guidance of the teacher. He is taught the cardinal and semi-cardinal directions, accurate ideas of the mile, half-mile, hour, week, mouth and year; also the common plants, birds, and insects, are named and studied. Weather conditions such as winds, temperature, fog, rain, dew, and clouds, are observed and recorded.

THIRD GRADE.

Language.—The work in this grade includes the study of paragraphs, formation of possessives, use of quotation marks and exclamation point, with some of the common uses of the comma, correction of frequent errors in speech, memorizing of select poems, and reproduction of stories. "Our Language, First Book," forms the basis of the work.

Reading.—Selections from the following books are used: Hill's Third Reader, Art Literature, Book III, Horace Mann Reader, and Elson's Third Reader.

Spelling.—The words spelled are those found in daily composition and reading. Special drills are given in the words commonly misspelled, and selected list from all sources.

Arithmetic.—Pupils are drilled to count by twos, threes, fours, sixes, and sevens; also in the multiplication and division tables, in-
cluding the sevens. Long division is not attempted until the latter part of the year. All drills have as their end the fixing of habits. Many problems employing the principles taught are solved and analyzed. Sutton and Bruce, Lower Book, is used as a text.

Geography.—The first part of the year is devoted to home geography and land and water forms, taught by observation, the sand-board, maps, etc. The last part of the year includes work in the adopted text-book.

Writing and Drawing.—Children are taught easy free-hand drawing. The large form of writing of the lower grades is reduced somewhat under the direction of the teacher.

FOURTH GRADE.

Language.—This grade studies the kinds of sentences, parts of sentences, and parts of speech. Original stories from pictures, word lists, and the child’s experience, are first told orally and then written. “Our Language, Second Book,” to page 109, is used as a text.

Reading.—Hill’s, Elson’s, and the Horace Mann Fourth Readers are the basis of the work.

Spelling.—There are drills on words used in composition, geography, reading, and conversation. The adopted speller will be used as a supplementary text.

Arithmetic.—The tables are reviewed, and short and long division with larger numbers are practiced, along with constant drills in fundamental principles for speed and accuracy. Denominate numbers and common fractions are studied further. The writing of decimals is begun and practiced to two places. The adopted text is used.

Geography.—The first book of “World Geography” is completed. The study of each country is supplemented with stories from geography readers and elsewhere.

Writing and Drawing.—These studies are directed by the teacher. The writing and drawing are correlated with studies in geography and the handicrafts.

FIFTH GRADE.

Language.—The kinds of sentences, phrases, clauses, the parts of speech and their properties, and punctuation, are carefully studied; also the meter and rhyme of simple poetry. Composition work on familiar subjects is continued, including the writing of social letters.

Reading.—Attention is given to the literary merit of the selections read with a view to create a love for a good class of reading. Hill’s and Elson’s Fifth Readers are used.

Spelling.—Frequent drills are given in the spelling of difficult words in daily use by the child. Attention is given to the part of the word most liable to be misspelled. The adopted speller is also used.

Arithmetic.—The “Lower Book” is completed in the Fall and Winter Term, and “The Higher Book” is studied in the Spring Term. Special drills are given in the “three step” form of solving problems. Many problems are made by pupils and teacher to illustrate principles, arouse interest, and to relate the work to actual life.
Geography.—The second book of "World Geography" is begun. The text-book studies are supplemented with readings from many sources.

History.—This grade begins the study of the history of the United States in an informal way giving attention to biography and to interesting stories of our American life. Estill’s Beginners’ U. S. History is used as a basis.

Writing and Drawing.—This is a continuation of the work of the former grade under the direction of the teacher.

SIXTH GRADE.

Language.—A little more formal grammar is taught in this grade. Voice, inflection, phrases, clauses, and the different kinds of sentences are further studied, but it is not made stiffly formal. Literature is made an important part of the work. "Our Language, Third Book," is used as a text.

Arithmetic.—Tables of denominate numbers are reviewed, and mensuration with practical applications is studied. Daily drills are given in rapid mental work with special reference to common fractions, decimal fractions, and their application to percentage. Studies are continued in the "Higher Book."

History.—Texas history is studied in this grade. Special emphasis is placed on local history with reference to stories of the life and experiences of the oldest settlers, of the Spanish, and the Indians. The interest of the child is increased by the collection of relics of the native Indian and the Spanish explorer. The text used as an outline is Barker, Potts, and Ramsdell.

Geography.—The "World Geography, Second Book," is completed.

Spelling.—The words spelled are largely selected from the daily lessons and from composition work. The adopted speller is used as a supplementary book.

Writing and Drawing.—This is a continuation of the work of the former grade under the guidance of the teacher.

SEVENTH GRADE.

English.—In this grade, grammar, literature, and composition are correlated. Among the studies in literature are included Christmas Carol, Legend of Sleepy Hollow, Evangeline, Courtship of Miles Standish, Sir Galahad, Crossing the Bar, The Recessional, Abou Ben Adhem, The Last Leaf, The Chambered Nautilus, To a Waterfowl, and selections from the myths of Greece and Rome. Smith’s Grammar is used as a basis for the studies in grammar.

Arithmetic.—A special feature in this grade is the application of the principles of percentage and mensuration to the problems of every day experiences. "The Higher Book" is completed.

Science.—Three days a week are devoted to elementary studies in agriculture. School gardening is a special feature of the Spring Term. The text used is Ferguson and Lewis.

Spelling.—This is a continuation of the work of the former grade.
Considerable attention is given to the stems, prefixes, and suffixes of the words spelled.

History.—This grade studies United States history from the first settlements to the close of the Civil War, omitting the details of the wars. The European background of history is studied and also the social and industrial phases are made prominent.

Writing and Drawing.—This is a continuation of the work of the former grade. It is expected that every pupil shall reach a certain standard in writing with reference to quality and speed.

EIGHTH GRADE.

English.—Grammar and composition is continued through this grade. Literature is correlated with this. Frequent compositions are required based on literature, history, personal experiences, and life work topics. Stress is laid on correct form, spelling, paragraphing, unity, and coherence. Herrick and Damon is the textbook.

Mathematics.—The first half of the year is given to a review of arithmetic, and the other half to elementary algebra.

History.—One third of the year is given to the completion of United States history. The rest of the year is given to the study of Ancient history to the time of Charlemagne. Special emphasis is placed on the life, customs, institutions, and religion of the ancients, and their contributions to modern civilization.

Science.—Three days a week are devoted to studies in physiology. Hygiene and sanitation are given much attention. The text studied is Hartman and Bibb's "The Human Body and Its Enemies." This is supplemented by charts and specimens from the butcher shops.

Foreign Language.—The pupil may elect Spanish, German, or Latin.

NINTH GRADE.

English.—Grammar, composition, rhetoric, and literature are correlated through the year. The pupils are expected to read widely under the direction of the teacher. Herrick and Damon continues to be used as a basis for the formal studies.

Mathematics.—This grade continues the study of algebra through the whole year.

History.—Medieval and Modern history is studied, beginning with the reign of Charlemagne. Much supplementary reading is assigned from the library.

Science.—Three days a week are given to the study of physical geography. The textbook is Tarr's New Physical Geography.

