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THE COLLEGE CALENDAR


Sept. 25—Tuesday .................................. Registration
Sept. 26—Wednesday .................... Fall quarter classes begin
Oct. 1—Monday ................................. Entrance examinations
Nov. 22—Thursday .......................... Thanksgiving Day
Dec. 21—Friday ................................. Fall quarter closes

1924

Jan. 1—Tuesday .................................. Winter quarter begins
March 15—Saturday .......................... Winter quarter closes
March 17—Monday .......................... Spring quarter begins
April 21—Monday .......................... San Jacinto Day
May 31—Saturday .......................... Alumni meeting and Banquet
June 1—Sunday .......................... Commencement sermon
June 2—Monday .......................... Graduating exercises
June 4—Wednesday .......................... Summer quarter begins
Aug. 17—Sunday .......................... Commencement sermon
Aug. 23—Saturday .......................... Graduating exercises
BOARD OF NORMAL REGENTS

M. O. FLOWERS..................................................Lockhart
SAM SPARKS ..................................................Austin
FRED MARTIN..................................................Fort Worth
R. J. ECKHARDT..................................................Taylor
MARGIE NEAL ..................................................Carthage
J. J. BENNETT..................................................Stephenville

OFFICERS OF THE BOARD

M. O. FLOWERS, President..................................Lockhart
R. J. ECKHARDT, Vice-President..........................Taylor
H. A. TURNER, Secretary..................................Austin
ADMINISTRATIVE OFFICERS

C. E. Evans .................................................. President
A. H. Nolle ........................................... Faculty Dean
L. H. Kidd ................................................ Registrar
W. I. Woodson ........................................... Student Dean
Mrs. W. I. Woodson .................................. Dean of Women
E. O. Wiley ........................................... Superintendent of Training School
Bernadine Appleby ................................ Assistant Life Secretary
Ethel Davis ........................................... Assistant Registrar
C. E. Chamberlin ...................................... Treasurer-Secretary
H. S. Talley ............................................... Bookkeeper
Blanche L. Hawks ....................................... Librarian
Mrs. Lucy Burleson ..................................... Assistant Librarian
Adelle Mitchell .......................................... Assistant Librarian
Laura Fisher .............................................. Secretary
THE FACULTY

C. E. Evans ........................................... President
B. A., Oxford College (Ala.), 1888; M. A., University of Texas, 1906; LL. D., Southwestern University, 1923.

H. A. Nelson ........................................ Agriculture
Graduate Southwest Texas State Teachers College, 1909; B. S., Iowa State A. and M. College, 1921.

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

C. L. Key ............................................ Chemistry
Graduate North Texas State Teachers College, 1911; student University of Texas, 1913-14, summer 1913, 1915, 1916; M. A., George Peabody College for Teachers, 1921.

----------------------------- Biology-Chemistry

A. C. Burkholder ..................................... Economics

C. E. Chamberlin ................................. Business Administration
M. Accts., Ellsworth College, 1910.

W. L. Woodson ..................................... Education
Graduate State Teachers College, Kirksville, Missouri, 1897; B. S., George Peabody College for Teachers, 1919; M. A., George Peabody College for Teachers, 1923.

Bertram Harry ..................................... Education
Graduate State Teachers College, Warrenburg, Missouri, 1906; B. S. in Education, University of Missouri, 1917; M. A., University of Missouri, 1918.

Elizabeth Falls ..................................... Education
B. S., Columbia University, 1907; graduate student University of Chicago, 1915; M. A., Columbia University, 1922.

Gates Thomas ..................................... English
B. S., Austin College, 1897; B. Lit., University of Texas, 1900; graduate student University of Chicago, 1902, University of Texas, 1903; graduate student University of Missouri, 1922-23.

R. C. Harrison ..................................... English
B. A., University of Texas, 1912; M. A., University of Texas, 1917; M. A., Harvard, 1922.

R. A. Mills ......................................... English
B. A., University of Texas, 1914; graduate student University of Texas, 1920, 1921, 1922.

Louisville Marshall .............................. English
B. A., Baylor University, 1913; M. A., Columbia University, 1922.
<table>
<thead>
<tr>
<th>Name</th>
<th>Field</th>
<th>Education Details</th>
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<tr>
<td>Dora G. Netterville</td>
<td>English</td>
<td>B.A., University of Texas, 1919; M.A., University of Texas, 1922.</td>
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<tr>
<td>Mrs. Hester Graves King</td>
<td>Public Speaking</td>
<td>B.A., Southern Methodist University, 1919; M.A., Southern Methodist University, 1922.</td>
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<tr>
<td>Georgia Lazenby</td>
<td>Art</td>
<td>B.S., George Peabody College for Teachers, 1921.</td>
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<tr>
<td>Mary Stuart Butler</td>
<td>Music</td>
<td>B.A., Western College for Women (Ohio), 1918.</td>
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<tr>
<td>Burnyce LeClair Stevens</td>
<td>Music</td>
<td>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.</td>
</tr>
<tr>
<td>M. L. Arnold</td>
<td>History</td>
<td>Graduate North Texas State Normal College, 1898; University of Texas, 1906; M.A., University of Texas, 1920.</td>
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<tr>
<td>Retta Murphy</td>
<td>History</td>
<td>Graduate Texas Presbyterian College, 1904; B.A., University of Texas, 1915; M.A., University of Texas, 1916; graduate student University of Texas, summer 1922.</td>
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<tr>
<td>H. M. Greene</td>
<td>History</td>
<td>Graduate Sam Houston Normal Institute, 1911; B.A., University of Texas, 1916; M.A., University of Texas, 1923.</td>
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<td>Grady St. Clair</td>
<td>History</td>
<td>B.A., Baylor University, 1921; graduate student University of Texas, summer 1928.</td>
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<td>Jonnie McCrery</td>
<td>Home Economics</td>
<td>B.S., Columbia University, 1921; M.A., Columbia University, 1923.</td>
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<td>Katie Boyce</td>
<td>Home Economics</td>
<td>B.S., College of Industrial Arts, 1913.</td>
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<tr>
<td>Mabel L. Evans</td>
<td>Home Economics</td>
<td>B.S. in Home Economics, Kansas A. and M. College, 1921; graduate student University of Chicago, summer 1923.</td>
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<tr>
<td>Blanche Tansil</td>
<td>Home Economics</td>
<td>B.S., University of Tennessee, 1921; graduate student George Peabody College for Teachers, summer 1923.</td>
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<tr>
<td>W. R. Boucher</td>
<td>Industrial Arts</td>
<td>B.S., State Teachers College, Kirksville, Missouri, 1916; M.A., University of Missouri, 1922.</td>
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<tr>
<td>Hope H. Wilder</td>
<td>Kindergarten</td>
<td>B.A., Wesleyan College (Ga.), 1919; M.A., Columbia University, 1923.</td>
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<tr>
<td>E. O. Tanner</td>
<td>Latin</td>
<td>B.A., University of Texas, 1912; M.A., University of Texas, 1913; graduate student University of Texas, summer 1921.</td>
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</table>
J. S. Brown ....................................................... Mathematics
B. S., University of Texas, 1908; M. A., University of Texas, 1906.

Jessie A. Sayers .................................................. Mathematics
B. S., Columbia University, 1914; student University of Texas, 1909; 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 Education, University of Missouri, 1911; M. A., University of the South, 1912; Ph. D., University of Pennsylvania, 1915.

A. H. Ingenhuett .................................................. B. A., University of Texas, 1917; student National University of Mexico, 1921; M. A., University of Texas, 1923.

Ruth Lee Kennedy ................................................ Modern Languages
B. A., University of Texas, 1916; M. A., University of Texas, 1917; student University of Porto Rico, 1921-22.

O. W. Strahan ..................................................... Physical Training for Men
B. S., Drake University, 1914; student University of Chicago, summer 1914; graduate student University of Illinois, summer 1923.

James C. Sheffield ................................................ Physical Training for Men

H. G. Shands ....................................................... Physical Training for Men

Lula Hines ......................................................... Physical Training for Women
Graduate Sam Houston Normal Institute, 1883; special student University of Chicago, summer 1891, 1902, 1906; Chautauqua, N. Y., summer 1907; Columbia University, summer 1910.

Berta Lowman .......................... Physical Training for Women
B. A., Southwestern University, 1918; graduate student University of Texas, summer 1923.

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

E. O. Wiley ............................................................ Superintendent
Graduate Southeast Missouri State Teachers College, 1909; B. S., University of Missouri, 1915; M. A., Columbia University, 1921.

Edna McCormick, Principal High School ................................ Mathematics
B. A., University of Texas, 1909; graduate student University of Chicago, summer 1913, 1914, 1917.

Mattie Allison .......................................................... English
B. S., George Peabody College for Teachers, 1922.

Robert A. Tampke ................................................ History, English
B. A., North Texas State Teachers College, 1923.

H. H. Goodman ..................................................... Education, Science
Graduate Southwest Texas State Teachers College, 1916; B. A., University of Texas, 1918; M. A., University of Texas, 1922.

*Leave of absence.
Mrs. R. C. Harrison..................................................Spanish
B. A., Southwest Texas State Teachers College, 1923.

Ernest Shepherd..................................................Industrial Arts
Student Southwest Texas State Teachers College, 1920—.

Willie Caver...................................................Home Economics, Science
B. S., Southwest Texas State Teachers College, 1923.

Minnie Stanford ..................................................Art
Graduate Butler Female College; student George Peabody College for Teachers;
New York School of Art.

Mary E. Barton..................................................Music
B. M., Southern Methodist University, 1921.

TRAINING SCHOOL

FACULTY

E. O. Wiley..................................................Superintendent
Graduate Southeast Missouri State Teachers College, 1909; B. S., University of
Missouri, 1915; A. M., Columbia University, 1921.

Irma Bruce..................................................Latin

Lizzie Kate Smith.................................English, Mathematics
B. A., West Texas State Teachers College, 1921.

Janie Hopson.................................English, History
B. A., Southwest Texas State Teachers College, 1922.

Ruby Henderson.......................Supervisor Fifth and Sixth Grades
B. A., Southwest Texas State Teachers College, 1922; graduate student Colorado
State Teachers College, summer 1923.

Florence Kone.......................Supervisor Third and Fourth Grades
Sam Houston Normal Institute; George Peabody College for Teachers; B. S.,
Southwest Texas State Teachers College, 1921; graduate student Columbia Uni-
versity, summer 1923.

Minnie Knispel.......................Supervisor Second Grade
B. A., Southwest Texas State Teachers College, 1823.

Mrs. Lila Mayfield.......................Supervisor First Grade
Graduate Southwest Texas State Teachers College, 1907; B. S., George Peabody
College for Teachers, 1922.

J. C. Bachman.......................Principal, Westover Rural School
Graduate Sam Houston State Teachers College, 1917; B. A., Baylor Univer-
sity, 1923.

Emma Edwin Moore.......................Supervisor, Westover Rural School
Graduate Southwest Texas State Teachers College, 1920.

Susie Wiese.......................Principal, Blanco Rural School
Graduate Southwest Texas State Teachers College, 1921.

Mrs. Alline Jarrott.......................Supervisor, Blanco Rural School
Graduate Southwest Texas State Teachers College, 1922.
SOUTHWEST TEXAS STATE TEACHERS COLLEGE

PURPOSE

The Legislature of Texas established the Southwest Texas State Teachers College to prepare teachers for the public schools of the State, both elementary and secondary. The entire machinery of the institution is organized in harmony with this purpose. The schools of Texas are demanding teachers of thorough academic training and a high degree of professional skill. The teacher training institutions must, therefore, make an appeal to young men and young women of fine native ability, broad outlook, and rare worth. To attract such students to the work of teaching, the Teachers College must offer a rich program of studies and a many-sided student life. Nothing less than a four-year college course meeting the standards of the most exacting colleges answers this purpose for the most ambitious young men and young women, or is considered adequate training for teaching in Texas high schools. Indeed, in a very short time, such preparation will be required for important positions in the elementary schools. This purpose and these demands are recognized in the curricula offered by the Teachers College. In whatever field of school work the student's interest lies, there is a curriculum to meet his needs, not only as to the technique of instruction, but also in the broad culture and extended vision that result from a rigorous discipline in the various fields of knowledge. Believing that teaching is not the work of mediocre students, but that it should challenge the best minds, the Southwest Texas State Teachers College offers a program of studies equal in scope and in standards of instruction to the best, and confers on those completing it bachelor's degrees which stand for sound scholarship and marked professional skill. The holders of the standard Teachers College degree are admitted to graduate work in the best colleges and universities of America. In this enlarged program of teacher training, the Texas Teachers Colleges are but keeping step with similar institutions in the most progressive States of the American Union.

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 Edu-
cation. 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. During the years of its continuance the following citizens of San Marcos served as members of this board: W. D. Wood, S. V. Daniel, Ed J. L. Green, J. M. Hons, and Will G. Barber. In April, 1903, the State Board of Education elected Superintendent T. G. Harris of Austin President of the school, who served in this capacity until succeeded by C. E. Evans in 1911. In this same year, 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. Since the Board of Normal Regents was created in 1911, the following citizens of Texas have served as members of this board, including the members of the present board: F. M. Bralley, Denton; Walter J. Crawford, Beaumont; W. H. Fuqua, Amarillo; A. C. Goeth, Austin; Peter J. Radford, Fort Worth; Sam Sparks, Austin; J. S. Kendall, Dallas; A. B. Martin, Plainview; R. J. Eckhart, Taylor; M. O. Flowers, Lockhart; A. B. Watkins, Athens; J. A. Elkins, Houston; J. J. Bennett, Stephenville; Miss Margie Neal, Carthage; M. C. Parrish, Austin; Royall R. Watkins, Dallas. In 1913, also, the Normal Colleges 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 Normal Colleges 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 courses of study in vocational home economics under the Smith-Hughes law. The Thirty-eighth Legislature in 1923 changed the name of the College to the Southwest Texas State Teachers College at San Marcos. The Southwest Texas State Teachers College now offers four years of standard senior college work leading to the degrees of Bachelor of Science and Bachelor of Arts.
PHYSICAL EQUIPMENT.

LOCATION

The Southwest Texas State Teachers College is located in San Marcos, a city of approximately six thousand inhabitants. It is situated on the Missouri, Kansas & Texas, and the International & Great Northern railways, fifty miles north of San Antonio, and thirty miles south of Austin. The school is situated on College Heights, 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 Teachers 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 the campus, a high-lying tract of twenty-four acres, about four blocks north of the business center of San Marcos, six commodious brick or reinforced concrete buildings, a new and commodious gymnasium built of frame, and three frame cottages. All of these structures, which are heated by steam and lighted by electricity, are well adapted to the purposes for which they are intended. The school plant is also amply furnished with school gardens, athletic field, courts for tennis, basket ball, and volley ball, and a swimming resort.

The Main Building, erected of brick in 1903, contains the administration offices, a large auditorium, seven recitation rooms, the Exchange, and the Y. W. C. A. rest room.

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

The Library Building, erected of brick in 1910, contains the reference library, text-book library, general reading rooms, the Y. M. C. A. rest room, and large rooms on the ground floor used for the department of Business Administration. The third floor, with its large and comfortable rooms, is used for the department of English.
The Industrial Arts Building, erected of reinforced concrete, contains ten rooms especially equipped for classrooms and laboratories for the classes in industrial arts and home economics. This equipment includes woodwork shop, kitchen and dining room, sewing room, and several offices for teachers.

The Education Building, erected in 1918, of reinforced concrete, at a cost of $85,000, including furniture and fixtures, is modern in all respects and contains an auditorium, a gymnasium, eight rooms for the use of the nine grades of the Training School, ten rooms for classrooms of the teachers of educational subjects, a psychological laboratory, and offices for teachers.

The Allie Evans Demonstration Cottage, a frame structure, recently completed, contains a spacious living room, a dining room, three bedrooms, two halls, two bathrooms, laundry, kitchen, large sleeping porches, and an office for the supervisor. The entire cottage is constructed on a scientific basis with especial attention given to the planning and equipping of the kitchen, which, owing to its compactness, concentrates the working processes. The cottage will enable several girls each term to secure practical household experience in household accounts, buying, planning, and serving meals, and to acquaint themselves with a number of the modern labor saving devices.

The Power House, erected of brick in 1915, contains the boiler and engine rooms, a large battery room, and rooms equipped for the forging and metal-work shops of the Industrial Arts department, handball court, and shower baths.

The Cafeteria, a frame structure on the campus, amply supplied with attractive furniture and equipment for dining, 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 1923-24.

The 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. Students thus have the free use of the hospital, including trained nurse, but not the services of a physician.

The Gymnasium, a modern frame structure, one hundred and four feet long and seventy-four feet wide, is well arranged for all indoor athletics and gymnastic exercises. The main basket ball floor is eighty feet long and fifty feet wide, around which there is a seating capacity for more than 1000 people. In the basement there are large dressing rooms provided with lockers, shower-bath rooms, a squad room, a storeroom, and an office. The building was made possible by liberal contributions by the student body, both in money and in work.

The Athletic Grounds, named Evans Field, consist of five acres, for football, baseball, and track work, and contain 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, basket ball, and volley ball 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 College plant. It is located on the beautiful San Marcos River, a clear, cool, limpid stream, fed by springs, which insure an abundance of pure water at all seasons of the year. The pool is admirably adapted to the needs of not only the beginner, but of the experienced swimmer, for the water is shallow enough in places for children and deep enough in other places for the high diver. Owing to an abundance of springboards, floats, platforms, trolleys, chute-the-chutes, safety ropes, and such other apparatus as is found in all well ordered resorts of similar type, hundreds of students learn each year to swim under the direction of expert direction. Moreover, those desiring to swim will find ample opportunity since the pool is large enough to accommodate two hundred to three hundred swimmers at one time. The bath house is new and commodious and well supplied with dressing rooms and lockers. Since the resort is lighted by electricity, it forms an unusually good place for picnics and other evening parties.
The Library, containing 15,000 carefully selected volumes, is strong in the fields in which majors are offered. It is especially rich in modern language, history, modern fiction, poetry, and drama. The general reading room is substantially furnished, and accommodates two hundred and fifty readers. In addition to a number of current publications received from learned societies and educational institutions located in various parts of the world, the library exhibits current files of one hundred and twenty-one magazines and five newspapers.

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

The Two-teacher Rural Schools, two in number, are located in the country, but easily accessible. They are model schools 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 buildings themselves are modern two and three-room buildings embodying the most approved modern methods of heating, lighting, and ventilating. The facilities at present are such that twenty-five student teachers may do observation work in them at the same time.

GOVERNMENT

Discipline. The Southwest Texas State Teachers' College believes that the high calling of teaching requires men and women of uprightness of conduct and integrity of life, and invites to its classrooms persons of good habits, strong character, and noble purpose only. Students of this type voluntarily conform to the regulations of the school, refrain from improprieties of conduct without complaining, and counsel cheerfully and freely with the President and members of the faculty. Under these conditions the discipline in the College becomes a dignified appeal to worthy young men and women to maintain at all times the strictest fidelity to sound ideals of character, including diligence and conscientiousness in the discharge of school duties. In case there should be students of objectionable habits and incorrigible dispositions who enroll, they will be advised to withdraw. The Teachers 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 Teachers 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; not to leave school without permission of the proper dean or the President; not 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.

For each total of absences in all classes during any term of the regular session or any half term of the summer session equal to the number of term-hours for which a student is enrolled, the student shall receive one term-hour of negative credit: e. g., a student who is enrolled for fifteen term-hours of work and absents himself from classes fifteen times during the term shall receive fourteen term-hours credit for the term's work.

The Dean of the Faculty will, in extraordinary cases, exempt a student from the operation of the above rule, and the rule does not apply to absences properly authorized for participation in activities in which the student officially represents the College. But no other reason for absence *per se* suspends the application of the rule, which is intended primarily to take care of absences occasioned by sickness and similar contingencies; sickness is a justification for absence but does not release a student from work missed nor does it in itself rescind the operation of the rule. Moreover, an absence from class during either of the two days immediately preceding or the two days immediately succeeding any regular holiday of the College, shall, in the enforcement of this regulation, count as two absences, unless the student can offer a satisfactory explanation for such absences.

Absence at the beginning of the second or third terms of the regular session works forfeiture of the privilege of attending classes until formal approval is given by the Dean or the President. Moreover, late registration in any term shall for each calendar week reduce by two the total number of absences in all classes allowed during such a term.
For the purposes of this last mentioned rule, late enrollment in any one or more classes shall have the same effect as late registration.

Excuses for absences will not be considered unless presented promptly after the period of absence.

For a total of absences in any one course equal to the number of term-hours for which the course gives credit, a student shall be automatically suspended from the course subject to reinstatement at the discretion of the Dean of the Faculty; at the discretion of the Dean he may be dropped from the course and thus forfeit all credit in the course or he may be reinstated subject to special examination in the course.

Student Obligations. The advice and requests 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. The following are reasonable student obligations:

1. Students should obtain the approval of the proper dean before leaving San Marcos at any time. Requests to leave school before the Christmas holidays begin or to re-enter tardily when the session is resumed are impracticable. In case of withdrawal from school before the close of the term, students should file with the Dean of the Faculty a statement of the cause for such withdrawal.

2. School will be in session from Monday to Saturday, inclusive. Students are advised to spend the periods of the school day not used in recitation, and the hours of the evening from 7 to 10 o'clock from Monday to Friday, inclusive, in the prosecution of school work. Diligent, faithful students have a right to work free from disturbance by the idle and thoughtless.

3. In the boarding houses, students are expected to be quiet, respectful, and polite, and 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 do not 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 Teachers 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 the buildings and on the premises is unworthy conduct for students.

6. Students are expected to take not more than five subjects, and not fewer than three, not counting physical education. Special ap-
proval 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 Council. The Teachers 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 representatives as members of the Student Council. This committee meets regularly with the President or with other members of the faculty appointed by him 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.

