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Admission to Candidacy for Master's Degree
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Speech
Fine Arts
Art
Music
Foreign Language
French
German
Spanish
Latin-American Civilization
Health and Physical Education and Recreation
Practical Arts
Aviation
Business Administration
Home Economics
Industrial Arts
Library Science
Sciences
Agriculture
Biology
Chemistry
General Science
Mathematics
Physics
Social Sciences
Economics
Geography
Government
History
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Graduates, May, 1944
Bachelor's Degrees
Master of Arts
Graduates, August, 1944
Bachelor's Degrees
Master of Arts
Alpha Chi Membership, 1944-45
TERM SCHEDULE

1945-46

First Semester ................................ September 17-January 26
Second Semester .................................. January 29-May 30
First Summer Half-Term ......................... June 3-July 13
Second Summer Half-Term ..................... July 15-August 23

CALENDAR, 1945

<table>
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<th>SEPTEMBER</th>
<th>OCTOBER</th>
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CALENDAR, 1946

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<th>MARCH</th>
<th>APRIL</th>
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<th>MAY</th>
<th>JUNE</th>
<th>JULY</th>
<th>AUGUST</th>
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</tbody>
</table>
COLLEGE CALENDAR, 1945-46

REGULAR SESSION

1945

September 17-19, Monday-Wednesday: Freshman Orientation and Registration.
September 19, Wednesday: College Entrance Examinations.
September 20, Thursday: Registration of all other students.
November 11, Sunday: Armistice Day.
November 13-14, Tuesday-Wednesday: Mid-semester Quizzes.
November 22-24 (tentative), Thursday-Saturday: Thanksgiving Holidays.
December 20, Thursday: Last day of work before Christmas.

1946

January 3, Thursday: Classes resumed.
January 24-26, Thursday-Saturday: Examinations for the first semester.
January 29, Tuesday: Registration for second semester.
April 4-5, Thursday-Friday: Mid-semester Quizzes.
April 6, Saturday: Last day for filing applications for degrees to be conferred on May 30.
April 18, Thursday: Sunrise Easter Service.
April 19-22, Friday-Monday: Easter Holidays.
May 26, Sunday, 8:00 P.M.: Baccalaureate Sermon.
May 27-29, Monday-Wednesday: Examinations for the second semester.
May 26, Sunday, 8:00 P.M.: Baccalaureate Sermon.

SUMMER SESSION, 1946

June 3-4, Monday-Tuesday: Registration for First Half Summer Session.
June 5, Wednesday: Classes begin.
June 22, Saturday: Last day for filing applications for degrees to be conferred on August 23.
July 13, Saturday: First half session closes.
July 15, Monday: Second half session opens.
August 18, Sunday, 8:00 P.M.: Baccalaureate Sermon.
August 23, Friday, 8:00 P.M.: Graduating Exercises. Second half session closes.
DIRECTIONS TO STUDENTS

1. Information and directions on any matter of detail about the College should be sought at the Registrar's office.

2. To avoid serious confusion, and possible loss of credits, students are urged to write their full names without variations on all cards and blanks of the College.

3. A student may not change his rooming or boarding place without consulting the Dean of Women or the Dean of Men.

4. Each student must have on file in the Registrar's office a copy of his high school record. Transfers from other colleges are included in this ruling.

5. If a student has attended any other college, the complete record must be placed on file at this College. Such transcripts become the property of the College.

6. Assemblies of students will be held periodically on special call. Ordinarily such assemblies will be held on a Tuesday or Thursday morning at 10:00 o'clock.

7. If a student contemplates withdrawing from college, he should advise with the proper dean. If a student leaves without withdrawing in the regular way he may expect "F's" in all courses.

8. All college property in possession of a student must be returned and all arrearages to the college including past due indebtedness to loan funds satisfactorily adjusted before the student is eligible for regular withdrawal, for a transcript of credit, for certification, or for graduation.

9. All breakage fees and fines must be paid before grades are released.

10. Students should watch bulletin boards for important notices.
FEES AND EXPENSES

Estimated expenses for undergraduate students attending the Southwest Texas State Teachers College, exclusive of such variable items as clothing, railroad fare, etc., are tabulated below.

<table>
<thead>
<tr>
<th>Fees</th>
<th>Per Year (36 wks.)</th>
<th>Per Semester (18 wks.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration fee</td>
<td>$ 73.00</td>
<td>$ 36.50</td>
</tr>
<tr>
<td>Trust fund deposit</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Note: All fees for a given semester are payable in advance.

Room and Board

<table>
<thead>
<tr>
<th>Residence</th>
<th>Per Semester</th>
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</thead>
<tbody>
<tr>
<td>Sayers Hall (Women) 1st floor</td>
<td>$284.00</td>
</tr>
<tr>
<td>Sayers Hall (Women) 2nd and 3rd floors</td>
<td>$300.00</td>
</tr>
<tr>
<td>Harris Hall (Women)</td>
<td>$284.00</td>
</tr>
<tr>
<td>Inter-American House (Women)</td>
<td>$284.00</td>
</tr>
<tr>
<td>Cliffside Hall (Men)</td>
<td>$256.00</td>
</tr>
<tr>
<td>Cooperative Houses (Women)</td>
<td>$164.00</td>
</tr>
</tbody>
</table>

TOTALS (for Women) including tuition, fees, trust fund deposit, and room and board: $239.00 (for Women) and $311.00 (for Men).

*Room and board are computed on the semester basis and are payable in four equal installments, as follows: For the fall semester, the first payment to be made on the date of registering for the fall semester, and the other three payments on or before October 10, November 10, and December 10. For the spring semester, the first payment to be made on the date of registering for the spring semester and the other three payments to be made on or before March 5, April 5, and May 5. The College reserves the right on thirty days notice to raise or lower the prices charged for room and board.

The cost of meals to all students, except those living in women's cooperative houses, is $105.00 per semester or $210.00 per long session of 36 weeks. Room rent per semester in the various dormitories is as follows:

<table>
<thead>
<tr>
<th>Residence</th>
<th>Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sayers Hall, 1st floor</td>
<td>$37.00</td>
</tr>
<tr>
<td>Sayers Hall, 2nd and 3rd floors</td>
<td>45.00</td>
</tr>
<tr>
<td>Harris Hall</td>
<td>37.00</td>
</tr>
<tr>
<td>Inter-American House</td>
<td>37.00</td>
</tr>
<tr>
<td>Women's Cooperative Houses</td>
<td>23.00</td>
</tr>
<tr>
<td>Cliffside Hall</td>
<td>23.00</td>
</tr>
</tbody>
</table>
The Registration fee entitles the student to use of textbooks, to subscription to the College Star (College weekly), to admission to auditorium attractions as well as all local athletic contests participated in by College teams. This fee also entitles the student to medical (but not surgical) services of the College physician and College nurses, to hospitalization in the College Infirmary for ten days, and to laboratory school privileges.

The fee of $36.50, paid at the time of registering, includes the statutory Incidental Fee of $25.00 per semester which is collected by all Texas state colleges. The Incidental Fee will not be refunded after registration is complete.

Students who are not residents of Texas are required to pay an Incidental Fee which is equal to that charged by a teachers college in the state from which they come, provided that the amount of the fee payable by such non-residents will not be less than the regular incidental fee of $25.00.

The Trust Fund Deposit is payable only once during the regular session, namely, the first time the student registers and is returnable at the close of the semester or year, provided all Laboratory, Reference Library and Textbook Library records are clear and no damage to College property has been charged to the student.

**FEES DEPENDENT ON SPECIAL COURSES**

**Music Fees** for additional private instruction:

- Piano, voice, violin, or other orchestral instruments:
  - Two (one-half hour) lessons per week: $35.00 per semester
  - One (one-half hour) lesson per week: $18.00 per semester
  - Instrument Rental: $2.00 per semester

**Biology Fee**: $1.00 per semester

**Chemistry Fee** (not including breakage): $1.00 per semester

**Home Economics Fee**: $1.00 per semester

**Industrial Arts Fee**: $1.00 per semester

**Art Fee**: $1.00 per semester

**Typewriter Rental**: $1.00 per semester

**Certificate Fee** (payable when applying for certificate): $1.00

**Diploma Fee** (payable when applying for degree): $3.00

**Diploma Fee** (payable when applying for 2-year diploma): $1.50
SOUTHWEST TEXAS STATE TEACHERS COLLEGE

STATE BOARD OF TEACHERS COLLEGE REGENTS

MEMBERS
1944-45

R. L. THOMAS, President ................................................................. Dallas
MRS. J. K. BERETTA, Vice-President ................................................ San Antonio
J. E. JOSEY ...................................................................................... Houston
V. A. COLLINS .................................................................................. Livingston
J. G. ULMER ...................................................................................... Tyler
MELVIN C. EIDSON .......................................................................... Luling
H. L. MILLS ...................................................................................... Houston
S. A. KERR ......................................................................................... Claude
N. S. HARREL .................................................................................... Jacksonville
H. A. TURNER, Secretary ................................................................... Austin

OFFICERS OF ADMINISTRATION

GENERAL OFFICERS
1944-45

JOHN GARLAND FLOWERS, Ph.D. ...................................................... President
ALFRED HENRY NOLLE, Ph.D. ......................................................... Dean of College
EDWARD ORLANDO WILEY, Ph.D. ................................................ Director of Teacher Training
CLAUDE ELLIOTT, Ph.D. ................................................................. Registrar; Executive Sec., Graduate Council
ERNEST BRYAN JACKSON, A.M. .................................................... Librarian
BRYAN WILDENTHAL, Ph.D. .......................................................... Business Manager
ALVIN W. MUSGRAVE, Ed.D. (Acting) .......................................... Business Manager
HENRY ELI SPECK, A.M. .............................................................. Dean of Men
MARY CATHERINE BROGDON, A.M. .............................................. Dean of Women
PATRICK HENRY NORWOOD, A.M. ............................................ Director of Public Service
JOHN R. DeSTEIGUER, M.D. ........................................................... College Physician
HOMER U. MILES, A.M. ................................................................. Director of Maintenance

ASSISTANT OFFICERS

EDNA MAYS WILLIAMSON .............................................................. Secretary to the President
MARION FOREST ASBELL .............................................................. Secretary to the Dean of College
GLADYS RYAN GARLINGTON, A.M. .......................................... Secretary to Director of Public Service
HATTIE D. ROBERTS, A.M. .............................................................. Assistant Registrar
DELIGHT M. TASSIN, A.M. ............................................................. Bookkeeper
DOROTHY GASTON, A.M. .............................................................. Secretary to the Registrar
ENID GWATHMEY JENNINGS, A.M.  Assistant Librarian
ADELINE NEIGHBORS, B.L.S.  Assistant Librarian
MARGARET McCLUNG WALKER, A.M.  Assistant Librarian
ETHEL DAVIS  Textbook Librarian
HERTHA C. KUEHN, R.N.  College Nurse
LOWERY M. GRIFFIN  Director of Sayers Hall
THELMA RYLANDER REED, A.M.  Director of Harris Hall
HELEN STOKES HUFFORD, B.S.  Dietitian
DUDLEY R. DOBIE, A.M.  Director of Museum

INSTRUCTIONAL CHAIRMEN
1944-45

HUGH AURELIUS NELSON, A.M.  Agriculture
GEORGIA A. LAZENBY, A.M.  Art
CHARLES SPURGEON SMITH, Ph.D.  Biology
CHARLES E. CHAMBERLIN, A.M.  Business Administration
CARROLL L. KEY, Ph.D.  Chemistry
EDWARD ORLANDO WILEY, Ph.D.  Education
GATES THOMAS, A.M.  English
ALFRED HENRY NOLLE, Ph.D.  German
CORA LAY, A.M.  Home Economics
*VICTOR L. BOWERS, Ph.D.  Industrial Arts
WILLIAM C. VERNON, A.M.  Mathematics
*ROBERT A. TAMPKE, A.M.  Music
HENRY GRADY HARLAN, Ph.D. (Acting)  Music
OSCAR W. STRAHAN, A.M.  Physical Education for Men
*CLAIRE MITCHELL, A.M.  Physical Education for Women
HIAWATHA CROSSLIN, Ed.D. (Acting)  Physical Education for Women
RUFUS R. RUSH, A.M.  Physics
*EUGENE O. TANNER, Ph.D.  Social Science
RETTA MURPHY, Ph.D. (Acting)  Social Science
J. LLOYD READ, Ph.D.  Spanish
**HUGH F. SEABURY, Ed.D.  Speech
P. MERVILLE LARSON, Ph.D. (Acting)  Speech

*On leave, 1944-45.
**Serving in the armed forces.
THE FACULTY
1944-45

JOHN GARLAND FLOWERS, A.B., A.M., Ph.D. President
A.B., East Texas State Teachers College; A.M., Ph.D., Teachers
College, Columbia University.

CECIL E. EVANS, A.B., A.M., LL.D. President Emeritus
A.B., Oxford College (Alabama); A.M., University of Texas; LL.D.,
Southwestern University.

MATTIE M. ALLISON, B.S., A.M. Assistant Professor of English
and Supervisor, The College High School
B.S., A.M., George Peabody College for Teachers.

JUNIA AMOS, B.S., A.M. Assistant Professor of Elementary
Education and Supervisor, The College Elementary School
B.S., North Texas State Teachers College; A.M., George Peabody
College for Teachers.

BESS BARNES, B.S., M.S. Assistant Professor of Home Economics
and Supervisor, The College High School
B.S., Southwest Texas State Teachers College; M.S., Colorado State
College.

BERNICE BOULDIN, B.B.A. Instructor in Business Administration
and Supervisor, The College High School
B.B.A., Southwest Texas State Teachers College.

*VICTOR L. BOWERS, A.B., A.M., Ph.D. Professor of Industrial Arts
A.B., East Texas State Teachers College; A.M., Ph.D., Ohio State
University.

MARY CATHERINE BROGDON, A.B., A.M. Dean of Women
A.B., University of Tennessee; A.M., George Peabody College for
Teachers.

BONNIE L. BROYLES, B.S. Instructor in Music and Supervisor, The
College High School
B.S., Southwest Texas State Teachers College.

*On leave, 1944-45.
IRMA LOU BRUCE, A.B., A.M. Assistant Professor of Social Science and Supervisor, The College High School
A.B., North Texas State Teachers College; A.M., University of Texas.

MARY G. BUCHANAN, A.B., A.M. Associate Professor of Music
A.B., University of Texas; A.M., Columbia University.

JAMES R. BUCKNER, A.B., A.M. Associate Professor of Spanish
A.B., Columbia University.

*HAROLD G. BURMAN, B.S., Ph.D. Associate Professor of Chemistry
B.S., Dakota Wesleyan College; Ph.D., Johns Hopkins University.

CHARLES E. CHAMBERLIN, B.S., A.M. Professor of Business Administration
B.S., Southwest Texas State Teachers College; A.M., State University of Iowa.

*JOE BAILEY CHEANEY, A.B., A.M. Associate Professor of Physical Education
A.B., Howard Payne College; A.M., Southwest Texas State Teachers College.

FRANCES G. COLEMAN, B.S., A.M. Associate Professor of Home Economics
B.S., A.M., Texas State College for Women.

**FRANK A. COWAN, A.B., M.S. Assistant Professor of Science and Supervisor, The College High School
A.B., North Texas State Teachers College; M.S., Ohio State University.

INEZ SMITH CREWS, B.S., A.M. Assistant Professor of Elementary Education and Supervisor, The College Elementary School
B.S., A.M., Southwest Texas State Teachers College.

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A.B., Baylor University; B.S. in Ed., M.Ed., Ed.D., University of Texas.

JABE BERNARD CROWELL, A.B. Instructor in Industrial Arts and Supervisor, The College High School
A.B., Southwest Texas State Teachers College.

*On leave, 1944-45.
**Serving in the armed forces.
DON CUDE, B.S., A.M.-----------------Associate Professor of Mathematics
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KENNETH W. DAVIS, B.S.---Instructor in Business Administration and
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B.S., Southwest Texas State Teachers College.

WILLIAM L. DECK, B.S., A.M.----------Assistant Professor of Industrial Arts
B.S., A.M., Southwest Texas State Teachers College.

VERNA L. DECKERT, B.S., A.M.---------Associate Professor of Art
B.S., Southwest Texas State Teachers College; A.M., Teachers College,
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LELAND E. DERRICK, A.B., A.M., Ph.D.---Professor of English
A.B., A.M., Ph.D., University of Texas.

DUDLEY R. DOBIE, A.B., A.M.------Director of the Museum and Assistant
Professor of Sociology
A.B., Southwest Texas State Teachers College; A.M., University of
Texas.

MARY DODGEN, A.B., A.M.-------Librarian, The College High School
A.B., Southwest Texas State Teachers College; A.M., University of
Texas.

CLAUDE ELLIOTT, B.S., A.M., Ph.D.---Registrar and Professor of History
B.S., Southwest Texas State Teachers College; A.M., Ph.D., Uni­
versity of Texas.

EMMA MOORE ELLIOTT, A.B.-------Instructor in Elementary Education
and Supervisor, The College Elementary School
A.B., Southwest Texas State Teachers College.

CLAUDE T. EVANS, B.S., A.M.--------Instructor in Physical Education and
Supervisor, The College High School
B.S., A.M., Southwest Texas State Teachers College.

RUTH K. EVANS, B.S.------------Instructor in Elementary Education and
Supervisor, The College Elementary School
B.S., Southwest Texas State Teachers College.

BUSH N. EWING, B.S., M.S.--Assistant Professor of Industrial Arts
and Supervisor, The College High School
B.S., M.S., East Texas State Teachers College.

*On leave, 1944-45.
**Serving in the armed forces.
EVELYN A. FIEDLER, B.S., A.M. Instructor in Elementary Education and Supervisor, The College Elementary School B.S., Maryland State Teachers College (Towson, Maryland); A.M., Southwest Texas State Teachers College.

FRANCES FISHER, A.B., A.M. Assistant Professor of English and Supervisor, The College High School A.B., Southwest Texas State Teachers College; A.M., Colorado State College of Education.

NELLE FRANCIS, A.B., A.M. Instructor in English and Spanish and Supervisor, The College High School A.B., Hardin-Simmons University; A.M., University of Texas.

ALICE EVANS GANTT, B.S. Instructor in Science and Supervisor, The College High School B.S., Southwest Texas State Teachers College.

JENNY GARTH, B.S., A.M. Assistant Professor of Social Science and Supervisor, The College High School B.S., Southwest Texas State Teachers College; A.M., Colorado State College of Education.

DOROTHY GASTON, A.B., A.M. Assistant Professor of Business Administration A.B., Baylor University; A.M., Southwest Texas State Teachers College.

*FRANK GENSBERG, B.S. Assistant Professor of Physical Education B.S., Southwest Texas State Teachers College.

LENORA DAVIS GIESEN, B.S. Instructor in Elementary Education and Supervisor, The College Elementary School B.S., Southwest Texas State Teachers College.


ARTHUR J. GRAHAM, B.Mus., M. Mus. Assistant Professor of Music Artist's Diploma, Indiana College of Music and Fine Arts, Detroit Institute of Musical Arts; B. Mus., Indiana College of Music and Fine Arts; M. Mus., Detroit Institute of Musical Arts; pupil of Joseph Lhevinne.

*Serving in the armed forces.
DOROTHY U. GRAHAM, A.B., A.M. Assistant Professor of Elementary Education and Supervisor, The College Elementary School A.B., A.M., John B. Stetson University.

HOWARD M. GREENE, A.B., A.M. Professor of History A.B., A.M., University of Texas.


*ARTHUR A. GRUSENDORF, A.B., A.M., Ph.D. Professor of Education A.B., A.M., Baylor University; Ph.D., University of Texas.

EDITH M. HANNA, B.S., M.S. Assistant Professor of Art and Supervisor, The College High School B.S., M.S., North Texas State Teachers College.

HENRY GRADY HARLAN, A.B., B.Mus., A.M., Ph.D., Mus.D. Professor of Music A.B., Baylor University; B.Mus., American Conservatory; A.M., Ph.D., University of Texas; Mus.D., Southern School of Fine Arts.

ARTHUR R. HAYES, B.S., A.M. Assistant Professor of Social Science and Speech and Supervisor, The College High School B.S., Sam Houston State Teachers College; A.M., University of Texas.

RUBY HENDERSON, A.B., A.M. Assistant Professor of Education A.B., Southwest Texas State Teachers College; A.M., University of Colorado.

MARY HERNDON, B.S., A.M. Assistant Professor of Elementary Education and Supervisor, The College Elementary School B.S., Southwest Texas State Teachers College; A.M., Colorado State College of Education.

*RALPH H. HOUSTON, A.B., A.M. Associate Professor of English A.B., North Texas State Teachers College; A.M., University of Texas.

ALLIE PEARL HOWELL, B.S., A.M. Assistant Professor of Elementary Education and Supervisor, The College Elementary School B.S., A.M., Southwest Texas State Teachers College.

*Serving in the armed forces.
ERNEST BRYAN JACKSON, A.B., A.M. Librarian and Professor of Library Science
A.B., A.M., University of Texas.

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*On leave, 1944—45.  
**Serving in the armed forces.
THE COLLEGE

HISTORY

The Southwest Texas State Normal School, established by the Twenty-sixth Legislature in 1899, opened its first regular session in the fall of 1903. Mr. T. G. Harris, former superintendent of Austin, was the first president, having been elected by the State Board of Education. He served until 1911, when he was succeeded by Dr. C. E. Evans, school administrator and educational campaign worker.

Dr. Evans, after thirty-one years of continuous service as president, retired as president-emeritus September 1, 1942, when he was succeeded by Dr. J. G. Flowers, president of the State Teachers College, Lock Haven, Pennsylvania, former student of the Southwest Texas State Teachers College, graduate of the East Texas State Teachers College, and sometime director of teacher training in that institution.

A local board of three trustees appointed by and under the direction of the State Board of Education was originally responsible for the management of the school. This board was replaced in 1911 by the Board of Normal Regents which was created by the Thirty-second Legislature and which was given complete control over the normal schools of Texas. Board personnel and length of tenure were standardized when the Forty-first Legislature in 1929 enacted a law setting the number of regents at nine and providing for the appointment of three members each biennial period.

The Thirty-eighth Legislature in 1923 changed the name of the school from The Southwest Texas State Normal School to The Southwest Texas State Teachers College.

LOCATION

The Southwest Texas State Teachers College is strategically located for service to the great Southwest and Central Texas. Built on College Heights in San Marcos, picturesque city of six thousand, the college is but fifty miles from San Antonio, the metropolis of Southwest Texas, and thirty miles south of Austin, the state capital.

San Marcos is situated on the main line of the Missouri, Kansas, & Texas and Missouri-Pacific railways and intersected by strategic State and Federal highways, making the college conveniently accessible to a large service area. Over two and a half million Texas citizens reside within one hundred fifty miles of the school.

Recognized as an outstanding educational center, San Marcos has an excellent system of public schools and a well-organized denominational school—the San Marcos Academy—in addition to the Teachers College. The moral and religious atmosphere of the city is wholesome.
COLLEGE PLANT

Campus, buildings, and equipment of the College are valued at over one and three quarter millions of dollars. Of this amount, about one and a half millions are in buildings, a third of a million is in equipment, and approximately $150,000 are in campus and lands.

In addition to the thirty-five acres comprising the campus proper, the College has title to a forty-seven acre farm and also to Riverside College recreation park, which measures several acres along the banks of the San Marcos River.

Approximately forty buildings located conveniently on and near College Heights belong to the College. These may be classified into the following groups:

(1) **Instructional Buildings**
- Main Building
- Science Building
- Language-Arts Building
- Industrial Arts Building
- Education Building
- Allie Evans Practice Cottage
- Auditorium-Laboratory School
- Library Building
- Home Economics Building
- Men's Gymnasium
- Lula Hines (Women's) Gymnasium
- Music Hall

(2) **Regular and Cooperative Dormitories and Apartments**
- Jessie A. Sayers Hall
- Berta Lowman Hall
- Main Cliffside Hall
- East Cliffside Hall
- Pickard Hall
- Pickard Hall Annex
- Inter-American House
- Harris Hall
- Oakwood Hall
- Terry Lowman Apartments
- North Side Apartments
- North Side Hall
- North Side Annex
- Cole House
- Hornsby Hall
- Hornsby Hall Annex

(3) **Miscellaneous Buildings**
In addition to the Instructional Buildings and Dormitories and Apartments listed the College Plant includes a dozen buildings additional inclusive of the President's home, the Infirmary, the Athletic Field House, and the Bath House.

THE LIBRARY

The Library contains more than 57,800 volumes and 9,000 pamphlets, rich in materials relating to the fields of modern languages, history, government, description and travel, poetry, drama, and bibliography. The main reading room, which is located on the first floor of the Library
Building, contains on open shelves approximately 300 current periodicals, ten daily newspapers, and a large number of reference books. All books and periodicals have been carefully selected by teachers and librarians with the view to facilitate instruction and research. Bibliographical aids and careful cataloging increase the usefulness of the Library.

The reserve book collection, faculty reading room, curriculum and textbook laboratory, the Daughters of the American Revolution Library of early textbooks, four well equipped reading alcoves, and the cataloging and binding departments are located on the second floor of the Building. The alcoves, which provide accommodation for 148 readers, contain current and appropriate books in the fields of science, mathematics, speech, journalism, English, orientation, government, sociology, home economics, Spanish, art, and children's literature. Materials for the alcoves have been selected by the faculty with the idea that more and better reading will be done by students who have direct contact with the books.

THE MUSEUM OF ART AND HISTORY

The Museum of Art and History, located on the third floor of the library building, though still in its infancy has had a rapid growth. Included in its exhibits are a collection of paintings, lithographs, and etchings representing a number of regional artists; a wide assortment of Indian artifacts from Central Texas and numerous anthropological specimens from the cliff dwellings of the Big Bend of the Rio Grande; clothing, costumes, furniture, kitchen utensils, chinaware, and kindred articles typical of pioneer days; saddles, ropes, branding irons, and other articles used by the Texas cowboy that are reminiscent of the chuck wagon and cattle range; a display of firearms that includes rare derringers, muzzle loaders, duelling pistols, and six-shooters; and documents, photographs, maps, diaries, and journals that constitute the nucleus of a collection of such materials dealing with the Southwest.

Some of the articles on display in the Museum, including those constituting the Beverly Butler Collection and the Fahr Collection, have been acquired through purchase, but most of them have been donated to it by alumni and other friends of the College.

