### CALENDAR FOR 1921

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NORMAL COLLEGE CALENDAR

1921-22

1921

September 27 ........ Tuesday ........ Registration
September 28 ........ Wednesday .... Fall quarter classes begin
October 3 ........ Monday .......... Entrance examinations
November 24 .... Thursday .... Thanksgiving Day
December 22 .... Thursday .... Fall quarter closes

1922

January 2 .......... Monday .... Winter quarter begins
March 18 .......... Saturday .... Winter quarter closes
March 20 .......... Monday .... Spring quarter begins
June 4 .......... Sunday .......... Commencement sermon
June 5 .......... Monday .......... Alumni meeting
June 6 .......... Tuesday .......... Graduating exercises
June 12 .......... Monday .......... Summer quarter begins
August 13 .......... Sunday .......... Commencement sermon
August 25 .......... Friday .......... Graduating exercises
BOARD OF NORMAL REGENTS

Hon. A. C. Goeth, President ........................................ Austin
Hon. J. J. Bennett .................................................. Stephenville
Hon. A. B. Watkins ................................................ Athens
Hon. R. J. Eckhardt ................................................ Taylor
Miss Margie Neal ................................................... Carthage
Hon. M. O. Flowers ................................................ Lockhart
Hon. H. A. Turner, Secretary ..................................... Austin

ADMINISTRATIVE OFFICERS

C. E. Evans ............................................................ President
A. W. Birdwell ...................................................... Faculty Dean
W. I. Woodson ....................................................... Dean of Students
Mrs. Lillie T. Shaver .............................................. Dean of Women
L. F. Garrett ........................................................ Superintendent Training School
C. E. Ferguson ....................................................... Registrar
Miss Ethel Davis .................................................... Assistant Registrar
C. E. Chamberlin ..................................................... Treasurer
Miss Anne L. Kerchner ........................................... Auditor
Miss May E. Foley .................................................. Librarian
Mrs. Lucy Burleson ................................................. Assistant Librarian
FACULTY

NORMAL COLLEGE

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

H. A. NELSON, Agriculture
Graduate Southwest Texas State Normal College, 1909; B. S. Iowa State Agricultural College, 1921.

C. S. SMITH, Biology
B. A. Baylor University, 1912; Student University of Paris, France, 1919; M. A. University of Chicago, 1921.

W. C. O. WHITE, Chemistry
B. A. Ohio State University, 1917; Graduate Student Iowa State Agricultural College, 1919, 1921.

A. C. BURKHOLDER, Economics
B. A. Washington and Lee University, 1913; M. A. George Peabody College for Teachers, 1915.

C. E. CHAMBERLIN, Business Administration

W. I. WOODSON, Education
B. S. D. Kirksville (Mo.) State Normal College, 1897; B. S. George Peabody College for Teachers, 1919.

BERTRAM HARRY, Education
Graduate Warrensburg (Mo.) State Normal College, 1906; M. S. in Education, University of Missouri, 1917; M. A. University of Missouri, 1918.

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

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

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

R. A. MILLS, English
B. A. University of Texas, 1914; Graduate Student University of Texas, 1920, 1921.

MISS LILLIAN HOLMS JOHNSON, Art
A. B., B. S. in Ed. University of Missouri, 1909; Student Chicago School of Applied Arts Summer 1910, 1911; Chicago Academy of Fine Arts, Summer 1913.

MISS MARY STUART BUTLER, Music
B. A. Western College for Women (Ohio), 1918.
MISS BURNYCE LECLAIR STEVENS, MUSIC
B. M. Southwestern Conservatory of Music; Student in Piano with Mr. Albert von Doenhoff, New York; in Harmony and Counterpoint with Mr. A. W. Lilienthal, New York.

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; M. A. University of Texas, 1920.

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

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.

E. O. TANNER, LATIN
B. A. University of Texas, 1912; M. A. University of Texas, 1913.

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

J. S. BROWN, MATHEMATICS
B. S. University of Texas, 1903; 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.

A. H. NOLLE, MODERN LANGUAGES
A. B., B. S. in Ed. University of Missouri, 1911; M. A. University of the South, 1912; Ph. D. University of Pennsylvania, 1915.

A. H. INGENHUETT, MODERN LANGUAGES
B. A. University of Texas, 1917; Graduate Student University of Texas, 1919, 1920; Student National University of Mexico, 1921.

O. W. STRAHAH, PHYSICAL EDUCATION FOR MEN
B. S. Drake University, 1914; Student University of Chicago, Summer 1914.
MISS LULA HINES; PHYSICAL EDUCATION FOR WOMEN
Graduate Sam Houston Normal Institute, 1883; Special Student University of Chicago, Summer 1901, 1903, 1905; Chautauqua, N. Y., Summer 1907; Columbia University, Summer 1910.

W. C. VERNON, PHYSICS
B. S. University of Texas, 1905; M. S. University of Chicago, 1919.

NORMAL SCHOOL

MISS GEORGIA LAZENSBY, ART
B. S. George Peabody College for Teachers, 1921.

MISS ANNE L. KERCHNER, BUSINESS ADMINISTRATION
B. A. Cornell College, 1917.

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

MISS HESTER GRAVES, ENGLISH AND PUBLIC SPEAKING
B. A. Southern Methodist University, 1919; M. A. 1921.

BERTA LOWMAN, HISTORY
B. A. Southwestern University, 1919.

MISS BLANCH TANSIL, HOME ECONOMICS
B. S. University of Tennessee, 1921.

MISS IRMA BRUCE, LATIN

MISS EDNA McCORMICK, MATHEMATICS
B. A. University of Texas, 1912; Graduate Student University of Chicago, Summer 1913, 1914, 1915.

C. E. FERGUSON, MATHEMATICS
B. A. Southern Methodist University, 1908; Graduate Student University of Chicago, 1910; M. A. University of Missouri, 1921.

R. H. SHELTON, MATHEMATICS
B. S. Southwest Texas State Normal College, 1921.

HUGO BACHLE, MANUAL TRAINING
B. S. Southwest Texas State Normal College, 1921.

MISS CHLOE E. TILDEN, SPANISH
Graduate Whitewater (Wis.) Normal School; B. A. University of Wisconsin, 1915; M. A. University of Wisconsin, 1919.

TRAINING SCHOOL

L. F. GARRETT, SUPERINTENDENT
Graduate Southwest Texas State Normal College, 1912; B. S. George Peabody College for Teachers, 1918, M. A., 1921.

MISS GEORGIA LAZENSBY, SUPERVISOR HIGH SCHOOL
R. H. SHELTON, SUPERVISOR HIGH SCHOOL
MISS IRMA BRUCE, Supervisor High School

MISS RUBY HENDERSON, Supervisor Fifth and Sixth Grades
Graduate Southwest Texas State Normal College, 1918.

MISS FLORENCE KONE, Supervisor Third and Fourth Grades
Sam Houston Normal Institute; George Peabody College for Teachers;
B. S. Southwest Texas State Normal College, 1921.

MRS. LILLA MAYFIELD, Supervisor First and Second Grades
Graduate Southwest Texas State Normal College, 1907; Student George
Peabody College for Teachers, 1920-21.

T. K. MORRIS, Principal Rural Training School
B. S., A. and M. College of Texas, 1919.

MISS SUSIE WIESE, Supervisor Rural Training School
Graduate Southwest Texas State Normal College, 1921.

MISS EMMA EDMOND MOORE, Supervisor Rural Training School
Graduate Southwest Texas State Normal College, 1920.
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 this purpose. The courses of instruction offered contemplate the making of teachers well-balanced in academic and professional attainments, and having 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 of State Normals from five to six, dividing them into three classes, and providing that two members should be appointed each biennial period. In the same year the normals were made junior colleges by the addition of two years' work of college rank. 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 senior colleges. In 1919 the Board of Regents with the approval of the State Department of Education
designated the Southwest Texas State Normal College to offer a course of study in vocational home economics under the Smith-Hughes law. The Southwest Texas State Normal College now offers four years of standard senior college work leading to the degrees of Bachelor of Science and Bachelor of Arts.

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, a well-organized denominational school and a high class commercial college—the San Marcos Baptist Academy and the Lone Star Business College—in addition to 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, a new and commodious gymnasium built of frame, and three frame cottages. All of these structures are heated by steam and lighted by electricity. The school plant is amply furnished with school gardens, athletic field, courts for tennis, basketball, and volleyball, and a swimming resort.

Main Building. Erected of brick in 1903, containing the administration offices, a large auditorium, seven 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, containing the reference library and general reading rooms, and large rooms on the ground floor used for the departments of Business Administration and Public Speaking and Dramatics.

containing ten rooms especially equipped for classrooms and laboratories for the classes in manual training and home economics. This equipment includes 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, containing the boiler and engine rooms, a large battery room, and rooms equipped for the forging and metal-working shops of the Manual Training department, handball court, and shower baths.

**The Cafeteria.** A frame structure on the campus, amply supplied with attractive furniture and equipment for dining. It is under the general supervision of the Department of Home Economics and in the immediate charge of a person experienced in cafeteria management. Wholesome, scientifically prepared meals are served at actual cost, making it possible for students materially to reduce living expenses. The cafeteria is within easy access of the principal rooming houses about the college grounds.

Since the establishment of the cafeteria, it has grown in popularity to such an extent as to twice make necessary the enlargement of the dining room and kitchen space with a corresponding increase in other equipment. With these enlargements the cafeteria furnishes facilities to provide amply for the session of 1921-22.

**Hospital.** A frame cottage on the campus has been remodeled for hospital purposes. It is ideally located and has been in use since the beginning of the session of 1920-21. It contains a sun parlor and recreation room, and is supplied with regulation hospital beds, chairs, and other necessary equipment. There are rooms to accommodate about twelve patients at a time. All sick students are moved to the hospital where they receive the attention of a trained nurse. A general hospital fee of two dollars per session is charged each student who matriculates. This entitles him to the services of the hospital and nurse, but not to the services of a physician.

**Gymnasium.** A frame structure, newly erected, one hundred four feet long and seventy-four feet wide, containing a standard basketball court eighty feet long and fifty feet wide. When completed, the building will have dressing rooms, shower baths, offices for teachers, and standard equipment for physical education. It will have a seat-
ing capacity on the sides of the court for more than one thousand people. The building was made possible by liberal contributions by the student body both in money and in work.

**Athletic Grounds.** Evans Field, consisting of five acres, for football, baseball, and track work, and containing a covered grandstand and bleachers sufficient to accommodate all crowds. There are also ample dressing rooms, shower baths, and lockers. On the campus are tennis, basketball, and volleyball courts sufficient to accommodate all students who desire to engage in these sports either for pleasure or for credit in physical education.

**Riverside.** This resort is the most popular feature of the Normal College plant. It is located on the San Marcos River, a clear, cool, beautiful stream, with water shallow enough in places for children and others learning to swim and deep enough in other places for the experienced swimmer and the high diver. The pool is large enough to accommodate from two hundred to three hundred swimmers at one time. It is provided with springboards, floats, platforms, chutes, safety ropes, and such other apparatus as is found in all well-ordered resorts of similar type. The bathhouse is new and commodious and well supplied with dressing rooms and lockers. The resort is lighted by electricity from the college power plant and forms an admirable place for picnics and other evening parties. Recently the Federal government gave to the College a lease to an additional block of land along the river front that increases the size of the resort from two acres to three acres.

**School Gardens.** These gardens are ample for the classes in agriculture, and are easily accessible to the agricultural classrooms and laboratories in the Science Building. They contain plans for demonstration in school gardening and are watered by a system of overhead irrigation.

**Two-teacher Rural School.** Located in the country, but easily accessible. This is a model school designed to afford the prospective rural school teacher opportunity for observation work and practice teaching under conditions approximating those he will find in actual teaching experience. The school building itself is a modern three-room building embodying the most approved modern methods of heating, lighting, and ventilating.

**One-teacher Rural School.** This school affords opportunity for observation work and practice teaching to the student who expects to teach in a community where there is a large Spanish-speaking population. The school lays special emphasis on training in American citizenship.
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 class-rooms 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 College 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 the following pledge:

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

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

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 he 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 examination. 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 Dean or 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 Dean of the Faculty 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 Dean of the Faculty 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 College. The daily conduct of persons who expect to be teachers of boys and girls should be above criticism and reproach.

5. The use of tobacco in any form 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 Dean of the Faculty 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 Dean of the Faculty.

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, five literary societies are maintained: for the young men, the Chautauqua and the Harris-Blair; for the young women, the Shakespeare, the Pierian, the Idyllic.

Besides the societies specifically literary there also exist the following organizations having more specialized objects: La Salamanca for the students of Spanish; Le Circle Français 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; the Rabbit's Foot Dramatic Club, for persons interested in literary interpretation and training in dramatics; the Administration Club for the prospective superintendents and high school principals; the Band and the Orchestra offering training in instrumental music and affording music for the various student activities.