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 follow-
ing organizations having more specialized objects: La Salamanca for the students of Spanish; Le Circle Francais for students of French; Die 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 co-operative team work are the immediate aims.

Among the principal forms of athletics for men are football, basketball, track, tennis, and swimming; for women, basket ball, volley ball, indoor baseball, tennis, archery, and swimming. Intercollegiate contests are scheduled in all the sports held for men except swimming, and in basket ball for women. The schedules for such contests will appear in the daily papers. Aside from these extramural contests, intramural contests are held, for both men and women, in most of the sports offered, including aquatic sports.

To be eligible to take part in intercollegiate athletic contests, a student must meet the following conditions: (a) he must be enrolled for at least four courses representing a minimum of twelve term-hours of work exclusive of courses in physical education; (b) his class work must at the time of his participation be satisfactory; (c) he must have passed in three courses and have made at least seven grade points in the term preceding; (d) he must not be under discipline; (e) he may not be a member of regular athletic teams for a greater number of years than are before him when he enrolls in the College.

The Southwest Texas State Teachers College is a member of both the Texas Intercollegiate Athletic Association and the Women's Intercollegiate Athletic Association, and is governed by the rules and regulations of those associations.
RELIGIOUS ACTIVITIES.

RELIGIOUS INFLUENCES

Churches. Each of the eight churches in San Marcos is interested in the students of the College, and endeavors to make them feel at home in all of the church activities. The local churches are the Baptist, Catholic, Church of Christ, Christian, Christian Science, Episcopal, Methodist, Lutheran, and Presbyterian. Students will find a welcome at the Sunday Schools, the young people's societies, the mid-week meetings, and at other services of the respective churches. Students are urged to establish a "church home."

Young Men's Christian Association. The Young Men's Christian Association accepts the responsibility for leadership in Christian work and moral standards among the men students. The association endeavors to meet the moral, spiritual, and social needs of the campus by conducting weekly devotional meetings, by bringing before the students every outside influence conducive to higher thinking and better living, by co-operating with the local churches, and by fostering wholesome recreation. The Y. M. C. A. also gives opportunity for social service work through the partial support of the Mexican night school, and through special plans for organized work.

The association each year brings to the College distinguished lecturers on social and religious questions. Last year the list of lecturers included Dr. D. A. Penick of the University of Texas, Frank H. Gamel, the "Boyologist," and Dr. Allyn K. Foster of New York.

The Y. M. C. A. reading room is on the first floor of the Library Building. In it are reading tables, books, and magazines. New students, as well as old, are invited to this room. A committee of faculty men serve in an advisory capacity for the Y. M. C. A. They are ready to make friends with every man on the campus, and are anxious to serve in every way.

Young Women's Christian Association. The Young Women's Christian Association organized the year the College opened, in 1903, exists to be of service to the women students, and to the campus as a whole. It offers opportunity for development and training in religious and social work. It seeks to bring the College women into closer relationship with their churches, and to help in every way to make their college life happier and more worth while.

The association endeavors to interpret Christ to the women students, and to make Him a reality on the campus by conducting weekly devotional services, and by fostering Bible and missionary courses, and discussion groups.
The Y. W. C. A. operates the "Exchange," half of the proceeds of which are used for the work of the association. It has established and maintains a night school for adult Mexicans, and supervises recreation among the Mexican children at the day school.

At the head of the association is the Student Life Secretary. She seeks to enlarge the usefulness of the work, sustains a general advisory relation to the members, and is a friend to every girl. She is anxious to meet all new students, and to be of service to them.

The Y. W. C. A. rest room is on the first floor of the Main Building. In it are study tables, couches, a bed, a writing desk, writing supplies, a telephone, an emergency box, and a medicine chest, all of which are at the service of the girls of the school.

The Y. W. C. A. meets in the Auditorium each Wednesday morning at Assembly period. Every girl is invited to attend these services, and to become an active member of the association.

Department of Religious Instruction. The Department of Religious Instruction has been formed as a definite part of the College curriculum, for the purpose of presenting to students the Bible in its broadest aspects—as a literary gem, as a book of social teachings, as a book of history. A knowledge of the Bible, with its Christian principles, is considered important for a keen yet unbiased consideration of present-day world problems.

Entertainments. Each year there is offered for the entertainment and improvement of the students, and supported by them, a strong Lyceum Course, consisting of several numbers. Some of the features offered during the past several sessions were: The Madam Scotney Company, Lambert Murphy, Percy Hemus, Lieurance's Symphonic Orchestra, Vachel Lindsey, Tom Skeyhill, the Devereaux Players, and A. Mather Hilburn.

The various clubs and literary societies give social functions and entertainments during the session. The two outstanding features of student activity for the past several sessions were the presentation of a historic and patriotic pageant, "Luring a Nation—From Roaming Herd to Flying Bird," and of The Admirable Crichton, a three-act play by J. M. Barrie. In the pageant 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 with most intense effect. It was produced by a cast of three hundred and fifty students, at a cost of approximately one thousand dollars, before an audience of one thousand five hundred people. The presentation of the play was both an artistic triumph and an educational treat, for it brought to the audi-
ence 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 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 catalogue 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.

The association as a part of its fixed policy annually at commencement time holds a banquet open to all graduates and former students of the Teachers College. This feature makes it possible for the graduates and former students to get together to discuss problems affecting their own professional interests and those of the College, to renew friendships, and to otherwise further the purposes of the association.

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 a historic and patriotic pageant presented by the student body, 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 several 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 College 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 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 Jack Arnold Memorial Fund, a loan fund begun in 1921 by Professor and Mrs. M. L. Arnold as a memorial to their son Jack, who sacrificed his life in France in the World War, and who prior to his enlistment in the United States army had been a student in the Southwest Texas State Teachers College.

The Regents' Scholarship, a scholarship carrying with it a stipendium of one hundred dollars a year, awarded annually to a student of the Southwest Texas State Teachers College, preferably to a student in the Senior College division, who bears evidence of moral force of character, and who has demonstrated high scholastic attainments.

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 Schreiner Scholarships, two scholarships of the annual value of two hundred and seventy-five dollars each, established by Captain Charles Schreiner of Kerrville, Texas, open to graduates of the Tivy High School, Kerrville, Texas, the holder having the right to enter any one of the State Teachers Colleges or the University of Texas.

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, and at the swimming resort.

The Exchange, a supply store operated by the members of the Young Women's Christian Association without charge for their services, deserves to be classed not only as an accommodation to students, but as a real economic help to them. It furnishes school supplies, athletic goods, and other incidental needs of students at prices large enough only to be consistent with sound business practices. Such small profits as the store does make are used to help defray the expenses of the association or are contributed to the several student loan funds.

TEACHER PLACING BUREAU

The Teachers College has a committee on recommendation and appointment of teachers. The function of this committee is to find suitable positions for worthy teachers and to supply efficient teachers to the public schools of the State. Special effort is made to obtain reliable information concerning vacancies.

During the summer of 1922, owing to the unprecedented demand for teachers trained in the Teachers Colleges the committee could fill only 40 per cent of requests for teachers. The services of this committee are available to students free of charge.
GENERAL INFORMATION

ROOM AND BOARD

Although the Teachers 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 Teachers 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 Teachers 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 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 shows rates ranging from $22 to $24 per month for meals, $5 to $8 per month for rooms, and $25 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 College 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 is $12 per term, payable in advance. This includes the usual incidental fee, the blanket tax for the support of student activities, and the hospital fee. No other fee will be collected from students excepting that for diploma, which will be supplied at actual cost. As stated elsewhere, students have free use of the hospital, including the services of a trained nurse during temporary or protracted illness. Among the special privileges secured should be mentioned the following: Admission to all athletic contests participated in by college teams on College athletic field; free subscription to the College 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. The institution will sell or rent books on hand to students at a reasonable price, thereby making the cost nominal. Students will be held responsible for apparatus issued to them and must pay for all damage due to carelessness. Students will not receive credit for laboratory courses until all claims for damages have been paid.

Qualifications. No person who is under sixteen years of age January 1, 1924, 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 Sub-college class; students who have completed the equivalent of the tenth grade should be able to enter the Second Year Sub-college 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 Teachers College Monday, September 24, and Tuesday, September 25, for the purpose of classifying. All students should confer with these committees before enrolling for work.
The summer session of the Southwest Texas State Teachers 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, 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 training in the Teachers College without losing any time from school work. Graduates of Texas State Teachers 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 credit in the Teachers College; 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 text-books 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 Education offers such examinations at the end of the Summer Normal, which runs uninterruptedly throughout the summer quarter of the Teachers 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**

The College ........................................ Four years.
The Sub-college ................................. Two years.
The Training School ............................. Nine grades.

**The 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.

**The Sub-college,** 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 Sub-college entitles one to clear entrance to the College.

**The Training School,** which comprises the kindergarten and 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 Sub-college without examination. The Training School includes two model three-teacher rural schools, located in the country, but easily accessible. Students preparing to teach in the rural schools of the State will do their practice teaching in these schools under actual country conditions.
THE COLLEGE

ADMISSION REQUIREMENTS

1. *Uniform requirements:* The requirements for admission are uniform for Texas State Teachers 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 annual directory, issued by that department. Units offered for admission must be found accredited in the directory of even date.

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 College.

6. *Freshman class:* Graduates of high schools who present 15 accredited 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.

7. *Age:* Any person who is sixteen years of age on or before January 1 of the school year may enter a State Teachers College at the beginning of the fall term or at any suitable time during the school year.

8. *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:

- Agriculture, \( \frac{1}{2} \) to 1
- Advanced Arithmetic, \( \frac{1}{2} \)
- Ancient History, 1
- Algebra, 2
- American History, \( \frac{1}{2} \) to 1
- Botany, 1
- Bookkeeping, 1
- Biology, 1
- Chemistry, 1
- Commercial Arithmetic, \( \frac{1}{2} \)
- Commercial Geography, \( \frac{1}{2} \)
- Civics, \( \frac{1}{2} \) to 1
- Commercial Law, \( \frac{1}{2} \)
- Design, \( \frac{1}{2} \) to 1
<table>
<thead>
<tr>
<th>Course</th>
<th>Required Units</th>
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<tbody>
<tr>
<td>Domestic Art</td>
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<tr>
<td>Domestic Science</td>
<td>½ to 2</td>
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<td>English</td>
<td>2 to 4</td>
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<tr>
<td>Economics</td>
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<td>English History</td>
<td>½ to 1</td>
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<tr>
<td>French</td>
<td>2 to 4</td>
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<tr>
<td>German</td>
<td>2 to 4</td>
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<tr>
<td>General Science</td>
<td>1</td>
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<tr>
<td>Hygiene and Home Nursing</td>
<td>½</td>
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<tr>
<td>Latin</td>
<td>2 to 4</td>
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<tr>
<td>Mechanical Drawing</td>
<td>½ to 4</td>
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<tr>
<td>Modern History</td>
<td>1</td>
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<tr>
<td>Music</td>
<td>1 to 4</td>
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<td>Physics</td>
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<td>Plane Geometry</td>
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<td>Physiology and Hygiene</td>
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<td>Public Speaking</td>
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<td>Psychology</td>
<td>½</td>
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<td>Spanish</td>
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<td>Stenography and Typewriting</td>
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<td>Trigonometry</td>
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</tbody>
</table>

9. **Evaluation of teachers' certificates:** An applicant for admission to the Freshman class may absolve eight and one-half ($8\frac{1}{2}$) 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 ($12\frac{1}{2}$) units by the presentation of a permanent certificate.

10. **Time of examination:** Entrance examinations are held by the College on the first Monday following registration in each term. An additional examination administered by the State Department of Education is held in May of each year.

11. **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 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 thus by individual approval to Freshman English courses will, on completion of such courses, be given credit also for three admission units in English. Similarly, students admitted to Freshman mathematics courses will, on completion of such courses, receive credit also for two admission units in algebra and one in plane geometry. Further, students admitted to the Freshman class by individual approval and making during the first long session at least forty-five term-hours with an average grade of C will in addition ab-
solve all admission conditions in free elective units. 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.

12. **Time limit for removal of admission conditions:** Students must absolve entrance requirements within two college years, also college credits may be counted for admission units; and students must complete Freshman work before taking up Junior or Senior courses.

13. **Credits from other institutions:** Credits for work done in any college or university are determined by the President of the Teachers College. Work completed satisfactorily in any one of the Texas State Teachers Colleges is fully recognized by the others. Those completing the work of the Freshman year in one Teachers College are admitted to the Sophomore year in any State Teachers 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 college that issues the certificate, and provided, also, that of the entire forty-five term-hours of the Sophomore year required for a Sophomore diploma, thirty-six term-hours must be done in the college that issues the diploma.

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

**Late Registration.** No student who enters the College later than the eighth calendar day of any term of the regular session, or the fourth calendar day of any half-term of the summer session, may receive credit for a full term’s work. No student will be allowed to enter the College later than the fifteenth calendar day of any term of the regular session, or the eighth calendar day of any half-term of the summer session, except at the discretion of the Dean of the Faculty.

THE RELATION OF THE SOUTHWEST TEXAS STATE TEACHERS COLLEGE TO OTHER COLLEGES AND TO UNIVERSITIES

With a few exceptions accounted for by special reasons, all courses offered by the College division of the Southwest Texas State Teachers College are accepted at their full value by the University of Texas. Students of the Southwest Texas State Teachers College who have judiciously chosen their courses may, therefore, enter the college of arts and science or the school of education of the University of Texas, and degree graduates of the Southwest Texas State Teachers College, the graduate school of the University of Texas, without penalty or loss of credit, subject to the rules and regulations as printed on page
101 of the catalogue of the University of Texas for 1922-23. They may enter any other college or university in the United States on a similar basis. The rules and regulations of the University of Texas are herewith reprinted.

**Students from Texas State Teachers Colleges.** "Students desiring admission from the State Normal Colleges of Texas must meet the requirements made of students from other colleges. . . .

Students attending the college department of a State Normal College during and after the session of 1913-14 will receive college credit provided they were eligible, at the time of their admission to the Normal College, to enter the freshman class at the University. The standard amount of credit will be five courses (thirty semester hours) for one year's full work in studies paralleled in the University and given in substantially the same order. Only specified courses as agreed upon will be accepted as "advanced."

Students holding a Bachelor's degree from a State Normal College awarded in 1922 or subsequently will be admitted to the graduate school of the University without condition, subject to the regulations of the graduate school, provided they present as many as five courses that have been approved as "advanced."

Students who were admitted to the second college year by reason of graduation from a State Normal School prior to 1914, will be credited with only six college courses."

It is to be noted that the course credits offered cannot be specified as to subjects in advance. They can be specified only after examination of the work done in each individual case. Unspecified credits will count toward university degrees as elective courses, but will not satisfy specific degree requirements. It may result from this that a student from a Normal College admitted to the University with five courses' credit will find it necessary to complete more than fifteen additional courses in order to secure the Bachelor's degree; a student admitted with ten courses, to complete more than ten additional courses, etc.

As in the case of students from other colleges, all credits given to students from the Normal Colleges are conditional, and may be reduced after the students matriculate in the University of Texas if their work here is of low grade."—Catalogue, University of Texas, 1922-23, page 101.

**COLLEGE CERTIFICATES**

1. *Freshman.* On completion of the work of the Freshman class, the student is 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."

2. Sophomore. On completion of the work of the Sophomore class,
the student is 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 for four years is
valid in any elementary grade or in any high school."

3. Junior Year. On completion of the work of the Junior class,
the student is awarded a high school certificate of the first class valid
for six years.

4. Senior Year. On completion of the work of the Senior class,
the student is awarded a permanent high school certificate.

5. Special Certificates. A special certificate in Kindergarten, Home
Economics, Music, Industrial Training, Art, Commercial Subjects, or
Physical Training may be granted to a student who has satisfied stand­
ard college entrance and completed the work of the Freshman year,
provided he has specialized in the subject for which the certificate is
to be granted. A similar certificate may be granted at the end of
any succeeding college year.

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

7. Building. Certificates granted by the State Teachers College
may be "built upon" for higher certificates by the applicant's making
the required average on the additional subjects.

8. Special Certification. A Freshman college student who has been
required to make by class work three or more term-hours in the Second
Year class of the Sub-college to satisfy entrance requirements and
who has not completed his Freshman work may receive a second year
certificate, provided that he has satisfied the residence requirements
of one term and has made at least fifteen term-hours credit in the
Teachers College issuing the certificate, and further, provided that he
has a total of at least forty-five term-hours in the Second Year class
and the Freshman class combined. A student who has received a
second year certificate in this way shall be entitled to receive a Fresh­
man college certificate as soon as he has fulfilled the requirements of
the Freshman year.
A student who fails in one or more subjects of any year may not receive the certificate of the next lower year unless he has sufficient credits made in class in the next lower year which have not been previously used to secure a certificate to make a total of forty-five term-hours in the two years combined.

A student who presents from any institution ranked by the State Department of Education as a college of the first class thirty term-hours or more of credit which has not been used previously to secure a certificate may receive a Freshman college certificate by attending a Texas State Teachers College one term, making at least fifteen term-hours credit and fulfilling all requirements for the Freshman year for the Teachers College attended.

9. College Credits in Lieu of Examinations. Holders of certificates may raise the grade of the certificate by offering college credits in the courses required for higher certificate in lieu of examinations in these subjects. In doing so, such persons will thus secure college credit toward a degree.

DEFINITION OF TERMS

1. Term-hours. The term-hour 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.

In this catalogue each college course has a value of three term-hours, unless otherwise specified. (As defined by State statute, each college course has a value of nine term-hours unless otherwise specified.)

2. Equivalents. The following are recognized equivalents:

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

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

(c) 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.

3. 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 curriculum or to the vocational curricula under the Smith-Hughes Law. A first minor may consist of a minimum of
twenty-four term-hours or a maximum of thirty-six term-hours. A
second minor consists of eighteen term-hours. Education is a re­
quired major of thirty-six term-hours or a required minor of twenty­
seven term-hours.

4. Related Electives. Related electives shall be construed as mean­
ing courses in the same subject or in related subjects.

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

DIPLOMAS AND DEGREES

1. Diploma. Upon the completion of the Sophomore year in the
curricula for kindergarten-primary, intermediate grade, and rural
school teachers, students are awarded appropriate diplomas.

2. Minimum requirements for diploma:
   Fifteen units for admission to the College.
   Eighteen term-hours in education.
   Nine to eighteen term-hours in English.
   Eighteen term-hours in related courses.
   Other college subjects to make ninety term-hours.

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

4. 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; pro­
vided, 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 at least 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.

A minimum of forty-five term-hours of advanced work (Junior or
Senior) is required for a degree from a Texas State Teachers College.

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 unan­
nounced, given at intervals during the quarter, and by final examina­
tions given at the end of the term. 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 class 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 forty-five term-hours 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.

In determining grade points the above evaluation of grade symbols is for courses carrying three term-hours credit; for courses carrying a greater or lesser number of term-hours credit, the symbols have a value in proportion.

Eligibility to Honors. To be eligible for any collegiate honors, such as election to membership on the Student Council or appointment to a fellowship or a teaching scholarship or employment in the College in any capacity, a student must have made ten grade points a term and must not have failed in any subject; provided that to be eligible for membership on any team or organization representing the institution in intercollegiate contests, a student must have passed in at least three subjects representing at least nine term-hours of work, and have made at least seven grade points in the preceding term.

Students who fail in required work in any term cannot during ensuing terms elect other courses in order to become eligible for such collegiate honors until failures in required work are made up. If for any reason a student is classified in courses to which he is not entitled because of such failures, eligibility for honors will be determined by the record for the preceding term.
If for any reason a student is conditioned in a course by the instructor, unless such a condition is occasioned by absence from a final examination on account of illness, the delayed grade thus earned shall, for the purpose of computing eligibility to honors, continue in force until the beginning of the next term, even though the condition has been absolved in the interim.

Probation and Failures. All students who fail in three or more subjects or who made five grade points or fewer in any one term may be refused registration at the beginning of the next term, or, if allowed to register, automatically place themselves on probation. Any student who thus places himself on probation may be asked to withdraw from the institution at any time during the ensuing term in case the work he is doing fails to show marked improvement. Students who are denied registration because of unsatisfactory scholarship may register on probation at the expiration of an intervening term; provided, that a student who a second time forfeits the right to registration because of unsatisfactory scholarship shall be denied further registration in the institution.

All students who apply for admission to the Teachers College who have been refused registration at another college because of unsatisfactory scholarship shall be refused registration on the same basis as students in this College.

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, industrial arts, home economics, commercial branches, etc. Each curriculum 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 curricula emphasize preparation for teaching in the primary and elementary grades; the degree curricula 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 first six terms of residence work in the College.

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 100-199 are underclassmen courses intended primarily for Freshmen and Sophomores; courses 200-299, upperclassman (i.e., advanced) courses intended primarily for Juniors and Seniors. Courses bearing multiple numbers (e.g., History 110, 111, 112) represent series that must be completed in their entirety before any part thereof may be accepted as credit toward a certificate, diploma, or degree, unless the description of the course specifically makes exception to the contrary. Unless otherwise specified, a course is three term-hours, which represents three recitations per week for twelve weeks, each period of recitation being fifty-five minutes in length.

DEGREE COURSES

The Southwest Texas State Teachers College offers courses in the College Junior and the College Seniors years, including 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 Teachers 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.

REQUIREMENTS FOR DEGREES

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 Teachers College.

BACHELOR OF SCIENCE

Requirements for Graduation*

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

*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 —.
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 and geography, sociology); (c) 9 term-hours of natural science (agriculture, biology, chemistry, physics).

3. He must complete during the last two years of his course: (a) one professional major in education of not less than 36 nor more than 45 term-hours, including 6 term-hours of psychology, 3 term-hours of principles of teaching, 6 term-hours of practice teaching, and 9 term-hours from courses numbered 200 or above elected in one field of education and in sequence; provided a candidate for a degree who is not an applicant for a State high school certificate may present a minor of 27 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 9 term-hours must be in courses numbered 200 or above; (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.