THE LABORATORY SCHOOL

The Public Schools of San Marcos are utilized as the Laboratory School of the College. This arrangement was entered into in 1933 by formal contract between the San Marcos City Schools and the College. The elementary school with an enrollment of approximately 450 pupils and fifteen teachers is housed in the Auditorium-Laboratory School Building, and the junior and senior high schools with a combined enrollment of approximately 400 students and twenty-two teachers are housed in the Education Building.
In the teacher-training program of the College, the supervisory staff consists of the Director of Teacher Training, the City Superintendent, the Principal of the High School, the Principal of the Elementary School, and the Public School Teachers. Some responsibility for the supervision of the work of student teachers is assumed by members of the staffs of the various college departments. The student teachers are under the immediate direction of the classroom teachers to whom they are assigned by the Director of Teacher Training. The cooperative arrangement between the Public Schools of San Marcos and the College provides the College with adequate facilities for meeting the demands for effective teacher training and satisfies the most rigid requirements of accrediting agencies.
THE EX-STUDENT'S ASSOCIATION

This organization is known as "The Ex-Student's Association of Southwest Texas State Teachers College." All ex-students who have been honorably dismissed or graduated from the College are eligible for membership. To date there are approximately 40,000 ex-students. Of these, 4,348 have been awarded the bachelor's degree and 456 the master's degree.

The association seeks to promote fellowship among graduates and former students; to advance their professional interests; and to keep them in sympathetic touch with the interests, needs, and activities of the school. It endeavors to keep an accurate catalog of the names, addresses and professional status of its members.

The association holds its meeting annually during Homecoming week in November. Moreover, plans have been projected for the formation of active organizations of former students at centers accessible to them in every county within the service territory of the College. Such alumni Chapters are already active in Austin, Houston, and San Antonio.

The association maintains a small loan fund which it makes available to students in small short-term loans, and has representation in the administering of the $25,000 fund provided by the late Will C. Hogg, known as "The Ex-Student's Memorial Loan Fund."

In the Fall of 1943 the association launched a campaign to raise $25,000 among the former students, the faculty, the current students, and friends of the College as a memorial fund to be used to remodel the College Auditorium and to install a pipe organ in it, the auditorium and organ to be dedicated to the memory of all former students who have served in the Armed Forces of the United States. Mr. Tom W. Nichols, '26, associate professor of business administration, is treasurer of the Memorial Fund Committee. Initial response in the campaign for funds has been gratifying.

The active membership fee in the association which includes subscription for the College Star, is one dollar per year.

Following are the officers of the Ex-Student's Association:

President......................................................... Clarence Rice, '39
First Vice-President and Acting President........O. D. Horton, '26
Second Vice-President........Betty Jeanne Dobbins Hartnett, III, '41
Executive Secretary.................................Gladys Ryan Garlington, '42
Day Brandt, '31
Dudley R. Dobie, '27
G. Henderson, '18

Members of General Welfare Committee ..........Sidney Hughes, '39
H. A. Nelson, '09
Lexie Vivian, '40
Note: For the duration of the war no Homecoming will be held. Moreover, the officers of the association, who were elected for 1942-43, will continue in office until their successors have been elected at the regular business meeting of the association held on the occasion of the next Homecoming.

EX-STUDENT'S COUNCIL

This College is a member of the Ex-Student's Council of the Texas State Teachers Colleges. The purpose of the Council is: first, to promote the advancement of the teachers colleges and the secondary schools; second, to promote literary, scientific, and educational undertakings that will benefit the colleges in particular and education in general; third, to promote the fellowship of ex-students of the State Teachers Colleges of Texas; and, fourth, to suggest to the ex-students association of each institution in the Texas State Teachers College system specific programs of activity and work which are of mutual interest and concern to all institutions in the system.

Each teachers college is represented by its president and three additional representatives appointed by him. The representatives from Southwest Texas State are: President J. G. Flowers, O. D. Horton of Houston, who is acting president of the ex-students association of the college, Pat H. Norwood of the college faculty, and Dillard McCollum, who is president of the San Antonio chapter of the alumni association and superintendent of schools at Harlandale.

GENERAL PUBLIC SERVICE

The college is often called upon for certain extra services. Arrangements for such services and assistance may be made through the Department of Public Relations. There are several activities which are often requested.

Judges. County fairs and exhibits ask for the services of members of the agriculture, art, education, home economics, industrial arts, and other departments.

Interscholastic league officials in town, county, district, and regional meets find great help here. Usually this college furnishes about 350 judges annually for this work alone.

Referees for athletic games, especially those connected with the interscholastic league, are in demand.

Consultants. Specialists on the faculty are available for assistance and guidance to those having need of their services. The college has much to offer in the field of educational testing, administration, in the sciences, physical fitness programs, home economics, music, and in many other fields.
Speakers. A list of available speakers with suggested topics may be had from the Public Relations office. They are prepared to deliver baccalaureate and commencement addresses and to speak before study clubs, parent-teacher groups and divisional gatherings of the Texas State Teachers Association and at father and son—mother and daughter and Chamber of Commerce banquets. Groups or organizations wishing to use the services of such faculty members are invited to address their requests for them to the Public Relations office.

Entertainers. Many talented students on the campus, as well as faculty members, are available for assistance in presenting programs. Small groups of such entertainers are especially suited for use at luncheons and banquets of organizations such as the Kiwanis, Rotary, Lions and business men's clubs.

Costs. The College makes no charge for these services. It is assumed that minimum expenses will be furnished by those using the services of these faculty members and students as judges, consultants, speakers, and entertainers.

College News Service. A very important part of the public relations department is the division of College News Service. Its chief function is to interpret the college and its program to the public. This it endeavors to do through the various college publications, such as The College Star, through special bulletins which are released from time to time, and through occasional radio broadcasts.

Regular news releases are made to the daily papers in this part of Texas, covering all phases of college activities involving faculty and students. Weekly releases to town and county papers carry items of local interest about the activities of students while here in college.

Journalism students are used as much as possible in this work and gain valuable experience through actually applying what they study about in books.

PLACEMENT BUREAU

Scope. The principal activity of the Placement Bureau is to assist graduates and former students to secure good teaching positions, and to assist superintendents to secure good teachers. This office is so administered that every prospective teacher has opportunities for employment in the public schools throughout Texas. Graduates are found teaching in every section of the State.

This office also has good contacts with business and industrial organizations which employ secretaries, chemists, counselors, recreation directors, dietitians, and other personnel. Each year more and more of the graduates of this college are placed in responsible positions.
The office is working closely with the branch offices of the United States Employment Service. Complete records of those enrolled with the office will be available to prospective employers seeking employees through the government's employment service. Ex-service men, returning war workers, as well as other former students are invited to avail themselves of this service, which is without cost to them.

Policy. It is the policy of this bureau to recommend candidates on the basis of their training, character, ability, and experience. Every possible effort is put forth to obtain a complete and accurate picture of the student's qualifications. The credentials of all who have the requirements for the vacancy are available to the prospective employer. It is then left to the employer to choose the employee he feels is best qualified for the vacancy. This is a service bureau both to the employer and to the employee.

Who May Enroll. Degree graduates are urged to enroll with the placement bureau. Undergraduates who feel that they must drop out of school and work, may list their names with the bureau. For several years graduates have had practically one hundred per cent placement and many undergraduates have received good positions.

Costs. No fee is charged for the services of this bureau either to the student or to the employer.

Vacancies. Each spring all superintendents in this area are asked to send a list of their vacancies to this college. Other employers are likewise asked for their needs. In normal years three times as many calls are received as there are candidates seeking positions.

Follow-up. Each spring the bureau sends a follow-up questionnaire to the administrator relative to each teacher he employed through this bureau for this year. Each teacher is rated in terms of classroom efficiency, community worth, general appearance, cooperation with school officials, and extra-curricular activities. This becomes a part of his permanent record. Studies of these reports aid greatly in planning for more effective direction to teachers in training.

To Obtain Services. Any person desiring the services of the Placement Bureau, either as an employer or as a prospective employee, should contact the Director of Public Relations.

EXTENSION DIVISION

Philosophy. Realizing the desire and need of many teachers for opportunities for professional stimulation and advancement, the college has organized and maintains an extension division. This institution
exists to serve the people of the state, and where citizens can not come to the college, it welcomes the opportunity to take education to the people.

**Location of Centers.** Courses are offered in any center where there is sufficient demand. In recent years classes have been taught in Taylor, Gonzales, Victoria, Beeville, Kenedy, Pearsall, San Antonio, Pleasanton, Luling, Carrizo Springs, Devine, Jourdanton, Stockdale and Dilley. Hundreds of students have received training in these centers.

**Courses Offered.** Courses in English, History, Business Administration, Education, Physical Education, Government, and Sociology have been among those offered very satisfactorily in recent years. This division will offer any course found in the regular catalog if it is practicable to teach it by extension. It offers no work by correspondence.

**Fees.** The fee for extension credit work is $5.00 per semester hour payable in advance. A fee of seventy-five cents is charged as book rental on each three-semester-hour course for which books are furnished.

**Credits.** Classes by extension usually meet for two and one-half hours one night per week for eighteen weeks. For such a course three semester hours credit may be earned. Grades are assigned the same for extension courses as for residence work.

**General Regulations.** No student who is registered as a full-time student in this or any other institution may be registered for extension credit work. Moreover, a student enrolled for extension work as offered by this college, must notify the Dean of the College when he is taking correspondence, extension, or residence work in any other college or university. Students are held individually responsible for any violation of this regulation.

A student may present for credit toward a certificate or degree not more than six hours of credit earned in extension or by correspondence during any one semester, provided that the maximum amount of work completed by correspondence and in extension centers applicable toward a degree shall be limited to thirty hours all told.

Requirements for admission to extension work are the same as admission to residence work except that any student may be admitted to an extension class for work without credit.

**Instructors.** Regular members of the college faculty teach the extension courses. Usually, these teach the same courses by extension which they teach on the campus. This assures a definite sequence of instruction in a field of study to off-campus students.

**To Enroll.** Any student who wants to take a course by extension should communicate directly with the Director of Extension.
THE SUMMER SESSION

The Summer Session of the College, divided into half-sessions of six weeks each, is an integral part of an all-year program of instruction so organized that a student may at that time begin or continue his work as an undergraduate or as a graduate student. By taking advantage of it, a capable student may accelerate his program toward graduation to the point of meeting the requirements for graduation with a Bachelor’s degree in three calendar years or a Master’s degree in two and one-half summer sessions.

The first half-session of the Summer Session, 1945, will open June 4 and close July 14; the second half-session, open July 16 and close August 24. A full schedule of graduate and undergraduate work will be offered, including Workshops in elementary, secondary, and Inter-American education, and (tentatively, in view of the social and economic upheaval occasioned by the war) a Field School of six weeks to be conducted at the University of Guadalajara in Mexico.
GENERAL PURPOSE OF THE COLLEGE

The Southwest Texas State Teachers College at San Marcos has from its beginning served the State as a teacher training institution. During the early years of its history, its organization and plan was that of a Normal School designed to train elementary teachers. As the teachers college movement gained momentum, this College, along with other similar colleges in the State, changed from a Normal School to a Teachers College offering four years of collegiate work designed to prepare teachers for levels of instruction from the kindergarten through the secondary school. The Laboratory School was early established as an integral part of the professional curricula. By a cooperative arrangement the public schools of San Marcos became the Laboratory School, which is extensively used for observation, demonstration and directed teaching.

As the function of the College changed to meet the needs of the teaching profession, it became evident also that its service and opportunity should be enlarged to serve in ways other than teacher preparation. During recent years, large numbers of students have received in the College their pre-professional training for medicine, law, engineering, nursing and dentistry. This extension of service to the people of Southwest Texas has developed because of obvious needs. Nevertheless, the College as a teacher training institution has continued to maintain its professional work on a high level of proficiency. The large number of successful teachers and administrators in the public schools of the State bear witness to this fact.

Because of this extended field of service, the curriculum of the College has been designed so as to prepare men and women for professions and vocations. Three major areas of concentrated study are included in the curriculum. The first and most important area is the professional curriculum for the preparation of teachers; the second is the pre-professional curriculum in medicine, law, engineering, nursing and dentistry; and the third, a general curriculum of two years designed to prepare men and women for vocations such as agriculture, commerce, homemaking and industry. The last named curriculum in general education is designed to serve the needs of men and women who are not candidates for the bachelor's degree, but who are interested in securing basic vocational training. Students desiring to pursue such a two-year course should consult the Dean of the College or Registrar for particulars. An appropriate diploma will be granted upon the successful completion of this work.
FUNDAMENTAL PRINCIPLES AND POLICIES

The following principles control the organization and determine the major policies of the College:

I. The College should have clearly defined objectives which should limit and control its offerings and activities.

It should be understood that the administrative organization, curriculum offerings, extra-class activities and personnel procedures are organized in such a way that the objectives agreed upon may be attained. It is of primary importance that faculty and students understand the objective of the college.

II. In order that students may gain a unified body of knowledge with breadth and depth of information, the ultimate goal, the program of studies, and the extra-class activities of the college should be progressive, sequential and integrated.

The subject-matter of courses is under constant revision by staff members who are sensitive to the changing conditions of society. All efforts toward the better integration of courses offered take into account the needs and welfare of the student.

III. The College should be so organized and administered as to promote the welfare and interest of prospective teachers and of those students pursuing pre-professional and vocational courses.

This means that the personal, professional and vocational interests and needs of students should be considered in the development of all programs of activity. A personnel organization has been designed to give counsel and guidance to the students in their freshman and sophomore years.

IV. In order that scholarly attitudes, habits and achievements may be attained, the College provides adequate facilities, a differentiated curriculum allowing for choices and approved methods.

Breadth and depth of information is achieved by requiring basic courses in the social sciences, the humanities, and the pure sciences. Upon this foundation of knowledge, specialization in areas of subject-matter in which the student has an interest and aptitude is begun.

V. The College accepts the principle that teaching should be considered a privilege, and only those qualified should prepare themselves for the profession.

Students who prefer to prepare for the profession of teaching must demonstrate their intellectual and personal fitness to be members of the
profession. In order that this objective may be attained, the college staff assumes the responsibility of personal and professional guidance. Careful selection, counseling, and professional guidance are the means employed.

VI. The Teacher Education Division should be differentiated and expanded in accordance with the aims and organization of the public schools served by the college.

The differentiated program at San Marcos provides for specialization in kindergarten, primary, elementary, and the various divisions of the subject-matter of the junior and senior high school. Highly trained specialists in the laboratory schools are available to give direction to the studies designed to give knowledge and skill in the appropriate fields.

VII. The professional curriculum should be so designed that the student attains competence in the professional knowledges, ideals, attitudes, and skills required by the profession of teaching.

The students, through professional courses, observation, participation and student teaching attain the competence and skills needed by the beginning teacher.

VIII. In order that the democratic way of life as conceived by the American Nation may be realized, the College, through its administrative, instructional, and personnel organizations, seeks to exemplify in spirit and in act this principle.

Individuals learn the ideals of democracy by a study of its meaning and by living in an atmosphere of cordial cooperation. Faculty committees, student councils, and extra-class activities are designed to further faculty-student cooperation and to foster a community spirit.

ADMINISTRATIVE ORGANIZATION

Administrative Council. The college is organized for administrative purposes into four divisions: Instruction, Personnel, Business, and Public Relations. These divisions are under the direction of the President of the College and the Administrative Council which is composed of the heads of various administrative divisions. The President with the Administrative Council serving in an advisory capacity, formulates policies which have to do with the functional organization of the college.

Instructional Division. The heads of the subject-matter departments and divisions are organized into an Instructional Council with the Dean of the College and Registrar ex-officio members. This division is concerned with the development of curricula, courses of study, teaching materials, and instructional procedures.
Students who wish advice or help in matters having to do with curriculum, courses, registration, advanced standing, instructional procedure and extra-class activities will consult with the Dean of the College, the Registrar, the department heads and extra-class activities advisers. Students will consult with the Registrar concerning all matters having to do with records, reports, credits, and schedules.

**Personnel Division.** The Personnel Division has for its major responsibility the normal growth and progress of all students. The physical, mental, social, and moral development of each student is the matter of particular concern to a student advisory staff, which is composed of the Dean of Men, the Dean of Women, twenty-five advisers, and the Registrar, who serves as a coordinator of personnel activities. During the freshman and sophomore years advisement is accomplished through the offices of the Dean of Men, the Dean of Women, and the Registrar, and by the advisory group; during the junior and senior years the chairmen of the various departments, the Dean of the College, and the Registrar serve in this capacity.

**Business Administration.** The Business Administration Division manages all financial matters. The officers in this division have charge of receipts, disbursements, inventories, audits and physical equipment. The chairman of this division is the Business Manager who has general supervision of this phase of the organization.

**Public Relations.** This division is concerned with publications, professional and vocational placement of graduates, ex-students and alumni associations, and other activities in which the general public is concerned. A director of public relations serves as chairman of a committee charged with these responsibilities.

**STUDENT LIFE AND ACTIVITIES**

**Orientation and Guidance.** To afford freshman students an opportunity to make adjustments to their new surroundings, the College has set aside the first two days of the Fall Semester for their reception and orientation. During these days selected upper classmen and members of the faculty will greet the new students, introduce them to the campus, acquaint them with the objectives and ideals of the College, and assist them in adapting themselves to college life. During these days, each freshman will be assigned to a faculty member who will act as a special friend and counselor during the year.

In addition to orientation week, the College provides a guidance program throughout the year to promote well-rounded social and professional growth. The administration of aptitude and other tests, an
exploratory course in vocations, and provision for wise counseling constitute a part of the guidance program. Moreover, to further the guidance process a special course will be offered all students during the freshman year which has for its primary purpose the orientation of students to the aims and purposes of the college. It is designed to give accurate information concerning vocations and professions and points directly toward self-discovery.

Student Council. In order that students may be officially represent- ed in the government of the Southwest Texas State Teachers College, each class elects from among its members a man and a woman to represent it in the Student Council. A president of the student body and ex-officio chairman of the council with voting membership and two council members are to be elected from the student body at large.

The Council meets regularly with the President of the College or with members of the faculty who have been appointed by him. In these meetings it discusses such measures as pertain to the general well-being of the student body and makes recommendations to the President. This plan of student-faculty cooperation has been found to be a desirable basis for the regulation of student affairs. It encourages initiative on the part of students and affords excellent opportunities for the development of desirable qualities of leadership.

All proposals of the Council are submitted to the faculty advisers or the President of the College for final approval.

Student Organizations. Daily class work offers the greatest oppor- tunity for the enrichment of the life of a college student. Outside of the classroom, however, the student will find at the College in San Marcos a number of social, scholastic and professional organizations which offer opportunities for citizenship training. An active interest and moderate participation in these organizations is encouraged and contributes liberally in enriching the life of the student so participating.

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 parliamen- tary usage, and at the same time improve themselves in some special field of civic, social, or cultural endeavor, a number of literary societies are maintained; the societies for young men are the Jeffersonian and the Harris-Blair; those for young women are the Shakespeare, the Idyllic, and Philosophian, the Allie Evans, and the Charles Craddock.
Besides the literary societies, there are two foreign language clubs. La Salamanca for the students of Spanish, and Der Schiller Verein for the students of German. These clubs have as their primary objective the cultivation of a more intimate acquaintance with the language, the literature, and the arts of the nations represented than it is possible to develop in the classroom. There are also the Primary Council, a branch organization of the National Council of Primary Teachers, for students interested in the early education of childhood; the Kappa Lambda Kappa for students of Home Economics; the Science Club; the Writers Club; the Museum Club; the International Relations Club; the College Theatre for persons interested in literary interpretation and training in dramatics; the Band, the Orchestra, and the College Chorus for men and women.

PUBLICATIONS

The College issues an annual catalog in March and a summer bulletin with announcements of summer courses in February.

The College Star is a weekly school news publication issued by the students of the College under the supervision of the departments of English, Speech, and Journalism.

The Pedagog, which represents campus activities for the current year, is an annual student publication.

Positions on the editorial and business staff of The College Star and The Pedagog are open to students above the rank of freshman who are scholastically qualified. These student representatives are chosen by popular vote of the student body. Only those with valuable experience and unusual ability are eligible.

DRAMATICS

The organization known as The College Theatre, closely affiliated with the Speech Department, offers excellent opportunities to students interested in literary interpretation and training in dramatics. In addition, the Purple Mask, an honor dramatic organization, is designed to encourage original and creative efforts in this field and to reward those who have done outstanding dramatic work.

MUSICAL ORGANIZATIONS

The musical organizations of the College are open to all students of the College, subject to approval of the director of each organization.
The formal registration for and satisfactory performance in Chorus, Orchestra, or Band carries one semester hour credit per semester with it and may be used toward graduation within the limits prescribed elsewhere in the catalog.

The Orchestra. The College orchestra plays from the world's finest literature as well as from the less serious literature for many varieties of programs on, as well as off, the campus. The orchestra performs with the Chorus from the great choral works of the masters.

The Band. The Band performs at many official occasions of the College as well as for a great many official and state occasions off the campus. The college furnishes the uniform without charge to the membership.

For instrumentalists it is advisable to have their own instruments, though the college has some that may be furnished the student.

Smaller Ensembles. The college music department fosters ensembles in various fields, e. g., piano, string, woodwind, for pleasure to the participant as well as for performance at such occasions as service clubs, literary clubs, conventions on and off the campus.

The College Chorus. The College Chorus comprises all students of the College, academic and musical, who manifest an interest in choral singing. Previous training and experience, though desirable, is not required. The organization attempts to provide basic vocal training and experience for every college student. The performances of the College Chorus are largely limited to the campus. The membership for the College Choir, the Men's Glee Club, and the Women's Chorus is chosen from the College Chorus; the personnel of the latter three organizations may be shifted to and from the College Chorus at the discretion of the director. Academic credit is acquired only through membership in the College Chorus; it is one hour for each semester.

The College Choir. The College Choir is composed of both men and women, selected by the director on the merit basis, and limited to forty voices. This organization is privileged to make concert tours of the state officially representing the college. Additionally, special performances are staged both on and off the campus for many and varied professional and civic organizations.

The Men's Glee Club. The Men's Glee Club is the oldest of the college singing groups. Membership is open to all men of the college. The traveling unit is selected by the director.

The Women's Chorus. Membership in the Women's Chorus is open to all women in the College Chorus; the unit may be reduced for concert appearances at the discretion of the director.
ASSEMBLY PROGRAMS

A general assembly of faculty and students is convened in the auditorium at regular intervals. The programs, planned by a committee composed of students and faculty members, vary so as to include the inspirational, the educational, the religious, and the purely entertaining.

The College, through its Allied Arts series, provides entertainment chosen from the fields of music, drama, dance, and lecture, bringing to the campus performers and speakers of the highest order.

The programs thus provided are supplemented by the work of campus clubs, literary societies, and musical organizations. These student organizations present, from time to time, amateur dramatics and musical programs which compare favorably with those rendered by professional entertainers.

ATHLETICS

The Southwest Texas State Teachers College is a member of the Lone Star Athletic Conference and is governed by its rules and regulations. Under normal conditions the conference maintains a program of inter-collegiate competition in football, basketball, tennis, golf and track. The College has participated regularly in each of these sports. In addition to competitive sports the College maintains an extensive intramural program.

To be eligible to participate in inter-collegiate athletic contests a student must meet the following conditions: (a) he must be enrolled for at least four courses representing a minimum of twelve hours of work; (b) he must not be on probation at the time of participation; (c) he must have made a passing grade in at least nine hours of work in the preceding semester; and (d) he must not be under discipline.

CAMPUS HONOR SOCIETIES

Alpha Chi. The Texas Iota Chapter of Alpha Chi (the Nolle Scholarship Society of the Southwest Texas State Teachers College) is a charter member of the State organization perfected in 1922 under the name of The Scholarship Societies of Texas, enlarged in 1927 to the Scholarship Societies of the South, and nationalized in 1934 as Alpha Chi. The object of Alpha Chi is the stimulation, development, and recognition of scholarship and those elements of character which make scholarship effective for good. The members are chosen in October or November of each year from the junior and senior classes according to their rank in scholarship as shown on the College records, with good
reputation and character as first qualifications, and again from the senior class at graduation time at the close of both the long session and the summer session, the number of members in each instance being limited to one-tenth of the enrollment in each class. The student may accordingly succeed in attaining triplicate honors, gaining junior, senior, and graduate membership. Meetings are held regularly each month.

Pi Gamma Mu. The Texas Eta Chapter of Pi Gamma Mu, a national social science honor society, was organized March 27, 1928, with twenty charter members selected from the faculty of the College and the senior class. The purpose of Pi Gamma Mu, as stated in the national constitution is “the encouragement of undergraduate study of social science,” or as more specifically stated in the constitution of the Texas Eta Chapter, “to encourage and reward the study of society and social questions in the light of scientific truth and by the scientific method.” Members of the faculty, alumni of the College, and members of the senior class who can meet the requirements of the national society may be invited to become members of the local chapter.

Pi Kappa Delta. The debating, oratorical, and extempore speaking society of this college was admitted to the national organization of Pi Kappa Delta in 1934, as Chapter 160 Texas Lambda. The purpose of this society is to develop ability and promote pleasure in the art of public speaking. The chapter has competitive relationship with the leading colleges and universities of Texas and adjoining states, and sends teams to national and provincial tournaments. Membership is open to both men and women.

Purple Mask. Purple Mask is an honor dramatic organization, the purpose of which is to foster interest in dramatic art, to encourage original and creative efforts in this field, and to reward those who have done outstanding dramatic work. Membership in this organization is the highest honor that can be awarded any student in dramatics. Only members of the faculty, or fully credited juniors and seniors with total grade averages of C or better, are eligible to election. In addition to the necessary grade average the student must have earned a total of one-hundred points, in at least two of the five fields: acting, directing, playwriting, stagecraft, and general service. All members of the College Theatre are eligible to qualify, but only those who have met the requirements and have done superior work in at least two fields, may expect to be invited to membership in Purple Mask.

RELIGIOUS LIFE

Probably nothing more valuable is acquired during a person's school and college days than those ideals which serve as guide posts throughout one's life. The college authorities are extremely interested
in seeking to develop an atmosphere or environment conducive to all-round growth. It is certain that the moral and religious phases of one's development should not be minimized. On the faculty are men and women who are deeply interested in helping to maintain a wholesome religious atmosphere within the college.

