### CALENDAR FOR 1919

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
</tr>
</tbody>
</table>

### CALENDAR FOR 1920

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
</tr>
</tbody>
</table>
NORMAL COLLEGE CALENDAR
1919-20

1919

September 22-23...Monday-Tuesday...Registration
September 24......Wednesday........Fall quarter classes begin
September 29.....Monday.............Entrance examinations
November 27.....Thursday..........Thanksgiving Day
December 18.....Thursday...........Fall quarter closes
December 19-31.....Friday-Wednesday..Christmas Recess

1920

January 1.........Thursday.........Winter quarter begins
March 17.........Wednesday........Winter quarter closes
March 18.........Thursday..........Spring quarter begins
May 30............Sunday..........Commencement sermon
May 31............Monday...........Alumni meeting
June 1............Tuesday.........Graduating exercises
June 8............Tuesday.........Summer quarter begins
August 8...........Sunday..........Commencement sermon
August 13........Friday..............Graduating exercises
BOARD OF NORMAL REGENTS

HON. A. C. GOETH, President........................................Austin
HON. A. B. MARTIN..................................................Plainview
HON. A. B. WATKINS..................................................Athens
HON. R. J. ECKHARDT................................................Taylor
HON. J. A. ELKINS..................................................Houston
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
C. E. CHAMBERLIN................................................Secretaty
MISS GLADYS ALLISON........................................Librarian
MISS ETHEL COLLINS........................................Assistant Librarian
MISS MABEL GAINES........................................Y. W. C. A. Secretary
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 School, 1909; Student 
Iowa State College, 1915-16.

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

C. E. CHAMBERLIN ..................................... BUSINESS ADMINISTRATION

C. S. SMITH ............................................. CHEMISTRY
B. A. Baylor University, 1912; Graduate Student University of 
Chicago; University of Paris, France, 1919.

MISS LILIAN JOHNSON ................................. DRAWING
B. A. University of Missouri, 1919.

W. I. WOODSON ........................................... EDUCATION
B. S. D. Kirksville (Mo.) State Normal College, 1917; B. S. George 
Peabody College for Teachers, Summer 1919.

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

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

H. H. GOODMAN ........................................ EDUCATION
B. A. University of Texas, 1918; Graduate Student University of 
Texas, 1919.

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 South-
western University, 1914; Graduate Student University 
of Texas, 1917.
MISS CHLOE E. TILDEN................................................... FRENCH
Graduate Whitewater (Wis.) Normal School; B. A. University of Wisconsin, 1915; M. A., University of Wisconsin, 1919.

A. H. NOLLE................................................................. GERMAN
B. A. University of Missouri, 1911; M. A. Suwanee University, 1912.
Ph. D. University of Pennsylvania, 1915.

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, 1915; Graduate Student University of Texas, Summers of 1917 and 1918.

MISS RETTA MURPHY.................................................... HISTORY
Graduate Texas Presbyterian College 1904; B. A. University of Texas 1915; M. A. University of Texas 1916.

MISS MAUD E. THOMPSON............................................... HOME ECONOMICS
Graduate Iowa State Teachers College 1914; Ph. B. University of Chicago 1919.

MISS LELOISE DAVIS.................................................... HOME ECONOMICS
Graduate Southwest Texas State Normal School, 1914; Ph. B. University of Chicago, 1918.

MRS. GEORGE TURNER................................................... HOME ECONOMICS
Graduate Southwest Texas State Normal School, 1914. Special Student George Peabody College for Teachers, Summer, 1916.

MISS LUCY RATHBONE................................................... HOME ECONOMICS
B. S. in Home Economics, University of Texas, 1919.

MISS HELEN M. CHRISTIANSON................................. KINDERGARTEN
Graduate Iowa State Teachers College; B. S. University of Chicago, 1919.

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

C. V. DENMAN............................................................... MANUAL TRAINING
Graduate Illinois State Normal University, 1913; Student Columbia University, Summers 1913 and 1914; University of Chicago, Summer 1916.

J. S. BROWN................................................................. MATHEMATICS
B. S. University of Texas, 1905; M. A. University of Texas, 1906.

MISS JESSIE A. SAYERS.................................................. 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.

C. E. FERGUSON. .................................. MATHEMATICS
    B. A. Southern Methodist University, 1908; Graduate Student
    University of Chicago, 1910.

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
    University of Chicago, Summers 1901, 1903, 1905;
    Chautauqua, N. Y., Summer 1907; Columbia
    University, Summer 1910.

A. C. KRAUSE. .................................. PHYSICAL EDUCATION FOR MEN
    B. A. University of Indiana, 1916.

W. C. VERNON. .................................. PHYSICS
    B. S. University of Texas, 1905; M. S. University of Chicago, 1913.

G. H. SHOLTS. .................................. READING AND PUBLIC SPEAKING
    Graduate Milwaukee State Normal School, 1913; B. A. University of
    Wisconsin, 1916.

A. C. BURKHOLDER. .................................. SOCIOLOGY
    B. A. Washington and Lee University, 1913; M. A. George Peabody
    College for Teachers, 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 School, 1912; B. S.
    George Peabody College for Teachers, 1918

MISS EVELYN DAVIDSON. .................. PRINCIPAL RURAL TRAINING SCHOOL
    Graduate Southwest Texas State Normal School, 1917; Student Uni-
    versity of Texas, Summer 1917; Student George Peabody
    College for Teachers, Summer, 1918.

H. A. HANDRICK. .................. SUPERVISOR INDUSTRIAL SUBJECTS
    Graduate Southwest Texas State Normal College, 1918; Student
    George Peabody College for Teachers, Summer 1917; Student
    Bradley Polytechnic Institute, 1919.

MISS MATTIE ALLISON. .................. SUPERVISOR HIGH SCHOOL ENGLISH
    Louisiana State Normal; George Peabody College for Teachers, 1916-17.

MISS EDNA CAMPBELL. .................. SUPERVISOR HIGH SCHOOL SCIENCES
    B. S. George Peabody College for Teachers, 1918.
MISS CORA McFarland............SUPERVISOR HIGH SCHOOL HISTORY
B. A. North Texas Female College.

MISS RUBY HENDERSON.........SUPERVISOR FIFTH AND SIXTH GRADES
Graduate Southwest Texas State Normal College, 1918.

MISS FLORENCE KONE.........SUPERVISOR THIRD AND FOURTH GRADES
Graduate Sam Houston Normal Institute, 1903; Student University of Texas, 1911; Columbia University, 1915; George Peabody College for Teachers, 1916.

MRS. LILLA MAYFIELD.........SUPERVISOR FIRST AND SECOND GRADES
Graduate Southwest Texas State Normal School, 1907; Student Iowa State Teachers College, Summer 1912.

MISS BESSIE BARNES........Supervisor Elementary Grades Rural Training School
Graduate Southwest Texas State Normal School, 1913; Student Chautauqua, N. Y., 1916; Student Colorado Teachers' College, Summer 1919.
View of Normal from Federal Fish Hatchery.
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 educational leadership and for training the minds and characters of the children of this generation.

HISTORY OF THE COLLEGE

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 extra 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 and the fourth year in 1918-19, leading to the Bachelor’s Degree in Education.
LOCATION

The Southwest Texas State Normal College is located in San Marcos, a city of approximately six thousand inhabitants. It is situated 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. It has been singularly free from epidemics of disease. As an educational center it has an excellent system of public schools and also a well-organized denominational school, San Marcos Academy, in addition to the Lone Star Business College and the State Normal College. The moral and religious atmosphere of the city is 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 reinforced 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 as the home of the department of Business Administration.

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. Erected in 1918 of reinforced concrete at a cost of $85,000 including furniture and fixtures. This building is modern in all respects and contains 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.

**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 Evans 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 volley ball courts sufficient to accommodate all students who desire to engage in these sports either for pure pleasure or for credit in physical education.

**Riverside 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 in swimming and also deep enough 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 and 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 is required to sign a pledge promising to comply with the regulations of the school; also, not to engage in any conduct which is unbecoming to one who is preparing to become a teacher; and not to leave town nor withdraw from school without the permission of the President. The student also agrees to resign 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 character 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 quarter 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 quarter suspends credit for all courses, pending additional examinations. Absence at the beginning of the second or third quarter 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 nor 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 membership 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. 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.

7. 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.

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

9. 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.

10. 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 and Clubs. 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 line of civic, social, or cultural endeavor, seven literary societies are maintained: for the young men, the Chautauqua and the Harris-Blair; from 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; Le Circle Francais for students of French; 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. There is also the Country Life Club for those students that are interested in the problems of rural life.

**Athletics.** This branch of student activities is deservedly well stressed. The participation in athletic contests and the work on athletic teams bears 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. For 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 dur­
ing the session, and feature annually a colonial pageant on Wash­
ington’s birthday.

Publications. The Senior Class publishes annually the Pedagog
which represents the activities and spirit of the student body for
the current year. The Normal Star is a student weekly that gives the
important school news and furnishes a medium for the publication
of communications prepared by students.

ALUMNI ASSOCIATION

This Association has a permanent organization, and holds its meet­
ings 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 fac­
culty members in honor of Alfred Freshney, B. S., Professor of
Chemistry and Physics in the Normal, who died November 21, 1906,
This now amounts to several hundred dollars. This money is loaned
at a low rate of interest, to students who, but for such aid, could not
remain in school.

The Alumni Association, which has from time to time, contrib­
uted 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.

STUDENT WELFARE COMMITTEE

The Normal College recognizes the students as a part of its administrative machinery. In order that they may be officially represented each class elects from among its number a student as a member of the Student Welfare Committee. This committee meets regularly with the President and with other members of the faculty to discuss such measures as pertain to the general well-being of the student body. Already much good has resulted from this form of closer cooperation between the faculty and the students, while it also gives an opportunity for initiative on the part of the student body as a whole, and offers incentives for the development of leadership on the part of individual students.
Although the Normal College has no dormitories, it assures boarding students accommodations through its system of approved boarding houses. To entitle a home to be placed upon the approved list, the householder agrees to the following conditions: to accept only students and instructors of the Normal College, not to board both men and women students in the same house, to keep rooms and premises comfortable and sanitary, and to co-operate cordially with college authorities in the enforcement of regulations essential to the welfare of boarding students. The list of approved boarding houses is revised in March and July of each year. The Normal College reserves the right to remove students at any time from a boarding house, the proprietor of which fails to co-operate in upholding the regulations of the institution.

Students are free to select their own boarding places from the approved list, and after the first two weeks of school may make changes only with the consent of the designated committee. In each instance, this consent must be obtained prior to the date of change.

Students cannot expect always to secure board and rooms in the same house or within one or two blocks of the Normal College. Many students find highly satisfactory arrangements by taking rooms at one place and meals at another. In some instances, economy of living is prompted thereby. Reservations for rooms and board are not necessary but may be made at the discretion of students. Bear in mind that the college anticipates the demands of attendance by ample provision for all young men and young women who may come. Students should not be influenced in the selection of boarding houses by solicitors at the station or on the street.

Rates of Board. Unsettled conditions growing out of the war brought about changes in rates for board. The regular list of approved boarding houses printed July 3, 1919, shows rates ranging from $19 to $21 per month for meals, $4 to $5 per month for rooms, and $23 to $25 per month for board and rooms in the same house. Students will not find the cheapest rate of board in the houses nearest the Normal School building. The rates specified are as cheap as can be obtained for the same quality of board in any other college in Texas.
INCIDENTAL FEE

The incidental fee is $15 for the regular session, payable upon entrance. With the exception of the classics used in the supplementary work of the English Department, all text books are furnished free to students. When all books used by a student are returned in good condition, $2 will be refunded. No additional fees are charged for manual training, home economics, commercial work, physical education, library, or any other subjects.

Upon the recommendation of almost a unanimous vote of the student body, the Board of Normal Regents approved a blanket tax of one dollar per term for the support of student activities. The privileges secured by the payment of the student tax are: admission to all athletic contests, free subscription to the weekly school newspaper, tickets to lyceum courses, and such other activities as may be agreed upon by the Student Welfare Committee and the President.

Qualifications. No person who is under sixteen years of age January 1, 1920, will be admitted. Students who have completed the equivalent of the ninth grade of a standard high school should be able to enter the Freshman class; students who have completed the equivalent of the tenth grade should be able to enter the Sophomore class; students who have completed fifteen or more admission units, should be able to enter the Junior class; graduates of high schools of the first, second, and third classes are given entrance credits on the basis of high school units satisfactorily completed.

The Classification Committees will be in session at the Normal Monday, September 22, and Tuesday, September 23, for the purpose of classifying. All students should confer with these committees before enrolling for work.

GENERAL FIELD WORK

The Normal College desires to be of service in as many fields as possible, and to enlarge its scope of usefulness, it offers to the educational public the following lines of work:

Committee on Appointments. 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 demand for thoroughly trained teachers. No charge is made for the service of the committee.

**Institute Work.** The Normal College is at all times ready to supply instructors or special lecturers for teachers' institutes or teachers' associations. It will send out members of its faculty at any time to discuss educational questions, and to give expert advice along all lines of school administration, methods of instruction, and pedagogical principles and practices. Any superintendent, principal, or director of an institute may secure such service by making application to the President of the College. No charge is made for such service but it is expected that expenses of travel and necessary entertainment be paid by those using this privilege.

Many have already availed themselves of this service. Frequently our instructors have been used as organizers and directors of county or city institutes. A normal college must be ready to serve the educational interests of the State whether by preparing teachers for the public schools in its classrooms or by assisting those who are already in active teaching service.

**Special Addresses.** The College is no less ready and willing to furnish speakers for special occasions, such as commencement addresses, educational rally-day exercises, Sunday School conventions, farmers' institutes, mothers' clubs, etc. During the past year various faculty members have taken active and leading parts in war work activities such as drives for Red Cross, Young Men's Christian Association, Liberty and Victory Loans, and have also conducted classes in Red Cross work or served as Y. M. C. A. secretaries.

**ADVANCED CREDIT FOR NORMAL GRADUATES**

The Texas Agricultural and Mechanical College admits without examination to its Junior class any student who completes the Normal Senior class in a Texas State Normal College leading to a Normal diploma and teachers' certificate in the courses of agriculture, manual training, science, and history-English, and, upon satisfactory completion of two years of college work will confer the degree of Bachelor of Science in Agricultural Education.

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

**The University of Missouri** grants advanced standing to graduates of Texas State Normal Colleges 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 admits graduates of the five State Normal Colleges under the four year course with full entrance units and sufficient college credits to secure degree in two years, foreign language, however, being required for all degrees. Students completing the first three years in a Normal College may expect one year’s college credit, provided foreign language units are presented.

SUMMER QUARTER

The marked growth and success of the Summer School has assured its permanency. Many teachers while 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, by study in the Summer School can complete 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 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.

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 College at the beginning of the fall term, or at any suitable time during the school year.

3. **Standard Admission Unit.** 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. **Required Admission Units.** Applicants for admission to the Freshman class shall present a minimum of seven admission units as follows:

- Algebra 1 or 2
- English 2
- History 1 or 2
- Electives sufficient to make 7

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

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

- Algebra 2
- Geometry ½ or 1
- History 2
- English 2
- Electives sufficient to make 11

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

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

- English 3
- History 2
- Algebra 2
- Geometry 1
- Electives sufficient to make 15

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

For admission to the Senior class, a statement must be pre-
sented 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.)

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.

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.

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

7. Admission on Teachers' State Certificates. The following admission credits are allowed to holders of State certificates:

1. Second Grade Certificate:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>Management ½</td>
</tr>
<tr>
<td>History ½</td>
<td>Agriculture ½</td>
</tr>
<tr>
<td>Physiology and Hygiene ½</td>
<td>Unspecified 1</td>
</tr>
<tr>
<td>One or more year's work in teaching 1</td>
<td></td>
</tr>
<tr>
<td>Total 5 units.</td>
<td></td>
</tr>
</tbody>
</table>

2. First Grade Certificate:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 3</td>
<td>Ancient History 1</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>Medieval and Modern History 1</td>
</tr>
<tr>
<td>Geometry 1</td>
<td>Physical Geography ½</td>
</tr>
<tr>
<td>American History ½</td>
<td>Physiology and Hygiene ½</td>
</tr>
<tr>
<td>Management ½</td>
<td>Agriculture ½</td>
</tr>
<tr>
<td>Civics ½</td>
<td>One or more year's experience in teaching 1</td>
</tr>
<tr>
<td>Total 12 units.</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 3</td>
<td>Physical Geography ½</td>
</tr>
<tr>
<td>Civics ½</td>
<td>Psychology ½</td>
</tr>
<tr>
<td>Total 9½ units.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>Psychology ½</td>
</tr>
<tr>
<td>Total 13½ units.</td>
<td></td>
</tr>
</tbody>
</table>
4. Permanent Certificate:

- English 4
- History 2½
- Mathematics 4
- Civics ½
- Bookkeeping ½
- One or more year's experience in teaching 1
- Total 15 units.

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

- Physiology and Hygiene ½
- Agriculture ½
- Management ½
- Psychology ½
- Physiology ½

- Commercial Law ½
- Economics or Sociology 1

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

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

9. 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.

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.

10. 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 College, 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 especial 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 entrance, and before any certificate can be granted.*

11. **Credits from Other Institutions.** Admission credits for work done in any college or university are determined by the President of the Normal College. Work completed satisfactorily in any one of the Texas State Normal Colleges is fully recognized by the others. Those completing the work of the first year in one normal college are admitted to the second year class in any State Normal College 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 college that issues the certificate, and provided also that the entire forty-five term-hours required for Normal diploma must be done in the normal college 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
Biology Laboratory.
diploma conferring the degree B. A. or B. S. is awarded the student.

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

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

10. Certificates granted by the State Normal Colleges may be built upon for higher certificates, but the Normal Colleges 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 Colleges 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 quarters' work of a given class and meeting the residence requirement of two quarters, may, upon passing a satisfactory examination in one quarter'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 quarters 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 College, 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 College 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 Training School includes a model two-teacher rural school, located in the country but easily accessible. Students preparing to teach
in the rural schools of the State will do their practice teaching here under actual country conditions.

The Normal Department, which comprises the first and second years of the school. 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 AND CREDITS

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 quarter. These grades are indicated by the following symbols: A represents excellent work; B, good; C, fair; D, passing, and F, failure. In case the work of any student is incomplete during any quarter, such student may be conditioned by the instructor, but such condition must be removed during the first quarter’s attendance after being conditioned. In case of failure the student must take the entire work in class again.

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 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 cannot 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.

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 quarter 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 of college work.

The Quarter’s Work. The work of a quarter 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. 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 upon proper approval.

A student who expects to receive a certificate at the end of the term must notify the Registrar by the fourth week of that term.

Teachers of primary and elementary grades are advised to take at least one unit in music and drawing in the Junior or Senior year.

Students noticeably deficient in penmanship, spelling, and practical English may be required to make up such deficiencies under the direction of a faculty committee.

Freshmen and Sophomores who present credits from standard affiliated high schools for Mathematics 2, 4, 5, 6, or Biological Science 2, may substitute foreign language and such other units as their schedule warrants.

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 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 the 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.
### COURSES OF INSTRUCTION

#### AGRICULTURE.

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Constant</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture 1</td>
<td>. . . . . . .</td>
<td>3</td>
</tr>
<tr>
<td>Biological Science 2</td>
<td>.</td>
<td>3</td>
</tr>
<tr>
<td>Drawing 1 or Music 1</td>
<td>. . . . .</td>
<td>3</td>
</tr>
<tr>
<td>Education 15</td>
<td>.</td>
<td>3</td>
</tr>
<tr>
<td>English 1, 2, 3</td>
<td>. . .</td>
<td>9</td>
</tr>
<tr>
<td>History 1, 2</td>
<td>. . .</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 2, 4, 20</td>
<td>. . . .</td>
<td>9</td>
</tr>
<tr>
<td><strong>Elective:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry 1, 2</td>
<td>)</td>
<td>)</td>
</tr>
<tr>
<td>Physics 17, 18</td>
<td>)</td>
<td>6</td>
</tr>
<tr>
<td>Commercial 10</td>
<td>)</td>
<td></td>
</tr>
<tr>
<td>Free</td>
<td>. . .</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore</th>
<th>Constant</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture 3</td>
<td>. . . . . . .</td>
<td>3</td>
</tr>
<tr>
<td>Education 2</td>
<td>.</td>
<td>3</td>
</tr>
<tr>
<td>English 4, 5 and 6 or 7 or 14</td>
<td>. . . . . .</td>
<td>9</td>
</tr>
<tr>
<td>History 3, 4</td>
<td>. . . .</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 5, 6</td>
<td>.</td>
<td>6</td>
</tr>
<tr>
<td>Reading 1</td>
<td>.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Elective:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics 17, 18</td>
<td>)</td>
<td>)</td>
</tr>
<tr>
<td>Chemistry 1, 2</td>
<td>)</td>
<td>6</td>
</tr>
<tr>
<td>Manual Training 1, 2, 3</td>
<td>)</td>
<td>)</td>
</tr>
<tr>
<td>Biological Science 3</td>
<td>)</td>
<td></td>
</tr>
<tr>
<td>Home Economics 1, 2, 3</td>
<td>)</td>
<td>)</td>
</tr>
<tr>
<td>Music 1 or Drawing 1</td>
<td>)</td>
<td>9</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial 14, 7, 8</td>
<td>)</td>
<td>)</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>)</td>
<td>)</td>
</tr>
<tr>
<td>(9 hours)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior</th>
<th>Constant</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 101, 104 and 111 or 206</td>
<td>. . . . . .</td>
<td>9</td>
</tr>
<tr>
<td>English 101, 102, and 103 or 207, or 208</td>
<td>. . .</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics 109</td>
<td>. . .</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 102</td>
<td>. . .</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture 101, 102, 103</td>
<td>. . . . . . .</td>
<td>9</td>
</tr>
<tr>
<td>Chemistry 107, 108, 109</td>
<td>)</td>
<td>)</td>
</tr>
<tr>
<td>Physics 101, 102, and 103</td>
<td>)</td>
<td>)</td>
</tr>
<tr>
<td>or 104</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics 101, 102, 103, 110, 111</td>
<td>)</td>
<td>)</td>
</tr>
<tr>
<td>(3 or 9 hours)</td>
<td>)</td>
<td>9</td>
</tr>
<tr>
<td>Manual Training 101, 102, 103</td>
<td>)</td>
<td>)</td>
</tr>
<tr>
<td>(3 or 9 hours)</td>
<td>)</td>
<td></td>
</tr>
<tr>
<td>Commercial 104, 105, 210</td>
<td>)</td>
<td>)</td>
</tr>
<tr>
<td><strong>Elective:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free (3 hours)</td>
<td>. . .</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior</th>
<th>Constant</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 204, 212 and 106 or 202</td>
<td>. . . . . .</td>
<td>9</td>
</tr>
<tr>
<td>English 301, or 207, or 208</td>
<td>. . .</td>
<td>3</td>
</tr>
<tr>
<td>History 313, 415</td>
<td>. . . . . .</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 107, 214</td>
<td>. . .</td>
<td>6</td>
</tr>
<tr>
<td>Sociology 203</td>
<td>. . .</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture 207, 208, 209</td>
<td>. . . . . . .</td>
<td>9</td>
</tr>
<tr>
<td>Chemistry 214, 215, 216</td>
<td>)</td>
<td>)</td>
</tr>
<tr>
<td>(3 or 9 hours)</td>
<td>)</td>
<td></td>
</tr>
<tr>
<td>Physics 104, 205, 206</td>
<td>)</td>
<td>)</td>
</tr>
<tr>
<td>(3 or 9 hours)</td>
<td>)</td>
<td></td>
</tr>
<tr>
<td>Home Economics 201, 202</td>
<td>203</td>
<td>9</td>
</tr>
<tr>
<td>(3 or 9 hours)</td>
<td>)</td>
<td></td>
</tr>
<tr>
<td>Teaching Course in Education (3 hours)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### HISTORY-ENGLISH.