Athletics. This branch of student activities is deservedly well stressed. The participation in athletic contests and the work on athletic teams bear the same relation to physical education that classroom work does to academic courses. Clean sportsmanship and cooperative 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 College.

Religious Organizations. The Young Men's Christian Association and the Young Women's Christian Association have regular organizations and meet weekly for devotional and social purposes. 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 several sessions were: the Madam Scottney Company, Mrs. Bertha Kunz Baker, Maude Powell, Castalluci's Italian Orchestra, Lambert Murphy, and other numbers of similar quality.

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

A feature of student activity for the session of 1919-20 was the presentation of a historic and patriotic pageant, "Luring a Nation—From Roaming Herd to Flying Bird," during commencement week. With the most intense effect the history of our nation from the landing of Columbus to the consummation of the great world war was presented by episode, dance, and tableau. It was produced by a cast of three hundred fifty students, at a cost of approximately one thousand dollars, before an audience of one thousand five hundred people.

The College stresses the importance of such activities, regarding
them as necessary adjuncts to effective Americanization through education.

Among the student activities for the session of 1920-21 was the presentation of *The Admirable Crichton*, a three-act play by J. M. Barrie. The presentation of the play was both an artistic triumph and an educational treat, for it brought to the audience a play of one of England's foremost present-day dramatists. It was produced by versatile talent and with literal regard for the elaborate and difficult scenic requirements exacted by the playwright.

**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 creative literary efforts of the students.

**ALUMNI ASSOCIATION**

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

Every several years the annual meeting of the Association is made a home-coming, at which time a special effort is made to induce all graduates and former students to revisit the College. The last home-coming was held at commencement time, 1920. It was of unusual interest—a landmark, in fact, in the history of the Alumni Association. The College did all it could to make the event a success. The visitors enjoyed the pageant, the baccalaureate sermon, the meeting of the Alumni Association, a swimming party, the alumni banquet, an automobile ride about the city, and the regular graduation exercises. All reported an enjoyable occasion and voiced great enthusiasm for the success of the College.

**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-Shaver Memorial Fund, begun several years ago by faculty members in honor of Alfred Freshney, B. S., Professor of Chemistry and Physics in the Normal from 1903 till his death in November, 1906, and added to in honor of Professor Cary C. Shaver, B. Lit., Assistant Professor of Mathematics, 1912 to 1914, who died in February, 1915, now amounts to several hundred dollars. This fund is loaned at a low rate of interest to students who, but for such aid, could not remain in school.

The John E. Pritchett Memorial Fund, in process of formation. The plan contemplates raising the sum of $50,000 by subscriptions from students, faculty and friends of John E. Pritchett, B. A., M. A., Professor of Latin in the Normal College from 1903 till his death in November, 1919. As in the case of the Freshney-Shaver Memorial Fund, this will be used to assist worthy students who could not otherwise attend school, thereby perpetuating the most characteristic spirit of Mr. Pritchett, one of the best qualified and most loved members of the faculty.

The Alumni Association, which has from time to time contributed to the Freshney-Shaver 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 assist deserving students to find work in town.

Students may also obtain work in the cafeteria, the library, the Registrar's office, at the swimming resort, and in the Normal Exchange, a supply store for students.

STUDENT COUNCIL

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 Council. 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 co-operation 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 and the cafeteria. 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 Dean in charge. In each instance this consent must be obtained prior to the date of change.

Students cannot expect always to secure board and room in the same house or within one or two blocks of the Normal College. Many find highly satisfactory arrangements by taking rooms at one place and meals either at another home or at the cafeteria. In some instances, economy of living is secured by such a plan. Reservations for rooms and board are not necessary but may be made at the discretion of the students. 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. The regular list of approved boarding houses printed July 3, 1920, shows rates ranging from $22 to $24 per month for meals, $5 to $8 per month for rooms, and $27 to $30 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 campus. The rates specified are as cheap as can be obtained for the same quality of board in any other college in Texas. At the cafeteria students should be able to obtain meals at an approximate monthly rate of $20, depending upon individual habits and tastes.
INCIDENTAL FEES

The incidental fee for the regular session is $15.00, payable in advance. Of this, $2.00 is a library deposit, and will be returned to the student at the end of the session or upon his withdrawal from school, if all books used by him are returned in good condition. This library deposit gives free use of all textbooks except English classics, which the student is required to buy. The hospital fee is $2.00 per session of three quarters. As stated elsewhere, this entitles the student to free use of the hospital, including the services of a trained nurse during temporary or protracted illness. All students receiving diplomas will be charged for them at actual cost.

Upon the recommendation of almost a unanimous vote of the student body, the Board of Normal Regents in 1918 approved a blanket tax of one dollar per quarter for the support of student activities and for providing entertainment. In the session of 1919-20 the student body voluntarily raised the tax to $2.00 per quarter, and in the session of 1920-21, to $3.00 per quarter. The tax will be $3.00 for the fall quarter of the session of 1920-21, and $2.00 per quarter thereafter unless the student body voluntarily again raises it. The privileges secured by the payment of this tax are: admission to all athletic contests participated in by Normal teams on Normal grounds; free subscription to the Normal Star, the weekly newspaper of the students; tickets to lyceum courses and such other activities as may be agreed upon by the Student Council and the President.

Qualifications. No person who is under sixteen years of age January 1, 1922, will be admitted. Students who have completed the equivalent of the ninth grade of a standard high school should be able to enter the First Year Normal School class; students who have completed the equivalent of the tenth grade should be able to enter the Second Year Normal School class; students who have completed fifteen or more admission units should be able to enter the Freshman 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 26, and Tuesday, September 27, for the purpose of classifying. All students should confer with these committees before enrolling for work.

SUMMER QUARTER

The summer session of the Southwest Texas State Normal College
is divided into two sections: the Summer School (divided into a college and sub-college division) for those who are taking regular courses for credit toward certificates, Normal diploma, or Bachelor’s degree, and the Summer Normal, conducted under the regulations of the State Department of Education for those who are preparing to take examinations for State certificates.

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. 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. Prospective teachers who are prepared to do college work will find suited to their needs classes that give credit toward a certificate of the first class. The same requirements are made of students who attend the Summer School as are made of those in attendance during the regular session.

The work of the College division of the Summer School is divided into two half-terms, in which classes are conducted on an intensive basis in order to enable a student to complete a course in one subject in one half-term. A student may enroll for either half-term, or for both half-terms. This division of the work of the College division into half-terms makes it possible for the College to offer a program that is both highly flexible and adapted to the needs of the greatest possible variety of students; it makes it possible for anyone who finds it impracticable to devote the entire summer to study to advantageously attend college at least a portion thereof.

Students who are deficient in entrance requirements to college work will find classes suited to their needs in the Sub-college division of the Summer School, and may, moreover, in this division, work for credit toward an elementary certificate of the first class. For practical reasons the work of the Sub-college division, unlike that of the College division, runs uninterruptedly through the entire summer quarter.

Summer Normal courses may not be offered for Normal College credit; such courses are conducted solely to prepare candidates for examination for State certificates. In order to prepare candidates to enter examination for these certificates, the State-adopted textbooks are used in the subjects which they cover; in other subjects, the list of texts prescribed by the State Superintendent of Public Instruction are used as a basis of classroom work. The State Department of Edu-
cation offers such examinations at the end of the Summer Normal, which runs uninterruptedly throughout the summer quarter of the Normal College.

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.

ORGANIZATION

Normal Training School..................Nine grades
Normal School............................Two years
Normal College...........................Four years

The Normal Training School, which comprises the first nine grades of work of the public school, and in which, under the direction of the Superintendent and Supervisors, all work in practice teaching is done. Graduation from the Training School admits one into the First Year class of the Normal School without examination. The Training School includes a model two-teacher rural school, and a model one-teacher rural school for Spanish-speaking children, both 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 School, which comprises the work of the Junior and Senior years of the public high school. Completion of the work of the second year of the Normal School entitles one to clear entrance to the Normal College.

The Normal College, which comprises four years of college work, Freshman, Sophomore, Junior, and Senior. Completion of the Senior College year entitles one to a B. A. or B. S. degree.

ADMISSION REQUIREMENTS

1. Uniform Requirements: The requirements for admission are uniform for Texas State Normal Colleges.

2. Units: All claims for admission are reduced to high school units or equivalents.

3. Credentials: Promotion cards and transcripts of work must be signed by proper authorities. Incomplete work is not accepted for admission.

4. Accredited High Schools: High Schools inspected and approved by the State Department of Education are listed in the An-
NORMAL SCHOOL CLASSES

5. Surplus Credits: A graduate of an accredited high school who presents more than the required fifteen units may receive college credit for the surplus only in case he secures advanced standing in a particular subject and successfully continues that subject in the Normal College.

NORMAL SCHOOL CLASSES

6. First Year Normal School Class: Students who present credentials showing that they have completed the ninth grade of a classified high school are admitted to the First Year Class. The minimum requirements are: Algebra, 1 or 2; English, 2; History, 1 or 2; electives sufficient to make 7.

A teacher's certificate of the second grade, or an elementary certificate of the second class, admits the holder to the First Year Normal School Class.

Applicants who do not present credentials may absolve admission requirements by examination.

7. Second Year Normal School Class: Students who present credentials showing that they have completed the tenth grade of a classified high school are admitted to the Second Year Class. The minimum requirements are: Algebra, 2; Geometry, 1/2 or 1; History, 2; English, 2; electives sufficient to make 11.

A teacher's certificate of the first grade, or a high school certificate of the second class, admits the holder to the Second Year Normal School Class.

Applicants who do not present credentials may absolve admission requirements by examination.

Note.—Admission of Mature Students. Persons twenty-one years of age or over who lack the proper credentials may, at the discretion of the President, be admitted on individual approval to Normal School classes without examination. In all cases, however, students must remove conditions and satisfy entrance requirements not later than two years after admission and before any certificate can be granted.

COLLEGE CLASSES

8. Freshman Class: Graduates of high schools who present 15 affiliated units may be admitted to the Freshman Class. The 15 units presented must include English, 3; History, 2; Algebra, 2; Geometry, 1; electives sufficient to make 15.
9. 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.

10. Admission by examinations: Applicants for college admission who do not present credentials from accredited high schools may absolve the requirements by examination. Applicants thus attempting to absolve their admission requirements may be conditionally admitted to the Freshman class on thirteen units, but the remaining two units must be absolved within two years.

Subjects for examination may be chosen from the following list:

- Education:
  - Elementary psychology, ½
  - School Management, ½
  - English, 3 or 4
- History:
  - American, 1
  - Ancient, 1
  - English, 1
  - Mediaeval 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, ½ or 1
  - Solid geometry, ½
  - Trigonometry ½
- Science:
  - Biology, 1
  - Botany, 1
  - Chemistry, 1
  - Introduction to science, 1
  - Physics, 1
  - Physiography, ½
  - Physiology and hygiene, ½
  - Zoology, 1
- Vocational:
  - Agriculture, ½ to 2
  - Bookkeeping, ½ or 1
  - Domestic science, ½ or 1
  - Domestic art, ½ or 1
  - Drawing, ½ or 1
  - Manual Training, ¾ or 1
  - Music, ½ or 1
  - Stenography and typewriting, 1

11. Evaluation of Teachers’ Certificates: An applicant for admission to the Freshman Class may absolve eight and one-half (8½) units of his admission by the presentation of a first grade certificate, or a high school certificate of the second class. In like manner he may absolve twelve and one-half (12½) units by the presentation of a permanent certificate.

12. Time of Examination: Examinations are held in May and September. The May examination is administered by the State Department of Education. Additional examinations may be held at the College if found desirable.

13. 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 the Freshman Class. In the enforcement of this regulation, especial consideration will be given to mature students whose training has been followed by successful experience in
teaching, to students who have had other practical preparation, and to those who have made special attainments in some practical line. Students admitted in this manner will, upon the completion of the work of the Freshman year in English, history, mathematics, and science with a grade of "C," be given credit for full admission in these subjects. Other admission units may be absolved in like manner. In all cases, mature students and others must remove conditions and satisfy the admission requirements to the satisfaction of the Admission Committee not later than two years after admission, and before any certificate can be granted.

14. Credits from Other Institutions: 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 Freshman year in one Normal College are admitted to the Sophomore year 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 of the entire forty-five term-hours required for Normal diploma, thirty-six term-hours must be done in the Normal College that issues the diploma.

CERTIFICATES

NORMAL SCHOOL

15. Age: To be eligible to secure a certificate of any class, an applicant must be at least eighteen years of age at the time of certification. A student under eighteen years of age may complete courses leading to a certificate, but under the law the certificate cannot be awarded until the eighteenth birthday of the applicant.

16. First Year: On completion of the work of the First Year class, students are awarded an elementary certificate of the first class, valid for two years.