Occasional chapel programs are given which are devotional and inspirational in nature. These are inter-denominational; in fact, leaders of the leading religious faiths are brought to the assembly in order that all students may hear the expressed viewpoints of the leading religious groups in our nation. In most of these programs students and faculty members actively participate.

Students are urged to attend the local churches of their choice and are encouraged by the local pastors to take an active part in the religious programs of the community. Several church groups have active organizations on the campus. These are sponsored by the local churches and by faculty members who are interested in promoting religious activities.

The Religious Activities Council has for its major purpose the promotion of a well-rounded program on the campus. This Council is made up of three students from each local church, a faculty member from each church group, and the local pastors. This council, composed of approximately forty members, sponsors such activities as the Annual Easter Sunrise Service, the Christmas programs, Religious Emphasis Week, chapel programs and many other related activities. The Council is interested in the larger aspects of the problem.

**DORMITORY LIFE AND HOUSING FOR MEN AND WOMEN**

In order to provide for the student the wholesome and attractive environment required in the building of good citizens, the College has provided adequate residence halls and approved houses on or near the campus. All students not having their homes in San Marcos live in these halls and approved houses during their stay on the campus.

In order that the atmosphere of real home life may be achieved, mature, Christian, qualified directors are placed in charge of each of the housing units.

Housing units may be classified as follows:

A. Regular dormitories.

Sayers Hall and Harris Hall for women provide exceptionally attractive rooming facilities for 110 and 188 students respectively.
The Inter-American House accommodates about two dozen women, half Latin-American, half Anglo-American. The House is intended to afford students of both language groups opportunity to become better acquainted with one another.

Cliffside and other halls provide housing for men. These halls are on the campus and are comfortable and homey living accommodations.

Residents of all halls except the co-operative houses take their meals at the College Cafeteria, and have linens and covers furnished to them without extra charge by the College.

B. Co-operative Housing for Women.

Popular feature of the College housing program is a series of co-operative houses.

Berta Lowman Hall, Northside Hall, Hornsby Hall, and Pickard Hall provide housing accommodations and co-operative board for 275 girls.

By sharing working and housekeeping duties, women living in these houses were able during the regular session 1943-44 to procure room and board at approximately $20 per month. Yet assignments under the work-sharing plan, with large groups participating, are not so heavy as to interfere with student study and activities.

These houses are highly recommended by the College as they provide practical training in citizenship and democratic living as well as wholesome and adequate living accommodations at the lowest possible cost.

C. Apartments.

The College has available apartments for married couples.

D. Approved Housing.

When all dormitories and resident halls are filled to capacity, non-local students will be assisted in finding living accommodations in approved private homes in the city.

RECREATIONAL FACILITIES

The College is richly endowed with natural and other recreational facilities. Most outstanding and popular recreational feature of the College plant is Riverside Park, located on the beautiful, clear San
Marcos River. Welling up from huge springs less than a mile above the park the water varies less than four degrees over a period of twelve months, permitting year-round swimming.

The swimming pool is admirably adapted to the needs of both beginners and experienced swimmers and is large enough to accommodate from two hundred to three hundred persons at one time. It is lined with concrete retaining walls and is adequately equipped with springboards, diving towers, and safety ropes. Covering eighteen acres, the resort has spacious, well-kept lawns, tall shade trees, and is well-lighted for night activities. A huge concrete slab located on "The Island" is ideal for skating and dancing.

The facilities of a new stone bath house, forty-five by one hundred twenty-nine feet in size, begun before the war, became available to students enrolled in the Summer Session, 1944. The completed building will be equipped with heated dressing rooms and shower rooms for winter swimming and attractive patios for physical education classes.

Two modern, fully-equipped gymnasiums, adequately house indoor physical education and recreation activities for both men and women. Large playing floors, hand-ball courts, classrooms, locker rooms, showers, and supply rooms containing recreational equipment of every description are found in each of these gymnasiums.

The athletic grounds, consisting of Evans Field, an enclosed nine-acre park, and one supplementary field furnish ample room for all who wish to take part in football, soccer, field events, and track. Evans Field is provided with a modern field house and is equipped with a lighting system for night performances and contests.

Tennis enthusiasts are provided with six practice tennis courts near the gymnasium.

**STUDENT ADJUSTMENTS**

The Southwest Texas State Teachers College works with its students to the end that daily and weekly programs may be carried out with success; that income and expenditures may be properly adjusted; that physical energy may be conserved; that interesting and helpful use may be made of spare time; that each may get joy out of life and add to the joy of others.

**Physical Health.** The College recognizes the place and importance of good health. To this end it provides a full and varied health and physical education program. Through these departments, and the College physician and his assistants, a thorough health and physical exami-
nation is given to each student at least once during each school year. In addition to these services each student is urged to consult the College physician and his assistants at the first indication of irregularities. Offices are open daily except Sunday for the students convenience and the College physician is subject to call at all times.

The College also provides through its infirmary complete First Aid work, medical and nursing care during illness, and minor surgery. It has, moreover, effected arrangements with the Memorial Hospital in San Marcos whereby students may also have the advantages of that modern well-equipped institution in case of major emergency surgical cases or critical illness. The health fee paid by the student entitles him to a limited period of hospitalization in the College Infirmary but not in the Memorial Hospital.

Mental Health. The College brings to the campus individuals who are recognized authorities in the field of study and the laws of learning and habit formation. It believes that all true education leads to self-government, and that a well poised person enjoys good mental health. To that end, through its guidance program, the College is endeavoring to stimulate the three fundamentals of self-direction, namely: knowledge as a basis for judgment, judgment as a basis for decision, and decision as a basis for poise.

Social Adjustments. In a college there are many cross sections of economic levels and social abilities. It is, therefore, often difficult for some students to find a suitable environment for their accustomed social habits. The College community becomes a melting pot in which many adjustments must be made. This College endeavors to provide a variety of wholesome social activities which may multiply contacts. There are some organizations, fostered by the College, which are highly selective and others which are democratic and cosmopolitan. The spirit of the campus is democratic, but wide differences exist in the ease and extent to which students are able to fit into social situations.

Scholastic Adjustments. Lack of scholastic adjustments, like all other types of maladjustments, is due to many causes. No two people have the same deficiency. The College is anxious to assist in modifying conditions to aid in desirable adjustments.

Some of the causes of poor scholastic adjustments can be modified by intelligent direction. To this end the College cooperates with the student (1) in determining the academic load to be carried, (2) in determining the amount of time spent in earning money while a student, (3) in determining the extent and conditions of participation in extra-curricular activities, and (4) in determining the eligibility for honors. (For further explanation see section of catalog designated "Credits and Standards.")
In addition to these regulatory measures, the College endeavors to assist the student through counseling to make whatever modifications may be necessary for the solution of the problem at hand.

**FINANCIAL ADJUSTMENTS**

Each year a limited number of students are granted financial assistance through loans, scholarships and employment. The following are the sources from which qualified students may receive such assistance.

**The Freshney-Shaver-Fenn Fund.** This Fund was started by faculty members in honor of Alfred Freshney, B.S., Professor of Chemistry and Physics from 1903 until his death in November, 1906, and added to in honor of Cary C. Shaver, B.Litt., Assistant Professor of Mathematics, 1912 to 1914, who died in February, 1915, and Arthur L. Fenn, B.A., M.S., Assistant Professor of Physics from September, 1927, until his death in December of the same year.

**The John E. Pritchett Memorial Fund.** This Fund consists of subscriptions from students, faculty and other friends of John E. Pritchett, B.A., M.A., Professor of Latin in the College from 1903 until his death in November, 1919.

**The Jack Arnold Memorial Fund.** This fund was begun in 1921 by Dr. and Mrs. M. L. Arnold as a memorial fund for their son Jack, who sacrificed his life in France in World War I and who prior to his enlistment in the United States Army had been a student in the Southwest Texas State Teachers College.

**The Harris-Blair Student Loan Fund.** This fund has been raised by the Harris-Blair Literary Society for the purpose of aiding worthy students regardless of society affiliation.

**The Ex-Student Memorial Fund.** In accordance with a provision made in the will of the late Will C. Hogg the College has been made the recipient of a bequest in the sum of $25,000 to be used as a fund to be loaned to worthy young men and women of Texas who need assistance in acquiring an education. This fund is administered by a Board of Directors representing the Ex-students Memorial Fund.

**Ex-Student Association Fund.** This Association has from time to time contributed to other Loan Funds of the College, but in 1929 it established an independent loan fund which now amounts to more than $500.

**The Chamber of Commerce Loan Fund.** In the regular session of 1923-24 the San Marcos Chamber of Commerce established an emergency loan fund which is available to students who qualify for loans.
The Tabor Loan Fund. This fund created by Mrs. G. G. Tansey of Smithville in memory of Lawrence R. Tabor is available to worthy students from Smithville, Texas.

High School Students Honor Scholarship. The Southwest Texas State Teachers College along with other State Supported Colleges affords a scholarship which is worth $50 to the honor graduate of each affiliated High School of the State. This scholarship must be used during the year immediately following graduation from high school. The names of those who are eligible for these scholarships are submitted to the Colleges by the State Department of Education.

Women's Faculty Club Scholarship. The Women's Faculty Club awards each semester to a worthy young woman of Junior or Senior rank a scholarship in value equivalent of the Matriculation fee for the semester. Scholarship and character are considered in making the award.

The Delta Kappa Gamma. The Delta Kappa Gamma, an organization which promotes professional ideals of service and good scholarship, gave $1500 to the college in February, 1943, the interest of which fund is to be used as a loan fund to members of its group. This gift has been invested and loans can be made from the accrued interest.

The Kappa Lambda Kappa Loan Fund. Kappa Lambda Kappa, undergraduate home economics organization, maintains a loan fund that is available to eligible seniors enrolled under the curriculum for teachers of vocational home economics.

The College Exchange. A supply store operated by students under the supervision of a board of directors composed of students and faculty members, deserves to be classed not only as an accommodation, 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. The profits of the Exchange are set aside for the support of approved student organizations.

Employment. Each year a large number of students are employed by the College in offices, student homes, the Cafeteria, the College Exchange and elsewhere. A number of students are able to find employment in private homes and the business establishments of San Marcos. All students who feel the need of work in order to meet a part of the expense of attending college are invited to make application to the College.
ADMISSION AND GRADUATION REQUIREMENTS

ADMISSION REQUIREMENTS

Admission by Graduation from High School. Graduates of high schools who present fifteen units affiliated by the State Department of Education may be admitted to the Freshman class upon presentation of a transcript of work signed by proper authority. The fifteen units must include:

- English, 3.
- Mathematics, 2, including at least one unit in Algebra.
- Social Science, 2, including at least one unit in History.
- Electives sufficient to make 15.

High school graduates presenting the full fifteen or more admission units, but not including one or two of the seven units prescribed above, may be admitted conditionally, the conditions to be absolved by the close of the Freshman year.

High schools inspected and approved by the State Department of Education are listed in the annual directory issued by the department. Units offered for admission must be found in the directory of even date.

Admission by Examination. Applicants for college admission who do not present credentials from accredited high schools may absolve the requirements by examination. The subjects in which the applicant wishes to be examined may be selected from the current bulletin of the State Department of Education.

Entrance examinations are held in May and September. The May examination is administered by the State Department of Education, the September examination by the College. Additional examinations may be arranged if found desirable.

Admission Upon Individual Approval. Applicants over twenty-one years of age may be admitted by special permission of the Registrar provided they present evidence of sufficient ability and determination to pursue college work. Students so admitted may satisfy their college entrance requirements by the completion of at least thirty semester hours of college work, of which six hours must be in English, six in the social sciences, and either six hours in a physical science, or six hours in mathematics, and provided they make an average grade of "C" or above on the thirty hours of work completed.
Admission of Veterans. Any student who has served in the Armed Forces of the United States may be admitted by special permission of the Registrar subject to the regulation governing admission upon individual approval as it applies to other applicants, provided he is 18 years of age or over.

Credits from Other Institutions. Credit to be allowed for work done in any college or university is determined by the Registrar of the College upon the basis of a transcript of such work signed by the proper authority, provided that the student must file separately or have included in the transcript a copy of his high school record also.

Pledge. The Southwest Texas State Teachers College invites to its classrooms only persons of good habits, strong character, and noble purposes. Students of this type voluntarily refrain from improprieties of conduct, and counsel freely with the President and members of the faculty. Under these conditions the discipline of the College becomes a dignified appeal to worthy young men and women to maintain at all times the strictest fidelity of character. It should further be understood that a teachers college is not required to grant certificates to teach to students whose character is unsound. In view of the desire on the part of the College to maintain a wholesome atmosphere, students, upon entering this institution execute the following pledge:

"I hereby subscribe myself as a student of the Southwest Texas State Teachers College, and as such I pledge my willingness and desire to comply unhesitatingly with the standards of conduct expected by the College, and not to engage in any conduct which will interfere with my work as a student or which may be injurious to other students or to the reputation of the College."

REQUIREMENTS FOR GRADUATION

The College grants the undergraduate degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, and Bachelor of Music Education, and the graduate degree of Master of Arts.

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

1. He must have been regularly admitted to the College.

2. He must have completed a total of at least 124 hours work, of which at least 40 hours must be advanced.

3. He must have maintained an average grade of at least "C" on all courses included in his major and on all courses offered toward
graduation exclusive of those in physical education activities and in extra-curricular musical activities.

4. He must complete during his freshman and sophomore years 64 semester hours of work including (a) 12 hours in English; (b) 6 hours in American history and 6 hours in the government of the State of Texas or the United States of America or the equivalent in both; (c) 6 hours in science; (d) 3 hours in education (Orientation); (e) 12 hours in one foreign language in addition to two or more entrance units in the same language, provided that a student who does not offer at least two units in one foreign language for entrance must complete a total of 18 hours in the foreign language begun in college; (f) 6 hours in mathematics; and (g) four one-semester-hour courses in physical education activities.

5. He must complete during the last two years of his course 60 semester hours of work including (a) an academic major of 24 hours of which 12 hours must be advanced; and (b) an academic minor of not less than 18 hours of which 6 hours must be advanced. The amount of work required for a major or minor in a given field may, however, be prescribed by departmental regulation.

Bachelor of Science. In order to receive the degree of Bachelor of Science the candidate must with exceptions noted below meet all requirements prescribed for the degree of Bachelor of Arts except those in foreign language and mathematics.

If enrolled under the Curriculum for Teachers of Music or the Curriculum for Teachers of Vocational Home Economics or the Curriculum for Teachers of Physical Education for Women or the Curriculum for Elementary Teachers, the student will be expected to meet instead the requirements detailed for the respective curriculum.

Bachelor of Business Administration. Students wishing to qualify for the degree of Bachelor of Business Administration will follow the curriculum outlined on page 75.

Bachelor of Music Education. Students wishing to qualify for the degree of Bachelor of Music Education will follow the curriculum outlined on pages 68ff.

Master of Arts. Candidates for the degree of Master of Arts will follow the course of study outlined on pages 81ff.

Diplomas. The requirements for diplomas based upon two-year curricula in vocational or general education are described under the respective curricula.

Majors and Minors. The courses making up the academic major offered in partial fulfillment of the requirements for the degree of
Bachelor of Arts or Bachelor of Science may be selected from any one of the following subjects provided that in the instance of the degree of Bachelor of Science the major may not be English or a foreign language, but may be Home Economics: Agriculture, Art, Aviation, Biology, Business Administration, Chemistry, Economics, English, German, Government, History, Industrial Arts, Mathematics, Music, Physical Education, Spanish, Speech. Or, with special approval of one of the department heads concerned they may be selected from any one of the following groups: Biology, Chemistry, Physics; Business Administration, Economics, Geography; Chemistry, Mathematics, Physics; the Social Sciences.

The courses making up the academic minor may in the instance of either degree be selected from any one of the foregoing subjects or groups.

A student may not elect toward his minor courses from the department in which he proposes to do the chief work for his major or vice versa, but the major and minor must together constitute a unified plan of study. He must restrict the amount of work that he does in any one subject to a maximum of 24 hours, unless in a given field of subject matter the amount required for a major or minor be fixed by departmental regulation at a larger amount. Moreover, the total amount of work in the foreign languages that a student offers toward his degree may not exceed 48 hours, nor the total amount of work in English, Journalism and Speech combined, or in the natural (laboratory) sciences, or in the social sciences thus offered exceed 54 hours, respectively. A student intending to teach in the high school is strongly urged in the interest of versatility to qualify in three different fields.

All majors and minors must be chosen not later than the beginning of the junior year with the advice of the head of the department in which the student elects to major, subject to final approval by the Dean of the College.

Residence. To qualify for graduation with a Bachelor's degree a student must have been in residence in the College for at least two semesters of the regular session or thirty weeks in summer sessions, provided that he must have done in residence at least thirty hours of work (at least 24 hours thereof advanced) including twenty-four hours of the last thirty hours offered toward graduation.

CERTIFICATES

Students expecting to qualify to teach are expected to enroll under the curriculum leading to specialization in the fields of their respective
interest with inclusion of the courses in Education therein prescribed as outlined on pages 60ff.

**Freshman.** On completion of the work of the freshman year and in addition thereto of a six-hour course in the governments of the State of Texas and of the United States of America (Government 61, 62) the student may be 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 curriculum pursued.

Note: An elementary certificate of the first class shall be valid only in elementary schools, grades one to seven, inclusive.

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.

**Sophomore.** On completion of the work of the sophomore year, the student may be awarded a six-year elementary or a permanent elementary certificate; or a high school certificate of the first class, valid for four years, depending upon the curriculum pursued.

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

**Junior.** On completion of the work of the junior year, the student may be awarded a high school certificate, valid for six years; provided he has fulfilled the requirements of the certificate for which application is made, which include one semester of directed teaching in the high school.

**Senior.** On completion of the work of the senior year, the student may be awarded a permanent high school certificate; provided he has fulfilled the requirements of the certificate for which application is made.

**Administrator's Certificate of Approval.** According to a regulation of the State Department of Education, all principals and superintendents in school systems of Texas in which there is an accredited high school must hold the Bachelor's degree or a higher degree from a standard college, and must show credit for twelve hours of advanced work in school administration and supervision and six hours in advanced methods of teaching.

**Special Certificate.** A special certificate in Home Economics, Music, Industrial Training, Art, or Physical Training, may be granted to a student who has satisfied standard college entrance and completed the work of the sophomore year, provided he has specialized in the subjects for which the certificate is to be granted. A similar certificate may
be granted at the end of any succeeding college year. A special certificate cannot, however, be granted to a student in more than one subject on the same year's work.

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.

Issuance of Certificates. All certificates are issued by the State Department of Education and signed by the State Superintendent of Public Instruction, except the certificate in Vocational Home Economics under the Smith-Hughes Law, which is issued by the State Board of Vocational Education.

CREDITS AND STANDARDS

Credits. The semester hour is the unit of credit. It is defined as one recitation per week (or its equivalent) for one semester of eighteen weeks, requiring two hours' preparation therefor by the student of average ability.

As defined by State Statute, a college course has a value of six semester hours.

The Semester's Work. The work of a semester is normally fifteen hours, exclusive of the regular assignment in physical education. A student may not enroll for fewer than twelve hours, nor more than sixteen hours of work, exclusive of the regular assignment in physical education, except with special approval of the Dean of the College.

Course Numbers. Courses numbered 1 to 49 are intended primarily for Freshmen; 50 to 99, for Sophomores; 100 to 199, for Juniors and Seniors; 200 to 299, for Seniors and Graduates; 300 and above, for Graduates only. A numbered course carries credit of three semester hours unless otherwise indicated under its description. Courses represented by two numbers in series (e. g., History 21, 22) must be completed in their entirety before any part thereof may be accepted for credit toward a degree, unless the description of the course specifically makes exception to the contrary.

Late Registration. The total credit for students who enter late shall not exceed one semester hour for each week of attendance. This rule need not be applied to students who for adequate reasons enter not later than the seventh calendar day of either semester of the regular session, or not later than the third calendar day of any term of less than a semester.
Grade Symbols. Semester grades of a student are determined by his daily oral and written work and by tests or quizzes, usually unannounced, given at intervals during the semester, by formal mid-semester quizzes, and by formal examinations given at the end of the semester. These grades are indicated by the following symbols: A, represents excellent work; B, good; C, fair; D, passing; I, incomplete; and F, failure. In case the work of any student is incomplete during any semester, he must complete such work during the first semester that he is again in attendance after the grade of I is received, and not later than the end of the second semester following the one in which the incomplete grade was assessed; otherwise this incomplete grade automatically becomes F. In case of failure the student must take the entire work in class again.

The grade of I is assessed for a student in a course for one of two reasons only: (a) failure to take the final examination at the time regularly scheduled for the respective course in consequence of illness or other contingency beyond the control of the student; or (b) failure for a similar reason to hand in on scheduled time a major assignment in the course, e. g., a theme or a notebook.

Note: The provisions attending the assessment of the grade of I do not apply to the thesis course in the graduate school, in which instance, credit in the course may be redeemed at any time prior to graduation.

Students are expected to take their final examinations in accordance with the official schedule of examinations as announced at the end of each semester or term. Examinations may be taken off schedule only with permission of the Dean of the College.

Quality Points. To qualify for a certificate of any kind or for a degree, a student must make an average grade of at least C in all courses that he offers for credit toward such certificate or degree, and on all courses that he offers for credit toward the academic or, in the absence of an academic, the professional major required for such degree, provided that grades earned in physical education activities or in extra-curricular musical activities may not be used in computing such average. To make an average grade of C in any given number of courses, the quality of work thus represented must exhibit a scholastic index of .66 2-3, the quotient derived by dividing qualify points by hours credit offered respectively, provided that not more than one-fourth of the total number of hours credit counted toward a degree or toward the major required for such degree, shall be of D rank.

In determining quality points the grade symbols, each based on one three-semester-hour course, have the following values: A, four quality points; B, three quality points; C, two quality points; D, one quality point. In case a student transfers credit to the Southwest Texas State Teachers College as earned in another institution, he must
not only make an average grade of C on the sum total of all courses that he offers for credit toward a certificate or degree or toward the major required for such degree, but also specifically on all courses thus offered as absolved in the Southwest Texas State Teachers College, provided that at least six hours of the advanced work included in the major must be done in residence.

Scholastic Honors. To earn a place on the honor roll at the close of any given term or semester a student must have earned a B average on a schedule of at least twelve semester hours of work, exclusive of the regular assignment in physical education, carried during the period of time in question.

To attain to membership in Alpha Chi, national College-wide honor society, the student must as a basic requirement rank in the upper ten per cent of the junior, senior, or graduating class to which he belongs.

A detailed description of Alpha Chi and of departmental honor societies appears on pages 39f.

Absences. An accurate record of each student's absences is kept by each of his instructors. Periodically the absences are reported to the Dean of the College, and any student who has an excessive accumulation of inexcusable absences will be considered a disciplinary case and will be dealt with as such. Moreover, if at any time in the judgment of an instructor, a student's reasons for absences are not valid the student will be referred to the Dean of the College, who will deal with him as a disciplinary case. At the discretion of the Dean such student may be dropped from the course with a grade of F and thus forfeit all credit in the course; or he may be re-instated subject to special examination in the course.

Negative Credit. Also, for each total of absences equal to one and one-half times the number of semester hours for which a student is enrolled during the semester or shorter term, the student will be assessed one semester hour of negative credit.

Probation and Failures. It is the policy of the College to encourage students in every way possible to the end that their careers at this institution may be successful. Special attention will be given to students who for one reason or another are not doing satisfactory work in the College. However any student who fails in three or more courses or earns three or fewer quality points in any one semester automatically places himself on probation, and may enroll in the College at the beginning of the succeeding semester or term with special approval only.
In order that students may know their standing in their several courses, formal quizzes are given at the middle of each semester, and students who are then earning the grade of D or F in any course are given due notice to that effect.

All students applying for admission to the College who have been refused registration at any other college because of unsatisfactory scholarship will ordinarily be refused registration at this College. Also, any student who is unable to procure a transcript of credit of work absolved in another college previously attended may be refused registration.
THE COLLEGE CURRICULA

It should be recognized that any college which has for its major purpose the professional education of teachers on all levels, should have clearly defined aims and purposes to control and limit its offerings. Although the Southwest Texas State Teachers College has for its primary aim, the preparation of teachers, and its administrative organization and curricula have been designed with the needs of the profession of teaching in mind, it has become necessary that this college serve persons other than those preparing to teach. Consequently, it has organized curricula designed to give pre-professional training for the various professions, and to provide a general college serving vocational needs for those not interested in completing the requirements for a degree.

In general, each curriculum emphasizes three aspects: first, a cultural background which includes courses in the major fields of human knowledge, these designed to give a general cultural background, after which specialized training is begun; second, specialized fields, usually termed majors and minors in which the student selects an area of subject-matter in which he has a particular interest or aptitude; and third, professional and vocational courses which include knowledge and skill, provided in courses, laboratories, and experiences, and all designed to give vocational competence.

Cultural Background. All persons should be familiar with the nature of present-day society in order that they may be prepared to analyze and solve contemporary problems. A person, to be able to solve the recurring problems of everyday life, should have an appreciation and understanding of the broad fields of human knowledge which we usually classify as the humanities, of the social sciences, of the pure sciences, and of the arts. Approximately one-third of the courses pursued are taken in these four large areas. In addition, the person who is a candidate for a teaching certificate must include in his program certain courses designed to give understanding of the problems of childhood and youth. It is the belief of the college staff that the student should have this background to assure to him that depth and breadth of information needed for perspective and good judgment.

These basic courses, required of all students, are so arranged that specialization is cumulative and progressive, insuring greater unity in any curriculum chosen. Since the aim of courses commonly known as cultural background are designed to give a correct understanding of the problems of contemporary life, the student, after such study, is better able to decide which fields have the greatest interest and appeal for intensified study, and which profession or vocation he should follow.
Specialized Fields. All college policies governing the academic preparation of professional workers require that a thorough command of subject matter be attained in the field, or fields, chosen by them as their major or minor. Particularly important is it that the teacher's knowledge be comprehensive and thorough. Superior scholarship must be one of the primary considerations. Without such preparation the teacher will not have the necessary margin of knowledge needed to stimulate intellectual curiosity in his pupils.