Foreign Language.—The Spanish, German, or Latin of the former grade is continued through this year.
SOUTHWEST TEXAS STATE NORMAL.

GENERAL INFORMATION.

ARRIVAL.

Reach San Marcos in the daytime. Advise Professor S. W. Stanfield or Professor M. L. Arnold as to the train upon which you will come and he will meet you. Have all baggage plainly marked with your name and Southwest Texas State Normal School, San Marcos, Texas, and thus prevent confusion, or possible loss of baggage.

BOARDING.

On arrival, or before engaging board permanently, students should report to Professor Stanfield, who will assist in securing pleasant places in excellent families. Students should not permit themselves, to be influenced in the selection of boarding places by solicitors at the depot or on the streets. Students must secure the approval of Professor Stanfield or the Dean of Women before changing boarding places.

EXPENSES.

The incidental fee is fifteen dollars, payable upon entrance. Textbooks are furnished free to all students. When all the books used by a student are returned in good condition, two dollars will be refunded. Board in good private families costs $17 to $22.50 per month. Economy of living is encouraged.

AGE AND QUALIFICATIONS.

No person who is under sixteen years of age January 1, 1918, will be admitted. Students that have completed the equivalent of the ninth grade of the standard high school should be able to pass the entrance examinations to the First Year's Work. Students that have completed courses higher than the equivalent of the ninth grade of the standard high school should be able to enter the Second Year Class by examination. Students that hold diplomas from approved high schools or from reputable institutions should present approved credentials showing the course completed.

CLASSIFICATION COMMITTEE.

The Classification Committee will be in session at the Normal Monday, September 24, and Tuesday, September 25, for the purpose of classifying students. Students should confer with this committee before enrolling for work.

PUBLICATIONS.

The Normal School publishes a quarterly bulletin which will be mailed to all alumni on request. The Normal Star is a student weekly.
that gives the more important school news and furnishes a medium for the publication of communications prepared by students.

SUMMER SESSION.

The Summer School has become a permanent feature of the Southwest Texas State Normal School. It offers the advantages of Normal College training to teachers actually in public school service, to prospective teachers, and to others desiring to complete courses for advanced college credit. It also meets the needs of students who are making up deficiencies in entrance requirements. The Summer Normal courses provide a thorough review of branches leading to all grades of certificates. It is possible for graduates of Texas State Normal Colleges under former courses, and other advanced students of college rank, to complete the additional year or years required for professional High School diplomas or Bachelor's Degree in Summer terms. The same requirements are made of students who do summer work as are made of students in attendance during the regular session. The Summer bulletin, which gives explicit information on the summer work, is issued by February 15 of each year. The popularity of the Summer Session is attested by an enrollment of 1213 students in the summer 1917.

COMMITTEE ON TEACHERS.

Superintendents and trustees have a right to look to Normal Schools for assistance in securing capable teachers. To discharge properly the duty of school officials and to place graduates and other Normal students in positions adapted to professional equipment, the Committee on Teachers has been appointed. This committee seeks to find an efficient teacher for each position and a suitable position for each worthy teacher. Special effort is made to obtain reliable information concerning vacancies. So far, we have been unable to meet the demands that come to us for trained teachers. No charge is made for the service of the Committee on Teachers.

FURTHER INFORMATION.

For any desired information not given in this announcement, persons interested should address,

C. E. Evans, President,
San Marcos, Texas.
Machine Room in Manual Training.
**SENIOR CLASS.**

Students shall be classed as Seniors who have satisfied all requirements for entrance to the Senior Class, or who are enrolled for courses that will allow them to complete the work of the Senior Class during the current school year.

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
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<tbody>
<tr>
<td>Albritton, Lavinia</td>
<td>Jacksonville</td>
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<tr>
<td>Atkinson, Lucy</td>
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<td>Bachle, Hugo</td>
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<td>Beckham, Mrs. C. M.</td>
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<td>Tehuacana</td>
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<td>Donelson, David C.</td>
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<td>DuBose, C. L.</td>
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<td>McCaughan, Nellie</td>
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<td>McDaniel, L. A.</td>
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<td>Mebane, Sallie</td>
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<td>Metzger, Laura</td>
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<td>Miller, W. H.</td>
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<td>Moore, Allie L.</td>
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<td>Mueller, Aug. H.</td>
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<td>Murphy, Esther</td>
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<td>New, Harold</td>
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<td>Odom, A. C.</td>
<td>Rogers</td>
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<td>Oxsheer, Lea</td>
<td>Timpson</td>
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<tr>
<td>Park, Myrtle</td>
<td>San Marcos</td>
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SOUTHWEST TEXAS STATE NORMAL.

Park, W. J. ............. San Marcos
Parker, Lois ............. San Marcos
Pence, W. S. ............. Brady
Pence, Mary ............. Brady
Pluenneke, W. D. ........ Mason
Polsgrove, Anna .......... Alpine
Porter, Roger H. ......... San Marcos
Poteet, Eunice .......... Holland
Pence, Mary .......... Brady
Pence, W. .......... Mason
Ragsdale, Beulah ....... Nixon
Ramsay, Mary Louise .... San Marcos
Ramsower, Jessie ...... Holland
Rawnson, C. L. .......... Rosenberg
Rawnson, Ferrell .. Kerrville
Ray, Helen .............. Longview
Reagan, G. H. .......... Charco
Roark, J. B. ............ Troup
Rode, Otto ............. Lange
Sallis, Pauline .......... Brenham
Sharp, Ella .............. Detroit
Sharpe, Sarah M. ....... Elgin
Shelton, Robert .... Dripping Springs
Sherrill, Clement ....... San Marcos
Singer, Amy .......... Houston
Smith, Clara ............ Minden, La.
Smith, Mary Kate ....... Henderson
Smith, O. P. ............ Santa Maria
Spivey, Sylvia .......... Brownsville
Stonebaugh, Queenie .... Tenyson
Strawn, Claudia .......... Buda
Stribling, W. Joe ...... San Marcos

Thompson, Gladys ......... Temple
Talley, Maggie Joe ...... San Marcos
Terrell, H. Dalley ....... San Marcos
Terry, Mattie .......... San Antonio
Thomas, Peyton .......... San Marcos

Waldo, Lucy .......... San Marcos
Wallace, Wil T .......... Spicewood
Ward, Eula .............. San Marcos
Ward, Willye .......... San Marcos
Whitley, Kathryn ......... Temple
Wildenthal, Adele .......... Cotulla
Williams, Mary E ......... San Marcos

Yarrington, Robert ...... San Marcos
Students shall be classed as juniors who have satisfied all requirements for entrance to the Junior Class, or who are enrolled for courses that will allow them to complete the work of the Junior Class during the current school year.

