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CALENDAR FOR 1918-1919

FALL TERM

Enrollment and Classification..........Tuesday, September 24, 1918
Entrance Examinations..................Monday, October 1, 1918
Fall Term Closes.......................Wednesday, December 18, 1918
Holiday Vacation.......................December 19, 1918 to January 1, 1919

WINTER TERM

Winter Term Begins......................Thursday, January 2, 1919
Winter Term Closes.....................Wednesday, March 19, 1919

SPRING TERM

Spring Term Begins......................Thursday, March 20, 1919
Commencement Sermon....................Sunday, June 1, 1919
Graduating Exercises...................Monday, June 2, 1919
BOARD OF NORMAL REGENTS

HON. A. C. GOETH, President.............................Austin
HON. A. B. MARTIN........................................Plainview
HON. WALTER J. CRAWFORD...............................Beaumont
HON. R. J. ECKHARDT......................................Taylor
HON. J. S. KENDALL........................................Dallas
HON. M. O. FLOWERS......................................Lockhart
HON. H. A. TURNER, Secretary............................Austin

ADMINISTRATIVE OFFICERS

C. E. EVANS..................................................President
MRS. LILLIE T. SHAVER......................................Dean of Women
L. F. GARRETT...........................................Superintendent Training School
C. E. FERGUSON...........................................Registrar
..............................................................Secretary
MISS GLADYS ALLISON.....................................Librarian
MISS ETHEL COLLINS.......................................Assistant Librarian
FACULTY

C. E. EVANS.............................................. PRESIDENT
B. A. Oxford College (Ala.), 1888; M. A. University of Texas, 1906.

H. A. NELSON............................................. AGRICULTURE
Graduate Southwest Texas State Normal College, 1909; Student Iowa State
College, 1915-16.

S. W. STANFIELD........................................... BIOLOGY
B. A. Southwestern University, 1883; Student University of Chicago, 1915.

P. T. MILLER.................................................. CHEMISTRY
B. A. University of Texas, 1917; Graduate Student University of Texas, 1918.

MISS KATE PITTS............................................ DRAWING
Certificate Prang School (Chicago), 1911; Certificate Applied Arts
Schools (Chicago), 1916; Certificate Academy of Fine Arts
(Chicago), 1916.

W. I. WOODSON............................................... EDUCATION
Graduate Kirksville (Mo.) State Normal College, 1897; Student George
Peabody College for Teachers, 1917.

BERTRAM HARRY.............................................. EDUCATION
Graduate Warrensburg (Mo.) Normal College, 1906; B. A. University of
Missouri, 1917; M. A. University of Missouri, 1918.

MISS ELIZABETH FALLS..................................... EDUCATION
B. S. Columbia University, 1907; Graduate Student University of
Chicago, 1915.

GATES THOMAS............................................... ENGLISH
B. S. Austin College, 1897; B. Lit. University of Texas, 1900; Special
Student University of Chicago, 1902; University of Texas, 1903.

R. C. HARRISON.............................................. ENGLISH
B. A. University of Texas, 1912; M. A. University of Texas, 1917.

R. A. MILLS.................................................... ENGLISH
B. A. University of Texas, 1914.

J. E. BURK..................................................... ENGLISH
B. A. Southwestern University, 1914; B. S. in Education Southwestern
University, 1914; Graduate Student University of Texas, 1917.

MISS MARY LOUISE ESKRIDGE............................... FRENCH
B. A. University of Tennessee, 1914; M. A. University of Tennessee, 1915.

MISS HELEN HORNSBY....................................... GERMAN
B. Lit. University of Texas, 1895; Student University of Chicago, 1901
and 1917; University of Wisconsin, 1905 and 1912; University
of California, 1908 and 1914.
A. W. Birdwell ........................................... History
M. A. George Peabody College for Teachers 1916.

M. L. Arnold ........................................... History
Graduate North Texas State Normal College; B. A. University of Texas,
1906; Graduate Student University of Texas, 1917.

Miss Frances White ...................................... History
Graduate Sam Houston Normal Institute, 1901; B. S. University of
Chicago, 1912; Graduate Student University of Chicago, 1917.

Mrs. C. S. Smith ........................................ Home Economics
B. S. Kansas State Agricultural College, 1910; Special Student Kansas
State Agricultural College, 1910; State Agricultural College
of Michigan, 1912; Chautauqua, N. Y., 1915 and 1917.

Miss Lillian C. W. Baker ............................. Home Economics
Graduate Kansas State Normal College; B. S. Kansas State Agricultural
College, 1910; Special Student Teachers' College, Columbia
University, 1915.

Mrs. George Turner ..................................... Home Economics
Graduate Southwest Texas State Normal College, 1914; Special student
George Peabody College for Teachers, 1916.

John E. Pritchett ...................................... Latin
B. A. Pritchett College (Mo.), 1873; M. A. Pritchett College (Mo.),
1879; Graduate Student Johns-Hopkins University, 1878-9.

L. R. Fuller ............................................. Manual Training
B. S. in Education University of Missouri, 1916; Graduate Student Univer­
sity of Missouri, 1916-18; Special Student University of
Chicago, Summer, 1917.

J. S. Brown ............................................. Mathematics
B. S. University of Texas, 1903; M. A. University of Texas, 1906.

Miss Jessie A. Sayebs ................................. Mathematics
B. S. Columbia University, 1914; Student University of Texas, 1900;
Graduate Student Columbia University, 1915.

S. M. Sewell ............................................. Mathematics
B. A. University of Texas, 1905; M. A. University of Texas, 1906; M. S.
University of Chicago, 1913.

Miss Mary Stuart Butler .............................. Music
B. A. Western College for Women (Ohio), 1918.

Miss Lula Hines ....................................... Physical Education for Women
Graduate Sam Houston Normal Institute, 1883; Special Student Uni­
versity of Chicago, 1901, 1903, 1905; Chautauqua, N. Y., 1907;
Columbia University, 1910.

Miss Lula Hines ....................................... Physical Education for Men

W. C. Vernon ........................................... Physics
B. S. University of Texas, 1905; M. S. University of Chicago, 1913.

Reading
A. C. Burkholder ............................... Sociology
A. B. Washington and Lee University, 1903; M. A. George Peabody College for Teachers, 1915. Student George Peabody College for Teachers, Summer 1915.

G. B. Marsh ................................. Spanish
B. A. Southwestern University, 1913; Graduate Student University of California, 1916.

TRAINING SCHOOL

Lynton F. Garrett ............................... Superintendent
Graduate Southwest Texas State Normal College, 1909; Student University of Texas, 1913; University of Chicago, 1914; George Peabody College for Teachers, Summers of 1916 and 1917.

O. A. Zimmerman ............................... Supervisor Industrial Subjects

Miss Mattie Allison .............................. Supervisor High School English
Louisiana State Normal; George Peabody College for Teachers, 1916-17.

Miss Evelyn Davidson ............................. Supervisor High School History
Graduate Southwest Texas State Normal College, 1917; Student University of Texas, Summer, 1917; Student George Peabody College for Teachers, Summer 1918.

Miss Ruby Henderson ............................. Supervisor Sixth Grade
Graduate Southwest Texas State Normal College, 1918.

Miss Mabel Woodward ............................. Supervisor Fifth Grade
Graduate Southwest Texas State Normal College, 1918.

Miss Genevieve Staudt ............................. Supervisor Fourth Grade
Iowa State Teachers College 1913-15 State University of Iowa, Summers 1915 and 1916; Critic in Training Iowa State Teachers College, 1915-17.

Miss Florence Kone ............................... Supervisor Third Grade
Graduate Sam Houston Normal Institute, 1903; Student University of Texas, 1911; Columbia University, 1915; George Peabody College for Teachers, 1916.

Miss Bessie Barnes ............................... Supervisor Second Grade
Graduate Southwest Texas State Normal College, 1913; Student Chautauqua, N. Y., 1916.

Mrs. Lilla Mayfield ............................... Supervisor First Grade
Graduate Southwest Texas State Normal College, 1907; Student Iowa State Teachers College, 1912.
SOUTHWEST TEXAS STATE NORMAL COLLEGE

CHIEF PURPOSE

It is the primary function of a Normal school to train teachers for service in the public schools of a State. It was to this end that the Legislature of the State of Texas established the Southwest Texas State Normal College. The entire machinery of the institution is organized for the accomplishment of that purpose. The courses of instruction offered contemplate the making of teachers well-balanced in academic and professional attainments, accompanied by a degree of efficiency secured by actual practice in teaching in the Normal Training School under skillful direction. The College offers its highest and best service to the young men and young women of Texas who desire to prepare themselves for service in educational leadership and in the training of the minds and characters of the children of this generation.

HISTORY

The Twenty-sixth Legislature in 1899 enacted a law providing for the establishment of "The Southwest Texas State Normal School." The management and control was vested in the State Board of Education. The Twenty-seventh Legislature in 1901 authorized the State Board of Education to appoint a local board of three trustees to act under its direction in the management of the school. In 1911 the Thirty-second Legislature created the Board of Normal Regents, consisting of the State Superintendent of Public Instruction and four other 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, increasing the number of regents from five to six, dividing them into three classes, and providing that two members should be appointed each biennial period. In 1917 the Board of Regents raised the standard of the State Normals by authorizing the addition of two more years of work of college rank, thereby making them standard colleges. In pursuance of this policy the Southwest Texas State Normal College gave the third year of college work in the session of 1917-18. The fourth year is offered for the session of 1918-19, leading to the Bachelor’s Degree in Education. The attendance has increased from 313 students in 1903-04 to 1087 in 1916-17. The faculty has grown in the same period from twenty to forty teachers.

LOCATION

The Southwest Texas State Normal College is located in San Marcos, a city of approximately six thousand inhabitants. It is sit-
uated on the Missouri, Kansas and Texas, and the International and Great Northern railways, fifty miles north of San Antonio, and thirty miles south of Austin. The school is situated on Normal Hill, an eminence beautiful in scenery, and commanding in its view of the surrounding country. San Marcos has an enviable reputation for healthfulness, and has been singularly free from epidemics of disease. As an educational center it has an excellent system of public schools and also two well-established denominational schools, Coronal Institute and San Marcos Baptist Academy, in addition to the Lone Star Business College and the State Normal College. The moral and religious atmosphere of the city it as wholesome as that of any other city in Texas.

PHYSICAL EQUIPMENT

The physical equipment of the College consists of a campus of twenty-four acres, six commodious brick or re-enforced concrete buildings, all heated by steam and lighted by electricity. The school plant is amply furnished with school gardens, athletic field, courts for tennis, basketball, and volley ball, and a swimming resort.

Main Building. Erected of brick in 1903, and contains the administration offices, a large auditorium, ten recitation rooms, the textbook library, the Normal Exchange, and the Y. W. C. A. rest room.

Science Building. Erected of brick in 1908, and enlarged by the addition of a new wing in the summer of 1915. It contains the chemical, physical, biological, and agricultural laboratories, as well as classrooms and offices for teachers.

Library Building. Erected of brick in 1910, and contains the reference library and general reading rooms, and a large room on the ground floor used by the classes in physical education.

Manual Arts Building. Erected of reinforced concrete in 1912, and contains ten rooms especially equipped for classrooms and laboratories for the classes in manual training and home economics, including wood-work shop, kitchen and dining room, sewing room, and offices for teachers.

Education Building. Now in process of construction of reinforced concrete at a cost of $85,000 including furniture and fixtures. This building is modern in all respects and will contain an auditorium, a gymnasium, eleven rooms for the use of the nine grades of the Normal Training School, seven rooms for classrooms of the teachers of educational subjects, a psychological laboratory, and offices for teachers. This building will be used in the session of 1918-19.

Power House. Erected of brick in 1915, and contains the boiler and engine rooms, a large battery room, and rooms equipped for the forging and metal-working shops of the Manual Training department.

Athletic Grounds. Consisting of an athletic field of five acres for football, baseball, and track work, with a covered grandstand large enough to accommodate all crowds, also containing ample dressing
rooms, shower baths, and lockers. There are also tennis, basketball, and volleyball courts sufficient to accommodate all students who desire to engage in these sports either for pure pleasure or for credit in physical education.

**Normal River Resort.** This is the most popular feature of the normal college plant. It is located on San Marcos River, a clear, cool, beautiful stream with water shallow enough for the learner and also deep enough at other places for diving. The pool is large enough to accommodate from one hundred fifty to two hundred swimmers at a time. The bath house is new, commodious, and well supplied with dressing rooms and lockers. The resort includes a plat containing about two acres, and is an admirable place for picnics, evening parties, etc. The grounds are lighted by electricity from the college power plant.