17. Second Year: On completion of the work of the Second Year class, students are awarded an elementary certificate of the first class, valid for three years.

Note: An elementary certificate of the first class shall be valid only in elementary schools, grades one to seven, inclusive; provided that the holder of an elementary certificate based upon the completion of two years of college work in a Texas State Normal College,
or in any university, senior college, junior college, or normal college, ranked as first class by the State Superintendent of Public Instruction, may contract to teach in unclassified high schools, and in high schools of the third class.

CERTIFICATES

COLLEGE

18. Freshman: On completion of the work of the Freshman class, students are awarded an elementary certificate of the first class, valid for four years; or a high school certificate of the first class valid for two years, depending upon the course pursued.

Note: "A two-year High School certificate of the first class is valid in grades one to seven inclusive, and in third class high schools or unclassified high schools."

19. Sophomore: On completion of the work of the Sophomore class, students are awarded a permanent elementary certificate; or, a high school certificate of the first class valid for four years, depending upon the course pursued.

Note: "A high school certificate of the first class valid for four years is valid in any elementary grade or in any high school."

20. Junior Year: On completion of the work of the Junior class, students are awarded a high school certificate of the first class, valid for six years.

21. Senior Year: On completion of the work of the Senior class, students are awarded a permanent high school certificate.

22. Incomplete Work: A student who has been in attendance three full terms, and who fails in one or more subjects, may be granted a certificate of a lower year at the discretion of the faculty. This concession does not apply to permanent certificates.

23. Certificates: All certificates are issued by the State Department of Education and signed by the State Superintendent of Public Instruction.

24. Building: Certificates granted by the State Normal College may be "built upon" for higher certificates.

DEFINITION OF TERMS

25. Term-hours: This is the unit of credit. It is defined as one recitation per week (or its equivalent) for one term of twelve weeks, requiring two hours' preparation therefor by the student of average ability.
26. Equivalents: The following are recognized equivalents:
   (a) For the First Year and Second Year classes in the Normal School division, four recitations per week, requiring a total weekly preparation of five hours, are equivalent to three term-hours.
   (b) Two hours of laboratory work per week, requiring one hour of preparation and subsequent completion of notes, are equivalent to one term-hour.
   (c) Three hours of laboratory work per week, requiring no preparation and no subsequent work on notes, are equivalent to one term-hour.
   (d) Subjects requiring little or no preparation for the recitation are given term-hour credits according to the total time required, based upon the principle in the above equivalent.

27. Majors and Minors: A major consists of a minimum of thirty-six term-hours or a maximum of forty-eight term-hours; provided, however, that the maximum hours for a major do not apply to the kindergarten-primary group or to the vocational groups under the Smith-Hughes law. A minor may consist of a minimum of eighteen term-hours or a maximum of thirty-six term-hours. Education is a required Major of thirty-six term-hours or a required Minor of twenty-seven term-hours.

28. The Term’s Work: The work of a term is fifteen term-hours, exclusive of the regular assignment of physical education.

Diplomas and Degrees

29. High School Diploma: Upon the completion of the second year of the Normal School, with sixteen units, students are awarded a high school diploma.

30. College Diploma: Upon the completion of the Sophomore, Junior, or Senior years, students are awarded an appropriate diploma.

31. Minimum requirements for diploma:
   15 units for admission to the College.
   18 term-hours in education.
   9 to 18 term-hours in English.
   1 major of 18 term-hours.
   Other college subjects to make 90 term-hours.

32. Degrees: There are two degrees, the Bachelor of Arts (B. A.) and the Bachelor of Science (B. S.).

33. Degree Requirements: Each candidate for a degree must elect one major, a first minor of twenty-four to thirty-six term-hours, and a second minor of eighteen term-hours. The candidate for any
degree must present eighteen term-hours of English, nine term-hours of social science, nine to twelve term-hours of laboratory science, and not less than thirty-six nor more than forty-five term-hours of Education; provided a candidate for a degree who is not an applicant for a State permanent high school certificate may present twenty-seven term-hours in Education. The candidate for the B. A. degree must include in his course twenty-seven term-hours in foreign language, or eighteen term-hours, if credit in language has been submitted as a part of the regular college admission requirements.

34. Residence: A residence of three terms is required for a diploma or degree.

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 the condition is received. 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.

CURRICULA REQUIREMENTS

Courses are organized so as to prepare teachers in kindergarten and primary grades, intermediate grades, high school grades, rural
schools, and in special subjects such as foreign languages, music, art, expression, physical education, manual training, home economics, commercial branches, etc. Each group offers opportunity for specialization for a definite line of teaching and at the same time assures accurate scholarship for general public school work. The diploma groups emphasize preparation for teaching in the primary and elementary grades; the degree groups emphasize advanced preparation for primary and elementary grades or proficiency for high school teaching. Courses prescribed are for the most part suggestive only; other courses of the same rank may be substituted upon proper approval.

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 two years of the Normal School and during the first two years of residence work in the Normal College. A student may elect and count towards a certificate, diploma, or degree, six term-hours of Physical Education in addition to the two years required.

Students may be admitted as special or irregular students and be permitted to pursue such courses as they may elect and for which they are prepared, but all such students must become regular before receiving a certificate or degree.

Courses from 1 to 99 are elementary and given in the Normal School. Courses from 100 to 299 are given in the Normal College; courses from 100 to 199 usually in the Freshman and Sophomore years; courses from 200 to 299 in the Junior and Senior years. College credit cannot be given for elementary courses. 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.

DEGREE COURSES

Beginning with the session 1918-19 the Southwest Texas State Normal College offers courses in the College Junior and the College Senior years. Beginning with the session 1919-20 the College offers a four-year course in vocational home economics approved under the Smith-Hughes law. Completion of the work of the Senior year leads to the degrees of Bachelor of Science and Bachelor of Arts. 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 the Degree Division of the College.
General Rules

Degrees will be conferred publicly on Commencement Day.
No degree will be conferred without a residence of at least one year.
A candidate may receive only one of the two degrees offered by the Southwest Texas State Normal College.

BACHELOR OF SCIENCE

Requirements for Graduation*

In order to receive the degree of Bachelor of Science the candidate must meet the following requirements:

1. He must have been regularly admitted to the Degree Division of the College.

2. He must complete during his Freshman and Sophomore years:
   (a) 18 term-hours of English; (b) 9 term-hours of social science (economics, history, sociology); (c) 9 to 12 term-hours of natural science (biology, chemistry, physics).

3. He must complete: (a) one professional major in Education of not less than 36 nor more than 45 term-hours, including 6 term-hours of advanced psychology, 3 term-hours of principles of teaching, 6 term-hours of history of education, and 9 term-hours of practice teaching; provided a candidate for a degree who is not an applicant for a State high school certificate may present a minor of twenty-seven term-hours in Education; (b) one academic major of not less than 36 nor more than 48 term-hours, of which at least 18 term-hours must be from courses numbered 200 or above; (c) one academic minor of not less than 24 nor more than 36 term-hours, of which not less than 18 term-hours must be in one subject; (d) one second academic minor of 18 term-hours. The academic major and one academic minor may be made in the same group. A student is not permitted, however, to elect toward his minor courses from the department in which he has done the chief work for his major. Only one-half of the work done to meet the requirements in 2 may be included in counting up term-hours for academic major and minors.

*Applicable to all candidates for the degree of Bachelor of Science except those who specialize in Vocational Home Economics under the Smith-Hughes law, who must pursue the curriculum for teachers of vocational home economics outlined on pages 36-37.
Groups. The courses making up the academic major may be selected from any one of the following groups: Economics, business administration, sociology; English, public speaking, dramatics; Latin, French, German, Spanish; home economics; mathematics, chemistry, physics; biology, chemistry, physics; economics, history and geography, sociology. The courses making up a minor may be selected from any one of the above groups or one of the following subjects: agriculture, art, manual training, music (18 term-hours), physical education (18 term-hours).

4. He must have completed at least 45 term-hours of advanced courses,—i. e., courses numbered 200 or above.

5. He must have completed a total of at least 180 term-hours.

6. He must have completed a total of 120 grade points.

Bachelor of Arts

Requirements for Graduation*

In order to receive the degree of Bachelor of Arts the candidate must meet in full the requirements as laid down for the Bachelor of Science, with the exception that 27 term-hours of the 180 required for graduation must be in foreign language (of which 18 hours must be in one language), unless the candidate has presented two or more units in foreign language for entrance, in which case he shall be required to take but 18 term-hours in the subject.

*Applicable to all candidates for the degree of Bachelor of Arts except those who specialize in Vocational Home Economics under the Smith-Hughes law, who must pursue the curriculum for teachers of vocational home economics outlined on pages 36-37.
## CURRICULA

### NORMAL COLLEGE

Curriculum for Kindergarten-Primary Teachers

**Diploma**

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</tr>
<tr>
<td>Drawing, Music</td>
<td>9</td>
</tr>
<tr>
<td>Related Electives</td>
<td>9</td>
</tr>
<tr>
<td>Free Electives</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>

**Degree**

**JUNIOR—SENIOR YEARS**

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Social Science</td>
</tr>
<tr>
<td>Foreign Language</td>
</tr>
<tr>
<td>Majors, Minors, and Free Electives to satisfy Degree requirements for total of 90 hours.</td>
</tr>
</tbody>
</table>

Curriculum for Intermediate Grade Teachers

**Diploma**

<table>
<thead>
<tr>
<th>FRESHMAN</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102, 103</td>
<td>9</td>
</tr>
<tr>
<td>Education 111, 104, 101</td>
<td>9</td>
</tr>
<tr>
<td>Natural Science</td>
<td>12‡</td>
</tr>
</tbody>
</table>

†Applicable only to candidates for the B. A. Degree.
‡May be deferred until Sophomore year.
**Curriculum for Rural School Teachers**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Subject or Course in Methods</td>
<td>3</td>
</tr>
<tr>
<td>Music or Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Related Electives</td>
<td>9</td>
</tr>
<tr>
<td>Free Electives</td>
<td>0-9</td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 131, 132, 106</td>
<td>9</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Geography or Reading</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>12†</td>
</tr>
<tr>
<td>Related Electives</td>
<td>9</td>
</tr>
<tr>
<td>Free Electives</td>
<td>9-18</td>
</tr>
</tbody>
</table>

**Degree**

**Junior—Senior Years**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Education</td>
<td>9-18</td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>27‡</td>
</tr>
<tr>
<td>Majors, Minors, and Free Electives to satisfy Degree requirements for total of 90 hours.</td>
<td></td>
</tr>
</tbody>
</table>

**Curriculum for Rural School Teachers**

**Diploma**

**Freshman**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102, 103</td>
<td>9</td>
</tr>
<tr>
<td>Education 111, 104, 101</td>
<td>9</td>
</tr>
<tr>
<td>Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Subject or Course in Methods</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>12</td>
</tr>
<tr>
<td>Related Electives</td>
<td>9</td>
</tr>
<tr>
<td>Free Electives</td>
<td>0-3</td>
</tr>
</tbody>
</table>

†Unless absolved in the Freshman year.
‡Applicable only to candidates for the B. A. Degree.
### Sophomore

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 131, 132, 106</td>
<td>9</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>Geography or Reading</td>
<td>3</td>
</tr>
<tr>
<td>Related Electives</td>
<td>9</td>
</tr>
<tr>
<td>Free Electives</td>
<td>18</td>
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</tbody>
</table>

**Degree**

**Junior—Senior Years**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Education</td>
<td>9-18</td>
</tr>
<tr>
<td>Social Science</td>
<td>9</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>27†</td>
</tr>
<tr>
<td>Majors, Minors, and Free Electives to satisfy Degree requirements for total of 90 hours.</td>
<td></td>
</tr>
</tbody>
</table>

### Curriculum for Teachers of Special Subjects

**Diploma**

**Freshman**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102, 103</td>
<td>9</td>
</tr>
<tr>
<td>Education 111, 104 or 105, 101</td>
<td>9</td>
</tr>
<tr>
<td>Natural Science</td>
<td>12‡</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Subject or Course in Methods</td>
<td>3</td>
</tr>
<tr>
<td>Music 9 hrs.</td>
<td></td>
</tr>
<tr>
<td>Drawing 9 hrs.</td>
<td></td>
</tr>
<tr>
<td>Commercial 9 hrs.</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education 9 hrs.</td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>3-12</td>
</tr>
</tbody>
</table>

**45-48**

†Applicable only to candidates for the B. A. Degree.
‡May be deferred until Sophomore year.
### Sophomore

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 131, 132, 106</td>
<td>9</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>12†</td>
</tr>
<tr>
<td>Music 9 hrs.</td>
<td></td>
</tr>
<tr>
<td>Drawing 9 hrs.</td>
<td></td>
</tr>
<tr>
<td>Commercial 9 hrs.</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education 9 hrs.</td>
<td></td>
</tr>
<tr>
<td>Related Electives</td>
<td>9</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6-15</td>
</tr>
</tbody>
</table>

**Degree**

**Junior—Senior Years**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Education</td>
<td>9-18</td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>27‡</td>
</tr>
<tr>
<td>Majors, Minors, and Free Electives to satisfy Degree requirements for total of 90 hours.</td>
<td></td>
</tr>
</tbody>
</table>

### Curriculum for High School Teachers

**Diploma**

#### Freshman

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102, 103</td>
<td>9</td>
</tr>
<tr>
<td>Education 111, 105, 101</td>
<td>9</td>
</tr>
<tr>
<td>Teaching Subject or Course in Methods</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science 12 hrs.*</td>
<td>9-12</td>
</tr>
<tr>
<td>Social Science 9 hrs.*</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>9‡</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6-15</td>
</tr>
</tbody>
</table>

45-48

†Unless absolved in the Freshman year.