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.

All majors and minors must be chosen with the advice and consent of the Dean of the Faculty not later than the beginning of the Junior year.

**Groups.** The courses making up the academic major may be selected from any one of the following groups: (1) Economics, business administration, sociology; (2) English, public speaking, dramatics, Latin, French, German, Spanish; (3) home economics, provided that the student is enrolled in the curriculum for vocational home economics; (4) mathematics, chemistry, physics; (5) biology, chemistry, physics; (6) economics, history and geography, sociology. The courses making up a minor may be selected from any one of the above groups or from any one of the following subjects: agriculture, art, industrial
arts, music; provided that the courses making up a first minor may be selected from such a subject only in case the department offering the subject offers at least nine term-hours of advanced courses in the subject.

**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 of the 180 term-hours required for graduation 27 term-hours must be in foreign language (of which at least 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 foreign language in the College.

*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 page 46.
COLLEGE CURRICULA

Curriculum for Kindergarten-Primary Teachers

FRESHMAN

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<tr>
<td>English 101, 102, 103</td>
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</tr>
<tr>
<td>Biology 101, 102, 103 or Related Electives 9 hours</td>
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</tr>
<tr>
<td>Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
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SOPHOMORE

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<th>Course</th>
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<td>Education 123 or 125, 124, 132, 133</td>
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<tr>
<td>English 105</td>
<td>3</td>
</tr>
<tr>
<td>Biology 101, 102, 103</td>
<td>12†</td>
</tr>
<tr>
<td>Drawing 3 or 6 hours</td>
<td>9</td>
</tr>
<tr>
<td>Music 3 or 6 hours</td>
<td>9</td>
</tr>
<tr>
<td>Social Science</td>
<td>9</td>
</tr>
<tr>
<td>Free Electives</td>
<td>0-12</td>
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JUNIOR-SENIOR YEARS

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<th>Course</th>
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<tbody>
<tr>
<td>Education</td>
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<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>27‡</td>
</tr>
</tbody>
</table>

Majors, minors and free electives to satisfy degree requirements for total of 90 term-hours.

*Students who wish to elect Home Economics 151, 152, 153 (Foods) as a part of this curriculum may substitute Chemistry 101, 102, 103 for Biology.

†Unless absolved in the Freshman year.

‡Applicable only to candidates for the A. B. degree, who should begin the study of a foreign language as early in their curriculum as practicable.

On completion of the work of the Freshman class in the curriculum for kindergarten-primary teachers, students are awarded an elementary certificate of the first class, valid for four years; on completion of the work of the Sophomore class, a diploma and a permanent elementary certificate. Completion of the four-year curriculum leads to the Bachelor's degree.
## Curriculum for Intermediate Grade Teachers

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<tr>
<td>English 101, 102, 103</td>
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<tr>
<td>Natural Science</td>
<td>9-12*</td>
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<tr>
<td>Geography</td>
<td>9</td>
</tr>
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<td>History</td>
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<tr>
<td>Music</td>
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<td>Drawing</td>
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<td>Free Electives</td>
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<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>Natural Science</td>
<td>9-12†</td>
</tr>
<tr>
<td>Geography</td>
<td>9†</td>
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<td>Related Electives</td>
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### JUNIOR-SENIOR YEARS

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<tr>
<td>Foreign Language</td>
<td>27‡</td>
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</table>

Majors, minors and free electives to satisfy degree requirements for total of 90 term-hours.

---

*May be deferred until the Sophomore year.
†Unless absolved in the Freshman year.
‡Applicable only to candidates for the A. B. degree, who should begin the study of a foreign language as early in their curriculum as practicable.

On completion of the work of the Freshman class in the curriculum for intermediate grade teachers, students are awarded an elementary certificate of the first class, valid for four years; on completion of the work of the Sophomore class, a diploma and a permanent elementary certificate. Completion of the four-year curriculum leads to the Bachelor's degree.
### Curriculum for Rural School Teachers

#### FRESHMAN

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<td>English 101, 102, 103</td>
<td>9</td>
</tr>
<tr>
<td>Biology or Chemistry or Physics 9-12 hours</td>
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</tr>
<tr>
<td>Agriculture 9-12 hours</td>
<td>9-12</td>
</tr>
<tr>
<td>Social Science (including Sociology 106)</td>
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</tr>
<tr>
<td>Related Electives 9 hours</td>
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<td>Teaching Subject or Course in Methods</td>
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</tr>
<tr>
<td>Free Electives</td>
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<td>Total</td>
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#### SOPHOMORE

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<td>Education 106, 131, 132</td>
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<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>Biology or Chemistry or Physics</td>
<td>9-12*</td>
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<tr>
<td>Agriculture</td>
<td>9-12*</td>
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<tr>
<td>Social Science (including Sociology 106)</td>
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<td>Free Electives</td>
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#### JUNIOR-SENIOR YEARS

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<tr>
<td>Foreign Language</td>
<td>27†</td>
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<tr>
<td>Majors, minors and free electives to satisfy degree requirements for total of 90 term-hours.</td>
<td></td>
</tr>
</tbody>
</table>

*Unless absolved in the Freshman year.

†Applicable only to candidates for the B. A. degree who should begin the study of a foreign language as early in their curriculum as practicable.

Students who pursue the curriculum for rural school teachers should choose their electives from the following courses: Agriculture, Drawing, Geography, History 106, 107, 108, 110, 111, 112, Home Economics, Music Sociology.

On completion of the work of the Freshman class in the curriculum for rural school teachers, students are awarded an elementary certificate of the first class, valid for four years; on completion of the work of the Sophomore class, a diploma and a permanent elementary certificate. Completion of the four-year curriculum leads to the Bachelor's degree.
Curriculum for High School Teachers

**FRESHMAN**

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<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 111, 106 or 112, 101</td>
<td>9</td>
</tr>
<tr>
<td>English 101, 102, 103</td>
<td>9</td>
</tr>
<tr>
<td>Natural Science 9-12 hours or</td>
<td></td>
</tr>
<tr>
<td>Social Science 9 hours</td>
<td>9-12</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>9*</td>
</tr>
<tr>
<td>Free Electives</td>
<td>0-18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
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**SOPHOMORE**

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Education (including 106 if not previously absolved)</td>
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<tr>
<td>English</td>
<td>9</td>
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<tr>
<td>Free Electives</td>
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**JUNIOR-SENIOR YEARS**

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<tr>
<td>Teaching Subject or Course in Methods</td>
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</tr>
<tr>
<td>Foreign Language</td>
<td>9*</td>
</tr>
<tr>
<td>Majors, minors and free electives to satisfy degree requirements for total of 90 term-hours.</td>
<td></td>
</tr>
</tbody>
</table>

*Applicable only to candidates for the B. A. degree.
†Unless absolved in the Freshman year.

On completion of the work of the Freshman class in the curriculum for high school teachers, students are awarded a high school certificate of the first class valid for two years; on completion of the work of the Sophomore class, a similar certificate valid for four years; on completion of the work of the Junior class, a similar certificate valid for six years; on completion of the work of the Senior class, the Bachelor's degree and a permanent high school certificate.
Curriculum for Teachers of Vocational Home Economics*

**FRESHMAN**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
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<tr>
<td>English 101, 102, 103</td>
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</tr>
<tr>
<td>Chemistry 101, 102, 103</td>
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<tr>
<td>Physics 104</td>
<td>3</td>
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<tr>
<td>Art 101, 102</td>
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<tr>
<td>Home Economics 114, 115, 116</td>
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**SOPHOMORE**

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<td>Chemistry 113, 114, 115</td>
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<tr>
<td>Biology 105, 106, 107</td>
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<tr>
<td>Home Economics 151, 152, 153, 160</td>
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<td>Free Electives</td>
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**JUNIOR**

<table>
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<tr>
<td>Art 106</td>
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</tr>
<tr>
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<td>Free Electives</td>
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**SENIOR**

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<td>Education 250, 251</td>
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<tr>
<td>Economics 102, 103, 104</td>
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<tr>
<td>Home Economics 231, 232, 240, 255, 256</td>
<td>16</td>
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<tr>
<td>Free Electives</td>
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</tbody>
</table>

*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 degree of Bachelor of Science, with the exception that of the 180 term-hours required for graduation twenty-seven term-hours must be in foreign language (of which at least eighteen 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 eighteen term-hours in foreign language in the College.

Completion of the four-year curriculum as herewith outlined also leads to a certificate valid for one year that entitles the holder thereof to teach in any school offering vocational home economics under the Smith-Hughes Law, and to a permanent special certificate that entitles the holder thereof to teach home economics in any high school in Texas. The first mentioned certificate is issued
Curriculum for Teachers of Vocational Home Economics.

by the State Board for Vocational Education and becomes permanent at the discretion of the committee. Neither the temporary nor the permanent certificates thus granted are, however, in lieu of the certificates issued by the State Department of Education as provided for in the succeeding paragraph.

On completion of the work of the Freshman class in the curriculum for teachers for vocational home economics, students are awarded a high school certificate of the first class valid for two years, provided they have elected as a part of the work of the Freshman class nine term-hours in education; on completion of the work of the Sophomore class, a similar certificate valid for four years, provided they have completed eighteen term-hours in education; on completion of the work of the Junior class, a similar certificate valid for six years, provided they have completed twenty-seven term-hours in education; on completion of the work of the Senior class, a permanent high school certificate, provided they have completed thirty-six term-hours in education. (See Acts, State Legislature, Regular Session, 1921.)

The State Board of Vocational Education does not permit a student to include more than twenty-one term-hours in education in the curriculum for teachers of vocational home economics. All courses in education in excess of twenty-one term-hours elected to meet the requirements for a high school certificate must, therefore, be in addition to the 180 term-hours required for graduation as outlined in the curriculum.
Any course in agriculture except 108 and 110 may be elected without prerequisite. Any course may be offered as a free elective or as part of a related elective or minor in agriculture. Any student, however, who elects agriculture to meet the Freshman-Sophomore requirement in natural science must elect 101 and any two of the following courses: 102, 103, 106.

101. Beginning Course in Agriculture.
A general course in agriculture suited to college students who have had little or no agriculture.
Credit: Four term-hours.

102. School and Kitchen Gardening.
The planning and management of school, kitchen, and commercial gardens will be studied with demonstrations.
Credit: Four term-hours.

103. General Poultry Husbandry.
A course in general poultry management, including incubation, brooding, feeding, and culling for egg production.
Credit: Four term-hours.

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.
Credit: Four term-hours.
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.

108. 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.

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.

110. 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, nine term-hours in agriculture, including Agriculture 104.
Any student may elect Biology 101, 102, 103 or Biology 105, 106 without prerequisite, provided that the courses making up the respective series are elected in the order indicated. Courses 105, 106, and a satisfactory high school or college course in chemistry are prerequisite to 107.

101, 102, 103. General Biology.
This year in general biology is a beginning course offered to those students who wish to stress biology or agriculture.
Lectures and recitations, three hours; laboratory, three hours.
Credit: Four term-hours per term.

105, 106. Physiology.
A course in general physiology extending through the fall and winter terms.

107. Bacteriology.
A course in classroom and laboratory bacteriology.
Prerequisite, 105, 106, and a good course in chemistry.

A course in invertebrate and vertebrate zoology.
Prerequisite, 101, 102, 103; or 105, 106, 107.

204, 205, 206. Advanced Zoology.
A course in comparative histology and embryology. A comparative study of the microscopic structure of animal cells, tissues, and organs; the early phases of comparative embryology; the development of the chick and a mamal.
Prerequisite, eighteen term-hours in biology, including 111, 112, 113.

CHEMISTRY

Mr. Key

Chemistry 101, 102, 103 is open to all students without prerequisite, and is prerequisite to all other courses in chemistry.

101, 102, 103. General Chemistry.
A lecture, recitation, and laboratory course, covering the principles of inorganic chemistry and qualitative analysis.
Lectures and recitations, three hours; laboratory, four hours.
Credit: Four term-hours per term.
The general principles and theories of organic chemistry, the methods of preparation, and the reactions of typical compounds are studied in detail. In the laboratory, preparations are selected to illustrate general reactions such as oxidation, reduction, nitration, saponification, esterification, Friedel and Craft's, etc. Experiments involving the identification of some of the more common organic compounds are also performed.
Prerequisite, 101, 102, 103.

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.

113. Organic Chemistry.
A condensed course introducing the fundamentals of organic chemistry with especial emphasis on the compounds which are of importance to students of home economics.
Lectures, two hours; laboratory, six hours.
Credit: Four term-hours per term.
Prerequisite, 101, 102, 103.

114. 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, 113 or its equivalent.

115. Food and Household Chemistry.
Study of the chemistry of fats, carbohydrates, proteins, ash constituents, with special emphasis upon the composition and nutrition value of such foods as meat, flour, milk, butter. Chemical test will be made on soap powders, scouring agents, and polishes, and for adulteration in foods. The laboratory work is both qualitative and quantitative.
Prerequisite, Chemistry 113 or its equivalent.
Prerequisite or parallel, Biology 105, 106, and 107.

211, 212, 213. Quantitative Analysis.
The first term is devoted to gravimetric determinations, including the analysis of ferrous sulphate mixtures, limestone, and rubber; the second term to the making of standard solutions and the volumetric analysis of iron, phosphorus, and nitrogen; the third term to the
analysis of commercial products such as gasoline, metals, foodstuffs, paints, etc. Griffin's *Technical Methods of Analysis* will be used as a guide to the third term's work.

Prerequisite, 111, 112.

**ECONOMICS, BUSINESS ADMINISTRATION, AND SOCIOLOGY**

**Mr. Burkholder, Mr. Chamberlin**

Students electing a major in this department may specialize either in economics and sociology or in business administration.

Sociology 105 and 106 are open without prerequisite to Freshmen, but the work in elementary economics is open only to students of full Sophomore standing and is prerequisite to the courses in advanced economics and also in principles of sociology. In general, those specializing in business administration should elect the former; others, the latter. No credit will be allowed in elementary economics, elementary accounting, elementary shorthand and typewriting, or in advanced shorthand and typewriting until the full nine term-hours have been completed.

If the major is in economics and sociology at least twenty-seven term-hours must be in this specific field; the rest may be taken from business administration or history, with the advice and consent of the teacher concerned. If the major is in business administration, at least twenty-seven term-hours must be in this specific field and must include nine term-hours each in elementary shorthand and typewriting, elementary accounting, and elementary economics. If the student is specializing in shorthand and typewriting, nine term-hours in advanced shorthand and typewriting must also be included; and if specializing in accounting, nine term-hours each in advanced accounting and advanced economics.

**ECONOMICS**

**102, 103, 104. Elementary Economics.**

These courses cover the general principles of economics and are 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. They must be taken in the order named. So far as practicable the work will be related to conditions in Texas.

Prerequisite, full Sophomore standing.
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.

(Not offered in 1923-24.)

206, 207, 208. Advanced Economics: Money; Banking; Corpora­tion 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; banking operations; 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.

Corporation Finance, 208, constitutes a study of the financial man­agement and control of corporations; advantages and disadvantages of the corporate form of organization; stocks and bonds as sources of capital; relation of stock and bondholders to the management; prob­lems of reorganization and liquidation, etc.

Prerequisite, nine term-hours in Economics.

BUSINESS ADMINISTRATION

101, 102, 103. Elementary 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.

These courses constitute 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.
These courses embrace 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.
Prerequisite, full Sophomore standing.

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 these courses 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 courses are 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.
Prerequisite, 109 or its equivalent.
Given in alternate years.

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.
Prerequisite, 109 or its equivalent.
Given in alternate years. (Not offered in 1923-24.)

217. Bank Accounting.
A thorough study of practical banking, bank accounting, and banking methods.
Prerequisite, 109 or its equivalent.
Given in alternate years. (Not offered in 1923-24.)

The Office Organization course 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 meth-
ECONOMICS, BUSINESS ADMINISTRATION, AND SOCIOLOGY.

ods, and of the subject matter of a commercial course for high schools. Given the second six weeks.
Prerequisite, 217 or not less than fifteen term-hours.
Given in alternate years. (Not offered in 1923-24.)

SOCIOLOGY

105. Educational Sociology.
This course aims to acquaint the student with the origins and inter-relations 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 progress and control.

In this course the economic, social, and educational problems of the rural community are studied with a view to developing intelligent leadership in community activities on the part of the rural school teacher, and also to relating the work of the school to the life of the community so as to render the greatest service possible. This work will also be valuable to community workers and county superintendents.

209, 210, 211. Principles of Sociology.
Courses 209 and 210 should be taken in consecutive quarters. No credit will be given until both are completed. Some topics studied are: Factors which affect the life of society; general plan and motives of social organization; social control; hereditary and acquired population traits; private property, moral ideals, and public opinion; theory and process of social evolution; development and function of the family, the church, the school, and the State.
Course 211 attempts to apply the principles of the foregoing courses to rural life, and should therefore follow them. Some topics studied are: The evolution of the country community; movements of population; social aspects of land tenure and labor; the rural social mind; rural mental, moral, and physical health; rural social organizations.
Prerequisite, nine term-hours in Economics.
EDUCATION

MR. WOODSON, MR. HARRY, MR. WILEY, MISS FALLS, MISS WILDER

Education 111 is open without prerequisite to any student. Courses 119 and 120 are open without prerequisite to students enrolled in the curriculum for kindergarten-primary teachers, to others only with special permission of the instructor. All other courses in education must be elected with due regard for prerequisites. In general, the sequence in which these courses should or must be elected is indicated in the outlines for the several curricula. Candidates for a degree should note that all such candidates must elect during their Junior or Senior years nine term-hours from courses numbered 200 or above elected in one field of education and in sequence.

101. Classroom Management.
A general course in which the problems of classroom organization and control are considered.
Prerequisite, 111 or 106.

104. Principles of Grade School Teaching.
This course develops and formulates the fundamental principles underlying the general methods of teaching—aims, self-activity, apperception, interest, organization, drill, instruction, induction, 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.

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 the 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 or 119.

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.

112. **Psychology of Adolescence.**

This course is intended primarily to meet the needs of teachers handling boys and girls of the pre-adolescent and adolescent ages. The following topics are treated: comparison of sexes in adolescent development; normal and abnormal growth and development; relation of physical changes to mental and emotional life; some characteristics peculiar to adolescence; the gang a socializing agency; training through directing instincts and emotions.

Prerequisite, 111.

113. **Vocational Education.**

This course deals with objectives, methods, and administration of all forms of vocational education. It includes an analysis of the educational, industrial, and social forces behind current demands for vocational education. It deals with historical development of our present-day forms. It is designed especially to give students knowledge of current practice in this field and causes them to have a sympathetic feeling and understanding of this special form of education. Some time will be given to the study of current experiments made in the field with the view of determining what might be considered a practical form for use in this State. The present practices in forms of vocational guidance will also be studied.

Prerequisite, 111.

119. **Kindergarten Principles and Methods.**

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-Primary Curriculum.**

The curriculum of the kindergarten and first grade, consisting of community life, nature study, manual activities, drawing, language, literature, reading, numbers, music, and physical activities, will be studied from the standpoints of content, methods of teaching, and organization.

Prerequisite, 119 and 120.

124. **Industrial Studies in the 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 hand work; its relation to language, literature, and nature study. Much of the time is given to projects in hand work.

Prerequisite, 104 or 119, and 107 (or special permission); prerequisite or parallel, Art 101 and 102.

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 or 119, and, preferably, Biology 101, 102, 103 or their equivalent.

131, 132, 133. **Practice Teaching.**

Any course in practice teaching may be elected independently of the others with due regard for prerequisites.

131. Students make and submit lesson plans, carry on comprehensive studies in the subject matter of the class being taught, especially emphasizing the matter of organization of subject matter and the proper application of methods to it. They are to prepare each day's lesson so that at any stage they can take charge of the class and carry on the work successfully. The amount of teaching in this course will vary with the power developed by the student. Frequent conferences with the critics will be necessary and all students should reserve the hours, 8:00 to 9:00, Tuesday, Thursday, and Saturday, for this purpose. A large part of the time will be devoted to observing the demonstration of methods by the supervisor, but at any time the student might be called upon to take charge and do the next thing.

Prerequisite, nine term-hours in Education, including 104 or 119.

132. This course is a continuation of 131. The student has had more experience and training and will be expected to go more deeply into the various phases of teaching. The plan here will also be to learn by both doing and observing the supervisor do the teaching.

133. This is a continuation of Education 132.

140. **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.

Prerequisite, nine term-hours in Education and Sophomore standing.

141. **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.

Prerequisite, nine term-hours in Education and Sophomore standing.

221, 222, 223. **Advanced Psychology.**

These courses constitute a year's work that must be elected in its entirety, preferably in the following sequence:

221, 223, 222. Six term-hours in psychology or their equivalent and Junior standing are prerequisite to either course.
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.

222. Mental and Educational Measurements.

Laboratory course. Group and individual measurements, individual differences in mental and physical traits, abnormalities, correlations, gathering and handling data, interpretation of results, standard educational tests, notes, graphs, statistics, and their meaning.

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.

224. The Exceptional Child.

Varieties and grades of mental deficiency, the backward child, the feeble-minded child, and the child of unusual ability; methods of dealing with these groups; methods of clinical examination; Binet scales, uses and limitations; clinical tests and observations.

Prerequisite, 222.


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.

Prerequisite, Junior standing.


History of the development of the kindergarten and primary curriculum; the extent and significance of the movement toward unification of kindergarten and first grade; principles controlling curriculum making; critical examination of modern courses of study; recent experiments in early education. Organization by members of the class of kindergarten-primary curricula for particular situations.

For supervisors and experienced teachers.

Prerequisite, eighteen term-hours in Education and Junior standing.