Adams, Chas. B. ........ Garrison
Alexander, Mary .......... Waco
Apfelbach, G. H. ....... Brenham
Arnold, Emma .......... Cheapside
Ball, Myrtle .......... Sweden
Barnes, Blanche ........ San Marcos
Barnes, Ethel .......... Sandia
Barnes, Winnifred ....... San Marcos
Barnett, Minnie ......... Hamlin
Bartlett, Emma Lee .... San Marcos
Bartlett, Evie .......... San Marcos
Barton, John D .......... Ozona
Bateman, Florence .... San Antonio
Bauchman, Florence ... Florence
Baucum, R. G. ....... San Marcos
Beard, Mabel .......... Milano
Beard, N. B. .......... Fort Worth
Bearden, Gladys ...... Houston
Beckelman, Henrietta .. San Antonio
Beetley, Louise ....... Rockport
Bell, Ida Mae .......... Houston
Birnatiel, Marguerite .. Nogales, Ariz.
Blackburn, Ross ....... Burton
Blanton, Jessie B ...... Arlington
Booth, Bertha E ...... San Antonio
Boswell, Bonnie ...... Galveston
Boxley, Gertrude ...... San Marcos
Brown, Betty .......... Dale
Brown, C. E ........ Sugarland
Brown, Edith .......... San Antonio
Brown, Rachel ........ Dale
Browning, Burma ...... San Marcos
Bryant, Sparks ......... Rogers
Buchanan, Winnifred .. San Marcos
Burkett, Alla .......... Uvalde
Burkhalter, Hamp ...... San Antonio
Burnette, Eunys ...... San Antonio
Butschek, Cecilia ...... San Antonio
Byars, Ethel .......... Elgin
Cadena, Erminia ....... San Antonio
Caffery, Valerie ...... Houston
Caldwell, Josephine ... Waco
Callaway, Sidney M .... San Marcos
Campbell, R. S. ....... Santa Anna
Caperton, Edith ...... Austin
Carter, Alonzo ......... Prairie Lea
Carver, S. E. .......... Uvalde
Chadwick, Ethel ...... San Marcos
Chamberlain, Lucie ....... Goree
Chambers, Caroline .... Walnut Springs
Clemens, Lincoln ....... Bartlett
Cockrell, B. R. ......... Smithville
Cole, Alleen .......... Bastrop
Coleman, Sadie J ........ Sabinal
Collier, Tom .......... San Marcos
Collins, Sarah .......... Premont
Connully, Lois .......... Lockhart
Cooksey, Vera .......... Turnersville
Coor, Pat. ........ San Marcos
Cory, Edith .......... San Antonio
Couch, Lera .......... Fisk
Cox, Lucy .......... Burnet
Crofford, Adelaide .. Beaumont
Cropper, Geneva ....... Jourdanton
Curry, Ella .......... Matagorda
Dabney, Elizabeth .. San Saba
Dabney, Lance .......... San Saba
Dalley, Gladys ...... San Marcos
Dalley, Henrie ...... San Marcos
Dale, Lee .......... Daingerfield
Darilek, A. W. .......... Shiner
David, Haile .......... San Marcos
Davis, Winnie .......... Medina
Day, H. H. .......... San Marcos
Day, Proctor W .......... Nixon
Dinter, Marion .......... Cuero
Dobbins, John ......... San Marcos
Dodd, Alice .......... Raymondville
Doell, Mamie .......... Mason
Dolan, Johnnie .. San Antonio
Donald, Willie ....... Brookshire
Donald, Winnie ....... Brookshire
Doyle, Mamie .......... San Marcos
Doyle, Neille .......... San Marcos
Dyer, Lillian L ....... San Marcos
Earnest, Willie Rae ... Lampasas
Eldson, Lois .......... San Marcos
Ellison, Eura Lee ...... Belton
Evans, Florence ...... San Antonio
Faublon, Margaret .... Liberty Hill
Faulk, Erma .......... Corpus Christi
Faulk, Howard P. . . Corpus Christi
Faulk, Hubert T .. . . Corpus Christi
Fink, Pauline .......... Yoakum
Finney, Marie .......... Houston
Fisher, Esther .......... San Antonio
Fleming, Edna .......... Staples
Floyd, Mille .......... Centerville
Foster, Lorena .......... Pearland
Foster, Maybelle ....... San Marcos
Foster, Ruby .......... Weir
Fourquerean, Gladys.... San Marcos
Fussell, Elizabeth........ Gonzales
Fussell, Macy ............ Gonzales

Gaffney, Winnifred .... Waco
Garison, Alma ............ Medina
Gibson, Phoebe Jo ....... Sabinal
Gilliland, Willie ....... Floresville
Gillis, Fred .............. Fentress
Gillis, Marie ............. Fentress
Gilmore, Leola .......... Center
Gipson, Carrie .......... Poteet
Gipson, Vera ............. Poteet

Glazener, Verna R ....... Fairfield
Glenn, Willie Mae ....... San Marcos
Glipp, Curtis ............ San Marcos
Glipp, Lela .............. Burnet
Goldman, Anna S ......... Victoria
Greathouse, Tommie L .... Ft. Worth
Green, G. E. ........... Mason
Green, Ruby .............. Poteet
Griff'n, Mae ............ San Marcos
Grimmang, Wynona ...... Sonora
Gurinsky, Bessy ....... Gonzales
Grue, Ernest K ......... New Braunfels

Halliburton, A. D..... San Marcos
Handrick, Bertha ....... San Marcos
Harcourt, Mrs. Hary..... Taylor
Hardy, W. R. ............. Stockdale
Harmonson, Louis H .... Justin
Harrell, Ralph .......... Burnet
Harris, Martha ......... San Marcos
Harris, Sophy, Sta. A ... San Antonio
Harwell, Pauline ....... Lampasas
Hayes, W. H. ............ Bandera
Heartfield, Lady ....... Beaufort
Henderson, G. .......... San Marcos
Henderson, S. W ....... San Marcos
Henley, Betty .......... Troup
Henning, Alma .......... Llano
Hensley, Lee ............. Chieflman
Hernandez, Carmen .... Bexarville
Hernandez, Hazel ...... Beeville
Hendron, Mary .......... San Marcos
Heyman, Leona ......... San Antonio
Hill, Bessie ............ Palacios
Hitchcock, Carrie ...... Martin
Holdsworth, Rosita .... Kerrville
Holman, Grace .......... Cuero
Hooper, Joyce .......... Lampasas
House, Florence L ....... McKinney
House, Ione ............ Floresville
Howard, May ............ Devine
Howard, Roger .......... Newton
Howe, Mabel ............ Granger

James, Nell ............ San Antonio
Johnston, Mary .......... Burnet
Johnston, Verna ......... Big Springs
Jones, Addie Mae ....... Cuero
Jones, Alene .......... San Marcos
Jones, Alma ............. Belton
Jones, Clara .......... Walnut Springs

Jones, J. C. ............ Wrightsboro
Kadr, August ........... Yoakum
Kerby, Ida .......... San Marcos
Kerr, Lucile .......... Corsicana
Kimbrough, Lyttie .... San Antonio
Kinkead, Florence ..... Burnet
Koch, Dora A .......... Flatonia
Kruse, E. F ............. Brenham
Kubina, Olga .......... Flatonia