**School Gardens.** These are ample for the classes in agriculture, and are easily accessible to the agricultural classrooms and laboratories in the Science Building.

**GOVERNMENT**

**Discipline.** The Southwest Texas State Normal College believes that the high calling of teaching requires men and women of uprightness of conduct and integrity of life, and invites to its classrooms persons of good habits, strong character, and noble purpose only. Students of this type voluntarily conform to the regulations of the school, refrain from improprieties of conduct without complaining, and counsel cheerfully and freely with the President and members of the faculty. Under these conditions, the discipline in the college becomes a dignified appeal to worthy young men and women to maintain at all times the strictest fidelity to sound ideals of character, including diligence and conscientiousness in the discharge of school duties. In case there should be students of objectionable habits and incorrigible dispositions who enroll, they will be advised to withdraw. The Normal School is not willing to grant teachers' certificates to persons whose ideals and practices are known to be unsound. Upon enrolling in the school each student signs the following pledge:

"I hereby subscribe myself a student of the Southwest Texas State Normal College, and, as such, I pledge myself to comply cheerfully, both in letter and in spirit, with the regulations of the school; and to help sustain them; to be regular, prompt, decorous, and moral; not to engage in any conduct that, in the judgment of the President or the faculty, interferes with my work as a student or is injurious to the reputation of the school; not to leave school without the permission of the President; nor to leave town without his permission."

"I agree to resign my position as a student whenever requested to do so by the President."

**Delinquents.** The student whose class work is unsatisfactory is given personal notice of the fact. Also official notice of the char-
acter of his work is sent to the parent or guardian. If the work is extremely unsatisfactory, the student is put on probation and may at any time be dismissed from the college. While on probation the student forfeits the privilege of engaging in any public game or contest.

Absence from class ten per cent or more of the number of recitations per term shall render a student liable to a reduction in term credit, to 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 the privilege of attending classes until formal approval is given by the President. Excuses for absences will not be considered unless presented promptly after the period of absence.

General Regulations. The regulations of the institution are for the protection of the students and do not abridge the freedom of those who conduct themselves as ladies and gentlemen, and who have due regard for law and order. They are as follows:

1. Students should obtain the approval of the President before leaving San Marcos at any time. Permission will not be granted 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 with the President a statement of the cause for such withdrawal.

2. School will be in session from Tuesday to Saturday inclusive. All periods of the school day not used in recitation, and the hours of evening from 7 to 10 o’clock from 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 women 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 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 any 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 a 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 should occur 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.

STUDENT ACTIVITIES

Literary Societies. In order that the students may have an opportunity for development and training in the arts of expression, public speaking, and parliamentary usage, and at the same time improve themselves in some special lines of civic, social, or cultural endeavor, seven literary societies are maintained: for the young men, the Chautauqua and the Harris-Blair; for the young women, the Shakespeare, the Pierian, the Idyllic, the Comenian, and the Everyday.

Besides the societies specifically literary there also exist the following organizations having more specialized objects: La Salamanca for the students of Spanish; Germanistische Gesellschaft, for the students of German, and the Komensky for the Bohemian students. All of these have as part of their object, at least, the cultivation of a more intimate acquaintance with the literature, the music, and the language of these nations.

Athletics. This branch of student activities is deservedly well stressed. The participation in athletic contests and the work on athletic teams bear the same relation to physical education that classroom work does to academic courses. Clean sportsmanship and co-operative team work are the immediate aims.

Among the principal forms of athletics for men are football, basketball, track, tennis, volley ball, baseball, and swimming. To the women basketball, volley ball, tennis, and swimming are offered.

Intercollegiate contests are scheduled with several of the most prominent schools and colleges, the schedules for which will appear in the daily papers.
Satisfactory class work is required of all students before taking part in intercollegiate contests. No student is allowed to be a member of regular athletic teams for a greater number of years than are before him when he enrolls in the Normal School.

**Religious Organizations.** The Young Men's Christian Association, and the Young Women's Christian Association have regular organizations and meet weekly for devotional services. They foster Bible and Missionary Study classes, encourage by practical means attendance at the preferred church and Sunday school, emphasize habits of Christian living and do whatever else seems best to meet the social and spiritual needs of the students. They have been quite successful in finding places in the school and the town where students might secure work to help pay expenses. Both associations send representatives to their respective State Conventions. The Newman Club also maintains an efficient organization for social and religious work.

**Entertainments.** Each year there is offered for the entertainment and improvement of the students and supported by them a strong Lyceum Course consisting of about six numbers. Some of the features offered during the past three sessions were: the Madam Scotney Company, Mrs. Bertha Kunz Baker, Maude Powell, Castalluci's Italian Orchestra, and other numbers of similar quality.

The various clubs and literary societies give social functions during the session, and feature annually a colonial pageant on Washington's birthday.

**Publications.** The Senior Class publishes annually the *Pedagogue*, which represents the activities and spirit of the student body for the current year. 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.

**ALUMNI ASSOCIATION**

This Association has permanent organization, and holds its meetings annually during commencement. It seeks to promote fellowship among graduates and former students; to advance their professional interest; and to keep them in sympathetic touch with the interests, needs, and activities of the school. The Association endeavors to keep an accurate catalog of the names, addresses, and professional status of its members, to the end that their success and usefulness, as well as the ideals and services of their Alma Mater, may be duly appreciated.

**STUDENT HELP**

Each year a limited number of students get some assistance in making their way in school. This help comes from one of three sources:

The *Freshney Memorial Fund*, begun several years ago by faculty members in honor of Alfred Freshney, B. S., Professor of
Chemistry and Physics in the Normal, who died November 21, 1906, now amounts to several hundred dollars. This money is loaned at low interest, to students who, but for such aid, could not remain in school.

The Alumni Association, which has, from time to time, contributed to the Freshney Memorial Fund by annual fees collected from members of the Association, as when the classes of 1917 and 1918 bought Liberty Bonds and donated the income from these bonds to this fund.

The Young Men's and Young Women's Christian Associations, which do what they can to find employment for deserving students by furnishing work in the Normal Exchange, a supply store for students, or by assisting them, where possible, to find work in town.
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 you will be met at the station. Have all baggage plainly marked with your name and Southwest Texas State Normal College, 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 or Professor Arnold, 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 station 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 $20 to $25 per month. Economy of living is encouraged.

AGE AND QUALIFICATIONS

No person who is under sixteen years of age January 1, 1919, 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 Freshman Class. Students that have completed courses higher than the equivalent of the ninth grade of the standard high school should be able to enter the Sophomore Class by examination. Students that hold diplomas from approved high schools or from reputable institutions should present approved credentials showing the course completed.

CLASSIFICATION COMMITTEES

The Classification Committees will be in session at the Normal Tuesday, September 24, and Wednesday, September 25, for the purpose of classifying students. Students should confer with these committees before enrolling for work.
SUMMER SESSION

The marked growth and success of the Summer School has assured its permanency. Many teachers actually in public school service are taking advantage of the opportunities offered for Normal College training without losing any time from school work. Prospective teachers, and others desiring to complete courses for advanced college credit, and also students who are deficient in entrance requirements, will find classes suited to their needs. Graduates of Texas State Normal Colleges, under former courses, and other advanced students of college rank, can complete by study in the Summer School the additional work required for professional High School diplomas, or for the Bachelor's Degree. Summer Normal classes are conducted by capable instructors for those preparing for the State Examinations. The same requirements are made of students who attend the Summer School as are made of those in attendance during the regular session. The enrollment of the summer session in 1917 was 1213 students. The Summer Bulletin, which gives detailed information concerning the summer work, is issued on February 15 of each year. It may be had by addressing a request to the President.

APPOINTMENT COMMITTEE

In order that the College may serve both its own students and public school officials it maintains a Committee on Appointments. It is the function of this committee to find a suitable position for each worthy teacher, and to supply an efficient teacher for each school seeking one. Special effort is made to obtain reliable information concerning vacancies. The Committee is careful to recommend only such teachers as in its best judgment can fill acceptably the position in question. So far it has not been possible to supply the demands for thoroughly trained teachers. No charge is made for the service of the Committee.

ENTRANCE REQUIREMENTS

The following regulations govern the admission of students to the State Normal Colleges of Texas:

1. Uniform Requirements. The requirements for admission to the various classes of the State Normal Colleges 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 at the beginning of the fall term, or at any suitable time during the school year.

3. All claims for admission are reduced as far as possible to standard high school admission units, a unit being a year's work—180 recitations of 40 minutes each—in an accredited high school. A first class high school offers a possible 15 admission units. A second-class high school offers a possible 11 admission units. A third-class high school offers a possible 7 admission units.
4. Accredited High School. Accredited high schools are those approved by the State Department of Education, and work done in such schools, when officially certified to, is accepted for admission.

5. Credentials. Credentials entitling the holder to exemption from examination must be official statements signed by proper authorities. Promotion cards and diplomas from high school and colleges must be accompanied by official statements of the work completed by the students, and signed by the superintendent, principal, or president. *Work partially completed is not considered for admission credits.*

6. Applicants for admission to the Freshman class shall present a minimum of seven admission units as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>1 or 2</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Electives</td>
<td>sufficient to make 7</td>
</tr>
</tbody>
</table>

If application is made for admission to the Latin section of the Language Course, one admission unit of Latin is required.

7. Applicants for admission to the Sophomore class shall present eleven admission units as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>2</td>
</tr>
<tr>
<td>Geometry</td>
<td>½ or 1</td>
</tr>
<tr>
<td>Electives</td>
<td>sufficient to make 11</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
</tbody>
</table>

For admission to the Language Course, the requirement is two units of Latin or one unit of modern language.

8. Applicants for admission to the Junior class shall present 14½ admission units (after September, 1919, 15 units) as follows:

<table>
<thead>
<tr>
<th>Subject</th>
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</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
</tr>
<tr>
<td>Algebra</td>
<td>2</td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>sufficient to make 14½</td>
</tr>
</tbody>
</table>

For admission to the Language Course, three units of Latin or two units of a modern language are required.

9. For admission to the Senior class, a statement must be presented showing the completion of one year's (45 term-hours) college work, including three term-hours in Education. (A term hour is one recitation per week for twelve weeks, requiring two hours preparation therefor by a student of average ability).

10. For admission to the College Junior Class a statement must be presented showing the completion of two years' (90 term-hours) college work, including at least one year's (9 term-hours) work in Education.

11. For admission to the College Senior Class a statement must be presented showing the completion of at least three years' (135 term-hours) college work, including at least two years' (18 term-hours) work in Education.

12. Students meeting the admission requirements in all subjects except Education may elect this subject as part of their work.

VI. Admission on Teachers' State Certificates. The following admission credits are allowed to holders of State certificates:
1. Second Grade Certificate:

**English 1**
**Management ½**
**History ½**
**Agriculture ½**
**Physiology and Hygiene ½**
**Unspecified 1**

One or more year's work in teaching 1

Total 5 units.

2. First Grade Certificate:

**English 3**
**Ancient History 1**
**Algebra 2**
**Medieval and Modern History 1**
**Geometry 1**
**Physical Geography ½**
**American History ½**
**Physiology and Hygiene ½**
**Management ½**
**Agriculture ½**
**Civics ½**

One or more year's experience in teaching 1

Total 12 units.

3. Permanent Primary Certificate:

(a) **Built upon a Second Grade Certificate.** The five units allowed on the second grade certificate, and the following 4½ units:

**English 3**
**Physical Geography ½**
**Civics ½**
**Psychology ½**

Total 9½ units.

(b) **Built upon a First Grade Certificate.** The 12 units allowed on the first grade certificate and the following 1½ units:

**English 1**
**Psychology ½**

Total 13½ units.

4. Permanent Certificate:

**English 4**
**Physiology and Hygiene ½**
**History 2½**
**Agriculture ½**
**Mathematics 4**
**Management ½**
**Civics ½**
**Psychology ½**
**Bookkeeping ½**
**Physiology ½**

One or more year's experience in teaching 1

Total 15 units.