*May be deferred until Sophomore year.

‡Applicable only to candidates for the B. A. Degree.
THE SOUTHWEST TEXAS STATE NORMAL COLLEGE

SOPHOMORE

Hours

English ............................................................................. 9
Education 131, 132, 106 ..................................................... 9
Natural Science 12 hrs.† ........................................... 9-12
Social Science 9 hrs.† .............................................................
Foreign Language ................................................................. 9†
Free Electives ............................................................................. 9-18

45-48

Degree

JUNIOR—SENIOR YEARS

Hours

Education ............................................................................. 18
Foreign Language .................................................................... 0-9‡
Majors, Minors, and Free Electives to satisfy Degree requirements
for total of 90 hours.

Curriculum for Teachers of Vocational Home Economics*

FRESHMAN

Hours

English 101, 102, 103 ............................................................. 9
Art 101, 102 ............................................................................. 6
Biology 104, 105, 107 ............................................................. 9
Physics 104 ............................................................................. 3
Home Economics 151, 152, 153; 113 ........................................ 12
Free Electives ............................................................................. 6

45

SOPHOMORE

Hours

English, 116, 117, 118 ............................................................. 9
Education 111 or 106, 105, 101 ............................................. 9
Chemistry 101, 102, 103 .......................................................... 12
Home Economics 114, 115, 116; 120; 155 .................................. 15
Free Electives ............................................................................. 0-3

45-48

†Unless absolved in the Freshman year.
‡Applicable only to candidates for the B. A. Degree.

*Completion of the four-year curriculum as herewith outlined leads to the
degree of Bachelor of Science. In order to receive the degree of Bachelor of
Arts the candidate must meet in full the requirements as herewith laid
down for the Bachelor of Science, with the exception that 27 term-hours of
the 180 required for graduation must be in foreign language (of which 18
hours must be in one language), unless the candidate has presented two or
more units in one foreign language for entrance, in which case he shall be
required to take but 18 term-hours in the subject.
CURRICULA—NORMAL SCHOOL

JUNIOR—SENIOR YEARS

<table>
<thead>
<tr>
<th>Hours</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Education 202</td>
</tr>
<tr>
<td>9</td>
<td>Chemistry, 104, 105, 106</td>
</tr>
<tr>
<td>24</td>
<td>Home Economics 201, 202, 203; 204, 205, 206; 255, 256</td>
</tr>
<tr>
<td>9</td>
<td>Free Electives</td>
</tr>
</tbody>
</table>

SENIO

<table>
<thead>
<tr>
<th>Hours</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Education 251, 252, 253</td>
</tr>
<tr>
<td>6</td>
<td>Economics 102, 103</td>
</tr>
<tr>
<td>3</td>
<td>Sociology 209</td>
</tr>
<tr>
<td>15</td>
<td>Home Economics 220, 231, 232, 233</td>
</tr>
<tr>
<td>12</td>
<td>Free Electives</td>
</tr>
</tbody>
</table>

CURRICULA

Normal School

All applicants for certificates in the Normal School must have met the following requirements:

<table>
<thead>
<tr>
<th>Term-hours</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 1, 2, 3</td>
</tr>
<tr>
<td>9</td>
<td>History 1, 2, 3</td>
</tr>
<tr>
<td>9</td>
<td>Physiology 1, Geography 1, Agriculture 1</td>
</tr>
<tr>
<td>6</td>
<td>Education 1, 2</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics 20</td>
</tr>
</tbody>
</table>

For the certificate upon completion of the first year's work, in addition to the above requirements, applicants must have completed sufficient elective courses to make a total of 45 term-hours.

For the certificate upon completion of the second year's work, in addition to the above requirements, applicants must have completed sufficient elective courses to make a total of 90 term-hours; provided, however, that no certificate shall be issued upon completion of the second year's work unless the courses taken together with the credits submitted for entrance shall include 3 units of English (27 term-hours), 2 units of History (18 term-hours), 2 units of Algebra (18 term-hours), 1 unit of Plane Geometry (9 term-hours).
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.

103. General Poultry Husbandry.
Poultry management will be considered relative to breeding, housing, diseases, feeding, incubation, and brooding. The culling of flocks for high egg production will be emphasized.

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.

106. 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.

107. 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.
109. 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.

208. 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, 104 or its equivalent.

210. Public School Agriculture.

It is the aim of this course to prepare teachers to introduce and promote successfully the study of agriculture to 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, 104 or its equivalent.

BIOLOGY AND CHEMISTRY

Mr. Smith, Mr. White

BIOLOGY

Biology 101, 102, 103. General Biology.

This year in general biology is offered to Freshman College students who wish to stress biology or agriculture. Three recitations, two double periods laboratory per week throughout the year. Credit: four term-hours per term.

Biology 104. General Biology.

An elementary course in general biology for students who need a general survey of biology.

Biology 105. Advanced Physiology.

This is an advanced course in general physiology.

Prerequisite, High School Physiology.
Biology 107. Bacteriology.
A course in classroom and laboratory bacteriology. This course presupposes a good course in chemistry and the equivalent of Biology 104 and 105.

Biology 201, 202, 203. Botany.
An advanced course in botany planned to meet the needs of advanced students of science who desire to stress biology.
Prerequisite, nine term-hours in general biology.

Biology 211, 212, 213. Zoology.
An advanced course in zoology for students who have had general biology. (Not offered in 1921-22.)
Prerequisite, nine term-hours in general biology.

CHEMISTRY

101, 102, 103. General Inorganic Chemistry.
A lecture, recitation and laboratory course, covering the principles of inorganic chemistry and qualitative analysis.
Lectures and recitations, two hours; laboratory, four hours. Credit: four term-hours per term.

A lecture and laboratory course, planned for those specializing in home economics, students in biology, physics, and agriculture, and for the general non-technical student. The third term deals largely with fundamental problems of chemistry of the vital processes.

111, 112. Qualitative Analysis.
A laboratory course, with an occasional lecture, including the analysis of simple and complex salts, mixtures, alloys, ores, and commercial products.
Prerequisite, 101, 102, 103.

114. Industrial Chemistry.
A lecture course covering the chemistry involved in the manufacture of important commercial products.
Prerequisite, 101, 102, 103.

211, 212, 213. Quantitative Analysis.
Laboratory practice in gravimetric and volumetric determinations.
214, 215. Physiological Chemistry.
The chemical composition of protoplasm; the sources and composition of foods; the chemical nature of the processes of digestion, assimilation, and excretion.
Prerequisite, organic chemistry.

ECONOMICS, BUSINESS ADMINISTRATION, AND SOCIOLOGY

Mr. Burkholder, Mr. Chamberlin

Students who select their major subject in this department should include as a minimum, 12 hours in Economics, 18 hours in Business Administration, and 6 hours in Sociology.

ECONOMICS

102, 103, 104. Elementary Economics.
This course of three quarters covers the general principles of economics and is designed to give the student some insight into the great economic movements of the present day, to inculcate a sense of social justice, and to lay an adequate foundation for advanced work. So far as practicable the work will be related to conditions in Texas. This is regularly a Sophomore course, but it may be taken by Freshmen by special permission.

204. Economic and Social Problems of the Southwest.
This course constitutes a study of the specific problems of the Southwest. Some special topics are: conditions of land and land tenure; credit system; co-operation for credit and marketing; marketing systems; composition of population and population traits; types of community; standards of living.
Prerequisite, nine term-hours in Economics.

206, 207, 208. Money; Banking; Public Finance.
It will be of advantage to the student to take these three subjects consecutively, but they may be taken independently, as one is not prerequisite to the other.

Money, 206, is studied with reference to origin, development, and facility in making exchanges; principles of money and maintenance of standards of value; relation between money and price levels.
Banking, 207, is studied with reference to the nature and functions of banks; machinery of domestic and foreign exchange; the various types of financial institutions, including the Federal Reserve System,
Federal Farm Loan Banks, national and state banks, and investment banks. Special study is made of the banking system of Texas.

Public Finance, 208, constitutes a study of public expenditures, public indebtedness, general property tax; customs duties, single tax, emergency taxes, government bonds, and government monopolies.

Prerequisite, nine term-hours in Economics.

BUSINESS ADMINISTRATION

101, 102, 103. Shorthand and Typewriting.
A detailed study of the principles of Gregg Shorthand and Touch Typewriting. Special attention is given to structure of outlines, shorthand penmanship, and the reading of shorthand plates.

No credit will be given for either shorthand or typewriting taken alone.

104, 105, 106. Advanced Shorthand and Typewriting.
This course constitutes the second year's work in shorthand and typewriting. Special attention is given to phrase writing, speed practice, and the reading of shorthand plates.

Prerequisite, 103 or its equivalent.

This course embraces the following subjects: origin of bookkeeping, theory and practice of single entry, assets and liabilities, classification of accounts, columnar journal, special ruled ledgers, partnership accounts, depreciation, valuation of good will, and the voucher system.

This work is recommended for Sophomores, but Freshmen may take it by special permission.

The full-year's work must be completed for credit.

110. Business Law.
This course embraces the study of elementary law, contracts, sale of personal property, agencies, partnerships, corporations, negotiable instruments, real estate, bankruptcy, insurance, guaranty and suretyship, and banks and banking.

207, 208, 209. Advanced Accounting and Auditing.
The purpose of this course is to prepare those thoroughly familiar with general constructive accounting for a more advanced study of the work. Auditing is studied in detail, and also mergers, consolidations, and corporations. The course is designed to develop the analytical powers; to enable the student to grasp the salient points of
problems; and to distinguish between true and superficial cause and effect.

Given in alternate years. (Not offered in 1921-22.)
Prerequisite, 205 or its equivalent.

216. Cost Accounting.
This course constitutes an inquiry into the various reasons for ascertaining costs; the method of accounting for material, labor, and overhead consumed in manufacture; the assembling and presentation of cost data; and the different cost systems.

Given in alternate years.
Prerequisite, 205 or its equivalent.

217. Bank Accounting.
A thorough study of practical banking, bank accounting, and banking methods.

Given in alternate years.
Prerequisite, 205 or its equivalent.

The Office Organization will cover a study of the principles of organization and management as applied to the office and counting room. Special attention is given to filing, indexing, and office records. Given the first six weeks.

The Teaching course will embrace the study of texts, teaching methods, and of the subject matter of a commercial course for high schools. Given the second six weeks.

Given in alternate years.
Prerequisite, 205 or not less than five quarters in accounting.

Sociology

105. Educational Sociology.
This course aims to acquaint the student with the origins and interrelations of social movements and social institutions of the present day; to discover modern social ideals as objectives of education and as bases for social progress; to study and formulate methods of social progress; and to make an attempt to establish the relation of education to the problems of social control and progress.

209. Principles of Sociology.
The work of this quarter constitutes a study of the principles of sociology looking to application in courses 303 and 304. Some topics are: the general plan of social organization; motives leading to social
organizations; development and function of the family, the state, the church, the school; social control, heredity and acquired population traits, process of social evolution.

212. Constructive Rural Sociology.
This course studies rural life conditions in the United States and especially in Texas, with an attitude that is sympathetic but dynamic and constructive. Some topics studied are: rural and urban increase; advantages and disadvantages of rural life; social aspects of land tenure and labor; inherent rights of land workers; socialization of rural institutions. Students preparing for work in the country or in villages and small towns should take 209, 212, 213.

This course is designed for students who are preparing for rural leadership in any line but especially as rural school teachers. Some topics: the "community social engineer"; the rural social mind; rural mental, moral, and physical health; vitalizing the rural school; coordination of school and community interests; the rural library; the rural social center; adult illiteracy and continuation schools; organization of the rural community.
Prerequisite, 212.

EDUCATION

MR. WOODSON, MR. HARRY, MR. GARRETT, MISS FALLS,
MISS CHRISTIANSON

101. Classroom Management.
A general course in which the problems of classroom organization and control are considered.
Prerequisite, 104 or 105.