#### Freshman.

<table>
<thead>
<tr>
<th>Constants:</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture 1</td>
<td>3</td>
</tr>
<tr>
<td>Biological Science 2</td>
<td>3</td>
</tr>
<tr>
<td>Drawing 1 or Music 1</td>
<td>3</td>
</tr>
<tr>
<td>Education 1</td>
<td>3</td>
</tr>
<tr>
<td>English 1, 2, 3</td>
<td>9</td>
</tr>
<tr>
<td>History 1, 2</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 2, 4, 20</td>
<td>9</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Sophomore.

<table>
<thead>
<tr>
<th>Constants:</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 2, 3</td>
<td>3</td>
</tr>
<tr>
<td>English 4, 5 and 6 or 14</td>
<td>9</td>
</tr>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>Manual Training 1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>Chemistry 1, 2</td>
<td></td>
</tr>
<tr>
<td>Physics 17, 18</td>
<td></td>
</tr>
<tr>
<td>(6 hours)</td>
<td></td>
</tr>
<tr>
<td>Drawing 1 or Music 1</td>
<td></td>
</tr>
<tr>
<td>(3 hours)</td>
<td></td>
</tr>
<tr>
<td>Commercial 4 or 14, 7, 8</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Commercial 1, 2, 7</td>
<td></td>
</tr>
<tr>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>(3 hours)</td>
<td></td>
</tr>
</tbody>
</table>

#### Junior.

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

<table>
<thead>
<tr>
<th>Major:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>History 106, 109, 110</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minor:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Manual Training 101, 102</td>
<td></td>
</tr>
<tr>
<td>or 205, 103</td>
<td></td>
</tr>
<tr>
<td>Home Economics 101, 102</td>
<td></td>
</tr>
<tr>
<td>or 103, 110, 111</td>
<td></td>
</tr>
<tr>
<td>Chemistry 107, 108, and</td>
<td></td>
</tr>
<tr>
<td>109 or 110</td>
<td>9</td>
</tr>
<tr>
<td>Physics 101, 102, and 103</td>
<td></td>
</tr>
<tr>
<td>or 104</td>
<td></td>
</tr>
<tr>
<td>Biological Science 101, 102</td>
<td></td>
</tr>
<tr>
<td>or 103</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Commercial 104</td>
<td></td>
</tr>
<tr>
<td>Free</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Senior.

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

<table>
<thead>
<tr>
<th>Major:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>History 206, 207, 111</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minor:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English 311 or 312 or 203</td>
<td></td>
</tr>
<tr>
<td>History 301 or 302 or 313</td>
<td></td>
</tr>
<tr>
<td>(3 hours)</td>
<td></td>
</tr>
<tr>
<td>Chemistry 109 or 110, 214,</td>
<td></td>
</tr>
<tr>
<td>or 215</td>
<td></td>
</tr>
<tr>
<td>Physics 101, 102 and 103</td>
<td></td>
</tr>
<tr>
<td>or 104</td>
<td></td>
</tr>
<tr>
<td>Mathematics 107, 109, 208</td>
<td></td>
</tr>
<tr>
<td>or 112</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>3 hours in related subjects</td>
<td>3</td>
</tr>
<tr>
<td>Free</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Sophomore.

<table>
<thead>
<tr>
<th>Constants:</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 2, 3</td>
<td>3</td>
</tr>
<tr>
<td>English 4, 5 and 6 or 14</td>
<td>9</td>
</tr>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>Manual Training 1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>Chemistry 1, 2</td>
<td></td>
</tr>
<tr>
<td>Physics 17, 18</td>
<td></td>
</tr>
<tr>
<td>(6 hours)</td>
<td></td>
</tr>
<tr>
<td>Drawing 1 or Music 1</td>
<td></td>
</tr>
<tr>
<td>(3 hours)</td>
<td></td>
</tr>
<tr>
<td>Commercial 4 or 14, 7, 8</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Commercial 1, 2, 7</td>
<td></td>
</tr>
<tr>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>(3 hours)</td>
<td></td>
</tr>
</tbody>
</table>

---

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 and Senior years.
## HOME ECONOMICS.

### Freshman.

**Constants:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>Biological Science</td>
<td>3</td>
</tr>
<tr>
<td>Drawing 1 or Music</td>
<td>3</td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
</tr>
<tr>
<td>English 1, 2, 3</td>
<td>9</td>
</tr>
<tr>
<td>History 1</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 2, 4, 20</td>
<td>9</td>
</tr>
<tr>
<td>Physics 17, 18</td>
<td></td>
</tr>
<tr>
<td>Chemistry 1, 2 (6 hours)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Elective:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### Sophomore.

**Constants:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 2</td>
<td>3</td>
</tr>
<tr>
<td>English 4, 5 and 6, or 7</td>
<td>9</td>
</tr>
<tr>
<td>History 3</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 5, 6</td>
<td>6</td>
</tr>
<tr>
<td>Reading 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major:</strong> Home Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**Minor:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 1, 2 (6 hours)</td>
<td></td>
</tr>
<tr>
<td>Physics 16, 17, and 18</td>
<td></td>
</tr>
<tr>
<td>Manual Training 1</td>
<td></td>
</tr>
<tr>
<td>Biological Science 3</td>
<td>9</td>
</tr>
<tr>
<td>Commercial</td>
<td></td>
</tr>
<tr>
<td>Drawing 1</td>
<td></td>
</tr>
<tr>
<td><strong>Elective:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### Junior.

**Constants:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<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>Manual Training 101</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major:</strong> Home Economics 101 or 110, and 102 or 111 and 103</td>
<td>9</td>
</tr>
<tr>
<td><strong>Minor:</strong> Chemistry 107, 108</td>
<td></td>
</tr>
<tr>
<td>Biological Science 107</td>
<td>9</td>
</tr>
<tr>
<td><strong>Elective:</strong></td>
<td></td>
</tr>
<tr>
<td>Commercial 204, 205</td>
<td></td>
</tr>
<tr>
<td>Biological Science 105</td>
<td></td>
</tr>
<tr>
<td>Chemistry 110</td>
<td>3</td>
</tr>
<tr>
<td>Manual Training 205</td>
<td></td>
</tr>
<tr>
<td>History 110 or 111</td>
<td></td>
</tr>
</tbody>
</table>

### Senior.

**Constants:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 214, 215, 217</td>
<td>9</td>
</tr>
<tr>
<td>Education 205 or 204, 212 and 106 or 202</td>
<td>9</td>
</tr>
<tr>
<td>English 301, or 207 or 208</td>
<td>3</td>
</tr>
<tr>
<td>History 301</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 203</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major:</strong> Home Economics 201, 202, 203</td>
<td>9</td>
</tr>
<tr>
<td><strong>Minor-Elective:</strong></td>
<td></td>
</tr>
<tr>
<td>Commercial 204, 205</td>
<td></td>
</tr>
<tr>
<td>Teaching course</td>
<td></td>
</tr>
<tr>
<td>Manual Training 205</td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td>9</td>
</tr>
<tr>
<td>Drawing</td>
<td></td>
</tr>
<tr>
<td><strong>Elective:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

---

45
### LANGUAGE

#### Freshman

**Constants:**
- Agriculture: 3
- Biological Science: 3
- Drawing 1 or Music: 3
- Education: 3
- English 1, 2, 3: 9
- History 1, 2: 6
- Mathematics 2, 4, 20: 9
- Foreign Language: 9

**Hours:**
- 45

#### Sophomore

**Constants:**
- Education: 3
- English 4, 5 and 6 or 14: 9
- History 3, 4: 6
- Mathematics 5, 6: 6
- Reading: 3

**Major:**
- Foreign Language: 9

**Elective:**
- Commercial 1, 2, 7
- Chemistry 1
- Physics 17, 18
- (6 hours)
- Home Economics 1, 2, 3
- (3 or 9 hours)
- Manual Training 1, 2, 3
- (3 or 9 hours)
- Free
- (3 hours)

**Hours:**
- 45

#### Junior

**Constants:**
- Education 101, 104 and 111 or 106: 9
- English 101, 102, 103: 9
- Sociology 102: 3
- History 102, 103, 104, 208: 6
- Foreign Language: 9

**Major:**
- Chemistry 107, 108
- Physics 101, 102, 103 or 104
- (6 hours)
- Commercial 104, 105, 106
- Home Economics, 101
- 102, 103, 110, 111
- (3 or 9 hours)
- Manual Training 101, 102 or 205, 103
- (3 or 9 hours)
- Foreign Language
- (9 hours)
- Free
- (9 hours)

**Hours:**
- 45

#### Senior

**Constants:**
- Education 204, 212 and 106 or 203: 9
- English 301, 207, 208: 9
- Sociology 203: 3

**Major:**
- Foreign Language: 9

**Minor:**
- Foreign Language
- English 203, 311
- or 312 (3 hours)
- History 301 or 302 or 313
- Chemistry 109 or 110, 214)
- 215
- Physics 101, 102, 103 or 104
- Mathematics 107, 109, 208
- or 112

**Elective:**
- Teaching course: 3
- Free: 3

**Hours:**
- 45
## COURSES OF INSTRUCTION

### MANUAL TRAINING.

#### Freshman

<table>
<thead>
<tr>
<th>Constants</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science 2</td>
<td>3</td>
</tr>
<tr>
<td>English 1, 2, 3</td>
<td>9</td>
</tr>
<tr>
<td>History 1, 2</td>
<td>6</td>
</tr>
<tr>
<td>Education 1 or 15</td>
<td>3</td>
</tr>
<tr>
<td>Drawing 1 or Music 1</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 2, 4, 20</td>
<td>9</td>
</tr>
</tbody>
</table>

**Elective:**
- Chemistry 1, 2: 6
- Free: 6
- **Total:** 45

#### Sophomore

<table>
<thead>
<tr>
<th>Constants</th>
<th>Hours</th>
</tr>
</thead>
<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>Manual Training</td>
<td>9</td>
</tr>
</tbody>
</table>

**Elective:**
- Commercial 14, 7, 8 or Physics 17, 18 or 19: 6
- Free: 3
- **Total:** 45

#### Junior

<table>
<thead>
<tr>
<th>Constants</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 101, 104, 106 or 111</td>
<td>9</td>
</tr>
<tr>
<td>English 101, 102, 103</td>
<td>9</td>
</tr>
<tr>
<td>Sociology 102</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 107</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major:**
- Manual Training 101, 102, 103: 9

**Minor:**
- Chemistry 107, 108, 109 or 110: 3
- Physics 101, 102, 103, 104: 9
- Biological Science 101, 102, 103: 9
- Commercial 210: 3

**Total:** 45

#### Senior

<table>
<thead>
<tr>
<th>Constants</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 202, 212 and 106 or 204</td>
<td>9</td>
</tr>
<tr>
<td>English 301, 207, 208</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 203</td>
<td>3</td>
</tr>
<tr>
<td>History 415, 313</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 208, 210</td>
<td>6</td>
</tr>
</tbody>
</table>

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

**Minor:**
- Manual Training 301, 303: 3
- Commercial 204, 205: 9
- Science: 3
- Agriculture: 3
- Mathematics: 3
- Teaching course: 3

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

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Hours:</th>
<th>Sophomore</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Constants:</strong></td>
<td><strong>Hours:</strong></td>
<td><strong>Constants:</strong></td>
<td><strong>Hours:</strong></td>
</tr>
<tr>
<td>Agriculture 1</td>
<td>3</td>
<td>Education 2</td>
<td>3</td>
</tr>
<tr>
<td>Biological Science 2</td>
<td>3</td>
<td>English 4, 5 and 6 or 14</td>
<td>9</td>
</tr>
<tr>
<td>Drawing or Music 1</td>
<td>3</td>
<td>History 3, 4</td>
<td>6</td>
</tr>
<tr>
<td>Education 1</td>
<td>3</td>
<td>Mathematics 5, 6</td>
<td>6</td>
</tr>
<tr>
<td>English 1, 2, 3</td>
<td>9</td>
<td>Reading 1</td>
<td>3</td>
</tr>
<tr>
<td>History 1, 2</td>
<td>6</td>
<td><strong>Elective:</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics 2, 4, 20</td>
<td>9</td>
<td>Drawing 1 or Music 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Elective:</strong></td>
<td></td>
<td>Home Economics 1, 2, 3</td>
<td>9</td>
</tr>
<tr>
<td>Chemistry 1, 2</td>
<td></td>
<td>Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Manual Training 1, 2</td>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Drawing 1 or Music 1</td>
<td>9</td>
<td>Manual Training 1, 2</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>Physics 17, 18</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>45</strong></td>
<td></td>
<td><strong>45</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior</th>
<th>Hours:</th>
<th>Senior</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Constants:</strong></td>
<td><strong>Hours:</strong></td>
<td><strong>Constants:</strong></td>
<td><strong>Hours:</strong></td>
</tr>
<tr>
<td>Education 104, 107, and 111</td>
<td>9</td>
<td>Education 205, 212 and 207,</td>
<td>9</td>
</tr>
<tr>
<td>or 108</td>
<td></td>
<td>or 203</td>
<td></td>
</tr>
<tr>
<td>English 101, 102 and 103,</td>
<td>9</td>
<td>English 105, 208 or 301</td>
<td>3</td>
</tr>
<tr>
<td>or 207 or 208</td>
<td></td>
<td>Sociology 203</td>
<td>3</td>
</tr>
<tr>
<td>History, 109</td>
<td>3</td>
<td><strong>Major:</strong></td>
<td></td>
</tr>
<tr>
<td>Sociology 102</td>
<td>3</td>
<td>6 hours Music and 3 hours</td>
<td></td>
</tr>
<tr>
<td><strong>Major:</strong></td>
<td></td>
<td>drawing or</td>
<td></td>
</tr>
<tr>
<td>Drawing 103, 205</td>
<td></td>
<td>6 hours drawing and 3</td>
<td>9</td>
</tr>
<tr>
<td>(3 or 6 hours)</td>
<td></td>
<td>hours Music</td>
<td></td>
</tr>
<tr>
<td>Music 103, 104</td>
<td>9</td>
<td><strong>Minor:</strong></td>
<td></td>
</tr>
<tr>
<td>(3 or 6 hours)</td>
<td></td>
<td>Home Economics 101, 102,</td>
<td></td>
</tr>
<tr>
<td><strong>Minor:</strong></td>
<td></td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>Home Economics 101, 102,</td>
<td></td>
<td>(6 or 9 hours)</td>
<td></td>
</tr>
<tr>
<td>103, 110, 111</td>
<td></td>
<td>Agriculture 102</td>
<td>9</td>
</tr>
<tr>
<td>Manual Training 101, 102,</td>
<td>9</td>
<td>History 110, 111</td>
<td></td>
</tr>
<tr>
<td>or 205, 103</td>
<td></td>
<td>Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td><strong>Elective:</strong></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td>English 301, 311, 312</td>
<td></td>
</tr>
<tr>
<td><strong>Elective:</strong></td>
<td></td>
<td>(3 or 6 hours)</td>
<td></td>
</tr>
<tr>
<td>Free</td>
<td>3</td>
<td>Science or Mathematics</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(6 or 9 hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>History 208, 209</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3 or 6 hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Related subjects</td>
<td></td>
</tr>
<tr>
<td><strong>45</strong></td>
<td></td>
<td><strong>45</strong></td>
<td></td>
</tr>
</tbody>
</table>

Not more than two years of foreign languages should be taken in the Primary Arts course.
### SCIENCE-MATHEMATICS.

**Freshman**  
*Constants:*  
- Biological Science 2.......... 3  
- English 1, 2, 3.............. 9  
- History 1, 2................. 6  
- Mathematics 2, 4, 20.......... 9  
- Drawing 1 or Music 1........ 3  
- Education 1................... 3  
- Agriculture 1................ 3  

*Elective:*  
- Chemistry 1, 2 )  
- Physics 17, 18 )............. 6  
- Free. ....................... 3  

---

**Sophomore**  
*Constants:*  
- English 4, 5 and 6 or 7........ 9  
- History 3, 4.................. 6  
- Education 2.................. 3  
- Mathematics 5, 6.............. 6  
- Reading 1.................... 3  

*Elective:*  
- Commercial 4, 5 or 8 )  
- Physics 17, 18 ) (6 hours) )... 6  
- Chemistry 1, 2 )  
- Manual Training 1, 2, 3 ) (3 or 9 hours) )  
- Biological Science 3 )  
- Home Economics 1, 2, 3 ) (3 or 9 hours) )  
- Drawing 1 (3 hours) )...12 or )  
- Foreign Language ) (9 hours) )

---

**Junior**  
*Constants:*  
- Education 101, 104 and 111 or 106................. 9  
- English 101, 102 and 103 or 207 or 208............ 9  
- Sociology 102................ 3  

*Major:*  
- Mathematics 109, 107 and )  
- 208 or 115 )  
- Chemistry 107, 108, 109 ) 3  
- Physics 101, 102, 103 )  
- Biological Science 101, 102, ) 103 )  

*Minor:*  
- Any of the unelected majors )  
- History 106, 109, 111 )  
- Manual Training 101, 102, ) or 205, 103 ) 9  
- Home Economics 101, 102, ) 103, 110, 111 )  
- Commercial 210 )  
- Free. ....................... 6  

---

**Senior**  
*Constants:*  
- Education 204, 212 and 106 or 202.................. 9  
- English 301 or 207 or 208... 3  
- Sociology 203................ 3  

*Major:*  
- Mathematics 210, 214, 216 )  
- 9 hours of Chemistry, Physics or Biological Science )  

*Minor:*  
- 9 hours of Science or  
- 9 hours of Mathematics... 9  

*Elective:*  
- Commercial 204, 205  
- Teaching course............... 3  
- 9 hours of related subjects.. 9  

---
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 degrees of Bachelor of Arts and 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-hours 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.
Suggestive Course for B. A. or B. S. Degree.

**College Junior**

- **Required: 18 hours**
  - English 301 or 311........... 3
  - History 312 or 313........... 3
  - Sociology 304 or 303........... 3
  - Education 301, 302, 304. 9

**Hours:**

- Elect 27 hours:
  - Agriculture 308, 310........... 6
  - Education 305................. 3
  - English 208, 210, 312........ 3 to 9
  - History 301, 302............. 3 to 6
  - French 301, 302, 303........... 9
  - Spanish 301, 302, 303........... 9
  - Latin 401, 402, 403........... 9
  - Home Economics 301, 302, 303........ 3 to 9
  - Manual Training 301, 302, 303........ 3 to 9
  - Mathematics 310, 320, 313........ 3 to 9
  - Music 307, 308, 208, 209, 210, 211........ 3 to 6
  - Chemistry 217, 310, 311........ 3 to 9
  - Drawing 307, 308............. 3 to 6
  - Physics 301, 302........... 3 to 6
  - Unselected Senior subjects........ 3 to 6
  - Free. .......................... 9

**Total: 45**

**College Senior**

- **Required: 18 hours**
  - English 401 or 402........... 3
  - History 415 or 417........... 3
  - Sociology 401 or 303........... 3
  - Education 401, 403, 413........... 9

**Hours:**

- Elect 27 hours:
  - Agriculture 402, 404............ 3 to 6
  - English 403, 406, 402........ 3 to 9
  - History 416, 417, 418........... 3 to 9
  - French 401, 402, 403........... 9
  - Latin 501, 502, 503........... 9
  - Mathematics 411, 421, 431........ 413........... 3 to 12
  - Spanish 401, 402, 403........... 9
  - Home Economics 304, 305, and unselected unit........ 9
  - Unselected Physics or Chemistry of College
  - Junior. ........................... 9
  - Free. ............................. 9

**Total: 45**

Course of Study Leading to B. S. Degree in Vocational Home Economics.