VII. Electives. The list of subjects from which admission units may be chosen is as follows:

**Education:**
- Elementary Psychology ½
- School Management ½
- English 3 or 4

**History:**
- American 1
- Ancient 1
- English 1
- Medieval and Modern 1
- Civics ½

**Language:**
- Latin 2, 3 or 4
- French 2 or 3
- German 2 or 3
- Spanish 2 or 3

**Mathematics:**
- Arithmetic ½
- Algebra 2
- Plane Geometry 1
- Solid Geometry ½
- Trigonometry ½

**Science:**
- Biology 1
- Botany 1
- Chemistry 1
- Introduction to Science 1
- Physics 1
- Physiography ½
- Physiology and Hygiene ½
- Zoology 1

**Vocational:**
- Agriculture ½ to 2
- Bookkeeping ½ or 1
- Domestic Art ½ or 1
- Domestic Science ½ or 1
- Drawing ½ or 1
- Manual Training ½ or 1
- Music ½ or 1
- Stenography and Typewriting 1
VIII. 1. Admission by Examination. Applicants who do not present credentials from accredited high schools for admission to the above named classes may absolve the standard entrance requirements by examination.

2. Time of Examination. Applicants for the Freshman 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 examination solely.

IX. Admission of 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 any of the classes below the Senior, or fourth year. In the enforcement of this regulation, especial consideration will be given to mature students whose 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 work of the Junior class in English, History, Mathematics, and Science, with a grade of "C," be given credit for full admission in these subjects. Other admission units may be absolved in like manner. In all cases, mature students and others must remove conditions and satisfy the admission requirements to the satisfaction of the Admission Committee not later than two years after admission, and before any certificate can be granted.

X. Credits from Other Institutions. Admission 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 forty-five term-hours required for a certificate, at least fifteen must be made in the normal school that issues the certificate, and provided also that the entire forty-five term-hours required for Normal diploma must be done in the normal school that issues the diploma.

CERTIFICATES

1. The student completing the work of the Freshman (first year) class receives a second grade certificate valid for six years.

2. The student completing the work of the Sophomore (second year) class receives a first grade certificate valid for six years.

3. The student completing the work of the Junior (third year) class receives a first grade certificate stating which of the seven courses he pursued, and valid for six years.
4. The student completing the work of the Senior (fourth year) class receives a permanent certificate, stating the course pursued, which certificate is valid during good behavior.

5. All certificates are issued by the State Department of Education, and are signed by the State Superintendent of Public Instruction.

6. The student completing the work of the Senior class is also awarded the diploma of the College. The diploma states the special course completed. It bears the seal of the College, and is signed by the President.

7. Upon completion of the College Senior, or sixth year, the diploma conferring the degree A. B. or B. S. is awarded the student.

8. A permanent certificate is awarded also to those students who complete the College Junior of College Senior year and who have not been granted the permanent certificate before during the course.

9. The certificate granted by the State Normal School should not be confused with certificates obtained from summer normal institutes and county boards of examination.

10. Certificates granted by the State Normal Schools may be built upon for higher certificates, but the Normal Schools do not grant certificates to applicants by simply "taking the additional subjects" for higher certificates.

11. Standard high school work may be accepted and not repeated in the State Normal Schools, and students may be allowed to elect other subjects in their stead; but credit for high school work shall not be subtracted from the forty-five term-hours required for issuance of teachers' certificates.

12. A student completing two full terms' work of a given class and meeting the residence requirement of two terms, may, upon passing a satisfactory examination in one term's work of the next lower class, be granted the certificate of such lower class.

13. A student who has been in attendance three full terms and who fails in one or more subjects, may be granted the certificate of a lower class at the discretion of the faculty.

14. A student who has at any time been granted a certificate from a Texas State Normal School, may, upon completion of two-thirds of the work required for the next higher grade of certificate, receive a certificate of the same grade formerly granted him.

15. When students transfer academic credits from accredited colleges and attend a State normal school for work in Education only, they are recommended to the State Superintendent of Public Instruction for a State Certificate only, as provided by law.

ORGANIZATION

The Southwest Texas State Normal College has the following departments of work:

The Normal Training School, which comprises the first nine grades of work of the public school, and in which, under the direction of the Principal and Supervisors, all work in Practice Teaching is done. Graduation from the Training School admits one into the Freshman class of the Normal Department without examination.
The Normal Department, which comprises the first and second years of the Normal. Completion of the first, or Freshman year, entitles one to a second grade state certificate valid for six years. Completion of the second, or Sophomore year, entitles one to a first grade state certificate valid for six years. Completion of this year's work also entitles one to clear entrance to the Normal College.

The Normal College—Diploma Division, which comprises the first two years of college work. Completion of the first college year, or Junior class, entitles one to a first grade state certificate valid for six years, at the expiration of which period the certificate may be renewed without further work. Completion of the second college year, or Senior class, entitles one to the Normal Diploma and a permanent, or life certificate. Holders of the Normal Diploma are eligible, without examination, to entrance to the Degree Division of the Normal College.

The Normal College—Degree Division which comprises the third and fourth years of college work. Completion of the third, or College Junior year, entitles one to an advanced diploma or to certification and official recommendation for teaching in the high schools of the State. Completion of the fourth, or College Senior year, entitles one to the Bachelor of Arts or the Bachelor of Science Degree in Education. The Bachelor of Arts degree will be conferred upon the presentation of the required language for admission to the Junior College class, and in addition thereto two college years in a foreign language. The Bachelor of Science degree will be conferred without the foreign language requirement for admission or for graduation.

SYSTEM OF GRADING

Grade Symbols. Term grades of a student are determined by his daily oral and written work, and by tests or quizzes, usually unannounced, given at intervals during the term. These grades are indicated by the following symbols: A represents excellent work; B, good; C, fair; D, passing; E, conditional; and F, failure. A conditional grade (E) means that the student must, according to the directions of the teacher with whom the work was taken, remove this condition during the term following that in which the failure was made. A failure (F) means that the student must take the entire work in class again as if he had never taken it before.

Grade Points. The issuance of a certificate of any grade is dependent upon the standing of a student as determined by what are called "grade points." That is, a student must make thirty (30) grade points, or an average of C, before he can obtain a certificate. In determining grade points the grade symbols have the following values: A equals 4 grade points; B, 3 grade points; C, 2 grade points; D, 1 grade point. The student in any class who fails to make the required thirty grade points on the fifteen units of work of his class may take work in the next higher class until the thirty grade points are made, at which time a certificate will be issued. It is understood, of course, that in the next higher class, grade points can-
not be counted twice. For instance, a Sophomore who finds it necessary to do some Junior work in order to get the required thirty grade points, would have to make sufficient grades in the remainder of his Junior work to fulfill the necessary conditions; or, he would have to get sixty grade points in all for the two years' work.

COURSES OF INSTRUCTION

The Unit of Credit. The unit of credit shall be the "term-hour,"—a term-hour being defined as one recitation per week (or its equivalent) for one term of twelve weeks, requiring two hours' preparation therefor by the student of average ability.

Equivalents. The following are recognized equivalents.

1. For the Freshmen and Sophomores, four recitations per week, requiring a total weekly preparation of five hours, are equivalent to three term-hours.

2. Two hours of laboratory work per week, requiring one hour of preparation and subsequent completion of notes, are equivalent to one term-hour.

3. Three hours of laboratory work per week, requiring no preparation and no subsequent work on notes, are equivalent to one term-hour.

4. Subjects requiring little or no preparation for the recitations are given term-hour credits according to the total time required, based upon the principle in the above equivalents.

Majors and Minors. A major is a subject in which a student does his most intensive work. The major may consist of a minimum of 36 or a maximum of 54 term-hours. A minor may consist of a minimum of 18 or a maximum of 27 term-hours.

The Term's Work. The work of a term is fifteen term-hours, exclusive of regular assignment in Physical Education. All students are required to take Physical Education twice a week during the first two years of residence work. A student may elect and count toward a certificate, diploma, or B. S. degree, six term-hours of Physical Education in addition to the two years required.

DIPLOMA COURSES

Each of the seven courses certified on pages 25 to 31 offers opportunity for specialization in one or more subjects and at the same time assures accurate scholarship for general public school work. The diploma courses emphasize teaching in the primary and elementary grades. Courses prescribed are, for the most part, suggestive only; other courses of the same rank may be substituted on the advice of the departments concerned.

Students who present credits from standard affiliated high schools for any subject offered in the Freshman and Sophomore years may substitute foreign language or other units.

Courses in Stenography, Typewriting and Bookkeeping are open to students in the Freshman and Sophomore years.
Changes from one course to another frequently involve loss of credits, and are not advised.

All students are required to take Physical Education twice a week during the first two years of residence work.

The courses from 1 to 20 are elementary and are given in the Normal Department. College credit cannot be given for elementary courses. Courses from 101 to 299 are usually given in the Diploma Division; courses from 301 to 401 and higher are usually given in the Degree Division. With proper approval, courses in the Diploma Division and Degree Division may be interchanged. Unless otherwise specified, a course is three term-hours, which represents three recitations per week for twelve weeks, each period of recitation being fifty minutes in length.
**Southwest Texas State Normal College.**

**Agriculture.**

<table>
<thead>
<tr>
<th>Freshman.</th>
<th>Sophomore.</th>
</tr>
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<tbody>
<tr>
<td><strong>Constants:</strong></td>
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<tr>
<td>Hours:</td>
<td>Hours:</td>
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<tr>
<td>Agriculture 1</td>
<td>Agriculture 3</td>
</tr>
<tr>
<td>Biological Science 2</td>
<td>Education 2</td>
</tr>
<tr>
<td>Drawing 1 or Music 1</td>
<td>English 4, 5 and 6 or 7 or 14</td>
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<td>Education 15</td>
<td>History 3, 4</td>
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<td>English 1, 2, 3</td>
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<td>Free</td>
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**Junior.**

<table>
<thead>
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<th>Education 204, 212 and 106 or 202</th>
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<tbody>
<tr>
<td>English 101, 102, and 103, or 207, or 208</td>
<td>English 301, or 207, or 208</td>
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<tr>
<td>Mathematics 109</td>
<td>History 313, 415</td>
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<td>Sociology 102</td>
<td>Mathematics 107, 214</td>
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<td><strong>Major:</strong></td>
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<td>Agriculture 101, 102, 103</td>
<td>Agriculture 207, 208, 209</td>
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<td><strong>Minor:</strong></td>
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<td>Chemistry 107, 108, 109</td>
<td>Chemistry 214, 215, 216</td>
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<tr>
<td>Physics 101, 102, and 103</td>
<td>or Physics 104, 205, 206</td>
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<tr>
<td>or 104</td>
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<tr>
<td>Home Economics 101, 102, 103</td>
<td>Home Economics 201, 202</td>
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<td>(3 or 9 hours)</td>
<td>203</td>
</tr>
<tr>
<td>Manual Training 101, 102, 103</td>
<td>Teaching Course in Education</td>
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<tr>
<td>(3 or 9 hours)</td>
<td>(3 hours)</td>
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<td>Chemistry 214, 215, 216</td>
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## HISTORY-ENGLISH.

### Freshman.

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<tr>
<td>Biological Science</td>
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<tr>
<td>Drawing 1 or Music</td>
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<tr>
<td>Education</td>
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<td>English 1, 2, 3</td>
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<tr>
<td>History 1, 2</td>
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<tr>
<td>Mathematics 2, 4, 20</td>
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### Sophomore.

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<td>9</td>
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<tr>
<td>History 3, 4</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 5, 6</td>
<td>6</td>
</tr>
<tr>
<td>Reading 1</td>
<td>3</td>
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**Major:**

| Home Economics | 9 |
| Manual Training | 9 |
| (6 or 9 hours) | 9 |
| Chemistry 1, 2 | 9 |
| Physics 17, 18 | 9 |
| (6 hours) | 9 |
| Drawing 1 or Music | 3 |
| (3 hours) | 3 |
| Free | 3 |

---

### Junior.

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**Major:**

| History 106, 109, 110 | 9 |

**Minor:**

| Manual Training 101, 102 | 9 |
| or 205, 103 | 9 |
| Home Economics 101, 102, 103 | 9 |
| Chemistry 107, 108, and 109 or 110 | 9 |
| Physics 101, 102, and 103 or 104 | 9 |
| Biological Science 101, 102, 103 | 9 |
| Foreign Language | 9 |
| Free | 6 |

### Senior.

<table>
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**Major:**

| History 206, 207, 111 | 9 |

**Minor:**

| English 311 or 312 or 203 | 9 |
| History 301 or 302 or 313 | 9 |
| (3 hours) | 9 |
| Chemistry 109 or 110, 214, 215 | 9 |
| Physics 101, 102, and 103 or 104 | 9 |
| Mathematics 107, 109, 208 | 9 |
| or 112 | 9 |
| Sociology | 9 |
| 3 hours in related subjects | 3 |
| Free | 3 |

---

Two years of foreign language are required for entrance to the Junior year of the History-English course. A foreign language may also be continued in the Junior year.
### HOME ECONOMICS.