103. The Teaching of Reading and English in Intermediate Grades.
Topics: Aims of reading in these grades; method adapted to the accomplishment of these aims; oral and silent reading; intensive and extensive reading; selection of varied reading material; study of selected literature; memorizing poems; purpose and plan of language study; child's experience and activities a basis for language teaching; social motives for language; different types of language lessons; relative amount of oral and written work; use of the text; spelling; writing; observation and discussion of typical lessons.
Prerequisite, 104.
104. Principles of Grade School Teaching.

This course develops and formulates the fundamental principles underlying the general methods of teaching—aims, self-activity, appreciation, interest, organization, drill, instruction, deduction, individual differences in capacity. Observation of the application of these principles in the Training School; discussion of lessons observed; lesson plans.
Prerequisite, 111 or 106.


This course, in lieu of 104, is offered students preparing to teach in the high school and the upper grades below the high school. General principles of the learning process as worked out in educational psychology will be considered from the standpoint of organizing and presenting high school subject matter. Each student will be required to work up lesson plans in the subject he is preparing to teach in the Training School.
Prerequisite, 111 or 106.

106. 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, 111 or its equivalent.

107. The Teaching of English in Primary Grades.

This course includes the teaching of reading, writing, spelling, and language in the primary grades. Observation and discussion of typical lessons is an important part of the course.
Prerequisite, 104.

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, 111 or its equivalent.

111. Introductory Psychology.

This course is arranged especially to meet the needs of high school graduates who have had no work in psychology. A study of the nervous system as a basis for the different mental processes; function of different nerve cells, parts of nervous system, and different areas of
brain; reflexes, instincts and learned behavior; original and acquired synapses; different mental activities studied as related to every-day affairs and to school work.


An introductory course in kindergarten-primary education. Students will study and observe the natural play activities and interests of little children in the different periods of development. Consideration of the instincts and impulses manifested through play, and the relation of play to work will culminate in a study of play as the chief instrument of early education and a selection of play materials best adapted for educative purposes. Class observations and discussions will lead to a development of principles in regard to the use of these materials.

120. Plays and Games, Story-Telling.

A study of the physical and social values of organized play will lead to a consideration of the various types of games suited to the interests and development of children in the kindergarten and primary grades. Simple rhythmic plays, traditional or folk games, gymnastic games, and games involving the use of toys will be played and discussed from the standpoint of presentation.

A survey of the field of child literature will be made for the purpose of selecting material suitable for use in kindergarten and primary grades. Emphasis will be placed upon the technique of story-telling.

123. The Kindergarten Curriculum.

The kindergarten curriculum consisting of community life, nature study, manual and art activities, music, physical education, language, and literature will be studied from the standpoints of content and organization. A brief survey will be made of the development of the kindergarten program. Students will make teaching plans. This course should be preceded or paralleled by a course in practice teaching in the kindergarten.

Prerequisites, 119 and 120.

124. Industrial Studies in Primary Grades.

Topics: Place and value of social and industrial studies in kindergarten Primary; subject matter in relation to the child's interests, environment, and development; how the work vitalizes the formal subjects and provides for expression through handwork; its relation to language, literature, and nature study. Much of the time is given to projects in handwork.

Prerequisite, 104.
125. The Teaching of Arithmetic and Nature Study in the Primary Grades.

Arithmetic Topics: The child’s number interests, number through counting, measuring, construction work, plays, games, and school and home activities; objective teaching, motivation, rationalization, gradation, drills; course of study.

Nature Study Topics: Selection and organization of material; topics in connection with gardening, other home and school activities, and seasonal changes.

Prerequisite, 104.

131, 132, 133. Practice Teaching.

131. This course is intended to introduce the student to the problems of classroom management and teaching. The student is led to assume one responsibility after another, progressing as rapidly as possible from the simple to the more complex duties of room control. Among the duties to be mastered are the following: keeping attendance records, keeping the room neat, collecting illustrative material, care of boards, grading papers, supervising study, supervising play, giving individual instruction, and teaching an entire class. One period each day is devoted to this work. The student may select work in any of the following departments: kindergarten, primary, intermediate, junior high school, or rural school. All the work is under the immediate direction of a grade supervisor.

Prerequisite, 104 and one course in special methods.

132. In this course the student is expected to assume control of a class and be largely responsible for the management and teaching of one group of children for a term. From forty-five to fifty periods should be spent in teaching by each student during the course. The student is held responsible for organizing subject matter, making and executing lesson plans, and managing an entire room. Resourcefulness and initiative on the part of the student-teacher are encouraged. As far as practicable the student-teacher is held responsible for the general progress of a group of pupils in the subject taught.

Prerequisite, 131.

133. This course is a continuation of 132 required only of students pursuing the curriculum for kindergarten-primary teachers.

202. Vocational Education.

A course devoted to a consideration of the social demand for vocational education, the theory and practice of such vocational education as may be given in high schools, adjustment of the vocational courses
to fit into the general high school program, and the provisions of the
Smith-Hughes law.

Designed for superintendents, principals, and high-school teachers.

221, 222, 223. Advanced Psychology.

221. General Psychology.
The physiology of the nervous system as related to both unlearned
and learned behavior. A comparative study of the nervous system,
its development, function of parts, structure and function of nerve
cells, physiological basis of different mental processes.
Prerequisite, six term-hours of psychology or their equipment.

222. Mental and Educational Measurements.
Laboratory Course. Group and individual measurements, indi­
vidual differences in mental and physical traits, abnormalities, corre­
lations, gathering and handling data, interpretation of results, stand­
ard educational tests, notes, graphs, statistics, and their meaning.
Prerequisite, six term-hours of psychology or their equivalent.

223. The Learning Process.
Laboratory Course. Ways of learning, rate, fatigue, rest; mental
and physical processes, initial ability correlated with final ability,
prevocational tests, assigned readings.
Prerequisite, 222.


231. History of Education in Ancient and Medieval Times.
Origin of educational ideals and development of principles from
the ancient oriental civilization to the Renaissance. Contributions
of Jews, Greeks, Romans, and early Christians.

232. History of Modern Education.
A study of the content, method, and aim prevalent during the
different stages of the evolution of modern education; humanistic,
realistic, naturalistic, scientific, psychological and sociological phases
studied through the representative men of the periods.

A general study of the early influence of European schools on
American education; growth from the Colonial school to the present
American system; changes in content, aim, and method; leading
American educators; growth of free public school system; modern
tendencies, both good and evil.


Present practices in educational administration and possible im-
provements to be attained through reorganization and supervision will
be considered.

Prerequisite, junior standing. A course for superintendents and
principals.

241. School Surveys and Educational Diagnosis.

Existing educational practice will be studied with special reference
to determining educational needs. This will be done through making
local surveys and through a study of survey reports of typical city
school systems.


Recent educational experiments will be studied and evaluated as a
means of determining the extent to which administrative practice
should be reorganized to meet existing educational needs.

243. School Supervision.

Investigation of the usual methods of selection, inspection, and
criticism of the teaching corps for the purpose of determining such
modifications as will contribute to the attainment of present-day ob-
jectives in education.

244, 245, 246. Principles of Education.

A theoretical consideration of the fundamental principles of educa-
tion, and the application of these principles to the selection of the
high school curriculum and to teaching the high school subjects.

244. Principles of Education, a Functional Treatment.

To make simple, definite and clear a body of principles to guide
educational thought and practice.

245. Selecting the High School Curriculum.

Selection and organization of subject-matter for the high school
curriculum on the basis of the functional principles of education.

246. Teaching the High School Subjects.

Formulation of methods of teaching the various high school subjects
from the viewpoint of the functional principles of education.
251, 252, 253. Practice Teaching.

251. Observation of classroom management and instruction will furnish the basis for considerable discussion. Students will be required to make lesson plans, conduct recitations, and write criticisms on the recitation.

252, 253. These courses are a continuation of 251, required only of students pursuing the curriculum for teachers of vocational home economics.

ENGLISH, PUBLIC SPEAKING, DRAMATICS

Mr. Thomas, Mr. Harrison, Mr. Mills

Beginning with the session of 1921-22, the instruction in reading, public speaking, and dramatics will constitute an integral part of the work of the department of English. The aim of the instruction in English is to train the student to habits of accurate thought-getting and effective thought-presentation and to an appreciation of the resources of the language and the literature; and each course is designed to contribute its respective part toward the realization of this aim.

101, 102, 103. Composition.

Required of all Freshmen.

101. Exposition.

Designed to ground the student in the theory, the materials, and the principles of composition, and to give him practice in expository writing in making plans, outlines, reports, abstracts, reviews, appreciations, and such other material work as he will need to know in pursuing his work in this and other departments.

Required of all college students. Prerequisite to any College Course in English.

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

102. Argumentation.

Complements English 101, with stress on the materials and processes of argumentation, especially informal argumentation.

Prerequisite, English 101. Required of all students who have not had previous training in argumentation satisfactory to the Department or who did not make a creditable standing in English 101. Students having had satisfactory previous training in argumentation may, upon consent of the Department, substitute English 103 for English 102.

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

Complements English 101, with stress on the materials and processes of narrative and descriptive writing and practice in original writing of those kinds.

Prerequisite, English 101. Can be taken as a required Freshman unit, as an elective, or as a substitute for English 102 to such students as have had training in argumentation satisfactory to the Department and have the consent of the Department to the substitution.

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

Students whose composition work is noticeably poor are advised to take English 101, 102, 103 seriatim. Such others may substitute English 109 for English 103.

104. Public Speaking and Dramatics.

A fundamental course in public speaking, including training in voice, pronunciation, and bodily expression as a means of interpretation. Some instruction will also be given in story telling and dramatics.

105. Child Literature.

For kindergarten, 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.

109. Representative American Literature.

A survey of the development of American literature, with as much actual reading and class discussion as is practicable.

Text: Boynton's *American Literature*.

Prerequisite, English 101, and, preferably, one other course in composition.

112. Advanced Public Speaking and Debate.

A course for those who expect to take part in the oratorical and debating activities of the institution, or for those who expect to have similar work in the high schools. The preparation, organization, and delivery of addresses and debates will be considered, and the aim of the course will be to develop skill, accuracy, and individuality in the preparation of thought, as well as clarity, force, and sincerity in the public presentation of it.

Prerequisite, English 102, and, preferably, 104.
114. Dramatics.
A consideration of the drama, especially the one-act play, as a form for oral interpretation. Analysis and group interpretation of plays. Consideration of the problems of selecting and producing suitable plays in the grammar grades and the high school, and the actual production of several short plays or one long play as the collective result of the course.
Open to students of Sophomore standing who have credit for one or more courses in literature.

116, 117, 118. The Development of English Literature.
A survey of the development of English literature from Caedmon to Kipling, with as much reading and class discussion of specimens of the literature of each period as is practicable.

116. From Caedmon to Shakespeare.

117. From Shakespeare to Thomson.

118. From Thomson to Browning.
While it is not necessary that all of the units above be taken or that those taken be taken in the order listed, that condition is to be recommended, since they constitute the approach to all the higher instruction in literature.
Prerequisite, English 101 and at least one other course in composition.

A study of the trend of the most noteworthy English poetry since Kipling, with as much actual reading in the poetry of this period as is practicable.
Prerequisite, Sophomore standing and the completion of two courses in literature.

211. Advanced Composition.
A constructive course designed to give the student further instruction in the principles of composition as they apply practically in his professional and social needs. In it practice will be had in the preparation of the review, the report, the informal essay, the critical appreciation, the demonstrated talk, the professional paper.
Prerequisite, Sophomore standing and, preferably, the completion of two courses of literature.
213. **American Poetry Since 1900.**

A study of the trend of American poetry since 1900, with especial consideration of the work of Frost, Sandburg, Robinson, Masters, Lindsay, Amy Lowell, and others.

Prerequisite, Junior standing, including English 103, and, preferably, English 211.

221. **Historical English Grammar.**

Designed to acquaint prospective teachers of English with the main facts of historical grammar. The work will be based on Smith’s *Old English Grammar* and a rapid survey of Nesfield’s *English Grammar, Past and Present*.

Prerequisite, Junior standing.

223. **The American Short Story.**

A consideration of the trend of the Modern American short story with the reading and discussion of specimens.

Prerequisite, Junior standing and English 211.

231. **The Drama Before Shakespere.**

A study of the origin and development of the English drama, with reading and class discussions of selected specimens.

Prerequisite, English 211 and Junior standing.

232. **Shakespere.**

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

Prerequisite, Junior standing.

233. **Modern Drama.**

Reading and study of twenty-five selected modern plays that best represent the tendencies of the drama from Ibsen to the present.

Prerequisite, Junior standing and English 211.

236. **Teaching English in the Schools.**

This course takes up the problem of teaching formal English in the grades and the high school. Some consideration is also had of the functional teaching of grammar, and of the selection and use of literature, both classic and current.

238. **Milton.**

A study of the longer poems, including Comus, Samson Agonistes, and Paradise Lost; Milton’s place in English literary history.