**Junior**

- Foods. .......................... 9
- Clothing. ........................ 3
- English 101, 102, 104........... 9
- Chemistry 107, 108........... 6
- Education 111 or 106........... 3
- Elementary Design 103........... 3
- Physics 107........... 3
- Household Physics 108........... 3
- Biological Science 106........... 6

**Total: 45**

**Senior**

- Clothing. ........................ 9
- Foods. ........................... 3
- Chemistry 214, 216, 217........... 9
- English 301, 303................. 6
- Design 104, 206........... 3
- History 106, 313........... 6
- Education 104........... 3
- Elective. ........... 6

**Total: 45**

**College Junior**

- Theory of Teaching, H. E. 203 3
- Clothing and Textiles........... 9
- Foods. ........................... 6
- Chemistry 306, 216........... 6
- Education 204........... 3
- Psychology. ........... 6
- Bacteriology (107)........... 6
- Elective. ........... 6

**Total: 45**

**College Senior**

- Practice Cottage
- Household Management
- Sanitation
- Dietaries and Nutrition
- Practice Teaching
- Sociology
- Millinery
- Elective

**Total: 45**
DEPARTMENTS OF INSTRUCTION.

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 managing the school garden and the kitchen garden will be studied and used in demonstration. The course is intended to prepare the student to plan rotation of vegetables that will furnish the table every week in the year.
   Prerequisite, Agriculture 1 or its equivalent.

103. Rural Economics.
   A study of the economic problems underlying the welfare of the farmer: factors of agricultural production; distribution of agricultural income; co-operation and marketing; principles of farm management; land values and land tenure; farmers' organizations; rural taxation; rural credit; the maintenance of the social, political and economic status of the farmer. Same as Sociology 103.
   Prerequisite, Sociology 102.

   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 and 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, and Physics 17 and 18 or their equivalent.

209. Soil Physics and Management.

The physical properties of soil 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.
   In this course attention will be given to the structure of the tissues, the organs and their function, and sanitation.

   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, 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 stu-
BIOLOGICAL SCIENCE—COLLEGE COURSES

dents in the Home Economics group. This course presumes a good course in general chemistry and the equivalent 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 their 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.
The special aims of the Department of Business Administration of the Normal College are twofold: first, to prepare teachers to organize and conduct commercial departments in the high schools; second, to offer elective courses to those who desire some business training in connection with their general education. The keeping of accounts is a valuable acquisition to every individual, and the mastery of typewriting and shorthand is of inestimable value in his studies as well as in his business or professional career.

1, 2, 3. **Shorthand**

Course 1 includes the first twelve lessons in the Gregg Manual, special drills in shorthand penmanship, together with work in the beginners' department of the Gregg Writer.

Course 2 completes the Gregg Manual and the exercises from the shorthand plates in the Gregg Writer.

Course 3. Special attention is given to phrase writing, reading exercises, dictation exercises, and Gregg Speed Practice. Requirements, 80 words per minute. Nine hour credits.

4, 5, 6. **Bookkeeping.**

This work is equivalent to the work given in the first class high school. It includes many of the modern accounting principles. Actual business papers are used throughout the course, and both the practical and pedagogical sides are emphasized. It is planned especially for those students who aspire to become high school teachers. Individual instruction is given. Three terms.

7, 8. **Typewriting.**

The touch method is used. The students are trained to write rapidly and accurately. The first term's work includes the mastery of the keyboard and the mechanical features of the machine; easy letter writing and dictation work. The second term completes the course, special attention being given to tabulating and to business and legal forms. Credit is given on the basis of proficiency in the work. Passing requirement, thirty words per minute, ten minute test. Two terms. Three credits.

10. **Public School Penmanship.**

This course embraces the principles of public school penmanship, and includes the mastery of good business writing together with the


psychology of the teaching of writing in the grades. Special attention is given to the methods of teaching. One term. One and a half hours' credit.

14. Farm and House Accounts.

In this course special attention is given to the accounts of the farm and household, such as private personal accounts, household accounts, live stock accounts, crop accounts, labor reports, feed records, etc. One term. Three hours' credit.

104, 105, 106. Shorthand.

This work embraces the work of the second year in shorthand, special attention being given to the reading of shorthand notes and to special phrase writing. Several books written in shorthand will be studied, and a speed of 125 words per minute is a passing requirement.


This work covers the second year of bookkeeping, special attention being given to corporations, railroading, real estate, banking, etc.

204, 205. Elementary Accounting.

This course is designed to cover the principles of elementary accounting and is a bridge between course 109 and higher accounting. The work embraces the following subjects: origin of bookkeeping, single entry and double entry bookkeeping, assets and liabilities, classification of accounts, value of correct analysis of accounts, function of the books of original entry, controlling accounts, consignments, partnership accounts, manufacturing accounts, agencies, depreciation, revenue and capital, stocks and bonds, valuation of good will.

Prerequisite, courses 107, 108, or 109.


This course is designed to cover the subject of business law, and embraces the study of elementary law, contracts, sale of personal property, agencies, partnerships, corporations, negotiable instruments, real estate law, bankruptcy, insurance, guaranty and suretyship, banks and banking.

304, 305. Advanced Accounting and Auditing.

This course takes up the more advanced theory and practice of practical accounting, theory, and auditing. The purpose of this course is to prepare those thoroughly familiar with general account-
ing to advance to the position of certified public accountants. Auditing is taken up in detail and the course covers the study of mergers, consolidations, and corporations,—special attention being given also to such special lines of business as the Board of Trade, Stock Brokers, building and loan associations, insurance companies, contractors, clubs, bank and trust companies, public service companies, governmental and institutional accounts. The course is designed to develop the analytical powers, the grasping of the salient points in problems, the elimination of unnecessary matters in the answer, and the distinction between true and superficial cause and effect.
CHEMISTRY

Mr. Smith

ELEMENTARY COURSES

1, 2. Elementary Chemistry.

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 student 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 a further study of chemistry later in the course. This course has no prerequisite, and should not be taken by any student who intends to take courses 1 and 2.

COLLEGE COURSES

105, 106. Chemistry.

These two units constitute the general chemistry for the first college year for students who have had little or no previous training in chemistry.

107, 108. General Chemistry.

These two units constitute the general chemistry for the first college year for students who have had high school chemistry or its equivalent. The treatment of the subject matter here will presuppose a knowledge of elementary chemistry, and will be more advanced than in 105 and 106.

Prerequisite, 1 and 2, or high school chemistry.

109. Qualitative Analysis.

This is an introductory course in the elements of qualitative analysis, and, with either courses 105 and 106, or 107 and 108, constitutes the full year in chemistry.

Prerequisite, 105 and 106, or 107 and 108.
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, any two courses in 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.

Prerequisites, 105 and 106, or 107 and 108.

216. Quantitative Analysis.

This course is an introduction to quantitative analysis. A series of carefully planned determinations of the 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.

Prerequisites, three college courses in chemistry.

310, 311. Advanced General Chemistry.

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

Prerequisite, 215.
DRAWING—ELEMENTARY AND COLLEGE COURSES

DRAWING

MISS JOHNSON

ELEMENTARY COURSES

1. **Elementary Drawing.**
   A course for beginners in drawing. A study of tree forms, their characteristic shapes and growth; use of the tree 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. **Elementary Drawing.**
   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. **Advanced Drawing.**
   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. **Advanced Drawing.**
   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.**
   Sketching from costume models.
   Prerequisite, 103.

307. **Poster Making.**
   Special study will be given to the announcement of school activities and business advertising.
   Prerequisite, 103.

308. **Advanced Crafts.**
   A course in metal work, pottery making, book binding, applied design.
   Prerequisite, 205.
EDUCATION

MR. WOODSON, MR. HARRY, MISS FALLS, MR. GOODMAN

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. A careful study of unlearned behavior as related to learned behavior will be made.

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 phases of the classroom. Types of classroom exercises, stu-
dent 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 and Grammar 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 handwork. 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.


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. This course will be of special 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. 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 studies 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 discussion. 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.

Prerequisite, 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 systems, 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.

**Kindergarten.**

Bulletin announcing kindergarten courses will be ready September 1, 1919.
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 this 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 Giplin'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 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 prac-
tice 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.


A continuation of English 3. Further instruction and practice in the organization of expository short themes, outlines, reports, summaries and 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. 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 Opdycke's *Elements of Composition*.

Prerequisite, 4 or its equivalent.

6. Narration and Description.

This course complements English 4. 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 Opdycke'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 deter-
minded by the needs of the class, and will therefore vary from year to year.

Prerequisite, 4.

17. Fundamentals of Oral English

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 the original work in both interpretation and presentation. Also listed as Reading 1.

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.

Required of all Juniors. Prerequisite to any College Course in English.

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

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. Required of all Juniors. Prerequisite, 101 or its equivalent.

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

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.

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. (Also listed as Reading 104.)

105. Child Literature.
For Kindergartners, primary and intermediate grade teachers. The course covers a critical survey of child literature including Mother Goose, folk and fairy-tales, fables, myths, hero-tales, realistic stories, nature and animal stories, Bible stories, and poetry; sources and standards for selection of material for different grades; acquaintance with juvenile magazines.

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.

203. 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. Should follow 208.
Prerequisite, 101 and 102.

204. Argumentation and Debate
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 a required unit of Senior English. (Also listed as Reading 204.)

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
Domestic Science Kitchen.
is to fit the student for constructive work in English, such as papers and talks before teachers' associations and clubs.

Prerequisite, 101 and 102.

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

Prerequisite, 312.

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

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

The aim of the instruction in French is the acquisition of a ready personal command of the language both spoken and written. With this aim in view, constant stress is laid on the acquirement of fluency in reading, writing, and speaking French. As far as practicable, the elements of grammar will be taught through the medium of the language itself.

ELEMENTARY COURSES

1, 2, 3. Elementary French.
The courses consist of grammar, composition, and conversation; reading of easy prose, poetry, and one or more comedies; dictation, and oral and written reproduction in French of stories and anecdotes read in class. French songs and games are used to arouse and maintain interest.

4, 5, 6. Intermediate Composition and Conversation.
These courses consist of dictation and classics selected from such authors as Malot, Sand, Maupassant, Dumas, and Daudet. The students are drilled in the practical use of French by means of oral and written exercises.

COLLEGE COURSES

101, 102, 103. Beginning College Courses.
These courses constitute beginning study in French for college students. They are similar in character to courses 1, 2, 3, but more work is expected of the students.

201, 202, 203. Intermediate College Courses.
In these courses class work will be conducted in French as far as practicable.

301, 302, 303. The Romantic Movement in France.
Here we study the beginnings of the romantic movement in France with special reference to its principal representatives. Weekly themes in French, and collateral readings from the French literature of the nineteenth century, are required. Class work is to be conducted entirely in French.

These courses include readings in French translations from the principal foreign literatures that have assisted in the creation of this genre in French literature, with lectures and reports on them. French will be used exclusively as the language of the classroom.
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. In each course after the first year a definite amount of outside reading will be assigned. Learning to sing German songs will form a part of the work in all the courses.

ELEMENTARY COURSES

1, 2, 3. First Year German.

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.

4, 5, 6. Second Year German.


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

COLLEGE COURSES

101, 102, 103. Beginner’s Course.

201, 202, 203. Second Year Course.

301, 302, 303.

a. Grammar: study of syntax and review of first and second year

Prerequisite, 201, 202, 203, or their equivalent.

401, 402, 403.

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, 301, 302, 303, or their equivalent.


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

407. 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.

408. Goethe.

Hermann und Dorothea; Egmont; biography.

409. Nineteenth Century Drama.

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

410. The Teaching of German.

New methods and their application to pronunciation, grammar, and reading. Textbooks.
GEOGRAPHY

MR. GOODMAN

ELEMENTARY COURSES

1. General Geography.
   This is a course for students who desire a more thorough knowledge of general geography and for those who are preparing to teach geography. The course covers the whole field of general geography, but typical areas will be given more intensive study. Map drawing, map reading, supplemental material, and the methods of teaching geography will be given special attention.

COLLEGE COURSES

101. Geography of North America.
   This is a general course in the geography of North America, with special attention to the United States. A part of the time will be devoted to methods of teaching geography in the grades and in rural schools. Attention will be given to supplemental reading and illustrative material.

105. Texas Geography.
   A study of the topography of the State, its agricultural, mineral, and forest resources; its inhabitants; the interdependence of railroads, commerce, and education; its relation to the other states.
HISTORY

MR. BIRDWELL, MR. ARNOLD, MISS MURPHY

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 student’s relation to them. The course will be made practical, 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 whose influence 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.

   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 all college 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 the 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.

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

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

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.
Education Building.
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.

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

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.

419. Latin America—Colonial.
A study of Spanish and Portuguese discoveries, explorations, and colonizations in the Western Hemisphere, the development of a colonial system, and the transplanting of Latin civilization and its institutions from the Old World to the New.

420. Latin America—Revolutionary and Independent.
A comprehensive view of the Latin-American countries, extending from their general movement for independence at the beginning of the nineteenth century, through their stages of national development, and ending with their present problems and prospects.

History 419 and History 420 are of peculiar interest and value to students of today in view of the fact that the cultivation of closer relations with the nations south of the United States is now one of the chief concerns of the American people.
HOME ECONOMICS

MISS THOMPSON, MISS DAVIS, MRS. TURNER, MISS RATHBONE

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

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

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

ELEMENTARY COURSES

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.

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 Courses 1, 2, 3, or their equivalent, will take 101 and 102. All first year college students must take 103.

The Board of Normal Regents having designated this institution as the normal college to share in the Smith-Hughes Fund, a wide
range of courses are being offered to prepare teachers in Vocational Home Economics. Attention is directed to the degree courses outlined on page 37.

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.

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 Biological Science 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 hours per week are required in this course.

111. **Foods and Cooking.**

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

Prerequisite or parallel, Chemistry 107, 108 and Biological Science 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. **Elementary Course in Dietaries.**

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.

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 hand-made garments. Finished problems—a light-weight suit and a lingerie waist.

Prerequisite, 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 condition, ages, incomes, etc.; the physiology of digestion.

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

304. **Millinery.**

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. Elective.

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.

306. **Food Chemistry.**
Prerequisite to all advanced food work.

400. **Experimental Cooking.**

401. **Costume Design.**

402. **Individual Experimental Cooking.**

403. **Textiles.**

404. **Nutrition.**

405. **Advanced Design and Drawing.**
VOCATIONAL HOME ECONOMICS

JUNIOR

Foods.
An introduction to the study of food-source, production; fundamental principles of cooking. 9 hours.

Clothing.
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. The finished problem is a simple suit of underwear. 3 hours.

SENIOR

Clothing.
(Principles of garment construction.) Simple laundering, mending, and a study of commercial and drafted patterns; design as applied to drafting and the method of construction; factory conditions and laws governing the production of garments. The finished problems: more advanced problems in underwear, simple wash dress, and waist, wash suit. 9 hours.

Foods.
This course includes extensive work in planning and serving meals at a definite cost. 3 hours.

COLLEGE JUNIOR

Textiles.
A study of textile fibres and standard materials and of manufacturing conditions related to clothing. 3 hours.

Costume Design.
A study of the elements of design involved in costume, fundamental principles of design, exercises involving the use of these in costumes, also experimentation with materials to determine how construction modifies design; figure draping. 3 hours.

Advanced Clothing.
This course includes the principles underlying the construction of woolen and silk materials—serge dress, lingerie waist are the finished products. 3 hours.
Chemistry 306.

Study of the chemistry of fats, carbohydrates, proteins, ash constituents with special emphasis upon the composition and nutritive value of such foods as meat, flour and milk.

In one term (3 hours) of practice teaching, the student teaches sixty hours and spends twenty-four hours in observation.

Each student must give evidence of some experience as house-daughter and in addition is required to live in practice house three months doing housekeeping under supervision.

COLLEGE SENIOR

Household Management.

A study of the factors governing production and consumption in the home; division of family income, as determined by various standards of living.

Sanitation.

A study of the sanitary requirements of the home. 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.

Dietetics and Nutrition.

This course is a study of dietary standards with consideration of such special problems as child diet, school lunch, cost of food in relation to family budgets, and in addition a study of the processes of digestion and metabolism and nutritive requirements of the body.

Millinery.

A study of the practical and artistic in millinery; the making covering and trimming of buckram and wire frames suited to the wearer; and the making of ribbon flowers.

A course in home nursing is offered as an advised elective course in the Senior year.
LATIN

MR. PRITCHETT

ELEMENTARY COURSES

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

4, 5, 6. Caesar.

Four Books of the Gallic Wars, with grammar and prose compositions.

COLLEGE COURSES

101. Cicero.

Oration, Pro Imperio Pompei, with grammar and prose composition.

102. Cicero.

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.

201. Virgil's Aeneid.

Books 3 and 4.


Books 5 and 6.

203. Horace.

Odes and Epodes.

301. Horace.

Satires and Epistles.

302. Livy.

303. Cicero.

De Senectute and de Amicitia.

401. Latin Plays.

Selections from Plautus and Terence.
Bird’s-eye View of Normal and Vicinity, taken from a Balloon.
402. Tacitus.
   Germania—Agricola and Annals.

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

501. Quintilian.


503. Teaching of Latin.
   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 offered.
MANUAL TRAINING

MR. DENMAN

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

ELEMENTARY COURSES

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.
4. **Manual Training for Rural Schools.**

A beginning course for teachers of rural schools where no manual training work is offered but where it could be conducted on a limited scale. A study of necessary tools and materials will be made, a suitable course of study worked out, and some bench work done.

**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 processes. 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, the construction of simple furniture, and the study and practice of wood-turning processes.

Prerequisite, 2 or 102, 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.

Prerequisite, 101.

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.

Prerequisites, 101 and 102, or equivalent.

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.


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.

206. Architectural Drafting.

This course consists of architectural lettering, study of types of buildings and roofs, study and drawing in details of construction, architectural perspective, and individual planning of modern homes.

301. Tools and Materials.

A study of woodworking tools, their care and use, and how to sharpen them; woods, their 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—ELEMENTARY AND COLLEGE COURSES

MATHEMATICS

MR. BROWN, MISS SAYERS, MR. SEWELL

ELEMENTARY COURSES

2. **Elementary Algebra.**
   A review of the elementary principles of algebra, factoring, simultaneous equations, graphs, square root, radicals, quadratics, and theory of exponents.
   Prerequisite, the completion of one year's algebra in an approved high school, or satisfactory examination in algebra to simple indeterminates.

4. **Elementary Algebra.**
   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.

5. **Plane Geometry.**
   Books I and II of plane geometry.

6. **Plane Geometry.**
   Books III, IV, V of plane geometry.

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 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.

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, 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, 431. Elementary Differential and Integral Calculus.
In 431 special attention is given to 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

1. **First Course in Music.**
   In this course the text used presents material suitable for the first, second, and third grades of the Public Schools. It is studied both technically and pedagogically. A considerable amount of victrola music will be given for its art value.

2. **Second Course in Music.**
   Continuation of 1. In addition, sight reading of songs written for soprano and alto, study of the structure of major scales and their relative minors, chromatics, and their methods or representation.
   Continued work in music appreciation by means of victrola and other music.

COLLEGE COURSES

103. **First College Course in Music.**
   Chorus work in two and three part harmony, use of bass and tenor clefs, scale construction, both major and minor. Appreciation of music and study of stories from leading operas. May be used as free elective.
   Prerequisite, 2 or equivalent.

104. **Second College Course in Music.**
   Continuation of 103. Study of more involved rhythm, changes of key, modulations. Creative, as well as interpretive phase of music will be considered in the composition of simple well balanced melodies adapted to poetry of similar nature. May be used as free elective.
   Prerequisite, 2 or equivalent.

101. **Beginners’ College Course in Music.**
   A college course in music particularly designed to meet the needs of those advanced students who wish to study music, but who have had no previous preparation. May be used as free elective.
   Prerequisite, ability to “carry a tune” fairly well.

205. **Music History.**
   This course begins with the work of Bach and Handel, and concludes with work of present day composers. The work of each composer will, when practicable, be illustrated by one or more victrola records or piano or vocal solos. May be used as free elective.
   Prerequisite, 103 or equivalent.
206. **Music History.**

This work begins with the earliest known musical expression and comes down to 1685, the period of Bach and Handel. May be used as free elective.

Prerequisite, 103 or equivalent.

207. **Rote Songs.**

A course in Rote Songs and their method of presentation. These songs will include various classes, suitable in Public Schools, from kindergarten play and motion songs up to and including those suitable for grammar grades.

Prerequisite, ability to "carry a tune."

307. **Chorus Conducting.**

Practice in teaching rote songs to a class. Solo work (at least two solos given in the term). 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 music anthology. May be used as free elective.

Prerequisite, 103 or equivalent.

308. **Harmony and Composition.**

Brief history of music in America. May be chosen as free elective.

Prerequisite, 103 or equivalent.

208. **Glee Club.**

Open to those boys who have at least moderately good voices and have had some training in part-singing. The Glee Club will rehearse once a week throughout the year. This work will constitute a full unit, and *may be chosen as an elective.*

209. **Liberty Chorus.**

Chorus work of advanced nature. Membership may be had only upon consultation with music director. The chorus will meet once a week throughout the year. This work will constitute a full unit, and *may be chosen as an elective.*

**Band and Orchestra.**

Both a band and an orchestra will be organized with work on same basis as that of Glee Club and Liberty Chorus. All who have band or orchestra instruments should bring them when coming to the College.

210. **Orchestral Work.**

One rehearsal each week throughout the year. This course will constitute a full unit and *may be chosen as an elective.*

211. **Band Work.**

One rehearsal each week throughout the year. This course will constitute a full unit and *may be chosen as an elective.*
6. Personal Hygiene.

7. Swimming.
   The swimming pool at "Riverside" will be open to students for pleasure, when the weather will permit, in the fall and spring quarters. It will be open for credit in the summer quarter.

8. Basket Ball.
   Regular practice twice a week during fall and winter quarters.

9. Volley Ball.

10. Vrille Ball.
    Prerequisite, course 9.

11. Tennis.


    Bows and arrows furnished by the school.
    Teams are organized each quarter in the courses 9 to 13, but students will be encouraged to continue in the work chosen until some degree of proficiency has been attained.