#### Freshman.

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<td>History 1, 2</td>
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<td>Physics 17, 18</td>
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<td>Chemistry 1, 2</td>
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<tr>
<td>(6 hours)</td>
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#### Sophomore.

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#### Total:

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#### Junior.

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#### Total:

45
# LANGUAGE

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## MANUAL TRAINING.

### Freshman

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<tbody>
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<td>Education 1 or 15</td>
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<td>Drawing 1 or Music 1</td>
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<td>Mathematics 2, 4, 20</td>
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**Elective:**
- Chemistry 1, 2 | 6
- Free | 6

**Total:** 45

### Sophomore

<table>
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<tr>
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<tr>
<td>Mathematics 5, 6</td>
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<td>Reading 1</td>
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<td>Manual Training</td>
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**Elective:**
- Physics 17, 18 or 19 | 6
- Free | 3

**Total:** 45

### Junior

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<tr>
<td>Mathematics 107</td>
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**Major:**
- Manual Training 101, 102, 103 | 9

**Minor:**
- Chemistry 107, 108, 109 or 110 | 9
- Physics 101, 102, 103, 104 | 9
- Biological Science 101, 102 | 9
- Free | 3

**Total:** 45

### Senior

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**Major:**
- Manual Training 201, 202, 203 | 9

**Minor:**
- Manual Training 301 | 9

**Science:**
- (3 hours) | 9
- Agriculture | 9
- Mathematics | 9
- Teaching course | 3

**Total:** 45
### PRIMARY ARTS.

#### ELEMENTARY SCHOOL.

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<td>or</td>
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**Junior**

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<tr>
<td>Music 103, 104</td>
<td>9</td>
</tr>
<tr>
<td>(3 or 6 hours)</td>
<td></td>
</tr>
<tr>
<td>Minor: Home Economics 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>or 103</td>
<td></td>
</tr>
<tr>
<td>Manual Training 101, 102</td>
<td>9</td>
</tr>
<tr>
<td>or 205, 103</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
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<tr>
<td>Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Elective:</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Senior</th>
<th>Constants</th>
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<tbody>
<tr>
<td>Education 205, 212 and 207, or 203</td>
<td>9</td>
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</tr>
<tr>
<td>English 207, 208, 301, 311, 312</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Sociology 203</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Major: 6 of either Drawing or Music</td>
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<td></td>
</tr>
<tr>
<td>or 3 of either Drawing or Music</td>
<td>9</td>
<td></td>
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<tr>
<td>Minor: Home Economics 101, 102</td>
<td>9</td>
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<tr>
<td>or 103</td>
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<tr>
<td>(6 or 9)</td>
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<tr>
<td>Science</td>
<td>9</td>
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<tr>
<td>Agriculture 102</td>
<td></td>
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<tr>
<td>History 208, 204</td>
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<tr>
<td>Foreign Language</td>
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<td></td>
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<tr>
<td>Elective</td>
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</tbody>
</table>

**Note:** Six (6) hours of related subjects may be substituted for 6 English hours with approval of Department of Education.

Not more than two years of foreign language should be taken in the Primary Arts course.
### Science-Mathematics

#### Freshman

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Biological Science</td>
<td>2</td>
</tr>
<tr>
<td>English 1, 2, 3</td>
<td>9</td>
</tr>
<tr>
<td>History 1, 2</td>
<td>6</td>
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<tr>
<td>Mathematics 2, 4, 20</td>
<td>9</td>
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<tr>
<td>Drawing 1 or Music 1</td>
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<tr>
<td>Education 1</td>
<td>3</td>
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<tr>
<td>Agriculture 1</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 1, 2</td>
<td>6</td>
</tr>
<tr>
<td>Physics 17, 18</td>
<td>6</td>
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<tr>
<td>Free</td>
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**Total Hours:** 45

#### Sophomore

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<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>English 4, 5 and 6 or 7</td>
<td>9</td>
</tr>
<tr>
<td>History 3, 4</td>
<td>6</td>
</tr>
<tr>
<td>Education 2</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 5, 6</td>
<td>6</td>
</tr>
<tr>
<td>Reading 1</td>
<td>3</td>
</tr>
<tr>
<td>Physics 17, 18</td>
<td>6</td>
</tr>
<tr>
<td>Manual Training 1, 2, 3</td>
<td>(6 hours)</td>
</tr>
<tr>
<td>Bilingual Science 3</td>
<td></td>
</tr>
<tr>
<td>Home Economics 1, 2, 3</td>
<td>(3 or 9 hours)</td>
</tr>
<tr>
<td>Drawing 1 (3 hours)</td>
<td>12</td>
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<tr>
<td>Foreign Language</td>
<td>(9 hours)</td>
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</table>

**Total Hours:** 45

#### Junior

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Education 101, 104 and 111 or 106</td>
<td>9</td>
</tr>
<tr>
<td>English 101, 102 and 103 or 207 or 208</td>
<td>9</td>
</tr>
<tr>
<td>Sociology 102</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major:**

(1) Mathematics 109, 107
(2) a. Chemistry 107, 108
b. Physics 101, 102
c. Biological Science 101, 102, 103

**Minor:**

Any of the unelected majors
History 106, 109, 111
Manual Training 101, 102 or 205, 103
Home Economics 101, 102, 103
Free

**Total Hours:** 45

#### Senior

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 204, 212 and 106 or 202</td>
<td>9</td>
</tr>
<tr>
<td>English 301 or 207 or 208</td>
<td>3</td>
</tr>
</tbody>
</table>
| Sociology 203            |       | **Major:**

(1) Mathematics 210, 214
(2) 9 hours of (a) or (b) 9
or (c) of Junior

**Minor:**

(1) 9 hour Science or
(2) 9 hours of Mathematics

**Elective:**

Teaching course 3
9 hours of related subjects 9

**Total Hours:** 45
DEGREE COURSES

Beginning with the session 1918-19 the Southwest Texas State Normal College offers courses in the College Junior and College Senior years, leading to the degree of Bachelor of Arts or Bachelor of Science in Education. Graduation under the four-year Diploma Course of the Texas State Normal Colleges, or the completion of two years' work of college rank, including the standard college entrance units, is prerequisite for admission to Degree Courses.

The degree of Bachelor of Arts will be conferred on students who complete two college years in foreign language in addition to two years of high school foreign language; degree of Bachelor of Science will be conferred upon other students completing the College Junior and College Senior years. Ninety term-hours must be completed in the College Junior and College Senior years. 180 term-hour in all, in both Diploma and Degree divisions, being required for a degree. Forty-two term-hours must be in Education; 36 to 54 term-hours in an academic major; 27 term-hours in an academic minor; and 18 term-hours in a second academic minor. Candidates for a degree shall also present 18 term-hours of English, 9 term-hours of Social Science; 9 term-hours of Laboratory Science; and 9 term-hours of Mathematics, provided that the requirement with reference to Mathematics shall apply to the B. A. degree only.

AGRICULTURE

MR. NELSON

ELEMENTARY COURSES

1. **Elementary Agriculture.** A general course in Agriculture designed 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.

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.

   Prerequisite, Agriculture 1 or its equivalent.

COLLEGE COURSES

102. **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.

   Prerequisite, Agriculture 1 or its equivalent.
103. See Sociology 101.

104. **Plant Propagation and Culture.** The study of plants, relative to heredity, environment, and improvement will be taken up in some detail. 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.

Prerequisite, Agriculture 1 or its equivalent.

206. **Farm Dairying and Creamery Management.** The planning and management of the farm dairy, the economy of feed, labor, 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.

Prerequisite, Agriculture 1 or its equivalent.

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 closely studied. 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. Practically every phase of the irrigation problem may be seen in operation.

Prerequisite: Agriculture 1, Mathematics 214, and Physics 17 and 18 or their equivalent.

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.

Prerequisite, Agriculture 1, and Physics 17 and 18 or their equivalent.

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.

Prerequisite: Agriculture 1 and 104 or their equivalent.

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 for the work.

Prerequisite, Agriculture 1 and 102 or their equivalent.
BIOLOGICAL SCIENCE

MR. STANFIELD

ELEMENTARY COURSES

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.

2. Sanitation and Hygiene.

3. Zoology. In this course the students will study types of the branches of the animal kingdom. 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 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 certain groups.

COLLEGE COURSES

101, 102, 103. General Biology. This course of a full year in general biology is offered to Junior students in the Science-Mathematics group who desire to stress the biological science work.

105. Advanced Physiology. This is an advanced course offered for Home economics students.
   Prerequisite, Course 2 or its equivalent.

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

107. Bacteriology. A strong course in classroom and laboratory bacteriology for students in the Home Economics group. This course presumes a good course in general chemistry and the equivalents of courses 105 and 106 as a foundation for the work offered.

201, 202, 203. Botany. An advanced course in botany planned to meet the needs of Senior students in the Science-Mathematics group who are making the biological science work the major.

213. The Teaching of Geography. The State Course of Study in geography furnishes the basis for the work. Exercises are given in map-drawing, modeling, and charting. Emphasis is given to lesson planning and observation work.

301, 302, 303. Zoology. This is a course in advanced zoology in which the study of types of the leading phyla of the animal kingdom will be emphasized. Hegner’s College Zoology will be used.
CHEMISTRY
MR. MILLER

ELEMENTARY COURSES

1. **Elementary Chemistry.**

2. **Elementary Chemistry.** A continuation of course 1.
These two units cover the ground usually considered in high school chemistry, 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 importance of this science in the industrial development of the nation.

3. **Household Chemistry.** This is a qualitative and descriptive introductory course in general chemistry, and is intended to give the pupil some understanding and appreciation of the important applications of chemistry arising in the study of agriculture, home economics, physiology, etc., and to prepare the way for further study of chemistry later in the course.

COLLEGE COURSES

107. **General Chemistry.**

108. **General Chemistry.** A continuation of course 107.
These two units constitute the general chemistry for the first college year. The equivalent of high school chemistry or of courses 1 and 2, as a preparation is desirable but not absolutely necessary. Students who are otherwise prepared to enter the college work may begin the study of chemistry with these courses.

109. **Qualitative Analysis.** This is an introductory course in the elements of qualitative analysis, and, with the two courses in general chemistry described above, constitutes the full year in chemistry. These courses are the basis for all the other work in chemistry and should be taken before attempting any of the other courses in chemistry.

110. **Applied Chemistry.** This unit in chemistry is planned to meet the needs of students in home economics and allied groups. It gives attention to the practical applications of chemistry in the household and laboratory. Important applications of chemistry in industrial development will receive due attention throughout the course.
Prerequisites, 107 and 108.

214. **Elementary Organic Chemistry.**

The aim of these two units, which should be taken in consecutive terms and in the order of numbers, is to present the groundwork of organic chemistry and to prepare the way for further work in the study of the chemistry of foods and of physiological chemistry which will be needed by students who are specializing in home economics or in biological sciences. At the same time a foundation is laid for the study of advanced organic chemistry or other phases of pure chemistry.

216. **Quantitative Analysis.** This course is an introduction to quantitative analysis. A series of carefully planned determinations of composition of a few selected substances will be made in the laboratory, and such discussion of principles and theory as is necessary to a clear understanding of the fundamentals of analysis will be given in lectures and recitations. An additional unit in quantitative analysis will be offered to students who desire further work in this line.


310 and 311. **Advanced General Chemistry.** A course in general chemistry taking up some of the most important phases of modern theoretical and physical chemistry. The work will consist of laboratory work and lecture-recitations in this very important field.

217. **Physiological Chemistry.** A course dealing with some of the fundamental problems of chemistry of vital processes will be given as the need for this course arises for those in the groups making biology or home economics their major work.

**COMMERCIAL BRANCHES**

Courses offered in Stenography, Typewriting, and Bookkeeping. Students may elect three terms of commercial work during the Freshman and Sophomore years.
DRAWING

MISS PITTS

ELEMENTARY COURSES

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, titles, and vase forms; lettering; story illustrating; free hand perspective.

2. A continuation of course 1, with special attention 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 photographs; 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.

COLLEGE COURSES

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.

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.

206. Sketching from costume models. Prerequisite, 103.

307. Poster making, with special study of its adaptation to the announcement of school activities and war relief benefits. Prerequisite, 103.

308. Advanced crafts: metal work; pottery making; book binding; applied design. Prerequisite, 205.
EDUCATION

Mr. Woodson, Miss Falls, Mr. Harry

ELEMENTARY COURSES

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.

15. Rural School Management. 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.

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.

COLLEGE COURSES

106. Advanced Educational Psychology. 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.

Prerequisite, 2 or 111.

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.

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 co-operation, hygiene of instruction, playground supervision, and professional ethics will be studied.