235. The Training of Kindergarten-Primary Teachers.

This course is for students preparing to teach in normal schools
and to supervise the kindergarten and primary grades. Such topics will be considered as entrance requirements, length of the course, content of the curriculum, best methods of training in the theory and method of the kindergarten and primary grades, and the organization of practice teaching.

Prerequisite, eighteen term-hours in Education, including 123 or 234, and Junior standing.

236. Kindergarten-Primary Supervision.

The purpose of this course is to train experienced teachers and supervisors in the analysis and criticism of classroom teaching. The course includes a discussion of standards for judging teaching; classroom observation followed by analysis and constructive criticism; methods by which teachers may be helped to criticize and improve their work; problems of the unification of kindergarten and primary grades; the teacher's part in the making of the curriculum; the organization of teachers' meetings; professional growth in service, etc.

Prerequisite, 235.


Present practices in educational administration and possible improvements 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 objectives in education.
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.

Prerequisite, Junior standing.

250. **High School Problems and Observation.**

The following topics will be considered in this course: The high school course of study, past and present, classroom method and management, individual differences, social life of the high school, measuring results of teaching, methods of study, including supervised study, a brief consideration of the psychology of some of the high school subjects, lesson planning, and specific preparation for the work of practice teaching. Recent developments in American high schools will be emphasized throughout.

Prerequisite to practice teaching in high school.

Prerequisite, eighteen term-hours in Education and Junior standing.

Any course in practice teaching may be elected independently of the rest with due regard for prerequisites.

251, 252, 253. **Practice Teaching.**

251. This course provides for a combination of practice teaching and observation. Comprehensive study of the subject matter of the course being taught will be required, including both method and organization. Careful preparation of each day's lesson, including lesson plans, will be required. The amount of actual teaching will vary according to the power developed by the student. The student will be expected to be ready to take charge of the class at any time and do the next thing. Even while observing, the student might be called upon to take part in the recitation. In general, he must show a complete mastery of the situation as far as subject matter is concerned. He should reserve 8:00 to 9:00, Tuesday, Thursday, Saturday for conference.

Prerequisite, 250 and a reasonable degree of specialization in the subject matter to be taught.

252. This course is a continuation of 251. The student will gradually be given more and more responsibility in conducting the recitation, though the point of view that he will learn most by observing good teaching practice will be maintained.

253. This course is a continuation of Education 252.
TEACHING SUBJECTS AND COURSES IN METHODS

(For a full description of these courses see under the department in which the courses are given.)

Agriculture 110. Public School Agriculture.
Art 105. The Teaching of Drawing in the Grades.
Education 107. The Teaching of English in the Primary Grades.
Education 124. The Teaching of Arithmetic and Nature Study in the Primary Grades.
English 135. The Teaching of Reading and English in the Intermediate Grades.
English 240. The Teaching of English in the High School.
German 231. The Teaching of German.
History 124. The Teaching of History and Geography in the Elementary Grades.
History 217. The Teaching of History in the High School.
Home Economics 256. Special Methods in Related Subjects.
Industrial Arts 211. The Organization and Teaching of Industrial Arts.
Latin 217. Teachers' Course in Methods.
Mathematics 112. The Teaching of Arithmetic.
Music 112. The Teaching of Public School Music.
Physics 211. The Teaching of Physics.
Spanish 234. The Teaching of Spanish.

ENGLISH, PUBLIC SPEAKING, DRAMATICS

MR. THOMAS, MR. HARRISON, MR. MILLS, MISS MARSHALL, MRS. KING, MRS. NETTERVILLE

ENGLISH

Instruction in reading, public speaking, and dramatics constitutes an integral part of the work in English. Each course listed below is intended to contribute its respective part in training the student to habits of accurate thought-getting and effective thought-presentation, and in giving him an appreciation of the resources of his language and its literature.

All Freshmen are required to take English 101, 102, 103, unless they have had their equivalent in an institution of college rank. English 101 must be taken first; it is the gateway to other courses in
English. Courses 102 and 103 should follow in sequence for the best results; deviation from this order may be made only for reason.

Students who expect to major in English are required to take English 116, 117, 118 seriatim in their Sophomore year. Others, especially those who expect to become candidates for a degree, are advised to take this series in its entirety or with substitution of 109 for 116 to meet the requirement in English of the Sophomore year.

Course 211 is a desirable prerequisite to all advanced courses offered in the department.

101, 102, 103. Composition.

This series of courses is basic, and must precede all other English courses. The general type studied in 101 is exposition, intensive study and practice being required in the whole composition, the paragraph, and the sentence. The aim is to facilitate interpretation and expression chiefly in this type of composition. Course 102 deals chiefly with informal and formal argumentation. Illustrative work will be drawn from such classical and contemporary writings as are available and worthy. Course 103 deals chiefly with description, the personal essay, and narration, chiefly the short story. Rather abundant reading and writing will be required in all three courses.

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.

Prerequisite, 101 and one other course in composition, and, preferably, Sophomore standing.

109. Representative American Literature to 1900.

A survey course in American literature, emphasis being placed on representative writers of the nineteenth century. Some attention will be given, however, to the evolution of the literature of the nineteenth century from the two centuries preceding. Parallel readings and theses will be required.

Prerequisite, 101, 102, 103.

116, 117, 118. The Development of English Literature.

A survey of the development of English literature from Beowulf to the beginning of the twentieth century, with as much reading and study of specimens of each period as is practicable.
Course 116 covers the period in English literature from 450 to 1550; 117, the period from 1550 to 1725; 118, the period from 1725 to 1900.

Any one of these courses may be elected for credit independently of the others; but students who expect to major in English are required to take all three courses seriatim, and others, especially those who expect to become candidates for a degree, are advised to take the series in its entirety, or with substitution of 109 for 116, to meet the English requirement of the Sophomore year.

Prerequisite to any course in the series, 101, 102, 103.

135. The Teaching of Reading and English in the 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, Education 104.

201, 202, 203. The English Novel.

A survey of the novel from Richardson to the present. In this survey course emphasis will be placed on the English novel, but due consideration will be given the American novel in its proper historical development.

Prerequisite, eighteen term-hours in English, including 117 and 118, or their equivalent.


A study of the most noteworthy British poetry since Kipling, with as much actual reading and discussion of the poetry as is practicable. Literary criticisms and theses based on collateral assignments read will be required.

Prerequisite, eighteen term-hours in English, including 117 and 118, or their equivalent.

211. Advanced Composition.

Further instruction in the theory, materials, and processes of composition as they apply to the student’s social and professional needs. In it practice will be had in the preparation of reviews, reports, critical appreciations, demonstrated talks, professional papers.
This course is a highly desirable prerequisite to any advanced course in literature.
Prerequisite, eighteen term-hours in English or Junior standing.

212. American Poetry of the Nineteenth Century.
The work of this course will consist of the study of some three major poets of the nineteenth century. Lecture work and reading will be such as to give the student a rather comprehensive knowledge of the rise and decline of the vogue of the chief poets who flourished in America about the middle of the century. The course will take account of the relation of English and American poetry during the century.
Prerequisite, 101, 102, 103, 109, 117, 118.

A study of American poetry since 1900, with special consideration of the work of Frost, Sandburg, Robinson, Masters, Lindsay, Amy Lowell, and others.
Prerequisite, 101, 102, 103, 109, 117, 118; and, preferably, 211.

223. The American Short Story.
A historical and critical study of the American short story.
Prerequisite, 101, 102, 103, 109, 117, 118; and, preferably, 211.

230. Chaucer.
The work of this course will consist of a rather rapid reading of some twelve or fifteen of the Canterbury Tales, The Book of the Duchesse, The Parlement of Foules, and The House of Fame, and some of Chaucer's lyrics. Subjects for theses in the course may be Troilus and Criseyde, The Legend of Good Women, or certain Tales or groups of Tales not taken up in the regular work of the Canterbury Tales. Term studies may be made also of certain works of Chaucer's contemporaries. The course will be marked by interpretative or literary rather than philological emphasis, the aim being rather to give the student a notion of Chaucer as a literary artist in an interesting age.
Prerequisite, 101, 102, 103, 116, 117, 118.

231. The Drama Before Shakespeare.
A study of the origin and development of the English drama from Udall to Marlowe, with reading and class discussion of selected specimens.
Prerequisite, eighteen term-hours in English, including 116 and 117, or their equivalent; and, preferably, 211.
232. Shakespeare.
   Intensive study of two or three plays, with more rapid study of three or four others.
   Prerequisite, eighteen term-hours in English, including 116 and 117.

233. Modern Drama.
   Reading and study of selected modern plays that best represent the tendencies of the drama from Ibsen to the present.
   Prerequisite, eighteen term-hours in English, including 116 and 117, or their equivalent.

234. The Drama of the Restoration and the Eighteenth Century.
   The plays of the dramatists of the Restoration and of the leading dramatists of the eighteen century.
   Prerequisite, eighteen term-hours in English, including 116 and 117, or their equivalent.

235, 236. The Romantic Period.
   A study of the literary tendencies and representative writers of the period. In 235 the emphasis will be on Coleridge and Wordsworth; in 236, on Byron, Shelley, and Keats.
   Both of these courses should be taken in sequence, but either one may be elected for credit separately.
   Prerequisite to either course, eighteen term-hours in English, including 117 and 118; and, preferably, 109, or their equivalent.

238. Milton.
   A study of the longer poems of Milton, including Comus, Samson Agonistes, Paradise Lost; Milton's place in English literary history.
   Prerequisite, eighteen term-hours in English, including 116 and 117, or 117 and 118, or their equivalent; and, preferably, 211.

239. English Literature and the Bible.
   The course is intended to show (1) the great influence of the Bible on English literature, and (2) to develop an appreciation for the Bible as a great anthology of literature. The intensive study in the course will, therefore, center about significant English and American authors whose work has been most vitally affected by the Bible, and about the various types of literature in the Bible itself.
   Prerequisite, eighteen term-hours in English, including 116, 117, 118; and, preferably, 109.

240. The Teaching of English in the High School.
   This course deals with principles, methods, and devices of teaching composition and the various types of literature in the high school, with special stress on the English curriculum of the high schools of Texas.
Prerequisite, 101, 102, 103, 109, 116, 117, and 118, or their equivalent.

READING AND PUBLIC SPEAKING

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

Prerequisite, 101; prerequisite or parallel, 102.

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 debates and addresses will be considered. 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, 101, 102, and 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; the problems of selecting and producing suitable plays in the grammar grades and the high school and the community; actual production of several short plays or one long play as the collective result of the course.

Prerequisite, 101, 102, 103.

115. The Debating Squad.
This is a practical course in debating. At the beginning of each winter term there are chosen on a competitive basis eight students from among the men enrolled in the College who will constitute the debating squad. From this squad will be chosen two teams to represent the College in competition with teams representing other colleges of Texas, and four alternates. The students who constitute the squad will be assigned to coaches appointed by the President of the College from members of the faculty, with whom they will meet regularly, and to whom they will be accountable as to the teacher in any other course. They will be graded and for successful completion of the course receive three term-hours credit; provided, however, that such credit shall not absolve any part of the eighteen term-hours in English required for a diploma or for a Bachelor's degree.

Application for admittance to the course must be made to the instructor of reading and public speaking at the beginning of the winter term.
The aim of the instruction in the courses in art is to teach art in its relation to every-day life, to teach it in such a way that the student will apply it to every-day problems and be able in his turn to present to his pupils the importance of art in their daily lives.

Art 101 (or its equivalent) and 102 are prerequisite to all other courses in art except 108, which may be elected without prerequisite. No student may elect 101 for credit who has offered the equivalent thereof as entrance credit.

101. Study of Fundamentals.

A beginning course for students who have had no art training. Problems in spacing and arrangement; study of harmony, especially in color; problems in representation to include perspective and study of composition. Opportunity is given the student to express himself in different media, such as pencil, water color, charcoal, etc.

102. Design.

Pure design. Study and application of the principles of design—balance, rhythm, harmony; some consideration of historical design. The emphasis of the course is on applied design. Problems are selected to suit the needs and desires of the students.

Prerequisite, 101.

103. Handicrafts.

A course for students who wish to learn such crafts as may be taught in public schools. The problems are from the crafts of block printing, clay modeling, enameling, batik, and others that may enrich the public school curriculum.

Prerequisite, 102.

105. The Teaching of Drawing in the Grades.

This course is especially designed for grade teachers and those who expect to teach drawing. A course of study for drawing in the grades is organized and methods of teaching are presented, the problems for each grade being worked out in suitable media.

Prerequisite, 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 the course.

Prerequisite, 102.
108. Art Appreciation.

A study of the principles of art as shown in masterpieces of painting, sculpture, and architecture, with emphasis on showing how the art of a nation reflects its growth. How to teach picture study in the grades to one of the applied problems in this course.

**MUSIC**

**MISS BUTLER**

In partial fulfillment 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, provided that not more than one-term-hour of such work may be offered for credit in any one term; all other courses may be offered for credit as free or related electives or as credit toward a minor in music.

As fundamental preparation for the teaching of public school music, a student should elect the following courses in the sequence indicated: 101, 103, 107, 112. In electing other courses, students will be governed by prerequisites. For the purpose of prerequisites, two years of grade school or high school music embodying the fundamental principles covered by course 101 may be offered as the equivalent of that course; no student may elect 101 for credit who has offered the equivalent thereof as entrance credit.

**101. Beginners' Course in Music.**

Review of music notation, fundamental principles of singing, sight reading, scales, etc. This course is especially designed for students who have had no previous training in Public School Music.

**103. Music Anthology.**

This course uses carefully selected lyrics, ballads, and other solos from the world's best writers. A suitable proportion of trios and quartets for mixed voices is also given for practice in ensemble work.

Prerequisite, 101 or its equivalent.

**104. Chorus Work.**

This is an advanced course in music reading and interpretation. Choruses in three and four parts are used. Special attention is paid
to key relationships, chromatics, and structural features of compositions studied.

Prerequisite, 103 or its equivalent.

105. Music History: Modern.

Music 105 begins with the period of Bach and Handel and includes a brief study of compositions of the present era. This course is amply illustrated by victrola records.

Prerequisite, 101 or at least two years of music study, vocal or instrumental.

106. Music History: Ancient and Medieval.

Music 106 considers the theories of the origin of music, the history of the music of ancient and medieval periods, together with the growth of music in the early Christian church. It includes a study of French and Italian operas through the seventeenth century. Illustrated when practicable.

Prerequisite, 105 or two years of study in vocal or instrumental music.

107. Rote Songs.

Rote songs for all grades of public schools, together with methods and practice in presentation. These songs are classified as to content and critised as to structural form. Theory and practice in conducting will be given.

Prerequisite, the ability to carry a tune accurately.


Open to those men 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; no credit for less than a full-year's work.

109. Liberty Chorus.

Chorus work of an advanced nature. Standard operatic, oratorio, or other choruses from such composers as Gounod, Saint-Saëns, Wagner, Verdi, 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 directors. The chorus will meet twice a week throughout the year.

From the membership of this chorus are chosen twelve of the most capable women singers to constitute the Schubert Club. This club does ensemble work of a more difficult nature and appears more frequently on concert, recital, and social occasions.
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.

No keener training in the practical basis of music can be had than in the ensemble work of a band or of an orchestra. Moreover, the orchestra has become a standard, recognized feature of a well equipped high school or college. Any student who may expect to conduct a school orchestra should have actual orchestral experience as a part of his professional training. Membership in the College orchestra is cordially invited, provided that those interested shall have had at least one year's instruction on some one orchestral instrument.

Both the band and orchestra give recitals in the town and vicinity during the year.

110. Orchestra.

One two-hour rehearsal each week throughout the year.

Credit: One term-hour a term; no credit for less than a full year's work.

111. Band.

Two one-hour rehearsals each week throughout the year.

Credit: One term-hour a term; no credit for less than a full year's work.

112. The Teaching of Public School Music.

This course makes a minute study of the material used in the teaching of music in the primary and elementary grades. The various problems of rhythm, song structure, and art value are carefully considered. Opportunity is also given for directing with the use of baton and accompanist.

Prerequisite, 101, and 103 or 107; or special permission of the instructor.

113. Brief Course in Harmony and Composition.


Prerequisite, 101, the equivalent of sixth grade piano work, and special permission of the instructor.

114. Music Appreciation.

This course is offered to meet the State-wide demand for a knowledge of the world's famous compositions (as shown in the Interscholastic music-memory contests). The work will include a study of the struc-
ture of bands and orchestras, and a knowledge of some of the world’s greatest musical organizations. Many of the outstanding selections from the immortal literature of music will be studied for the purpose of recognition of their melody, rhythm, structure, setting, particular history, and composer.

Prerequisite, 101 or at least two years of music study, vocal or instrumental.

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, Loeschhorn, Heller, Beringer; Bach, Two and Three Part Interpretations, also Eighteen Little Preludes and Fugues; Sonatas by Mozart, Haydn and Beethoven; Compositions by Mendelssohn, Chopin, Grieg, Moszkowski, Schubert, Schumann, Dubussy, Saint-Saëns, 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.

The progressive Series of Instruction is also used.

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

Terms: Per month, two lessons a week, one-half hour each, $10, payable in advance. Students who desire to use the pianos belonging to the Teachers College for practice purposes will, in addition, be required to pay a nominal monthly fee for the use thereof.

The Board of Regents does not make provision for instruction in instrumental music. The Teachers 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; provided, however, that no student shall receive credit for less than a full year’s work.
Any one of the following five series of courses in history is open to Freshmen: 101, 102, 103 (The History of the Ancient World); 106, 107, 108 (Texas History); 110, 111, 112 (American History); 121, 122, 123 (Medieval and Early Modern History); 124, 125, 126 (English History). The series chosen, except Texas History, must be taken in its entirety. Any series not chosen in the Freshman year is open to Sophomores.

The courses numbered 200 and above are advanced and may be elected by those who have credit for eighteen term-hours in history.

Course 217 should be taken in the Junior or Senior year by students who expect to teach history in the high school.

101, 102, 103. The History of the Ancient World.

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.


These three courses constitute a year's work in the history of Texas from 1519 to the present time. Each course consists of a rapid review up to or else following the period selected for emphasis, upon which period more careful and thorough work is done during two-thirds of the term. The period emphasized in 106 is the Spanish and Mexican colonial; in 107, that of the Republic and early Statehood; in 108, that of Statehood in the Confederacy and in the restored Union.

It is desirable that the student elect all three of the above courses in sequence, but he may elect any one independently of the others.


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 seven-
teenth. 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.

Prerequisite, nine term-hours in history and nine term-hours in 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 culmination 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.

Prerequisite, eighteen term-hours in history.

211. Institutional History.

This course constitutes a brief survey of the origin, development, and character of the most important institutions of modern civilization.

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 today, with such historical illustrations 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.
Prerequisite, eighteen term-hours in history.

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 methods of presentation.
Prerequisite, eighteen term-hours in history.

History 218 will be an intensive 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 a thorough study in American History. Open only to Juniors and Seniors who have had at least eighteen term-hours in history.

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 at least eighteen term-hours in history, including a year's work in English History.

224, 225, 226, 227. Hispanic America.
The Spanish and Portuguese explorations, conquests, and establishment and development of institutions in the Western Hemisphere will be the study of the first term. The second covers the period of colonial decline, foreign aggressions, and revolutions for independence. The third term offers a view of the past century of development within the South American states, while the fourth term presents similar work confined to Mexico, Central America, and the Caribbean. Courses 224, 225, and either 226 or 227 constitute a year's work. The student must take these three courses in order to receive credit for the year's work, and may elect the remaining courses.
Prerequisite, eighteen term-hours in history.
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.
Miss Lay, Miss McCreery, Miss Evans, Miss Tansil, Miss Boyce

Students who wish to major in home economics must pursue the Curriculum for Teachers of Vocational Home Economics as outlined on pages — to — of this catalogue.

Students who wish to elect home economics as a part of any other curriculum may elect not to exceed thirty-six term-hours, i.e., a first minor, in the subject. Any course in home economics may be elected by any student who can offer the necessary prequisites thereto, except 232, 255, and 256, which are intended for students regularly enrolled in the Curriculum for Teachers of Vocational Home Economics. In the case of the series of courses: (1) 114, 115, 116, and (2) 151, 152, 153, credit will be given for any one course in the series only when offered as part of the whole series to which it belongs.

114. Textiles.

A course designed to give the students a knowledge of the important textile fibers and their manufacture, the characteristics of the various materials suitable for clothing and household purposes, and problems of shopping. Laboratory work includes microscopic examination of fibers and practical physical and chemical tests for identification of fabrics; application of various methods of cleaning, laundering, removal of stains, and dyeing.

Prerequisite or parallel, Chemistry 101.


Fundamental principles of hand and machine sewing and use of various machine attachments. Drafting of simple patterns and use of commercial patterns; study of materials suitable for the following problems which are made in class: underwear, simple wash dress, and household linens. These are selected with regard to durability, hygiene, art, and economy.

Prerequisite, Home Economics 114.


Consideration of the manufacture and selection of clothing; comparison of home and commercially made garments. The problems include the making of a cotton or linen middy suit, lingerie dress, infants' clothing, and children's clothing made from renovated material.

Prerequisite, Home Economics 115.

119. Economics of Clothing.

Textile buying; remodeling of clothing.

Prerequisite, 114, 115, 116.
120. Clothing: Millinery.
A course designed to give the students some technical knowledge of
the construction of wire, willow, and buckram frames; of a winter hat,
a braid hat, and an organdie hat; the construction and proper use of
trimmings and flowers for hats. Approximate cost of materials used
in the course, $12. The course requires six hours per week.
Prerequisite, three term-hours of College sewing.