101. Classic Dancing.
    Esthetic, classic, interpretative, national, characteristic, folk, and contra dancing.
    Prerequisite, 2, 3, 4, 5.

102. Classic Dancing.
    A continuation of course 101.
    In both of these courses special attention will be given to the psychology of the dance.

103. Advanced Personal Hygiene.
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, $\frac{1}{2}$ 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. $\frac{1}{2}$ unit.

3. **Methods of Physical Examinations and Tests.**
   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. $\frac{1}{2}$ 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 gastro-intestinal 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. $\frac{1}{2}$ unit.
6. Personal Hygiene.

7. Swimming.
The swimming pool at "Riverside" will be open to students for pleasure, when the weather will permit, in the fall and spring quarters. It will be open for credit in the summer quarter.

8. Basket Ball.
Regular practice twice a week during fall and winter quarters.

9. Volley Ball.

10. Volley Ball.
Prerequisite, course 9.

11. Tennis.


Bows and arrows furnished by the school.
Teams are organized each quarter in the courses 9 to 13, but students will be encouraged to continue in the work chosen until some degree of proficiency has been attained.

101. Classic Dancing.
Esthetic, classic, interpretative, national, characteristic, folk, and contra dancing.
Prerequisite, 2, 3, 4, 5.

102. Classic Dancing.
A continuation of course 101.
In both of these courses special attention will be given to the psychology of the dance.

103. Advanced Personal Hygiene.
17. Mechanics 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.

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. This was formerly course 16.

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, 17 or its equivalent.

COLLEGE COURSES


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. Automobile Ignition, Lighting, and Starting.

Our laboratories are equipped with high tension magnetos, battery ignition systems, generators, motors, storage batteries, stationary engines, automobile engines, and all other equipment necessary to give a comprehensive course in both the theory and practice of all the units in the electrical equipment of the modern automobile. Juniors and Seniors who wish to take this course are advised to precede it with at least one term's work in electricity.

105. Applied Electricity.

106. Storage Batteries.

These courses have for their object the training of students to understand and to operate all machinery in small electric light and power plants (both direct and alternating current), motors, generators, batteries, switchboards, etc. Students will be required to study the installation and operation of moving picture machines. Also a careful study is made of the theory and action of the Edison and the lead-sulphuric acid storage batteries. Students build and repair automobile batteries in course 106.

107. General Physics.


These courses are especially planned to meet the needs of students majoring in home economics. The principles of heat, mechanics, light, and electricity as applied in the modern home, will be studied; for example, hot water systems, fuels, stoves, independent light and power plants, plumbing, vacuum cleaners, electric motors, etc. The laboratory work consists of the study and actual operation of these modern household appliances.

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.
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.
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, and forcefully; and in getting some insight into general methods so that they may make oral exercises in the classroom intelligent and pleasing.

**ELEMENTARY COURSES**

**Reading 1. Fundamentals of Oral English.**
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. (See English 17.)

**COLLEGE COURSES**

**Reading 104. Public Speaking and Dramatics.**
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. (See English 104.)

**Dramatics 201.**
A study of the problems involved in producing plays suitable for presentation in grammar grades or in high school. One or more plays will be presented.

**Public Speaking 204. Argumentation and Debate.**
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. (See English 204.)

**Public Speaking 301.**
Advanced debate primarily for advanced students who wish to enter for intercollegiate debates.
SOCIOLOGY

MR. BURKHOLDER

COLLEGE COURSES

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.
   This course should not be attempted before the student has completed all Sophomore work. Offered each quarter.

103. Rural Economics.
   A study of the economic problems underlying the welfare of the farmer: factors of agricultural production; distribution of agricultural income; co-operation and marketing; principles of farm management; land values and land tenure; farmers' organizations; rural taxation; rural credit; the maintenance of the social, political, and economic status of the farmer. This course was formerly 101. Offered only in the Spring Quarter.
   Prerequisite, 102.

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.
   This course is open to no one below full senior classification. By special arrangement with the instructor, the student may secure senior college credit. Offered only in the Winter Quarter.
   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. This course is offered each quarter.
Machine Room in Manual Training.
301. Community Activities and the Rural School.
A course of study for those persons preparing for rural leadership in any line, but especially for 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. Offered only in the Spring Quarter.
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 organizations; 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. Offered only in the Fall Quarter.

303. Public Finance.
A study of public expenditures; public indebtedness; general property tax; customs duties; single tax and emergency taxes; government bonds; government monopolies. Offered only in the Winter Quarter.
Prerequisite, 102.

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 effect 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. Offered only in the Fall Quarter.

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. Not offered for the session of 1919-20.
Prerequisite, Education 111 or its equivalent.

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 1919-20.

Prerequisite, 203.
SPANISH

Mr. Marsh

Students in Texas should have a special interest in the language, history and literature of Spain and Spanish America. There are sufficient reminders of the Spanish basis of Texas history. The reasons for a study of Spanish are many and compelling. 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 for Spanish are offered:

ELEMENTARY COURSES

1, 2, 3. Beginners’ Courses in Elementary Spanish.
Attention to careful pronunciation; insistence on an accurate knowledge of the essentials of grammar; easy conversation. Reading; conversation; composition; dictation; study of verb forms.

4, 5, 6. Intermediate Courses in Spanish.
A study of selected texts; discussions on assigned topics; careful attention to grammar; supplementary reading.
Prerequisite, 1, 2, and 3.

COLLEGE COURSES

101, 102, 103. Beginners’ Spanish for College Students.
This work is designed for mature students of college rank.

201, 202, 203. Advanced Spanish for College Students.
More advanced course in composition, conversation, dictation, and reading of carefully selected texts.
Prerequisite, 101, 102, 103.

301. Nineteenth Century.
The course will begin with the rise of the romantic period.
Reading selected texts; reports and reviews.
Prerequisite, 201, 202.

302. Continuation of 301.
A study of the most prominent writers of the middle Nineteenth Century.
Prerequisite, same as 301.
303. Completion of This Period.
   Study of representative selections. Commercial correspondence.
   Prerequisite, same as 301.

401. The Drama.
   In this course emphasis will be placed on the development of the
drama since the Golden Age. Extensive reading; reports.
   Prerequisite, 302.

   Lectures of the class; reading of important works, and reports by
members of the class on special topics. Open to students who have
completed courses on special topics. Open to students who have
completed courses 301, 302 or their equivalent.

403. Introduction to Spanish American Literature.
   A study of the Literary History of Spanish America. Reports and
reviews.
   Prerequisite, 402.

404. Drama of the Golden Age.
   A study of the works of Lope de Vega, Tirso de Molina and Cal-
deron. Open to those who have completed 402 or its equivalent.

405. Conversation and Composition.
   This course is planned for those who desire practice in conversa-
tion and writing. Open to those who have completed courses 301,
302 or their equivalent.

409. The Teaching of Spanish.
   A course planned for those who desire to teach Spanish. Open to
those who have completed courses 301, 302, 303, 401 or to others by
special permission.

406. The Modern Drama.
   A study of the development of the drama of today. Lectures, re-
ports and rapid reading of the important works of Benavente, the
Quinteros and Sierra. Open to those who have completed 402 or its
equivalent.

407. 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 403.
408. **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 Pío Baroja.

Prerequisite, 402.
THE TRAINING SCHOOL

MR. GARRETT, MR. HANDRICK, MISS DAVIDSON, MISS ALLISON, MISS McFARLAND, MISS CAMPBELL, MISS HENDERSON, MISS KONE, MRS. MAYFIELD, MISS BARNES

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 has its home in the new Education Building. It 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. Nine supervisors are employed,—two for the Model Rural School, three for the Elementary Department of the regular Training School and four for the Junior High School. With these nine supervisors under the general direction of a trained superintendent rare facilities for student teaching and observation work are offered.

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

In order that the observation and practice work of the student teacher in the Training School may function properly in actual
teaching in the schools of Texas, the grading and courses of study are made to conform as closely as possible to the organization of the best schools of the State. It must not be inferred, however, that this precludes the introduction of the latest and best ideas in educational theory and practice. Only a substantial equivalent will necessarily be maintained.

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 parents when such conference will make for the interest of the child and school.
COURSE OF STUDY IN THE TRAINING SCHOOL

FIRST GRADE

Language.
(1) Spontaneous self-expression is secured through conversation based on the child's personal experience at home and in school; stories, myths, poems, and dramatizations.
(2) Correct speech is cultivated through imitation, memorizing choice selections, and oral reading by the teacher.
(3) Habits of speech are fixed by imitation, repetition, and games in phonics.
(4) A few of the common uses of capitals and punctuation marks are taught, but no formal written composition is attempted.
(5) Phonics and words are studied through imagining main words, action play with verbs, visualizing exercises, and word-building with phonograms.

Reading.
First lessons are in script from the black-board. The sentences used are made by the children in expressing orally their experiences. The books used are Playmate's Primer, Art Literature Primer, Hill's First Reader, Lee's First Reader, and Art Literature, Book I.

Spelling.
Lists of easy words from conversation and reading lessons during the last half of the year are spelled orally and in writing.

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

SECOND GRADE

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

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

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

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

Nature Study.
The aim in this work is to give the child in the simplest and most graphic form, the fundamental facts about the world in which he lives. The means employed are observation and experience, under the guidance of the teacher. He is taught the cardinal and semi-cardinal directions, accurate ideas of the mile, half-mile, hour, week, 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 and Elson's Third Readers.

Spelling.
The words spelled are those found in daily composition and reading. Special drills are given in the words commonly mispelled, and selected lists 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 sandboard, 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 of 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 se-
sections 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 war. 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 entire year is devoted to the study of elementary algebra.

**History.**

One third of the year is given to the completion of United States history. The rest of the year is given to the study of Ancient history to the time of Charlemagne. Special emphasis is placed on the life, customs, institutions, and religion of the ancients, and their contributions to modern civilization.
Science.
Three days a week are devoted to studies in physiology. Hygiene and sanitation are given much attention. The text studied is Hartman and Bibb's "The Human Body and Its Enemies." This is supplemented by charts and specimens from the butcher shops.

Foreign Language.
The 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, or Latin of the former grade is continued through this year.
### DEGREES, DIPLOMAS AND CERTIFICATES AWARDED, 1919

#### B. S. DEGREE

**Mamie E. Brown**

**San Marcos**

#### DIPLOMAS AND PERMANENT CERTIFICATES

<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown, Mary D.</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Collins, Jeannette</td>
<td>Alvin</td>
</tr>
<tr>
<td>Cordua, Ethel Lucile</td>
<td>Galveston</td>
</tr>
<tr>
<td>Dalley, Julia Frances</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Durham, Clemmie</td>
<td>Blanco</td>
</tr>
<tr>
<td>Durham, Juanita</td>
<td>Sterling City</td>
</tr>
<tr>
<td>Faulk, Hubert T.</td>
<td>Corpus Christi</td>
</tr>
<tr>
<td>Ferguson, Minnie Ola</td>
<td>Bryan</td>
</tr>
<tr>
<td>Foster, Thala E.</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Gardener, Sam Wood</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Garison, Alma</td>
<td>Medina</td>
</tr>
<tr>
<td>Hatfield, Sadie J.</td>
<td>Medina</td>
</tr>
<tr>
<td>Hickman, Marguerite B</td>
<td>Austin</td>
</tr>
<tr>
<td>Knolle, Myrtle</td>
<td>Ellinger</td>
</tr>
<tr>
<td>Mebane, Carrie A.</td>
<td>Alvin</td>
</tr>
<tr>
<td>Miers, Amy</td>
<td>Dale</td>
</tr>
<tr>
<td>Murray, Mary Lee</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Parker, Howard S.</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Robinson, Caroline</td>
<td>Corsicana</td>
</tr>
<tr>
<td>Schwarz, Mary E.</td>
<td>Mercedes</td>
</tr>
<tr>
<td>Smith, Afton</td>
<td>Santa Maria</td>
</tr>
<tr>
<td>Willett, Clara</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Polk, Jeanie</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Garrison, Alma</td>
<td>Hondo</td>
</tr>
</tbody>
</table>

#### JUNIOR CERTIFICATES

<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addison, Mary</td>
<td>Caldwell</td>
</tr>
<tr>
<td>Ahrens, Lucile</td>
<td>Galveston</td>
</tr>
<tr>
<td>Alsup, Bernice</td>
<td>Port Lavaca</td>
</tr>
<tr>
<td>Avera, Edith</td>
<td>Bronson</td>
</tr>
<tr>
<td>Baker, Edna</td>
<td>Floydada</td>
</tr>
<tr>
<td>Barnhouse, T. L.</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Barry, Mrs. Lois J.</td>
<td>Mart</td>
</tr>
<tr>
<td>Bates, Laura Frances</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Berry, Hazel</td>
<td>El Paso</td>
</tr>
<tr>
<td>Birdwell, Barbara A.</td>
<td>Tyler</td>
</tr>
<tr>
<td>Bridgewater, Maria</td>
<td>Schulenburg</td>
</tr>
<tr>
<td>Brigham, Leta</td>
<td>Edna</td>
</tr>
<tr>
<td>Brunson, Irene</td>
<td>Waller</td>
</tr>
<tr>
<td>Caver, Willye</td>
<td>Rusk</td>
</tr>
<tr>
<td>Dale, Lee</td>
<td>Dangerfield</td>
</tr>
<tr>
<td>Evans, Bernice</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Ferguson, Hester Ruth</td>
<td>Groesbeck</td>
</tr>
<tr>
<td>Flake, Elizabeth P.</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Foster, Bernice</td>
<td>Pearsall</td>
</tr>
<tr>
<td>Garrett, Mary Emma</td>
<td>Wharton</td>
</tr>
<tr>
<td>German, Eula Bee</td>
<td>Gause</td>
</tr>
<tr>
<td>Graddy, Maizine</td>
<td>Memphis</td>
</tr>
<tr>
<td>Hickman, Mrs. Mary E.</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Hopson, Janie</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Hume, Eleanor</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Kellam, Frances Wade</td>
<td>Robstown</td>
</tr>
<tr>
<td>Kloekler, Erma A.</td>
<td>Skidmore</td>
</tr>
<tr>
<td>Goonce, Silas Allison</td>
<td>Miguel</td>
</tr>
<tr>
<td>Kuehn, Herbert F.</td>
<td>New Ulm</td>
</tr>
<tr>
<td>Lawley, George Dewey</td>
<td>Groesbeck</td>
</tr>
<tr>
<td>Maner, Myra Lee</td>
<td>Itasca</td>
</tr>
<tr>
<td>Marshall, Maude</td>
<td>Palacios</td>
</tr>
<tr>
<td>Meyer, Eva A.</td>
<td>LaGrange</td>
</tr>
<tr>
<td>Moore, Emma Edwin</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Neighbors, Kitty Laurene</td>
<td>San Marcos</td>
</tr>
</tbody>
</table>

#### SOPHOMORE CERTIFICATES

<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, Ruth</td>
<td>Kilgore</td>
</tr>
<tr>
<td>Atkins, William Bays</td>
<td>Bandera</td>
</tr>
<tr>
<td>Bagley, Ada Valera</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Barden, Lucy</td>
<td>Charco</td>
</tr>
<tr>
<td>Barth, Martha F.</td>
<td>Eddy</td>
</tr>
<tr>
<td>Barton, Roy Aubrey</td>
<td>Whitney</td>
</tr>
<tr>
<td>Bohuslav, Willie</td>
<td>Moulton</td>
</tr>
<tr>
<td>Borchers, Emmie</td>
<td>Schulenburg</td>
</tr>
<tr>
<td>Bost, Julia Blanche</td>
<td>Staples</td>
</tr>
<tr>
<td>Boyd, Mary E.</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Bragg, Jonnie Marie</td>
<td>Liberty Hill</td>
</tr>
<tr>
<td>Calk, Bessie</td>
<td>Kyle</td>
</tr>
<tr>
<td>Chamberlain, Lottie</td>
<td>Flowella</td>
</tr>
<tr>
<td>Cogburn, Myrtle O.</td>
<td>Rucker</td>
</tr>
<tr>
<td>Cotton, Esther Amy</td>
<td>Palacios</td>
</tr>
<tr>
<td>Cox, Maude</td>
<td>Holland</td>
</tr>
<tr>
<td>Dale, Jack C.</td>
<td>Blanco</td>
</tr>
<tr>
<td>Danforth, David</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Dietert, Jennie</td>
<td>Kerrville</td>
</tr>
<tr>
<td>Draper, Grace</td>
<td>Lohn</td>
</tr>
</tbody>
</table>
DuBose, Ethel ............ Sandia
Ferrell, Ophelia .......... Granbury
Foster, Lora E .......... Pearsall
Givens, Myrtle .......... Blanco
Grunewald, Loma M .. Yorktown
Harrison, Arle .......... Leming
Haupt, Libbie .......... Buda
Helmers, Stella .......... Shiner
Hitt, Aubyn Veta .. Buckholts
Holland, Elvie .......... San Marcos
Holland, William .... San Marcos
Hornsey, Myrtle ..... San Marcos
Hughes, Mirtle E ..... Holland
Jennings, Mrs. Grace .. San Marcos
Kone, Laura .......... San Marcos
Krause, Marguerite .... Brazoria
Lanier, Gus M .......... Marquez
Leggette, Bernice ...... Wier
Lindsey, Donah Frances San Marcos
Lounder, Hester .... Miles
McCurry, Alfreda .. San Antonio
Mansfield, Emma L ... Bandera
Matula, Gussie Marie .. Hallettsville
Miller, Zara ........... Yorktown
Montgomery, Hazel ..... Rosebud
Morris, Mabel .......... San Marcos
Morrow, Mary Anna .... Marianna
Nolan, Lucille ....... New Orleans, La.

FRESHMAN CERTIFICATES.

Bartram, Albert O .. Fayetteville
Bentley, Willie ........ San Marcos
Bodeman, Elsie .... Lockhart
Chapman, Almanor .. Garwood
Coovert, Gladys .... San Marcos
Dippel, Cordelia ... Cat Spring
Dodd, Hazel .......... Nash
Fleming, Etta .......... San Marcos
Fluitt, Lois .......... Burnet
Griffitts, Trula ..... Garwood
Hanson, Ella Lynd .. Laredo
Hoch, Annie .......... San Marcos
Homola, Charles .... Bakersfield
Hopper, Minnie Mae .. Wharton
Hughes, Tillie .......... Benton
Killough, Edith E ... Center Point
Koeneman, Doris .. Mexico City, Mex.
Koons, Allan........... Jonesboro
Koons, Doris .......... Jonesboro
Koons, Tillie .......... Jonesboro
Koons, Will ............ Jonesboro
Koons, Woodrow ....... Jonesboro
Koons, Young .......... Jonesboro

SUMMARY

Degrees .................. 1
Diplomas ................ 24
Junior Certificates .... 51
Sophomore Certificates 74
Freshman Certificates 32
Grand Total .......... 182

ROLL OF SUMMER NORMAL STUDENTS,
Summer 1918

Aaron, Mary .......... Camp Verde
Adams, Clara Mae .. San Marcos
Adamsky, Barbara ... Victoria
Allbright, Maggie .... Crockett
Anderson, Edith J .... Lyford
Askey, Julia .......... Clarkwood
Atkinson, Fay .......... Liberty Hill