In the strictly professional areas and in the pre-professional courses specialization is dominated by the requirements of the profession or vocation which the student chooses to follow. To satisfy the requirements for a major, the student must complete from twenty-four to thirty semester hours of work in the field of his choice. The student, in order to gain the most from this specialized study, should be careful and purposeful in the selection of courses in order that the needs and requirements of the service he expects eventually to follow will be met.
SOUTHWEST TEXAS STATE TEACHERS COLLEGE

TWO-YEAR CURRICULUM IN GENERAL EDUCATION

The College offers a two year curriculum in general education designed to serve the needs of men and women who are not candidates for the Bachelor's degree, but who are interested in securing training for vocational competency. Completion of the course of study totaling sixty-four semester hours of work, leads to an appropriate diploma.

FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>13</td>
</tr>
<tr>
<td>Speech</td>
<td>13</td>
</tr>
<tr>
<td>English 11, 12</td>
<td>6</td>
</tr>
<tr>
<td>History 21, 22</td>
<td>6</td>
</tr>
<tr>
<td>Science or Electives</td>
<td>6</td>
</tr>
<tr>
<td>Concentration</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
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</table>

SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Science (unless previously absolved)</td>
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</tr>
<tr>
<td>Art 67 or Music 67</td>
<td>3</td>
</tr>
<tr>
<td>Concentration and electives</td>
<td>21 to 27</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
</tr>
</tbody>
</table>

The concentration must include eighteen semester hours of work in one field of subject matter or at least twelve semester hours in each of two such fields selected from the following, provided that the amount of work included in a concentration in the field of business administration may total twenty-four semester hours:

- Art
- Agriculture
- Aviation
- Biology
- Business Administration
- Chemistry
- English, Journalism, or Speech
- German
- Health and Physical Education
- Home Economics
- Industrial Arts
- Mathematics
- Music
- Physics
- Social Science: Economics
- and Geography, Economics
- and Sociology, Government
- and History, History
- Spanish

*A concentration in the field of business administration should include:

(a) for training in secretarial science, Business Administration 23, 31, 32, 56, 57, 67;
(b) for training in bookkeeping and office management, Business Administration 19, 23, 27, 61, 62, 67;
(c) for training in stenography and bookkeeping, Business Administration 19, 23, 27, 31, 32, 56, 67;
(d) as cognate electives, Mathematics 18, 19; Economics 67, 73.
CURRICULUM FOR ELEMENTARY TEACHERS

FRESHMAN

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Education 13</td>
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</tr>
<tr>
<td>Speech 13</td>
<td>3</td>
</tr>
<tr>
<td>English 11, 12</td>
<td>6</td>
</tr>
<tr>
<td>History 21, 22</td>
<td>6</td>
</tr>
<tr>
<td>Music 13, 17 or Art 13, 17</td>
<td>6</td>
</tr>
<tr>
<td>General Science 11, 12 or Related Electives</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
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SOPHOMORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Education 53, 73</td>
<td>6</td>
</tr>
<tr>
<td>English 61, 62</td>
<td>6</td>
</tr>
<tr>
<td>Music 13, 17 or Art 13, 17</td>
<td>6</td>
</tr>
<tr>
<td>Government 61, 62 or Geography 53 and Physical Education 67 or Electives</td>
<td>6</td>
</tr>
<tr>
<td>General Science 11, 12 (unless previously absolved)</td>
<td>6 to 0</td>
</tr>
<tr>
<td>Related Electives</td>
<td>0 to 6</td>
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<tr>
<td>Physical Education Activities</td>
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JUNIOR

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Education 123, 143, 147</td>
<td>9</td>
</tr>
<tr>
<td>English 135</td>
<td>3</td>
</tr>
<tr>
<td>Government 61, 62 (unless previously absolved)</td>
<td>6 to 0</td>
</tr>
<tr>
<td>Geography 53 (unless previously absolved)</td>
<td>3 to 0</td>
</tr>
<tr>
<td>Physical Education 67 (unless previously absolved)</td>
<td>3 to 0</td>
</tr>
<tr>
<td>Geography (advanced)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 111 or 112</td>
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<td>Academic major, minors, and electives</td>
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SENIOR

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Education 181</td>
<td>3</td>
</tr>
<tr>
<td>Education (elementary field advanced)</td>
<td>3</td>
</tr>
<tr>
<td>Academic majors, minors, electives</td>
<td>24</td>
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</table>

*Students majoring in the field of elementary education who wish at the same time to specialize in physical education should enroll under the curriculum for Teachers of Health and Physical Education for Women, Plan Two, page 65.*
During the junior and senior years students will be expected to complete a total of 60 semester hours of work, provided that of the 124 required for graduation 40 hours must be advanced.

Candidates for the degree of bachelor of science will be expected to complete a professional major of 24 semester hours in the field of elementary education, and two minors of not less than 12 hours each in fields other than education, each inclusive of 6 hours of advanced work. They may, however, at the discretion of the director of teacher training be permitted to do a total of six, and in exceptional cases, nine, hours of work in directed teaching, and thus in the latter instance be allowed to offer a total of 27 hours of work in education toward graduation.

Candidates for the degree of bachelor of arts will be expected to complete, in addition to an integrated professional major in the field of elementary education that includes all of the courses required under the curriculum as set forth, all standard requirements for graduation with the degree of bachelor of arts as outlined on pages 48f.

Completion of the course of study as outlined leads to a permanent elementary certificate valid in grades one to seven inclusive and in third class and unclassified high schools.

A student deeming it necessary to qualify to teach on completion of two years of college work may qualify for such a certificate by absolving the course of study as outlined for the freshman year with inclusion of General Science 11, 12 and by substituting for the course of study as outlined for the sophomore year the following:

<table>
<thead>
<tr>
<th>SOPHOMORE</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Education 53, 73, 93</td>
<td>9</td>
</tr>
<tr>
<td>Music 13, 17 or Art 13, 17</td>
<td>6</td>
</tr>
<tr>
<td>Government 61, 62</td>
<td>6</td>
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<tr>
<td>Physical Education 67, 87</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
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<td>Physical Education Activities</td>
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### CURRICULUM FOR HIGH SCHOOL TEACHERS

#### FRESHMAN

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<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Education 13</td>
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<tr>
<td>Speech 13</td>
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<td>English 11, 12</td>
<td>6</td>
</tr>
<tr>
<td>History 21, 22</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics* or Science</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language* or Related Electives</td>
<td>6</td>
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<tr>
<td>Physical Education Activities</td>
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#### SOPHOMORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Education 53, 87</td>
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<tr>
<td>English 61, 62</td>
<td>6</td>
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<tr>
<td>Government 61, 62</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language* or Related Electives</td>
<td>6</td>
</tr>
<tr>
<td>Science (unless previously absolved)</td>
<td>6 to 0</td>
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<tr>
<td>Related Electives</td>
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<td>Physical Education Activities</td>
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#### JUNIOR

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>Education 143, 157</td>
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<tr>
<td>Academic Majors, Minors, and Electives</td>
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#### SENIOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Education 163, 191</td>
<td>6</td>
</tr>
<tr>
<td>Education (secondary field, advanced)</td>
<td>3</td>
</tr>
<tr>
<td>Academic Major, Minors, and Electives</td>
<td>21</td>
</tr>
</tbody>
</table>

During the junior and senior years students will be expected to complete a total of sixty semester hours of work, provided that of the 124 hours required for graduation forty hours must be advanced. They will, moreover, be expected to meet all standard requirements for graduation with the degree of bachelor of arts or bachelor of science as outlined on pages 48f.

Completion of the course of study as outlined with inclusion of a major in education leads to a permanent high school certificate. Students may graduate with a minor in education by substituting electives in other fields for Education 157 and the three-semester-hour elective

*Applicable only to candidates for the degree of bachelor of arts, who may postpone Science till the sophomore year.
in education otherwise required and thus qualify for a six-year high school certificate.

Candidates for the degree of bachelor of science may at the discretion of the director of teacher training in exceptional cases be permitted to do a total of nine hours of work in directed teaching and thus to offer a total of 27 hours of work in education toward graduation.
CURRICULA FOR TEACHERS OF HEALTH AND PHYSICAL EDUCATION

Curricula for Women

Plan One

Women wishing to major in physical education and at the same time to prepare themselves to teach in high school should enroll in accordance with the course of study that follows.

FRESHMAN

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Education 13</td>
<td>3</td>
</tr>
<tr>
<td>Speech 13</td>
<td>3</td>
</tr>
<tr>
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<tr>
<td>History 21, 22</td>
<td>6</td>
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<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education 43</td>
<td>3</td>
</tr>
<tr>
<td>Music 13</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
</tr>
</tbody>
</table>

SOPHOMORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 61, 62</td>
<td>6</td>
</tr>
<tr>
<td>Biology 61, 62</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education 67, 98</td>
<td>6</td>
</tr>
<tr>
<td>Government 61, 62 or Related Electives</td>
<td>6</td>
</tr>
<tr>
<td>Education 53</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 21*</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
</tr>
</tbody>
</table>

JUNIOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 143, 163</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education 111 or 112, 123, 133</td>
<td>9</td>
</tr>
<tr>
<td>Government 61, 62 (unless previously absolved)</td>
<td>6 to 0</td>
</tr>
<tr>
<td>Minors and Electives</td>
<td>7 to 13</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
</tr>
</tbody>
</table>

SENIOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 157 or 210, 191</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education (advanced)</td>
<td>3 to 6</td>
</tr>
<tr>
<td>Physical Education 163 or 183</td>
<td>3</td>
</tr>
<tr>
<td>Minors and Electives</td>
<td>18 to 15</td>
</tr>
</tbody>
</table>

*Or in lieu thereof a three-semester-hour elective if the student has credit for a course in foods taken in high school.
During the junior and senior years students will be expected to complete a total of sixty semester hours of work, provided that of the 124 semester hours required for graduation forty semester hours must be advanced. They will, moreover, be expected to meet all standard requirements for graduation with the degree of bachelor of arts or bachelor of science outlined on pages 48f.

Completion of the course of study as outlined leads to the degree of bachelor of science, a six-year high school certificate, and a permanent certificate entitling the holder to teach physical education in any elementary or any high school grades.

A student may qualify for a permanent high school certificate by devoting six semester hours of the electives open to her in the senior year to advanced courses in the field of secondary education.

**Plan Two**

Women wishing to specialize in physical education and at the same time to major in the field of elementary education should enroll under the curriculum for elementary teachers found on pages 60f and include in their course of study in the respective years indicated the following courses not otherwise prescribed:

**Sophomore year:** Physical Education 43, 98 (in lieu of Government 61, 62).

**Junior year:** Government 61, 62 or Biology 61, 62; physical education (advanced), six semester hours, including Physical Education 123 or 133; physical education activities, two semester hours.

**Senior year:** Government 61, 62 or Biology 61, 62; Physical Education 111 or 112, 163 or 183; physical education activities, two semester hours.

Completion of the course of study as outlined leads to a permanent elementary certificate and a permanent certificate entitling the holder to teach physical education in any elementary or any high school grades.

**Curriculum for Men**

Men wishing to major in physical education are expected to enroll under the curriculum for high school teachers found on pages 62f, and to include in their course of study the following courses in physical education: Physical Education 21, 22 for four semester hours, with a permissive maximum of eight semester hours, of credit; Physical Education 41, 42, 92, followed by twelve semester hours, with a permissive
maximum of fifteen semester hours, of advanced work in physical education, inclusive of Physical Education 111, 113, 112 or 117, and 153 or 183.

Upon completion of the course of study as outlined the student will be entitled to a permanent physical training certificate entitling the holder to teach the subject in any elementary or any high school grades.
CURRICULUM FOR TEACHERS OF VOCATIONAL HOME ECONOMICS

**FRESHMAN**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 13</td>
<td>3</td>
</tr>
<tr>
<td>English 11, 12</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry 11, 12</td>
<td>8</td>
</tr>
<tr>
<td>Home Economics 11, 12</td>
<td>6</td>
</tr>
<tr>
<td>Art 13</td>
<td>3</td>
</tr>
<tr>
<td>History 21, 22</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
</tr>
</tbody>
</table>

**SOPHOMORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 53</td>
<td>3</td>
</tr>
<tr>
<td>English 61, 62</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry 73, 77</td>
<td>6</td>
</tr>
<tr>
<td>Biology 61, 62</td>
<td>6</td>
</tr>
<tr>
<td>Home Economics 21, 22</td>
<td>6</td>
</tr>
<tr>
<td>Physics 13</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
</tr>
</tbody>
</table>

**JUNIOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 143 or 163</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 111, 113, 115 or 117, 123, 127</td>
<td>15</td>
</tr>
<tr>
<td>Biology 113</td>
<td>3</td>
</tr>
<tr>
<td>Art 115</td>
<td>3</td>
</tr>
<tr>
<td>Economics 67, 73 or</td>
<td></td>
</tr>
<tr>
<td>Government 61, 62</td>
<td>6</td>
</tr>
</tbody>
</table>

**SENIOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 143 or 163, 191</td>
<td>6</td>
</tr>
<tr>
<td>Home Economics 133ab, 137, 143, 193</td>
<td>13</td>
</tr>
<tr>
<td>Economics 67, 73 or</td>
<td></td>
</tr>
<tr>
<td>Government 61, 62</td>
<td>6</td>
</tr>
<tr>
<td>Sociology 67</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
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</tbody>
</table>

On completion of the course of study as outlined students will be awarded a six-year high school certificate and a legal special permanent certificate in home economics. Candidates receiving satisfactory professional rating by the faculty may also be granted a vocational home economics certificate of approval issued by the State Board for Vocational Education.
CURRICULUM FOR THE DEGREE OF BACHELOR OF MUSIC EDUCATION
(For Teachers of Vocal Music)

FRESHMAN

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 13</td>
<td>3</td>
</tr>
<tr>
<td>Speech 13</td>
<td>3</td>
</tr>
<tr>
<td>English 11, 12</td>
<td>6</td>
</tr>
<tr>
<td>History 21, 22</td>
<td>2</td>
</tr>
<tr>
<td>Music 1, 2</td>
<td>6</td>
</tr>
<tr>
<td>Voice 11, 12 or 21, 22</td>
<td>4</td>
</tr>
<tr>
<td>Ensemble</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
</tr>
</tbody>
</table>

SOPHOMORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 53</td>
<td>3</td>
</tr>
<tr>
<td>Government 61, 62 or Related Electives</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Music 53</td>
<td>2</td>
</tr>
<tr>
<td>Music 61, 62</td>
<td>4</td>
</tr>
<tr>
<td>Music 71, 72</td>
<td>4</td>
</tr>
<tr>
<td>Voice 61, 62</td>
<td>4</td>
</tr>
<tr>
<td>Piano 11, 12 or 21, 22</td>
<td>4</td>
</tr>
<tr>
<td>Applied Music</td>
<td>2</td>
</tr>
<tr>
<td>Ensemble</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
</tr>
</tbody>
</table>

JUNIOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 143</td>
<td>3</td>
</tr>
<tr>
<td>Related Electives</td>
<td>6</td>
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<tr>
<td>Music 133</td>
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<tr>
<td>Music 143</td>
<td>3</td>
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<tr>
<td>Music 161, 162</td>
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<tr>
<td>Music 163</td>
<td>3</td>
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<tr>
<td>Voice 111, 112</td>
<td>4</td>
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<tr>
<td>Piano 61, 62</td>
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</tr>
<tr>
<td>Ensemble</td>
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</tr>
</tbody>
</table>

SENIOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 163, 181</td>
<td>6</td>
</tr>
<tr>
<td>Government 61, 62 (unless previously absolved)</td>
<td>6 to 0</td>
</tr>
<tr>
<td>Electives</td>
<td>1 to 7</td>
</tr>
<tr>
<td>Music 127</td>
<td>2</td>
</tr>
<tr>
<td>Music 137, 139</td>
<td>4</td>
</tr>
<tr>
<td>Music 157</td>
<td>3</td>
</tr>
<tr>
<td>Piano 111, 112</td>
<td>4</td>
</tr>
<tr>
<td>Applied Music</td>
<td>4</td>
</tr>
<tr>
<td>Ensemble</td>
<td>0</td>
</tr>
</tbody>
</table>
A student enrolled under the Curriculum for the Degree of Bachelor of Music Education (for Teachers of Vocal Music) will be expected to enroll for ensemble work each year without formal credit toward graduation provided that during two years he must be enrolled in the college chorus.

The 6-hour unspecified requirement in applied Music must include Percussion Instruments 1, 2.

Of the 124 hours of work required for graduation, 40 hours must be advanced.

On completion of the course of study as outlined the student will be entitled to a Permanent Special Public School Music Certificate (entitling the holder thereof to teach Vocal Music in all of the grades of the public schools), a six-year High School Certificate, and the degree of Bachelor of Music Education.
CURRICULUM FOR THE DEGREE OF BACHELOR OF ARTS (OR BACHELOR OF SCIENCE) WITH MAJOR IN PUBLIC SCHOOL MUSIC

(For Teachers of Vocal Music)

A student wishing to specialize in public school music but not to the extent called for under the curriculum leading to the degree of Bachelor of Music Education may qualify to teach vocal music in all of the grades of the public school by meeting all requirements for the degree of Bachelor of Arts (or Bachelor of Science) with inclusion of a major in public school music under the curriculum for high school teachers as outlined on pages 62f. The courses constituting such a major must include the following, distributed as indicated:

FRESHMAN: Music 1, 2; 11, 12; Voice 11, 12 or 21, 22; ensemble.

SOPHOMORE: Music 61, 62; Voice 61, 62; Piano 11, 12 or 21, 22; ensemble.

JUNIOR: Music 143, 163; Voice 111, 112; applied music, 2 hours; ensemble.

SENIOR: Music 127; applied music, 6 hours; ensemble.

The 8-hour unspecified requirement in Applied Music must be represented by Strings 1, 2, Woodwinds 1, 2, Brasses 1, 2, and Percussion Instruments 1, 2, unless substitution of private lessons in piano or orchestral instruments is made with sanction of the head of the Department of Music. The student will moreover be expected to enroll for ensemble work each year without formal credit toward graduation provided that during two years he must be enrolled in the college chorus.

In addition to the 44 hours of work in Music required in the curriculum as outlined a student may include in the Electives open to him 4 hours of work in Music additional, either theoretical or applied.
### CURRICULUM FOR THE DEGREE OF BACHELOR OF MUSIC EDUCATION

(For Teachers of Instrumental Music)

#### FRESHMAN

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 13</td>
<td>3</td>
</tr>
<tr>
<td>Speech 13</td>
<td>3</td>
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<tr>
<td>English 11, 12</td>
<td>6</td>
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<tr>
<td>History 21, 22</td>
<td>6</td>
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<tr>
<td>Music 1, 2</td>
<td>2</td>
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<tr>
<td>Music 11, 12</td>
<td>6</td>
</tr>
<tr>
<td>Major Instrument</td>
<td>4</td>
</tr>
<tr>
<td>Ensemble</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
</tr>
</tbody>
</table>

#### SOPHOMORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 53</td>
<td>3</td>
</tr>
<tr>
<td>Government 61, 62 or Related Electives</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Music 61, 62</td>
<td>4</td>
</tr>
<tr>
<td>Music 71, 72</td>
<td>4</td>
</tr>
<tr>
<td>Major Instrument</td>
<td>4</td>
</tr>
<tr>
<td>Minor Instruments</td>
<td>2</td>
</tr>
<tr>
<td>Voice 11, 12 or 21, 22</td>
<td>4</td>
</tr>
<tr>
<td>Ensemble</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
</tr>
</tbody>
</table>

#### JUNIOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 143</td>
<td>3</td>
</tr>
<tr>
<td>Related Electives</td>
<td>6</td>
</tr>
<tr>
<td>Music 133</td>
<td>3</td>
</tr>
<tr>
<td>Music 143 or 163</td>
<td>3</td>
</tr>
<tr>
<td>Music 153</td>
<td>3</td>
</tr>
<tr>
<td>Music 161, 162</td>
<td>4</td>
</tr>
<tr>
<td>Major Instrument</td>
<td>4</td>
</tr>
<tr>
<td>Minor Instruments</td>
<td>4</td>
</tr>
<tr>
<td>Ensemble</td>
<td>0</td>
</tr>
</tbody>
</table>

#### SENIOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 163, 191</td>
<td>6</td>
</tr>
<tr>
<td>Government 61, 62 (unless previously absolved)</td>
<td>6 to 0</td>
</tr>
<tr>
<td>Electives</td>
<td>1 to 7</td>
</tr>
<tr>
<td>Music 117</td>
<td>2</td>
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<tr>
<td>Music 137, 139</td>
<td>4</td>
</tr>
<tr>
<td>Music 157</td>
<td>3</td>
</tr>
<tr>
<td>Minor Instruments</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music</td>
<td>6</td>
</tr>
<tr>
<td>Ensemble</td>
<td>0</td>
</tr>
</tbody>
</table>
A student enrolled under the Curriculum for the Degree of Bachelor of Music Education (for Teachers of Instrumental Music) will be expected to enroll for ensemble work each year without formal credit toward graduation provided that he must be enrolled for Band or Orchestra for two years (either in one of these organizations for two years or in each of them for one year).

The major instrument may be piano or an orchestral instrument, e.g., violin.

The 8-hour unspecified requirement in Minor Instruments must normally be represented by Strings 1, 2, Woodwinds 1, 2, Brasses 1, 2, and Percussion Instruments 1, 2, unless substitution of private lessons in piano or orchestral instruments is made with the sanction of the head of the Department of Music. The minor instrument may not, however, be in the field in which the major instrument falls.

Of the 124 hours of work required for graduation, 40 hours must be advanced.

On completion of the course of study as outlined the student will be entitled to a Permanent Special Public School Music Certificate (entitling the holder thereof to teach Instrumental Music in all of the grades of the public school), a six-year high school certificate, and the degree of Bachelor of Music Education.
CURRICULUM FOR THE DEGREE OF BACHELOR OF ARTS (OR BACHELOR OF SCIENCE) WITH MAJOR IN PUBLIC SCHOOL MUSIC

(For Teachers of Instrumental Music)

A student wishing to specialize in public school music but not to the extent called for under the curriculum leading to the degree of Bachelor of Music Education may qualify to teach instrumental music in all of the grades of the public school by meeting all requirements for the degree of Bachelor of Arts (or Bachelor of Science) with inclusion of a major in public school music under the curriculum for high school teachers as outlined on pages 62f. The courses constituting such a major must include the following, distributed as indicated:

FRESHMAN: Music 1, 2; 11, 12; Major Instrument, e. g., Violin 11, 12; ensemble.

SOPHOMORE: Music 61, 62; Major Instrument, e. g., Violin 61, 62; Voice 11, 12 or 21, 22; ensemble.

JUNIOR: Music 143 or 163, 153; Major Instrument, e. g., Violin 111, 112; Minor Instruments, 2 hours; ensemble.

SENIOR: Music 117; Minor Instruments, 6 hours; ensemble.

The 8-hour unspecified requirement in Minor Instruments must normally be represented by Strings 1, 2, Woodwinds 1, 2, brasses 1, 2, and percussion instruments 1, 2, but may not include the course representing the field in which the major instrument falls. Piano may be included in the minor instruments if not used as the major instrument. The student will moreover be expected to enroll for ensemble work each year without formal credit toward graduation provided that during two years he must be enrolled for Band or Orchestra (either in one of these organizations for two years or in each of them for one year).

In addition to the 44 hours of work in Music required in the curriculum as outlined a student may include in the Electives open to him 4 hours of work in Music additional, either theoretical or applied.
CURRICULUM FOR THE DEGREE OF BACHELOR OF ARTS
(OR BACHELOR OF SCIENCE) WITH MAJOR IN PIANO,
VOICE, VIOLIN OR OTHER ORCHESTRAL INSTRUMENT

FRESHMAN

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 13</td>
<td>3</td>
</tr>
<tr>
<td>Speech 13</td>
<td>3</td>
</tr>
<tr>
<td>English 11, 12</td>
<td>6</td>
</tr>
<tr>
<td>History 21, 22</td>
<td>6</td>
</tr>
<tr>
<td>Music 11, 12</td>
<td>6</td>
</tr>
<tr>
<td>Voice or Major Instrument, e. g., Piano 11, 12 or 21, 22</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
</tr>
</tbody>
</table>

SOPHOMORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 61, 62</td>
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<tr>
<td>Science</td>
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<tr>
<td>Related Elective</td>
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</tr>
<tr>
<td>Free Electives</td>
<td>4</td>
</tr>
<tr>
<td>Music 61, 62</td>
<td>4</td>
</tr>
<tr>
<td>Voice or Major Instrument, e. g., Piano 61, 62</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
</tr>
</tbody>
</table>

JUNIOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government 61, 62</td>
<td>6</td>
</tr>
<tr>
<td>Academic Minors and Electives</td>
<td>18</td>
</tr>
<tr>
<td>Voice or Major Instrument, e. g., Piano 111c, 112c</td>
<td>6</td>
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SENIOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Minors and Electives</td>
<td>24</td>
</tr>
<tr>
<td>Voice or Major Instrument, e. g., Piano 161c, 162c</td>
<td>6</td>
</tr>
</tbody>
</table>

The course of study as outlined is intended to afford the student opportunity for special study in Voice or in a solo instrument, e. g., Piano or Violin, with inclusion of the usual first and second academic minors required for the Bachelor's degree. It does not lead to a certificate to teach.

Of the 124 hours of work required for graduation, 40 hours must be advanced.