Langston, Kate E ....... Terrell
Lansdale, Mrs. Ethel .... Houston
Laughinghouse, Lelia .... Hondo
Lee, Goldie .......... San Antonio
Lemmon, Gertrude ...... Lodi
Lewis, Leta .......... Valley Mills
Lewis, Russell A ....... Floresville
Little, Ariel ........... Troy
Littlejohn, Lucille .... Tyler
Lockhart, T. W. I ... Rogers
Long, J. C. .......... Goldthwaite
Lovick, Ruth .......... Temple
Lubbock, Edith ......... San Antonio
McCarter, Jessie ....... Temple
McDonald, L. C........ North Zulick
McGee, Maragret ...... El Paso
McGee, Nannie .......... Florence
McGlothlin, Belle ...... Palacios
McIntire, Hattie Mae ... Stockdale
McKinney, J. .......... Nopal, Texas
McMillan, Sophia ...... Houston
McNaughton, J. B .... San Marcos
Maples, Alice ........... San Antonio
Martin, C. R .......... Simms
Martin, M. S ........ Three rivers
Martin, Ray .......... Wellington
Mash, Florence ....... San Marcos
Matthews, Maurice .... Corsicana
Matthews, Mrs. Pearl .. San Antonio
Mayhew, Monroe ....... Jonesboro
Methvin, Lee .......... Temple
Metzger, Henry ......... Fredericksburg
Miller, Edna M ......... San Antonio
Mills, Mary .......... Brookshire
Mills, Virginia ....... Brookshire
Mitchell, Joe ........ San Marcos
Moncure, Julia ...... Bastrop
Montgomery, Mary ....... Grit
Moore, G. B ............ Big Foot
Moore, Gertrude E ...... San Antonio
Moore, Mallie Belle .... Bastrop
Moore, Stella .......... Valley Mills
Morris, Lila .......... San Augustine
Morrow, Albert ......... Athens
Muennink M. H ......... Horde
Murphy, J. W .......... Morelos
Murry, Mary Lee ....... San Antonio
Murrie, Ruth .......... San Antonio

Newman, A. J .......... San Antonio
Newport, Ethel ......... San Antonio
Oakley, Lela .......... Lampasas
<table>
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<tr>
<th>Name</th>
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<td>O'Shea, Elena Z.</td>
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<td>Zumwalt, Corinne</td>
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SOUTH WEST TEXAS STATE NORMAL.

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SOPHOMORE CLASS.

Students shall be classed as sophomores who have satisfied all requirements for entrance to the Sophomore Class, or who are enrolled for courses that will allow them to complete the work of the Sophomore Class during the current school year.

Adams, Della................Harper
Adkins, Artie................Ganado
Alvis, Ben A................San Antonio
Applewhite, Clyde...........Driftburg
Arnold, Jack................San Marcos
Arnold, Mary................Cheasapeake

Bagley, Winnie..............Lyford
Baldwin, Mrs. Geo..........Devison
Barber, Callie..............Fentress
Barnett, Vesta..............Wheat Springs
Barron, Icy................Wellborn
Bass, Mellie.................San Marcos
Bell, Mrs. Ellen J........San Marcos
Bennett, Sallie.............Merryville
Berkeley, Lois..............San Marcos
Berry, Eva..................Lampasas
Berryman, Mabel.............Palestine
Biggers, Mamie..............Dime Box
Bigham, Edna.................Troy
Birdsong, Eunice..........Kilgore
Blaisenz, Alma..............Rosebud
Blevins, Elizabeth.........Seguin
Boatright, Mrs. C........San Marcos
Boggus, Macell..............Luling
Bolton, Lloyd C............Augusta
Bonner, Blanche............Luling
Bowden, Mabel..............San Marcos
Boxley, Katie..............San Marcos
Boyd, Mary E................Peach
Boyler, Ruth.................Belton
Bradfield, Eunice.........Mineral Wells
Breitkrouz, Hugo O.........Brenham
Briggs, Everett............. Medina
Briggs, Isaac...............Medina
Brown, Anice................Yoakum
Brown, Elizabeth............Rock Springs
Brown, Emma................Dale
Breyles, Joseph F........Pontotoc
Brucks, Ernest W............Hondo
Burkett, Lee P..............Mullen
Burnett, Conner...........San Marcos
Burney, Orvis..............Evant
Burney, Verna..............Center Point
Butler, Ruby................Justin

Campbell, Pauline...........Oakville
Campbell, Mrs. R. S.........Santa Anna
Canova, Ida................Bertram
Carisale, Mittie Lou.......Holland
Carlton, Ruth...............Ft. Carnes
Carroll, Marvin............Bryan
Carson, Kit................San Marcos