Prerequisite, Junior standing.
The aim of the instruction in this department is to teach art in its relation to everyday life, to teach it in such a way that the student will apply it to everyday problems and be able in his turn to present to his pupils the importance of art in their daily lives.

101. Drawing.
A beginning course for students who have had no art training.

102. Design: Theory and Practice.
Emphasis on the meaning of design in its broader sense. Problems of applied design, stenciling, block printing, batik, enamel, etc.
Prerequisite, Drawing 101.

103. Handicrafts.
A course for students who wish to learn such crafts as may be taught in public school work—clay modeling, block printing, book-binding, etc.
Prerequisite, Drawing 102.

104. Problems in Drawing.

105. Teaching of Drawing in the Grades.
104 and 105 constitute a two-unit course for those that expect to teach in the grades, and must be chosen as related electives.
Prerequisite, Drawing 102.

106. Interior Decoration.
A practical course which aims to present the facts in such a way that students can apply in their own homes the knowledge gained in this course.
Prerequisite, Drawing 102.

107. Good Taste in Dress.
A course intended to enable each student to make an individual study of her own characteristics with reference to good taste in dress.
Prerequisite, Drawing 102.

206. Drawing for Supervisors.
A course for supervisors, with the emphasis on the organization
and presentation of the material and a discussion of personality as a factor in successful supervision.

Open to students only by consultation.

MUSIC

MISS BUTLER

In partial fulfilment of the requirements for graduation, a student may offer a total of not more than twenty-four term-hours in music; he may offer a minor of eighteen term-hours in music, and may in addition offer for credit six term-hours for work in the band, orchestra, glee club, or Liberty Chorus, or in instrumental music as offered under the auspices of the department of music. Work in the band, orchestra, glee club, or Liberty Chorus, or in instrumental music may be offered for credit only when offered as free electives; all other courses may be offered for credit as free or related electives or as credit toward a minor in music.


Review and application of fundamental principles of singing, sight reading, scales, etc. This course is especially designed for college students who have had no previous training in Public School Music. Texts will cover the work of the first five grades of Public Schools.

103. Music Anthology.

This course uses many of the world's best ballads and simpler arias from operas. It forms an introduction to music anthology through works of recognized song writers of all nationalities.

Prerequisite, 101 or equivalent.

104. Chorus Work.

This is an advanced course in sight reading, using all keys. Choruses in three and four parts.

Prerequisite. 101, 103 or equivalent.

105, 106. Music History.

Music 105 begins with the compositions of Bach and Handel and their influence upon musical forms, and concludes with present day composers. The work of each composer will, when practicable, be illustrated by means of Victrola records, piano, violin, and vocal solos.

Music 106 considers the theories of the origin of music, the history of the music of ancient and medieval periods. Illustrated when practicable.
107. **Advanced Course in Rote Songs.**

Rote songs for all grades of Public Schools, together with methods and practice in presentation.

108. **Glee Club.**

Open to those boys who have at least moderately good voices and who have had some practice in part singing. The Glee Club will rehearse once a week throughout the year. Credit: one term-hour per term.

109. **Literary Chorus.**

Chorus work of an advanced nature. Standard operatic, oratorio, or other choruses from such composers as Gounod, Saint-Saëns, Wagner, Handel, and Schubert are used. Many of these choruses are rendered in concerts and on other public occasions.

Membership may be had only upon consultation with music director. The chorus will meet once a week throughout the year. Credit: one term-hour a term.

**Band and Orchestra.**

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

110. **Orchestra.**

One rehearsal each week throughout the year. Credit: one term-hour a term.

111. **Band.**

One rehearsal each week throughout the year. Credit: one term-hour a term.

201. **Teaching of Public School Music.**

This course provides a careful study of the classification and selection of Rote Songs, together with plans for their presentation and use in class. These songs form the apperceptive basis for the subsequent application of syllable work and study of rhythm. Opportunity is also given for directing with the use of baton and accompanist.

202. **Brief Course in Harmony and Composition.**

PIANO—NORMAL COLLEGE COURSES

PIANO

MISS STEVENS

**Elementary:** Matthew's Graded Studies, books I and II; Czerny, School of Velocity, op. 299, Book I; Sonatinas by Dussek, Kuhlau, Clementi and others; Easier Compositions of Bach; Compositions by Lynes, Heller, Schumann, Schubert and others of the classic and modern schools.

**Intermediate:** Czerny, op. 299 continued; other studies by Duvernoy, Loeschorn, Heller, Beringer; Bach, Two and Three Part Inter­tions, also Eighteen Little Preludes and Fugues; Sonatas by Mozart, Haydn and Beethoven; Compositions by Mendelssohn, Chopin, Grieg, Moszkowski, Schubert, Schumann, Dubussy, Saint Säens and others.

**Advanced:** Czerny, op. 740; Cramer; von Bulow; Clementi, Gradus ad Parnasum, Joseffy, School of Advanced Piano Playing; Bach, well-tempered clavichords; sonatas and concertos by Mozart, Beethoven, Schubert. Concert compositions by masters of the classic and modern schools.

Recitals are given each month to accustom pupils to playing in public.

The progressive Series of Instruction is also used.

Terms: Per month, two lessons a week, one-half hour each, $10.00, payable in advance.

The Board of Regents does not make provision for instruction in instrumental music. The Normal College, however, recognizes the place that such instruction may rightfully claim in its curriculum; upon authority granted it by the Board of Regents, it therefore makes provision for instruction in piano for those who are willing to pay the tuition fee necessitated under this arrangement.

For successful completion of a term’s work as provided for under this arrangement, a student will receive one term-hour's credit.

HISTORY AND GEOGRAPHY

MR. BIRDWELL, MR. ARNOLD, MISS MURPHY

101, 102, 103. Greece and Rome.

These courses will comprise a brief survey of the Oriental nations; a careful study of the political and institutional life of Greeks, giving special attention to their artistic achievements; a longer survey of political development of the Romans, to the closing years of their western empire. The work of the first term will be devoted to the
Orientals and Greeks, that of the other two terms partly to the Greeks but mostly to the Romans.

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.

110, 111, 112. **American History.**
A year's work covering the history of the United States from the discovery of America to the present time. The course will emphasize correct habits of study, the use of source materials, the geographical phases of our national development.

121, 122, 123. **Medieval and Early Modern History.**
The object of these courses is to give students a sympathetic insight into the lives of their ancestors from the fifth century to the seventeenth. The work, therefore, covers not only medieval but also a part of modern history, two terms being given to the former and one term to the latter.

124, 125, 126. **English History.**
These three courses constitute a year's work in English history. Emphasis is placed on the development of the institutional and cultural life of the English people. Frequent comparisons are made between English and American practice, with the view of making American practice clearer by giving the English origin.

127. **The Teaching of History and Geography in the Elementary Grades.**
One-half of the course will be given to each of these subjects. A careful survey of the literature bearing on the subjects will be made, and special attention will be given to the organization of subject matter to meet the needs of the elementary school. Open to students who have credit for nine-term-hours of history and nine term-hours of geography.

201, 202, 203. **Modern and Contemporary Europe.**
Beginning with the latter part of the age of Louis XIV, the three-courses cover in the first term the eighteenth century of European history and also the Napoleonic period; in the second term, the nineteenth century after the Congress of Vienna; and in the third term,
the twentieth century to date. The student will follow the culmi-
nation and decline of divine right monarchy, the colonial and dynastic
disputes of Europe, the age of revolution, the period of reaction, the
industrial revolution, the advance of nationalism and of democracy,
the growth of imperialism and world politics, the Great War, and
conditions since the war.

211. Institutional History.
This course constitutes a brief survey of the origin, development,
and character of the most important institutions of modern civiliza-
tion.

212. Elements of Political Science.
This course includes a general survey of the theory of government
with an examination of particular types.

213. The American Government.
This course is a rather detailed study of the American government
as it actually exists and functions to-day, with such historical illus-
trations as necessary to make its working clearly understood.
211, 212, 213 make up a year's work, and should be taken together
and in the order given.

The Spanish and Portuguese Explorations, conquests, and estab-
ishment of institutions in the New World, and the further develop-
ment of these systems will be the study of the first term. The sec-
ond covers the period of colonial decline, foreign aggressions, and revo-
lutions for independence. The third term offers a view of the past
century of development within the twenty republics south of the
United States. These three courses are of peculiar interest and value
to students of to-day in view of the fact that the cultivation of closer
relations with the nations of the south is now one of the chief con-
cerns of the people of the United States.

217. The Teaching of History in the High School.
A careful survey of the literature on the subject of the teaching
of history; the elementary principles of historical criticism; direction
and practice in historical workmanship; the problem method of presen-
tation, etc., etc. Prerequisite, eighteen term-hours of history.

History 218 will be an exhaustive study of the colonial period. Very
special attention will be given to the institutional development of the colonial south.

History 219 will be given to the study of the period of nationalization, 1789-1828.

History 220 will be a critical and careful study of sectionalism, 1828-1865.

History 221 will be given to a study of American History since the Civil War.

These four courses, taken together, make up an exhaustive study in American History. Open only to Juniors and Seniors.

222. The English Democracy.

This course consists of a rather detailed study of the development of the English democracy since 1832.

Open to Juniors and Seniors who have had a year’s work in English History.

GEOGRAPHY

101. The Geography of One Continent.

102. The Influence of Geography on American History.

103. The Geography of Commerce and Industry.

These three courses constitute a year’s work in college geography. The work of the first term is devoted to the study of some one continent, usually North America or Europe in alternate years. The second term offers a study of geographic factors in America that have influenced settlement, the westward movement of the people, political alignments, and growth. The third term presents a survey of the geographic background of the principal industries and lines of commerce of the world.

HOME ECONOMICS

Miss Thompson, Miss Davis, Miss Rathbone

103. Home Decoration.

House planning; theory of color and its application in home decoration; furnishings from a sanitary and artistic standpoint.

113. Clothing.

This course deals with the fundamental principles of selection and construction. It gives practice in hand and machine sewing, the use
of drafted and commercial patterns, in the making of undergarments. The hygienic, economic, and related textile problems are studied.

This course includes a detailed study of the clothing budget and its relation to income and expenditures; dress from the standpoint of selection, art, and economics; renovation of materials; construction, hygiene, and care of infants' and children's clothing. Problems are hand-made wash waist, tailored skirt, middy suit, wool dress, fancy summer dress, infants' clothing, a renovated dress, and a silk blouse.

117. Clothing.
An elective course in sewing, emphasizing selection and construction of simple undergarments and a wash dress.

118. Clothing.
Continuation of course 117. Problems are fancy wash dress, tailored waist, hand problems, using original designs.

120. Millinery.
Selecting, designing, and constructing appropriate hats. Renovation of materials and trimmings; remodeling old hats. Care of hats. Millinery as a trade for women.

151, 152, 153. Foods.
A detailed experimental study of Foods and the general principles of cooking—including selection and preparation. A study of food values and marketing of food products.

155. Foods.
A course in elementary Dietaries and Meal Planning. Planning, preparation, and serving of meals for the family with relation to cost and nutritive value of the foods, time and labor involved in preparation and service. Prerequisite, 151, 152, 153.

156. Foods.
An elective course in Foods where selection, preparation, and serving are considered.

Continuation of course 156, presenting more advanced problems in selection and preparation.

201. Textiles.
A study of fabrics from the standpoint of the consumer, with micro-
scopic and chemical analysis of fabrics; dyeing, laundry, and special problems.

202. **Costume Design.**
A study of dress from the artistic, historic, economic, and hygienic standpoint. Application of principles of design to silhouette, proportion, line, and color.

203. **Advanced Clothing.**
A study of intensive work in cutting and fitting. Problems are a wash tailored suit and a fancy dress.
Prerequisite, 201, 202.

204. **Nutrition and Dietaries.**
A study of the processes of digestion, metabolism, and the nutritive requirements of the body. A study of food requirements of individuals and families, with special consideration to the food of children and the problem of malnutrition.
Prerequisite, Organic Chemistry, and Home Economics 155.

205. **Nutrition and Dietaries.**
This course continues the work of course 204 with special reference to diet in disease.
Prerequisite, 204.

206. **Experimental Cooking.**
This course offers an opportunity to study special problems in food preparation.

207. **Food Chemistry.**
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, milk, butter, etc. The laboratory work is partly qualitative and partly quantitative.
Prerequisite, Organic Chemistry.

220. **Home Nursing.**
A scientific study of personal hygiene and the care of the sick in the home. Practical laboratory demonstrations are given.
Prerequisite, Organic Chemistry and Home Economics 205.

221. **Public Health and Sanitation.**
A study of the sanitary conditions of the home and its surroundings.
231. Household Management.
A study of the elements of successful home making; the woman and the standard of living; her rôle of spender, with budget studies; her responsibility to the family and the community.