On completion of the course of study as outlined the student will be entitled to the Degree of Bachelor of Science. To qualify for the degree of Bachelor of Arts the student must have completed the course of study as outlined with inclusion of 18 hours in one foreign language if begun in college or 12 hours in one foreign language in addition to two or more entrance units in the same language and 6 hours of Mathematics.
## CURRICULUM FOR THE DEGREE OF BACHELOR OF BUSINESS ADMINISTRATION

### FRESHMAN

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 13</td>
<td>3</td>
</tr>
<tr>
<td>Speech 13</td>
<td>3</td>
</tr>
<tr>
<td>English 11, 12</td>
<td>6</td>
</tr>
<tr>
<td>History 21, 22</td>
<td>6</td>
</tr>
<tr>
<td>Business Administration 23, 27 or 31, 32e</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 18, 19</td>
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</tr>
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<td>Physical Education Activities</td>
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### SOPHOMORE

<table>
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<tbody>
<tr>
<td>Business Administration 61, 62</td>
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<tr>
<td>Business Administration 56 or 57</td>
<td>3</td>
</tr>
<tr>
<td>English 61, 62</td>
<td>6</td>
</tr>
<tr>
<td>Economics 67, 73</td>
<td>6</td>
</tr>
<tr>
<td>Education 53</td>
<td>3</td>
</tr>
<tr>
<td>General Science 11, 12</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>2</td>
</tr>
</tbody>
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### JUNIOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration 111, 112</td>
<td>6</td>
</tr>
<tr>
<td>Business Administration 161, 162</td>
<td>6</td>
</tr>
<tr>
<td>Economics 111, 112</td>
<td>6</td>
</tr>
<tr>
<td>Education 143, 163</td>
<td>6</td>
</tr>
<tr>
<td>Government 61, 62 or Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

### SENIOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration 217, 227</td>
<td>6</td>
</tr>
<tr>
<td>Business Administration (Advanced)</td>
<td>6</td>
</tr>
<tr>
<td>Education 157, 191</td>
<td>6</td>
</tr>
<tr>
<td>Government 61, 62 (unless previously absolved)</td>
<td>6 to 0</td>
</tr>
<tr>
<td>Electives</td>
<td>6 to 12</td>
</tr>
</tbody>
</table>

Completion of the course of study as outlined leads to a six-year high school certificate. A student may qualify for a permanent high school certificate by using a six-semester-hour advanced elective in the senior year for courses in the field of secondary education.

A student who does not intend to apply for a certificate to teach will be expected to absolve Education 13, but to make substitution of courses in other fields of subject matter for all courses in education otherwise included in the curriculum.

*Students enrolling for Business Administration 31 who do not present a full high school credit in typewriting or its equivalent must register for Business Administration 23 as a parallel course and with the aid of an adviser make requisite adjustments in the course of study as outlined.*
Ordinarily, students intending to prepare themselves for the study of medicine, law, dentistry, nursing or engineering should enroll under the Curriculum for High School Teachers as outlined on page 62f, (a) exercising the option, if they so desire, of omitting all courses in Education except Education 13, and (b) including in their respective courses of study the subject matter prescribed under the given curriculum. Those deeming is impracticable to remain in college the length of time necessary to qualify for a Bachelor's degree before taking up work in the professional school of their choice, should from time of matriculation in the college conform to the course of study covering their respective pre-professional requirements, deviating from it only upon advice of the adviser, should the requirements for entering the professional school of the student's choice so recommend.

**Medicine**

Most medical schools require 90 semester hours for matriculation. A suggested program follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>22 hours</td>
</tr>
<tr>
<td>Biology</td>
<td>12 hours</td>
</tr>
<tr>
<td>English</td>
<td>12 hours</td>
</tr>
<tr>
<td>Physics</td>
<td>8 hours</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6 hours</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

For the duration of the war the Council on Medical Education and Hospitals of the American Medical Association recommends that the required premedical education, including satisfactory courses in physics, biology and chemistry, including organic chemistry, shall be included within two calendar years of instruction.

Further recommendations adopted by the Council involve a program providing for the completion of a student's medical education and the granting of the M. D. degree within a period of five years after the graduation from high school as contrasted with seven to eight years before the war.
Law

Most reputable law schools admit persons who have satisfactorily completed 90 semester hours of college work acceptable for the Bachelor’s degree. The following is a suggested program:

- English: 12 semester hours
- History: 6 semester hours
- Government: 6 semester hours
- Chemistry or Physics: 8 semester hours
- Biology: 6 semester hours
- Business Administration: 6 semester hours
- Social Science: 12 semester hours
- Elective to make 90 semester hours
- Physical Education Activities: 4 semester hours

Dentistry

Most schools of Dentistry require two years of college work for entrance. Included in the required courses are the following:

- Biology: 6 semester hours
- Physics: 8 semester hours
- General Chemistry: 8 semester hours
- Organic Chemistry: 8 semester hours
- English: 6 semester hours
- Elective to make 60 semester hours
- Physical Education Activities: 4 semester hours

Nursing

The following course of study is basic to Nursing:

- English 11, 12, 61, 62: 12 semester hours
- Biology 11, 12: 6 semester hours
- Chemistry 11, 12: 8 semester hours
- History 21, 22: 6 semester hours
- Government 61, 62: 6 semester hours
- Sociology 67: 3 semester hours
- Education 53: 3 semester hours
- Physical Education Activities: 4 semester hours
- Electives: 18 semester hours

Engineering

Because of the diversity of choices of curricula open to students in the field of Engineering, pre-engineering students should from the time they first enroll, with the aid of the adviser designated for the purpose, elect courses basic to the specific field of engineering in which they would specialize.
SPECIAL CURRICULA FOR EX-SERVICE MEN

The College invites to its campus men and women now serving in the armed forces of the United States. Those who can afford the time to do so are urged to take advantage of the several curricula leading to the Bachelor's and Master's degrees. Those who have not previously done college work and desire to acquire a general education with an area of concentration in a vocational field in a minimum period of time are invited to take advantage of the two-year curriculum in general education. Those who desire a concentrated program of training in a vocational field that may be completed in an even shorter period of time will find their interests and needs served in special courses that the College has organized for the purpose.

The special courses would have as a goal special skills and would terminate as soon as the desired objective is reached. Included among such courses are the following:

A. Welding and Heat Treating
B. Drafting
C. Cabinet Making
D. Sheet Metal Work
E. Building Trades Instruction
   (1) Carpentry
   (2) Plumbing
   (3) Bricklaying
   (4) Painting, Wood Finishing, and Paper Hanging
   (5) Plastering and Stucco Work
F. Shorthand
G. Typewriting
H. Bookkeeping
I. Automobile Mechanics
J. Conversational Spanish

The College has published a special bulletin bearing the title "Attention Veterans!" in which the opportunities at the College for ex-service men and women, under the "G. I. Bill" and Public Law No. 16 are set forth in detail. The bulletin will be mailed to anyone in response to a request for it addressed to the

Registrar's Office
Southwest Texas State Teachers College
San Marcos, Texas
THE GRADUATE SCHOOL

THE GRADUATE COUNCIL

EUGENE O. TANNER, A.B., A.M., Ph.D., Social Sciences
CHARLES SPURGEON SMITH, B.S., M.S., Ph.D., Science
J. LLOYD READ, A.B., A.M., Ph.D., Foreign Language
EDWARD ORLANDO WILEY, B.S. in Ed., A.M., Ph.D., Education
DORUS A. SNELLINGS, A.B., A.M., Ph.D., English
ALFRED HENRY NOLLE, A.B., B.S., A.M., Ph.D., Dean of the College
CLAUDE ELLIOTT, B.S., A.M., Ph.D., Registrar and Executive Secretary of the Council

AUTHORIZATION

The establishment of a Graduate School at the Southwest Texas State Teachers College was authorized by the Board of Regents at its meeting on June 15, 1935. Work leading to the degree of Master of Arts was offered for the first time in the Summer Session, 1936. The program of a fifth year of work thus inaugurated is in response to a growing demand on the part of school authorities and of classroom teachers generally. It is designed to stress particularly advanced training for administration, supervision, and more effective classroom teaching, and to that end provides for majors in the following fields of subject matter: Education, the Social Sciences, Science and Mathematics, Language and Literature.

ADMINISTRATION

The Administration of the Graduate School is entrusted to the Graduate Council appointed each year by the President, the Dean of the College and the Registrar being ex-officio members of the Council. The Council acts through its Executive Secretary.

ADMISSION TO GRADUATE STUDY

1. Degree Valid for Entrance: Graduates of the Southwest Texas State Teachers College and of colleges or universities belonging to the American Association of Teachers Colleges or to the Southern Association of Colleges and Secondary Schools or comparable Regional Associations are admitted to Graduate study.

2. Graduate Study Versus Candidacy: Admission to graduate study shall not be understood as implying admission to candidacy for the Master's degree.
3. Admitted by Registrar: Admission to Graduate study is granted by the Registrar, the college admissions officer, upon the presentation of the proper credentials by the candidate.

4. Transcript: An official transcript of all college work should be forwarded to the Registrar in advance of the date of enrollment or should be presented at the time of entrance. Registration shall be considered tentative until all transcripts have been examined and approved.

ADMISSION TO CANDIDACY FOR MASTER'S DEGREE

1. Procedure

A. Choice of Major Professor: The student who expects to become a candidate for the Master's degree should confer with the Executive Secretary of the Graduate Council about the choice of his major professor.

B. Program: Having chosen his major professor, the student will confer with him concerning a complete program for his graduate work.

C. Analysis of Graduate Work: On a form obtainable from the Registrar the student should give a complete picture of all his undergraduate work in his major and minor fields and list the graduate courses which he proposes to include in his work for the Master's degree.

D. Signature of Major Professor: This form with all the above information and with the signature of the major professor must be presented to the Executive Secretary for approval.

E. Tentative Approval: Approval of the Executive Secretary will be subject to review by the Graduate Council and must be considered tentative until the Council officially accepts the Candidate.

F. Final Approval: A formal application for such candidacy, bearing the signature of the major professor should be made upon completion of nine weeks of study in the first regular session at which the student is enrolled or at the end of the first six weeks of a summer term. This application, however, must be made not later than eight weeks prior to the commencement at which the student expects to have the degree conferred.

REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

1. Residence: One-Year Requirement: Candidates for the Master's degree must complete a minimum of a year's work in on-campus work (except as provided in 2 and 4 below) in the Southwest Texas State
Teachers College. One year of residence work shall be understood to mean one academic year of full-time study or its equivalent in semesters or summer sessions.

2. **Extension Work:** Not more than six semester hours or its equivalent may be taken in "off-campus" extension classes, provided that such work must be done with the Southwest Texas State Teachers College, and may not be done with another institution.

3. **Student Work Limitation:** Students holding full-time positions will not be permitted to receive graduate credit for more than six semester hours during any semester.

4. **Graduates of Southwest Texas State Teachers College:** Students holding a degree from Southwest Texas State Teachers College may be allowed, in accordance with their needs, to take part of the work for the Master's degree in residence at (but not in extension from) another institution having equal standards of graduate work. The part to be allowed would in no case be more than one-half.

5. **Time Limit:** The Student will be expected to complete all requirements for the degree within five years from the date of initial matriculation as a graduate student. If he fails to do so he may be asked to do additional work to qualify for the degree.

6. **Semester's Work:** The normal schedule of the graduate student is fifteen hours of course work per week **including the thesis course.**

7. The total study and teaching schedule of the graduate student shall not exceed eighteen hours per week.

8. **Credit Limit:** Credit for work done in a six or twelve weeks Summer Session shall not exceed six or twelve semester hours respectively, **including the thesis course.**

9. **Course of Study:**

   A. A minimum of thirty semester hours of work selected from courses recognized for graduate credit must be completed.

   B. Of the thirty hours of work required at least fifteen hours, inclusive of the credit allowed for the thesis, must be in courses open only to graduate students.

   C. Ordinarily, not more than six hours may be in courses open to juniors.

   D. Courses open to freshmen and sophomores are not recognized for credit toward the Master of Arts degree.
E. The course of study for the Master's degree must include either (a) a major of eighteen semester hours inclusive of the thesis, and two minors of six semester hours each or one minor of twelve hours, or (b) a major of twenty-one semester hours inclusive of a thesis and a minor of nine hours, provided that (as indicated in Section 12 below) the student who prefers to do so may present six semester hours in RESEARCH PROBLEMS courses in lieu of a thesis.

F. The major or a minor of six or nine hours must be in Education and must include Education 313.

G. Undergraduate major: Ordinarily, an undergraduate major or its equivalent shall constitute the basis for a graduate major in any field. Likewise, an undergraduate minor or its equivalent shall be required as a basis for a graduate minor.

H. A senior who lacks fewer than fifteen semester hours toward graduation may take courses to be applied toward the Master's degree provided the number of semester hours applicable to the Master's degree shall not exceed the difference between fifteen semester hours (a semester's work) and the number of hours needed for graduation.

10. Grades: The grades in all courses toward the Master's degree must average "B", provided that no grade of "D" shall be valid.

11. Thesis: If the student elects to write a thesis, a committee to direct the thesis will be assigned by the Executive Secretary of the Council in consultation with the student.

A. The thesis must demonstrate the student's capacity for research and independent thought. A copy of the thesis, bearing the approval of the chairman of the committee under whose direction the thesis was prepared, must be deposited with the Executive Secretary of the Graduate Council at least three weeks before the date of the commencement at which the degree is to be conferred.

B. Two copies of the thesis, bearing the signature of the members of the committee, must be deposited with the Executive Secretary for final approval not later than ten days before the date of such commencement.

C. The two copies of the thesis submitted must be bound, or a sum to cover the cost of binding must be deposited with the college before the degree is conferred.

D. In form, the thesis must be submitted in conformity with regulations obtainable at the office of the Executive Secretary.
E. Credit for the thesis will be recorded as course number 399 in the respective department in which the subject matter of the thesis falls, e.g., Education 399, English 399. A student may not enroll for the thesis course prior to the time that he has been admitted to candidacy for the Master's degree. Should he find it impracticable to complete the thesis in the term or semester in which he is enrolled for it, he shall receive the grade of "I" in it with the privilege of redeeming credit for the thesis by completion thereof at any time prior to the time of his graduation. He will not be expected to enroll for the thesis course a second time.

F. All candidates for the Master's degree electing to write a thesis who do not enroll for the thesis as a part of their regular load during any term or semester of residence work must register for the thesis separately not later than the beginning of the term or semester in which they expect to receive the degree.

12. In Lieu of a Thesis: Students who prefer to do so may present six semester hours in RESEARCH PROBLEMS courses in lieu of a thesis. These courses are numbered 381, 382 and are offered in the following departments: Biology, Business Administration, Chemistry, Economics, Education, English, Government, History, and Spanish. The entire six semesters in RESEARCH PROBLEMS may be presented in the major field, but three semester hours may be done in the minor. The minimum number of semester hours required for the Master of Arts degree is thirty, regardless of whether the student chooses to write a thesis or do the RESEARCH PROBLEMS.

The RESEARCH PROBLEMS courses require independent research and the preparation of papers giving the results of the research done. The papers, though less comprehensive than theses, must be prepared in good literary style and, in form, must follow the same pattern as a thesis.

13. Application for the Degree: The candidate must file application for the degree not later than three weeks preceding the date of the Commencement at which the degree is to be conferred.

14. Recommendation for the Degree: Upon completion of all requirements for the Master's degree, candidates are certified for graduation to the Chairman of the Graduate Council by the Executive Secretary. Degrees are publicly conferred at the close of the regular and of the summer session.
DIVISIONS OF INSTRUCTION

I. Education and Directed Teaching

II. English, Journalism, and Speech

III. Fine Arts
   1. Art
   2. Music

IV. Foreign Languages
   1. French
   2. German
   3. Spanish

V. Health and Physical Education and Recreation

VI. Practical Arts
   1. Aviation
   2. Business Administration
   3. Home Economics
   4. Industrial Arts
   5. Library Science

VII. Sciences
   1. Agriculture
   2. Biology
   3. Chemistry
   4. General Science
   5. Mathematics
   6. Physics

VIII. Social Sciences
   1. Economics
   2. Geography
   3. Government
   4. History
   5. Religious Instruction
   6. Sociology

The courses offered in each of these Divisions and a description of each course are given in the following pages.
1. DIVISION OF EDUCATION AND DIRECTED TEACHING

Professors Wiley, Votaw, Rogers*, Grusendorf*, Kaderli
Associate Professors Yarbrough*, Williams**, Norwood
Assistant Professors Kone, Henderson, Wilder, Howell, Herndon,
Parks, Crews, Young, Wood, Amos, Martin, McCanne**,
Graham, Pollard
Instructors, McGehee, Fiedler, Elliott, Giesen, Evans

Students will enroll for courses in education in accordance with the requirements of the respective curricula under which they matriculate. Those who wish to prepare to teach in the high school will do their directed teaching in grades six to twelve inclusive; those who wish to prepare to teach in the elementary school will do their directed teaching in grades one to seven inclusive or in the kindergarten.

Courses in education will be taken in the order shown in the outlines for the various curricula. Courses in directed teaching will come in the following order: Education 93 for students taking the permanent elementary certificate at the close of the sophomore year; Education 181, 182, 183 for students taking the permanent elementary certificate in the junior or senior years; Education 191, 192, 193 for students taking the six-year high school certificate at the close of the junior year and for those taking the permanent high school certificate at the close of the senior year; Education 291, 292 for students wishing to do advanced directed teaching on the graduate level.

With special approval of the Director of Teacher Training, a student may take directed teaching on the upper class level in a credit block of six hours. In case a student wishes to take six hours of directed teaching in one semester he will spend three hours per day five days per week, in this work. Such an assignment will be evaluated on a laboratory basis as six hours of credit, and must be confined to the morning or to the afternoon. However, no student may receive credit toward a degree for more than nine hours within a total credit of not more than twenty-seven hours in education.

In all directed teaching the students make and submit lesson plans, make careful preparation in the class being taught, especially emphasizing the organization of the subject matter and the application of method to it. They are expected to prepare each day's lesson so that at

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* Serving in the armed forces.
** On leave, 1944-45.
any stage they can take charge of the class and carry on the work. The amount of independent teaching done by the student teachers will vary with the teaching power developed by the students.

Certain conferences with student teachers are conducted each semester. Some of these conferences are conducted with all student teachers in one assembly, some with departmental groups, and some with individual classroom supervisors. A minimum of one such scheduled conference is conducted each week.

Upon ruling of the State Department of Education, the following courses will be accepted by the Department when offered in compliance with the requirement that all superintendents and high school principals and grade school principals in systems having first class high schools shall have completed at least eighteen semester hours in the field of educational administration, namely, twelve semester hours in the field of Supervision and Administration proper, and six semester hours in the field of Methods: as Supervision and Administration, Education 143, 210, 213, 217, 223, 253, 313, 317, 333, 343, Government 119, Physical Education 113; as Methods, Education 123, 163, 181, 191, 227, 273, 277, 281, 291, Home Economics 143, Industrial Arts 127, and Music 143, 163.

Students are advised ordinarily to satisfy the aforementioned requirements by absolving part of the work thus exacted as graduate students.

13. **Orientation.** A course dealing with the personal and immediate problems of the entering student, including orientation to college life, methods of study, life goals and values, analysis of the student's interests, and considerations of vocations. Attention is given to the part the student plays in his own education, to the effect of environment on education, and to the contributions of the school as an organized agency of society. The major vocational emphasis is placed upon teaching as a profession, although other vocations receive appropriate attention. Opportunity for observation in the Laboratory School as well as observation of other vocational activities is provided.

53. **Educational Psychology.** A course dealing with the foundation laws and principles of living and learning. The following topics receive attention: motivation, emotions, the senses, observation, learning, thinking, personality problems, intelligence, and the form and functions of the nervous system. Psychological principles are applied to personality, vocational problems, adjustments, getting along with people, and social problems.

Open to sophomores and to second-semester freshmen who have had Education 13.
73. Curriculum Content, Methods and Observation in Elementary Grades. A course including observation in the Laboratory School designed to assist teachers in organizing and guiding the school life of a group of children and in contributing to the effective operation of the school as a whole. Problems considered: Planning the school day, planning and guiding children's activities, securing and utilizing instructional materials, evaluating the work, grouping pupils in the classroom for effective instruction, and maintaining desirable school-home relationship.

87. Principles of Secondary Education. The following topics will be considered as they apply both to the junior high school and the senior high school: historical background, fundamental purposes, present-day issues, problems of the curriculum, instructional planning, the unit plan of teaching, student personnel problems, guidance, and student activities. Fundamental principles underlying each topic will be stressed. Sources of aid such as textbooks, references, and professional magazines will be emphasized.

93. Directed Teaching. A course providing sophomores who are candidates for the permanent elementary certificate in the two-year course for elementary teachers an opportunity for observation, participation, and teaching under the direction of the classroom teacher.

117. History of Modern Education in Europe and the United States. This course will begin with a brief survey of Realistic Education and Sense Realism as a background for the Modern Scientific Movement. A study will be made of the development of the educational systems of Europe. Special attention will be given to the influence that education in the European countries has had upon the development of our American system of education. Consideration will be given also to American conversion of the European national concept of education to a new socio-economic concept consistent with democracy.

123. Methods and Observation in the Elementary School. The following topics will be discussed: need for revision of the curriculum; classroom organization for an integrated activity program; selection and planning of activities; source and supply of materials used in best elementary schools; outcomes in citizenship and subject-matter.

Two class hours per week with observations in the elementary grades of the Laboratory School, and weekly conferences with the instructor.

143. Measurements in Education. The general purposes of this course are to meet the needs of classroom teachers and school administrators in their comprehensive reading of educational publications and in their work in administering and interpreting educational
measurements. Such measurements as mental ability, achievement, personality, aptitudes, weight, height, school grade, and other traits will be considered. In addition to practice in administering measurements, the statistical processes necessary for the interpretation of the results of measurements will be introduced functionally. Included in these techniques are: tabulation, percentiles, central tendency, variability, reliability, graphic presentation of data, and the relationship of one trait to another (correlation).

147. Child Growth and Development. A course covering the basic generalizations concerning human development, growth, and behavior which teachers should know. These basic generalizations deal with the physical, psychological, social, and personal factors involved in growth and development. Consideration is given to pertinent literature in these four fields, to the selection and function of developmental tasks, and to the technique of guidance of children. The literature is supplemented by as much observation of children as seems advisable.

157. Psychology of Adolescence. A course dealing with the physical, mental, and emotional characteristics peculiar to the adolescent period of life. The more important problems receiving attention are the physical, emotional, social, moral and religious, and intellectual developments of normal adolescence. Attention will be given to deviations from the normal, as in cases of delinquency, emotional and intellectual deviations, and vocational misfits. The adolescent's environment, including the home, the school, and the community, receives attention.

163. Methods and Observation in the High School. In this course the attention of the prospective teacher will be focused upon the public school classroom. The following topics will be considered in the course: objectives of teaching and their development; high school teaching procedures, planning, directed study, visual instruction, socialized procedure; problem project, and unit teaching; testing methods. individual differences, and high school supervision. Recent developments in American junior and senior high schools will be emphasized throughout with special emphasis upon courses of study.

Two hours per week devoted to lectures and two hours to observation.

This course is prerequisite to directed teaching in either the junior or senior high school.

181, 182, 183. Directed Teaching. A series of courses providing opportunities for observation, participation and directed teaching for elementary curriculum students on the junior and senior levels. Student teachers in this series are expected to do more independent work than is expected on the lower level. At least one of these courses is required for the permanent elementary certificate unless the requirement has been satisfied by taking Education 93 in the sophomore year.
191, 192, 193. Directed Teaching. A series of courses providing opportunities for observation, participation and directed teaching for juniors and seniors in the high school curriculum. At least one of these courses is required of candidates for the six-year high school certificate at the close of the junior year and for the permanent high school certificate at the close of the senior year.

200. Seminar in Diagnostic and Remedial Reading. A course based on the analysis and treatment of reading difficulties as found in the public schools. Individuals, students or groups of students may investigate such problems as: development of reading habits and attitudes; diagnostic and remedial instruction; objective devices for testing and improving reading abilities; clinical techniques; case studies in reading with plans for treatment; causes of reading retardation.

The Laboratory School will be used as needed in connection with the problems of this course.

210. Safety Education. This course will deal with the following problems: The need for safety education; general safety education including health and disease, safety in the home, safety in play, fire prevention, safety in school and other problems of general safety; motor vehicle safety, including highway hazards, the human factor in driving, signaling on the highway, personal and civic responsibilities of drivers, the effect of intoxicants upon drivers, reckless driving; and first aid information to be used in case of accidents.

213. Construction and Interpretation of Tests. This course deals with the basic elements involved in the construction of objective tests, both informal and standardized. Topics of the course include sampling, discrimination in degrees of a trait, criteria of validity, measures of reliability. Test results will be treated statistically and interpreted educationally. Each student will carry out a test project of full scope in its natural setting so far as practicable.

217. Pupil Personnel Problems. The aim of this course is to train for ability to administer the pupil personnel through a study of the character of the pupil population. Some of the topics of the course are the census, attendance, variability, classification, rate of progress, promotions, permanent and temporary records, reports to parents, and reports to board of education.

223. School Finance and School Plant Facilities. One phase of this course deals with the fiscal administration of the school while the other deals with requirements of the school plant facilities. The course will include such topics as accounting, budget making, budget administration, bonding, insurance, school building, school sites, costs, scoring, financing, equipment, maintenance, operation, and custodial service.
227. **Advanced Elementary Education.** The purposes of this course are to study the effect of recent tendencies in elementary education upon classroom practice and to determine approved techniques in the light of recent research in the elementary field. Typical of the problems which will be considered are: methods of providing for individual differences; means of developing pupils' meanings and concepts; visual aids; diagnostic and remedial instruction; classroom instruction and mental health; character education; directing problem solving and discussion.

243. **History of Education in Texas.** The purpose of this course is to enable teachers and other students of Texas History to appreciate more fully the progress of education in Texas. Attention is given to the progress of education during the various periods of Texas History as the period of Spanish Education, the Mexican period, during the Republic, from annexation to the war and reconstruction period, the re-establishment of the Public School System, and the final triumph of the State School System.

253. **The Curriculum.** This course includes (1) a brief history of curriculum development with special emphasis upon the Texas curriculum program, (2) the basic principles of curriculum making, and (3) the technique of curriculum construction and installation. In all three of these phases of study the aims and purposes of the curriculum as they function in perpetuating and improving democratic ideals will be emphasized. Also attention will be given to some of the most significant researches in curriculum development.

273. **Audio-Visual Education.** A course dealing with the use and value of Audio-Visual Aids in teaching. The historical and psychological background, and present availability of Audio-Visual Aids are considered. Emphasis is placed on the abundant supply of free and inexpensive materials at hand which are invaluable as teaching aids. Training is given in the use of the various machines used in Audio-Visual instruction, as the sound film machine, the slide projection machine, and the film strip machine.

277. **Seminar in Child Development and Guidance.** In this course the principles of guidance are studied in the light of child development. Problems in physiological, social, psychological, and personal development are studied in order to understand the "whole child." The principles of guidance are studied and applied in the light of the findings made in the study of the problems of child development. Extensive use is made of case studies to illustrate the operation of both the principles of development and of guidance. The Laboratory School will be used as needed in connection with the problems of this course.
291, 292. Directed Teaching. A series of courses providing opportunities for graduate students who have had one or two courses in directed teaching to do more advanced and more independent work in directed teaching and experimentation.