Carter, C. B...............Normangee
Carver, Eva................Wetmore
Carver, Mary...............Wetmore
Caskey, Dena...............Killeen
Cass, Lenora...............Eddy
Cavness, Hubert...........San Marcos
Clark, Eula................Yoakum
Clawson, Oran..............The Grove
Clawson, Rex...............The Grove
Cochran, Chester..........Eldorado
Cogburn, Mrs. Artie E.......Rucker
Compton, Ed V..............Lytton Springs
Cook, Nadine Elaine.......Holland
Cooner, Della Mae.........Gorman
Cooper, Lois..............Brookshire
Cowan, Raymond............Wimberly
Crocker, Eva..............Center
Daniell, Willie.............Kuigsboro
Davie, Lila................San Marcos
Davis, Georgia..............Bedias
Davis, John S..............San Marcos
Davis, Nellie..............San Marcos
Day, J. L..................Martin
Denman, Clarence.........Thorp Springs
Denman, Pearl..............Thorp Springs
Dennis, Fay................Liberty Hill
Deyo, Emma Lee............Lyford
Dibrell, Ashley............Nixon
Dismukes, Myrtle..........Rock Springs
Doak, Maggie..............Comstock
Dodge, Eva...............Round Mountain
Dodge, Olive..............Round Mountain
Elder, Chessie.............Georgetown
Ellis Maidie..............Longsangport, La.
Erck, Jno. H...............Maxwell
Esmond, Graydon...........Winters
Favers, Grace..............Eden
Favers, Wilford............Eden
Fiedler, E. C.............Fredericksburg
Fisher, Sallie.............Milano
Ford, Leyton..............San Marcos
Foster, Bernice............Pearsall
Fricke, Anita...............Round Top
Fry, Lois..................Yoakum
Gaines, Frank..............Proctor
Gardner, F. S.............Centerville
Garrett, Hannah...........Waller
Gibb, Jennie..............Goliad
Giese, Alfred J...........Carmine
Glasscock, Birdie..........Blanco
Glenn, Clarence .......................... San Marcos
Goodnight, Ruth .......................... Holland
Gray, Lorinne .......................... Slocum
Greenway, Nettie .......................... Troy
Griffith, Cecelia .......................... Charlotte
Guin, Florence .......................... Hatchel
Gunn, Ella .......................... Waelder
Hall, Marvin R. .......................... Winchester
Halliburton, Ethlyn .......................... San Marcos
Halliburton, Marian .......................... San Marcos
Hanson, Ernestine .......................... Clifton
Hamilton, J. D. .......................... Buckholts
Hamilton, Cuma .......................... Buckholts
Harris, Carroll .......................... Lynton Springs
Harvey, Exa .......................... Nixon
Harvison, Houston .......................... Jonesboro
Harwell, Lillian .......................... Corsicana
Hassler, E. F. .......................... Kingston
Haynes, Mary .......................... San Marcos
Head, Leona .......................... Pleasanton
Hefner, Beulah .......................... Leander
Hefner, Grace .......................... Leander
Hefner, Maud .......................... Leander
Henderson, Juanita .......................... San Marcos
Henry, Leo .......................... Floresville
Hensley, Wendell .......................... Dewvill
Hickman, Ruth .......................... Luling
Hicks, Annie Mae .......................... Roshoe
Hightower, Marguerite .......................... Staples
Hilleyard, Mabel .......................... Rogers
Mogan, Mattie B .......................... San Marcos
Holland, Herman .......................... Lanesville
Homola, Hedvika .......................... Bryan
Horton, Susie .......................... Kilgore
Hughes, Myrtle .......................... Holland
Hulett, E. J. .......................... San Marcos
Hunt, Herschel .......................... Burleson
Hutchison, Mary .......................... Chico
Jones, Kate .......................... San Marcos
Jowell, Ruth .......................... Frankston
Juergens, Lydia .......................... Box 962, Austin
Kaiser, Erna .......................... La Grange
Keahey, Mary .......................... Sabinal
Keahey, Mattie .......................... Sabinal
Kenedy, Bertie .......................... Owens
Kennedy, Edna .......................... Gonzales
Kennington, Gladys .......................... Karnes City
King, Clyde .......................... Pandora
King, H. T. .......................... Whitt
King, Myrtle .......................... Kilgore
Kloekler, Erma .......................... Skidmore
Knisdel, Minnie .......................... San Marcos
Kolle, Myrtle .......................... Ellisger
Kroll, Emma .......................... La Grange
Kruger, Nell .......................... Hutto
Lambert, Edwin .......................... Teague
Lanler, Guss M .......................... Marquez
Lay, Libby .......................... Lavernia
Lee, Ursie .......................... Crown
Leonard Genevieve .......................... San Marcos
Lewis, Marjorie .......................... Runge
Lovelady, Etta .......................... Evant
Lowe, R. L. .......................... Laneville
Lyon, Robert .......................... Rockdale
McAnelly, Willis .......................... Jonesboro
McBryde, Bernice .......................... Harwood
McCaskill, Catherine .......................... Hockheim
McConnaghy, Edith .......................... East Bernard
McCormick, Clifford .......................... Mullen
McCoy, Mattie Maude .......................... San Antonio
McDermett, Clara .......................... Cross Plain
McLendon, Eugenia .......................... Mart
McMaster, Virginia .......................... Goliad
McNeil, Louise .......................... Austin
McQueen, Katherine .......................... Maxwell
McSwain, Lurline .......................... Wellborn
Marsh, Willie .......................... Sweden
Marsh, R. W. .......................... Livingston
Massey, Lola .......................... Robstown
Masters, Lillian .......................... Cotulla
Meiners, Ruby .......................... Moulton
Meyer, Viola .......................... La Grange
Miller, Mayme Leigh .......................... Voca
Miller, Melvin D. .......................... Florence
Mitchell, Lura .......................... Rosebud
Mobley, Inez .......................... Carrizo Springs
Moore, Johnnie .......................... Bremond
Morton, Clarence .......................... Katy
Muckleroy, E. M. .......................... Eddy
Mueller, Bertha .......................... Nordheim
Murrah, Mabel .......................... Rogers
Needham, Opal .......................... Laneville
Nelson, Pallie .......................... San Marcos
Nicksel, Louise .......................... Boerne
Nixon, Irvin .......................... Harper
Noble, Martha .......................... Yoakum
Odom, Lola .......................... Rogers
Odom, O. H. .......................... Rogers
Oliphant, W. S. .......................... Hempstead
Owen, Gilie .......................... San Saba
Perkins, Vannie .......................... San Marcos
Petermann, R. F. .......................... Seguin
Preston, Ruth .......................... San Marcos
Puckett, Goldie .......................... Mineola
Purcell, Velma .......................... Florence
Purser, Elbert .......................... Liberty Hill
Ralston, E. C. .......................... Waller
Rambie, Edith .......................... Bandera
Rasco, J. W. .......................... Normangee
Rasco, Warner .......................... Houston
Reagan, Edna .......................... Floresville
Reaves, Rosie .......................... Shelbyville
Reed, Coreene .......................... Center Point
Rees, Osa .......................... Center Point
Reese, Cora .......................... Fentress
Reichert, Elna .......................... La Grange
Reiil, Lillie .......................... Austin
Ressel, Erna .......................... Brenham
Ricks, Violet .......................... Canado
Ridgway, Estella .......................... Big Foot
Roberts, Vera .......................... Barksdale
Roquermore, Ruth........Laneville
Rucker, Lee .........Oenaville
Russell, Roy..............Chico
Sample, Ludie ........Stockdale
Sanders, Louise .........San Marcos
Saypp, Dena ..........Waco
Scarborough, Cora .........Mullen
Schaffner, Robt. L........Sealy
Schramm, Beatlih .........Rhomeboro
Shuenemann, Erna ......Nordheim
Schulze, Otto J. ..........Seguin
Shafter, Salena Helen ..San Marcos
Shanklin, J. W. .........Kingsburn
Sharpless, Roberta .........Laguna
Shepherd, K. C. ........Doucette
Shepherd, J. B. ........San Marcos
Shiller, Elizabeth .........Deaville
Shiller, Louise .............Deaville
Shuford, Virginia ......Hallsville
Simmons, O. T. .........Thrall
Skelton, Creo ..........Sterling City
Slaughter, Lillie .........Maverick
Smith, Beulah ............Car
Smith, Dena ..............San Marcos
Smith, Donnie D. .........Taipa
Smith, Edna M. .........Car
Smith, J. W. L. ........San Marcos
Smith, Newton .........Lytton Springs
Smith, Preston ...........El Campo
Speed, Ora ..............Beasley
Stanfield, Frances .........San Marcos
Stanfield, Kelso .........San Marcos
Stanley, Katherine ........San Marcos
Stevens, Lillian .........Buffalo
Stone, Desire .............Carrizo Springs
Stricklen, Mattie .........San Marcos
Stroman, O. L. ........San Marcos
Stubblefield, Mary .........Liberty Hill
Suiter, J. A. ...........Winnnsboro
Sullivan Harold ..........Centerville
Swift, Bernice Price ..San Marcos
Sykes, Otto ..............Goldthwaite
Tamsey, Mazie ........Hamlin
Taylor, Una .............Joaquin
Therneau, Ellen ..........Taylor
Thomas, Katherine ......San Marcos
Thompson, Flora ..........Lexington
Tompkins, Leah ..........Hutto
Townson, Amy ...........San Marcos
Townson, Ima ............San Marcos
Townson, Lilly ..........San Marcos
Trojonowsky, J. W. .........Wallis
Turner, Frederick .........Burton
Tuttle, Reta .............Martindale
Tyson, Flossie .........Galveston
Urquhart, Mrs. Teresa M. .Comal
Walker, Mildred ....Mountain House
Walters, Lenora ..........Kyle
Wassermann, Willie .........Mullen
Vaugh, Bernice ..........Portland
Way, Gena ..............Lemming
Webb, Portia Lee ........Lexington
Weir, Ira ..............Eddy
West, Myrtis ..........Llano
White, Geo. N. ..........Winters
Whitfield, Lizelle .....Belville
Whiting, Marie ..........La Feria
Wiebusch, Almeda .........Riesch
Wier, Raymond ..........Mijuel
Wier, Rex ..............Mijuel
Willemetal, Helen .......Cotulla
Wilkinson, Erna .........San Marcos
Wilkinson, Ruby .........San Marcos
Williams, Fred ...........San Marcos
Williams, J. E. .........Adamsville
Wilson, Carol ..........San Marcos
Wright, Reba ..........Junction
Wright, Willie ..........Junction
Students shall be classed as freshmen until they have completed fifteen units of work in addition to entrance requirements.