Prerequisite, one course in psychology.

104. Principles of Teaching. 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.

Prerequisite, 106 or 111.
107. **Primary Methods.** 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.

Prerequisite, 104 and 111 or 106.

102. **Methods.** This course deals with special methods of teaching the elementary branches. It is arranged especially to meet the needs of those who will be called upon to teach in the grades or in the village and rural schools.

Prerequisite, one course in psychology.

108. **Child Study.** This course deals with the problems of development, both physical and mental. It emphasizes the striking differences between children and adults, and shows that childhood is a transitional state. Both normal and abnormal phases of development will be considered.

Prerequisite, 2 or 111.

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.

204. **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.

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.

207. **Industrial Studies in the Primary Grades.** This course is for those who are specializing in the teaching of primary grades. Topics 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 hand-
work. Its relation to language, basal literature, and nature study is emphasized. Much of the time is given to projects in handwork. Prerequisite, 104 and 111 or 106.

202. Vocational Education and Guidance. This is a course that deals with some of the largest and most interesting present day problems in the entire field of education. Some of the topics to be studied are: growth of the vocational education movement; meaning and purpose of prevocational education; the Smith-Hughes Law and its operation; meaning and purpose of vocational guidance. The course will be of especial interest to superintendents and principals and to any teacher who has an interest in helping boys and girls to an intelligent choice of a life work.

212. Teacher Training Course. The primary object of this course is to afford an opportunity for practice teaching in the Training School. Students may teach in any of the grades from the first through the ninth, all teaching being under the immediate direction of a grade supervisor. In order that the student's work may be most effective, frequent conferences with the supervisor are necessary. All teaching is required to be carefully planned beforehand. To promote efficiency in teaching the following topics are studied: aims of teaching, selecting and organizing subject matter, method of presenting subject matter, lesson planning and lesson types. Each of these topics is illustrated by the observation of lessons taught by Training School supervisors. The student teacher is given practical experience in teaching and managing groups of pupils.

Prerequisites, 104 and one course in methods.

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.

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.

304. Socialization of the Elementary Curriculum. This course is for College students of any group, especially those who are preparing to be principals or supervisors. It gives studies of the ways and means of socializing the elementary curriculum.
305. Mental and Educational Measurements. 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.
Prerequisite, 111 or 106.

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

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.

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

404. The Psychology of Learning. 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.
Prerequisites, 106 or 111.

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.
ENGLISH

MR. THOMAS, MR. HARRISON, MR. MILLS, MR. BURK

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 and the principles of composition as they apply to his work, and then on the development of the literature and the language. Throughout his course 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

1. Grammar. Instruction in the fundamentals of English grammar, with special attention to analysis and synthesis of sentences; 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. Heidegger's Experiment, Treasure Island, the Call of the Wild, a Christmas Carol, Paul Revere's Ride, The Courtship of Miles Standish, John Gilpin's Ride, Horatius.
Text: Kittredge and Farley's Advanced English Grammar, Parts 1, 2, 3.

2. Grammar, Composition. Further practice in the analysis and synthesis of sentences; instruction in the elements of English composition and their practical application to letter-writing and business correspondence. As collateral work the student will read and make written 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: Herrick and Damon's New Composition-Rhetoric, Part 2. Prerequisite, 1.

3. Composition, Literature. Instruction in the elements of English 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. Prerequisite, 2.

4. Composition, Elementary Exposition. A continuation of English 3, which is prerequisite. Further instruction and practice in the organization of expository short themes, outlines, reports, summaries; such readings in literature as the instructor may deem necessary to supply materials for illustration and practice.
Text: Canby and Opdycke's Elements of Composition. Prerequisite, 3 or its equivalent.
5. **Elementary Argumentation.** This course complements English 4, which is prerequisite. Its subject matter is informal argumentation and debating. Stress will be laid more on the determining of the issues and the finding and ordering of the material than on the actual writing out of formal argument.

   Text: Canby and Opdyke’s *Elements of Composition.*
   Prerequisite, 4 or its equivalent.

6. **Narration and Description.** This course complements English 4, which is prerequisite. In it instruction and practice in the preparation of narrative and descriptive themes will be given, and some consideration will be had of narrative and lyric poetry.

   Text: Canby and Opdyke’s *Elements of Composition.*
   Prerequisite, 4 or its equivalent.

7. **Business Correspondence.** This course is adapted to the needs of those students who wish to take stenography and typewriting. In it the principles of composition as they apply practically to business and office correspondence will be studied, and the student will be afforded abundant and varied practice in business correspondence that demands an application of the four forms of composition. May be taken in place of English 6 or as an elective.

   Prerequisite, 4 or its equivalent.

14. **Types of Literature.** This course may be substituted for English 6 or may be taken as a free elective. Its subject matter will be 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.

   Prerequisite, 4.

17. **Fundamentals of Oral English** (also listed as Reading 1). This course will consider the fundamentals of oral English as exemplified in reading and speaking. In it the student will be trained in the art of getting the thought accurately from the printed page, interpreting it intelligently and presenting it effectively. A textbook will be used to present the theory, and the student will be required to do original work in both interpretation and presentation.

   **COLLEGE COURSES**

101. **Exposition.** This course is designed to ground the student in the theory, the materials, and the principles of English composition, and to give him practice in writing themes and in making plans, outlines, reports, abstracts, reviews, and such other practical work as he will need to know in pursuing his work in this and other departments.

   Text: Canby’s *English Composition in Theory and Practice.*
   Required of all Juniors. Prerequisite to any College Course in English.
102. **Argumentation.** A continuation of English 101, with stress on the materials and processes of argumentation, especially informal argumentation. In addition some general practice in original composition of different kinds will be given.

- **Text:** Canby's *English Composition in Theory and Practice.*
- Required of all Juniors. Prerequisite, 101 or its equivalent.

103. **Representative American Literature.** The content of this course will be the study of the development of American literature. As much actual reading as is practicable will be given, which will serve as the material for the making of oral and written analyses, criticisms, and reports as a continuation and application of the theory of composition learned in English 101 and English 102.

- **Text:** Wendell and Greenough's *Literature in America.*
- Prerequisite, 101 or its equivalent. Should follow 102, if possible.

104. **Public Speaking and Dramatics** (also listed as Reading 104). This course will consider the fundamental principles of expression, including training in voice, pronunciation, and bodily expression as means of interpretation. Some instruction will also be given in story-telling and dramatics.

207. **English Literature from 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, 101 and 102.

208. **English Literature from Thomson to Browning.** A continuation of 207, which should precede it. As much actual reading of typical specimens of the literature of the period as is practicable, supplemented by class discussions, reports, criticisms, and reviews.

- Prerequisite, 101 and 102.

209. **Contemporary Literature.** In this course a study is made of the trend of the most noteworthy new or recent poetry and fiction. Extensive reading in the current magazines and in the library will be required, and some attempt will be made to develop the power of criticism.

- Prerequisite, 101 and 102. Should follow 208.

204. **Argumentation and Debate** (also listed as Reading 204). This course is designed primarily for those who expect to take part in the debating activities of the institution. The preparation, organization, and delivery of debating work will be considered. May count either as an elective or as the required unit of Senior English.

- Prerequisite, 101 and 102.

301. **Advanced Composition.** A constructive course in written and oral composition based upon personal investigation and library research work. Demonstrated talks along lines in which the student...
is interested will constitute a part of the practice work of the course, the main purpose of which is to fit the student for constructive work in English which he will meet in life, such as papers and talks before teachers' associations and clubs.

Prerequisite, 101 and 102.

311. History of English Syntax. Old English. This course should reveal the bearing of Old English 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.

Prerequisite, 101 and 102.

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

Prerequisite, 101 and 102.

401. The Drama Before Shakespeare. Elective. A study of the origin and development of the drama, with as much reading of typical specimens as is practicable.

Prerequisite, 312.

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

403. Modern Drama. Types of dramatic art from Ibsen to the present.

Prerequisite, English 101.

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.
FRENCH

MISS ESKRIDGE

To meet the extraordinary demands of the present, a department of French will be maintained offering five years' work in this language. These courses will be elective on the same basis as other modern language courses.

ELEMENTARY COURSES

1, 2, 3. **Elementary French.** Grammar, composition and conversation. Reading of easy prose, poetry, and one or more comedies. Dictation.

4, 5, 6. **Intermediate Composition and Conversation.** Dictation. Classics selected from such authors as Malot, Sand, Maupassant, Dumas, and Dandet.

COLLEGE COURSES


301, 302, 303. **The Development of the French Novel.** Readings in French translations from the principal foreign literatures that have assisted in the creation of this genre in French literature, and lectures and reports on them.
GERMAN

MISS HORNSBY

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, of Germany and the Germans.

ELEMENTARY COURSES

1, 2, 3. 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.


Prerequisite, 1, 2, 3, or their equivalent.


Prerequisites, 4, 5, 6, or their equivalent.

210, 211, 212. a. Grammar: Review of elements of German syntax. Review of forms. b. Reading: (1) Selected dramas of Grillparzer, Kleist, Hebbel, Sudermann, and Hauptmann. (2) One historical novel, Scheffel'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.

Prerequisite, 7, 8, 9, or their equivalent.
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.

**COLLEGE COURSES**

**301, 302, 303. Nineteenth Century Fiction.** Kleist, Eichendorf, Keller, Meyer, Fontane, Rossegger, Sudermann; representative works.

**401. 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.

**402, 403. Goethe.** Hermann und Dorothea; Egmont; biography.

**404. Nineteenth Century Drama.** Witowski’s German Dramatists of the Nineteenth Century, Sudermann, Kleist, Grillparzer; Hebbel, Hauptmann.

**405. The Teaching of German.** New methods and their application to pronunciation, grammar, and reading. Textbooks.
ELEMENTARY COURSES

1. United States History to 1789. A careful survey of the colonial and revolutionary periods of American history. Close attention will be given to the proper methods of studying history. Simple library problems will be attempted.

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

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.

4. Nineteenth Century European History. 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.

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.

6. Modern European History. 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.

COLLEGE COURSES

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.

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.

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.

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.

106. Industrial History of Modern Europe. This course will consist of a careful study of industrial problems confronting the people of western Europe during the past hundred years, special attention being paid to the industrial development of England, France, and Germany. Not offered in 1918-19.

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.

110. American History—The Colonial Period. 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.

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.

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.

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.

208. Modern Europe. Eighteenth century Europe: the evils of the ancient regime in France; the decline of the French monarchy; the Diplomatic Revolution; the growing power of Prussia; the world-wide dominion of England; European background of the American Revolution; the French Revolution and the Napoleonic Period.
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.

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.


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.

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


416. The Teaching of History. 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.

417. The Old South.

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

MRS. SMITH, MISS BAKER, MRS. TURNER

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.

For the duration of the war special courses in sewing, knitting, surgical dressings, and home dietetics will be offered in this department in connection with the Red Cross work of the school. This work is open to all students.

ELEMENTARY COURSES

*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.

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

*3. The Home: Its Care. An elementary course for homemakers considering the location, construction, hygiene, and management of the home.

*Prerequisite or parallel, Drawing.
†For Home Economics 2 and 3, Chemistry 1 and 2, and Physics 16 are either prerequisite or parallel.

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 110 and 111. Students who have had Home Economics 1, 2, 3, or their equivalent, will take 101 and 102. All first year college students must take 103.
101. Sewing and Textiles. Simple laundering, mending, and a study of commercial and drafted patterns. Animal fibres constitute the textile part of this course. The finished work is more advanced problems in underwear and the making of a school dress.

Prerequisite, Chemistry 1 and 2, and Drawing.

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.

Prerequisite or parallel, Chemistry 107, 108, and B. S. 107.

103. Home Sanitation. 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.

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

Prerequisite or parallel, Chemistry 1 and 2, and Drawing.

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 2 and 102. Seven (7) hours per week are required in this course.

Prerequisite or parallel, Chemistry 107, 108 and B. S. 107.

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, 101 or 110, and Drawing.

202. Principles of Cooking. A continuation of the principles developed in Home Economics 102, with special attention to vegetables and fruits, their preparation and preservation; and to breads and bread-making.

Prerequisite, 103, or either 102 or 111, and prerequisite or parallel Chemistry 214, 215 and 110.

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.
301. **Textiles and Tailoring**. The history of textiles; identification, by microscopic or chemical tests, of fibres and their substitutes; the history of weaving and spinning; clothing budgeting for different incomes and occupations; comparative costs of handmade garments. Finished problems—a light-weight suit and a lingerie waist.

Prerequisites, 1 or 110, 101, 201, and Chemistry 107 and 108, and 110.