232. Practice House.
At periods during the year senior students will live in the practice house in order to work out problems of household management. The work of the household will be divided among students in residence. This arrangement will provide for practice in each of the following duties: hostess, cook, waitress, maid, laundress. The purpose of the work will be to give practical experience in buying, household accounting, planning and serving meals, and other problems in the management of a home.

233. House Planning and Furnishing.
The aim of this course is to give the student standards by which to judge modern homes and furnishings.

255, 256. Vocational Home Economics Education.
An intensive study of vocational home economics. Consideration of the function of Home Economics in elementary and secondary schools from the standpoint of equipment, courses of study, and methods of presentation.

LATIN

Mr. Tanner

101, 102, 103. College Courses for Beginners.
Inflections, elementary syntax, reading, composition, and word-formation.
Prerequisite, college standing.
Any college student who has had no Latin, or who has received no credit for Latin previously studied, is eligible for this course.

104, 105, 106. Translation, Grammar, and Word Study.
Course 104 reviews the fundamentals of grammar in connection with the translation of selections from Caesar, Cicero, and other writers, ancient and modern.
Prerequisite, 103, or three years in a standard high school.
Courses 105 and 106 embrace Books I-IV of Virgil’s Aeneid. Scansion and mythology, and the formation of English words from Latin roots are studied in connection with the translation.
110. Mythology.
The myths of Greece and Rome; some consideration of other myths that have strongly influenced the literature of Europe and America. College credit will be given for it, but it will not absolve three of the eighteen hours in a foreign language required for the degree of B. A.
The course is designed for students who expect to teach history, language, or literature in the grammar or high school grades as well as for those who are majoring in Latin.
No Latin prerequisite.

111. Virgil and Ovid.
Book VI of the Aeneid, other selections from Virgil, and selections from Ovid.
Prerequisite, 106 or four years of Latin in a standard high school.

112. Cicero.
Selections from Orations and Letters.

113. Horace.
Selection from the Odes and Satires.
Courses 111, 112, and 113 constitute the Sophomore year’s work in Latin.

114. Composition and Grammar.
Designed for prospective teachers of Latin. Meets once a week throughout the year. Three term-hours credit upon completion of the year’s work. Offered as a regular course in the summer.
Prerequisite, 106 or four years of Latin in a standard high school.

211. Latin Poetry from Catullus to Claudian.
Selections from the principal poets of the above period.

212. Latin Historians.
The selection of authors read may vary from year to year, the range of choice including Livy, Sallust, Nepos, Caesar, and Suetonius.

213. Cicero.
De Senectute and De Amicitia.
Courses 211, 212, and 213 should be taken consecutively.

214. Latin Plays.
Selected plays from Plautus and Terence.

215. Tacitus.
Agricola and Germania.
216. **Historical and Literary Background of Latin Classics.**
Lectures, readings, and themes.
Courses 214, 215, and 216 should be taken consecutively.

217. **Teacher's Course.**
Methods of teaching high school Latin. Offered in spring and summer terms.

**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. The courses in this department are open to women as well as to men.

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, 102, or equivalent.

Courses 101, 102, and 103 constitute the first year's work in Manual Training.

104. **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.

105. **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.

Prerequisite, 101 and 102.

106. **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.

Prerequisites, 101 and 102, or equivalent.

Courses 104, 105, and 106 constitute the second year's work in Manual Training.

211. **Organization and Teaching of the Manual Arts.**

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

Prerequisites, 101, 102, and 203.

212. **Household Manual Arts.**

An elementary course in woodworking based on the problems which arise in the home. Information and practice will be given in the repairing and finishing of furniture and in treatment of floors and interior woodwork. The work will consist largely in the making of labor saving devices for the home.
213. **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. Courses 211, 212, and 213 constitute the third year's work in Manual Training; for those specializing in Manual Training it is recommended, however, that Education 202 be substituted for Manual Training 212.

214. **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.

215. **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.

216. **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.

Courses 214, 215, and 216 constitute the fourth year's work in Manual Training.

**MATHEMATICS**

**Mr. Brown, Miss Sayers, Mr. Sewell**

107. **Plane Trigonometry.**

Course 109 should be taken up before 107, but by special permission of the teacher, two high school courses in algebra or their equivalent, may be accepted as prerequisite.

108. **Solid Geometry.**

109. **College Algebra.**

Prerequisite, two high school units in algebra or their equivalent.

112. **Teaching of Arithmetic.**

This course considers the best methods of presenting certain funda-
mental subjects required in the seven 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.

114. **Plane Surveying.**
   A course in differential and profile leveling and land surveying, with practical field work.
   Prerequisite, 107.

115. **Advanced Plane Geometry.**
   In this course reciprocal and converse theorems are emphasized and much attention is given to the solution of original exercises.

116. **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.

117. **Plane Analytic Geometry.**
   A beginning course in plane analytic geometry. Prerequisite, 109, 107.

201. **Plane Analytic Geometry.**
   A continuation of 117 to the completion of plane analytic geometry.

202. **Solid Analytic Geometry.**
   A student majoring in mathematics may not count 117 or 201 toward a degree until 202 is absolved.

213. **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.

215. **Advanced College Algebra.**
   This course is a continuation of 109, giving more intensive work in the theory of equations, complex numbers, series, and graphing special curves.

219, 220, 221. **Elementary Differential and Integral Calculus.**
   In 221 special attention is given series and definite integrals. No
credit will be given toward a degree for less than two courses in calculus.
Prerequisite, 201, 202.

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


MODERN LANGUAGES

Mr. Nolle, Mr. Ingenhuett

GERMAN

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.

101, 102, 103. Beginning Course in German.

104, 105, 106. German Reading, Syntax, and Composition.
Prerequisite, 101, 102, 103, or their equivalent.

211. Advanced Reading, Syntax, and Composition.

212. Masterpieces in Modern German Drama and Lyrics and Novel.
An introduction to the study and aesthetic appreciation of German literature on the basis of an intensive and critical study of works representative of the three main fields of literature—the lyric, the epic (novel), and the drama.

215. Lessing.
218. Schiller.

221. Goethe.

224. The German Drama of the Nineteenth Century.
Intensive study in class of selected plays. A survey of the German
drama of the nineteenth century on the basis of lectures and of re­
ports based on collateral assignments.

231. The Teaching of German.
Modern methods and their application to pronunciation, grammar,
and reading. Phonetics. Textbooks.

Courses 101-106 or their equivalent are prerequisite for any other
courses in German.

Other courses in German language and literature will be arranged
on demand of a sufficient number of students.

FRENCH

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 lan­
guage itself.

101, 102, 103. First Year French for College Students.

104, 105, 106. Second Year College French.
Advanced reading, composition, and conversation.
Prerequisite, 101, 102, 103.

204, 205, 206. General Survey of French Literature.
Prerequisite, 104, 105, 106.

207. The Classical Drama.
Prerequisite, 104, 105, 106.

208. Romanticism.
Prerequisite, 104, 105, 106.

209. The Modern Drama.
From 1850 to the present time.
Prerequisite, 104, 105, 106.
SPANISH

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:

101, 102, 103. **Beginners' Course in Spanish for College Students.**
Planned for students of college rank who have not had Spanish in high school.

104, 105, 106. **Intermediate College Courses.**
Conducted as far as possible in Spanish. Composition, conversation, dictation, reading of selected texts.

204, 205, 206. **Literature of the Nineteenth Century.**
Rapid reading and discussions of representative works. Lectures and reports from members of the class.
Prerequisite, 104, 105.

207. **Commercial Correspondence and Practical Spanish.**
Prerequisite, 104, 105.

211. **Spanish Literature.**
A study of the main currents of Spanish Literature. Lectures to the class. Reports and discussions.
Open to students who have completed courses 204, 205 or the equivalent.

212. **Spanish Literature.**
Continuation of 211, with emphasis on the Golden Age.
Prerequisite, same as 211.

213. **Introduction to Spanish American Literature.**
A study of the Literary History of Spanish America. Reports and reviews.
Prerequisite, 211 or 212.

214. **Drama of the Golden Age.**
A study of the works of Lope de Vega, Tirso de Molina, Alarcén,
and Calderón. Open to those who have completed 211 or its equivalent.

215. **Conversation and Composition.**

This course is planned for those who desire practice in conversation and writing. Open to those who have completed courses 204, 205 or their equivalent.

216. **The Modern Drama.**

A study of the development of the drama of to-day. Lectures, reports and rapid reading of the important works of such authors as Benavente, the Quinteros, and Sierra. Open to those who have completed 211 or its equivalent.

217. **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, 213.

218. **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 Ibáñez, or Pío Baroja. Prerequisite, 211, 212.

219. **The Teaching of Spanish.**

A course planned for those who desire to teach Spanish. Open to those who have completed courses 204, 205, 206, 211, or to others by special permission.

Other courses will be given on demand of a sufficient number of students.

**PHYSICAL EDUCATION FOR MEN**

Mr. Strahan

The purpose of this course is to better prepare and train students for work in Physical Education either as a specialty or in combination with other teaching subjects. Especial emphasis is laid on preparation for coaching football, basketball, baseball, and track teams.

Physical Education is required for the first two years of residence work, two hours per week. One term-hour per term is given for this work. Six term-hours in all are required. Regular members of the
college football, basketball, baseball, and track teams are allowed two term-hours for each sport.

101. **Gymnastics and Playground Supervision.** Winter.

Bar work, handball, volley ball, and other games and stunts suitable for a school of any size.

102. **Gymnastics and Playground Supervision.** Spring.

Bar work, handball, volley ball, and other games and stunts suitable for a school of any size.

103. **Swimming.** Fall and Spring.

104. **Tennis.** Fall and Spring.

105. **Basketball.** Winter.

106. **Baseball.** Spring.

107. **Track and Field.** Spring.

108. **Football.** Fall.

111. **Athletic Training.** Winter.

How to condition and train athletic teams. How to diagnose and treat ailments and injuries.

211. **The Theory of Football.** Fall Term.

The object of the course is to instruct men how to coach a football team as a unit and how to coach for the individual positions. Fundamental points are explained so far as possible by actual playing and physical demonstration. Prerequisite, some knowledge of the game gained by playing.

212. **The Theory of Basketball and Baseball.** Winter Term.

The course covers all the essentials of the games in theory and practice. Some knowledge gained through playing is a necessary prerequisite.

213. **The Theory of Track and Field Work.** Spring Term.

The course is designed to teach prospective coaches methods used in coaching a track team. The work will consist of theoretical study of all events and of practical demonstrations thereof in which form in execution will be stressed, mistakes pointed out, and methods for
correction shown. No previous knowledge of track work is necessary.

A student may elect and count towards a certificate, diploma, or degree six term-hours of Physical Education in addition to the two years required.

PHYSICAL EDUCATION FOR WOMEN

MISS HINES

Physical education is required of all students during the first two years of attendance in school, and is marked and credited as are other subjects. Those who are temporarily disabled or physically unfit for certain parts of the work are expected to be present and gain some knowledge of it by observation.

Students will not be permitted to engage in strenuous exercises that are beyond their strength, but will be encouraged to take part in the games that are adapted to them. All work is planned to be of educational and recreative value. The purpose is to produce poise, control, lightness, strength, and relaxation.

All courses consist of two classes a week. Credit: one term-hour per term each.

121. Games.
This course consists of a study of the educative value of play, and gives to the student teacher a series of indoor and outdoor games suitable for different grades and ages. A collection of "still," rainy day, seat, and gymnastic games will be emphasized, and much attention will be given to playground organization.

122. Games and Gymnastics.
Swedish gymnastics, setting up exercises, gymnastic games, singing games.

123. Games and Gymnastics.
Continuation of course 122, and folkdancing.
Prerequisite, 122.

124. Folkdancing.
Folkdancing, esthetic and rhythmical exercises.
Prerequisite, 123.

125. Folkdancing.
Continuation of course 124.
Prerequisite, 124.
Courses from 122 to 125 are arranged to follow one another in regular order and to fit the student through gradual development to do a high grade of work and to know something of the origin and history of the different games and dances.

126. **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.

127. **Basketball.**

Regular practice twice a week during fall and winter quarters.

128. **Volley Ball.**

129. **Tennis.**

130. **Cross Country Walking.**

131. **Archery.**

Bows and arrows furnished by the school.

Teams are organized each quarter in the courses 129-131, but students will be encouraged to continue in the work chosen until some degree of proficiency has been attained.

141. **Classic Dancing.**

Esthetic, classic, interpretative, national, characteristic, folk, and contra dancing.

Prerequisite, 122, 123, 124, 125.

142. **Classic Dancing.**

A continuation of course 141.

In both of these courses special attention will be given to the psychology of the dance.

144. **The Principles of Physical Education.**

Fall Term.

History, aims, systems, management, etc.

145. **Anatomy.**

Winter Term.

This course will cover such portions of the subject as are most closely related to physical development.

146. **Applied Physiology.**

Spring Term.