Barnes, Gladys ... Luling
Barnes, Edna Mae ... Crystal City
Barth, Martha ........ Eddy
Bartholomew, Minnie .. Paint Rock
Bashaw, Lillian ....... Smithville
Beasley, Eula .......... Tyler
Bell, Louanna ......... Mt. Sharp
<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell, Lucile</td>
<td>Stockdale</td>
</tr>
<tr>
<td>Bishop, Ima</td>
<td>Stockdale</td>
</tr>
<tr>
<td>Black, Catherine</td>
<td>Navasota</td>
</tr>
<tr>
<td>Black, Myrtle</td>
<td>Quitman</td>
</tr>
<tr>
<td>Bonneau, Adelade</td>
<td>Citrus Grove</td>
</tr>
<tr>
<td>Box, Lollie</td>
<td>Whitehouse</td>
</tr>
<tr>
<td>Bowden, Mable</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Boxley, Katie</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Braly, Marie Louise</td>
<td>Palestine</td>
</tr>
<tr>
<td>Braman, Edith</td>
<td>Santa Anna</td>
</tr>
<tr>
<td>Brown, Edna</td>
<td>Brandon</td>
</tr>
<tr>
<td>Brown, Ethel J</td>
<td>Kosse</td>
</tr>
<tr>
<td>Brown, Mrs. Nora Lea</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Bruce, Inez</td>
<td>Cuero</td>
</tr>
<tr>
<td>Bryant, Viola</td>
<td>Robstown</td>
</tr>
<tr>
<td>Buckley, Jewel</td>
<td>Calvert</td>
</tr>
<tr>
<td>Burns, Maggie</td>
<td>Adamsville</td>
</tr>
<tr>
<td>Burns, Pearl</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Butler, Mable</td>
<td>Tenaha</td>
</tr>
<tr>
<td>Byrd, Thelma</td>
<td>Bend</td>
</tr>
<tr>
<td>Cagle, Jewell Louise</td>
<td>Waco</td>
</tr>
<tr>
<td>Calk, Bessie</td>
<td>Kyle</td>
</tr>
<tr>
<td>Callihan, Fannie</td>
<td>Luling</td>
</tr>
<tr>
<td>Cammack, Vera</td>
<td>Matador</td>
</tr>
<tr>
<td>Camp, Willie Mae</td>
<td>Thornton</td>
</tr>
<tr>
<td>Carroll, Grace S.</td>
<td>San Saba</td>
</tr>
<tr>
<td>Caywer, Minnie</td>
<td>Weimar</td>
</tr>
<tr>
<td>Cheney, Mrs. B. B.</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Chapman, Irma</td>
<td>Weimar</td>
</tr>
<tr>
<td>Chesser, Ada</td>
<td>Lockhart</td>
</tr>
<tr>
<td>Chick, Pearl</td>
<td>Kaffir</td>
</tr>
<tr>
<td>Christiansen, Lydia</td>
<td>Westhoff</td>
</tr>
<tr>
<td>Clark, Mrs. Roy E.</td>
<td>San Benito</td>
</tr>
<tr>
<td>Cobb, Matie</td>
<td>Franklin</td>
</tr>
<tr>
<td>Cobl, Ollie</td>
<td>Poteet</td>
</tr>
<tr>
<td>Collinsworth, Lonnie</td>
<td>Winters</td>
</tr>
<tr>
<td>Cook, Ina</td>
<td>Yoakum</td>
</tr>
<tr>
<td>Copeland, Ovela</td>
<td>Dale</td>
</tr>
<tr>
<td>Cornwell, Antoinette</td>
<td>Corsicana</td>
</tr>
<tr>
<td>Cox, Lola Mae</td>
<td>Victoria</td>
</tr>
<tr>
<td>Cox, Mrs. Rosa</td>
<td>Jourdanton</td>
</tr>
<tr>
<td>Crawford, Blanche</td>
<td>Pearsall</td>
</tr>
<tr>
<td>Crawford, Martha Anne</td>
<td>Victoria</td>
</tr>
<tr>
<td>Crow, Willie</td>
<td>Call Junction</td>
</tr>
<tr>
<td>Davis, Alton A</td>
<td>Elgin</td>
</tr>
<tr>
<td>Darby, Edith</td>
<td>Runge</td>
</tr>
<tr>
<td>Darby, Edna</td>
<td>Runge</td>
</tr>
<tr>
<td>Davis, Jessie</td>
<td>Houston</td>
</tr>
<tr>
<td>Dawson, Anna</td>
<td>Corsicana</td>
</tr>
<tr>
<td>Deckerson, Mattie</td>
<td>Lockhart</td>
</tr>
<tr>
<td>Draper, Lorna</td>
<td>Lohn</td>
</tr>
<tr>
<td>Dyer, Willie Elizabeth</td>
<td>Forest</td>
</tr>
<tr>
<td>Eaton, Ruth L</td>
<td>Raymondville</td>
</tr>
<tr>
<td>Ebert, Blanche</td>
<td>Columbus</td>
</tr>
<tr>
<td>Elliott, Frances</td>
<td>Macie</td>
</tr>
<tr>
<td>Brekino, Laura</td>
<td>Derby</td>
</tr>
<tr>
<td>Estes, Jennie M</td>
<td>Lilano</td>
</tr>
<tr>
<td>Eibbracht, Valeska</td>
<td>Novelle</td>
</tr>
<tr>
<td>Farrow, Lurline</td>
<td>Anson</td>
</tr>
<tr>
<td>Feazell, Mary</td>
<td>Forest</td>
</tr>
<tr>
<td>Faris, Nelwyn</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Ferguson, Dessie</td>
<td>Granbury</td>
</tr>
<tr>
<td>Find, Leola</td>
<td>New Ulm</td>
</tr>
<tr>
<td>Fitzgerald, Buckner</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Flake, Mary</td>
<td>Poteet</td>
</tr>
<tr>
<td>Flynn, L. F.</td>
<td>Corsicana</td>
</tr>
<tr>
<td>Foster, Zella</td>
<td>Eva</td>
</tr>
<tr>
<td>Frnka, Leona</td>
<td>New Ulm</td>
</tr>
<tr>
<td>Gahart, Johnnie Belle</td>
<td>Kemp</td>
</tr>
<tr>
<td>Ganzert, Gertrude</td>
<td>Round Rock</td>
</tr>
<tr>
<td>Gardner, Verna</td>
<td>McDade</td>
</tr>
<tr>
<td>Garrett, Bonnie</td>
<td>Devine</td>
</tr>
<tr>
<td>Gaston, Hazel</td>
<td>Coupland</td>
</tr>
<tr>
<td>German, Ethel</td>
<td>Athens</td>
</tr>
<tr>
<td>Gilbert, Thelma</td>
<td>Brundage</td>
</tr>
<tr>
<td>Gilliland, Willie</td>
<td>Floresville</td>
</tr>
<tr>
<td>Gipson, Bessie</td>
<td>Mason</td>
</tr>
<tr>
<td>Gipson, Stella</td>
<td>Mason</td>
</tr>
<tr>
<td>Glass, Ethel</td>
<td>Rockport</td>
</tr>
<tr>
<td>Glaze, Roland</td>
<td>Hahn</td>
</tr>
<tr>
<td>Glick, Walter R</td>
<td>Louise</td>
</tr>
<tr>
<td>Goodman, Odelle</td>
<td>Franklin</td>
</tr>
<tr>
<td>Goodner, Mrs. J C.</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Goodrum, Nellie Mae</td>
<td>Seguin</td>
</tr>
<tr>
<td>Covett, Lolla</td>
<td>Seguin</td>
</tr>
<tr>
<td>Gregory, Willie</td>
<td>Newton</td>
</tr>
<tr>
<td>Griffin, Kate</td>
<td>Devine</td>
</tr>
<tr>
<td>Griffin, Modene</td>
<td>Elgin</td>
</tr>
<tr>
<td>Griffin, Naomi</td>
<td>Devine</td>
</tr>
<tr>
<td>Griffith, Virgie</td>
<td>Charlotte</td>
</tr>
<tr>
<td>Gronde, Marie</td>
<td>Miguel</td>
</tr>
<tr>
<td>Guynes, Ellen Floy</td>
<td>Calvert</td>
</tr>
<tr>
<td>Halliburton, Grace</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Hamblen, Clara</td>
<td>Taylor</td>
</tr>
<tr>
<td>Hamilton, Ettie</td>
<td>Lott</td>
</tr>
<tr>
<td>Harkins, Minnie Belle</td>
<td>Scottsville</td>
</tr>
<tr>
<td>Harper, Delma</td>
<td>Floresville</td>
</tr>
<tr>
<td>Harral, Mary Edna</td>
<td>Rice</td>
</tr>
<tr>
<td>Harris, Lucy</td>
<td>Red Rock</td>
</tr>
<tr>
<td>Harris, Murline</td>
<td>Manor</td>
</tr>
<tr>
<td>Haupt, Libbie</td>
<td>Buda</td>
</tr>
<tr>
<td>Hawloquetz, Anna Louise</td>
<td>Smithville</td>
</tr>
<tr>
<td>Herron, Alice G</td>
<td>Terry</td>
</tr>
<tr>
<td>Hester, Annie Mary</td>
<td>Lexington</td>
</tr>
<tr>
<td>Hester, Mattie</td>
<td>Lexington</td>
</tr>
<tr>
<td>High, Vera</td>
<td>Lolita</td>
</tr>
<tr>
<td>Hiler, Mary W</td>
<td>Friotown</td>
</tr>
<tr>
<td>Hill, Ada Lee</td>
<td>Voce</td>
</tr>
<tr>
<td>Hill, May Bell</td>
<td>Grapelands</td>
</tr>
<tr>
<td>Hilliard, Ella</td>
<td>Lockhart</td>
</tr>
<tr>
<td>Hilliard, Laura</td>
<td>Lockhart</td>
</tr>
<tr>
<td>Hintz, Mary</td>
<td>Sealy</td>
</tr>
<tr>
<td>Hockaday, Irma</td>
<td>Oakwood</td>
</tr>
<tr>
<td>Hockaday, Monta</td>
<td>Oakwood</td>
</tr>
<tr>
<td>Holden, Thelma</td>
<td>San Angelo</td>
</tr>
<tr>
<td>Holley, Mary</td>
<td>Oakwood</td>
</tr>
<tr>
<td>Hood, Florence</td>
<td>Karnes City</td>
</tr>
<tr>
<td>Hoover, Elizabeth</td>
<td>Inez</td>
</tr>
<tr>
<td>Hoover, Fay</td>
<td>Inez</td>
</tr>
<tr>
<td>Horne, Bertha</td>
<td>Fife</td>
</tr>
<tr>
<td>Hoskins, Mary</td>
<td>Lola</td>
</tr>
</tbody>
</table>
Huber, Isabel .................. Bellville
Huffman, Elma D. ........ Palacios
Hughes, Annie L ............. Bend
 Hunnicutt, Carrie Belle ... Marlin
Hurt, Ruby .................. Shiner

Inman, Maye ................ Texarkana

Jackson, Ada ............... Oenaville
Jacobson, Elda .............. Collegeport
Janda, Mrs. Sophia .... Schuilenburg
Jenkins, Carrie ............. Rusk
Johnson, Eva ................ Kingsbury
Johnson, Gladys ............ Bryan
Johnson, Lovie ............... Kingsbury
Jolley, Lucile .............. Lockhart
Jones, Leona ................ Cuero
Jones, Louise ............... Kenedy
Jordan, Eda ................. Lohn
Jordan, Lela ................. Lohn
Jordan, Lillie ............... Lytle

Karnes, Mattie .............. San Marcos
Kasperek, Vinska ............. Needville
Kelley, Mrs. C. Y ........... Granbury
Kamp, Bessie ................. Smithville
Ketchum, Inez ............... San Saba
Killough, Virgie ............ Devine
King, Dora Alice ............ Concho
King, Melva .................. Luling
Kimer, H. J ................... Galveston
Klossner, Onata ............. Edinburg
Kolaja, Agnes ............... Guy
Kowierschke, Selma .......... Castell
Kruger, Adele ............... Hutto
Kyle, Mary Jo ............... Grapeland

Lacy, Bessie ................. Troup
Lamberton, Mandelle ...... Fordtran
Larsen, Sue ................. Galveston
Latimer, Leda ............... Mt. Calm
Lawrence, Georgia .......... Palestine
Leaks, Cecil ................ Paint Rock
Lend, Floyd .................. Victoria
Lentz, Duncan ............... Red Rock
Lester, Myrtle ............... Lockhart
Liles, Pearl .................. San Leandro, Cal.
Lindemood, Mary ............ Palacios
Littlejohn, Jessie .......... Devine
Littlejohn, Nannie .......... Devine
Lord, Byrta .................. Cheapside
Lovelady, Clara .............. Evant
Lunday, Marion ............. Kyle

McAnelly, Jewell ........... Jonesboro
McBay, Leona ............... Mexia
McBurnett, Myrtle .......... Buckholts
McClelland, Elizabeth .... Elgin
McCord, Cassie .............. Henderson
McCown, Elva ............... Stockdale
McDonald, Mrs. Annie ...... Victoria
McDonald, Elton ............ Jourdanton
McDonald, Mae .............. Round Rock
McFarland, Marguerite .... Boerne

McGregor, R. R ............... Temple
McGregor, Susie ............. Lexington
McKinnon, Agnes ............ Ft. Stockton
McLaray, Mae ............... Yoakum
McNeill, Addie .............. Orange
McNeill, Annie ............. Karnes City
McNeill, Mattie ............. Karnes City
Madeley, Lena ............... Oakwood
Margurger, Gussie .......... Round Top
Marshall, Maude ............ Palacios
May, Kate .................. Santa Anna
Middlebrook, Bessie ........ Clayton
Mead, Mrs. Mattie .......... Itasca
Mergenthaler, Clara .... Shiner
Mikeska, Jerry .............. Bellville
Mobley, Grace ............... McAdoo
Mobley, Ruby ................. McAdoo
Mobley, Maud ................ McAdoo
Montgomery, Lela .......... Stockdale
Moon, Ethel .................. Luling
Moore, Bernice .............. San Marcos
Moore, Minnie ............... Calvert
Moore, Bessie ............... Swertner
Morrison, Ezra .............. Buffalo
Moss, Nellie ................. Lockhart
Mundine, Hallie ............ Tanglewood
Mulloy, Elva ................ San Marcos
Murray, Viola ............... Runge
Murray, Roscoe ............. Simmons

Nelson, Elizabeth .......... Lexington
Newby, Dennis D ............ Satin
Nickle, Jessie ............... LaForte

Olson, Ottilie .............. Ganado
O'Neal, Annie ............... Milane
Osborne, Anna May .... Jourdanton

Parker, A. L ................. San Marcos
Parker, Lydia ............... Palacios
Patrick, Illa Mae .......... Cumby
Perry, Dora ................. Killeen
Petmeckey, Cora .......... Fredericksburg
Pierson, Bess Tipton .... Itasca
Polk, Winnie ................. Killeen
Price, Allie ................. Pearl
Probst, Winnie D .......... Sweet Home
Pruitt, G. W ................. San Marcos
Pruitt, Agnes ............... Rockdale
Pruitt, G. C ................. San Marcos
Putman, Lodice ............ Eldorado

Reynolds, Manila ........... Alfred
Rhodes, Johnnie .......... Charco
Rice, Esther ............... New Braunfels
Rice, Mary ................. New Braunfels
Richards, Addie .......... Thornton
Robbins, Jessie ............. Paint Rock
Robinson, Delia ............ Davilla
Rogers, Bessie May ....... Weimar
Rost, Henry J ............... Burton
Rueter, Mary ............... Waco
Runnels, Sue ............... Riviera
Rylander, Mayme ........... Robstown
ENROLLMENT OF CREDIT STUDENTS

Sager, Viola ............. Arneckville
Sageser, Jettie ........... Harper
Sahm, Alma ................ Cibelo
Saunders, Mildred .......... Edna
Schulze, B. E ............. Round Top
Sheffield, Florence ......... Warren
Shirley, Johnnie .......... Crockett
Shuptrine, Rebecca ........ Medina
Simmons, Norine ........... Tanglewood
Sledge, Mrs. Mary ........ Kyle
Smith, Addie ............... Willow City
Snowden, Susie ............ Elgin
Sparks, Ruby ............... Thornton
Spear, D. M ............... San Marcos
Soffoni, Ida Belle ....... Port Lavaca
Spurlock, Elcis ............ Kingsville
Staggs, Beulah ............ Leeming
Standke, Minnie ........... Pflugerville
Stanley, Mattie Lou ........ Mt. Sylvan
Stanley, Maude ............ San Marcos
Searns, Lucretia .......... Braday
Stevens, Cecil ............ Premont
Stevenson, Lucile ......... Lyford
Strickland, Maude ......... El Paso
Sullivan, Beulah .......... Kingsbury
Sunderman, Myrtle .......... San Felipe
Sutherland, Minnie B .... San Marcos
Tate, Elvie ................. Mikeska
Taylor, Mozelle ............ Quitman
Teague, Loraine ........... Moody
Thomas, Duncan .......... San Gabriel
Tidmore, Lois ............. Mabank
Tipton, Myrtle ............ Itasca
Trevino, Ofelia ........... San Marcos
Turner, Allie Mae .......... San Marcos
Van Norman, Garnet ....... Chilton
Vaughan, Jane ............ Corsicana
Walker, Enie K ............ Galveston
Walker, Phoebe .......... Beasley
Walker, Leila ............. Clarkwood
Walker, Johnnie .......... Charco
Wareing, Ethel K .......... Corsicana
Warren, Gladys .......... Floresville
Webb, Onie M ............ Lyford
Wehmeyer, Clementine .... Port Lavaca
Welden, Valeria .......... Mercury
Welden, Edythe .......... Mercury
Wendel, Ora ............... LaGrange
Wesson, Carolyn .......... Elgin
Whittaker, Willie .......... Ballinger
White, Ada ................. Edna
White, Eille Maude .......... Edna
Whitehurst, Corene .......... Corpus Christi
Wickham, Mattie .......... Kemp
Willard, Gladys .......... Columbia
Williams, Lorene .......... LaFryor
Williams, Nettie R .......... Kempner
Wilson, Mabelle .......... Calvert
Wilson, Thelma .......... Charlotte
Wilson, Virgie .......... Lockhart
Windhausen, Josephine .... Caldwell
Winston, Mary Belle .......... Smithville
Wood, Ella ................. Kingsland
Woodland, Beatrice .......... Marlin
Woolsey, Kay .......... Yoakum
Workman, Jewel .......... Ohio
Wright, Mrs. Olga .......... Quitman
Yeager, Ora ............ San Gabriel
Yeldell, Fay .............. Mexia
Young, Mrs. Eula .......... Reagan
Zoeller, Ella .......... Waring

SUMMARY

Total number of men .......... 18
Grand Total ................. 295
Total number of women ....... 277

ENROLLMENT OF CREDIT STUDENTS

College Juniors

Brown, Mamie E ............ San Marcos
Curry, Marianna .......... San Marcos
Frey, Dera May ............ Beaumont
Frey, Emma ................. San Antonio
Handrick, Ida .............. San Marcos
Henderson, J. W. G .......... San Marcos
Henderson, Ruby .......... San Marcos
Hix, Eddie ................. Midland
Hix, Stella ................. Midland
Parker, Lois .......... San Marcos

Seniors

Arnold, Dorothy .......... San Marcos
Austin, Eliza .............. Belton
Barr, Blanche ............. Weimar
Barbee, Caroline .......... Walnut Springs
Barnes, Winifred .......... San Marcos
Bartlett, Emma Lee .... George West
Bartlett, Evie .......... George West
Beard, N. B .......... San Marcos
Beetley, Louise .......... Rockport
Bell, Mamie ................. San Antonio
Boxley, Gertrude .......... San Marcos
Brown, Lois ............... Elgin
Brown, Mary Anna .......... San Marcos
Brown, Betty .......... Lockhart
Browning, S. K .......... Llano
Burney, Harrell .......... Waco
Byrnes, Eulalie .......... LaGrange
Cabbiness, Louise .......... Lockhart
Caffery, Valerie .......... Houston
Cammack, Vera ............. Matador
Carver, A. B ................ Breckenridge
Chadwick, Ethel .......... San Marcos
Claiborne, May ............ --------
Clark, Gladys ............. Snyder
Clark, Minnie ............. Rock Springs
Clayton, Mable .......... San Marcos
Cobb, Iris ................ San Antonio
Crapps, Alta .............. Driftwood
Curry, Ella ................. San Antonio
Curry, Emmie M ........... San Antonio

Dabney, Elizabeth .......... San Saba
Dailey, Mable L .......... San Marcos
Darilek, A. W ............. Shiner
Daugherty, Annie Sue ...... Hallsville
Davie, Flora ............... San Marcos
Day, H. H .................. San Marcos
Doyle, Mayme .............. San Marcos
Doyle, Nellie E .......... San Marcos

Earnest, Willie Raw .......... Lampasas
Eaton, S. M ............... San Marcos
Fisher, Ester .............. --------
Foster, Lorena ............. Pearsall
Frances, Ethel ............ Prairie Lee

Gambrell, Mildred .......... Lockhart
Garrison, Alma .......... Hondo
Garrison, Lena .......... Matador
Gassaley, Mrs. Irene ....... Edna
Gillespie, Candace .......... Taylor
Gilmore, Leola ............. Center
Gipson, Carie ............ Poteet
Goldman, Anna .............. Victoria
Gorman, Leona V .......... Pearl, Mo.
Griffin, Mae .............. San Marcos
Guynes, Gladys ............. Calvert

Haley, Sara ................ Port Arthur
Handrick, Bertha .......... San Marcos
Harden, Hope .............. Longview
Hardy, W. R ............... Mathis
Harris, Maurene .......... Manor
Harrison, Mrs. Anna ...... Marble Falls
Hearne, E. S ............... Ben Arnold
Heinetz, Louise .......... Marble Falls
Hickman, Marguerite ...... San Marcos
Howard, May ............... Devine
Howell, Ella ............... Corsicana
Howell, J. D .............. Pandora

Johns, Kate ................. Sansom
Johnson, Vivian .......... San Marcos
Jones, Aline ............... Mixon
Jones, Carmon ............. Mullen
Kallus, Elizabeth .......... LaGrange
Kerby, Ida ................. San Marcos
Kruse, E. F ............... Brenham

Lachappelle, Cecile .......... San Antonio
Lowe, Bessie L ............. Cameron
Lowman, Mrs. Marguerite .... Staples
Lubbock, Edith ............ San Antonio

McCall, Ezelle ............. Burke
McCall, Jewell .......... Matador
McCall, Sarah .............. Burke
McDonald, Idella .......... San Marcos
McGlothlin, Belle .......... Palacios
McIntyre, Hattie May ...... Stockdale
Mabrito, Dora .......... San Antonio
Mackay, Stuart .......... Houston
Marsh, Carrie ............. Livingston
Mason, Elizabeth .......... San Antonio
Matthews, Morris H .......... Corsicana
Matthews, Paula .......... Hutto
May, Lula .................. Temple
Mikeska, Lillie ........... Mikeska
Morgan, Bess .............. Bryan
Morris, Marion ............. Seymour
Morrison, Edna .......... Walnut Springs
Morrow, Albert .......... Athens

Mueloy, Elva .......... San Marcos
Murphy, Esther Mae .......... San Marcos
Oliver, Lucile .......... San Saba

Parker, Ellen .......... Muldrow, Okla.
Parker, Howard S .......... San Marcos
Parker, Katherine .......... San Marcos
Partlow, Marzee .......... San Marcos
Paul, Fredonia .......... Mart
Poppelwell, Alta .......... Robert Lee
Porter, Jennie ............. Calvert
Posey, Lucy .......... Martindale

Randell, Bessie Lee .......... Lockhart
Ray, Earline ............. Longview
Rice, Myrtle .......... Maybank
Roberts, Erma .......... San Marcos
Roeder, C. C .......... Meyersville

Saunders, J. H., Jr .......... San Marcos
Scott, Daisy .......... San Marcos
Sigler, Jean Libbie .......... Sealy
Silvey, Jennie .......... San Marcos
Smith, Clara .......... --------
Smith, Frankie Belle .......... Anson
Smith, Mary Kate .......... Henderson
Smith, Sudie K .......... Lockhart
Spencer, Georgie .......... Uvalde
Stain, Mabel .......... Cheapside

Talley, Maggie Joe .......... San Marcos
Taylor, Annie Ruth .......... Smithville
Taylor, Sue .......... San Marcos
Thompson, Martha E .......... San Marcos
Tips, Johanna .......... Runge
Tynes, Alma .......... Franklin