313. Research Methods. The primary purpose of this course, which is required of all candidates for the degree of Master of Arts, is to afford guidance in the selection of problems for investigation, in the location of materials, in the preparation of bibliography, and in procedures of research such as are needed in the writing of a thesis or other research report. A secondary purpose of the course is to prepare the student for intelligent consumption of published research reports.

317. Supervision of Instruction. A course including the fundamental problems of the supervision of instruction in the small and moderate sized public schools. Among the more important problems receiving attention are the following: The nature and organization of supervision; supervisory plans and principles; teacher participation in forming educational policies; effect of recent educational practices upon supervision; duties, relationship, and training of supervisory officials; standards for judging teaching; methods of improving instruction; case studies in supervision; the use of conferences, teachers' meetings, demonstration teaching, visitation, and research studies as supervisory agencies. The Laboratory School will be the laboratory for this course.

327. The Philosophy of Education. This course is a study of the nature and function of education in the light of biology, psychology and the nature and function of human society. The viewpoints of idealism, realism and pragmatism in education will be thoroughly examined.

328. The Development of Educational Theory. The purpose of this course is to study the development of educational theory from Comenius to Dewey. The contributions to educational thought of Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel, Huxley, and Dewey will receive special attention.

333. Seminar in Elementary Education. This is an individualized course, in which each student will be given an opportunity to round out his knowledge of elementary education by allowing him to choose for study special problems to fit his particular needs and interests, finding what recent research and current literature have to offer toward solution of these problems. Topics for study may come from the fields of organization, administration, curriculum, and method at the elementary school level.

This course may be repeated for credit.
343. Seminar in Secondary Education. An individual course in which each student is given an opportunity to select and study problems in secondary education in which he has special interests.

Surveys of research activity in secondary education and original research are emphasized.

This course may be pursued for two or three semesters in case the student presents worthwhile problems for investigation.

350. The Education Workshop. A library-laboratory course, intended primarily for graduate students but open to others by special permission as Education 150, in which experienced teachers are given an opportunity to concentrate upon problems relating to their particular school situations. Students may work as individuals or they may form common interest groups. Besides the director of the workshop, visiting teachers and teachers in related college departments are invited to participate in the workshop.

Credit: three or six semester hours.

Offered in the summer session only.

360. The Inter-American Workshop. A library-laboratory course, intended primarily for graduate students but open to others by special permission as Education 160, in which experienced teachers are given an opportunity to concentrate upon problems relating to Inter-American relations. The students are encouraged to form interest groups with each group concentrating its efforts upon some Inter-American educational problem. Educational problems on any level as well as social and economic problems are considered. Besides the director of the workshop, visiting teachers and teachers in related college departments are invited to make contributions to the workshop.

Credit: three or six semester hours.

Offered in the summer session only.

381, 382. Research Problems. For a description of this course see Requirements for the Degree of Master of Arts, Section 12, page 83.
II. DIVISION OF ENGLISH, JOURNALISM, AND SPEECH

Professors Thomas, Wright, Seabury*, Snellings, Derrick*
Associate Professors Taylor, Houston*, Larson
Assistant Professors Allison, Fisher, Hayes, Richter*, Streeter*
Instructors Francis, Yarbrough

ENGLISH

Mr. Thomas Mr. Houston
Dr. Wright Miss Allison
Dr. Snellings Miss Fisher
Dr. Derrick Miss Francis
Miss Taylor Mrs. Yarbrough

Instruction in English keeps ever in mind the presentation of English to the student as a tool of communication and self-expression, and as a means of acquiring, activating, and enriching experience, actual or imaginary. Its purpose is therefore to train the student to habits of accurate thought-getting and effective thought-presentation and to give him an acquaintance with the resources of his language and its literature.

More specifically, the English Department seeks to instill in the student the great humanitarian ideas and ideals which permeate English and American literature, and to make him fairly articulate about these and other cultural concepts.

Students planning to major in English will be expected to absorb the subject matter included in the following courses of study in the sequence indicated:

Freshman year: Education 13, Speech 13; English 11, 12; History 21, 22; Mathematics, 6 hours or Science, 6 hours; Foreign Language, 6 hours; Physical Education Activities, 2 hours.

Sophomore year: Education 53, 87; English 61, 62; Government 61, 62 or History 71, 72; Foreign Language, 6 hours; Mathematics, 6 hours (unless previously absorbed) or Science, 6 hours (unless previously absorbed); Physical Education Activities, 2 hours.

Junior-Senior years: English, 18 hours of advanced work, including English 117 and 145 and 6 hours selected from each of the following

*Serving in the armed forces.
groups: (1) 123, 127, 143, 147, 241, and (2) 133, 137, 157, 216, 233, 238; Education, 12 hours of advanced work in the secondary field, including 143, 163, 191; Speech 17; Journalism 127; Library Science 123 or 127; other subjects, sufficient to make the total of 60 hours of work required in the junior and senior years, including Foreign Language, 6 hours (if needed to absolve in full the language requirement described below); and Government 61, 62 and History 71, 72 unless these courses have been previously absolved.

Note: Students not expecting to make application for a certificate to teach at the end of the sophomore year may absolve Speech 17 instead of Education 87 in the sophomore year and in the junior-senior years make subsitution of an advanced course in Education for Education 87.

Students must offer 12 hours in one Foreign Language in addition to two or more entrance units in the same language; otherwise the requirement is a total of 18 hours in one Foreign Language begun in College.

In his choice of minors the student should be guided by the recommendations of the Placement Bureau. According to the Bureau the better combinations are English with any one or two of the following: History, Spanish, Speech. Students wishing to build up a minor in these or any other fields should begin such minor in the Sophomore year, in order to make better use of their "free" electives.

A minor in English will consist of the following: English 11, 12, 61, 62, 117, 145 or 135, and at least one advanced course in literature, all of which should be taken in the sequence indicated, for best results.

Choice of major, minors, and electives should always be made in consultation with a department adviser.

FRESHMAN COURSES

English 11 and 12, in the sequence given, are required of every freshman who has not had their equivalent in an institution of college rank, and they are preliminary to any other course in English.

11; 12. Freshman Composition.

11. Expository Forms. The first course in freshman English, it seeks to develop the student's ability to speak and write correctly and effectively by training and practice in the application of the principles of grammar and composition as these concern him in the representative kinds of expository writing he may be expected to do in college and in life: the report, the review, the business letter, the short paper, etc.
12. Expository and Narrative Forms. A continuation of the instruction given in English 11, which it should follow invariably for best results, with further study and practice in the pattern of longer exposition and some consideration of the materials and pattern of narration and description. Readings in appropriate materials and practice in writing the respective forms.

SOPHOMORE COURSES

61, 62. Sophomore Literature.

Required of all sophomores and to be taken in sequence, for best results; preliminary to all advanced courses.

Since both courses are planned to afford the student intrinsically profitable adventures in reading as well as introduce him to basic materials studied in subsequent courses in literature, stress will be laid upon the content and form of the items read and not upon biographical or historical data. The reading thus provides the student with a larger background and more effective preparation for later and more intensive studies in either periods or types of literature.

61. Narrative Forms of Verse and Prose.

Selected readings in earlier narrative forms and traditions—epic, legendary, heroic, pioneer, frontier—of verse, fiction, drama.

62. Narrative Forms, Verse and Prose; Lyric Verse.

Readings in more recent narrative forms—of verse, fiction, drama—romantic and realistic; and in lyric and reflective verse, old and new.

JUNIOR-SENIOR COURSES

All junior-senior courses presume at least junior standing in English.

117. Functional English for Teachers. A study of the meaning of functional English grammar in its historical development and modern application to teaching situations in the public schools; further instruction and practice in the principles of English composition as these apply to the student's own writing at the junior level and above, and may be made to function in his future teaching in the public schools.

Required of all students majoring or minoring in English and should be taken early in the junior year, for best results. Elective to all others
who wish or need further training in English composition at or above the junior level.

123. **British and American Poetry Since 1900.** Reading and study of the more significant developments in British and American poetry since 1900.

127. **American Literature from Bryant to Emily Dickinson.** Reading and study of the more important trends in American literature from Bryant to Emily Dickinson, with stress on the more significant developments since Whitman.

133. **Shakespeare.** Study and appreciation of several of the more significant plays of Shakespeare, selections being made from the plays ordinarily read in high school and from some of the maturer tragedies and comedies.

135. **Reading Materials in the Elementary Grades.** A study of traditional and creative literature for children from which newer and better materials for reading in the elementary grades may be drawn. A literary history of children's books designed to be of service to the student in book and story selection for directed teaching and in their own classrooms.

137. **The Romantic Poets.** Reading and study of the more significant contributions of the poets of the romantic period—Burns, Coleridge, Wordsworth, Byron, Shelley, Keats.

143. **Types of World Drama in English (Modern).** The consideration of at least thirty significant examples of world drama in English from Ibsen to O'Neill and Anderson.

145. **Reading Materials in the Junior and Senior High Schools.** An investigation into and the study of the reading materials now used in the junior and senior high schools of Texas, and the preparation of syllabi in biography, poetry, fiction, and the essay, not only of the materials now used on the above levels but also of other material to supplement that listed in the State Course of Study.

147. **Types of the Modern Novel.** The consideration of at least fifteen recent novels from Hardy on, chosen for their historical and literary value as well as for their interest and usefulness to the prospective teacher.

157. **Significant Victorian Literature.** Study of the more significant developments in Victorian poetry and prose as these apply to the student's cultural background.
SENIOR-GRADUATE COURSES

All senior-graduate courses presume at least senior standing in English.

216. Chaucer and His Time. Selected studies in the more important works of Chaucer, with an attempt to realize him as the most significant creator and social critic in an important literary and social era.

233. Shakespeare and His Age. A more intensive study of several significant plays of Shakespeare not considered in English 133, with collateral reading from other dramatists of the age, and an attempt to realize Shakespeare as the most significant creator and revealer of his time.

238. Milton. Consideration of Milton's thought as expressed in the longer poems and most important prose writings, especially as his thought affected the ideas of the writers and thinkers in the centuries following him.

241. Modern Biography and the Essay. Studies in the biographies of men and women who have contributed to the making of modern American culture as now understood together with the reading and study of current and contemporary essays interpreting that culture.

GRADUATE COURSES

313. Studies in American Literature. Prerequisite, 24 hours in English and graduate standing.

317. Studies in English Literature. Prerequisite, 24 hours in English and graduate standing.

381, 382. Research Problems. For a description of this course see Requirements for the Degree of Master of Arts, Section 12, page 83.

JOURNALISM

Mr. Richter

The study of journalism at The Southwest Texas State Teachers College purports (1) to train prospective teachers in the supervision of public school publications, (2) to develop an appreciation of the newspaper as an important American institution, and (3) to build a background for the future professional journalist.
Actual work on The College Star, student weekly newspaper, and other college publications will constitute much of the laboratory activity for the courses in journalism.

It is recommended that students have sophomore standing before enrolling in journalism courses. Exception may be allowed when a student has had previous newspaper experience and has a good record in English.

73. Reporting, Copy Preparation. Structure and style of the news story in general and of its special forms, such as reviews and criticisms, sports stories, interviews, obituaries. Practice in production of all forms of news stories.

83. News Editing. Editorials; newspaper policy; headline writing; newspaper makeup; copy-reading; proof-reading; law of the press; newspaper ethics.

123. Advanced Reporting and Feature Writing. The writing and editing of the more difficult types of news stories; the writing of feature stories and magazine articles; the study of feature markets and marketing techniques.

127. The Supervision of Public School Publications. Study of the various types of school publications; the school newspaper and its special problems; production and management of the mimeographed newspaper; the school yearbook; the school magazine, printed and mimeographed; financing the various types of school publications.

SPEECH

Dr. Seabury  Mr. Streeter
Dr. Larson    Mr. Hayes
Mrs. Yarbrough

The Department of Speech is organized to serve three groups of students: those who desire training in order to improve their ability in meeting the needs of everyday speech situations; those who wish to participate in college forensic and dramatic activities; and those who wish to become teachers of speech.

The first group will find Fundamentals of Speech 13 especially suited to their needs. It offers opportunities for participating in group discussion, analysis of good speech, objective self-diagnosis, as well as training in the preparation and delivery of speeches like those involved in life experiences. Speech 17, Public Speaking, provides more specialized opportunities for speaking activities, particularly those involved in vocational needs.
For the second group, opportunity is provided for the development and practice of special speech abilities. A program of public discussions and debates on and off the campus is planned each year. Recognition of special achievement in this field is extended in the form of membership in Pi Kappa Delta, a national honorary forensic society. In dramatics, the activities include both one-act and major plays, public presentation of oral interpretations, and a variety event called the Jamboree. Recognition of outstanding work in dramatics is in the form of election to membership in College Players and Purple Mask. Students desiring curricular training in forensics will be interested in the courses numbered 67, 127 and 223, while those whose major interest is in dramatics should consider 73, 133, 137 and 233. All students, in either field, may earn credit under provisions specified for course 87.

Although the third group is probably the smallest, every course is organized to consider their needs. Courses 117 and 123 are especially planned for them, and must be included in those offered toward graduation with a major in Speech.

13. Fundamentals of Speech. A first course in Speech. Study aims at an understanding of speech fundamentals, oral composition, voice properties, and the speech mechanism. Training, based on individual needs and abilities, aims at the development of clear, distinct, and purposeful speech. Opportunities for voice and speech improvement are available to students in this course.

17. Public Speaking. A study of the principles and techniques for the composition and delivery of various types of speeches for formal and informal occasions. An analysis of forms of public address. Practice in oral discussions of current issues. Training aims at the development of direct, forceful speech, in typical speech situations.

67. Argumentation and Debate. A study of the principles and techniques of public discussion and debate. Training in phrasing and analyzing current questions for discussion and debate, outlining and briefing cases for debate, selecting and using evidence, refutation and rebuttal, and adaptation to the speaking situation. Practice in formal public discussion and debate.

73. Oral Interpretation and Acting Technique. A study of materials to be read aloud, and principles and techniques of oral interpretation, primarily from the point of view of the public school teacher of interpretation. A study of stage terminology, stage movement, and styles of acting. Training in classroom and program reading, and classroom projects in acting.

87. Forensic and College Theatre Activities. Students enrolled in Speech courses may apply for, and receive credit for participation in
college forensic and dramatics activities. Rules and regulations regarding the accrediting of such work are available in the office of the Speech Department. A student may earn one credit per semester for any four semesters.

117. **Voice and Speech Correction.** A course designed to give prospective elementary and high school teachers a knowledge of methods and materials for the diagnosis and treatment of voice and speech difficulties. Consideration is given to the physical, physiological, and phonetic bases of speech. Practice for the development of the power, clarity, and control of the voice.

123. **Problems in Speech Training.** This course is designed to meet the needs of teachers of speech in the public schools. Emphasis is placed on a well-developed speech program for the grades and high school; consideration of methods and materials for the diagnosing and improving of speech, faults of voice production, and organic and functional speech difficulties.

127. **Techniques of Public Discussion.** This course is designed to develop skill in leading and participating in discussion groups of all sorts, parliamentary assemblies, and other individual group speaking experiences. Attention is given to study of types of discussion; content and organization of discussion group speeches; and participation and delivery of speeches in these discussions.

133. **Stagecraft.** This course is intended to give prospective directors of school dramatics a knowledge of the technical procedure in the mounting of a play. Consideration is given to scenic design and construction, scene painting, stage lighting, properties, and stage effects. Laboratory hours will be arranged for practice in the workshop.

137. **Play Production.** This course is designed to give prospective directors of dramatics a working knowledge of the elements of play production. Consideration is given to selecting the play, picking the cast, the theory and techniques of rehearsing, principles of directing, the organization and functions of the productive staff, make-up and audience psychology.

143. **Types of World Drama in English (Modern).** See English 143.

223. **American Oratory.** This course is designed to afford students an opportunity to study the representative speeches of great figures in American Oratory. Backgrounds are traced in order to better understand the historical significance of the speakers, and speeches are analyzed for content and structure. Oratorical theories of these speakers are examined and compared.
233. **The Development of the Theatre.** This course affords students an opportunity to make an historical survey of the theatre, from classic Greek civilization to the present. A study is made of the effect of social evolution upon the types of drama produced in different periods of dramatic history, and the evolution of theatre architecture and design.
III. DIVISION OF FINE ARTS

Professors Tampke*, Harlan
Associate Professors Lazenby, Deckert, Buchanan
Assistant Professors Hanna, Graham
Instructors Snyder**, Parke, Broyles

ART

Miss Lazenby  Mrs. Deckert  Miss Hanna

The Department of Art offers two types of courses: (1) Those intended to give the student an appreciation for Art and (2) those designed to afford him an opportunity for acquiring skills in the use of different materials and media either for professional use or for avocational activities. They are, moreover, organized to meet the needs of two categories of students: (1) Those intending to qualify as teachers of Art or as directors of Art Education, or as teachers of Homemaking, and (2) those expecting to pursue Art either as a profession or as a hobby.

A major in Art consists of not less than 24 nor more than 30 semester hours of work in the subject including the following courses: Art 13, 15, 53 or 63, and 12 hours of advanced work inclusive of Art 223.

The Department sponsors an Art Club, membership in which is open to all students enrolled in the College. Students majoring in Art are required to belong to it.

13. Fundamentals of Art. A general course in the fundamentals of drawing, design, and color. The various media are used and creative self-expression is encouraged in all the work. The student is given an opportunity to learn some of the world's best examples of art in order to stimulate and increase his appreciation and at the same time develop the power of graphic expression.

15. Drawing and Composition. A continuation of Art 13 with emphasis on drawing and composition. Media used will be charcoal, tempera, and water colors.

53. Applied Design. (Formerly 113). A course in creative design based upon the study of historical design as applied to textiles and other fields of design in the industrial world of today including costume design. Provision is made for problems in design in areas of the student's choice and in terms of his abilities.

*On leave, 1944-45.
**Serving in the armed forces.
57. Commercial Art. (Formerly 119). Design, lettering, and rendering in various media for commercial purposes. This course affords opportunity for experience in the use of the air brush and of silk screen processes. Local business houses will function as a laboratory in the course.

63. Creative Crafts. This course is designed for teachers, recreational leaders or for anyone wishing to pursue the crafts as a hobby or as a vocational enterprise. There will be problems in metal work, jewelry making, leather work and other crafts. New materials such as lucite and plexiglass as well as other available materials will be included.

73. A Survey of Architecture, Sculpture, and Painting. Designed to give a background of knowledge of the world's best architecture, sculpture, painting, and the minor arts as an index to the history of civilization and life. The aesthetic enjoyment of works of art is emphasized.

Emphasis in the course will be on contemporary Art, including both American and Latin-American art.

115. Design and Color in the Home. (Formerly 67). A practical course which aims to help the student to plan and furnish a home. Some emphasis is placed on the study of furniture and home architecture.

Practical problems in house planning, color schemes and furniture arrangements are considered. The class work is supplemented by the use of slides and illustrations and trips to furniture stores and well planned homes.

117. Painting. Landscape, portraiture, and still life furnish subject matter for experience in painting. Media include charcoal, water colors, and oils with opportunity given for choice. Emphasis is placed on contemporary and present day trends in creative expression.

Because of the individual character of instruction in this course students who already have credit for it and who are eligible to enroll for courses in Art at the senior or graduate level may earn credit in it a second time by enrolling for it as Art 217.

127. Pottery and Modeling. This course will include modeling of small sculpture and figurines, and tile and pottery making. Opportunity is afforded for experience with native clays, glazes and firing processes.

223. Art Education in the Curriculum. (Formerly 123). The organization and evaluation of subject matter, materials and methods as related to the integrated school program. The course is designed to meet the needs of public school art directors and teachers. The student will experience
curriculum building, development of significant units for teaching and evaluation of courses of study. It is desirable to have this course precede practice teaching.

227. **Problems in Art Education.** This course is designed for the classroom teacher who is developing a creative art program. Provision is made for work on special problems.

**MUSIC**

Mr. Tampke*  
Dr. Harlan  
Mrs. Buchanan  
Mr. Graham  

Mr. Simon  
Mr. Snyder**  
Mrs. Parke  
Miss Broyles

The Department of Music has for its primary objective the training of teachers for the public schools and for that purpose offers curricula designed for students wishing to make a major or minor in music education with emphasis (a) upon vocal music or (b) upon instrumental music. The curriculum stressing vocal music includes (1) preparation for teaching music in the elementary grades, (2) training and directing choral organizations in the junior and senior high school, and (3) teaching courses in theory, history and appreciation; that emphasizing instrumental music (1) preparation for teaching preparatory band and orchestral instruments, (2) training and directing beginning and advanced orchestras and bands, and (3) teaching courses in theory, history and appreciation.

Students wishing to major in music education may do so under any one of several curricula leading to the Degree of Bachelor of Music Education, or to the Degree of Bachelor of Arts (or Bachelor of Science) outlined on pp. 68ff.

The Department of Music also offers a curriculum with a major in applied music (piano, voice, or violin, or other orchestral instrument) leading to the Degree of Bachelor of Arts (or Bachelor of Science), for those wishing to gain proficiency as performers with no intention of teaching music in the public schools. The curriculum is outlined on p. 74.

"Teachers in junior and senior high schools whose schedules are occupied up to but not more than one-half time with music (including orchestra, chorus, band or glee clubs) must present a bachelor's degree with a minimum of 24 semester hours in music."—Bulletin, State Department of Education.

*On leave, 1944-45.

**Serving in the armed forces.
A prospective teacher of Vocal Music may qualify to teach subject to the terms of the foregoing regulation by including in the requirements for graduation with a Bachelor's Degree under the curriculum for which he is enrolled a minor consisting of the following courses: Music 1, 2; 11, 12; 127; 143, 163; Voice 11, 12 or 21, 22; Piano 11, 12 or 21, 22.

A prospective teacher of Instrumental Music may similarly qualify by including in the respective requirements for graduation a minor consisting of the following courses: Music 1, 2; 11, 12; 117; 143 or 163; 153; Voice 11, 12 or 21, 22; Orchestral Instruments, 6 hours.

A prospective teacher of Instrumental Music may similarly qualify in Music subject to the terms of the regulation by including in the requirements for graduation a minor consisting of the following courses: Music 1, 2; 11, 12; 117 or 127; 153; 163; Voice 11, 12 or 21, 22; Piano 11, 12 or 21, 22; Orchestral Instruments, 2 hours.

The total amount of work that a student may thus include in a minor may not exceed 30 hours.

A prospective teacher in the elementary grades may qualify to teach Music in grades 1 to 6 inclusive for not more than one-fourth teaching time by completing a minimum of 12 hours of work in Music including Music 13, 17 (or Music 11, 12, 143), Voice 11, 12 or 21, 22, and preferably Music 1, 2.

ENSEMBLES

The College Chorus, Orchestra, Band, Piano and other small ensembles are open to all students. They are required each semester of music majors and for three years of music minors as laboratory work integrated with the major or minor without additional academic credit toward graduation, including 2 years in the chorus if emphasis in the course of study followed is upon voice, or 2 years in the band or orchestra if such emphasis is upon instrumental music. Otherwise, any student may enroll for one such ensemble during each semester that he is in residence for one hour of credit, provided (a) that credit thus represented must be carried as a part of the permissive total load to which he is entitled, (b) that he may not receive credit for less than 2 nor more than 4 hours in any one ensemble, and (3) that the total amount of credit that a student may offer toward graduation as earned in extra-curricular musical activities (inclusive of Piano E, Violin E, or Voice E) and in physical education activities shall not exceed 12 hours. Participation is granted and assigned by faculty and directors according to ability and curricular requirements of the given student.

A student otherwise enrolled in a given semester for the maximum amount of work to which he is entitled, and thus not eligible to enroll
for extra-curricular musical activities as offered for credit, may enroll
for an ensemble without credit (as measured in semester hours) under
the following course designations, if granted permission by the respective
instructor in charge to do so: Chorus O, Band O, Orchestra O.

**COURSES IN APPLIED MUSIC**

By applied music is meant "Lessons (private or class) in an
instrument or voice with practice required on the basis of three clock
hours per week for each credit offered in the course."—Bulletin, State
Department of Education.

It is understood that the practice hours shall be regular and be done
on the basis of an equal number of hours each week.

**Class Lessons.** Class Instruction in orchestral instruments is offered
as Strings 1, 2; Woodwinds 1, 2; Brasses 1, 2; Percussion Instruments 1,
2, respectively. Such classes meet twice a week throughout the year for
one hour of credit per semester.

Class instruction in piano and voice is offered as Piano 21, 22 and
Voice 21, 22, respectively. Such classes meet twice a week throughout
the year for two hours of credit per semester. To be eligible to enroll
for them a student must have previously absolved or be concurrently
enrolled for Music 11 or 13.

**Private Lessons.** Students intending to make a major or minor in
music must meet the respective requirement in piano, voice, or orchestral
instrument to which they are held by enrolling for private lessons in the
respective field. Such lessons will be recorded by name of the field
represented with course numbers 11, 12; 61, 62; 111, 112; 161, 162
respectively (e. g., Violin 11, 12) for the work of the four successive
years for two hours of credit per semester, or as 111c, 112c, 161c, 162c,
for three hours credit per semester. Students may, however, offer in lieu
of Piano 11, 12 and Voice 11, 12, credit earned by class instruction as
Piano 21, 22 and Voice 22, respectively.

Any student wishing to enroll for piano, voice, or a given orchestral
instrument for extra-curricular credit only may do so for one hour of
credit per semester, such credit to be recorded each time he enrolls with
course letter E instead of a course number, e. g., Violin E; provided (a)
that credit thus represented must be carried as a part of the permissive
total load to which he is entitled, (b) that he may not receive credit
for less than 2 hours in any one instrument, and (c) that the total
amount of credit that a student may offer toward graduation as earned
in extra-curricular musical activities (inclusive of Piano E, Violin E, or
Voice E) and in physical education activities shall not exceed 12 hours.
Participation is granted and assigned by faculty and directors according to ability and curricular requirements of the given student.

A student otherwise enrolled in a given semester for the maximum amount of work to which he is entitled, and thus not eligible to enroll for extra-curricular musical activities as offered for credit, may enroll for private lessons in applied music without credit (as measured in semester hours) under the following course designations, if granted permission by the respective instructor in charge to do so: Voice O; Piano O, Violin O, or private lessons in any musical instrument not specifically named in the current catalog if offered by special arrangement as, e.g., Trumpet O.