151, 152, 153. Foods.
These courses are designed to give students a clear insight into the
fundamental principles and cooking processes as they are related to the
various food materials. Course 151 places special emphasis on food
preservation and the effect of heat on the fuel foodstuffs; 152 in­
cludes a brief study of batters and doughs, an extensive study of meats
and meat cookery, and demonstrations in the cutting of meat, with a
comparison of cuts as to cost, food value, uses, and methods of cooking;
153, a detailed study of breads, pastries and their uses, and the serving
of a simple breakfast and luncheon.
Prerequisite, entrance credit in chemistry, or Chemistry 101, 102,
103.

155. Home Cooking and Table Service.
The planning, cooking, and serving of breakfasts, luncheons, and
dinners. The different types of table service will be used. Attention
will be given to food garnishing and table decoration, and to laundry
and care of table linens.
Prerequisite, Home Economics 153.

Organization of the course of study in home economics in the ele­
mentary school; selection of topics and their adaptation to the different
grades; method of the recitation; equipment and illustrative materials;
observation.
Prerequisite, nine term-hours in Home Economics and Sophomore
standing.

201. Costume Design.
A study of dress from the artistic, historic, economic, and hygienic
standpoint. Application of principles of design to silhouette, propor­
tion, line, and color.
Prerequisite, Home Economics 114, 115, 116; Art 101, 102.

Lessons and demonstrations in drafting and draping; principles of
construction; the use of commercial and drafted patterns in the mak-
ing of a wool skirt, silk tailored blouse or shirt. Original dress designs are made and draped in practice material.

Prerequisite, Home Economics 201.


This course continues the work of 202 with special emphasis placed on the application of line, color, and texture to costumes for various occasions. A study of historic costume as a basis for modern designs worked out in both silk and wool.

Prerequisite, Home Economics 202.

204. Nutrition and Dietaries.

A study of the processes of digestive metabolism, and the nutritive requirements of the body; of food requirements of individuals and families; the planning and serving of typical dietaries with reference to age, sex, occupation, income, and the season of the year.

Prerequisite, Chemistry 114, 115; Biology 106, 107; Home Economics 153.

205. Dietetics and Disorders of Nutrition.

This course continues the work of course 204. A study of intermediary metabolic processes; adaptation of diet to the disorders of nutrition. Special consideration is given to foods of children and to the problems of malnutrition.

Prerequisite, Home Economics 204.

206. Experimental Cookery.

Quantitative experimental work on various problems in the field of cookery. Factors influencing food preparation are investigated by the individual and by the group; a comparison of commercially prepared and home prepared foods as to cost, palatability, and time of preparation. Marketing will also be considered.

Prerequisite, Home Economics 205.

215. Food Survey.

This course includes a survey of the food situation of the world. The influence of the supply upon food study courses; methods of production, manufacture, adulteration, preservation, transportation, distribution, economic uses, nutritive value, and the influence of this knowledge upon every-day living.

Prerequisite, eighteen term-hours in Home Economics and Junior standing.

220. Home Nursing.

A scientific study of personal hygiene and care of the sick in the
home. First aid and emergency work. Practical laboratory demonstrations are given.
Prerequisite, Biology 105, 106, 107; Home Economics 205.

221. Sanitation.
A study of conditions which determine the healthfulness of the household and the application of principles of sanitation to its care. Special investigation of the laws pertaining to foods. Excursions will be made to the local bakeries, grocery stores, dairies, meat markets, and confectioners.
Prerequisite, Biology 107; Home Economics 215.

222. House Planning and Furnishing.
Evolution of the home; modern houses, location, construction, drainage, ventilation, lighting, heating, water and supply; an exhaustive study of simple interiors; of period and modern furniture; of the choice and arrangement of furnishings for the home from a scientific, sanitary, economic, and artistic standpoint. Field excursions will be made.
Prerequisite, eighteen term-hours in Home Economics and related subjects, including Art 101, 102, and 106, and Junior standing.

231. Household Management.
A study of the evolution of the home, 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. Household Administration.
This course is offered four times during the year. Students live in the demonstration cottage one term, during which time detailed studies are made of time expenditure, household accounts, labor saving apparatus in laundry work, in food preparation, in cleaning, and in economic use of electricity and coal. Special consideration will be given to the managerial side of the home. An experimental study will be made of labor-saving and step-saving equipment which in the end mean the conservation of human energy.
Credit: Four term-hours.
Prerequisite, Home Economics 205, 231.

240. Child Care.
Application of modern science in rearing, training, and educating children. The development of the individual from before infancy to adolescence; problems of hygiene and mental development as influenced by heredity and nutrition. House problems in homes and institutions;
habit formation. Public problems with reference to infant mortality. Effects of women in industry, the child in industry; legislation.

Prerequisite, Home Economics 205, 220.

255. Methods in Vocational Home Economics.

This course deals with the history of the home economics movement, especially that of vocational home economics, with the technique of teaching home economics, definite standards for which are set up, and with the methods by which these standards may be attained. The course includes the planning of lessons and courses of study; class observations; a study of text-books and use of reference material, illustrative material, and equipment for vocational work.

Prerequisite, Education 111, 106, 101.

256. Special Methods in the Related Subjects.

Observation of class instruction in Physiology, Home Management, and Design. Sources and use of illustrative material and the making of lesson plans in these subjects. Class discussion and reports.

Prerequisite, Education 111, 106, 101; Biology 105, 106, 107; Home Economics 201, 231; Art 101, 102, 106.

260. Institution Administration and Organization.

This course is planned to give the student a working knowledge of the basic principles in organization and administration of different types of institutions, with emphasis on the school lunch room.

Prerequisite, eighteen term-hours in home economics and related subjects, including Home Economics 153, and Junior standing.

261. Marketing and Equipment.

A detailed study in marketing of foods, methods of productions, cash factors in marketing, methods of buying, and economic uses.

A comparative study is made of available equipment, with plans and methods of installing it.

Prerequisite, eighteen term-hours in home economics and related subjects, including Home Economics 153, and Junior standing.

262. Large Quantity Cookery.

The purpose of this course is to give opportunity for practice in lunch room cookery and service.

Prerequisite, eighteen term-hours in home economics and related subjects, including Home Economics 153, and Junior standing.
The purpose of this department is to prepare teachers of industrial arts 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 equipped. The shop is equipped with benches and hand tools very similar to those that will be found in the high school shops of the State. In addition it has electrically driven machinery for nearly every purpose. The equipment is sufficient to acquaint the student with problems that may arise in almost any school in the State.

Courses 101 and 107 in industrial arts are open without prerequisite to all students. Students who wish to specialize in industrial arts for the purpose of teaching the subject in high schools must elect 101, 102, and 103 in sequence (provided that for reason 102 may precede 101), and should, as minimum preparation, in addition elect 106, 107, 108, 211, 213, and 214, with due regard for prerequisites. Moreover, students who expect to specialize in industrial arts are advised to elect courses in physics, particularly Physics 107, 109, 110, 111, and 112, which will enable the prospective teacher of industrial arts to intelligently understand the electrical machinery with which he works and will give him training in subject matter related to his immediate field for the purpose of teaching it in secondary schools.

101. Mechanical Drawing.

This is a beginning course that involves first of all a number of exercises to familiarize the student with the use of the drawing instruments. Following these exercises is a series of geometrical problems that serve to give practice in presenting different views and dimensions of objects. The student also makes a few detailed plates of exercises that he will work out in courses in woodwork later on. In addition, he is required to be able to make and interpret drawings for the floor plans of a house.

All drawings are “inked in” according to the rules of mechanical drawing. Students specializing in industrial arts are required to trace some of the plates and make blue prints.

102. Bench Work in Wood.

This is the beginning course in woodwork. Its purpose is to familiarize the student with woodworking tools, tool processes, and materials used in ordinary buildings and furniture. Emphasis is placed on the construction of projects involving the most frequently used processes and finishes. The course is planned from the standpoint of
the mature student who desires to do advanced work that is in keeping with his ability. Stress is placed on the educative value of the processes rather than the value of the finished article. Special attention is given to presentation and method.

Prerequisite, 101 or one year's work in a high school shop or special permission. Courses 101 and 102 may be taken simultaneously.


This course involves more detailed and more difficult projects than does 101, of which it is a continuation. Use of woodworking machinery is introduced. The student is given practice in adjusting and operating the machines. Wood turning is introduced to the extent necessary to acquaint the student with the processes involved and to make parts for the projects taken up in the course.

Prerequisite, 101.

106. Furniture Construction.

This course is open to those special students who, having had the elementary woodwork, desire to get more practical working knowledge and to construct large pieces of furniture. It deals especially with design, types of construction, joints, and finishes. Further training in the care and operation of woodworking machinery is given. The course is planned for those who wish to teach in the high schools of the State.

Prerequisite, 101, 102, and 103.


This course deals with several forms of handwork that could be used in the upper grades of schools that have limited or practically no equipment. Projects in woodwork involving the use of the most common tools are introduced. Following these projects are a number of projects in reed or raffia fiber or both. Some work in making mats of cotton is given. The work is all supplemented by readings, lectures, and discussions intended to justify industrial training in the course of study of the grammar grades and to give the student a point of view regarding it.

108. Carpentry.

This course in carpentry deals primarily with house construction. The points considered in the course are the selection of a location for the house; the foundation suited to the soil formation; various types of sills, joists, studding, boxing, outside and roof coverings, and finishes for the house complete inside and out. Forms and construction of barns and other common buildings are studied incidentally.
The laboratory work of the course consists of projects related to the course that may be completed in the shop, and, when practicable, actual work on real buildings under construction on the campus or in town.

Prerequisite, 101, 102, and 103.


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. This type of work is recommended for a half unit's work in the high schools where elaborate equipment is not available for a machine shop. Such work may easily be expanded into a full year's work with additional equipment.

Prerequisite, 101 and 104.

Physics 110. Gas Engines and the Mechanics of the Automobile.

Physics 111. Automobile Electricity.

Physics 112. Automobile Shop Work.

(For a description of these courses in physics see the Department of Physics.)

211. The Organization and Teaching of the Industrial 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 school will be studied. Demonstration and observation work will be provided.

Prerequisite, 101, 102, 106, and Junior standing.

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.

Prerequisite, eighteen term-hours in industrial arts.


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.

Prerequisite, eighteen term-hours in industrial arts.
LATIN

Mr. Tanner

Courses 101, 102, and 103 are for students who either have had no Latin previously or have received neither entrance nor college credit in Latin.

Courses 104, 105, and 106 must be taken consecutively by students who have finished course 103 and by other students who present only two entrance units in Latin.

Courses 107, 108, and 109 are designed for students who have completed course 106 and for students who present three entrance units in Latin.

Courses 111, 112, and 113 are for students who have completed course 109 and for those who present four entrance units in Latin.

Courses 211, 212, and 213 are for students who have finished course 113 and for others who have received credit for four entrance units and one year of college work in Latin. Though best taken consecutively, they may be taken in any desired sequence.

Courses 214, 215, 216, 217, 218, and 219 may be taken in any desired sequence, provided that the student presents as a prerequisite the series 211, 212, and 213 or its equivalent, with special approval. Courses 217, 218, and 219 are open to students who are capable of doing the work of these courses even though they may not have had the usual prerequisites.

History 101, 102, 103: The History of the Ancient World, with especial stress upon the achievements of the Greeks and Romans, is required of all students specializing in Latin.

(See description of this series in the Department of History.)

101, 102, 103. College Courses for Beginners.

Inflections, elementary syntax, reading, composition, and word-formation. The class meets five times a week, three times for recitation and twice for supervised study and drill; but the student is expected to devote four, instead of six, hours a week to preparation, so that the time demands are the same as for regular three-hour courses.

Courses 101 and 102 are based upon Smith's Elementary Latin. 103 is a reading course, with Caesar's Gallic Wars, Book I, as the principal text.

Prerequisite, college standing and no previous credits in Latin.

104, 105, 106. Translation, Composition and Grammar.

Course 104 reviews the fundamentals of grammar and composition
in connection with the translation of selections from Caesar's *Gallic Wars*.

In courses 105 and 106 the work in grammar and composition is continued. The subject matter for translation is selected from Cicero's *Orations* and Sallust's *Catiline*. Informal lectures are given and reports required on the social and political conditions in Rome during the lifetime of Cicero.

Prerequisite, 103 or two entrance units in Latin.

107, 108, 109. **Introduction to Latin Poetry; Ovid and Virgil.**

Course 107 is based upon selections from Ovid's *Metamorphoses*. Attention is given to syntax, versification, and mythological allusions.

In courses 108 and 109, Books I, II, IV, and VI of Virgil's *Aeneid* are read. Considerable attention is given to the versification and the literary qualities of the *Aeneid* and to Virgil's influence upon his own and subsequent times.

Prerequisite, 106 or three entrance units in Latin.

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 the course, but it will not absolve three of the eighteen hours in a foreign language required for the degree of Bachelor of Arts.

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, 112, 113. **Reading and Prose Composition.**

In 111 and 112 the time is about equally divided between the reading of selections from Roman historians and the systematic study of grammar and composition.

Course 113 is devoted to Horace's *Odes*. Careful attention is given to the content, versification, and style of the *Odes*, and to Horace's personality and philosophy of life.

Prerequisite, 109 or four entrance units in Latin.

Note.—At least one course out of the next six below will be offered each term during the long session of the College.

211. **Horace: Satires and Epistles.**

A brief history of Latin literature is a component part of this course.

Prerequisite, four entrance units in Latin, or their equivalent, and one year of college Latin.
212. Livy.
   Prerequisite, as in 211.

   Prerequisite, as in 211.

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

215. Tacitus.
   *Agricola* and *Germania*.

   Selections which throw light on the morals and manners of the early
   Roman empire.

217. Teachers' Course in Methods.
   Methods of teaching Latin in high school. Offered every summer
   and in other terms when there is a sufficient demand for it.
   Prerequisite, two years of Latin beyond course 106.

218. Intensive Grammar and Composition.
   A course for Latin teachers.
   Prerequisite, as in 217.

219. Review of the Content and Background of High School
   Latin Classics.
   For Latin teachers.
   Prerequisite, as in 217.
MATHEMATICS

MR. BROWN, MISS SAYERS, MR. SEWELL

Mathematics 107, 108, 109, 112, 115, and 116 may be elected without prerequisite by any student who has offered for entrance to the college the minimum requirement of two units in algebra and one unit in geometry.

A student who elects mathematics should complete not less than nine term-hours in the subject, including 109 and 107; provided that any student who has presented trigonometry for entrance must make substitution for 107, and that no student may elect 107 or 108 for credit if he has presented trigonometry or solid geometry, respectively, for entrance.

Students who wish to make their major in mathematics must elect as a minimum requirement, the following courses with due regard for prerequisites: 107, 108, 109; 117, 118, 119; 219, 220, 221; 213, 215, 230; provided that a student must make substitutions for 107 and 108 in case he has had satisfactory training in the fields covered by these courses.

Students who expect to specialize in physics are advised to elect such courses in mathematics as will lead to and include the introductory course in calculus (122) as early in their curriculum as practicable.

107. Plane Trigonometry.

This course may be elected by any student who has had two satisfactory high school units in algebra, but preferably should be preceded by 109.

108. Solid Geometry.

109, 110. College Algebra.

It is desirable that the student follow 109 immediately with 110, but 109 may be elected independently.

112. The Teaching of Arithmetic.

This course considers the best methods of presenting certain fundamental 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.

This course embodies the general principles of land surveying, plat-
ting, and calculation of areas. Two double periods a week are spent in practical field work.

Prerequisite, 107.

In this course the principles underlying groups of related theorems are examined and applied. Converse and reciprocal theorems are studied, and some one of the five books is worked out in systematic detail and compared with the same book in current texts.

116. Descriptive Astronomy.
This course is mainly descriptive, covering the usual subjects of the motions and physical features of the sun, planets, satellites, comets, and meteors. The study of the planets and stars will include a few evenings out with the telescope. Very few mathematical calculations will be made, but the student will comprehend the work much better if he has had the Freshman mathematics.

A beginning course in plane analytic geometry.
Prerequisite, 107, 109.

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

119. Solid Analytic Geometry.
A student majoring in mathematics may not count 117 or 118 toward a degree until 119 is absolved.

121. Leveling.
This course includes differential, profile, and topographic leveling; with two double periods a week in field work on practical problems of road grading, drainage, and irrigation.
Prerequisite, 107.

122. Introductory Course to the Calculus.
A one-term course in calculus, giving an introduction to both differentiation and integration. Designed for those who wish to major in science or to minor in mathematics.
Prerequisite, 117.

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.
Prerequisite, Junior standing.
215. **Theory of Equations.**

Numerical equations—Sturm's functions, Newton's and Horner's methods of solutions; algebraic solution of cubic and quartic equations; determinants of nth order; De Moivre's theorem; symmetric functions.

Prerequisite, 219, 220.

216. **Projective Geometry.**

Prerequisite, eighteen term-hours in mathematics, including 117 and 118.

219, 220, 221. **Differential and Integral Calculus.**

This is a general course in calculus, the first two terms being mainly on the differential and the last term on the integral. Emphasis is given to the practical applications of the calculus. Students majoring in mathematics must take the full year's work.

Prerequisite, eighteen term-hours in mathematics, including 117 and 118.

223. **History of Mathematics.**

A study of the development of the various branches of mathematics.

Prerequisite, twenty-seven term-hours in mathematics.

230. **Differential Equations.**

A study of the more common types of ordinary differential equations, especially those of the first and second orders, with emphasis on geometrical interpretations, and applications to geometry, elementary mechanics, and physics. This course presupposes a knowledge of the fundamental formulae of integration.

Prerequisite, 219, 220, 221.
MODERN LANGUAGES

Dr. Nolle, Miss Kennedy, ————.

Courses 101, 102, 103 in German, French, and Spanish are beginning courses in these languages that may be taken for credit by any student who has not previously received entrance or college credit in the respective language he elects to study. A student who has received credit for two entrance units in such a language must elect courses 104, 105, 106 in sequence. A student whose credit for previous work in a language does not literally satisfy the prerequisite to any course offered at the time he enters, must elect his work with the advice of the head of the department.

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.

The class meets five times a week in order to make possible supervised study and drill; but the student is expected to devote four, instead of six, hours a week to preparation, so that the time demands are the same as for regular three-hour courses.

104, 105, 106. German Reading, Syntax, and Composition.

Prerequisite, 101, 102, 103, or their equivalent.


An introduction to the study and esthetic 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 short story), and the drama. Collateral assignments with written compositions in German based thereon.

Although this course is designed as an introduction to the study of German literature, with equal emphasis it will continue the dis-
ciplines in syntax and composition, both oral and written, stressed in courses 104, 105, 106.

Prerequisite, 104, 105, 106, or their equivalent.

211. Advanced Reading, Syntax, and Composition.


Prerequisite, 107, 108, 109, or their equivalent.

215. Classical German Drama.

A study of Lessing as the father of modern German drama. Critical and analytical study of selected portions of Lessing’s *Hamburgische Dramaturgie*, and representative dramas of Lessing, Goethe, and Schiller. Collateral assignments and reports.

Prerequisite, 107, 108, 109, or their equivalent.

221. Goethe.

A study of Goethe’s *Weltschauung* on the basis of selected lyric poetry (Schütze edition). Intensive study of *Werther* (Feise edition), and other prose writings. Collateral readings and reports.

Prerequisite, 107, 108, 109, or their equivalent.

225. Modern German Drama.

Critical and analytical study of dramas by Hebbel, Otto Ludwig, Hauptmann, and other representative modern German dramatists. Collateral assignments and reports.

Prerequisite, 107, 108, 109, or their equivalent.

226. Modern German Novel.

Intensive study of one or several novels by Fontane, considered as the pioneer of the modern German novel, and by one or more recent novelists, with special reference to technique. Extensive collateral assignments in the German novel since Fontane. For collateral assignment novels are chosen that serve as exponents of new literary movements, that reflect interesting phases of life and thought, or that embody tendencies characteristic of certain periods.

Prerequisite, 107, 108, 109, or their equivalent.

228. Modern German Short Story.

Critical and analytical study of the *Novelle* as introduced into German literature as a genre by Heyse, Storm, Keller, and as represented by more recent writers. Extensive collateral assignments.

Prerequisite, 107, 108, 109, or their equivalent.
231. The Teaching of German.

A scientific and practical study of the problems connected with the selection and preparation of the subject matter of the high school courses in German and its presentation in the classroom. Special consideration of phonetics, their value to pupil and teacher.

Prerequisite, 107, 108, 109, or their equivalent.

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

During 1923-24, courses 101-109 and at least one advanced course each term will be offered.

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 language itself.

101, 102, 103. Beginning Course in French.

The class meets five times a week in order to make possible supervised study and drill; but the student is expected to devote four, instead of six, hours a week to preparation, so that the time demands are the same as for regular three-hour courses.

104, 105, 106. French Reading, Syntax, and Composition.

Prerequisite, 101, 102, 103, or their equivalent.

These and other courses in French will be offered on demand of a sufficient number of students.

SPANISH

Because of the special interest which attaches to Spanish in this State, and in particular to this portion of the State, as a result of its geographical position and its historical relations with Mexico, it has been the aim of the department to offer courses that are practical. Consequently, classes are conducted in Spanish in so far as experience has shown that it is profitable, and a student is expected to have a fair speaking knowledge of the language before going forth to teach it in the secondary schools of Texas. Furthermore, Spanish 110, 111, 112 are offered to those students desiring Spanish for practical, including commercial, purposes. The department does not, however, underestimate the cultural value of Spanish and strives to give some knowledge of the literature and some appreciation of the history, custom, and temperament of Spanish-speaking people. Finally, it is the
attempt of the department to give a thorough foundation in the fundamentals of grammar and composition.

Spanish 107, 108, 109 and Spanish 110, 111, 112 cannot both be counted toward a degree without special permission of the Dean. Spanish 221, 222, 223 constitute an outline course open to students who have completed either Spanish 107, 108, 109 or Spanish 110, 111, 112. Spanish 227, 228, 229 and Spanish 231, 232, 233 are open to students who have completed Spanish 107, 108, 109, and by special permission to those having to their credit only Spanish 110, 111, 112.