Alexander, Lee Ray... Cedar Creek
Andrews, Dulcie... West Point
Andrews, Virgie... West Point
Armke, Ida... New Braunfels

Babiey, Ada... San Marcos
Baring, Hertha... Floresville
Barkley, Verna... Hutto
Barrett, Glenn... Nacogdoches
Bartram, Albert... Fayetteville
Beard, Bernie... Milano
Bell, Elizabeth... Sabinal
Berry, Gertrude L... San Marcos
Beinook, Roland R... Sattler
Bohuslav, Willie... Moulton
Boles, Wilma... Mt. Enterprise
Bordovsky, Frances... La Grange
Boyce, Camilla... Runge
Boyce, Jay... Runge
Bradley, Wilma... Wrightsboro
Brown, Mattie Lee... San Marcos
Bryan, Nannle Gray... San Marcos
Burdett, Rocile... Leakey
Canova, Secondina... Bertram
Carter, Grace... Kingsbury
Clark, Audrey... Thorndale
Clark, Sidney B... Roscoe
Cullk, Elwood... Crawford
Cogburn, N. R... Rucker
Cook, Kesie... San Marcos
Cooper, Annie... Turnersville
Coor, Dempsey... Eola
Coover, Ddessie... Woodward
Cox, Lola... Chriessan
Crocker, Zera... Center

Dahlman, Tony... Nordheim
Dangerton, Gertrude... Hallsell
Davis, Annie... San Marcos
Davis, H. L... San Marcos
Dechert, Bertha... Blanco
Dennan, Mabel... Thorp Springs
Dugger, Mable... Hallsell
Dyer, M. C... San Marcos

Ellis, Evans... Marquez
Ethridge, Ida... Rena
Eubank, Riley... Snyder
Evans, Berinice... San Marcos

Fawcett, Ethel... Cheapside
Fischer, Paul... San Marcos
Freshour, Jack... Glen Flora

Gardner, L. W... San Antonio
Gardner, Verna... Elgin

Garrett, Mary... Wharton
Gawlik, S. I... Cestohowa
Ginn, Marye... Granger
Glenn, Floyd Aline... San Marcos
Glen, Georgia... Round Rock
Goo, C. C... San Marcos
Gore, Richard... Taft
Green, Myrtle... San Marcos
Grifith, Henry... Citrus Grove
Grunewal'd, Loma... Yorktown
Gunn, Irene... Waelder
Gunn, Mayme... Waelder
Haertig, Frieda... Woodsboro
Hagan, Euilaia... Yoakum
Hall, Lilly... San Antonio
Hard, Addie... Joseph
Harral, Fannie... Rice
Harral, Viola... Rice
Harris, William T... San Marcos
Harrison, Arie... Lemig
Harrison, H. G... Crawford
Hart, Bess... Winchester
Haverlah, Rosie... Kenedy
Hayes, Bert... Bandera
Haynes, Sallie... San Marcos
Hill, Mary Jane... Dunbar
Hillebrand, Esther... Round Top
Hilsler, Edward... Schuleburg
Hodge, H. E... Polk
Hodges, Victoria... Gonzales
Hohenberg, Gertrude... San Marcos
Holland, Elvia... San Marcos
Holley, Capitola... Karnes City
Homeyer, Florence... Burton
Hopson, Janie... San Marcos
House, Mattye C... McKinney
Hubbard, Ramey... East Bernard

Janda, Josephine... La Grange
Janda, Anna... La Grange
Karcher, Annie... Dime Box
Karcher, Clara... Dime Box
Kinney, M. F... Gannon
Kinney, Zona... Gorman
Knispel, Ruth... San Marcos

Lamberton, Perle... San Marcos
Lamberton, Ethel... San Marcos
Latimer, Eugene... Paxton
Legget, J. T... Ollie
Leslie, Cuseeta... Luling
Lichnowky, Christine... Schuleburg

McBee, Chas. W... Del Rio
McDonald, Annie... Jourdanton
McKay, James M. ............ Seguin
Naughton, David ......... San Marcos
Maddox, Annie ............ San Gabriel
Magee, Mrs. Phil. ........ San Marcos
Magee, Phil. .............. San Marcos
Mills, Floris .............. Marquez
Montgomery, Annie ........ Tynam
Morton Bessie ............. Katy
Murphy, Sadie ............. San Marcos
O'Connor, Louise .......... Bellaire
Oliver, Leta ............... Junction
O'Neill, Verna ............. Yoakum
Padgett, Bobbie .......... Tarpley
Page, Viola C. .......... Santa Anna
Parr, Maude E. .......... San Marcos
Paul, Claud ............... Laman
Placke, Lillie ............ Yoakum
Plotts, Maxine ........... Bedias
Pluenke, Lillie ........... Mason
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Pope, Mae ................. Lockhart
Poppe, Antonio .......... Round Top
Pruitt, Kenneth .......... San Marcos
Puckett, Lucile .......... Mineola
Puckett, Mildred .......... Sherwood
Reese, Mack .............. Elderville
Rice, Hazel ............... San Marcos
Richardson, Grace ........ Roganville
Roberts, Samuela ........ San Marcos
Robison, Bess ............. Cherokee
Roban, Rosie .............. La Grange
Russell, Charlise .......... San Marcos
Salmon, Hazel ............. Spofford
Schmid, Millie ............ New Ulm
Savage, Etha ............. Florence
Schmidt, Violet .......... Kingsbury
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Shands, Henry ............. San Marcos
Simpson, Marie .......... West Point
Smith, A. ................ Waelder
Smith, Edwina ............ China Springs
Snow, D. R. .............. Merkel
Soyars, Erwin .......... Wimberly
Stagner, Wallace .......... McDavid
Stanley, Maude .......... San Marcos
Steubing, Exa B. .......... San Marcos
Stricklen, Thompson ...... San Marcos
Summers, Atwell .......... San Marcos
Tailey, Bessie ............ Leesville
Tailey, Katie .......... San Antonio
Taylor, Ruth ............. Joaquin
Thalmann, Winnifred ...... Bandera
Tharp, Minnie .......... Turnersville
Thomas, Duncan .......... San Gabriel
Timm, Willie Mae .......... Hockheim
Torno, Selma V .......... St. Paul
Trevino, S. N. .......... San Marcos

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Wahl, Salome .......... San Antonio
Walker Belle .......... Heidenheimer
Walker, Dewey .......... Calvert
Walton, Jones .......... San Marcos
Weber, Reinhold .......... Fredericksburg
Welge, Dora .......... San Marcos
Wenzel, Willie .......... Sisterdale
Wilhite, D. Roy .......... Evant
Wood, Neal .......... Beckville
Woodson, Adell .......... San Marcos
Woodson, Anna .......... San Marcos
Workman, Jewel .......... Ohio
Wray, Gerald .......... San Marcos
Wren, Ella Mae .......... Lagarto
Yeager, Joe .......... San Gabriel
Yeager, Ora .......... San Gabriel
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For summary, see page 115.
### STUDENTS RECEIVING DIPLOMA AND STATE PERMANENT CERTIFICATES DURING THE YEAR 1915-16.