Music Fees. Fees for private instruction and for use of instruments (found on page 8) are to be paid to the Business Office before any instruction is given or practice facilities are used.

**APPLIED MUSIC ACHIEVEMENT**

In all required applied music work the student will be expected not only to amass the requisite minimum number of hours expected of him in a given field, but also to attain to certain qualitative standards of achievement set by the department of music.

The outlines that follow will indicate the extent of preparation required to pass the examinations in voice and piano.

**Voice.** Demonstration of correct principles of breath control, tonal concepts, diction, and interpretation. Song literature will include from memory appropriate ballads, art songs, and arias from opera and oratorio.

**Piano.** Scales: All major and minor (in all forms); four octaves, 1, 2, 3, 4 to a beat--M.M.96. Arpeggios: Major, minor, dominant, and diminished sevenths; four octaves in three forms, 1, 2, 3, 4 to a beat--M.M. 96. Sight-reading on material used in public school music. The harmonization at the keyboard and at sight of rote songs such as are used in the public schools. A Two Part Invention by Bach, a study by Czerny or Heller, a sonata by Haydn, Mozart, or Beethoven, and a solo composition from memory, fourth grade.

**RECITALS**

All applied music students are expected to appear in regularly scheduled recitals and music majors and minors are required to appear on at least two recitals each semester as well as to attend all departmental and other scheduled music events.
LISTENING HOUR

A regularly scheduled listening hour will be conducted by the department of music. Open to all students.

COURSES IN THE THEORY OF MUSIC

All advanced courses presuppose junior standing and credit for Music 61, 62 unless indication is made to the contrary in reference to any given course.

1, 2. Survey of Music Literature. A study, through listening to recordings and personal performance, of the characteristic examples of music literature with emphasis on greater enjoyment and understanding. The aim of this course is to provide a rich background of experience with music in order that theoretical and applied study may be more meaningful.

Class meetings, two hours a week.

Credit: One hour per semester.


13. Elementary Theory. An elementary course in the fundamentals of music; notation, rhythm, intervals, triads, scales, music reading and dictation. Emphasis will be placed upon the practical and appreciative aspects.

Students who are entirely unacquainted with the piano keyboard will be required as part of the work of the course (without additional cost) to report to a class in piano one hour a week if not enrolled for piano study.

Primarily for students majoring in elementary education, but open to others unless majoring or minoring in music education.

This course meets the State requirement of 3 semester hours in theory for teachers of music in elementary grades.

17. Methods and Materials for the Elementary Grades. The development of an integrated program of music for grades one to six inclusive. Normally should be preceded by Music 13.
Excellent opportunities for observation of experienced teachers are provided in the San Marcos elementary school.

This course meets the State requirement of 3 semester hours in methods for teachers of music in the elementary grades.

53. **Diction for Singers.** A study of correct vowel quality and distinct consonant delivery as related to singing. Presentation of the concepts of emotional and muscular stimuli and responses basic to the employment of the elements of diction for both song and speech.

Credit: Two semester hours.


Prerequisite, 12 or equivalent.

Credit: Four semester hours.

67. **Music History and Appreciation.** A study of the origin and development of the chief vocal and instrumental forms of music literature, representative of the various epochs of musical history, designed to net the student a greater appreciation of the many types of music that he hears today.

Open to all students of at least sophomore standing.

71, 72. **Form Analysis.** Analysis of the structure of the chief musical forms from simple binary and ternary forms through the sonata form. Homophonic and polyphonic analysis. Creative writing for illustrative purposes. Meets twice a week.

Credit: Four semester hours.

117. **Instrumental Conducting.** Fundamental mechanics and techniques of conducting and practice and study of the art in its broader sense.

Class meetings, two hours a week.

Credit: Two semester hours.

127. **Choral Conducting.** Principles of choral technique and interpretation. Repertoire.

Class meetings, two hours a week.

Credit: Two semester hours.
133. **Counterpoint.** Elementary counterpoint with emphasis upon knowledge and appreciation of counterpoint as encountered in teaching and in performance. Writing and analysis.

135. **Composition.** Practice in the smaller forms to develop creative talent and interest and to enhance the student's appreciation of the art for purposes of teaching and literature.

137, 139. **The History of Music.** A study of the development of music from the earliest historical records to the present time.

Either half of this course may be taken for two semester hours of credit, independent of the other.

143. **Music Methods and Materials in the Elementary Grades.** A study of the five phases of the music program in the elementary grades: singing, playing, listening, creating, and reading; the selection of materials and their presentation in the light of recent trends in music education.

Prerequisite, twelve semester hours in music, junior standing and prior or concurrent participation in the College Chorus.

153. **Instrumental Methods and Technique.** The study of all phases of the instrumental music program.

157. **Instrumentation and Orchestration.** Designed to develop skill in writing for instrumental combinations; to encourage the creative impulse; and to develop sensitivity to the art for teaching purposes.

161, 162. **Chromatic Harmony.** The use of chromatically altered chords; practice in the use of such chords in small instrumental and vocal forms; modulation; analysis.

Credit: Four semester hours.

163. **Music Methods and Materials in the Junior and Senior High Schools.** A study of the vocal, instrumental, and theoretical phases of the high school music program with emphasis upon selection of material and methods of presentation.
IV. DIVISION OF FOREIGN LANGUAGE

Professors Nolle, Read
Associate Professors Buckner, Lueders
Instructor Francis

Sound fundamental knowledge of the languages, the literatures, the basic philosophical attitudes, the culture patterns and the social milieus of the people involved are the principal objectives of the Division of Foreign Languages. Insofar as possible, the orienting factor in instruction is the responsibility of the various departments in the creation of understanding and good will among peoples.

Courses 11 and 12 in French, German and Spanish are beginning courses in these languages and 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 any language must elect courses 61 and 62 in that language if he chooses it as a part of his program. A student whose credit for previous work in a language does not literally satisfy the prerequisites to any course he elects to take must present in lieu of the prerequisites written permission signed by the head of the department concerned.

FRENCH

Dr. Read Mr. Buckner

11, 12. Elementary French. An intensive first course in French open to students who are interested in acquiring an accurate hold on pronunciation, and on the essentials of grammar and the minimum vocabulary requisite for the acquisition of a reading knowledge of the language.

61, 62. French Reading, Syntax and Composition. A more detailed study of grammar and special drill on sentence structure and idiomatic usage with reading and composition work as a basis. Collateral assignments. Conducted in French as far as practicable.

Prerequisite, 11, 12 or two high school units in French.

GERMAN

Dr. Nolle Miss Lueders

11, 12. Beginners' Course in German. Intensive drill on pronunciation and grammatical forms. Daily oral and written composition
designed to teach grammatical principles. Extensive reading of simple prose. Conducted in the spirit of the direct method.

61, 62. **German Reading, Syntax and Composition.** Grammar review, composition, conversation. Extensive reading of prose of intermediate difficulty including collateral assignments designed to individualize the instruction for students of science and others with specialized interests. Conducted in German as far as practicable.

Prerequisite, 11, 12 or equivalent.

71, 72. **Masterpieces in Modern German Literature.** Intensive study of a number of carefully selected modern German dramas, lyric poems, novels and short stories. Parallel readings and reports.

Although this course is designed as an introduction to the study of German literature from the literary and cultural side, it will continue progressively the disciplines in syntax and composition, both oral and written, begun in courses prerequisite to it.

Prerequisite, 61, 62 or equivalent.

113. **Outline Course in German Literature.** This course is designed to acquaint the student with the most important works and movements in the evolution of German literary life.

Lectures, discussions, collateral readings. Oral and written reports.

117. **Lessing, Goethe, Schiller.** Lectures on the life and works of Lessing, Goethe, and Schiller. Intensive study of representative works of these authors with special reference to the poetry of Goethe. Collateral readings; oral and written reports.

123. **Modern German Lyric and Drama.** A survey of the development of German verse from Klopstock to the present time including a study of the Volkslied as literary genre and its influence upon the German lyric.

Intensive study of selected dramas by Hebbel, Otto Ludwig, Hauptmann, and other representative modern German dramatists.

127. **Modern German Novel and Short Story.** Intensive study of the novel as represented by Fontane, considered as the pioneer of the modern German novel, and by more recent novelists, and of the short story, notably as represented by the four acknowledged masters of the novelle in Germany—Storm, Heyse, Keller and Meyer. For collateral assignments, works of fiction 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.
171, 172. German Literature in English Translation. The work of the first semester will be devoted to the study in English translation of works representative of the classical period in German literature, with special reference to Lessing, Goethe, and Schiller; that of the second semester, to a similar study of works representative of more recent authors, notably the short story, novel, and drama of the nineteenth century.

The work of either semester may be elected as an independent course for three hours of credit.

Prerequisite, English 61, 62.

During 1945-46, courses 11-72 and at least one advanced course each semester will be offered.

SPANISH

Dr. Read
Mr. Buckner
Miss Lueders
Miss Francis

Students who expect to major in Spanish or who seek endorsement as teachers of Spanish must plan their program with the advice of the head of the department and must give evidence of ability to speak Spanish with reasonable facility and of a thorough understanding of the structure of the language.

11, 12. Beginners' Course in Spanish. The work, conducted in Spanish as far as practicable, includes the fundamentals of grammar, a reasonable amount of reading, and much practice in oral and written composition.

61, 62. Spanish Reading, Syntax and Composition. A more detailed study of grammar and special drill on sentence structure and idiomatic usage with reading and composition work as a basis. Collateral assignments. Conducted in Spanish as far as practicable.

Prerequisite, 11, 12 or two high school units in Spanish.


Prerequisite, 61, 62 or three high school units in Spanish.
131, 132. **Modern Spanish Novel.** The work of the first semester will include a study of the novel from the beginning of the costumbrista movement in the nineteenth century to the generation of 1898. The work of the second semester will continue the study of the novel to the present time.

The work of either semester may be elected as an independent course for three hours of credit.

Prerequisite, 71, 72 or equivalent.

141. **Advanced Grammar and Composition.** The work of the course is intended to perfect the student's knowledge of grammar and phonetics and to give the greatest possible facility in the use of Spanish as a medium for original expression. It will involve extensive work in oral and written composition.

Prerequisite, 71, 72 or equivalent.

213. **Survey of Spanish Literature from its Beginnings through the Eighteenth Century.** Emphasis will be placed on the works and authors that are the most adequate expressions of the thought and culture patterns of their times and that have projected their influences into subsequent periods.

217. **Modern Spanish Poetry and the Modernista Poets of Spanish America.** A study of the poetry of Spain from the beginning of the nineteenth century to the present, and of Spanish America from the precursors of the modernista movements to the present. Conducted in Spanish.

223. **Modern Drama of Spain.** From the beginning of Romantic movement to the present. Some of the more important representative works of Spanish American dramatists will be included for purposes of comparative study. Conducted in Spanish.

227. **The Spanish American Novel.** Emphasis will be placed on novels that present reliable interpretations of Spanish-American life and that have the highest level of aesthetic value. Both aesthetic and sociological factors will be stressed.

313. **Studies and Problems in Spanish and Spanish-American Literature of the Nineteenth and Twentieth Centuries.** The work of this course is designed to encourage graduate students in the pursuit of studies in keeping with individual interests and initiative. Because of the individualized nature of the studies, the course may be taken more than once for additional credit.
381, 382. Research Problems. For a description of this course see Requirements for the Degree of Master of Arts, Section 12, page 83.

LATIN-AMERICAN CIVILIZATION

Dr. Read

In keeping with the widespread and increasing conviction that education in this country must concern itself more seriously with the people of Latin-America, both as subjects of great intrinsic interest and as factors vital to the future society of the New World, the college offers two courses of three semester hours each in the general field of Latin-American civilization.

While in both courses careful attention will be given to ideologies, institutions and social and cultural attitudes, as they have evolved and as they are now, major emphasis will be placed on the broad human factors involved at the present time.

These courses may not be used to absolve the social science requirement toward graduation, but may be used as free electives or as part of a major or minor in the social science.

83. The Civilization of Mexico, Central America, and the West Indies. The general objective of this course is to acquaint the student with the broader phases of life in the regions involved. Historical, sociological, cultural, economic and political factors will be introduced.

87. The Civilization of South America. This course is designed to deal with life in South America in the same way that 83 deals with that of Mexico, Central America, and the West Indies.
V. DIVISION OF HEALTH AND PHYSICAL EDUCATION

Professor Strahan
Associate Professors Mitchell*, Crosslin, Cheaney*
Assistant Professors Vest**, Gensberg**, Jowers**
Instructors Evans**, Munk, Grinnell

The division of health and physical education and recreation offers to each college student an opportunity to participate in wholesome vigorous activity for the development of social relationships and to help produce more abundant health. It also offers an opportunity to acquire skills and knowledge which will offer a rich and satisfying pursuit of leisure time now and in later life.

The major purpose of the division is to prepare teachers of health and physical education and coaches of athletics for the public schools; however, there are many other opportunities for those interested in this field. There is an increasing need for recreation leaders for playgrounds and community centers; for federal, state, and municipal projects; for churches, settlement houses, and organizations such as the Young Men's and Young Women's Christian Associations and the American Red Cross. These organizations offer excellent opportunities for service.

A course in physical education activities is required of all students enrolled in the college for the first four semesters of residence work. Men students are expected normally to enroll for course 21, women students for courses 1 and 2 in the freshman year, and thereafter in courses that are elective. A student may enroll in one of these courses during each semester that he is in residence and thus may offer toward graduation a total of eight hours of credit earned in such courses, provided that he may not receive credit for two such courses in the same semester.

If a disability is revealed from the health examination, the physical education of the student in question will be adjusted accordingly. If a student has knowledge of a disability that should exclude or restrict his participation, he should see the college physician prior to enrollment and his case will be adjusted upon receipt of the recommendation of the physician.

Students wishing to major in health and physical education will enroll under one of the curricula found on page 64ff.

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*On leave, 1944-45.
**Serving in the armed forces.
Women students wishing to offer toward graduation a minor in health and physical education will be expected to include in their course of study 18 hours of work in the subject, including Physical Education 67, 111 or 112, 123 or 133, and 6 hours in physical education activities. Men students will be expected to offer toward a minor Physical Education 41 or 42, 91 or 92, 111, 113, 112 or 117, 153 or 183, and 4 hours in physical education activities.

Men majors are expected to participate in a rounded sports program as members of intra-mural and athletic teams and attain an adequate degree of proficiency in other popular activities.

For all women interested in voluntary participation in a wide variety of activities, the department sponsors the Women's Recreational Association; and for women majoring or minoring in physical education there is also a professional club known as Phi Epsilon Mu.

Activity courses (numbered 1-15, 21, 22) carry one semester hour of credit each; all other courses three hours each. Unless contraindicated in titles or course description, courses are open to both men and women.

1. Freshman Physical Education for Women. This course consists of the fundamentals of swimming and rhythm. This latter activity provides opportunity for the student to develop skill in the fundamentals of rhythm, and to participate in simple dance forms. The aquatic part of the course presents the fundamentals of water safety, and a graded program in swimming and diving.

This course may be taken in either semester of the Freshman year. It is required of all students who have not had its equivalent elsewhere.

2. Freshman Physical Education for Women. This course consists of the fundamentals of highly organized team games and swimming. The student is given an opportunity to develop skill in water safety, swimming and diving; and to participate in highly organized games such as volleyball, basketball, etc. The fundamental techniques and tactics of these games are emphasized.

This course may be taken in either semester of the Freshman year. If a student has had the equivalent of this course during high school years she may select another activity class.

3. Dual Sports for Women. Through participation in this course the student acquires the knowledge of rules and develops skill in playing the following games: tennis, badminton, and handball. Much time is devoted to the practice of the fundamental techniques and to class tournaments.
4. **Highly Organized Team Sports for Women.** The activities offered in this course are a continuation of the sports program which was begun in course 2; however, the technique and tactics of these sports are taught on a more advanced level. The activities included are soccer, fieldball, basketball, hockey, speedball, and baseball.

5. **Special Activities for Secondary Physical Education.** This is a course for women planned to give the students experience in special activities suitable for high school physical education. It includes participation in stunts, tumbling, lead-up and group games. Emphasis is placed on the National Physical Fitness Program.

6. **Swimming and Water Front Activities.** A student enrolled for this course will have the opportunity for more advanced work in swimming and diving. Through this work the student will refine and perfect the various swimming strokes, and will have some experience in teaching these strokes. Likewise, she will have instruction and practice in water games, boating and canoeing.

Open to women only.

7. **Life Saving and First Aid.** This course is designed to fulfill the Red Cross requirements for certification in Life Saving and First Aid. Anyone desiring training and a Red Cross Certificate in Standard and Advanced First Aid, Accident Prevention and Life Saving may take this course.

8. **Restricted Activities.** Those students who because of physical disability are unable to enroll for regular classes in physical education may be assigned to this course for supervision by the College Health Service.

9. **Individual and Dual Sports for Women.** This course is made up of recreational activities such as archery, shuffleboard, table tennis, horseshoes, croquet, and paddle tennis. These activities require a moderate amount of activity and may be taken by students whose physical condition will not permit participation in more vigorous activities.

10. **Golf.** This course includes instruction in the various strokes and in golf rules and etiquette. At least once each week students will play golf on the municipal course, for which a small fee is charged.

11. **American Country Dancing.** In this course the student is given an opportunity to participate in dances of a recreational nature in use in America today. Included in the course are dances such as reels and long-ways dances of the East, Cowboy and square dances of the West, and play-party games of rural America.

Open to women only.
12. **Folk and National Dancing.** This course presents folk dances for the various grade levels primarily for use in a teaching program. Dances of many nations, from the simple to the more complex are included in the study.

Open to women only.

13. **Modern Dancing.** This course consists of the theory and practice of fundamental dance movements. The student gets experience in the use of natural body movements in self-expression and dance composition.

Open to women only.

14. **Ballroom Dancing.** This course is designed primarily for students with little or no experience in dancing. Fundamental steps and rhythms of foxtrot, waltz, tango and other recent ballroom dance forms are studied. Principles of body position and correct leading and following are stressed.

Open to women only.

15. **Tap Dancing.** This course consists of fundamental tap steps and elementary routines primarily for use in a teaching program.

Open to women only.

21. **Required Activities for Men.** Swimming, tennis, handball, volleyball, basketball, softball, boxing, tumbling and touch football are taught throughout the year. Certain standards of achievement are required of all men in the first six activities before being entitled to release from the requirements in physical education. Activities are run concurrently so that a student may learn an activity needed for completion of requirements, or if completed, he may choose another activity in which he may be more interested.

This course may be repeated.

22. **Elective Activities for Men.** Football, basketball, tennis, track, swimming, and other sports are scheduled independently by name. At the close of a season of an intercollegiate sport, men must finish the semester in a class in required activities in order to receive credit. This time should be used to work off any needed requirements that have been noted in course 21.

This course may be repeated.

41, 42. **Teaching Physical Education Activities.** Method courses for men, the object of which is teaching the skills of the important activities of a school program. Course 41 deals with volleyball, handball, softball, touch football, soccer, and tumbling; 42 with boxing, wrestling, tennis, swimming, playground games, and stunts.
43. **The Analysis and Teaching of Skills and Tactics through Team Sports.** A course for women through which the student becomes proficient in analyzing and teaching game skills and tactics. A background of the history, development, and equipment of each sport is studied; and a critical evaluation made in regard to the sport's contribution to a program of physical education. The administration and evaluation of skill tests, the conduct of tournaments, and the techniques of game officials are included. A laboratory period provides opportunity for practice. Sports included are: soccer, speedball, hockey, volleyball, basketball and softball.

Lecture and laboratory, six hours a week.

67. **Content and Methods in Physical Education for the Classroom Teacher.** This course, with course 87, is planned to fulfill the State Department of Education requirements in health and physical education for the classroom teacher. It includes a study of the principles, content, and methods in physical education for the elementary school. These principles and methods are then applied in a laboratory situation thus affording an opportunity for the student to develop skill in teaching physical education activities.

Lecture and laboratory, six hours a week.

87. **Content and Methods in Health Education for the Classroom Teacher.** This course with course 67 fulfills the State Department of Education requirements in health and physical education for all classroom teachers of Texas. The course consists of a study of principles, content and methods of teaching health in the elementary school. Emphasis is placed on health protection, the correction of remedial defects, and health promotion.

91, 92. **Athletic Coaching.** These courses, intended for men, are planned to teach prospective coaches the methods used in coaching interschool sports. A technical study is made of each sport along with the practical side gained through practice and playing with the college squad. Course 91 deals with football and the care and treatment of athletic injuries; 92, with basketball and track.

98. **The Analysis and Teaching of Individual and Dual Sports.** This is a course for women dealing with individual and dual sports in much the same manner that course 43 deals with team sports. The individual and dual sports included are: tennis, badminton, handball, golf, swimming, archery, table tennis, and others.

Lecture and laboratory, six hours a week.
111. **Administration of Health Education.** This course takes up the administration of the phases of a health education program in the public schools. Other specific topics studied are: the relation of health and physical education in education; the health examination, exercises and the heart, general health procedures, and the evaluation of health education courses of study.

112. **Personal and Community Health.** This course aims to provide the individual with the knowledge and techniques needed for healthful living. It includes procedures for maintaining normal emotional, nervous, and physical conditions of the individual; and a general survey of sanitary science as applied to the control of food and water supplies, waste disposal, and other phases of community health.

113. **Organization and Administration of Physical Education.** The scientific selection of activities for a public school program. The placement, time allotment, and the rotation of students on courts and fields. General and routine administration of the school program. Facilities with which to conduct the program. General procedures and policies.

117. **The Physiology of Exercise.** The classification and analysis of the various types of exercise as to their physical effects on the body. The effects of training, fatigue, and exhaustion upon performance. The application of the principles of the physiology of exercise to the problems of teaching health and physical education.

123. **The Teaching of Rhythmic Activities.** In this course, intended for women, the student gains an appreciation of dancing as a creative art and develops skill in teaching the fundamentals of this means of expression. The fundamental dance steps are analyzed, the time and phraseology of dance music are studied and practice in various forms of dancing is provided. These forms include simple rhythms for children, folk, American square, modern, tap, and ballroom dancing.

Lectures and laboratory, five hours a week.

133. **Content and Methods of Physical Education for High School Girls.** This course includes a study of the principles, content, and methods in physical education for high school girls. The physiological, sociological, and psychological characteristics of teen-age girls are studied; and the program content selected to provide for the needs, interests, and aptitudes of this age group. The organization of classes, equipment, facilities, and policies for administering such program are then studied in detail.

143. **History and Principles of Physical Education.** An advanced course which presents the history of physical education as a background
essential to an understanding of physical education today. The scope of the field of physical education in relation to general education, the significant movements within the field, and the principles governing its place within the modern school program are studied.

153. **Tests and Measurements in Health and Physical Education.** A study will be made of the factors of motor skills, athletic ability, and physical fitness along with an experimental analysis of tests that will measure these factors. Practice will also be given in the use of other measurement devices and the understanding of test results.

163. **Camp Leadership and Scouting.** This course is planned for students who desire training as camp directors and counsellors, and as leaders in such organizations as Girl Scouts, Camp Fire Girls, and Girl Reserves. It includes the theory of camping and scouting education, the administration of camps, program planning, camp crafts, waterfront safety, camp sanitation, and practical experience in camp life. The practical experience is gained through participation in camping activities, waterfront activities, and occasional overnight camping trips.

Lecture and laboratory, five hours a week.

183. **Recreational Leadership.** This is essentially a course to prepare leaders for recreational enterprises both in the school and in the community. A study is made of the theories of play, the present-day trends in recreation, and the contribution of physical education to community recreation. Emphasis is placed on the co-ordination of recreational facilities, the content of programs for various groups in relation to age and interests, and the administration and evaluation of community recreation. When practicable, the city recreation park is used as a laboratory for this course.

Lecture and laboratory, five hours a week.
VI. DIVISION OF PRACTICAL ARTS

Professors Bowers*, Chamberlin, Wildenthal*, Lay, Jackson, Buckner
Associate Professors Nichols, Miles, Musgrave, Coleman
Assistant Professors Barnes, Tinsley, Gaston, Deck**, Ewing**
Instructors Parr**, Davis**, Bouldin, Crowell, Lewis

AVIATION

Mr. Buckner, Coordinator

Courses listed under the term Aviation are of two types. Aviation 53 is a non-technical course in aviation education designed as a free elective for all students on the assumption that one of the most important phases of general education is an understanding of modern science and its social implications. The other courses listed are courses in aeronautics taught in accordance with curricula approved by the Civil Aeronautics Administration that are designed primarily to qualify students upon successful completion thereof for private pilots' licenses under Civil Air Regulations at the primary, secondary, intermediate or cross-country, and advanced levels, respectively.

The ground instruction in the several courses is given by members of the regular instructional staff of the College. Flight instruction, for which the enrollee will be expected to pay at prevailing commercial rates, will be given under the auspices of the College by properly licensed flight instructors in accordance with the Civil Air Regulations pertaining to approved flight schools.

A student may offer aviation toward graduation with the Bachelor's degree as either a major or a minor. Students wishing to use aviation as a major may do so by including in their courses of study Aviation 11, 12; 21, 22; 61, 62; 111, 112; 161, 162; and in addition thereto, Physics 11, 12 and six semester hours of Mathematics.

11, 12. Primary Aeronautics. This course includes the amount of instruction in Civil Air Regulations, Meteorology, Aerial Navigation, and General Service of Aircraft expected of a student in partial fulfillment of the requirements for the private pilot's license.

This course is set up as an independent unit divorced from the flight instruction required to qualify for the pilot's license to the end that students may elect it in preparation for teaching aviation education in

*On leave 1944-45.
**Serving in the armed forces.
the public schools. Such students are urged, however, to complement the course with at least four hours of flight experience.

Credit: Four semester hours.

21, 22. Private Pilot's Flight Course. This course embodies the minimum of 35 hours of flight instruction required of a student to qualify for a private pilot's license.

Credit: Two semester hours.

53. Aviation Education. A general course in aviation education that includes a segment devoted to the implications of the impact of the airplane upon society, a second dealing in non-technical language with the science of aviation, and a third involving laboratory experience designed to acquaint the student with some of the basic principles of aeronautics and field trips to afford him first hand contacts with aspects of aviation such as are found at airports.