302. **Home Management**. 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.

303. **Dietetics**. A consideration of the fundamental problems of human nutrition, with special reference to the proper food requirements; planning of dietaries for families under given sets of conditions, ages, incomes, etc.; the physiology of digestion.

Prerequisite, 2 or 111, 102, 202 and Chemistry 217.

304. **Millinery. Elective**. A study of the practical and artistic in millinery; the making, covering, and trimming of buckram and wire hat frames; the cleaning, renovating, and use of old materials. Students make at least two complete hats.

Prerequisite, 101 or 110, 201.

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, 102, 111, 227, and Chemistry 217.
LATIN

Mr. Pritchett

ELEMENTARY COURSES

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


JUNIOR COLLEGE COURSES


102. Four orations against Catiline and Pro Archia, with composition.

103. Virgil's Aeneid. Books 1 and 2 with scansion. Courses 101, 102, 103 do not count for college credit for students who take Latin as a major.


302. Livy.

303. Cicero's de Senectute and de Amicitia.

SENIOR COLLEGE COURSES


501. Quintilian.


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

Mr. Fuller

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 school 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

1. Mechanical Drawing. 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.

2. Bench Wood Work. 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.

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.

COLLEGE COURSES

101. Mechanical Drawing. 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.

102. Bench Work in Wood. This is a course in beginning woodwork. It consists of the study of hand tools and hand tool pro-
cesses. The work will deal largely with the problems of high school teaching. Special attention will be given to the demonstrations and methods of presentation. Daily readings will be required.

103. Advanced Benchwork and Wood Turning. This course will consist of the study of simple problems of joinery and the construction of simple furniture, and the study and practice of wood-turning processes.

Prerequisite 2, or 103, or equivalent.

201. Machine Drawing. A study of the methods of representing standard details will be made and both detail and assembly drawings of some simple machines will be required. Students will be taught the best methods of drafting room practice.

202. Pattern Making. A study of the principles of pattern making, such as shrinkage, draft, finish, coring, split patterns, and loose patterns, and the construction of typical patterns. Sufficient experience with molding will be provided to give meaning to patternmaking practice.

203. Furniture Construction. A course dealing with the problems of design, construction, and finishing of furniture. The care and use of woodworking machinery will be taught. The course is planned for those who wish to teach in high schools or trade schools or classes.

204. Organization and Teaching of the Manual Arts. 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. Demonstration and observation work will be provided.

205. Household Manual Arts. An elementary course in woodworking based on the problems which arise in the home. Information and practice will be given in the repairing and finishing of furniture and in treatment of floors and interior woodwork. The work will consist largely in the making of labor saving devices for the home.

301. Tools and Materials. A study of woodworking tools, their care and use, and how to sharpen them; woods, the characteristics and uses, finishes and their application; and the sources of supply for construction materials. There will be laboratory work in the sharpening of tools and in setting up of machines. The lectures will be illustrated.
302. General Metal Working. This course is designed to meet the growing demand for greater variety of work in the high school, and to give to students a little experience with materials other than wood. Elementary work will be given in forging, bench metal, and sheet metal. This type of work is recommended for a unit's work in the high schools where elaborate equipment is not available for machine shop.

303. Carpentry. A course intended to give information and practice in the principles of house and barn framing. Typical structures will be built.

Prerequisite, 102 or equivalent.
MATHEMATICS

Mr. Brown, Miss Sayers, Mr. Sewell

ELEMENTARY COURSES


Prerequisite, the completion of one year's algebra in an approved high school, or satisfactory examination in algebra to simple indeterminates.

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


20. Advanced Arithmetic. A course in which rapidity and accuracy of calculation are stressed.

COLLEGE COURSES

115. Advanced Plane Geometry. A course in which reciprocal and converse theorems are emphasized and much attention is given to the solution of original exercises.

109. Advanced Algebra. This course includes the study of quadratic equations, indeterminate equations, complex numbers, determinants and theory of equations.

Prerequisite, 4 or completion of algebra in a good high school.

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

112. Teaching of Arithmetic. This course considers the best methods of presenting certain fundamental subjects required in the eight 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.

208. Solid Geometry.
210. Introductory course in plane analytic geometry.
Prerequisite, 107.

214. Plane Surveying.
Prerequisite, 107.

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.
Prerequisite, 107.

310 and 320. An intensive course in plane analytical geometry.
Prerequisite, 107 and 109.

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.

411, 421 and 431. Elementary Differential and Integral Calculus. In 431 special attention is given Series and Definite Integrals. No credit will be given toward a degree for less than two units in Calculus.
Prerequisites, 210 or 310.

413. History of Mathematics. A study in the development of the various branches of mathematics.
Prerequisite, at least one term in analytics.
MUSIC

MISS BUTLER

ELEMENTARY COURSES


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

103. Chorus work in two and three part harmony; scale construction, both major and minor; appreciation of music.
   Prerequisite, Music 2 or equivalent.

104. Chorus Work of advanced nature.

205. History and appreciation of music.

206. History and appreciation of music.

SENIOR COLLEGE COURSES

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.

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 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.

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.

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. References: Angell's Play, Bancroft's Games. Two classes per week. Required of Sophomores. \( \frac{1}{3} \) unit.

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.

4. Coaching. Practice coaching at the Training School in football, volley ball, baseball, basketball and other games. \( \frac{1}{3} \) unit per term.

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. \( \frac{1}{3} \) unit.

6. Teaching Course. Study of methods of coaching, track work, baseball, basketball, and football, and the management of boys' athletics. Two classes per week. \( \frac{1}{3} \) unit.
PHYSICAL EDUCATION FOR WOMEN

MISS LULA HINES

Physical Education is required of all students and is marked and credited as are other subjects, the nature of the work making regularity of attendance even more necessary than other college work. Those who are temporarily disabled or physically unfit for certain parts of the work are expected to be present and to gain familiarity with the class work by observation.

FIRST YEAR

1. **Indoor Work.** Swedish gymnastics, correction of improper standing and walking positions, elementary dancing, and gymnastic games. Lectures in hygiene.

SECOND YEAR

2. The second year is a continuation of the first year, including military marching, fancy drills, folk dancing, with special attention to a variety of indoor and outdoor games suitable for school room and playground for children of all ages. Lectures: aims, varieties and effects of gymnastic movements; hygienic, educative, and recreative; physiological features of training, tenseness, fatigue and relaxation.

101. **Classic Dancing. Advanced Course—Elective.** Progressive methods in interpretative, national, esthetic, and folk dancing of both educational and recreative value. The purpose is to produce poise, control, lightness, strength and relaxation. Special attention is given to the psychology of the dance.

Prerequisite, 1 and 2.

SPECIAL COURSES

10. This course is planned for students who are unable to take the required work.

11. **Athletics.** These courses consist of basketball, volley ball, tennis, swimming and cross-country walking. Open to all students of any year. Girls furnish their own tennis rackets and balls; all are required to consult the director in regard to shoes and dress.
17. **Mechanics and Heat.**

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.

19. **Mechanics, Heat, and Electricity.** One term's work in Physics for students who have had some work in Physics but not sufficient to cover courses 17 and 18. The subject matter of this course is selected to meet the needs of students majoring in Agriculture and manual training. Both in lectures and laboratory work special attention is given the application of the principles of physics.

16. **Household Physics.** A qualitative and descriptive course in elementary physics for students majoring in home economics. All girls electing physics but not majoring in physics are advised to take this course in case they have had the equivalent of 17. The laboratory experiments in this course are based upon the application of the principles of physics to the problems of the home.

Students who expect to major in physics are required to take 17 and 18, or present credits for these courses. All students studying physics for the first time should take 17. Courses 16 or 19 may be substituted for 18. Any course in elementary physics may be taken in the first or second year.

**College Courses**

101. **Mechanics.**

102. **Heat, Light, Sound.**

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.

104. **Internal Combustion Engines.** The subject matter of this course is the theory, construction, and action of stationary and automobile engines. Students are required to do practical work with
engines, motors, dynamos, storage batteries, etc.; and to understand the principles of physics applied in each case.

Prerequisite, the equivalent of 19.

204. Heat.

205. Electricity and Magnetism.


These three units in physics deal with the subjects studied in a more advanced way than is attempted in the courses 101, 102, 103.

The work is rigidly quantitative in character, and the problems investigated are such as demand application of the principles of mathematics and of exact measurements to the study of physical relations and phenomena.

301. 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.

302. 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.
READING AND PUBLIC SPEAKING

Instruction in this department will afford the students training in speaking the English language distinctly and correctly; in interpreting good literature intelligently and effectively; in addressing an audience easily, naturally, effectively; and in getting some insight into general methods so that they may make all oral exercises in the classroom intelligent and pleasing. To this end the instruction is correlated closely with the instruction in composition and literature.

ELEMENTARY COURSES

Reading 1. Fundamentals of Oral English. See English 17 for a description of this course.

COLLEGE COURSES

Reading 104. Public Speaking and Dramatics. See English 104 for a description of this course.

Public Speaking 204. Argumentation and Debate. See English 204 for a description of this course.
SOCILOGY

Mr. Burkholder

COLLEGE COURSES

101. Rural Economics. A study of the economic problems underlying the welfare of the farmer: factors of agricultural production; distribution of agricultural income; cooperation and marketing; principles of farm management; land values and land tenure; farmers' organizations; rural taxation; rural credit; the maintenance of the social, political, and economic status of the farmer.

Prerequisite, 102.

102. Economic Theory. An elementary course in the great economic problems of value and price; supply and demand; money and exchange; credit and banking; business organization and monopoly; capital and labor; rent, wages, interest, and profits.

201. Money and Banking. A study of the development of money and its use in facilitating exchanges; principles of money and the maintenance of standards of value; nature and functions of banks; machinery of domestic and foreign exchange; special study of Federal Reserve banks and currency, and Federal Farm Loan Banks.

Prerequisite, 102.

203. Constructive Rural Sociology. A study of rural life conditions in the United States with special reference to Texas, looking to possible improvement. The attitude toward all phases of rural life will be sympathetic, but dynamic and constructive. Some special topics: rural and urban increase; advantages and disadvantages of rural life; rural credit; social aspects of land tenure and labor; inherent rights of land workers; socialization of rural institutions.

301. Community Activities and the Rural School. A course of study for those persons preparing for rural leadership in any line, but especially for the rural school teachers. Topics: function of the "community social engineer"; educational resources of the rural community; rural social mind; rural mental, moral, and physical health; vitalizing the rural school; coordination of school and community interests; organization of a rural community; the rural library; rural social center; community recreations; continuation schools for adults. Not offered for session of 1918-19.

Prerequisite, 203.

302. Principles of Sociology. A course to acquaint the student with the general principles of sociology through a study of such topics as, the general plan of social organization; motives leading
to social organization; development and function of the family, church, school, and state; social control; elimination of pauperism, crime, ignorance, and other social evils; heredity and acquired population traits; process of social evolution. Not offered for the session of 1918-19.

303. Public Finance. A study of public expenditures; public indebtedness; general property tax; customs duties; single tax and emergency taxes; government bonds; government monopolies. Prerequisite: 102.

304. Economic History of the United States. A broad study of the economic development of the United States through its entire history. Some topics: our 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; conservation of natural resources.

401. Social Psychology. Designed to give an acquaintance with the great facts and principles of social behavior through a study of suggestibility, the crowd, mob mind, conventionality, custom imitation, interference and conflict, compromise, and public opinion. Prerequisite: Education 111 or its equivalent.

402. Agricultural Organization and Cooperation. Topics studied in this course: history of tendencies of farmers to organize for mutual benefit; character of cooperative societies in Europe; scope of cooperation in agriculture; legal and economic conditions necessary for successful cooperation; method of organization of cooperative societies; some successful organizations now existing for production, ownership, sale, and supply of farm products. Not offered for session of 1918-19. Prerequisite: 203.
SPANISH

Mr. Marsh

Students in Texas should feel a special interest in the language, history, and literature of Spain. There are sufficient reminders of the Spanish basis of Texas history. There are many and compelling reasons for a study of Spanish. The increasing commercial relations with Spanish 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:

ELEMEHARY COURSES

1. A beginners' course in elementary Spanish. Attention to careful pronunciation together with an accurate knowledge of the essentials of grammar; easy conversation.
2. Elementary reading. Exercises in composition; study of verb forms; conversational drill.
3. Continuation of 2. Dictation; increased study of verbs; more extensive reading of selected texts.
4. Grammar: irregular verbs; syntax; composition; continued reading.
5. More attention to practical discussions on prescribed topics. Dictation; memorizing passages; supplementary reading.
6. Continuation of 5. Sight reading; study of selected texts to fit the student for more advanced study of Spanish.