Ulbrich, Myrtle .......... Hondo
Vertress, Ruth .......................... Brownsville
Walker, Gladys ......................... Marlin
Weatherall, Minnie ..................... Vernon
Webb, Emma B ......................... San Marcos
White, Jessie T ......................... San Antonio
Wiederstein, O. G ...................... Schertz

Wilson, Clyde W ...................... Mullin
Wilson, Lucy .......................... Mullin
Windhausen, Josephine .............. Caldwell
Wofford, Zora .......................... Edna
Womack, Exa .......................... Edna
Wooley, Annie ......................... Cameron

Juniors

Abbott, Etha .......................... Taylor
Allen, Alice B ......................... Sabinal
Allen, Allen .......................... Campbellton
Arch, Leila ............................ Lyford
Atkinson, Fay .......................... Liberty Hill
Avera, Edith ........................... Bronson

Bailey, Mary A ........................ San Marcos
Baker, Christine ....................... Barker
Baker, Kate ............................ Lexington
Barnett, Willie ......................... Smiley
Bardholme, Anna ....................... Corpus Christi
Baxter, Lucy ........................... Karnes City
Bigham, Edna ........................... Troy
Bishop, Gladys L ....................... Waxahachie
Blevins, Elizabeth ..................... San Marcos
Blevins, Bertha ......................... Donna
Blundell, Annye ....................... Lockhart
Bowman, Laura ........................ Manor
Boxley, Katie .......................... San Marcos
Breedlove, Beryl ....................... Katy
Bridges, Lucile ......................... San Marcos
Bryant, S. S ........................... Rogers
Burnett, T. C .......................... San Marcos

Calhoun, Clara ........................ Austin
Canova, Rosa .......................... Bertram
Cargile, M. C .......................... Marlin
Carpenter, Meta ....................... San Benito
Carver, Mary B ........................ Wetmore
Castedana, Marie B .................... Brownsville
Castedana, J. E ........................ Brownsville
Caver, Willye .......................... Rusk
Chalfant, Naomi ....................... Kountze

Chapman, Sybil ......................... Weimar
Chapman, Sank ......................... Stockdale
Chatham, Beulah ....................... Bellville
Chaudoin, Flora ....................... Lockhart
Clark, Isabelle ......................... San Antonio
Clement, Neva ........................ Kenedy
Cochrans, Layton ....................... Sanderson
Copeland, Fairy ....................... Mt. Calm
Corbin, Chloe ........................ Kempner
Cordua, Ethel ........................ Galveston
Cornelson, Mary ....................... Reagan
Covington, Effie ....................... Martindale
Crock, Eva .............................. Center
Culppeper, Lois ....................... Longview

Dabney, Lora .......................... San Saba
Davidson, Mildred ..................... Bertram
Davie, Helen .......................... San Marcos
Day, Calla ............................. San Marcos

Denman, Beulah ....................... Thorpe Springs
Dooley, Laura .......................... San Antonio
Duncan, Vada .......................... Meridian
Dyer, Thelma .......................... Plantersville
Ellison, Eula Lee ...................... Turnersville

Fahro, Bessie ......................... San Antonio
Farris, Ethel .......................... Tow
Paulk, Hubert ........................ Corpus Christi
Paulk, Erma .......................... Corpus Christi
Fee, Edith ............................. Medina
Folkner, Vivian ....................... Henderson
Findley, Bessie ....................... Hubbard
Follett, Flower ....................... Houston
Flynn, L. F. J ......................... Corsicana
Fosselman, Estelle ................... Navasota
Foster, Thala .......................... San Marcos

Garison, Alma ........................ Medina
Garner, Ida ........................... Kempner
Garrett, Vernon ....................... Wharton
Garrison, Lillie ....................... Matador
Gary, Mrs. Queen ..................... Ganado
Gates, Vivienec ....................... Shiro
Gattis, W. E .......................... Lapara
Gault, Bessie .......................... Sabinal
Gerstman, Marie ....................... Lexington
Gibson, Ed F .......................... Morris Ranch
Gilliland, Willie ...................... Floresville
Green, G. E ........................... Mason
Grote, Aurelia Leah .................. Bellville
Guynes, Ellen F ....................... Calvert

Haliburton, A. D ........................ San Marcos
Hamilton, Cuma ........................ Buckholtz
Hamblen, Velma ....................... Taylor
Hancock, Mabel ....................... San Juan
Hardy, Mrs. W. R ...................... Mathis
Harris, Martha ......................... San Marcos
Harrison, Ruby ........................ Robston
Harwell, Lillian ....................... Corsicana
Hatch, Grace ......................... Corpus Christi
Hawkins, Rosalee ...................... San Antonio
Hayden, S. J .......................... San Marcos
Hayes, Mary Sue ....................... San Marcos
Haynes, Sally ........................ San Marcos
Hefner, Beulah ......................... Leander
Hefner, Grace ........................ Leander
Hefner, Maude ......................... Leander
Heintz, Bertha ......................... Marble Falls
Henderson, Juanita .................... Lamkin
Hickman, Mary E ....................... San Marcos
Linsey, Hucie ............. Los Cruces, N. M.
Jarvis, Hill, Ellen ................. Alto
Holdsworth, Rocita ........... Kerrville
Holton, Johnnie ............... Jonesboro
Homer, Hedvika ............... Bryan
Hopkins, Helen .............. San Antonio

Jarvis, Sadie ................ Brandon
Jeffery, Ima .................. Big Wells
Johnson, Hattie .............. Nacogdoches
Johnson, Lizzie Lee ........ Charcoal
Jones, Addie Mae .............. Cuero
Jones, Mrs. Attress ........ San Antonio
Jones, Byrne ................. San Marcos
Jones, Lois .................. Mt. Calm
Jones, Louise ................ Hutto

Karnes, Mattie .............. Justin
King, Esther ................... Kilgore
King, Myrtle .................... Kilgore
Kirch, Lucile ............... Smithville
Kirk, Mrs. Ohmer ........... Floydada
Knispel, Minnie ............. San Marcos
Knolle, Myrtle .............. Ellinger
Koonce, S. A. .............. Miguel
Kowierschke, Ida ............ Castell
Krueger, Nell ............... Hutto

Lacey, Mrs. L. S .............. San Antonio
Lane, Rosalie .............. Del Rio
Langston, Katie E ............ Terrell
Lea, Dot ................... Gonzales
Leonard, Genevieve .......... Alvin
Linsey, Hucie .............. Los Cruces, N. M.
Linn, Lillie B .............. Bay City
Linn, Louise ................ Bay City
Littlejohn, Lucile ........ Tyler
Loeffler, Lee ................ Hilder
Loftin, Elmer .............. Converse

McBee, Elizabeth ........ San Marcos
McDonald, Edna .............. Palestine
McNeely, Nora Birdie ........ Gorman
McNeill, Mae ............. Karnes City
McNutt, Louise ............. Austin
Maner, Myra Lee ............. Itasca
Maxwell, Viola Mae .......... Lometa
May, Ethel ................. Yoakum
Mayo, Ruby ................ Mextia
Meiners, Ruby ................... Moulton
Mergenthaler, Ernestine .... Shiner
Miller, Annie ............. Marble Falls
Mitchell, Mrs. Pearl ........ San Marcos
Mobie, Beatrice .............. Lockhart
Moore, Mrs. Willie V ........ Tyler
Moran, Annetta .............. Mason
Moran, Clara .............. San Antonio
Morris, Elizabeth .......... San Antonio
Morris, Minnie .............. Maybank
Mundine, Winnie .......... Palestine

Newton, Clyde .............. Wilson
Neumann, Mary .............. Southon
Nix, Opal .................... San Marcos
Norris, Dorothy .............. San Benito
Ogletree, Nora ............ Kingsbury
Oliver, Ora Mae ............. San Saba

Pardon, Thomas ........ Corpus Christi
Parsley, Alta .............. Liberty Hill
Patrick, Margaret .......... San Antonio
Perkins, Beatrice ............ Pearl
Phillips, Arabella .......... Iredell
Phillips, Gertrude .......... Hempstead
Preston, Ollie .............. Evant
Price, Annie Lou ............ Henderson
Prince, Ethel ............... Alto
Ray, Estelle .............. Longview
Reasons, Alta .............. Devine
Rice, Velma .............. Maybank
Ridgway, Estelle ........... Big Foot
Riesto, Lillian .............. Navasota
Riggs, Mae ................ Runge
Riley, Katie .......... San Marcos
Roberts, Alma .......... Rockport
Roeder, Mrs. Mamie .......... Meyersville
Roquemore, Ruth .......... Laneville
Rousseau, Rubie .......... Giddings

Saddler, Estelle ........ Gatesville
Saddler, Louise .......... Gatesville
Sahm, Alma ............... Cibalo
Sample, Frances .......... Stockdale
Sanders, Ada .............. Bishop
Sapp, Laveta .............. Navasota
Schrum, Ara ................... Rhonesboro
Schulze, Johanna .......... Woodsboro
Schulze, Otto J ............ Woodsboro
Schwarz, Mary E ........... Mercedes
Scrutchin, Jennie .......... Martindale
Shufford, Neillie G ........ Hallsville
Sisk, Minnie .......... Hallsville
Smith, Dona .............. San Marcos
Smith, Fanny .......... San Marcos
Smith, Rufus ............. San Marcos
Smith, Pearl ................... Llano
Storey, Nelle F .............. San Marcos
Stover, J. T .............. San Marcos
Straughan, Evelyn ........... Silsbee
Strickland, Maude .......... El Paso
Swadenak, Anna .......... Taylor
Swift, Bernice .............. San Marcos

Tansey, Mazie .............. Hamlin
Teague, Lorraine ........... Moody
Teague, N. ......... New Braunfels
Thompson, Amy .......... Brandon
Thompson, Flora .......... Lexington
Thomson, Glenn .......... Thrall
Thrift, Kathryn .......... San Antonio
Tisdale, Frances .......... San Marcos
Tomforde, Marie .......... Yoakum
<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trent, Margaret</td>
<td>Whitney</td>
</tr>
<tr>
<td>Turner, Riche</td>
<td>Garrison</td>
</tr>
<tr>
<td>Vanderburg, Louise</td>
<td>Silsbee</td>
</tr>
<tr>
<td>Vest, Mrs. Gertha</td>
<td>Midland</td>
</tr>
<tr>
<td>Wade, Beatrice</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Wagner, Juanita</td>
<td>Cuero</td>
</tr>
<tr>
<td>Walden, Panay</td>
<td>Laredo</td>
</tr>
<tr>
<td>Wales, Dena</td>
<td>Florence</td>
</tr>
<tr>
<td>Walker, Annie</td>
<td>Joaquin</td>
</tr>
<tr>
<td>Walker, Beulah</td>
<td>Wichita Falls</td>
</tr>
<tr>
<td>Wallace, Viola</td>
<td>Dallas</td>
</tr>
<tr>
<td>Walters, Lenora</td>
<td>Kyle</td>
</tr>
<tr>
<td>Warren, Mrs. Elizabeth</td>
<td>Alice</td>
</tr>
<tr>
<td>Warren, Enid</td>
<td>Alice</td>
</tr>
<tr>
<td>Watson, Ada</td>
<td>Troy</td>
</tr>
<tr>
<td>Watson, Dora</td>
<td>Devine</td>
</tr>
<tr>
<td>Watts, Mary</td>
<td>San Augustine</td>
</tr>
<tr>
<td>Weathers, Minnie</td>
<td>Moore</td>
</tr>
<tr>
<td>Wedekind, Esther</td>
<td>Round Mountain</td>
</tr>
<tr>
<td>Whipple, Mary C</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Wier, Raymond</td>
<td>Miguel</td>
</tr>
<tr>
<td>Wier, Rex</td>
<td>Miguel</td>
</tr>
<tr>
<td>Wigington, Lena</td>
<td>Aquilla</td>
</tr>
<tr>
<td>Wilkinson, Ruby R.</td>
<td>Waelder</td>
</tr>
<tr>
<td>Williams, Lena</td>
<td>Yoakum</td>
</tr>
<tr>
<td>Wilson, Bonnie</td>
<td>Troupe</td>
</tr>
<tr>
<td>Wilson, Ora</td>
<td>Llano</td>
</tr>
<tr>
<td>Winston, Anna Lee</td>
<td>Smithville</td>
</tr>
<tr>
<td>Winters, Bessie</td>
<td>Evant</td>
</tr>
<tr>
<td>Winters, Nannie</td>
<td>Evant</td>
</tr>
<tr>
<td>Yarbrough, Alyf Belle</td>
<td>Garrison</td>
</tr>
<tr>
<td>Yarbrough, Bess Fay</td>
<td>Garrison</td>
</tr>
<tr>
<td>Young, Myrtle</td>
<td>Miles</td>
</tr>
<tr>
<td>Zimmerman, Icie</td>
<td>Austin</td>
</tr>
</tbody>
</table>