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### STUDENTS RECEIVING JUNIOR CERTIFICATES AT THE CLOSE OF 1915-16.

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Jackson, Gladys
Jackson, Myrtle
Johnson, Arlyn
Johnson, Sam W.
Jones, Nellie
Kallus, Elizabeth
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Kone, Katie S.
Kruger, Edith
LaChappelle, Cecile
Lang, Grace
Lawhon, Pearl
Lee, Sarah
Lemmon, Era
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Mabrito, Dora
Mapp, Horace M.
Marshall, Ollie
Mason, Elizabeth H.
McDonald, Idella
McGuire, Cornelia
McIver, Ella
McKay, Mary
McPherson, Nellie
Meyer, Stella
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Miller, Ethel
Miller, W. H.
Moore, Josephine
Moore, Pearl
Mueller, August
Murray, Berta
Nicholson, Jane
Nowlin, Bessie
Park, Myrtle
Park, Wm. J.
Parker, Katherine M.
Penny, Annie
Polk, Jeanie
Folsgrove, Anna
Porter, Roger
Price, Clara L.
Putnam, Gustava
Ragsdale, Beulah
Ramsey, Mary Louise
Ramsower, Jessie
Rau, Florence
Ray, Helen
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Rode, O. W.
Rossy, Norma
Sauer, Hortense
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Tips, Johanna
Trebus, Alice
Ullrich, Myrtle
Waldo, Lucy
Walker, Clepa Gladys
Ward, Eula
Ward, Willye
Westen, Emille
Wiederstein, Otto G.
Wildenthal, Adele
Williams, Mary E.
Wilson, N. W.
Wolfe, Laura F.
Womack, Eva
Woodlee, Grace
Yarrington, Robert

STUDENTS RECEIVING SOPHOMORE CERTIFICATES AT THE CLOSE OF 1915-16.

Ball, Myrtle
Ballou, Lillian
Barclay, Mrs. Ella
Barnette, Thos. B.
Barnette, Willie
Beard, Mable
Beard, N. B.
Beck, Alice Lyttom
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Burkhalter, Hamp.
Bush, Ethel
Cain, Irma
Callaway, S. M.
Carrington, E.
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Caton, Otho
Clawson, Leonard
Clemons, Alda
Cochran, Eleanor
Cockrell, Arvin
Coker, Velma
Compton, Maudie
Cooner, Mrs. R. L.
Copeland, Bessie
Couch, Mary Ellen
Couch, Reine
Couchman, D. W.
Cowan, C. A.
Cowan, Ellene
Cowan, Lula Mae
Cowley, Genevieve
Crook, Ethelene
Culbreth, F.
Dale, Lee
Day, Proctor
Dechert, E. W.
Denman, Beulah
Dietert, R. O.
Dodd, Alice
Donald, Willie
Donald, Winnie
Dorough, Moody
DuBose, Lela
Elliott, C. G.
Elliott, Dora Mae
Engeling, Augusta
Faubion, Margaret
Felps, Stella
Floyd, Millie
Gansow, H. C.
Gardner, W. B.
Garison, Alma
Garlin, Raymond E.
Germany, Clyde
Gohmert, Marion
Gresham, Elizabeth
Griffin, Mae
Grote, Aurilla
Guthrie, Bertha
Guthrie, Cebia
Hahn, Cora
Hall, H. Grady
Handrick, Bertha
Harmonson, L. H.
Harris, Lottie
Hays, John R.
Hays, Kayte
Hearde, Elizabeth
Henderson, Buford
Henderson, J. W. G.
Henley, Bettie
Hill, Frances, Jane
Hohn, Emma
Holton, Johnnie
Huggins, Rex L.
Jackson, Isabel
Jarvis, Minnie
Jeans, Lelia
Johnson, Arlyn
Johnson, Lizzie Lee
Johnson, Fay
Johnston, Mary Ann
Jones, Agnes
Kaderli, Jas. N.
Kerby, Ida
King, Eugenia
Lanfear, Ruth
Lewis, Glenn
Lowe, Mrs. B. L.
Maddox, Viola C.
Magill, Merle
Malina, Josie
Malloch, Clara
Martin, Kate E.
Martin, Pearl
Maxwell, Veda
May, Lula
McClane, Effie B.
McDonald, Annabella
McGee, Nannie
McNaughton, John
Mears, Jewel
Money, Mrs. Sallie
Monroe, Mae
Montgomery, Mary
Moore, Bernice
Moran, Annette
Murphy, J. W.
Murray, Ethel
Neal, Lucy V.
Noble, Lena
Parker, Katherine
Parsley, Alta
Partlow, W. D.
Patterson, Vera
Peterson, Addie
Petitt, Gertrude
Petty, Luta
Pfefferkorn, Stella
Poch, Martha
Poole, Frances
Pope, Juanita
Porter, Edna
Posey, Lucile
Price, Annie Lou
Ragsdale, Ona
Ragsdale, Beulah
Ramsey, Roselle
Ramsey, Eloise
Rasco, Neil
Reese, Bessie
Rogers, Hattie
Savage, Alberteen
Schooler, Rosa
Seale, Bessie Mae
Shelton, J. Elbert
Skaggs, Mildred
Slaughter, Jeanette
Smith, Belle
Smith, Bessie
Smith, Letitia
Smith, Mabel
Snow, H. Cleo
Somor, Frank
Spore, Ruth
Talbot, Lucile
Taylor, Gena
Terry, Mattie
Thompson, Amy
Thompson, Gladys
Tomkins, Louis
Toudouze, Mary
Tungate, Zoleta
Victor, Julia
Wade, Beatrice
Wales, Dena
Walker, Annie
Walker, Carl G.
Walker, Elbert
Walker, Tiffie
Watkins, Hazel
Watson, Lila
Watson, Maude E.
Wellborne, Iris
Whitehead, Edma
Wiginton, Lourah
Wilson, Maude
Wilson, Elizabeth
Wilks, Alma
Zimmerman, Arthur

STUDENTS RECEIVING FRESHMAN CERTIFICATES AT THE CLOSE OF 1915-16.