Students planning to teach Spanish in first rank high schools are expected to take as a minimum Spanish 101-109, inclusive, or their equivalent, Spanish 234, and at least one full year of advanced work in addition, preferably Spanish 231, 232, 233. They must, furthermore, be able to speak the language with reasonable facility. It is strongly advised that students majoring in Spanish elect as one minor English, German, French, or Latin.

101, 102, 103. Beginners’ Course in Spanish.
   The work, conducted in Spanish, includes the fundamentals of grammar and a reasonable amount of easy reading.
   The class meets five times a week in order to make possible supervised study and drill; but the student is expected to devote four, instead of six, hours a week to preparation, so that the time demands are the same as for regular three-hour courses.

104, 105, 106. Reading, Syntax, and Composition.
   A more detailed study of the grammar and special drill on sentence structure with the reading and composition work as a basis. Collateral assignments. Conducted in Spanish.
   Prerequisite, 101, 102, 103, or their equivalent.

   Reading of representative Spanish novels, dramas, and lyrics. Collateral reading with written reports; composition work. Conducted in Spanish as far as possible.
   Prerequisite, 104, 105, 106, or their equivalent.

110, 111, 112. Composition and Conversation.
   This course is planned to give the student a knowledge of the finer points of grammar, a broader but more exact vocabulary, a more idiomatic use of the language, and some general knowledge of South American literature.
   Prerequisite, Spanish 101-106, or their equivalent.
221, 222, 223. **History of Spanish Literature.**

An outline course dealing with the main currents of Spanish literature on the basis of Fitzmaurice-Kelly's *Literatura Española* with more intensive work on the literature of the sixteenth and seventeenth centuries. To be conducted, as far as possible, in Spanish. Lectures, reading of selected texts, parallel reading, reports.

227. **Modern Spanish Poetry.**

A study of the movements in poetry from the beginning of the nineteenth century to the present day with particular emphasis on the period of Romanticism. Lectures, reading of selected texts, parallel reading, reports. To be conducted, in so far as is possible, in Spanish. (Given in alternate years; given in 1923-24.)

228, 229. **Modern Spanish Drama.**

A study of the drama beginning with the period of Moratin the younger and extending to the present time. An analysis of movements and representative authors. To be conducted, as far as possible, in Spanish. Lectures; reports, both oral and written; collateral reading. Students taking this course are advised to finish out the nine hours credit with Spanish 227.

(Given in alternate years; given in 1923-24.)

231, 232, 233. **Modern Spanish Novel.**

A study of the development of the nineteenth century novel with its relation to the novel of the past and to that of the present. Reading of the best works of representative authors. Lectures; reports, both oral and written; collateral reading. To be conducted, as far as is possible, in Spanish.

(Given in alternate years; omitted in 1923-24.)

234. **The Teaching of Spanish.**

A course planned for those who desire to teach Spanish. A discussion of methods, texts, assignments, etc. Observation periods; practice classes.
PHYSICAL EDUCATION FOR MEN

MR. STRAHAN, MR. SHEFFIELD, MR. SHANDS

The purpose of the courses in physical education is to prepare and train students for work in this field either as a specialty or in combination with other subjects. Special emphasis is laid on preparation for coaching football, basket ball, baseball, and track teams.

Physical education is required of all students enrolled in the College for the first six terms of residence work, two hours a week. Such required work must be chosen from courses other than numbered courses, and must include one term of Mass Activities, Gymnastics, and Calisthenics, unless the student is participating or has participated in a major sport. Numbered courses are academic courses that may be elected for three term-hours credit each.

Mass Activities, Gymnastics, and Calisthenics. Each Term.
Swimming.
Tennis.
Basket Ball.
Baseball.
Track and Field.
Football.

112. 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.

113. The Theory of Basket Ball 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.

114. 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 execution will be stressed, mistakes pointed out, and methods for correction shown. No previous knowledge of track work is necessary.
115. The Theory of Basket Ball and Track.

This course is offered in the summer term only. It includes the essential features of both courses 113 and 114. No student may, therefore, offer for credit course 115 who has had either course 113 or 114, or vice versa.
PHYSICAL EDUCATION FOR WOMEN

MISS HINES

Physical education is required of all College students during the first six terms of residence work, two hours a week. Those who are temporarily disabled or physically unfit for certain parts of the work are expected to be present and to 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.

Required work in physical education must be elected from courses other than numbered courses. Numbered courses are academic courses that may be elected for three term-hours credit each.

Of the courses in Physical Education for Women, any course may be elected without prerequisite, except Folkdancing (B) and (C) and Classic Dancing (A) and (B), the prerequisites for which are stated in the description of those courses.

Games and Gymnastics (A).

This course consists of a study of the educative value of play, and gives to the prospective 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.

Games and Gymnastics (B).

Swedish gymnastics, setting up exercises, gymnastic games, singing games.

Games and Gymnastics (C).

Singing games and gymnastics.

Folkdancing (A).

Folkdancing, esthetic and rhythmical exercises.

Folkdancing (B).

Prerequisite, Folkdancing (A).

Folkdancing (C).

Prerequisite, Folkdancing (B).

Classic Dancing (A).

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

Prerequisite, Folkdancing (A), (B), and (C).
Classic Dancing (B).
Prerequisite, Classic Dancing (A).
In both of these courses in classic dancing special attention will be
given to the psychology of the dance.

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 only.

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

Volley Ball.

Tennis.

Cross Country Walking.

Indoor Baseball.

Archery.
Bows and arrows furnished by the school.
Teams are organized each quarter in tennis, cross country walking,
and archery, but students will be encouraged to continue in the work
chosen until some degree of proficiency has been attained.

132. The Principles of Physical Education.
History, aims, systems, management, etc.

133. Theory of Basket Ball and Indoor Baseball.
This course covers the essentials in organizing and coaching a team.
Theory is given through lectures, discussions, and text-book work. Ex­
perience is gained through practical coaching under supervision.

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

135. Applied Physiology.
This course is designed to present the essential physiological facts
with reference to their application in physical training.
Students who are preparing to teach physics in the secondary schools should complete Physics 101 to 212, inclusive, except Physics 104, 110, 111, and 112. Courses 101, 102, 103 should be taken seriatim, but may be elected in the following order: 102, 101, 103. Physics 104 is planned primarily for students pursuing the curriculum for teachers of vocational home economics, but may be elected without prerequisite by others.

Students desiring to major in physics are advised to take such courses in mathematics as will lead to and include elementary calculus as soon as possible. If it is practicable to do so, elementary analytics and calculus should be taken in the Freshman and Sophomore years. Also, one year in general chemistry should be taken by all students preparing to teach physics.

There are no prerequisites to Physics 110, 111, and 112, but a previous study of mechanics and electricity as given in a course in general physics will be of considerable value in the study of the theory of the action of many of the units of the modern automobile. Also, students expecting to teach science or manual training will find in these courses the application of many of the principles and theories considered in general courses in science. These courses have for their object general culture, rather than the perfection of automobile mechanics. The reason for their existence in a Teachers College is the fact that a working knowledge of the automobile is a part of a liberal education.

101, 102, 103. General Physics.
Lectures, recitations, demonstrations, three hours; laboratory, three hours.
Credit: Four term-hours per term.
The purpose in the general physics courses is not only to impart information, but also to give training in the methods by which facts are correlated in laws, and these laws applied to the affairs of life.

104. Household Physics.
General physics as applied in the modern home. Special attention is given heat and electrical appliances.
Lectures and demonstrations, three hours; laboratory, two hours.

106. Sound and Light.
Prerequisite, 101, 102, 103.

Prerequisite, 101, 102, 103.
109. Storage Batteries and Direct Current Machinery.
Prerequisite, 101, 102, 103.
Each course, 106, 107, 109, lectures and recitations, two hours; laboratory, three hours.
Students majoring in manual training are advised to take Physics 107 and 109; 106 is not prerequisite to these courses.

110. Gas Engines and the Mechanics of the Automobile.

111. Automobile Electricity.

112. Automobile Shop Work.
Courses 110 and 111 each consist of two one-hour lectures and one three-hour laboratory period per week. In the lectures the structure and the theory of action of the various units of the automobile will be studied. Laboratory work will include the taking down and assembling of the various units of the automobile.
Course 112 consists of one one-hour lecture and six hours of shop work. Shop work will consist of the repair of automobiles in a well equipped automobile shop under the direction of a practical automobile mechanic.

210. Optics.
Theories of light phenomena and spectroscopy will form the basis of the study of light as given in this course.
Lectures and recitations, two hours; laboratory, three hours.
Prerequisite, two years of college physics.

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.

The application of the calculus to the principles of statics and dynamics and the application of these principles in the special problems.
Prerequisite, two years of college physics and a course in elementary calculus.
RELIGIOUS INSTRUCTION

Beginning with the session of 1923-24, courses in religious history, literature, and ethics, based chiefly on the Bible, will be offered to students for elective college credits. These courses will be given by members of the regular college faculty; and, unless otherwise specified, each course will be conducted and accredited on the same basis as standard courses in other departments of the College.

College standing is prerequisite to any course in religious instruction listed below. The special prerequisites, if any, for each course are noted in the description of that course.

Until further notice, no student may offer for credit toward a certificate or degree more than nine term-hours of work in this department.

101. **History of the Hebrews.** Miss Murphy.
A study of the development of the Hebrew nation and its significance, in so far as these are indicated in the narrative books of the Old Testament. The object of the course is the cultivation of permanent interest in the sources of Hebraic relations with Christianity and with other historic institutions.

102. **The Life of Jesus.** Mr. Sewell.
A chronological study of the life of Jesus, setting forth the principal events in his active life with some reference to their spiritual significance. Some effort is made to harmonize the gospel accounts.

103. **Life and Teachings of Saint Paul.** Mr. Mills.
The beginnings of the Christian church; the birth, parentage, and education of Saint Paul; his conversion to Christianity and his missionary enterprises; his teachings as brought out in his addresses and writings.

104. **History of Religions.** Mr. Arnold.
A comparative study of the origin, development, spiritual reactions and ethical teachings of the great historical religions of the world.

Prerequisite, Sophomore standing.

105. **Social Teachings of Jesus.** Mr. Burkholder.
This course includes the following topics: Social and political ideas of the pagan world at the time of Christ; social and political ideas of the Hebrews; Jewish laws, sects, and parties; training of a Jewish child; what Jesus taught concerning wealth, labor; the family, the state, democracy, etc.; the interpretation of the teachings of Jesus by
the writers of the New Testament, and of the early church fathers; the social significance of Christianity.

Prerequisite, Sophomore standing.

106. Science and Religion. Mr. Smith.

This course attempts to show that there is no conflict between the essential truths of religion and of science. That seeming conflicts are due to an inadequate understanding of either religion or science, or both.

Prerequisite, Sophomore standing.

239. English Literature and the Bible. Mr. Harrison.

The course is intended to show (1) the great influence of the Bible on English literature, and (2) to develop an appreciation for the Bible as a great anthology of literature. The intensive study in the course will, therefore, center about significant English and American authors whose work has been most vitally affected by the Bible, and about the various types of literature in the Bible itself.

Prerequisite, eighteen term-hours in English, including 116, 117, 118; and, preferably, 109.
THE SUB-COLLEGE

FACULTY

C. E. Evans .............................................. President
E. O. Wiley ................................................ Superintendent
Edna McCormick ................................. Principal, Mathematics
Mattie Allison ........................................ English
Robert A. Tampke ..................................... History
H. H. Goodman ........................................ Education, Science
Mrs. R. C. Harrison ................................. Spanish
Ernest Shepherd ....................................... Industrial Arts
Willie Caver ............................................. Home Economics, Science
Minnie Stanford ....................................... Art
Mary E. Barton ......................................... Music

ADMISSION REQUIREMENTS

1. First Year Class. Students who present credentials showing that they have completed the ninth grade of a fully affiliated 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 class.

2. Second Year Class. Students who present credentials showing that they have completed the tenth grade of a fully affiliated high school are admitted to the Second Year class. The minimum requirements are: Algebra, 2; Geometry, ½ 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 class.

Graduates of first class high schools not affiliated will be admitted to the last term of the Second Year class with the privilege of satisfying the requirements for entrance to the Freshman class of the College by class work and by examination at the end of the term. Graduates of high schools of the second class will be admitted to the Second Year class without condition. Graduates of high schools of the third class will be admitted to the First Year class; but if such graduates have finished a four-year high school course, these graduates have the privi-
college of clearing entrance requirements to the Second Year class in one term, provided that they enroll for the last term of the First Year class.

Applicants who do not present credentials may absolve admission requirements by examinations. These examinations are held by the College on the first Monday following registration in each term. An additional examination administered by the State Department of Education is held in May of each year.

3. 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 Sub-college 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.

CERTIFICATES

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.

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.

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 Teachers 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."

Special certification: A student belonging to the Second Year class who has been required to make by class work three or more term-hours in the First Year class to satisfy entrance requirements to the Second Year class and who has not yet completed the work of the Second Year class may receive a first year certificate, provided that he has satisfied the residence requirements of one term and has made at least fifteen term-hours credit in the Teachers College issuing the certificate, and further provided that he has a total of at least forty-five term-hours in the First Year class and the Second Year class combined. A student who has received a first year certificate in this way shall be entitled to
receive a second year certificate as soon as he has fulfilled the requirements of the Second Year class.

HIGH SCHOOL DIPLOMA

Upon completion of the work of the Second Year class of the Sub-college, with sixteen units, students are awarded a high school diploma. (A high school diploma may be awarded to a student who has been enrolled for the last two terms of the Second Year class, provided that the student has satisfied all entrance requirements.)

Note: Graduates of the Sub-college are admitted to any State Teachers College in Texas and to the University of Texas without examination on the same basis as are graduates of fully affiliated high schools.

"Graduates of the Normal School (sub-college) department of the State Normal Colleges will be regarded as graduates of an accredited school and will be accepted on the same basis as are graduates of accredited high schools. They will be required to present the prescribed units and will be limited to the elective units listed on pages 94-97 of this catalogue."—Catalogue, University of Texas, 1922-23, page 101.

SYSTEM OF GRADING AND CREDITS

In the Sub-college the same system of grade symbols and grade points and the same regulations pertaining to eligibility to honors and to probation and failures are used as in the College, explained on page — of this catalogue. The unit of credit in the Sub-college as in the College, is the term-hour. As defined for the Sub-college, five recitations fifty-five minutes in length per week for one term of twelve weeks, requiring a total weekly preparation of five hours are equivalent to three term-hours. In general, two hours of laboratory work are equivalent to one hour of recitation. Nine term-hours are equal to one college entrance unit.
### SUB-COLLEGE CURRICULUM

#### FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, 2, 3</td>
<td>9</td>
</tr>
<tr>
<td>History 1, 2, 3</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics 10, 11, 12</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>36 (4 units)</strong></td>
</tr>
</tbody>
</table>

#### SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 4, 5, 6</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics 10, 11, 12 (if not absolved in tenth grade)</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td><strong>18</strong></td>
</tr>
<tr>
<td></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

All students in the Sub-college are required to take physical education twice a week.

Upon completion of the work of the Second Year class the student is awarded a high school diploma, provided he has completed a total of sixteen units distributed as follows: English, 4; Algebra, 2; Plane Geometry, 1; History, 3; Language or Science, 2; electives (one of which may be Literary Society or Choral Club), 4.

Upon completion of the work of the First Year class the student is awarded an elementary certificate of the first class, valid for two years, and upon completion of the work of the Second Year class, a similar certificate, valid for three years, provided that he has in either case elected as a part of the work offered for the certificate Education 1 or 2.
DEPARTMENTS OF INSTRUCTION

AGRICULTURE

1. Elementary Agriculture.
   A general course in agriculture designed to prepare the student to teach the subject in the one-teacher rural school. Three recitations and two laboratory periods a week.
   Credit: One-half unit.

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.

BIOLOGY

1, 2, 3. General Biology.
   A three-term course in general biology. Three recitations, two double laboratory periods per week.

CHEMISTRY

1, 2, 3. General Chemistry.
   A three-term course in general chemistry. Three recitations and two laboratory periods a week.

CIVICS

1. Civics.
   A general and systematic study of the structure of the American government. An attempt is made to acquaint the student with the actual acts of government in county, city, State and Union.
   Credit: One-half unit.

ECONOMICS

1. Economics.
   This course covers the general principles of elementary economics and constitutes a half year's work.
   Credit: One-half unit.
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.
Credit: One-half unit.

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 schoolroom practice and every-day human relations. The work includes discussions, notes, readings, lectures, and reports on assigned topics.
Credit: One-half unit.

ENGLISH

1, 2, 3. American Literature.
1. Composition and study of American literature (short story and essay).
2. Composition and American literature (poetry).

4, 5, 6. English Literature.
4. Composition (narration and description) and study of selections from English literature.
5. Composition (argumentation) and selections from English literature.
6. Composition (exposition) and selections from English literature.

11, 12, 13. Review Course in High School English.
11. Grammar review and study of selections from American literature.
12. Composition and rhetoric supplemented by selections from American literature.
13. Continuation of composition and rhetoric with both class study and outside readings from American literature.

GEOGRAPHY

1. Commercial Geography.
This course covers the whole field of geography, but typical areas will be given a more intensive study. Map drawing, map reading, supplementary material, and the methods of teaching geography will be given special attention.
Credit: One-half unit.
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.

Credit: One-half unit.

**HISTORY**

- **1, 2, 3. United States History and Government.**

- **4, 5, 6. Medieval and Modern Europe.**
  4. European History, 375-1500. History of Europe from the barbarian invasions to the beginning of the sixteenth century.

- **7, 8, 9. English History.**
  7. English History up to 1346. History of England from the prehistoric period to the Hundred Years War.
  8. **English History, 1346-1688.**
    History of England from the Hundred Years War to the glorious Revolution.
  9. **English History, 1688-1920.**
    History of England from the triumph of parliamentary government to the present time.

**HOME ECONOMICS**

- **1, 2, 3. Foods; Home Nursing.**
  1. Food study and cookery based on State Syllabus.
  2. A continuation of course 1.
  3. A study of personal hygiene and home care of the sick, with laboratory demonstrations.

- **4, 5, 6. Clothing; Sanitation and Home Care.**
6. A study of the sanitary conditions of the home and its surroundings.

INDUSTRIAL ARTS

1, 2, 3. Mechanical Drawing and Bench Woodwork.
These courses are designed to give the student one college entrance unit of work of the kind usually given in high school.
1. This course serves to familiarize the student with method and use of drawing board and instruments. The problems in the course consist of types of lettering, geometric constructions, and simple drawings, especially of projects to be constructed in the following terms.
2. This is a beginners' course in woodwork, consisting of construction of simple projects involving most frequently used tool processes and finishes.
3. This course, a continuation of course 2, consists of projects involving more processes and more difficult construction. A study is made of materials used, of method, and of shop management.

4, 5, 6. Mechanical Drawing and Bench Woodwork.
These courses constitute a second college entrance unit of work of the kind usually given in high school.
4. This course continues the study of mechanical drawing taken up in course 1, giving practice in drawing more difficult and complete working plans for projects and more complex geometrical descriptions, and introducing elementary architectural drawing.
5. This course is a continuation of course 3, with introduction of woodworking machinery, its adjustment, and use.
6. This is a course in millwork or factory method of construction. It is designed especially to give practice in group work using both hand tools and machinery, and involving quantity as well as quality production.

LATIN

1, 2, 3. Beginners' Course.
Special attention is given to the essential forms and syntax of elementary Latin. The derivation of Latin words from other words of the same language and of English words from Latin roots is also stressed.

4, 5, 6. Translation, Grammar, and Word-formation.
These courses constitute the work of the second year in Latin.
Courses 1, 2, and 3, or their equivalent, are prerequisite to entering this series.
The selections for translation are taken in part from Caesar's Gallic Wars, but other sources of interesting reading matter are freely drawn
upon. The grammar work is vitalized by practice in prose composition. Attention is constantly directed to the Latin element in English.

7, 8, 9. Cicero and His Times.
Selected orations of Cicero are made the basis for a study of the Roman republic and Roman political life from 100 to 43 B.C. Important grammatical principles as well as the structure of the orations receive due attention. Practice in word-formation is also emphasized.
Courses 7, 8, and 9 will not be offered in 1923-24 unless the demand is sufficient to justify such action.

MATHEMATICS

1, 2, 3. Algebra.
A three-term course for beginners in algebra.
1. This course comprises easy simple equations, addition, subtraction, multiplication, and division. Also, an introduction of the special rules of multiplication.
2. This course is a continuation of course 1. It comprises special rules of multiplication and division as an introduction to factoring; factoring, simple equations in two unknown quantities, and problems involving two unknown quantities; and simple fractions and problems involving simple fractions.
3. This course is a continuation of course 2. It comprises a short review of the principles involved in simple simultaneous equations with integral and with fractional exponents, simple radicals, and equations containing simple radicals.

4. Algebra.
A one-term course covering the work usually offered as first year algebra. It includes a thorough review of first year algebra and is recommended for students who have had one year of algebra in unaffiliated high schools.

5, 6. Algebra.
A two-term course completing the work for two standard admission units of credit. It includes an extended treatment of factoring, quadratics, radicals, theory of exponents, simple progressions, and graphs.
5. The work of this term includes the work done in any standard high school text through quadratics.
6. This course is a continuation of Mathematics 5. It includes a short review of quadratics, radicals, theory of exponents, simple progressions, and graphs.

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

This course is recommended to students who wish to review work and to pursue mathematics in college.

10, 11, 12. **Plane Geometry.**  
A three-term course in plane geometry.  
10. Book I.  
12. Book III, problems of construction, and Books IV and V.

20. **Advanced Arithmetic.**  
An advanced course in arithmetic. Practical applications and method emphasized.  
Credit: One-half unit.