**Sophomores**

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams, Della</td>
<td>Harper</td>
</tr>
<tr>
<td>Adams, Ruth</td>
<td>Loma Vista</td>
</tr>
<tr>
<td>Adkins, Artie Mae</td>
<td>Ganado</td>
</tr>
<tr>
<td>Armke, Ida</td>
<td>New Braunfels</td>
</tr>
<tr>
<td>Austin, Hattie</td>
<td>Ireland</td>
</tr>
<tr>
<td>Bagley, Ada</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Bagley, Irene</td>
<td>Lyford</td>
</tr>
<tr>
<td>Baker, Grace</td>
<td>Three Rivers</td>
</tr>
<tr>
<td>Bandy, Alma</td>
<td>Moore</td>
</tr>
<tr>
<td>Barkley, Verna</td>
<td>Hutto</td>
</tr>
<tr>
<td>Barnette, Mary</td>
<td>Lindale</td>
</tr>
<tr>
<td>Barth, Martha</td>
<td>Eddy</td>
</tr>
<tr>
<td>Bartram, Albert O.</td>
<td>Fayetteville</td>
</tr>
<tr>
<td>Bates, Ima</td>
<td>Cushing</td>
</tr>
<tr>
<td>Beall, Cora</td>
<td>Killeen</td>
</tr>
<tr>
<td>Bell, Mrs. Ellen J.</td>
<td>Mt. Sharp</td>
</tr>
<tr>
<td>Berry, Gertrude</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Betts, Eunice</td>
<td>Pearsall</td>
</tr>
<tr>
<td>Birdsong, Eunice</td>
<td>Kilgore</td>
</tr>
<tr>
<td>Birdwell, Allie Myrrl</td>
<td>Overton</td>
</tr>
<tr>
<td>Bohuslav, Willie</td>
<td>Moulton</td>
</tr>
<tr>
<td>Booth, Mrs. Lemma</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Bowman, Anna Mae</td>
<td>Manor</td>
</tr>
<tr>
<td>Sox, Jewell</td>
<td>Whitehouse</td>
</tr>
<tr>
<td>Joyce, Annie</td>
<td>Runge</td>
</tr>
<tr>
<td>Boyce, Fannie</td>
<td>Runge</td>
</tr>
<tr>
<td>Boyce, Jay</td>
<td>Runge</td>
</tr>
<tr>
<td>Brosche, Lena</td>
<td>Burton</td>
</tr>
<tr>
<td>Brown, Mattie Lee</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Buchanan, Kitty</td>
<td>Brenham</td>
</tr>
<tr>
<td>Carter, Irene</td>
<td>Hamilton</td>
</tr>
<tr>
<td>Carter, Ross</td>
<td>Mercedes</td>
</tr>
<tr>
<td>Carver, Mrs. Ella</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Clemens, Elda</td>
<td>Carrizo Springs</td>
</tr>
<tr>
<td>Clemons, Alda</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Clinger, Dena M.</td>
<td>Lone Grove</td>
</tr>
<tr>
<td>Cloud, Cloud</td>
<td>Jonesboro</td>
</tr>
<tr>
<td>Cogburn, Myrtle O.</td>
<td>Rucker</td>
</tr>
<tr>
<td>Cooper, Annie</td>
<td>Turnersville</td>
</tr>
<tr>
<td>Cooper, Loma Lee</td>
<td>Gatesville</td>
</tr>
<tr>
<td>Cornelius, Julia Ella</td>
<td>Mt. Calm</td>
</tr>
<tr>
<td>Coover, Dessie</td>
<td>Woodward</td>
</tr>
<tr>
<td>Cox, Elsie</td>
<td>Mullin</td>
</tr>
<tr>
<td>Cox, Maude</td>
<td>Holland</td>
</tr>
<tr>
<td>Triswell, Aubrey</td>
<td>Buchholts</td>
</tr>
<tr>
<td>Crook, Willey</td>
<td>Martindale</td>
</tr>
<tr>
<td>Crosby, Bess</td>
<td>Rockdale</td>
</tr>
<tr>
<td>Dalham, Tony</td>
<td>Nordheim</td>
</tr>
<tr>
<td>Dale, Jack C.</td>
<td>Blanco</td>
</tr>
<tr>
<td>Davidsson, Kitty</td>
<td>Ft. Stockton</td>
</tr>
<tr>
<td>Dawdy, Maud</td>
<td>Antelope</td>
</tr>
<tr>
<td>Dechert, Bertha</td>
<td>Blanco</td>
</tr>
<tr>
<td>Dietert, Jennie</td>
<td>Kerrville</td>
</tr>
<tr>
<td>Dixon, Mrs. Mary Moores</td>
<td>Utopia</td>
</tr>
<tr>
<td>Dotson, Gladys</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Donnam, Mrs. E. A.</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Ferrell, Mrs. Addie</td>
<td>Granbury</td>
</tr>
<tr>
<td>Fitzgerald, Laurine</td>
<td>Weimar</td>
</tr>
<tr>
<td>Foster, Stella</td>
<td>Eva</td>
</tr>
<tr>
<td>Fraser, Bessie</td>
<td>Franklin</td>
</tr>
<tr>
<td>Fricker, Anita</td>
<td>Round Top</td>
</tr>
<tr>
<td>Gardner, Katherine</td>
<td>Cotulla</td>
</tr>
<tr>
<td>Sermann, Willie</td>
<td>Gause</td>
</tr>
<tr>
<td>Milmore, Ella</td>
<td>Tivoli</td>
</tr>
<tr>
<td>Ginn, Mary</td>
<td>Granger</td>
</tr>
<tr>
<td>Green, Myrtle</td>
<td>Ft. Sam Houston</td>
</tr>
<tr>
<td>Green, B. Q.</td>
<td>Hamilton</td>
</tr>
<tr>
<td>Griffin, Jessie</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Griffith, Cecelia</td>
<td>Charlotte</td>
</tr>
<tr>
<td>Griffith, Clarence</td>
<td>Hebronville</td>
</tr>
<tr>
<td>Haliburton, Ethelyn</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Haliburton, Marion</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Hancock, Addie Jane</td>
<td>Goldthwaite</td>
</tr>
<tr>
<td>Hard, Addie</td>
<td>Joseph</td>
</tr>
<tr>
<td>Harper, Imogene</td>
<td>Palestine</td>
</tr>
<tr>
<td>Harper, Troy H.</td>
<td>Palestine</td>
</tr>
<tr>
<td>Harrison, Ardie</td>
<td>Lening</td>
</tr>
<tr>
<td>Harrison, Horace G.</td>
<td>Crawford</td>
</tr>
<tr>
<td>Hatch, Rhoda</td>
<td>Corpus Christi</td>
</tr>
<tr>
<td>Hawkins, Annie</td>
<td>Hugo, Okla.</td>
</tr>
<tr>
<td>Name</td>
<td>City</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Hawkins, Ida</td>
<td>Archer City</td>
</tr>
<tr>
<td>Heatherby, Montey Ray</td>
<td>Richland Springs</td>
</tr>
<tr>
<td>Hennig, Alma</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Herber, E. R</td>
<td>Gold</td>
</tr>
<tr>
<td>Hewitt, Minnie</td>
<td>Manchaca</td>
</tr>
<tr>
<td>Hill, May Belle</td>
<td>Grapeland</td>
</tr>
<tr>
<td>Hillebrand, Esther</td>
<td>Austin</td>
</tr>
<tr>
<td>Hintz, Mary</td>
<td>Sealy</td>
</tr>
<tr>
<td>Hoch, Anna</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Holland, Elvie</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Holland, J. O.</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Holland, Juliet P</td>
<td>Junction</td>
</tr>
<tr>
<td>Hussey, Bertha</td>
<td>Valley Wells</td>
</tr>
<tr>
<td>Jackson, Ada</td>
<td>Oenaville</td>
</tr>
<tr>
<td>Jennings, Mrs. Grace</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Jennings, Otis B</td>
<td>Martindale</td>
</tr>
<tr>
<td>Johnson, Lina</td>
<td>Bandera</td>
</tr>
<tr>
<td>Johnson, Marguerite</td>
<td>Liberty Hill</td>
</tr>
<tr>
<td>Johnson, Pauline</td>
<td>Charcoal</td>
</tr>
<tr>
<td>Johnson, Blanche</td>
<td>Locker</td>
</tr>
<tr>
<td>Jones, Nettie</td>
<td>Kingsbury</td>
</tr>
<tr>
<td>Jones, Opal</td>
<td>Mullen</td>
</tr>
<tr>
<td>Kaisler, Lorene</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Karcher, Annie</td>
<td>Dime Box</td>
</tr>
<tr>
<td>Karcher, Clara</td>
<td>Dime Box</td>
</tr>
<tr>
<td>Kelley, Mrs. C. Y.</td>
<td>Granbury</td>
</tr>
<tr>
<td>Kennedy, Charles</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Kennington, Gladys</td>
<td>Gillette</td>
</tr>
<tr>
<td>Kennington, Joe</td>
<td>New Boston</td>
</tr>
<tr>
<td>Knispel, Ruth</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Kuehn, H. F.</td>
<td>New Ulm</td>
</tr>
<tr>
<td>Leeton, Pearl</td>
<td>Kennedy</td>
</tr>
<tr>
<td>Liles, Pearl</td>
<td>San Leandro</td>
</tr>
<tr>
<td>Loeffler, Mrs. Jennie</td>
<td>Hilder</td>
</tr>
<tr>
<td>Love, Genevieve</td>
<td>San Angelo</td>
</tr>
<tr>
<td>Lovelady, Etta</td>
<td>Evant</td>
</tr>
<tr>
<td>Lowman, Mrs. Lucile</td>
<td>Stonewall, Okla</td>
</tr>
<tr>
<td>McAnulty, Lillie Maude</td>
<td>Rogers</td>
</tr>
<tr>
<td>McCoy, Mattie</td>
<td>San Antonio</td>
</tr>
<tr>
<td>McGehee, Myrtle</td>
<td>Angelton</td>
</tr>
<tr>
<td>McQuerry, Myrtle</td>
<td>Grafford</td>
</tr>
<tr>
<td>McSwain, Laurene</td>
<td>Wellborn</td>
</tr>
<tr>
<td>Maddox, Elmo</td>
<td>Llano</td>
</tr>
<tr>
<td>Maddox, Mrs. Emily</td>
<td>Llano</td>
</tr>
<tr>
<td>Mahon, Ella</td>
<td>Ft. Worth</td>
</tr>
<tr>
<td>Matthes, Clara</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Matula, Gussie</td>
<td>Hallettsville</td>
</tr>
<tr>
<td>Matyas, Mary</td>
<td>East Bernard</td>
</tr>
<tr>
<td>Mayfield, D. M.</td>
<td>Buckholts</td>
</tr>
<tr>
<td>Mauldin, Elizabeth</td>
<td>Martindale</td>
</tr>
<tr>
<td>Mikeska, Ella</td>
<td>Mikeska</td>
</tr>
<tr>
<td>Miller, Jeannette</td>
<td>Voca</td>
</tr>
<tr>
<td>Montgomery, Hazel</td>
<td>Waco</td>
</tr>
<tr>
<td>Murff, Mae</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Norwood, Lorane</td>
<td>Delvalle</td>
</tr>
<tr>
<td>Parker, Lydia E</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Pearson, Mrs. Ida Agnes</td>
<td>Llano</td>
</tr>
<tr>
<td>Pedigo, May</td>
<td>Pedigo</td>
</tr>
<tr>
<td>Perkins, Hallie</td>
<td>Smiley</td>
</tr>
<tr>
<td>Perry, Mattie</td>
<td>Luling</td>
</tr>
<tr>
<td>Pfleger, Mary E</td>
<td>La Porte</td>
</tr>
<tr>
<td>Phillips, Edna</td>
<td>Hempstead</td>
</tr>
<tr>
<td>Phillips, Jerry</td>
<td>Iredell</td>
</tr>
<tr>
<td>Pope, Mac</td>
<td>Lockhart</td>
</tr>
<tr>
<td>Powell, Mary</td>
<td>Loma Vista</td>
</tr>
<tr>
<td>Pruitt, Kenneth</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Redford, Elizabeth</td>
<td>Johnson City</td>
</tr>
<tr>
<td>Reilly, Gertrude</td>
<td>D'Hanis</td>
</tr>
<tr>
<td>Ricks, Violet</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Robbins, Myrtle</td>
<td>Paint Rock</td>
</tr>
<tr>
<td>Roberts, Henrietta</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Robison, Delia</td>
<td>Davilla</td>
</tr>
<tr>
<td>Rolston, Florence</td>
<td>Thorneale</td>
</tr>
<tr>
<td>Sallee, Nettie</td>
<td>Rochelle</td>
</tr>
<tr>
<td>Schilling, Ida</td>
<td>Lincoln</td>
</tr>
<tr>
<td>Schlemstedt, Marie</td>
<td>Nordheim</td>
</tr>
<tr>
<td>Scott, Fay</td>
<td>Round Rock</td>
</tr>
<tr>
<td>Schaffer, Armour Mary</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Shputrine, Rebecca</td>
<td>Medina</td>
</tr>
<tr>
<td>Shputrine, Katie</td>
<td>Medina</td>
</tr>
<tr>
<td>Smith, Daniel</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Smith, Adele</td>
<td>Lovelady</td>
</tr>
<tr>
<td>Snow, Minnie</td>
<td>Florence</td>
</tr>
<tr>
<td>Speed, Bernice</td>
<td>Beasley</td>
</tr>
<tr>
<td>Spurlock, Frederick Belle</td>
<td>Red Rock</td>
</tr>
<tr>
<td>Steinman, Catherine</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Stephens, Priscilla</td>
<td>Aransas Pass</td>
</tr>
<tr>
<td>Sullivan, Lula</td>
<td>Garner</td>
</tr>
<tr>
<td>Summers, Atwell J</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Terrell, J. C.</td>
<td>Iredell</td>
</tr>
<tr>
<td>Therneau, Ellena</td>
<td>Taylor</td>
</tr>
<tr>
<td>Thompson, Alice E</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Turner, Glynne Rose</td>
<td>Red Rock</td>
</tr>
<tr>
<td>Turner, Ovon</td>
<td>Red Rock</td>
</tr>
<tr>
<td>Vavrusa, Elizabeth</td>
<td>Skidmore</td>
</tr>
<tr>
<td>Wahl, Salome</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Waldschmidt, Hertha</td>
<td>New Braunfels</td>
</tr>
<tr>
<td>Walker, Mildred</td>
<td>Mountain Home</td>
</tr>
<tr>
<td>Wehmeyer, Clementine</td>
<td>Port Lavaca</td>
</tr>
<tr>
<td>Weldon, Valeria</td>
<td>Mercury</td>
</tr>
<tr>
<td>Welge, Dora</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Weller, Louise</td>
<td>Yorktown</td>
</tr>
<tr>
<td>Westbrook, Arlida</td>
<td>Hext</td>
</tr>
<tr>
<td>White, Norine</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Troy Williams</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Williams, Lorene</td>
<td>La Prior</td>
</tr>
<tr>
<td>Wilson, Carol</td>
<td>Lockhart</td>
</tr>
<tr>
<td>Wilson, Winnie L.</td>
<td>Austin</td>
</tr>
<tr>
<td>Wink, Henrietta</td>
<td>San Angelo</td>
</tr>
<tr>
<td>Winkler, Lelia</td>
<td>Valley Springs</td>
</tr>
<tr>
<td>Workman, Mettie</td>
<td>Evant</td>
</tr>
<tr>
<td>Yeager, Ora</td>
<td>San Gabriel</td>
</tr>
<tr>
<td>Name</td>
<td>City</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Adams, Delia</td>
<td>Loma Vista</td>
</tr>
<tr>
<td>Bass, Ethel</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Batey, Annie</td>
<td>Dewville</td>
</tr>
<tr>
<td>Bodeman, Elsie</td>
<td>Lockhart</td>
</tr>
<tr>
<td>Bose, Emmie</td>
<td>Bulverde</td>
</tr>
<tr>
<td>Bost, Blanche</td>
<td>Staples</td>
</tr>
<tr>
<td>Burns, Pearl</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Byler, Beatrice</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Cottle, Annie</td>
<td>Rochelle</td>
</tr>
<tr>
<td>Cloud, Vesta</td>
<td>Jonesboro</td>
</tr>
<tr>
<td>Conally, Joyce</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Cook, Girard</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Coover, Gladys</td>
<td>Woodward</td>
</tr>
<tr>
<td>Decherd, Julia</td>
<td>Del Rio</td>
</tr>
<tr>
<td>Draper, Grace</td>
<td>Lohn</td>
</tr>
<tr>
<td>Drumm, Minnie Lou</td>
<td>Staples</td>
</tr>
<tr>
<td>Duncan, Thomas</td>
<td>San Gabriel</td>
</tr>
<tr>
<td>Ellund, Leona</td>
<td>Rockdale</td>
</tr>
<tr>
<td>Elsik, Marie</td>
<td>Shiner</td>
</tr>
<tr>
<td>Elsik, Therese</td>
<td>Shiner</td>
</tr>
<tr>
<td>Ferguson, Florence</td>
<td>Mt. Calm</td>
</tr>
<tr>
<td>Ferrell, Ophelia</td>
<td>Granbury</td>
</tr>
<tr>
<td>Fitzgerald, Buckner</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Foulis, Nell</td>
<td>Sample</td>
</tr>
<tr>
<td>Giese, Roy</td>
<td>Round Top</td>
</tr>
<tr>
<td>Glimp, Lurline</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Hampton, Chloe</td>
<td>Pearl</td>
</tr>
<tr>
<td>Hampton, Maude</td>
<td>Hamilton</td>
</tr>
<tr>
<td>Harold, Mary Edna</td>
<td>Rice</td>
</tr>
<tr>
<td>Harris, Lurline</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Harrison, Hazel</td>
<td>Leming</td>
</tr>
<tr>
<td>Hartzog, Howard</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Henderson, Homer</td>
<td>Satin</td>
</tr>
<tr>
<td>Hillsher, Rosalie</td>
<td>Schulenburg</td>
</tr>
<tr>
<td>Holloway, Hattie</td>
<td>Poteet</td>
</tr>
<tr>
<td>Holloway, Oscar</td>
<td>Poteet</td>
</tr>
<tr>
<td>Homola, Charles</td>
<td>Bryan</td>
</tr>
<tr>
<td>Hornsby, Myrtle</td>
<td>Manor</td>
</tr>
<tr>
<td>Hughes, Tille</td>
<td>Benton</td>
</tr>
<tr>
<td>Ivey, John Ford</td>
<td>Kingsville</td>
</tr>
<tr>
<td>Jacobson, Eida</td>
<td></td>
</tr>
<tr>
<td>Klagmann, Alvina</td>
<td>Deanville</td>
</tr>
<tr>
<td>Koeneman, Doris</td>
<td>Mexico City, Mex.</td>
</tr>
<tr>
<td>Lackey, Mary</td>
<td>Dale</td>
</tr>
<tr>
<td>Lawrence, Dorcas</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Leein, Madge</td>
<td>Luling</td>
</tr>
<tr>
<td>Lehmburg, Alfred</td>
<td>San Marcos</td>
</tr>
<tr>
<td>McDonald, Annie</td>
<td>Jordanon</td>
</tr>
<tr>
<td>McGaughey, Non Douglas</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Mansfield, Clara</td>
<td>Bandera</td>
</tr>
<tr>
<td>Martin, Ferne</td>
<td>Heldenheimer</td>
</tr>
<tr>
<td>Martin, Pearl</td>
<td>Heldenheimer</td>
</tr>
<tr>
<td>Mead, Kate Lee</td>
<td>Itasca</td>
</tr>
<tr>
<td>Mead, Mary</td>
<td>Itasca</td>
</tr>
<tr>
<td>Mead, Mrs. Mattie</td>
<td>Itasca</td>
</tr>
<tr>
<td>Middlebrook, Bessie</td>
<td>Clayton</td>
</tr>
<tr>
<td>Mikesa, Lydia</td>
<td>Brenham</td>
</tr>
<tr>
<td>Moltz, Stella</td>
<td>Seguin</td>
</tr>
<tr>
<td>Morgan, Gertrude</td>
<td>Arden</td>
</tr>
<tr>
<td>Monk, Annie</td>
<td>Staples</td>
</tr>
<tr>
<td>Murphy, Sadie</td>
<td>Alvin</td>
</tr>
<tr>
<td>Musgrave, Bonnie</td>
<td>Spofford</td>
</tr>
<tr>
<td>Meyers, Ava</td>
<td>Jonesboro</td>
</tr>
<tr>
<td>Nixon, Nona</td>
<td>Valley Springs</td>
</tr>
<tr>
<td>Nolan, Lucile</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Parker, John W</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Pinkerton, Bertha N</td>
<td>Rockdale</td>
</tr>
<tr>
<td>Pochman, Henry, Jr.</td>
<td>Round Top</td>
</tr>
<tr>
<td>Pruitt, G. C</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Pyle, Bernyce</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Quick, Agnes</td>
<td>Round Top</td>
</tr>
<tr>
<td>Ramsay, Clara</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Ramsay, Chas</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Ransome, Beatrice</td>
<td>Wallace</td>
</tr>
<tr>
<td>Ray, Dorothy</td>
<td>Archer City</td>
</tr>
<tr>
<td>Reagan, Eccis</td>
<td>Charcoal</td>
</tr>
<tr>
<td>Reardon, Mildred</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Reeves, Ruth</td>
<td>Wrightsboro</td>
</tr>
<tr>
<td>Relley, Annie</td>
<td>D'Hans</td>
</tr>
<tr>
<td>Reinhardt, Alice</td>
<td>Martindale</td>
</tr>
<tr>
<td>Ridgway, Ellie</td>
<td>Big Foot</td>
</tr>
<tr>
<td>St. Clair, Clarence</td>
<td>Morris Ranch</td>
</tr>
<tr>
<td>Shelton, Bessie</td>
<td>East Bernard</td>
</tr>
<tr>
<td>Shelton, Chellie</td>
<td>East Bernard</td>
</tr>
<tr>
<td>Sherrill, J. D</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Shoemaker, Mary</td>
<td>Voss</td>
</tr>
<tr>
<td>Sims, Ola</td>
<td>Quitman</td>
</tr>
<tr>
<td>Smith, Beatrice</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Smith, Pearl Mary</td>
<td>Port Lavaca</td>
</tr>
<tr>
<td>Stanley, Mary E</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Stanesney, Mollie</td>
<td>Plum</td>
</tr>
<tr>
<td>Strauss, Niva E</td>
<td>Ganado</td>
</tr>
<tr>
<td>Teiwes, Ella</td>
<td>Nordheim</td>
</tr>
<tr>
<td>Teiwes, Lena</td>
<td>Nordheim</td>
</tr>
<tr>
<td>Thompson, Ava</td>
<td>Lexington</td>
</tr>
<tr>
<td>Tisdale, Jessie</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Tisdale, Johnie</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Vaughan, Nora</td>
<td>Kingsbury</td>
</tr>
<tr>
<td>Weldon, Edythe</td>
<td>Mercury</td>
</tr>
<tr>
<td>Wharton, Octavia</td>
<td>Joaquin</td>
</tr>
<tr>
<td>Wiederaenders, Nettie</td>
<td>Round Top</td>
</tr>
</tbody>
</table>
SUMMARY
Summer Quarter 1918

<table>
<thead>
<tr>
<th>College Juniors</th>
<th>Freshmen</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>Juniors</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Sophomores</td>
<td>192</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>697</td>
<td></td>
</tr>
</tbody>
</table>

ENROLLMENT FOR 1918-1919

College Seniors

- Brown, Mamie E ....... San Marcos
- DeViney, Chas. E ....... San Marcos

College Juniors

- Barnette, Thos. B ...... San Marcos
- Dobkins, John ......... San Marcos
- Durham, Juanita ...... Sterling City
- Gardner, Opal ......... San Marcos
- Gardner, Ralph H ...... San Marcos

Seniors

- Apfelbach, G. H ....... Brenham
- Avera, Edith ......... Bronson
- Barber, Will G ....... San Marcos
- Barnhouse, Telford .... San Antonio
- Barton, Ada J ......... Whitney
- Beckworth, Burton .... Runge
- Bell, Mamie ........... San Antonio
- Bennett, Lucile ....... Yoakum
- Breedlove, Beryl ...... Katy
- Bridges, Lucile ....... San Marcos
- Brown, Eda ............ Blanco
- Brown, Mary D ......... San Marcos
- Brunson, Irene ....... Waller
- Caver, Willye ......... Rusk
- Caveness, C. H ....... San Marcos
- Collins, Jeanette ....... Alvin
- Compton, Vallie E ....... Dale
- Cordua, Ethel ......... Galveston
- Cummins, Yettie ....... Haskell
- Dailey, Julia ......... San Marcos
- Dale, Lee .............. Dalengerfield
- Denman, Clarence ...... San Marcos
- Durham, Clemmie .. Blanco
- Elliott, Loretta ...... Houston
- Faulk, Erma M ....... Corpus Christi
- Faulk, Howard P .. Corpus Christi
- Faulk, Hubert ....... Corpus Christi
- Ferguson, Minnie .... Bryan
- Foster, Thala ......... San Marcos
- Francis, Ethel ....... Luling
- Gardner, Sam Wood .... San Marcos
- Garison, Alma ......... Medina
- McPherson, Nellie .... San Marcos
- Hardy, W. R ............ Mathis
- Hickman, Marguerite .... San Marcos
- Porter, Roger H ...... San Marcos
- Woodson, W. I., Jr .. San Marcos

Knispel, Minnie ... San Marcos
Knolle, Myrtle ...... Ellinger

Knolle, Alva .......... Shiro

McDonald, L. C ......... Shiro
Maner, Myra Lee ......... Itasca
Mebane, Carrie ......... Alvin
Miears, Amy ............. Dale
Mills, Virginia ........ Brookshire
Morrison, Edna Earl .... Walnut Springs

Morrow, Albert ......... Athens
Murray, Mary Lee ...... San Antonio

Parker, Howard ......... San Marcos
Penland, E. S ......... Jayville
Pettit, Amelia ...... San Marcos

Ridgway, W. W ......... Big Foot
Riley, Katy .............. San Marcos
Robinson, Caroline ...... Corsicana

Schwarz, Mary E ........ Mercedes
Scott, Daisy A .......... San Marcos
Smith, Afton .......... Mercedes
ENROLLMENT FOR 1918-1919

Smith, Rufus.... San Marcos
Smith, Sudie.... Lockhart
Stewart, Vada.... Hutto
Stroman, O. C.... San Marcos

Taylor, Blanche.... San Marcos
Terrell, Julia.... San Marcos

Vernon, Mrs. Carrie.... San Marcos
Victor, Julia.... Uvalde

Zimmerman, O. A.... Lincoln

Juniors

Adams, Harry.... Taylor
Adams, Sophus.... Boerne
Addison, Mary.... Caldwell
Ahrens, Lucile.... Galveston
Allen, Burton.... Mart
Alsop, Bernice.... Port Lavaca
Arenstein, Sidney.... San Marcos
Armstrong, Curtis.... Overton
Arnold, Milton C.... San Antonio
Avent, Mrs. H. P.... San Marcos

Bagley, Ada.... San Marcos
Baines, Ben.... San Marcos
Baker, Edna.... San Marcos
Bane, Nelda.... Itasca
Barnes, Essa May.... Chester
Barr, Minda.... Palacios
Barth, Martha.... Eddy
Barry, Mrs. W. A.... Mart
Barton, Roy A.... Whitney
Bates, Laura Frances.... San Antonio
Bauer, Rudolph.... Seguin
Bennett, Joe Lee.... Groesbeck
Berkley, Thelma.... San Marcos
Berman, Hyman.... Seguin
Berry, Gertrude.... San Marcos
Berry, Hazel.... El Paso
Birdwell, Allie M.... Overton
Birdwell, Barbara A.... Tyler
Bohnuslav, Willie.... Moulton
Bolton, Lloyd C.... Augusta
Box, Jewel.... Whitehouse
Boxley, Katie.... Harrisburg
Boyce, Fannie.... Runge
Bragg, Bonnie.... Liberty Hill
Brantley, Beatrice.... Oakwood
Breath, Mrs. Birdie.... San Marcos
Brennan, Sue Louise.... Laredo
Bridgewater, Maria.... Schulenburg
Briggs, Isaac.... Medina
Brigham, Leta.... Edna
Brock, Willard A.... Hamilton
Burns, Kenneth.... Lockney
Burton, Eddie Byrd.... San Antonio

Camp, Mary.... Port Arthur
Canova, Rosa.... Bertram
Carroll, Marvin F.... Bryan
Carter, Carol A.... San Antonio
Cavness, Grace.... San Marcos

Wagner, Juanita.... Cuero
Walton, Jones.... San Marcos
White, George.... Stockdale
Willbern, A. C.... Runge
Willett, Clara.... San Antonio
Wilson, Bonnie.... Troup

Young, Florence.... Belton

Dabney, Lora.... San Saba
Davies, Mary P.... Rockport
Davis, Mrs. Ruth.... Hillsboro
Day, Calla.... San Marcos

Edwards, Evelyn.... Milford
Elder, Etna.... Whitney
Ellis, Alvie W.... Hamilton
Evans, Bernice.... San Marcos

Fentiman, Robert.... San Antonio
Ferguson, Hester.... Groesbeck
Fitzgerald, Luline.... Wiemar
Flake, Elizabeth.... San Marcos

Foster, Bernice.... Pearsall
Foster, L. C.... Pearsall
Foster, Stella.... Eva
Fraley, Mabel.... Wharton

Gardner, Walter B.... San Antonio
Garison, Anna.... Medina
Garrett, John O.... Wharton
Garrett, Mary.... Wharton

German, Eula Lee.... Gause
Givens, Myrtle.... Blanco
Glenn, Clarence.... El Campo
Graddy, Maizine.... San Marcos

Green, B. Q.... Hamilton
Green, Eliza.... San Marcos
Grunewald, Loma.... Yorktown

Guess, Dora Willie.... Rogers

Hanson, Ernestine.... Clifton
Hanson, Hanna E.... Rio Hondo
Hard, Addie.... Joseph
Hardy, Mrs. Mary E.... Mathis