Barrette, Mrs. Eula
Bass, Mellie
Becker, Willie
Birdsong Fannie
Bowden, Mabel
Bredthauer, Dora
Broesche, Lena
Burnette, Connor
Burnette, Eunis
Cain, Irma
Carter, C. B.
Caton, Maye
Caton, Otho
Cavness, Hubert
Cooner, Della
Craig, Ruby
Cravey, Fannie
Crow, Thelma
Currie, Inez
Daniell, Willie J.
Dave, Lila
Davis, J. V.
Denman, Clarence
Denman, Pearl
Ellison, Eura Lee
Fondren, Opha
Fricke, Anita
Friddell, Lorine
Garrison, Anna
Gilchrist, Ela
Gopson, Carrie
Gopson, Vera
Gordon, Ethel
Gove, Mary Leona
Hahn, Cora
Hall, Marvin R.
Halliburton, Irma
Hamilton, J. D.
Harrell, Pearl
Harrison, Bessie
Hatch, Rhoda
Haynes, Mary Sue
Hays, Addie
Heatherly, M. R.
Heatherly, Katie
Hinze, Mary
Hogan, Mattie Bell
Holman, Mary Sue
Hughes, Myrtle
Hulette, E. J.
Hutchins, Ernest
Jones, Agnes
Jones, Beulah V.
SUMMARY OF CERTIFICATES GRANTED DURING THE YEAR 1915-16.

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STUDENTS RECEIVING DIPLOMAS AND PERMANENT CERTIFICATES AT CLOSE OF REGULAR SESSION 1916-17.
STUDENTS RECEIVING JUNIOR CERTIFICATES AT CLOSE
OF REGULAR SESSION 1916-17.

Adams, Chas. B.
Alexander, Mary
Apfelbach, G. H.
Barnes, Blanche
Barnes, Winnifred
Bateman, F. L.
Baucom, R. G.
Bearden, Gladys
Boggus, Macell
Boxley, Gertrude
Brown, Edith
Buchanan, W. M.
Burkett, Mrs. Alla
Byars, Ethel

Caffery, Valerle
Callaway, Sidney M.
Carter, A. A.
Carver, Sarah E.
Chadwick, Ethel
Chambers, Caroline
Cockrill, B. Rogers
Collins, Sarah
Cary, Edith M.
Cropper, Geneva L.

Dabney, Elizabeth
Dabney, E. D.
Day, H. H.
Dinter, Marion P.
Dobbins, Jno. H.
Doell, Mamie
Dolan, Johnnie A.
Donald Willie
Donald, Winnie
Dolley, Nellie E.
Dyer, Lilian

Earnest, Willie Rae

Faulk, Howard P.
Faulk, H. T.
Fink, Jennie P.
Finney, Mary W.

Flake, Arthur
Foster, Lorena
Foster, Ruby E.
Frey, Dera May

Garlin, Raymond E.
Glimp, Lela
Goldmaa, Annie S.
Gordon, Ethel
Graham, Hudson T.
Green, Ruby A.
Griffin, Mae
Gurlinskey, Bessye

Handrick, Bertha
Handrick, Ida
Harmonsan, L. H.
Harris, Sophye
Haywood, Edna
Hermes, Carmen
Herron, F. S.
Hitchcock, Carrie
Hollan, Grace
Hooper, Murtle J.
House, Florence L.
Howard, May

James, Nel
Jones, Aline
Jones, J. C.

Kimbrough, Lyttie
Kruse, E. F.
Kubana, Olga A.

Langston, Katie E.
Lawmon, Gertrude
Lewis, Lota Lowery
Lay, Libby
Little, Ariel B.
Lubbock, Edith

McGee, Margaret M.
McGlothin, Belle
McIndire, Hattie M.

McMillan, S. G.
McNaughton, John
Maples, Alice
Martin, M. S.
Moncure, Julia
Montgomery, Mary
Moore, Allie Lee
Moore, Gertrude F.
Moore, Mallie B.
Murrie, Ruth

Oasheer, Lela T.
Parker, Howard S
Pausen, A. P.
Petitt, Gertrude
Porter, Jennie A.

Ramsay, Julia W.
Rittner, Doris

Sauer, Else
Sigler, Libbie Jean
Sims, Florence
Smith, Alberta
Smith, Ethel
Smith, Mamie
Smith, Mary Kate
Spivey, Lilly B.
Stain, Mabel
Suggs, Emma

Ten Eyck, Morilla
Turner, Frederick
Vertrees, Ruth E.

Warner, Mary B.
Willeford, Mary B.
Willis, Bernice
Winkel, Ida
Woods, Mattie Mae
Woodson, W. I., Jr.

Yates, Mamie
Zmwalt, Corinne
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STUDENTS RECEIVING FRESHMAN CERTIFICATES AT CLOSE OF REGULAR SESSION 1916-17.

Alexander, Lee Ray 
Alves, Ben A. 
Andrews, Lucile Lee 
Arnold, Jack 
Bagley, Ada 
Barkley, Verna Mae 
Barrett, Glenn 
Bell, Elizabeth 
Boerner, Roland Robt. 
Boyce, Camilla 
Boyce, Jay 
Bradley, Wilma 
Brown, Mattie Lee 

Canova, Secondina 
Carter, Grace 
Clawson, Oran 
Cooper, Annie Velma 
Coover, Dessa N. 

Dahman, Antonette 
Erck, John H. 
Etheridge, Idarena 

Fawcett, Ethel 
Garrett, Mary E. 
Gawlik, S. I. 
Glenn, Floyd A. 
Gore, Richard 
Green, Myrtle 
Griffith, Cecelia L. 
Grunewald, Loma 

Harrison, Arle 
Hart, Bess 
Haynes, Sallie B. 
Hicks, Annie M. 
Hillebrand, Esther 
Hohenburg, Gertrude 
Holley, Capitola 
Homeyer, Florence 

Jones, Nettie C. 
King, Clyde J. 
Knispel, Ruth 

Lambertson, Perle 
Leslie, Guscetta 

McDonald, Annie 
McNaughton, David 
Maddox, Annie Mae 
Magee, Mrs. P. R. 
Montgomery, Annis 

Noble, Martha 
O'Neill, Verna 

Page, Viola C. 
Placke, Lillian 
Pluenke, Lillie 
Pope, Mae 
Poppe, Antonie 
Pruitt, Kenneth E. 
Puckett, Lucile 
Puckett, Mildred 
Ressel, Erna Mae 
Schmid, Mille 
Schmid, Violet E. 
Schulze, Otto J. 
Shiller, Elizabeth 
Simpson, Marie H. 
Smith, Edwina 
Smith, Newton 
Stanley, Catherine 
Stanley, Maude 
Steubing, Eva B. 
Taylor, Ruth 

Thalmann, Winnifred 
Therneau, Ellena 

Von Rosenberg, Emily 
Walker, Frances B. 
Walker, Mildred L. 
Walton, Jones 
Wasserman, Wm. H. 
Welge, Dora A. 
White, George N. 
Wildenthal, Helen 
Wren, Ella Mae 
Yeager, Ora 

SUMMARY OF CERTIFICATES GRANTED DURING THE REGULAR SESSION 1916-17.

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SUMMARY OF STUDENTS IN THE REGULAR SESSION OF 1916-17.

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<td><strong>Total</strong></td>
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Training School | 139

1,080