COLLEGE COURSES

101. Nineteenth Century. The course will begin with the rise of the romantic period. Reading selected texts; reports and reviews.

102. Continuation of 101. A study of the most prominent writers of the middle Nineteenth Century.

103. Completion of this period. Study of representative selections. Commercial Correspondence.

201. The Drama. In this course emphasis will be placed on the development of the drama since the Golden Age. Extensive reading; reports.

202. A Survey of Spanish Literature. Lectures to the class; reading of important works, and reports by members of the class on special topics. Open to students who have completed courses 101 and 102 or their equivalent.
203. **Introduction to Spanish American Literature.** A study of the Literary History of Spanish America. Reports and reviews.
   Prerequisite, 202.

204. **Drama of the Golden Age.** A study of the works of Lope de Vega, Tirso de Molina and Calderon. Open to those who have completed 202 or its equivalent.

205. **Conversation and Composition.** This course is planned for those who desire practice in conversation and writing. Open to those who have completed courses 101 and 102 or their equivalent.

209. **The Teaching of Spanish.** A course planned for those who desire to teach Spanish. Open to those who have completed courses 101, 102, and 103, or 201, or to others by special permission.

301. **The Modern Drama.** A study of the development of the drama of today. Lectures, reports and rapid reading of the important works of Benavente, the Quinteros and Sierra. Open to those who have completed 202 or its equivalent.

302. **Spanish American Literature.** A study of the literary movements in the principal countries of Spanish America. Reading of representative works in prose and verse.
   Prerequisite, Spanish 203.

303. **The Modern Novel.** A study of the principal novelists of Spain. Reading of the more important works of such men as Valera, Galdos, Valdes, Pereda, Blasco Ibanez or Pio Baroja.

401. **Cervantes.** Reading from Don Quijote and Novelas Ejemplares. Open to students who have completed courses 202 and 204 or their equivalent.

402. **Origins of the Spanish Theatre.** A history of the drama from its early times to its full development in the Golden Age.
   Prerequisites same as for the above course.

403. **Masterpieces of Sixteenth and Seventeenth Centuries.**
   Same prerequisites as above.
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 graduate 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. GARRITT.......................... Superintendent
O. A. ZIMMERMAN.......................... Supervisor Industrial Subjects
MISS MATTIE ALLISON....................... Supervisor High School English
MISS EVELYN DAVIDSON..................... Supervisor High School History
MISS RUBY HENDERSON........................ Supervisor Sixth Grade
MISS MABEL WOODWARD...................... Supervisor Fifth Grade
MISS GENEVIEVE STA UDT..................... Supervisor Fourth Grade
MISS FLORENCE KONE........................ Supervisor Third Grade
MISS BESSIE BARNES........................ Supervisor Second Grade
MRS. LILLA MAYFIELD....................... Supervisor First Grade

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 College is organized with six grades in the Elementary Department and three grades in the Junior High School. Graduates from the ninth grade are prepared to enter the Freshman Class of the Normal proper. By special agreement with the school trustees of the San Marcos Independent District, East End Ward School and Normal Training School are consolidated. Nine supervisors are employed for the first seven grades and two supervisors for the eighth and ninth grades. With eleven supervisors, rare facilities for student teaching and observation work are afforded. The supervisor is responsible for the order and discipline of the room, and at the same time directs the observation and 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 classroom 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 teach-
ing 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.

**STUDENT TEACHING**

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, criticising, 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, five, 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, month 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, including 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, 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 textbook 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 pupils 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.
### COLLEGE JUNIOR CLASS

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Silvey, Jennie C........ San Marcos
Smith, Clara.............. San Antonio
Smith, Alberta............ San Marcos
Smith, Daniel............. San Marcos
Smith, Mrs. H. S.......... Brookshire
Smith, Mamie............. Mason
Standifer, Catherine...... Hillsboro
Taylor, Ethel............. Luling
Tyding, Ells B............ Ocala, Fla.

Walker, Ella H............ Luling
Walker, Glady's........... Marlin
Watkins, Ralph J.......... San Marcos
Wayland, Mrs. Mabelle... San Marcos
Willeford, Mary B........ Wharton
Wofford, Zora............ Edna
Woodson, W. L, Jr........ San Marcos
Woodward, Mabel.......... Santa Anna
Woolley, Annie.......... Cameron

Yarbrough, Louise........ Belton

JUNIOR CLASS

Abbott, Etha............. Taylor
Adair, Irene.............. San Marcos
Adair, Mary.............. San Marcos
Anderson, Pauline....... El Paso

Bailey, Mary A........... San Marcos
Bail, Myrtle............. Corpus Christi
Bane, Nelda.............. Itasca
Banks, Ar;................. Temple
Barbee, Caroline......... Walnut Springs
Barber, Will G, Jr....... San Marcos
Bartholomew, Mary........ Corpus Christi
Bartlett, Emma Lee...... San Marcos
Bartlett, Evie........... San Marcos
Barton, R. A............. Whitney
Bass, Mellie............. San Marcos
Beckelmann, Henrietta....

......................... San Antonio
Beckworth, Burton ....... Runge
Bigham, Edna............. Troy
Bishop, Bernadette...... Corsicana
Blesse, Lalla............. San Antonio
Blevins, Bertha......... Donna
Blevins, Elizabeth....... Seguin
Bliznak, Lydia D......... Rosenberg
Blundell, Annye E....... Lockhart
Bolton, Lloyd............ Augusta
Booth, Bertha E.......... San Antonio
Boyce, Annie............. Runge
Breidlove, Beryl......... Katy
Bridges, Lucile.......... San Marcos
Briesemelster, Alvin..... Gonzales
Brockmann, Myrtle....... San Antonio
Brown, Mary D............ San Marcos
Bryant, Sparks........... Rogers
Burnam, Edith L.......... Marble Falls
Burnette, Conner........ San Marcos
Butschek, Cecilia........ San Antonio

Canova, Rosa............. Bertram
Carlton, Ruth............ Fort Davis
Carr, Maude.............. Beaumont
Carroll, Marvin F........ Bryan
Cavness, C. Hubert...... San Marcos
Clark, Glady's........... Snyder
Clément, Neva........... Runge
Cliff, Glady's........... Carrizo Springs
Cobb, Sallye............. Rosebud
Cochran, Layton.......... Sanderson
Cochran, R. W............ Killeen

Collins, Jeannette....... Alvin
Compton, Vallie E....... Lytton Springs
Cooper, Lois.............. Brookshire
Copeland, Fairy.......... Mt. Calm
Cordua, Ethel............ Galveston
Couch, Lera.............. San Marcos
Covington, Effie......... Martindale
Crocker, Eva............. Center
Cropper, Naomi.......... Jourdanton
Culpepper, Lois......... Winnboro

Davies, Dorothy.......... Dolores
Davies, Hannah L........ Dolores
Denman, Clarence......... Thorp Springs
Dobbs, Natalie.......... Palestine
Dunn, Flossie........... Brooksmith
Durham, Clemmie......... Blanco
Dailey, Frances Julia.... San Marcos

Ebeling, Gertrude........ Marble Falls
Ellis, A. W.............. Hamilton
Engeling, Augusta........ Rosenberg

Fahro, Beasle........... San Antonio
Farris, Ethel............ Tow
Favers, Grace........... Eden
Finnie, Marguerite..... San Marcos
Fitzgerald Lurline..... Weimar
Fly, Mary................ San Antonio
Follett, Flower......... Houston
Fogler, Thala........... San Marcos
Fresenius, Adele........ San Antonio
Fussell, Mary........... Gonzales

Galloway, Lula......... San Antonio
Gardner, Katherine...... Cotulla
Gardner, Sam Wood...... San Marcos
Garrett, Vernon G....... Wharton
Gibson, Phoebe J........ Sabinal
Gillespie, Candace...... Taylor
Gilliland, Willie....... Floresville
Glenn, Clarence......... San Marcos
Green, B. Q.............. Hamilton
Green, G. E.............. Mason

Halliburton, A. D....... San Marcos
Hancock, Carolyn........ San Juan
Hancock, Maybel......... San Juan
Hardy, Mrs. W. R......... Stockdale
Harold, Sarah C.......... Blanco
Keahey, Mattie
House, Louise
Carrizo
Homola, Hedvika
Bryan
Herndon, Franklin
San Marcos
Heinatz, Bertha
Marble Falls
Heinatz, Louise Elizabeth
Marble Falls
Herndon, Franklin
San Marcos
Hickman, Mary E
San Marcos
Hill, Ellen
Alto
Hines, Emma
Pleasanton
Homola, Hedvika
Bryan
Hopkins, Helen
San Antonio
House, Louise
Carrizo Springs
Hume, Eleanor
San Antonio

Ivey, Blanche
Lockhart

Johnson, Lizzie Lee
Charco
Johnson, Vivian
San Marcos
Jones, Mrs. Atress
San Antonio
Jones, Byrne
Uvalde
Jones, Claire
Walnut Springs
Jones, Nettie R
Uvalde
Jones, Rosalite
Taylor

Keabey, Mattie
Sabinal
Knippe, Minnie
San Marcos
Knolle, Myrtle
Ellinger
Kroll, Emma
La Grange

Landolt, Hattie
Somerville
Lea, Dot
Gonzales
Lehmberg, Florence
San Marcos
Leonard, Genevieve
San Marcos
Leslie, Gladys
Mason
Lewis, Margaret Eloise
Lampasas
Lindsey, Hucle
Los Aures, N. M.
Linn, Louise
Bay City
Littlejohn, Lucille
Tyler
Lowman, Mrs. Margurite H
Staples

McBee, Elizabeth C
San Marcos
McBride, Bertha
Alice
Mckee, Sybil
Sanderson
McKinney, Julius
Sample
McNeill, Theo
San Marcos
Maner, Myra Lee
San Marcos
Matthews, Paula
Hutto
Mayes, Lola
Comanche
Mears, Amy
San Marcos
Miles, Mrs. Ollie
Franklin
Miller, Annie
Marble Falls
Miller, Audrey
Gollad
Miller, Melvin D
Florence
Mitchell, Mrs. Pearl
Yoskum
Moore, James Fred
Munday
Moore, Myrtle
Port Lavaca
Morrison, Edna Earl

Morton, Clarence
Walnut Springs
Muckleroy, Emory
Eddy
Mundine, Winnie
Palestine
Murray, Mary Lee
San Antonio

Newport, Ethel
San Antonio
Newton, Ruth
San Antonio
Noble, Sarah
Port Lavaca
Nolen, Edith Clyde
Louise

Ogletree, Nora
Kingsbury

Penland, E. L
Troup
Penland, Mrs. E. L
Troup
Perkins, Ora
Smiley
Pettit, Amelia
San Marcos
Phillips, Arabella
Iredell
Porter, Gladys
San Marcos

Reed, Mary E
Reichert, Leonia
La Grange
Rhodes, Abbie
West Columbia
Rhodes, Hilda
West Columbia
Ridgeway, W. W
Big Foot
Ridgeway, Estella
Big Foot
Riggs, Mae
Runge
Riley, Katie
San Marcos
Roberts, Irma
San Marcos
Robertson, Hazel
La Grange
Roddy, Mary Agnes
Alice
Rounds, Blanche
Robstown
Rylander, Ollie
Port Lavaca
Sanders, Louise
San Marcos
Scott, Daisy A
San Marcos
Scott, John M
San Marcos
Selman, Miss Leroy
Llano
Sheehan, Kathryn
San Antonio
Shelby, Sue Hayes
Gonzales
Sherrill, Malcolm
San Marcos
Shiller, Rose
Dezaville
Shropshire, Sibyl
Bradley
Smith, Afton O
Mercedes
Smith, Rufus
San Marcos
Speed, Ora
Beasley
Stallings, Ethel
Terrell
Stanfield, Kelso
San Marcos
Steubing, Exa
San Marcos
Stevens, Burnyce
San Marcos
Stroman, Oscar
San Marcos
Sutton, Lillian G
Kerrville

Tansey, Mazie
Hamiln
Taylor, Blanche
San Marcos
Teel, Frances
Devine
Terrell, Julia Louise
San Marcos
Theobald, Alice
Galveston
Thomas, Katherine
San Marcos
Thrift, Kathryn
San Antonio
Tompkins, Leah
Hutto
Turner, Riche
Garrison

Varnhagen, Dora
Marble Falls
Venezay, Elizabeth
Luling
Vela, Johnnie
Alice
Vest, Mrs. Girtha
Midland
Southwest Texas State Normal College.