Harrison, Arlé.... Leming
Harrison, Horace.... Crawford
Hartkopf, Fred A.... San Marcos
<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harwell, W. T.</td>
<td>Kyle</td>
</tr>
<tr>
<td>Hastings, Albert</td>
<td>Stockdale</td>
</tr>
<tr>
<td>Hawk, Emory</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Hays, Richard</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Hays, W. Marion</td>
<td>Ballinger</td>
</tr>
<tr>
<td>Hazlewood, R. M.</td>
<td>Leander</td>
</tr>
<tr>
<td>Hefner, Beulah</td>
<td>Liberty Hill</td>
</tr>
<tr>
<td>Herndon, Franklin</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Hey, Fritz</td>
<td>Seguin</td>
</tr>
<tr>
<td>Hilburn, Mary</td>
<td>Waxahachie</td>
</tr>
<tr>
<td>Hillyard, Mabel</td>
<td>Rogers</td>
</tr>
<tr>
<td>Hoffman, Tolbert</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Holland, Elvie</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Holloway, Oscar</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Holman, Daisey</td>
<td>Houston</td>
</tr>
<tr>
<td>Hooker, Mrs. Pearl</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Hopson, Janie</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Hopson, Leonard</td>
<td>Bullard</td>
</tr>
<tr>
<td>Hornberg, Carroll</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Hughes, Mirtle</td>
<td>Holland</td>
</tr>
<tr>
<td>Hume, Eleanor</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Jamar, Lucile</td>
<td>Creedmoor</td>
</tr>
<tr>
<td>Jennings, Mrs. Grace</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Jennings, Otis</td>
<td>Martindale</td>
</tr>
<tr>
<td>Johnson, Hattie</td>
<td>Nacogdoches</td>
</tr>
<tr>
<td>Johnson, Pauline</td>
<td>Charco</td>
</tr>
<tr>
<td>Johnson, William</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Jones, Chas. B.</td>
<td>Wellington</td>
</tr>
<tr>
<td>Jones, Noah Leota</td>
<td>Jonezboro</td>
</tr>
<tr>
<td>Jordan, Arthur</td>
<td>Crawford</td>
</tr>
<tr>
<td>Keahey, Mary</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Kellam, Frances</td>
<td>Robstown</td>
</tr>
<tr>
<td>Kellam, Jesse C.</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Kiefer, Alice</td>
<td>Somerville</td>
</tr>
<tr>
<td>Kloeker, Era</td>
<td>Skidmore</td>
</tr>
<tr>
<td>Knispel, Ruth</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Koonce, S. A.</td>
<td>Miguel</td>
</tr>
<tr>
<td>Kuehn, H. F.</td>
<td>New Ulm</td>
</tr>
<tr>
<td>Lancaster, Fred</td>
<td>Kingsbury</td>
</tr>
<tr>
<td>Lawley, Dewey</td>
<td>Groesbeck</td>
</tr>
<tr>
<td>Leuschner, Wm. C., Jr.</td>
<td>Victoria</td>
</tr>
<tr>
<td>Lewis, Nellie</td>
<td>Holland</td>
</tr>
<tr>
<td>Lindsey, Donah</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Linn, Lillie</td>
<td>Bay City</td>
</tr>
<tr>
<td>Luder, Mary B.</td>
<td>Markham</td>
</tr>
<tr>
<td>McBride, J. B.</td>
<td>Harwood</td>
</tr>
<tr>
<td>McCoy, Mattie Maude</td>
<td>San Antonio</td>
</tr>
<tr>
<td>McCutchen, Lela</td>
<td>Halletsville</td>
</tr>
<tr>
<td>McGee, Frank M.</td>
<td>San Marcos</td>
</tr>
<tr>
<td>McNaughton, David</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Maner, Lionel</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Marquis, Bula</td>
<td>San Gabriel</td>
</tr>
<tr>
<td>Marshall, Maude</td>
<td>Palacios</td>
</tr>
<tr>
<td>Martin, Rose M.</td>
<td>Sanderson</td>
</tr>
<tr>
<td>Martindale, Mearle</td>
<td>Lockhart</td>
</tr>
<tr>
<td>Matthews, Ada B.</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Matula, Gussie</td>
<td>Halletsville</td>
</tr>
<tr>
<td>Mauldin, Elizabeth</td>
<td>Martindale</td>
</tr>
<tr>
<td>Meyers, Eva</td>
<td>LaGrange</td>
</tr>
<tr>
<td>Miller, R. H.</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Montgomery, Hazel</td>
<td>Rosebud</td>
</tr>
<tr>
<td>Moore, Emma E.</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Morris, Gladys</td>
<td>Devine</td>
</tr>
<tr>
<td>Morrow, Mary</td>
<td>Mariana</td>
</tr>
<tr>
<td>Morrow, Vallie</td>
<td>Athens</td>
</tr>
<tr>
<td>Morton, Bessie</td>
<td>Katy</td>
</tr>
<tr>
<td>Muckleroy, Emory</td>
<td>Eddy</td>
</tr>
<tr>
<td>Neely, Ann</td>
<td>Temple</td>
</tr>
<tr>
<td>Neighbors, Kittle</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Nix, Opal</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Nixon, Irving</td>
<td>Harper</td>
</tr>
<tr>
<td>Nolan, Lucile</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Norment, Mary</td>
<td>Bastrop</td>
</tr>
<tr>
<td>Oeding, Louise</td>
<td>LaGrange</td>
</tr>
<tr>
<td>Owens, Leslie</td>
<td></td>
</tr>
<tr>
<td>Perkins, Ora</td>
<td>Smiley</td>
</tr>
<tr>
<td>Perkins, Vannie</td>
<td>Sinton</td>
</tr>
<tr>
<td>Person, Otho</td>
<td>Karnes City</td>
</tr>
<tr>
<td>Peterson, Myra</td>
<td>Sabinal</td>
</tr>
<tr>
<td>Pfieger, Mary</td>
<td>LaPorte</td>
</tr>
<tr>
<td>Phillips, Jerry</td>
<td>Iredell</td>
</tr>
<tr>
<td>Plu enke, Ethel</td>
<td>Seguin</td>
</tr>
<tr>
<td>Pruitt, Kenneth</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Punchard, Mildred</td>
<td>Rogers</td>
</tr>
<tr>
<td>Raison, H. E.</td>
<td>Rusk</td>
</tr>
<tr>
<td>Ramaay, Clara</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Rasberry, Mrs. Sid</td>
<td>Ballinger</td>
</tr>
<tr>
<td>Reasons, Alta</td>
<td>Devine</td>
</tr>
<tr>
<td>Reichert, Leonia</td>
<td>LaGrange</td>
</tr>
<tr>
<td>Rheiner, Gertrude</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Robbins, Myrtle</td>
<td>Paint Rock</td>
</tr>
<tr>
<td>Robertson, Frank</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Sadler, Estelle</td>
<td>Gatesville</td>
</tr>
<tr>
<td>Sanders, Leona</td>
<td>Bishop</td>
</tr>
<tr>
<td>Sanders, Robert</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Schilling, Ida</td>
<td>Lincoln</td>
</tr>
<tr>
<td>Schulze, Johanna</td>
<td>Woodsboro</td>
</tr>
<tr>
<td>Schulze, Otto</td>
<td>Woodsboro</td>
</tr>
<tr>
<td>Scott, Ruth</td>
<td>Franklin</td>
</tr>
<tr>
<td>Scott, Willie Y.</td>
<td>Bay City</td>
</tr>
<tr>
<td>Self, Eunice</td>
<td>Goldbush</td>
</tr>
<tr>
<td>Shands, Henry</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Shaw, Bertha</td>
<td>Frost</td>
</tr>
<tr>
<td>Sheffield, M. M.</td>
<td>Santa Anna</td>
</tr>
<tr>
<td>Shepherd, John B.</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Shuler, Ida</td>
<td>San Antonio</td>
</tr>
<tr>
<td>Shurtleff, Fay</td>
<td>Adamsville</td>
</tr>
<tr>
<td>Sigler, Ruth</td>
<td>Sealy</td>
</tr>
<tr>
<td>Simmons, Miss O. T.</td>
<td>Thrall</td>
</tr>
<tr>
<td>Simon, Harold C.</td>
<td>Converse</td>
</tr>
<tr>
<td>Smith, Daniel</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Smith, Dorothy</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Smith, Fannie Morgan</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Smith, Gladys</td>
<td>Luling</td>
</tr>
<tr>
<td>Smith, Mrs. Harold</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Smith, May</td>
<td>San Marcos</td>
</tr>
<tr>
<td>South, Helen</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Soyars, Erwin</td>
<td>Wimberly</td>
</tr>
<tr>
<td>Stevens, Burnye</td>
<td>San Marcos</td>
</tr>
<tr>
<td>Stricklen, Thompson</td>
<td>Juno</td>
</tr>
</tbody>
</table>
Normal Garden Irrigation.
ENROLLMENT FOR 1918-1919

Summers, Atwell......San Marcos
Sutherland, Lizzie......San Marcos

Tally, Lura.........San Marcos
Terrell, J. C........Iredell
Tisdale, Frances......San Marcos
Trevino, Ofelia......San Marcos
Turner, Ovon........Red Rock
Tyson, Marguerite.....Calvert

Vavrusa, Elizabeth.....Skidmore

Waldrip, Maurice.....Martindale
Walker, Susie.........Leander
Wardner, Winnie.........Llano
Wharton, Mrs. Jeannette......Willis
Whitmore, Fannie Mae.....Lockhart

Yarbough, Elleen.........Belton
Yarrington, Bella.........San Marcos
Young, Haskell.........San Marcos
Young, Willie Mae......San Antonio

Sophomores

Allcorn, Alphia.........Thorndale
Allen, Mrs. Roberta......San Antonio
Allison, Ed Wilson.....Bishop
Alsop, Lurina..........Port Lavaca
Anderson, Ruth.........Kilgore
 Atkins, Bays.........Bandera
Avent, Lucile.........Rosebud
Avery, William Norris.....Stockdale

Barden, Lucy............Charco
Barber, Dixie..........San Marcos
Barth, Eila.............Eddy
Bartram, Albert O......Fayetteville
Berryman, Wiley S.......Temple
Besseler, Hardy.........Woodboro
 Bodeman, Elsie.........Lockhart
Borchers, Emmie.........Schulenbg
Bost, Blanche.........Staples
Boyd, Mary E...........Dallas
Bradley, Alma Lenora.....Buda
Branum, Ola...........San Marcos
Bratton, Elva.........Leesville

Cade, Mary Jo........Chandler
Calk, Bessie..........Kyle
Carmichael, Lillian......Lamkin
Carroll, Donna Mae......Bryan
Chamberlain, Lottie M......Flowella
Clarke, Chas...........Kyle
 Clem, Mattie Lou.......Manor
Cogburn, Myrtle.........Rucker
Connally, Joyce.........San Marcos
Coover, Gladys.........Woodward
Cotton, Esther.........Palacios
Cox, Ailie Mae.........Crystal City
Craven, Mrs. Lennis C......Rockdale
Crook, Ida..............Martindale
Crutchfield, Cicero.....Lufkin

Dale, Jack C........Blanco
Danforth, David.........San Marcos
 Dietert, Jennie.........Kerrville
Dipple, Cordelia......Cat Spring
Dixon, Madge..........Kilgore

Wier, Rex...........Miguel
Williams, Fred V.......San Marcos
Williams, Rector.......Martindale
Wilson, Sue Margaret.....Navasota
Winkler, Lelia.........Valley Springs
Winston, Sam........San Marcos
Winters, Bessie.......Evant
Winters, Nannie.......Evant
Woodson, Anna.........San Marcos
Workman, Jewell........Ohio
Workman, Mettie.......Evant
Wray, Gerald.........San Marcos
Wren, Clarence.........San Marcos

Yarbrough, Elleen.........Belton
Yarrington, Bella.........San Marcos
Young, Haskell.........San Marcos
Young, Willie Mae......San Antonio

Diaconesses

Dixon, Mary Moores.....Texarkana
Dodgen, Ela........Round Mountain
Draper, Grace.........Lohn
Dumm, Minnie Lou.....San Marcos
DuBose, Ethel.......Sandia

Eck, Gilbert.........LaGrange
Ellard, Leona.........Rockdale
Exelby, Blanche.......Runge

Ferrell, Ophelia.......Granbury
Fleming, Etta..........San Marcos
Ford, Vera........Tenaha
Fluit, Lois..........Burnet
Florister, Bryan.......Lyttom Springs
Foster, Lora E........Pearsall
Fowler, Will A.........Spicewood
Frampton, F. R.........Waelder

German, Inez........Gause
Gidley, Velma.........Gause
Gilchrist, Ela.........Dilley
Griffin, Jessie.......San Marcos
Griffith, Henry.......Corpus Christi

Hall, Lily..........San Antonio
Haraison, Herman.....Wellington
Harper, Allen.........Wellington
Haupt, Libbie.........Buda
Heatherly, Kate.........Richland
Heiner, Katherine.....Stonewell
Helmers, Stella.........Shiner
Henderson, W. H.......Tenaha
Hendrix, Nonnie.......Tenaha
Hensley, B. C.........Dewville
Herring, Florence......Burlington
Hill, W. Innis.......Bellville
Hitt, Aubyn.........Buckholts
Hoch, Anna........San Marcos
Holland, William......San Marcos
Holley, Mary.........Oakwood
Hornsby, Myrtle......San Marcos
Hughes, Tillie.........Benton
Hunton, Ina.........Miles
Jolley, Mrs. Ada .......... San Marcos
Jennings, Bessie .......... Leander
Jolley, Mrs. Ada .......... San Marcos
Kaderl, Mrs. Alta.......... Leesville
Kaspar, Benj............... Shiner
Kasparek, Vinska........... Needville
Kelley, Ida Rose.......... Yoakum
Kennington, Gladys........ Hobson
Kaspar, Benj............... San Marcos
Kone, Laura .............. Tanglewood
Koe::ieman, .............. Lorraine
Kolodzie, J. H .......... Karnes City
Kolodzie, J. H .......... Karnes City
Kone, Laura .............. Tanglewood
Koe::ieman, .............. Lorraine
Kolodzie, J. H .......... Karnes City
Lackery, Mary ........... Dale
Lamb, Mabel .............. Asherton
Laneier, Gus M............ Marquez
Lavandusky, J. A......... East Bernard
Lawrence, Dorcas......... San Marcos
Ledbetter, Maude......... Henderson
Leggette, Bernice......... Weir
Leggette, Bernice......... Weir
Logan, A. M.............. Tanglewood
Lounder, Hester......... Miles
McAnelly, Jewell.......... Jonesboro
McCallister, Bertha....... Manor
McCarley, Dewitt........ Mathis
Mccullough, Oma.......... Blanco
McCarty, Alfreda......... San Antonio
McCaughey, Non Douglas... San Marcos
Mclure, Eunice.......... Gause
Maddox, Mrs. Leola....... Blossom
Mansfield, Emma.......... Bandera
Mason, Neely............. Leander
Mikeska, Ella............. Mikeska
Miller, Amelia........... San Antonio
Miller, LaNoe.......... Hallettsville
Miller, Zara........... Yorktown
Moore, Clara Jim......... Oakwood
Morris, Mabel........ San Marcos
Musgrave, Bonnie......... San Marcos
Newsom, Alice........... Lyons
Newsom, Stella........... Lyons
Nixon, Nona........ Valley Springs
Parker, Edith............. Tenaha
Pavlicek, Bedrich......... Bomarton
Pemberton, Catherine..... San Marcos
Perkins, Blanche......... Whitehouse
Perkins, Ruth........... San Marcos
Perry, Dora Elizabeth... Lockhart
Perry, Or................. Dale
Perry, Robert........... Lytton Springs
Petty, Earline........... Gouldbusk
Price, Ozelle.............. Port Arthur
Purcell, Elizabeth..... San Marcos
Reagan, Eccie.......... Charco
Reardon, Mrs. T. C...... San Marcos
Reed, James........ Oakwood
Reeves, Ruth........ Wrightsboro
Relly, Annie........... D'Hanis
Rheinhardt, Alice...... Martindale
Rhodes, Jessie........ Gause
Russell, John........... Bertram
Savage, Etha............ Florence
Seale, Albert Q.......... Marquez
Shelley, Lucile........ Round Mountain
Simmons, Irene.......... Liberty Hill
Skipper, Lella........ Kilgore
Smith, Newton.......... Lytton Springs
St. Clair, Clarence..... Morris Ranch
Stevens, Talbot........ San Marcos
Stephens, Willie E...... Waelder
Stevenson, Helen....... Lorraine
Stone, Chie............ Mathis
Strauss, Viva E........ Ganado
Summers, Wylie......... San Marcos
Swift, William E......... San Marcos
Tate, Clyde............. San Marcos
Taylor, Zada............ Palestine
Teal, Pearl............ Voss
Teiwes, Lena.......... Nordheim
Terrell, Burena....... Alto
Thalmann, Elen......... Bandera
Thompson, Ava.......... Lexington
Tidmore, Edith......... San Marcos
Tisdale, Jessie....... San Marcos
Tisdale, Johnnie...... San Marcos
Tompkins, Elizabeth... Kyle
Vickers, Clinton......... Oakwood
Weathersby, Lena....... Fort Davis
Weinert, Lottie Mae..... Seguin
Westbrook, Arldia..... Hext
Wharton, Octavia....... Joaquin
Wiley, Roxie.......... Oakwood
Williams, Dixie........ Granger
Williams, Lucille....... Weimar
Williamson, Gerald..... Hunter
Wilson, Delma.......... Winnett, Mont.
Wink, Henrietta........ San Angelo
Womack, Adele.......... San Marcos
Wood, Fred........... Kingsland
Young, Lula Belle...... Estelline

Freshmen

Adams, Mable........ Rockland
Albers, Ollie Mae....... Ledbetter
Arnold, Ross........ San Marcos
Bailey, Effie........ Roganville
Bales, Douglas L......... San Marcos
Ballou, Noble.......... Sterling City
Bass, William T........ Schulenburg
Bentley, Willie........ San Marcos
Boeincke, Lydia......... Bangs
Booe, Emmie .................. Bulverde  
Branum, Oreon .......... San Marcos  
Brosch, Alfred .............. Shiner  
Carroll, Mrs. Georgia ...... San Marcos  
Carroll, Lucille .......... San Marcos  
Carter, R. A .............. Lytton Springs  
Cavness, Raymond .......... San Marcos  
Chapman, Almanor A ...... Garwood  
Clell, Taylor .............. San Marcos  
Cloud, Emma ................ Jonesboro  
Comads, Erna ............... Lockhart  
Connally, Edmond R ...... San Marcos  
Cook, Keene L ............. Dallas  
Corbett, W. C., Jr ......... Bonney  
Cox, Ettle .................. Belton  
Cox, Ural .................. Belton  
Creighton, Mary Ba ........ Abilene  
Crenshaw, Aubrey .......... Creedmor  
Crook, Edgar .............. Martindale  
Daniels, Edna Mae .......... San Marcos  
Dodd, Hazel .............. Nash  
Eargle, Willie ............. Lamkin  
Ebeling, Elsie .......... Round Mountain  
Evans, Gladys ............. San Marcos  
Ford, Susie .............. San Marcos  
Foster, Dee ................ San Marcos  
Fuller, Joe .............. Wellington  
Garrett, Tempey .......... Wharton  
Gary, Bessie .............. San Marcos  
Gary, Otis ............... San Marcos  
Goleman, Emma .......... San Marcos  
Griffitts, Trula .......... Garwood  
Griner, Ola .............. Roganville  
Hampton, Chloe ............ Pearl  
Hanson, Ella .............. Laredo  
Harrison, Harlan .......... Crawford  
Holloway, Hattie .......... Poteet  
Holton, Gussie .......... Jonesboro  
Homola, Chas .............. Bryan  
Hopkins, Clinton .......... San Marcos  
Hooper, Minnie Mae ...... Wharton  
Horton, Mable ............. Blanket  
Ingle, Virgil ................ Buda  
Irish, G. H., Jr ............. Dallas  
Janicek, Albina .......... Cameron  
Jennings, Maurice .......... Martindale  
Johnson, Lawrence F ...... Martindale  
Johnson, Matthew Hale ... Saratoga  
Johnson, Reuben .......... San Marcos  
Jowell, Chas .............. Hillsboro  
Kelley, Lottie ............. Clistern  
King, Melva .............. Luling  
Klagmann, Alvina .......... Deanville  
Klimitchek, Frances ...... Hallettsville  
Kolaja, Agnes ............. Needville  
Lane, Wilma .............. San Saba  
Lawrence, Chando D ....... Wimberly  
McBryde, Dessie .......... Harwood  
McCaskill, Florence ...... Hochheim  
McCleskey, David .......... San Marcos  
Marshall, Minnie .......... Harwood  
Martin, Ferne .......... Heidenheimer  
Martin, James .......... Hillsboro  
Martin, Pearle .......... Heidenheimer  
Milligan, Claudie .......... San Marcos  
Moon, Opal ................ Tola  
Seal, Charry .......... Rosebud  
Neal, Ellen .......... Rosebud  
Nesbitt, Clive .......... San Marcos  
Newton, Tom .......... San Marcos  
Pochman, Henry, Jr ...... Round Top  
Posey, Erma .......... Hunter  
Power, Ora .......... Hochheim  
Quick, Agnes .......... Round Rock  
Quick, Vonna .......... Dripping Springs  
Rodenberg, Odessa .......... Lockhart  
Rummell, Helen .......... Leducetter  
Schaefe, Edgar .......... Schulenburg  
Schwarz, Ben .......... Mercedes  
Scratchley, Eva .......... Laredo  
Self, Alpha .............. Alpha  
Sewell, Opal .......... Hebronyville  
Shelton, Chellie .......... East Bernard  
Smith, Erma Ola .......... San Marcos  
Spence, Frankie .......... Smithville  
Spence, Julia .......... Smithville  
Stanley, Lucile .......... San Marcos  
Storey, Jack .......... San Marcos  
Strong, Deavenport .......... Wellington  
Stuermer, Lillian .......... Leducetter  
Taylor, Annie .......... Joaquin  
Teiws, Ella .......... Nordheim  
Timm, Inez .......... Hallettsville  
Tipton, George .......... Beaumont  
Turney, Lola Pearl .......... Gallatin  
Tuttle, Clair O .............. Martindale  
Ulbricht, Herbert H .... Kyle  
Vaughan, Nora .......... Kingsbury  
Watkins, Lillian .......... Lockhart  
White, Ada .......... Edna  
Widemar, Lucy Mae .......... Chandler  
Williams, Pollye .......... DeLeon  

SUMMARY.  

ENROLLMENT 1918-1919.  

| College Seniors | 3 | College Sophomores | 180 |
| College Juniors | 9 | College Freshmen | 112 |
| Seniors | 78 | Total | 829 |