This course is designed to present the essential physiological facts with reference to their application in physical training.
101, 102, 103. **General Physics.**
Lectures, recitations, demonstrations, three hours; laboratory, two hours. Credit: four term-hours per term.
These courses emphasize the applications of the principles of Heat, Mechanics, and Electricity.

104. **Household Physics.**
Lectures, one hour; laboratory and demonstrations, four hours.

105. **Molecular Physics and Heat.**

106. **Sound and Light.**

107. **Alternating Current Electricity.**
Each course: lectures and recitations, two hours; laboratory, three hours.
Prerequisite, Physics 101, 102, 103.

211. **The Teaching of Physics.**
Lectures and discussions of methods of presenting and teaching various parts of Physics, and the equipment and management of the laboratory.
Lectures and discussions, three hours; laboratory, two hours.
Prerequisite, two years of College Physics.

212. **Advanced Electricity.**
A course dealing with recent advances in Physics and the Electron Theory, including vacuum tube phenomena.
Prerequisite, two years of College physics.

213, 214, 215. **Elementary Mechanics.**
The application of the Calculus to the principles of statics and dynamics and the application of these principles in special problems.
Students who are preparing to teach Physics in the secondary schools should complete Physics 101 to 212 inclusive.
NORMAL SCHOOL COURSES

C. E. Evans.............................................. President
Miss Georgia Lazensby.................................Art
Miss Anne L. Kerchner.................................Business Administration
H. H. Goodman..........................................Education
Miss Hester Graves.....................................English and Public Speaking
Miss Berta Lowman.....................................History
Miss Blanch Tansil.....................................Home Economics
Miss Irma Bruce........................................Latin
Miss Edna McCormick.................................Mathematics
C. E. Ferguson..........................................Mathematics
R. H. Shelton...........................................Mathematics
Hugo Bachle............................................Manual Training
Miss Chloe E. Tilden.................................Spanish

AGRICULTURE

1. Elementary Agriculture.

A general course in agriculture designed to prepare the student to teach the subject in the one-teacher rural school.

Required of all applicants for Normal Certificates.

ART

1, 2, 3. Elementary Art.

1. Fundamental Art principles are emphasized. The problems selected are such as to give the student an opportunity to express himself skillfully in different media.

2. More advanced work in perspective, composition, principles of design.

3. Emphasis on the study of color; color harmony applied to problems in design, costumes, interior decoration, etc.

BUSINESS ADMINISTRATION

1, 2, 3. Shorthand and Typewriting.

The aim of this course is a mastery of the principles of Gregg Shorthand and Touch Typewriting. Special attention is given to structure of outline, reading shorthand plates, and to dictation exercises.

No credit will be given for either Shorthand or Typewriting if taken alone.
4, 5, 6. Bookkeeping.
The aim of this course is to meet the needs of the student who wishes a knowledge of the fundamental principles of simple bookkeeping. Actual business papers are used throughout the course, and both the practical and pedagogical sides are emphasized.
The course is planned for a full year's work, but 4 may be taken independently.

This is a course in plain business penmanship. The muscular movement system is taught. The different systems of writing are studied and attention is given to the teaching of writing in the grades. No credit.

EDUCATION

1. 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.
Required of all applicants for Normal certificates.

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.
Required of all applicants for Normal certificates.

ENGLISH

1, 2, 3. American Literature.
A three-term course devoted to the study of selections from American literature, composition, and grammar.
Required of all applicants for Normal certificates.

4, 5, 6. English Literature.
A three-term course devoted to the study of selections from English literature, composition, and rhetoric.
GEOGRAPHY

1. General Geography.
   This course covers the whole field of geography, but typical areas will be given a more intensive study. Map drawing, map reading, supplemental material, and the methods of teaching geography will be given special attention.
   Required of all applicants for Normal certificates.

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

HISTORY

1, 2, 3. United States History and Government.
   A three-term course emphasizing citizenship.
   Required of all applicants for Normal certificates.

4, 5, 6. Medieval and Modern Europe.
   A three-term course emphasizing the world-wideness of European civilization.

HOME ECONOMICS

1. Foods.
   Food study and cookery based on State Syllabus.

2. Foods.
   Food study and cookery.

3. Home Nursing.
   A study of personal hygiene and home care of the sick, with laboratory demonstrations.


5. Clothing.
   Outline: State Syllabus.

   A study of the sanitary conditions of the home and its surroundings.
LATIN

1. First Year Latin.
   A course for beginners.

2. Caesar.
   Selections from the Gallic Wars, with grammar and prose composition.

MANUAL TRAINING

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 Woodwork.
   A beginning course consisting of instruction and practice in the use of common woodworking tools and the simpler forms of construction. Special attention will be given students electing woodwork for only one or two terms as well as students taking all the work offered.

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.
   Prerequisite, 1 and 2.

4. Mechanical Drawing.
   Intersections and developments together with simple machine parts will make up the major part of the term's work.

5. Furniture Construction.
   Problems involving the use of wood-working machines will be the basis for the term's work. Proper care and use of the machines will be emphasized.

6. Factory Method.
   A course in group or factory method of construction, practical use of mathematics, the use of tools and machinery, the making of simple forms for concrete construction, and quantity production.
MATHEMATICS

1, 2, 3. Algebra.
A three-term course for beginners in algebra.

5, 6. Algebra.
A two-term course completing the work for two units of credit. It includes an extended treatment of factoring, quadratics, radicals, theory of exponents, simple progressions, and graphs.

7. Algebra.
A one-term course completing the work for two units of credit. It includes a thorough review of factoring, quadratics, radicals, theory of exponents, simple progressions, and graphs.

A three-term course in plane geometry.

An advanced course in arithmetic.
Required of all applicants for Normal certificates.

MUSIC

1. Sight Reading.
A course for beginners.

2. Rote Songs.
A continuation of sight reading together with rote-song singing.

3. Chorus and Part-Song Singing.
Chorus and part-song singing with additional practice in sight reading.

Piano. Not to exceed one unit (9 term-hours) of credit may be elected in instrumental music. For particulars see "Piano" under the general heading "College Courses."

PHYSICAL EDUCATION

Physical education is required of all students enrolled in the Normal School.
PHYSIOLOGY

1. Physiology
   In this course attention is given to structure of tissues, the adaptation of function to structure, and sanitation.
   Required of all applicants for Normal certificates.

SCIENCE

1, 2, 3. General Biology.
   A three-term course in general biology.

4, 5, 6. General Physics.
   A three-term course in general physics.

SPANISH

1, 2, 3. Beginners' Course in Elementary Spanish.
   Careful attention to pronunciation; insistence on a knowledge of the essentials of grammar; easy conversation; reading; composition, dictation, study of verb forms.

4, 5, 6. Intermediate Courses in Spanish.
   A study of selected texts; discussions on assigned topics, grammar, supplementary reading.

THE TRAINING SCHOOL

C. E. EVANS .................................................. President
L. F. GARRETT ............................................. Superintendent
MISS GEORGIA LAZENSBY .......................... Supervisor High School
R. H. SHELTON ........................................... Supervisor High School
MISS ERMA BRUCE ........................... Supervisor High School
MISS RUBY HENDERSON ........... Supervisor Fifth and Sixth Grades
MISS FLORENCE KONE ............................. Supervisor Third and Fourth Grades
MRS. LILLA MAYFIELD ................. Supervisor First and Second Grades
T. K. MORRIS .................................... Principal Rural Training School
MISS SUSIE WIESE .......................... Supervisor Rural Training School
MISS EMMA EDWIN MOORE ............ Supervisor Rural Training School

A Training School is a very necessary department of any normal school. It bears the same relation to 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 prac-
tice teaching under the supervision of experts, and to see the administra-
tive 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 students will be required to teach.

The Training Schools of the Southwest Texas State Normal College
offer a wide variety of opportunities for practice teaching, making it
possible for the prospective teacher to get actual experience in almost
whatever field he may desire. Most of the practice teaching is done
in the Education Building, where there is available for both observa-
tion and practice teaching a kindergarten, an elementary school of
six grades, a junior high school of three grades, and a senior high
school of two grades. This work is under the immediate supervision of
the following special supervisors: kindergarten, primary grades, inter-
diate grades, grammar grades, and special supervisors for each subject
in the high school.

In addition to this school, there is available for observation and
practice teaching a two-teacher rural school located about two miles
from the college. This work is also conducted by trained supervisors,
and students may have expert supervision in planning to meet rural
problems. As many as eight students may do practice teaching in
this school each term. Transportation is provided.

A school for Spanish speaking children in this district is also super-
vised by the Normal College, and is used for observation purposes.
Here one may see being worked out the problems similar to those found
in many schools in this section.

In all the training schools conditions are kept as nearly normal as
possible so that the practice will actually function in the public
schools in which the student teachers will probably work.

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 131 is open only to Sophomore college students who are applicants for diplomas.

2. No student will be permitted to take this course who has not completed Education 104, at least three term-hours in psychology of college grade, and three term-hours 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.

8. As far as practicable students will be required to take several
types of teaching. This will involve teaching several subjects in more than one grade and under the direction of more than one supervisor.

COURSE OF STUDY

The course of study now forming the basis of the work is that provided by the State Department of Education, although this course is modified to meet special conditions and is supplemented by many of the best courses to be found not only in the city schools of Texas, but in the entire country. There is now being worked out carefully prepared outlines of subject matter, projects, and methods of procedure for each subject in each grade. It is planned to make this a valuable handbook for teachers in this section of the State.
**REGISTER OF STUDENTS, SEPTEMBER, 1920-JUNE, 1921**

<table>
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<th>Name</th>
<th>College</th>
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<tr>
<td>Abney, Lucy Sue</td>
<td>Hays</td>
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<tr>
<td>Adams, Gladys</td>
<td>Dawson</td>
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<td>Adams, Margaret</td>
<td>De Sota, La.</td>
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<td>Adkisson, Jo Betty</td>
<td>Hays</td>
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Henderson, G ............... Hays
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Henderson, Wm .............. Irion
Henley, Bettie .............. Cherokee
Henley, Eunice .............. Cherokee
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Herrington, J. E ............. Coryell
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Hightower, Janie .......... Hays
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Hodges, Emma .............. Bandera
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Hoffman, Wanda ............ Caldwell
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Horton, Felton .............. Gregg
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Huck, Ida ................... DeWitt
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Jones, Van K ............... Robertson
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Jordan, Lillie .............. Hays
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McCormick, Rubine. .... Navarro
McDavid, Elva. ......... Rusk
McDermott, Gladys. ...... ----
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Nolan, Lucile. .......... Hays
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Norris, Fred. .......... Polk
Norwood, Henry. ......... Bandera

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Renick, Fay .............................. Williamson
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Roan, Martha .............................. Grimes
Roane, Grace .............................. Waller
Robbins, Fay. .............................. Bexar
Roberts, Edna .............................. Aransas
Roberton, J. F. .............................. Franklin
Roberts, Rosa .............................. Upshur
Robertson, Arleigh ........................ Nolan
Robinson, Mrs. F. H. ........................ Hays
Robinson, R. F. .............................. Leon
Robinson, Robt. .............................. Leon
Rode, Otto C. .............................. ---
Roehl, Antoinnette ........................ Brazoria
Rosenthal, Frances ........................ Harris
Rouse, Lillian .............................. Knox
Rowe, Ina May .............................. Travis
Rowe, Thelma .............................. Travis
Rowland, Lucille ............................. Jim Wells
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Runyon, Marlon E. .............................. Hays
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Schmidt, Mollie .............................. Austin
Schramm, Eleanor ............................. Harris
Schramm, Katherine ........................ Williamson
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Schweke, Isabel .............................. Washington
Scott, Lola Belle .............................. Bexar
Scott, W. Y. .............................. ---
Scott, Mrs. W. Y. .............................. Robertson
Self, Urselle ............................... Comanche
Sellers, Addie Mae .............................. Coryell
Sellers, Ruby .............................. Coryell
Senour, Bessie .............................. Matagorda
Servoss, Alleen .............................. Hays
Sessions, Hester .............................. Hill
Shands, Henry G. .............................. Hays
Shanks, Kathleen ............................. Brazoria
Shaw, Annie Maude .............................. Navarro
Shaw, Flora Aline .............................. Leon
Sheehan, Kathryn .............................. Bexar
Shelton, Chellie .............................. Wharton
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Shepherd, Carrie .............................. Hays
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Shoemaker, Mary ............................ Coleman
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Simpson, Louis .............................. ---
Simms, Doris .............................. Bexar
Singleton, Adalee .............................. ---
Skagg, Hazel .............................. Williamson
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SUMMARY

ENROLLMENT 1920-1921

Seniors: 14 boys, 5 girls
Juniors: 12 boys, 19 girls
Sophomores: 27 boys, 83 girls
Freshmen: 64 boys, 200 girls
Total: 191 boys, 503 girls, 18 special students

Total: 712 students