**MUSIC**

1, 2, 3. **Beginners’ Course in Music.**  
1. Fundamentals of music and sight reading.  
2. Sight reading continued; rote-song singing; part-song singing introduced; some appreciation of music given.  
3. Application of the fundamentals of music; continuation of part-song singing; further practice in sight reading.

**Piano.** Not to exceed six term-hours of credit may be elected in instrumental music.

**PHYSICAL EDUCATION FOR MEN**

All men enrolled in the Sub-college are subject to assignment in physical education twice a week each term throughout the school year in one of the courses listed below.  
Mass activities, gymnastics, and calisthenics.  
Swimming.  
Tennis.  
Basket ball.  
Baseball.  
Track and field.  
Football.

**PHYSICAL EDUCATION FOR WOMEN**

All women enrolled in the Sub-college are subject to assignment in physical education unless excused by a physician. The aims of the courses listed below are twofold: first, to impart to the students a
knowledge of personal hygiene so that they can promulgate habits of health which lead to efficiency; second, to develop the students physically.

All courses consist of two classes a week.

**Games, Gymnastics, and Folkdancing (A).**

This course is a progressive course in formal gymnastics, marching tactics, games, and folkdancing that continues throughout the fall, winter, and spring terms.

**Games, Gymnastics, and Folkdancing (B).**

This course consists of formal gymnastics, and includes drills in dumbbells and wands, story plays, graded games, and simple folk dances. This course is progressive and continues throughout the fall, winter, and spring terms.

**PHYSICS**

1, 2, 3. **General Physics.**

A three-term course in general physics. Three recitations and two laboratory periods a week.

**SOCIOLOGY**

1. **Sociology.**

This course constitutes a half year's work, and covers the foundations and principles of elementary sociology.

Credit: One-half unit.

**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

FACULTY

C. E. Evans......................................................... President
E. O. Wiley....................................................... Superintendent
Irma Bruce ......................................................... Supervisor High School
Lizzie Kate Smith................................................. Supervisor High School
Janie Hopson...................................................... Supervisor High School
Ruby Henderson.................................................. Supervisor Fifth and Sixth Grades
Florence Kone................................................... Supervisor Third and Fourth Grades
Minnie Knispel................................................... Supervisor Second Grade
Mrs. Lila Mayfield............................................... Supervisor First Grade
J. C. Bachman..................................................... Principal Westover Rural School
Emma Edwin Moore............................................. Supervisor Westover Rural School
Susie Wiese....................................................... Principal Blanco Rural School
Mrs. Alline Jarrott............................................. Supervisor Blanco Rural School

A training school is a very necessary department of any Teachers College. 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 practice teaching under the supervision of experts, and to see the administrative details of school organization in operation. It serves further as a laboratory in which new educational theories may be tested by experiment, and where proposed methods may be adapted to the various conditions under which the students will be required to teach.

The Training Schools of the Southwest Texas State Teachers College offer a wide variety of opportunities for practice teaching, making it possible for the prospective teacher to get actual experience in almost any field he may desire. Most of the practice teaching is done in the Education Building, where there is available for both observation 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, intermediate grades, grammar grades, and special supervisors for each subject in the high school.

In addition to this school, there are available for observation and practice teaching two two-teacher rural schools, 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 prob-
lems. As many as twenty-five students may do practice teaching in these schools each term. Transportation is provided.

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 Teachers College is connected with practice in the Training School by the supervisor. She instructs the student in the general principles of classroom procedure and then requires reports on their practical application as observed in the work of the supervisor. Not until these reports show clearly that the student understands thoroughly the principles taught is he placed in charge of a room to do his own 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. All assignments for work in the training department and all changes in assignments are made by the superintendent.

2. Education 131 is open only to Freshmen in the kindergarten-primary curriculum, and to Sophomores who are applicants for diplomas.

3. No student will be permitted to take this course who has not completed Education 104 or 119, at least three term-hours in psychology of college grade, and three term-hours in either special or general methods.

4. 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.

5. In Education 131, 132, 133, 251, 252 the student should reserve
one hour through the entire week except Monday for practice teaching, the assignment for which should be made before the schedule is approved. Usually the first and the last school hours are not available for practice teaching.

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. Education 250 is required of those pursuing the curriculum for high school teachers or the curriculum for teachers of vocational home economics, as a prerequisite to practice teaching.

COURSE OF STUDY

ELEMENTARY AND GRAMMAR GRADES

The course of study now forming the basis of the work in the elementary and grammar grades 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. State text-books are used.

JUNIOR HIGH SCHOOL

Seventh Grade.

Constants: English, reading, arithmetic, American history.

Eighth Grade.

Constants: English A, B, C; Civics A, B, C; Algebra A, B, C.
Electives: General Science A, B, C; Latin 1, 2, 3; Spanish 1, 2, 3.

Ninth Grade.

Constants: English D, E, F; History D, E, F (English History); Algebra D, E, F.
Electives: Biology 1, 2, 3; Latin 4, 5, 6; Spanish 4, 5, 6; Home Economics; Industrial Arts.
DEGREE GRADUATES OF THE SOUTHWEST TEXAS STATE TEACHERS COLLEGE

Bachle, Hugo, B. S., 1921 ......................................... Schertz, Texas
Barnes, Doss, B. S., 1923 ......................................... San Marcos, Texas
Barnett, Thomas B., B. S., 1922 .................................. Commerce, Texas
Bales, H. P., B. A., 1923 ......................................... San Marcos, Texas
Behrens, Mrs. Abbie Cecil, B. A., 1922 ........................... Polson, Montana
Berry, Gertrude, B. S., 1922 ..................................... San Marcos, Texas
Brown, Mayme E., B. S., 1919 ..................................... San Marcos, Texas
Caver, Willye, B. S., 1923 ......................................... San Marcos, Texas
Cavness, Grace V., B. A., 1922 .................................... San Marcos, Texas
Day, Ed. M., B. S., 1922 ......................................... San Marcos, Texas
DeViney, Chas. E., B. A., 1919 .................................... San Marcos, Texas
Deviney, M. L., B. S., 1922 ....................................... San Marcos, Texas
Dobbins, John H., B. S., 1922 .................................... San Marcos, Texas
Edmonston, W. J., B. S., 1922 .................................... San Marcos, Texas
Evans, Bernice, B. A., 1922 ...................................... San Marcos, Texas
Flake, Elizabeth, B. A., 1922 ..................................... San Marcos, Texas
Frey, Emma, B. A., 1923 ........................................... San Antonio, Texas
Goodman, Annie B., B. A., 1922 .................................. San Marcos, Texas
Goodman, Novella, B. A., 1921 ................................... San Marcos, Texas
Hamilton, Ida Fay, B. S., 1923 ................................... Nacogdoches, Texas
Hardy, W. R., B. A., 1920 ......................................... Mathis, Texas
Harris, Fay, B. S., 1923 ............................................ Hamlin, Texas
Hawkins, Lenia, B. A., 1923 ...................................... Temple, Texas
Henderson, J. W. G., B. S., 1921 .................................. San Marcos, Texas
Henderson, Ruby, B. S., 1922 ..................................... San Marcos, Texas
Hopson, Janie, B. A., 1922 ....................................... San Marcos, Texas
Ivey, Alfred J., B. A., 1923 ...................................... San Marcos, Texas
Kidd, L. H., B. A., 1922 .......................................... Cameron, Texas
Kone, Florence, B. S., 1921 ....................................... San Marcos, Texas
Kuehn, Th. F., B. A., 1921 ........................................ New Ulm, Texas
Lauderdale, Joephene, B. S., 1923 ................................ Buda, Texas
McDavid, Elva, B. S., 1923 ....................................... Overton, Texas
McDonald, Leslie C., B. S., 1921 ................................ Kurten, Texas
McPherson, Nellie, B. S., 1920 ................................... San Marcos, Texas
Morris, Mabel, B. S., 1923 ....................................... San Marcos, Texas
Owens, Laura Belle, B. A., 1922 .................................. Sabinal, Texas
Perkins, L. Van., B. S., 1922 .................................... San Marcos, Texas
Perry, Robert, B. S., 1923 ....................................... Austin, Texas
Pickens, Eliza, B. A., 1923 ....................................... Antelope, Texas
Pochmann, Henry A., B. A., 1923 ................................ Round Top, Texas
Polsgrove, Anna, B. S., 1921 ..................................... Orange, Texas
Ramsay, Clara, B. A., 1922 ....................................... San Marcos, Texas
Raison, H. E., B. S., 1923 ....................................... San Marcos, Texas
Remy, Lynda, B. A., 1923 ....................................... San Marcos, Texas
Rode, O. C., B. A., 1921 ........................................ Doss, Texas
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DEGREES CONFERRED AND DIPLOMAS AND CERTIFICATES AWARDED, 1921-22

Degree Graduates, 1921-22

Barnett, Thomas B., B. S .................................. Commerce, Texas
Behrens, Mrs. Abbie Cecil, B. A ............................ Polson, Montana
Berry, Gertrude, B. S ..................................... San Marcos, Texas
Cavness, Grace V., B. A .................................. San Marcos, Texas
Day, Ed M., B. S ....................................... San Marcos, Texas
De Viney, M. L., B. S .................................. San Marcos, Texas
Dobbins, John H., B. S ................................ San Marcos, Texas
Edmonston, W. J., B. S ................................ San Marcos, Texas
Evans, Bernice, B. A ..................................... San Marcos, Texas
Flake, Elizabeth, B. A .................................. San Marcos, Texas
Goodman, Annie B., B. A ............................... San Marcos, Texas
Henderson, Ruby, B. S ................................ San Marcos, Texas
Hopson, Janie, B. A .................................... San Marcos, Texas
Kidd, L. H., B. A ....................................... Cameron, Texas
Owens, Laura Belle, B. A ................................ Sabinal, Texas
Perkins, L. Van, B. S .................................. San Marcos, Texas
Ramsay, Clara, B. A .................................. San Marcos, Texas
Smith, Daniel, Sr., B. S ................................ Y o a k u m , T e x a s
Stover, Mrs. Bettie W., B. A ................................ Orange, Texas
Stroman, Oscar C., B. S ................................ San Marcos, Texas
Walker, Carl G., B. S .................................. Dripping Springs, Texas
Walters, Lenora, B. S ................................ San Marcos, Texas
Williams, Amelia, B. A ................................ Cameron, Texas
Williams, Bonnie C., B. A ............................... San Marcos, Texas
Woodson, Anna, B. A ................................. San Marcos, Texas
Young, Haskell, B. S .................................. San Marcos, Texas
SOUTHWEST TEXAS STATE TEACHERS COLLEGE.

COLLEGE

High School Permanent Certificates

Caveness, Grace .............. San Marcos
Flake, Elizabeth .............. San Marcos
Goodman, Annie B. .......... Donna
Hopson, Janie .............. San Marcos
Kidd, L. H. .................. Cameron

Sophomore Diplomas and Permanent Certificates

Abney, Lucy Sue .............. San Marcos
Allen, Alma .................. Campbellton
Armstrong, Edith .............. Markham
Armstrong, Verna Paul. San Augustine
Askew, John A. ......... Marble Falls
Bacle, Mrs. Marie .............. San Marcos
Baines, Ben .............. Fort Worth
Barrow, Edwin L. .............. Poteet
Barton, Ada Jane ........ Port Lavaca
Behrens, Mrs. Abbie Cecil. Palux, Mont.
Boe, Emme E. .............. Wetmore
Boyce, Annie May .............. Runge
Boyce, Fannie Boyd .............. Runge
Bragg, Rosalie .............. San Marcos
Briesemeister, Alvin J. .............. Ottine
Brown, Helen Campbell .............. Lufkin
Brown, Sophrona Arrean ........ Kempner
Burkett, Florence K. ....... San Antonio
Burnett, Beattie R. ....... San Antonio
Cain, Elee M. .............. San Marcos
Caldwell, Mrs. C. A. .... Tyler
Carroll, Lucille Hope .... San Marcos
Carter, Albert Alonzo .... Kingsbury
Carver, Mary B. .............. San Antonio
Cavness, W. M. .............. San Marcos
Coplen, Darius Sam ............ San Marcos
Cox, Bettie .................. Granger
Crook, Ethelene .............. Martindale
Culbreach, Pocahontas .... Rogers
Curry, Bernie .............. San Marcos
Davies, Mary Preston ........ Dallas
Day, William C. ....... La Pryor
Day, Ed M. .............. San Marcos
Day, Fred W. .............. San Marcos
Deviney, Mrs. Esther Gambrell ...

Gause, Alma B. .............. San Benito
Gidley, Velma .............. Gause
Gillespie, Candace ........ Taylor
Goldman, Anna .............. Victoria
Grunewald, Loma M. .... San Antonio
Halbert, Willie Veda .......... Milam
Haynes, Sallie B. .......... San Marcos
Heath, Mrs. Fannie Mae. Madisonville
Henderson, Buford ........ Houston
Henley, Bettie .............. Troup
Henley, Eunice .............. Troup
Herron, Mrs. Willie .... San Marcos
Hickman, Mrs. Mary E. ... San Antonio
Hightower, Miss Frank Duke
Hildreth, A. D. .............. San Antonio
Hillburn, Laura Kate .... Wacoachie
Hooker, Emily Pearl (Mrs.)
Howell, Allie Pearl .... San Marcos
Ingram, Sybil Joy ........ San Marcos
Jackson, Martha Louise ... San Marcos
Johnson, Pauline ....... Charco
Jones, J. C. .............. Yoakum
Jordon, Lillie .............. San Marcos
Karnes, Nicola .............. San Marcos
Konne, Silas A. ............ Timpson
Krause, Albert E. ........ Burton
Kress, Florence Louise ... San Antonio
Lea, Dot E. .............. Gonzales
Loftin, Elma .............. San Antonio
Looser, Vennie Warren .... Killeen
Lunday, Marion .............. San Marcos
McClane, Effie Elizabeth .... Kenedy
McDonald, Nynah .......... Weir
McElrop, Madie Belle .... Eldorado
Mangum, Grace .............. Cameron
Martin, Nettie ........ Lampasas
Martin, Freeman A. .... Tahoka
May, Lula .............. Temple
Meiners, Ruby .............. Moulton
Meredith, W. D. ....... Kenedy
Milam, Paul W. .... San Marcos
Miller, B. Evalyn ....... Kempner
Morrow, Davida ........ Wellington
Morrow, Norma ........ Wellington
Murrie, Ruth .............. San Antonio

SOUTHWEST TEXAS STATE TEACHERS COLLEGE.
Diplomas and Certificates.

Myhand, Anna Myrtle .......... Runge
Myhand, Eunice Mae .......... Runge
Nelson, Dagmar Madeline .... Round Rock
Nix, Gertrude .......... San Marcos
Oakley, Lela .......... Lampasas
Perkins, L. Van .......... San Marcos
Perry, Robert D .......... Austin
Plieger, Mary E .......... La Porte
Phillips, Jerry J .......... Iredell
Pickens, Hodge J .......... San Marcos
Ploeger, Helen E .......... Taylor
Pochmann, Henry A .......... Round Top
Posten, Beulah B .......... Mexia
Ralston, Hugh E .......... San Marcos
Reed, Robert B .......... San Marcos
Keny, Lynda Merle .......... San Marcos
Robertson, J. L .......... Haworth, Okla.
Robinson, Henry V .......... Jewett
Rousseau, Rubie .......... Giddings
Schweke, Isabel .......... Brenham
Schmid, Miller .......... Fayetteville
Shepherd, Ernest W .......... San Marcos
Shiller, Rosalie .......... Deancville
Shipp, Ruby Lee .......... Burnett
Simer, Clara B .......... Eastland

Smith, Mrs. Corah .......... Richland Springs
Smith, Daniel L., Jr .......... San Marcos
Stapp, Pearl .......... Florence
Steely, Alma .......... Austin
Stuermer, Lillian .......... Ledbetter
Sutherland, John W .......... Belton
Suttles, Inez .......... Kosse
Suttles, Ruth .......... Kosse
Suttles, Shirley .......... Kosse
Thalmann, Winfred .......... Bandera
Thompkins, Elizabeth .......... Kyle
Thompkins, Rachel H .......... Kyle
Underwood, J. R .......... Rule
Varnhagen, Dora .......... Marble Falls
Walker, Carl G .......... Dripping Springs
Weir, Alfred M .......... Eddy
Whitis, Lena Mae .......... Kempner
Wier, Raymond D .......... Miguel
Wiginton, Lourah .......... Aquilla
Winters, Nannie M .......... Evant
Young, Lula B .......... Estelline

Sophomore Diplomas and Permanent Elementary Certificates

Bartlett, Emma Lee .......... San Antonio
Biles, Eula .......... San Marcos
Booth, Mrs. Della May .......... San Marcos
Brown, Malinda .......... San Antonio
Dushek, Agnes .......... Cameron
Fleming, Etta .......... San Marcos
Garrett, Mrs. Ethel B .......... San Marcos
Gordon, Ethel .......... San Marcos
Hall, Mabel A .......... Bryan
Hanson, Beatrice E .......... Brazoria
Hiler, Sarah O .......... Fort Davis
Hill, Mary .......... Tyler
Jarrott, Mrs. Aline .......... San Antonio
Jones, Byrne .......... San Antonio
Kerr, Arline .......... San Antonio
McNeill, Althea .......... San Marcos
Mahon, Ella .......... Fort Worth
Marcus, Lula Mae .......... Bertram
Moore, Stella .......... Blanket
Morrow, Mary .......... Marianna
Sauer, Elsie .......... Brackettville
Schwarzlose, Mrs. Alma .......... Seguin
Simank, Lorena E .......... Brenham
Stanley, Ruth Taylor .......... Smithville
Wilson, Lucy Reel .......... Mullin
Winkler, Leila .......... San Marcos
Yoc, Mary .......... Cameron

First Grade Certificates for Seven Years

Adams, Sarah .......... San Benito
Avey, William .......... San Marcos
Baker, Annie Vinita .......... Haskell
Barrow, Edwin L .......... Poteet
Rasham, Floy .......... King
Baugh, Minnie .......... Nacogdoches
Bean, Mabel R .......... Woodville
Bentley, Lily .......... San Marcos
Black, Catherine .......... Navasota
Blaschke, Oscar .......... Cuero
Blythe, Mamie .......... Sulphur Springs
Bolton, Olga Mae .......... Thorndale
Boozer, Octavia .......... Nacogdoches
Brown, Chas. E .......... San Marcos
Bryan, Ivy Jewell .......... Temple
Burkhalter, W. L .......... San Augustine
Caldwell, Neil R .......... San Antonio
Carter, E. Lois .......... Kingsbury
Coovert, Gladys .......... San Marcos
Cornellison, Elizabeth .......... Reagan
Dale, Janie .......... San Marcos

De Pue, Mrs. James C .......... San Antonio
Dobbs, Mrs. Eva E .......... San Marcos
Fargle, Willie .......... Lankin
Ellis, Margaret .......... Reedville
Engeling, Augusta .......... Rosenberg
Evans, Johnnie Mae .......... Yorktown
Ford, Anna M .......... Glen Rose
Foy, Mamie Nell .......... San Marcos
Fowler, Claire .......... San Antonio
Freeman, Vivian May .......... Ireland
Fuller, Josephine .......... Woodville
Gailey, Margaret E .......... Ennis
Garth, Jenny M .......... San Marcos
Gause, Alma B .......... San Benito
Gaut, Harriet B .......... San Antonio
Gibbens, Louise .......... Knippa
Halbert, Imogene .......... Milam
Halbrook, Mamie Sue .......... Gatesville
Hare, Wilma .......... Humble
Heath, Charlie N .......... Madisonville
Herron, F. S .......... San Marcos
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**Elementary Certificates for Four Years**

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Diplomas and Certificates. 125

Willbern, Drusilla ........ Runge Wynn, Olive ........ Seguin
Womack, Luna .............. Edna Young, Robbie ........ Tenaha

High School Certificates for Six Years

Cain, E. M ............... San Marcos Hamilton, Ida Fay ... Nacogdoches

High School Certificates for Four Years

Hill, W. L, Jr .......... Bellville Tindell, Ollie ........ Rosebud
Sevler, Samuel P .......... Troy Wilson, Clyde ......... Mullin

High School Certificates for Two Years

Allenson, Frank W ........ El Campo Ingram, Sibyl Joy .. San Marcos
Armstrong, Travis ......... San Angelo Johnson, Frances Rosalie ... Taylor
Bird, Arthur O ............ Stockdale Kaderli, A. T ........ Stanton
Broesche, Corinne ......... Burton Kallina, Ed .......... San Marcos
Dollahite, Clara .......... Johnson City Knowlton, Minnie ... San Benito
Duckett, E. A ............. Liberty Hill MacNaughton, D. V .. San Marcos
Faulk, Nina F .............. Corpus Christi Moore, Geo. B ........ San Antonio
Foster, Hope ............. San Marcos Palmerton, Leighdon R ... Lockney
Freeman, Louis W ......... Ireland Perry, Myrtess .......... Oenaville
Haden, Madian ............. Tipps Taylor, Julia .......... San Marcos
Hatfield, Marvin .......... Medina White, Geo. W .......... Stockdale
Herndon, Franklin C ....... San Marcos

Special Kindergarten Certificates for Two Years

Arnold, Scottie Marie .... Killeen Peach, Louise ........ El Paso
Johnson, Lima ............. Schulenburg Watkins, Arlie ...... San Jose

Special Kindergarten Certificates for Four Years

Brown, Malinda .......... San Antonio Pfleiger, Mary E ...... La Porte
Fleming, Etta ............. San Marcos