Walker, Annie .......... Joaquin
Walker, Beulah ........ Wichita Falls
Walker, Miss Elbert .... Llano
Walton, Jones .......... San Marcos
Watts, Mary .......... San Augustine
Webb, Emma B. .......... Houston
Whipple, Mary .......... San Marcos
White, George W. ......... Stockdale
White, Jessie T. ....... San Antonio
Whitfield, Lizelle ......... Belville
Wiginton, Lourah ......... Lockhart
Wagner, Juanita .......... San Marcos
Wier, Rex .......... Miguel
Wittgens, Zelma ........... San Antonio
Wright, Miss Willie ...... Junction

SOPHOMORE CLASS

Acklin, Elmena............ Manor
Adair, Robert S ........... Boerne
Adams, Sophus .......... Boerne
Adkins, Artie .......... Ganado
Alford, Mrs. Sallie G .... Lyons
Alsup, Bernice ....... Port Lavaca
Armke, Ida .......... New Braunfels
Armstrong, Curtis ......... Overton

Bagley, Ada .......... San Marcos
Barfield, Alleen .......... Karnes City
Barkley, Verne .......... Hutto
Bates, Ima .............. Nat
Bell, Lucille .......... Stockdale
Berry, Gertrude .......... San Marcos
Birdsong, Eunice ......... Kilgore
Birdwell, Allie Myrtle .... Overton
Bishop, Ima .......... Stockdale
Blastenz, Alma .......... Rosebud
Bode, Clara .......... Pontotoc
Bohuslaw, Willie .......... Moulton
Boles, Wilma .......... Mt. Enterprise
Booth, Mrs. Lemma .......... San Marcos
Bradley, Wilma .......... Wrightsboro
Briggs, Isaac .......... Medina
Brown, Mattie Lee .......... San Marcos
Bryan, Nannie Gray ........ San Marcos
Buehring, Hilda .......... Industry
Bundick, Velma .......... Karnes City
Burney, Orvis W .......... Evant
Burney, Verna .......... Center Point
Burrows, Lucile .......... Buffalo

Carter Grace .......... Kingsbury
Carter, Jewel .......... Lytle
Chalfant, Naoma .......... Kountze
Chapman, Sank .......... Stockdale
Cook, Ruth .......... San Saba
Cooper, Annie .......... Turnersville
Craven, Lennes C .......... Rockdale
Criswell, Audrey .......... Buckholts
Crosby, Bess .......... Rockdale

Dabney, Lora .......... San Saba
Davis, Frank M .......... Boerne
Dawdy, Maud .......... Antelope
Deviney, Carl .......... Martindale
Dietert, Jennie I .......... Kerrville
Dodd, Mrs. D. L .......... Sansom
Dodd, F. T .......... Raymondville

evans, Bernice .......... San Marcos
Ford, Leyton .......... San Marcos
Franks, Winnie .......... Big Foot
Garison, Anna .......... Medina
Garrett, Vannah .......... Waller
German, Winnie .......... Gause
Germany, T. C. .......... Holt
Gipson, Carie .......... Poteet
Glimp, Curtis .......... San Marcos
Goodnight, Ruth .......... Holland
Gore, Richard .......... Taft
Greenshield, Johnnie Mae .... Schulenberg
Griffith, Clarence .......... Hebbronville
Griffin, Jessie .......... San Marcos
Grote, Angela .......... Belvil
guiln, Edna .......... Hatcher
Hale, Ruth .......... Round Rock
Hall, A. C. .......... San Marcos
Halliburton, Marion .......... San Marcos
Halliburton, Ethlyn .......... San Marcos
Hamlink, Inez .......... Bealey
Hancock, Addie Jane .......... Goldthwaite
Hanks, Olga .......... Manor
Hanson, Ernestine .......... Clifton
Haraison, Tommye Lea .......... Jarrell
Hard, Addie M .......... Joseph
Harral, Fannie .......... Rice
Harrison, Horace G. .......... Crawford
Hastings, Albert .......... Stockdale
Hawk, Emory .......... San Marcos
Hawkins, Annie ........ Hugo, Okla.
Hawkins, Ida .......... Archer City
Haynes, Sallie .......... San Marcos
Henderson, Isabelle ....... Hondo
Henry, Allye ............... Fowlerton
Hennig, Alma .............. Llano
Hillebrand, Esther .... Round Top
Hitt, Aubyn ............ Buckholts
Hodges, Victoria .......... Gonzales
Holland, Elvia .......... San Marcos
Hopson, Janie .......... San Marcos
Hunsucker, Ludie ....... Staples
Jennings, Mahlon .......... Martindale
Johnson, Blanche .......... Locker
Johnson, Lila .......... Bandera
Johnson, Marguerite .... Liberty Hill
Johnson, E. D .......... Robstown
Jones, Kate ................ San Marcos
Jones, Nettie C ........... Kingsbury
Jones, Miss Tom .......... San Antonio
Jurgen, Lydia .......... Austin
Juren, Minnie .......... Skidmore
Kamas, Fannie .......... Temple
Karcher, Annie .......... Dime Box
Karcher, Clara .......... Dime Box
Kellam, Frances .......... Robstown
King, Mabel .......... Wolfe City
Knispel, Ruth .......... San Marcos
Krause, Marguerite .... Brazoria
Ligon, Iva .......... Robstown
Lindsey, Donah .......... San Marcos
Love, Genevieve .......... San Angelo
McCown, Elva ............ Stockdale
McCoy, Mattiemaude .......... San Antonio
McDaniel, Eula ........ Fandale
McGehee, Myrtle ....... Angleton
McMeans, Mildred ........ San Marcos
McNaughton, David .......... San Marcos
McNutt, Louise .......... Austin
McQuerry, Myrtle .......... Graford
Matula, Gussie .......... Hallettsville
Mauldin, Elizabeth .... Martindale
Mauldin, Annie Mae .......... Menard
Meadows, Cora .......... Miles
Meyer, Viola .......... La Grange
Montgomery, Annis .......... Tynan
Moran, Clara .......... Mason
Morton, Bessie .......... Katy
Mullins, C. L ........ Guadalupe
Muff, Mae .......... San Marcos
Murray, Ruth .......... Richland Springs
Naumann, Hedie .......... Robstown
Nolen, Ben B .......... Louise
Nolen, Willie Maud .......... Louise
Owens, Leslie .......... Eddy
Peterman, R. F .......... Seguin
Phillips, Jerry .......... Iredell
Plotha, Maxine .......... Bedias
Porter, Lawrence .......... Harwood
Powell, Bessie .......... Luling
Pruitt, Kenneth E .......... San Marcos
Ramsay, Elizabeth .......... Gonzales
Redford, Elisabeth .......... Johnson City
Reese, Mack .......... Elderville
Reeves, Leila .......... Athens
Reilly, Gertrude .......... D'Hanis
Reinli, Lillie .......... Austin
Rice, Hazel .......... San Marcos
Roberts, Henrietta .......... San Marcos
Schmidt, Violet E .......... Kingsbury
Schroeder, Lillie .......... Industry
Schulze, Otto .......... Seguin
Schwarz, Mary E .......... Mercedes
Scott, Faye .......... Round Rock
Shafer, Maggie Eliz .......... San Marcos
Shands, Henry .......... San Marcos
Sinclare, Louise .......... Oakwood
Shiller, Louise .......... Deanche
Smith, Daniel F .......... San Marcos
Smith, Newton .......... Lytton Springs
Soysar, Erwin L .......... Wimberley
Speed, Berlce .......... Beasley
Sproul, Ora .......... Eldorado
Stevens, George T .......... San Marcos
Stevenson, Eddie .......... Stanton
Stewart, Edith .......... Georgetown
Stone, Irene .......... Holland
Summers, Atwell .......... San Marcos
Talley, Kate .......... San Antonio
Tarver, Alma P .......... Cotulla
Terrell, J. C .......... Iredell
Tharp, Minnie .......... Turnersville
Thompson, Flora .......... Lexington
Tisdale, Frances .......... Port Lavaca
Tomforde, Katie .......... Yoakum
Turner, Glynne Rose .......... Red Rock
Turner, Ovon .......... Red Rock
Tuttle, Alexander G .......... Martindale
Vavrusa, Elizabeth .......... Skidmore
Waldo, Grace .......... San Marcos
Weathers, Monnie .......... Mobre
Weller, Louise .......... Yorktown
Wendelken, Lelia .......... Robstown
White, Norine .......... Troy
Whitsett, Silver .......... Crystal City
Wier, Raymond .......... Miguel
Williams, Hulda .......... DeLeon
Wilson, Elsie .......... Robstown
Wilson, Carol .......... Lockhart
Winkler, Lella .......... Valley Springs
Wollschaeger, Lina .......... Boerne
Womack, Adell .......... San Marcos
Woodson, Anna .......... San Marcos
Workman, Jewel .......... Ohio
Wray, Gerald .......... San Marcos
Yarbrough, Merlyn .......... Alexander
Yarbrough, Mona .......... Alexander
Yarbrough, Riley E .......... Alexander
Yarrington, Bella .......... San Marcos
Young, Haskell .......... Cove, Ark.
Zimmermann, Icie .......... Austin
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<td>Des Moines, IA</td>
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<td>Big Foot</td>
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<td>Bedias</td>
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<td>DeLeon</td>
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<td>Jonesboro</td>
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<td>Rucker</td>
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<td>Woodward</td>
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<td>Fleming, Etta</td>
<td>San Marcos</td>
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<td>Eva</td>
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<td>Gardner, Wilma</td>
<td>San Marcos</td>
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<td>Gary, Otis</td>
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<td>Gilmore, Elma</td>
<td>Tivoli</td>
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<td>Hall, Lily</td>
<td>San Antonio</td>
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<td>Hampton, Maud</td>
<td>Ohio</td>
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<td>Harral, Viola</td>
<td>Rice</td>
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<td>Hill, W. Innis</td>
<td>Sealy</td>
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<td>Hoch, Anna</td>
<td>San Marcos</td>
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<td>Holland, William</td>
<td>San Marcos</td>
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<td>Holloway, Clyde</td>
<td>Utica, Okla.</td>
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<td>Holloway, Hattie</td>
<td>Luling</td>
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<td>Holloway, Oscar</td>
<td>Marlow, Okla.</td>
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<td>Homola, Cha.</td>
<td>Bryan</td>
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<td>Hopkins, Clinton</td>
<td>San Marcos</td>
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<td>Strauss, Viva E.</td>
<td>Ganado</td>
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<td>Hughes, Tillie</td>
<td>Benton</td>
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<td>Hurst, Fannie</td>
<td>Kosse</td>
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<td>Janda, Anna</td>
<td>La Grange</td>
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<td>Janda, Josephine</td>
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<td>Jarvis, Sadie</td>
<td>Brandon</td>
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<td>Jennings, Otis</td>
<td>Martindale</td>
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<td>Johnson, Pauline</td>
<td>Charco</td>
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<td>Johnson, Reuben</td>
<td>San Marcos</td>
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<td>San Marcos</td>
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<td>Kaigler, Lorene</td>
<td>San Marcos</td>
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<td>Leutz, Lorena</td>
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Schlenstedt, Marie...Nordheim
Shoemaker, Grace........Voss
Shoemaker, Mary.........Voss
Skeeter, Albert........Caddo Mills
Sloan, Ernest J., Jr.....Spofford
Smith, Betrice May......San Marcos
Stanley, Mary Elizabeth...
.........................San Marcos
Shoemaker, Mary........Voss
Summers, Wylie......San Marcos

Talley, Allie Blanche...San Marcos
Tate, Clyde..............San Marcos
Teal, Pearl..............Voss

IRREGULAR

Bernes, Gladys.........Luling
Barth, Martha..........Eddy
Chesser, Ada.........Lockhart
Dickerson, Mattie.....Lockhart
Eberhardt, Elwine.....Caldwell
Foster, Zella.........Eva
Hardeman, Ada.........Gollad
Hayden, S. J.........San Marcos

Henderson, Moner.......Satin
Kinser, H. J..........Fairland
Neighbors, Kitty......San Marcos
Newby, Dennis D.......Satin
Shiller, Elsa.........Deanville
Wilson, Virginia......Lockhart
Young, Gladys.........Lockhart

SUMMARY OF ENROLLMENT IN REGULAR SESSION,
1917-18

College Juniors.................................14
Seniors .........................................101
Juniors ........................................237
Sophomores .....................................198
Freshmen .......................................129
Irregulars .....................................15

694

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C. E. Evans, President,
San Marcos, Texas.