SUB-COLLEGE

First Grade Certificates for Six Years

Adams, J. E ............... Iola Fresshur, Jack ........ Glen
Arendale, Lula J ........ Somerville Garner, Gertrude ... San Marcos
Atkinson, Hugh E ........ Fremont George, Dudley ... Blooming Grove
Bentley, Willie .......... San Marcos Gunn, Mayme ..... Waelder
Boenicker, Laura L ....... Bangs Herring, Albert L ... Knippa
Bowers, Annie Cleo ....... Troy Hinkle, Roscoe W ... Chrisney, Ind.
Box, James E ............. Lone Grove Hodge, J. E .......... San Marcos
Brack, Dove .............. Dripping Springs Holloway, Hattie ... Fairfield
Briggs, Mamie Sue ....... Dilley Jones, Eunice ....... Bremond
Brite, Ben. L ............. Leming Jones, Madie ...... Lufkin
Burkhalter, W. L ......... San Augustine Kaderli, Fred ... Stanton
Butts, Vergia ............. Milano Kallas, Annie ....... Hallettsville
Cable, Annabel ........... Tyler Kerlick, Dora ...... Wesatche
Cain, Dura F ............. Teague Krause, A. K ....... Spicewood
Calvin, Florence ......... Nugent Landrum, Heppie Fern ... Leesville
Carter, Mrs. Samuella .... Kingsley Leifeste, Ruby ...... Castell
Casey, J. W ............... Alford McCaughan, Naomi D ... San Marcos
Cooper, Blanche .......... Granbury Mahan, Rufus ...... Leesville
Coover, Gladys ........... San Marcos Morrison, Ezra ...... Houston
Crider, Oma ............... Dawson Mundine, Hallie ... Tanglewood
Curry, Vida Mae .......... San Marcos Murray, Imogene ... Lyons
Dement, Ira .............. Burton Norman, Edna ...... Liberty
Deviney, Alton H ......... Martindale Norman, Elizabeth ... Liberty
Elrick, Mrs. F. T ........ San Marcos Norris, Fred ...... Moscow

High School Certificates for Six Years

Cain, E. M ............... San Marcos Hamilton, Ida Fay ... Nacogdoches

High School Certificates for Four Years

Hill, W. L, Jr .......... Bellville Tindell, Ollie ........ Rosebud
Sevler, Samuel P .......... Troy Wilson, Clyde ......... Mullin

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Duckett, E. A ............. Liberty Hill MacNaughton, D. V .. San Marcos
Faulk, Nina F .............. Corpus Christi Moore, Geo. B ........ San Antonio
Foster, Hope ............. San Marcos Palmerton, Leighdon R ... Lockney
Freeman, Louis W ......... Ireland Perry, Myrtess .......... Oenaville
Haden, Madian ............. Tipps Taylor, Julia .......... San Marcos
Hatfield, Marvin .......... Medina White, Geo. W .......... Stockdale
Herndon, Franklin C ....... San Marcos

Special Kindergarten Certificates for Two Years

Arnold, Scottie Marie .... Killeen Peach, Louise ........ El Paso
Johnson, Lima ............. Schulenburg Watkins, Arlie ...... San Jose

Special Kindergarten Certificates for Four Years

Brown, Malinda .......... San Antonio Pfleiger, Mary E ...... La Porte
Fleming, Etta ............. San Marcos

SUB-COLLEGE

First Grade Certificates for Six Years

Adams, J. E ............... Iola Fresshur, Jack ........ Glen
Arendale, Lula J ........ Somerville Garner, Gertrude ... San Marcos
Atkinson, Hugh E ........ Fremont George, Dudley ... Blooming Grove
Bentley, Willie .......... San Marcos Gunn, Mayme ..... Waelder
Boenicker, Laura L ....... Bangs Herring, Albert L ... Knippa
Bowers, Annie Cleo ....... Troy Hinkle, Roscoe W ... Chrisney, Ind.
Box, James E ............. Lone Grove Hodge, J. E .......... San Marcos
Brack, Dove .............. Dripping Springs Holloway, Hattie ... Fairfield
Briggs, Mamie Sue ....... Dilley Jones, Eunice ....... Bremond
Brite, Ben. L ............. Leming Jones, Madie ...... Lufkin
Burkhalter, W. L ......... San Augustine Kaderli, Fred ... Stanton
Butts, Vergia ............. Milano Kallas, Annie ....... Hallettsville
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Cain, Dura F ............. Teague Krause, A. K ....... Spicewood
Calvin, Florence ......... Nugent Landrum, Heppie Fern ... Leesville
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Casey, J. W ............... Alford McCaughan, Naomi D ... San Marcos
Cooper, Blanche .......... Granbury Mahan, Rufus ...... Leesville
Coover, Gladys ........... San Marcos Morrison, Ezra ...... Houston
Crider, Oma ............... Dawson Mundine, Hallie ... Tanglewood
Curry, Vida Mae .......... San Marcos Murray, Imogene ... Lyons
Dement, Ira .............. Burton Norman, Edna ...... Liberty
Deviney, Alton H ......... Martindale Norman, Elizabeth ... Liberty
Elrick, Mrs. F. T ........ San Marcos Norris, Fred ...... Moscow
Southwest Texas State Teachers College.

Elementary Certificates for Three Years

Anderson, Mary E. Bloomington
Armstrong, C. L. Flint
Baird, Grace M. Weir
Baronian, Virginia Brookshire
Batchelder, Thelma L. Citrus Grove
Batey, Annie Dewville
Bennett, Lizzie Iola
Blackburn, Florence Burton
Bonner, Charles Palestine
Clements, Hazel San Marcos
Clements, Alma Florence
Cobb, Sallie E. Laredo
Cramer, Beatrice Harwood
Craven, Jewell Houston
Davis, Elma Swift
Deviney, Jack Martindale
Deviney, Mrs. R. C. Martindale
Dromgoole, Jewell Runge
Duncan, Edna Lyons
Embry, Sallie V. Troy
Entrop, Alice Brookshire
Forester, Maggie Moore
Frazier, Leila Lott
Garner, Sibyl V. Galveston
Gibson, Clifford L. Castell
Goodnight, Homer Holland
Grant, Esther Stockdale
Harris, Rubie Waeader
Hatfield, Wm. C. Medina
Henderson, Annie Laurie Nacogdoches
Henry, Ruby Brookshire
Hicks, Nevada San Marcos
Howell, Evelyn Donie
Howell, Leita Donie
Johnson, Elvira C. Johnson
Joiner, Gladys E. Florence
Kaderli, A. T. Stanton
Kasperek, Clara E. Needville
Knicker, Irma Cibolo
Koontz, Luclle Lacoste
Lee, Mrs. Johnnie San Marcos
Leggette, Mrs. T. E. Jonah
Lincecum, Ruth El Campo
Lewis, Archie B. Mercedes
Locklear, W. J. Eden
Luker, Reba Edna
Lunday, Emma San Marcos
McCoury, James E. Bend
McKinney, Edgar Pleasanton
McLain, Opie Iola
March, Roger Livingston
Marshall, Elizabeth Harwood
Mayhew, John Jonesboro
Mercer, Mattie Fentress
Miller, Gurfis Dawson
Moore, Elizabeth Leesville
Nelson, Virda A. Harlingen
Noble, Martha Palacios
Parrott, Bertha A. Valera
Pier, Emma Lou San Marcos
Puckett, Mildred Sherwood
Ramirez, Mrs. Winnie D. Tynan
Ridgway, Thos. J. Big Foot
Sharp, Mattie Tom Beckville
Sheffield, Bernice Newton
Sollock, Vera Rule
Stanley, Lucile San Marcos
Stringer, Mrs. Hassie Vernon
Tailey, Kate San Antonio
Tape, Elva L. Harlingen
Tope, Elva L. Sandia
Wildenthal, Bryan Cotulla
Williams, Adele Alto
Zarskey, Emma Woodboro

Second Grade Certificates for Four Years

Dukes, Gertrude J. Milano
Fox, Grace Dallas
Mann, Fannie Mae Hallsville

Elementary Certificates for Two Years

Barclay, Nannie Corrigan
Bosan, Eliza L. W. P. Lone Grove
Boykin, Mrs. Villa Poteet
Brier, Josephine L. Leming
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ENROLLMENT, 1922-1923.

Thornton, Margaret .........Williamson
Thrash, Inez ..................Rusk
Timmermann, Mrs. Ora .......Hays
Tooke, Mona .................Sabinal
Vest, Wiley .................Guadalupe
Voelkel, Alex M ............Austin
Way, Oma ..................Atascosa
Way, Opal .................Atascosa
Way, Willie .................Atascosa
West, Ola .................Jim Wells
White, Annie .................Gonzales
White, Elma .................Caldwell
Whitehead, Tennessee .......Bandera
Wiedemann, Verlin .........Mason
Williams, Madeleine ........Hays
Witt, Henry .................Travis
Wood, Paris .................San Saba
Wyatt, E. R ...............San Augustine
Young, Noble .................Hays

TRAINING SCHOOL

KINDERGARTEN
Adams, Irma
Benson, Emma Lee
Burns, Harry
Chamberlain, Jessie Lee
Ferguson, Mable Ames
Goodman, Harris
Harrison, Lizabelle
Heard, Fred
Hormachea, Henry
Hutton, Iverson
Kitchen, Dorothy Mae
Kone, Roberta
Mayhall, Billy
McNulty, Michael
Nelson, Hugh
Parke, Joe
Roberts, Talmadge
Scott, Loula Mae
de Steigner, Frances
Smith, Henrietta
Storms, Dorothy
Stroble, Voncell
Stanford, Bennie Mae
Taylor, Dorothy Jean
Ziegler, Corinne

FIRST GRADE
Adams, Marjorie Beth
Bobo, Gussie
Cooper, Jack Neal
Clayton, Mary Louise
Dailey, John Tom
Fleming, Lois
Hutton, Junius
Kornegay, Edward
de Steigner, Bernagine
Stocker, Inez
Smith, Estelle
Smith, J. G.
Wade, Virgilia
Wiley, E. O., Jr.
Butler, F. Butler
Lewis, Arthur

SECOND GRADE
Bass, Harper
Barnes, Mary Lillian
Baldroin, Mary B.

Bigga, Lelia
Dezelle, Nell
Deviney, Trigg
Harris, Ruby
Hormachea, Alfonso
Lancaster, Beth
McGhee, Billie
Stockton, Lilian
Yoakum, Thomas
Goforth, William
White, Dorris

THIRD AND FOURTH GRADES
Deviney, Coy
Ellis, Will Paxton
Ferguson, Torrence
Fleming, Malcolm
Harrison, Richard
Harry, Bert
Hormachea; Martin
Jones, Horace
Lancaster, Hugh
Lewis, Russell
Lusk, Carroll
Shaver, Ben
Shaver, Bob
Sorell, Boyd
Stockton, Billie
Wimberly, Weldon
Avey, Helen
Baldwin, Alice
Baldwin, Mary Blaceh
Biggs, Ione
Chamberlin, Mildred
Doyle, Hester
Paris, Helen
Gunn, Lexie
Haynes, Laura Belle
Kornegay, Irma Lee
Morgan, Mildred
Nesbitt, Charlotte
Shlawn, Zola Lay
Terrell, Mary

FIFTH GRADE
Dezell, Walter
Harry, Dan
Hiester, Oliver
SOUTHWEST TEXAS STATE TEACHERS COLLEGE.

Hormachea, Mary
Milligan, Martha
Hormachea, Joe
Kone, John Pritchett
Ramsey, David
Smith, Woods Burton
Chamberlin, Geraldine
Clark, Dorothy
Eastwood, Velma
Ezelle, Jessie Francis
Tate, Katherine
Wilson, Awdry
Wray, Elizabeth

SIXTH GRADE
Chitwood, Milton
Kornegay, Seth
Merril, James
Merril, Roland
Storms, Edward
Ellis, Lillian
Lewis, Hazel
Murphy, Jaunita
Pool, Luella
Remy, Dorris
Selby, Lois
Smith, Elaine

SEVENTH GRADE
Avey, Dorothy
Clark, Nellie
Clark, William
Coover, Lola
Gunningham, John
Dunn, Oser
Faris, William
Gunn, Maletia
Gunn, Marlin
Hightower, Edward
Hofheinz, Otto
Hormachea, Josephine
Hughson, John
Jordan, John
King, Annie
Lusk, Francis
Morgan, Howard
Morris, Mabel
Parke, Jack
Thorp, Robert
Wray, Robert

EIGHTH GRADE
Gibson, Lona May
Holland, Margarate

King, Emma
Sorell, Ella
Smith, Elsie
Talley, Fay
Winans, Naomi
Crook, Frances
Littleton, Eula
Agnew, Walker
Dezell, John
Eastwood, L. J.
Faris, Leonard
Gause, Allen
Gause, Roy
Goleman, Lewis
Lancaster, Porter
Pool, John Lee
Sorell, Lynn
Strobel, Martin
Samuel, William
Travis, Clarence
Woodson, Lewis
Young, Lowrey
Smith, John
Crook, Alton
Lay, Tom
Gill, Etheridge

NINTH GRADE
Brooks, Hazel
Butler, Florence
Clark, Edna Erle
Doyle, Beatrice
Ellis, Phyllis
Ezelle, Mary Eliza
Fraker, Florence
Harle, Eddie Clay
Lancaster, Geneva
McGehee, Alice
Milligan, Julia
Morris, Ethel
Parke, Frances
Parke, Josephine
Perkins, Gladys
Sorell, Evelyn
Travis, Mary
Arnold, Frank
Avey, Albert
Harris, Richard
Haynes, William
Hiester, Albertus
Hormachea, Bill
Milligan, Terry
Starkey, Joe
Williams, James
WESTOVER TRAINING SCHOOL

FIRST GRADE
Dotson, Edna Mae
Marcum, Gladys
Massey, Clara
Hatcher, Natalie
Day, Matilda
Bukham, Joe Dan
Lange, Leonard
Ross, Irvan
Day, Thomas
Day, Alfred
McMeans, Clyde
McMeans, Lee

SECOND GRADE
Arnold, Inez
Marcum, Mable
Dotson, Henry
Meyers, Edward
Leathe, Howard
Leineweber, William
Scrutchin, Tommy
Arnold, Bailey
Ellis, Jesse
Ellis, Jim

THIRD GRADE
Laidley, Helen
Lester, Fannie
Vorheier, Cora
Vaughan, Marie
Harris, Bernice
Welge, Eddie
Leineweber, Hershall
Owens, Howard
Connally, Robert
Owens, Zethel
Gordan, John
Day, Howard
Ellis, Herman
Lacey, John

FOURTH GRADE
Beckham, Florine
Laidley, Winnie Mae
Owen, Vivian
Payne, Virgie
Welch, Corrine
Netherland, Ewell
Raymond, Humphrey
Vaughan, Albert

FIFTH GRADE
Payne, Zelma
Raymond, Olive
Scrutchin, Francis
Welge, Alberta
Beechie, Simon
Connally, William
Leathe, Madison
Netherland, Wilmeth
Starkey, Edwin
Wiegrefe, Frankie
Day, Luther

SIXTH GRADE
Avey, Lucille
Massey, Bertie
Posey, Bernice
Vorheier, Elsie
Marcum, Vera
Owen, Cecil
Vorheier, Monroe
Swift, Frank
Swift, Hobby
Harris, Ballard

SEVENTH GRADE
Frazier, Bonnie
Payne, Gertrude
Porter, Dora
Scrutchin, Bessie
Welch, Lennie
Welch, Lucille
Vaughan, Elevey
Berkham, Allen
Brooks, Arle
Ellis, Melvin
Laidley, Oren
Owen, George

RURAL TRAINING SCHOOL
Blanco, District No. 2

FIRST GRADE
Rowland, Dorothy
Goleman, Elizabeth
Maips, Lily B.
Cauthen, Galen
Jenkins, Fred
Newman, Geneva
Mayes, Bennie R.

SECOND GRADE
Cauthen, Audrey
Schulle, Hilma
Owen, William Herman
Pape, Edward

THIRD GRADE
Sanso,, Lenora
Schulle, Wanda
Cox, Ella R.
Major, Donnel
Meiners, Carl
Schulle, Gerhart
Cauthen, Henry
Rowland, Curtie
**FOURTH GRADE**

Newman, Lenora  
Smith, Morth  
Burt, Ida  
Rowland, Asa  
Smith, Leonard  
Goleman, William  
Jenkins, Wade  
Pape, William  

**FIFTH GRADE**

Goode, Nora  
Sanson, Flonnie  

**SIXTH GRADE**

Major, John  
Adcock, Harrell  

**SEVENTH GRADE**

Sanson, Clifton  
Meiners, William  
Newman, Laura  
Cauthen, Flennie  
Adcock, Hazel  

**SEVENTH GRADE**

Goleman, Eugene
ENROLLMENT, Summer Quarter, 1922.

Summer Quarter, 1922

COLLEGE

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Black, Catherine Grimes   |            |         |
Blaschke, Oscar DeWitt    |            |         |
Bliestienz, Myrle Falls   |            |         |
Blazek, Leda Austin       |            |         |
Blount, Mrs. Ivy M Bexar  |            |         |
Blythe, Isabelle Henderson|            |         |
Blythe, Mamie Hopkins     |            |         |
Boggus, Macei Hays        |            |         |
Bolton, Olga Milam       |            |         |
Bond, Esta Mae Hays       |            |         |
Bonner, Blanche Caldwell  |            |         |
Bonner, Hattie Anderson   |            |         |
Boone, F. M. Houston     |            |         |
Boone, Inez Winn Parish   |            |         |
Boone, Mrs. Lillian Houston|        |         |
Booth, Mrs. D. M. Hays    |            |         |
Boozer, Octavia Nacogdoches|       |         |
Bown, Selma Hays          |            |         |
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May, Winnie ................................. Cameron
Mayberry, Lois ............................... Coryell
Mebane, Eugene ............................. Caldwell
Meeks, Willie .............................. Victoria
Meiners, Louise ............................... Lavaca
Melton, Anabel ............................... Robertson
Mening, Lillie ............................... Gonzales
Mertz, Guy ................................. Jackson
Mertz, Nathalie .............................. Gillespie
Mikeska, Ella ............................... Live Oak
Mikeska, Millie ............................... Live Oak
Miller, Jeanette ............................. McCulloch
Miller, Nellie ............................... San Patricio
Mincher, Clara ............................... Wood
Miner, Bertie May ............................... Montgomery
Miadenka, Leonard B. ....................... Lavaca
Molby, Ethel E. .............................. Hidalgo
Montalvo, Harriet ............................ Cameron
Moody, Cecil ............................... Leon
Moon, Ethyl ................................. Guadalupe
Moore, Agnes ............................... Washington
Moore, Lola Mae ............................. Frio
Moore, Irene ................................. Frio
Morris, Velma ............................... Bell
Morrison, Vera ............................... San Jacinto
Morgenthau, Else ............................. Brazoria
Mosley, Lockie ............................... Van Zandt
Mullins, Leslie ............................... Van Zandt
Murphy, Charlotte ............................ Galveston
Murphy, Josie ................................. Goliad
Murphy, Margaret ............................ Galveston
Murray, Ruth ................................. San Saba
Muse, Irma ................................. Milam
Muske, Elenora ............................... Waller
Nail, Carrie ............................... Atascosa
Nash, Dolores ............................... Hidalgo
Orr, Mary ................................. Kerr
Owen, Alma ................................. Llano
Parsons, Ruby ............................... Williamson
Pate, Bessie ................................. McCulloch
Payne, Pearl ................................. Wharton
Peace, Junie ................................. Lavaca
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Pettig, Alice Blanchard ....................... Reeves
Pfieste, Elsa ................................. Gillespie
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Pickle, Thelma ............................... Hill
Pond, Juanita ................................. Milam
Poole, Tiny ................................. Galveston
Porter, Mabel ............................... Navarro
Preuss, Mamie ............................... Bastrop
Prutt, Lela ................................. Milam
Price, Eunice E. .............................. Bandera
Pyland, Orphelia ..................... ....... Caldwell
Rabel, John ................................. Colorado
Rah, Will ................................. Comal
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Riggs, Ola May ............................... Live Oak
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Roberts, Georgia ............................. Falls
Roberts, Mattie ............................... Falls
Robinson, Ruth B. ............................ Brazoria
Rolson, Gena ................................. Mason
Rowland, Tobitha ............................. Jones
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Saunders, Ethel ............................... Cameron
Sawyer, Mae ............................... Nueces
Sawyers, Mary ............................... Zavala
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## STATISTICAL SUMMARY

### Enrollment, Regular Session, 1922-23

#### College

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<tr>
<th>Class</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>Seniors (men 20, women 28)</td>
<td>48</td>
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<tr>
<td>Juniors (men 24, women 33)</td>
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<tr>
<td>Sophomores (men 61, women 157)</td>
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<tr>
<td>Freshmen (men 89, women 323)</td>
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<tr>
<td><strong>Total (men 194, women 541)</strong></td>
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#### Sub-College

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<th>Class</th>
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<tr>
<td>Second Year (men 61, women 144)</td>
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<td>First Year (men 27, women 71)</td>
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<td><strong>Total (men 88, women 215)</strong></td>
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#### Training School

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<td>Westover Rural Training School</td>
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<td>Blanco, District No. 2, Rural Training School</td>
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#### Special Students

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### Grand Total

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### Enrollment, Summer Quarter, 1922

#### College

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<td>Seniors (men 18, women 18)</td>
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<td>Juniors (men 43, women 59)</td>
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<td>Sophomores (men 61, women 235)</td>
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<td>Freshmen (men 88, women 367)</td>
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<td><strong>Total (men 210, women 679)</strong></td>
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#### Sub-College

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<td>Second Year (men 27, women 138)</td>
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<td>First Year (men 21, women 63)</td>
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<td><strong>Total (men 48, women 199)</strong></td>
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#### Training School

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#### Summer Normal

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### Grand total

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Total enrollment of all students, regular session and summer quarter...3130
### STATISTICAL SUMMARY

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#### Diplomas and Certificates Awarded, 1921-22

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<td><strong>Total</strong></td>
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##### Sub-College

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