Students are urged but not required to include in the course at their own expense, in lieu of certain other assignments, at least four hours of flight experience for the purpose of providing them with opportunity to experience first hand the demonstration of flight principles and operation of equipment.

61, 62. Secondary Aeronautics and Flight. This course will include the 75 hours of ground instruction expected of a student in partial fulfillment of the requirements for a private pilot's license at the secondary level properly distributed over the following fields: Civil Air Regulations, Aircraft Engines, Aerodynamics and Structures, Meteorology and Navigation.

Students enrolled in the course will be expected as an integral part thereof to complete the proper number of hours in flight instruction entitling them to the private pilot's license at the Secondary level.

111, 112. Intermediate or Cross-country Aeronautics and Flight. This course will include the 80 hours of ground instruction required for the private pilot's license at the intermediate or cross-country level properly distributed over the following fields: Civil Air Regulations, Engines, Navigation and Meteorology.

Students enrolled in the course will be expected as an integral part thereof to complete the proper number of hours in flight instruction entitling them to the private pilot's license at the Intermediate or Cross-country level.

161, 162. Advanced Aeronautics and Flight. This course will include the 85 hours of ground instruction required for the private pilot's license
at the advanced level, properly distributed over the following fields: Civil Air Regulations, Navigation, Meteorology, Aircraft Engines, Aircraft and Theory of Flight.

Students enrolled in the course will be expected as an integral part thereof to complete the proper number of hours in flight instruction entitling them to the private pilot's license at the Advanced level.

ACCELERATED PROGRAM IN AERONAUTICS AND FLYING

Upon sufficient demand the College will offer the ground instruction and flight instruction required to obtain private pilot's licenses at the several levels on an accelerated basis. The amount of credit to which a regularly enrolled college student who is admitted to such courses will be entitled will be adjusted on the basis of the time demands that will be made upon him.

BUSINESS ADMINISTRATION

Mr. Chamberlin  Mr. Parr
Dr. Wildenthal  Mr. Davis
Mr. Nichols  Miss Gaston
Dr. Musgrave  Miss Bouldin

The department of business administration offers courses designed to meet the needs of two classes of students: (1) Those who wish to teach the commercial subjects in high schools, and (2) those who expect to enter some field of business after graduating from college.

Ordinarily students specializing in Business Administration will qualify for the degree of Bachelor of Business Administration by following the curriculum outlined on page 75. They may, however, become candidates for the degree of Bachelor of Arts or Bachelor of Science with a major in Business Administration by including in their course of study not less than 24 semester hours nor more than 30 semester hours in the subject, including Business Administration 111, 112.

Students wishing training for vocational competency as bookkeepers, stenographers, secretaries, or office managers in less time than is required to qualify for bachelor's degree may acquire such training by enrolling under the Two-Year Curriculum in General Education outlined on page 58.

Students who present one or more units in stenography in partial fulfillment of admission requirements may not enroll for Business Administration 23 or 31 for credit. Such students should enroll for Business
Administration 27 or 32 or, with special permission, for 56. Similarly, students who present a full unit in typewriting in partial fulfillment of admission requirements may not enroll for Business Administration 23 for credit.

The total amount of work in Business Administration of freshman and sophomore rank that a student may offer toward the degree of Bachelor of Arts or Bachelor of Science may not exceed 24 semester hours.

19. Bookkeeping. An intensive course in practical bookkeeping, aimed to prepare students for employment in a typical business establishment. Practical problems, involving bookkeeping practices, will be emphasized. Special emphasis will be attached to neatness, accuracy, and arrangement of the various statements. A practice set will be required.

23. Typewriting. A course in typewriting which provides practice aimed at a mastery of the techniques of typing, including the use of all devices and parts of the typewriter and the development of reasonable speed and a high degree of accuracy. Special attention is given to tabulation, business forms, legal documents, and manuscript work.

27. Office Management and Practices. This course follows 23 and provides further practice in typewriting and includes a study of the problems of office management and procedure, function of the office, office systems and routines, office planning and layout, and office machines and appliances.

Prerequisite, Business Administration 23 or a full unit of typewriting or stenography completed in high school.

31, 32. Shorthand. A detailed study of Gregg Shorthand with special attention given to the structure of outlines, shorthand, penmanship, and the reading of shorthand notes. In course 32 emphasis is placed upon dictation and transcription. Class meets five hours a week, two hours of which are devoted especially to remedial instruction.

Students who do not present a full high school credit in typewriting or its equivalent must register for Business Administration 23 as a parallel course.

56. Advanced Stenography. This course aims to train students for actual work under conditions, and at speeds, found in business offices or other places where general reporting work is done. The course is open to students who, in the opinion of the department have had adequate training in the principles of Gregg shorthand and touch typewriting to profit by enrolling for it.
57. **Secretarial Training.** This course is designed to prepare the student for actual service as a commercial stenographer, a private secretary, or to teach those courses in high schools which deal with office procedure and practice. A thorough study of filing, and indexing is included, and a series of practical problems is assigned. Class meets three hours per week.

This course presupposes an adequate knowledge of shorthand and typewriting.

61, 62. **Elementary Accounting.** The work of this course is planned to acquaint the student with the fundamental principles of constructive accounting. The course will include such topics as the balance sheet, the profit and loss statement, adjusting and closing entries, books of original entry, and the work sheet. Attention is given to the accounting problems of the three chief forms of organization of the present day—the single proprietorship, the partnership, and the corporation.

Credit: Eight semester hours (but only six hours for those who have previously earned credit in Business Administration 19).

67. **Commercial Law.** This course is designed for those who are interested in a general knowledge of the laws of business transactions. The course covers such subjects as contracts, negotiable instruments, sales, property, torts, and business crimes.

73. **Teaching of Penmanship.** This course combines the practice in penmanship with special methods for teachers and supervisors of penmanship in the public schools. It is designed to develop a rapid, legible style of business writing, and to make a study of the problems involved in the teaching of such a style of penmanship in the grades.

111, 112. **Advanced Accounting.** This course is open to those who have an understanding of the principles of constructive accounting. It includes a thorough study of the more unusual phases of accounting theory and practice, and of accounting for estates, agencies and branches, holding companies, installment sales, and the making of statements of affairs, and statements of the application of funds. Special attention is given to C. P. A. problems.

Prerequisite, 61 and 62.

133. **Business Statistics.** A study of the collection, organization, and analysis of data relative to units of measurement; classification and presentation; averages; index numbers; and other similar data. Emphasis is placed upon the application of statistics to business problems.

143. **Marketing.** This course is planned to give the student a thorough understanding of the principles of marketing. It deals with
the retailing and wholesaling systems of marketing, and presents the problems of marketing agricultural products, raw materials, and manufactured goods. Special attention is given to retailing methods in department stores, chain stores, and mail order houses. As far as practicable, problems of marketing which concern the citizens of Texas will be included.

149. Management of a Small Business Enterprise. A study of the principles underlying the successful management of a business enterprise which does not represent large amounts of invested capital. The course will include such phases as the following: Securing the necessary capital, location of the site, dealing with the public, buying, handling of inventories, selling, employment, etc.

It is recommended that Business Administration 27 and 62 precede this course.

153. Business Correspondence. A course designed to give practice in writing general correspondence of business and training in assembling and writing of business reports. Special emphasis is placed upon the sales letter for the purpose of acquiring not only correct technique in composition, but also the securing of some acquaintance with the principles of salesmanship and advertising. The letter of application will be included as a part of the general instruction and as practical personal help.

This course presupposes a fair knowledge of touch typewriting.

157. Salesmanship and Advertising. A study of fundamentals in selling and advertising. Attention will be given to the problems of selling at retail, by mail, radio, etc. Included will be study of the psychology of salesmanship, the problems of effective display and packaging, and the writing of advertising copy.

161, 162. Business Law. The purpose of the course is to give the student an understanding of the laws governing the more familiar business transactions and relationships. Special attention is given to contracts. Attention is also given to the subjects of agencies, sales, negotiable instruments, insurance, partnerships, and corporations. The C. P. A. requirements in the field of business law are taken into consideration in this course.

This course is open to students who have completed 67, but does not presuppose that course. Those who have credit for 67 will have their extra-class assignments varied accordingly.

217. Governmental Accounting. A study of fund accounts and budgeting, including accounting and financial records of the various
governmental, educational, and kindred public institutions. Special attention is given to the effectiveness and improvement of governmental administration through accounting control.

Prerequisite, a thorough knowledge of the principles of accounting.

227. Auditing. The object of this course is to develop an understanding of the principles of general auditing, and to give special attention to audit papers and reports, kinds of audits, working papers, and the liabilities and responsibilities of the auditor. Some time will be given to income tax procedure.

Prerequisite, a thorough knowledge of the principles of accounting.

233. Problems in Business Administration. The student is here given the opportunity to work in the field of his special interest, particularly in the subjects of accounting, business law, marketing, and statistics. The course will be conducted by conferences between the student and the instructors concerned. Problems will be assigned to provide as nearly as possible for the needs of the individual student.

381, 382. Research Problems. For a description of this course see Requirements for the Degree of Master of Arts, Section 12, page 83.

DEPARTMENT OF HOME ECONOMICS

Miss Lay        Miss Barnes
Miss Coleman    Miss Tinsley
Miss Lewis

The primary objective of the home economics department is the training of teachers in this field of education. The curriculum is designed to meet the requirements for certification under the Smith-Hughes and George-Dean Acts.

The curriculum also meets the requirements set up by the State Board of Education for a Legal Special Certificate in Home Economics as well as a six-year High School Certificate.

Students majoring in Vocational Home Economics Education will be expected to follow the sequence of courses as indicated in the curriculum found on page 67.

11, 12. Elementary Textiles and Clothing. The primary purpose of the elementary textile course, which constitutes the work of the first semester, is to teach the student to identify fibers, weaves, finishes, and
quality of fabric found on the market. Use and care of fabrics for clothing and household furnishings.

The work of the second semester is made up of practical problems in selection and construction of clothing with emphasis upon the color, design and material for the individual. The clothing budget forms a part of this course.

21, 22. Foods. The work of the first semester, an introductory course in food preparation and serving, includes a general survey of the principles of cookery in their relation to all types of foods, with emphasis upon production, care, cost, preservation and nutritive value; and the planning and serving of different types of family meals.

The work of the second semester includes a study of batters and doughs, an extensive study of meats and meat cookery. A detailed study of breads and pastries, and the planning and serving of lunches and dinners. Emphasis is placed on planning adequate diets at different cost levels and use of alternates with rationed foods.

111. Pattern and Dress Design. (Formerly 113). Development of a foundation pattern for each individual, the planning of original designs and making patterns for the design from the foundation pattern. Fitting of garments for various types of figures is emphasized. Designs and patterns are tested in inexpensive material.

113. Applied Dress Design. (Formerly 63). A study of the individual and the designing of clothes for her. Application of design principles to costume planning and selection; analysis of personality and figure differences and the choice of color and textures for these differences. Technique of constructing tailored garments stressed.

115. Advanced Clothing Problems. This course is designed primarily for those who have had some teaching experience or who have specific clothing problems they want to work out under supervision. It provides an opportunity for each student to work independently on chosen phases of clothing.

117. Marketing and Table Service. The primary aim of this course is to teach the principles underlying the buying, preparation and serving of food. Simple, attractive home service is stressed in the preparation and serving of breakfasts, luncheons and dinners. Meals for special occasions are considered. The course is designed for those who are not majoring in Home Economics, as well as those who are.

123. Foods and Nutrition. This course deals with the modern principles of human nutrition, as applied to the normally healthful individual. The requirements for energy-giving foods, proteins, minerals
and vitamins, as well as the manner in which these may be met are discussed. Well balanced meals for various types of persons are planned and prepared. In a typical family group the differences in the needs of the members, as the father and mother, the very young and the aged are brought out. Occupational variations are also considered.

127. Home Care of the Sick and Nutrition in Disease. As an introduction, the principles of hygiene are reviewed, with the idea stressing optimum health. Scientific information concerning the common diseases and the practical techniques needed for the care of the sick in the home are dealt with. Considerable time is taken up with care in emergencies. An adaptation of the diet to disorders of nutrition and the use of diet in the treatment of certain diseases, embracing practical work in the planning and preparation of such diets concludes the course. Red Cross Certificates in First Aid may be earned, if desired.

133a. Household Management and Administration. An extensive study of some of the economic problems of the family, such as those that involve the best use of the income in relation to standards of living and future security. Origin and history of the family reviewed; social changes and the family; marriage problems; family functions as related to individual family members.

Credit: Two semester hours.

133b. Household Management and Administration Laboratory. This course is planned to give each student an understanding of and a chance to solve the various managerial problems of the household, such as the economical use of money, time and energy, care of equipment and furnishings, care of the health of various members of the household and extension of hospitality to guests in the home.

Credit: Two semester hours.

137. Family Relationships and Child Development. A study of the evolution of the home, the elements of successful home-making, and the responsibility of the family to the pre-school child with special reference to the physical, mental, emotional and social development of the child. A nursery school provides opportunity for observation and actual contact with children.

143. Methods in Vocational Home Economics. This course deals with the history of the home economics movement, especially that of vocational home economics and related subjects, definite standards for which are set up, and methods by which these standards may be attained. The course includes the study of lessons, units, and course of study; class observations; a study of textbooks and use of reference material; illustrative material; and equipment for vocational home economics work.
193. **Problems in Teaching Homemaking.** Planned to give an overview of teaching responsibilities; discovering pupil needs; guiding pupil development; analyzing various methods; directing and guiding the making of plans; evaluating results in a functional community program; and developing the personality of the prospective teacher into greater personal success.

**DEPARTMENT OF INDUSTRIAL ARTS**

Dr. Bowers          
Mr. Miles          
Mr. Crowell

Mr. Deck           
Mr. Ewing

Industrial Arts is devoted to a study of materials, processes, products and problems of industry. It attempts to give an understanding of the society in which we live by offering experiences in the use of a great variety of tools and materials. It provides activity in living situations, and as a phase of general education provides interesting information and experiences which make for more successful living. In the laboratories, opportunity is afforded for designing and making useful articles for individual use.

The courses offered by the department of industrial arts are designed to serve not only the needs of students who desire to major in this field of education but also of any others who have an interest in them. Thus, drawing represents a universal language that can be utilized in other fields of study, notably agriculture, art, and elementary education. Course 59 is intended especially for teachers of the elementary grades.

Students majoring in industrial arts may offer toward graduation a total of thirty-six semester hours in the subjects; others a total of not more than twenty-four semester hours, provided that the major must include at least twenty-seven semester hours of work including the following courses: 13, 17, 21, 87, 117, 127.

13. **Mechanical Drawing.** The language of drawing has its own orthography and grammar and style, its own idioms and abbreviations, and its study not only gives one the ability to express thoughts hitherto impossible to him, but develops constructive imagination and the habit of exact thinking. This is a course in general drawing, including freehand sketching, freehand lettering, care and use of instruments, geometric construction, orthographic projection, isometric drawing, oblique and cabinet drawing.

Open without prerequisite to all students.
17. Bench Woodwork. Furniture and other smaller objects selected to be made in this course will afford practice in all the hand tool operations used in bench woodwork. A study of the growth and structure of the tree, kinds of wood and their properties, use and care of hand tools, and the art of finishing will be stressed.

Open without prerequisite to all students.

21. Sheet Metal Shop. Sheet metal drafting is given preparatory to and in conjunction with the fundamental process of sheet metal work. Special emphasis is placed on care and use of sheet metal working tools and machines. Practical elementary as well as more involved ornamental projects are included as units in this course.

Open without prerequisite to all students.

59. Industrial Arts for Teachers of Elementary Grades. This course is designed to afford elementary teachers an opportunity to gain experience in the use of tools, materials, and projects adapted to the manual skills of the elementary child, and thus to qualify them to make a practical, inexpensive addition to the activity center of an elementary school room.

Open without prerequisite to students of sophomore rank and above.

75. Cabinet Making. A course in furniture construction, including, cabinet designing, handling and care of woodwork machinery, and finishing processes. A study is made of the phases of industrial furniture production related to cabinet making.

Prerequisite: Industrial Arts 17 or one unit of high school woodworking.

79. Metal Work. A continuation of Industrial Arts 21 with special study of forging and foundry practices, oxy-acetylene and arc welding. Projects will be constructed to meet the individual needs of the student.

83. Machine Drawing. The essentials of machine drawing, including the drawing of screw threads, bolts, nuts, pipes, valves; detail and assembly drawing of machine parts. Some time is devoted to tracing and blue printing of small practical shop problems.

This course presupposes a course in mechanical drawing absolved in high school or college.

87. Electricity and Radio. This course will deal with the fundamental principles of electricity as applied in the fields of communication, lighting, heating, testing, transmission, and generation. It will also deal
with the principles of radio as applied to reception and transmission, wiring, and simple testing procedures, and will afford practice in the reception and transmission of wireless code.

Open without prerequisite to students of sophomore rank and above.

117. **Methods and Projects in Industrial Arts.** This course is designed to introduce the prospective teacher to the newer developments in this field of work. Attention will be given to the course of study, suitable projects, information sheets, operation sheets, equipment lists, and tool specifications.

121. **Machine Shop Practice.** This course is a continuance of Industrial Arts 79; it involves the use of lathe, shaper, drill press, and grinder in machine practice.

127. **The Organization, Functions and Structure of Industrial Arts.** The evaluation of the study of industrial arts in our educational system, the organization of a high school shop, both in large and small schools, and the co-ordination of shop work with the high school curriculum.

This course should parallel or precede Education 163.

133. **Advanced Woodwork.** A study of factory methods of furniture construction, with emphasis on new methods of finishing, shop accounting, toolroom and supply management, shop inventories and records. Some time will be spent on finishing and upholstering furniture.

135. **House Planning and Construction.** A study of the plot plan, floor plan, and exterior and interior design of the home, and of the conventional representation of the materials used in the execution of the plans for a home. Included in the course are essentials of heating, lighting, and ventilating; specifications and contracts.

**LIBRARY SCIENCE**

Mr. Jackson

Library science is offered in this college for the following purposes: (1) to familiarize students with the fundamentals of standard library practice so as to aid them in their other college work, and (2) to train teacher-librarians for librarianship in a small school library. Problems are studied which place emphasis on the practical side of the technical library processes. High school library work is stressed, although a limited time is spent on elementary and junior high school libraries.
113. Administration of School Libraries. A study of the functions of the school library; the elements of library organization and administration, including budgeting, ordering, accessioning, accounting and circulation systems; administrative problems of the school library, library personnel, standards, equipment and housing, book binding and repair. Special problems in the use of books and libraries, history of libraries, and the development of the school library in America.

Lectures and recitations, 3 hours; laboratory, 3 hours.

117. Cataloging and Classification. Principles of cataloging and classification of library books; detailed study of Dewey Decimal system. Specific topics included are the unit card system; author, title and subject cataloging and shelf listing. A model catalog is prepared, hence a knowledge of typing is advantageous.

Lectures and recitations, 3 hours; laboratory, 3 hours.

123. Reference and Bibliography. Designed to give the student a working acquaintance with the various types of reference materials such as encyclopedias, dictionaries, periodical indexes, bibliographies, atlases, and the use of the vertical file.

Lectures and recitations, 3 hours; laboratory, 3 hours.


Lectures and recitations, 3 hours; laboratory, 3 hours.
VII. DIVISION OF SCIENCES

Professors Smith, Key, Vernon, Speck, Rush
Associate Professors Wilks*, Burman*, Cude*
Assistant Professors Roady**, Reed, Cowan**
Instructors Gantt, Kidd

AGRICULTURE

Mr. Nelson

The main object of all courses in agriculture as offered by the department is not only to prepare students to teach agriculture in the public schools but also to enable students to apply the practical phases of agricultural information in the daily activities of their private enterprises.

Students who select a major in agriculture and who desire to qualify for teaching agriculture in the public schools should take all courses offered by the department.

Agriculture 17, 63, and 67, as advised by the Chairman of the Department of Home Economics, are valuable electives for students majoring in home economics, and who are interested in Home Demonstration Agent work.

13. Field Crops and Their Use. The growth, management, and use of crops on the general farm as a unit will be stressed. Such fundamentals as successful general farming requires will form the basis of this course. The effort is made to outline this course so students may know better what to teach and how to teach it in agriculture classes, and how to use this information profitably in their own farm enterprises.

17. Vegetable and Truck Gardening. Home and kitchen garden planning, equipment, and management will be studied. The harvesting, packing, storing, and marketing of commercial vegetables will be considered as far as time permits. This course is especially suitable for women and men who may teach in rural and grade schools.

63. Farm Poultry. A general course in farm poultry breeds and types of poultry, and culling for egg production will be studied. Incubation, flock management for summer and winter conditions, housing and hygiene, and the practical application of poultrying to farm conditions will receive attention.

*On leave, 1944-45.
**Serving in the armed forces.
67. **Farm Dairying.** The planning and management of the farm dairy and its relation to the maintenance of soil fertility, the composition of milk and its products, the separation of cream and the making of butter on the farm will be studied and demonstrated. The problem of correlating the dairy herd with general farming for profit is stressed.

113. **General Animal Husbandry.** The origin, early development and improvement of breeds of horses, cattle, sheep, and swine will be studied. Attention will be given to breeding for better type and utility and judging representative animals of the different breeds. The proper feeding for special purposes and results will be studied.

117. **Farm Management.** The art and business of managing a farm. This will include the study of choosing suitable major and minor enterprises that will provide a profitable business; such as selecting a farm, using proper kinds and amounts of labor and capital, simple and accurate accounting, and the relation of the farmer to his community, local agricultural organizations, agriculture experiment stations, and extension service.

123. **Agricultural Education.** It is the aim of this course to prepare teachers to introduce and promote successfully the study of agriculture in the public schools, through the use of proper laboratory equipment and library facilities, and the selection of Home Projects suited to local conditions in the community. A study will be made of planning and demonstrating practical methods of garden irrigation and drainage, spraying for insect and disease control, terracing land, poultry culling, and laying out fields for rotating and diversifying crops.

127. **Soils and Fertilizers.** The formation, classification and physical properties of soil, soil conservation with relation to wind and water erosion, soil management with relation to different crops, and methods of irrigation farming and dry farming, with demonstrations on the College Farm. The application and effects of fertilizers on different classes of soil and the various crops will be considered.

**BIOLOGY**

Dr. Smith

Dr. Wilks

Owing to its location this college offers an almost ideal place for the study of biology. Situated as it is on the edge of the Edwards Plateau there is easy access to both the fertile coastal plane to the south and the broken hilly semi-desert to the north. The fault-line which divides these two areas has tapped many underground streams which provide large clear lakes and rivers rich in rare animals and plant life waiting only for
The biologist. In fact, it has been said that the student of ecology here finds himself in the midst of a veritable vivarium.

The courses offered in biology are primarily designed to prepare students to teach biology in high schools and in the elementary grades. They are also planned to aid students majoring in agriculture, home economics, physical education, and chemistry. They are fundamental for students desiring to do graduate work in the biological field; and for those wishing to study medicine, dentistry or nursing, for they develop various techniques and skills in these related fields as well as stress the underlying biological principles.

It is suggested that the student majoring in biology include the following courses in biology and in related fields:

Biology 11, 12; 61, 62; 111, 112; 221, 222, 232.
Chemistry: 11, 12; 61, 62.
Physics: 11, 12.
Mathematics: 13 and 17 or 63.
Strongly recommended: Chemistry 111, 112.

These are only suggestions, however, and the student is expected to confer with some member of the department before making out his schedule.

11, 12. **General Biology.** A general course dealing with the principles of biology including considerable study of the structure and function of plant and animal life. Biology 11 includes the dissection of the frog and a study of the one-celled plants and animals. Biology 12 considers the structure and life history of the higher plants and animals and the principles of heredity.

Lectures and recitations, three hours; laboratory, three hours.

61, 62. **Physiology and Hygiene.** A course in physiology devoted to the study of digestion, metabolism, glands of internal secretion, respiration, circulation, and the muscles and nervous system in which emphasis is placed not only on the scientific aspects of the topics considered, but also on their application to health and hygiene.

Lectures, demonstrations, laboratory.

111, 112. **Advanced Zoology.** The first semester is a laboratory course in comparative histology and cytology. The second semester deals with the early phases of comparative embryology; the development of the chick and mammal.

Credit: Eight semester hours.
113. **Bacteriology.** A course in laboratory methods to study the morphology and physiology of several groups of pathogenic and non-pathogenic bacteria. A bacteriological analysis of food, water, milk and sewage is made.

Two hours lectures and six hours laboratory per week.

221, 222. **Ecology.** This course is designed to familiarize the student with the more common plant and animal life indigenous to the locality in which the College is situated. The Federal Fish Hatchery with its great natural springs, having a uniform temperature throughout the year, furnishes the College with an unusual outdoor laboratory for the study of fresh water biology at the very edge of the campus. Moreover, the semi-desert conditions prevailing in the hills to the north of the springs, and the fertile valley of the San Marcos River to the south furnish wide opportunity for the study of plant and animal ecology.

231, 232. **Experimental Physiology.** This course considers special experimental problems in digestion, metabolism, excretion, muscles and the nervous system.

Either half of this course may be elected for three semester hours of credit independent of the other.

During 1945-46, courses 11-112 will be offered; those of senior-graduate rank, upon sufficient demand.

381, 382. **Research Problems.** For a description of this course see Requirements for the Degree of Master of Arts, Section 12, page 83.

**CHEMISTRY**

Dr. Key

Dr. Burman

The training of science teachers for the public schools is the first objective of this department. The courses listed below meet this aim adequately. The requirement of students desiring to study medicine, dentistry, engineering, nursing, home economics, or to become industrial chemists and laboratory technicians is fully met in these courses.

Majors in this department who desire to prepare for the teaching of science in the secondary schools, should complete minors in biology and physics. Mathematics is necessary for those who contemplate a broader and continued study of chemistry.

11. 12. **General Chemistry.** The fundamentals of general chemistry are studied. The year's work includes a simplified presentation of the
general theories of chemistry; and the preparation, properties, and uses of the more common elements and some of their compounds. A part of the second semester is devoted to general qualitative analysis and to the study of carbon compounds.

Credit: Eight semester hours.

61, 62. **Quantitative Analysis.** The first semester is devoted to general theory of volumetric analysis and practice in acidimetry, iodometry and chloride and oxidation-reduction titrations.

The second semester is given to the theory and practice of general precipitation analysis, separation analysis of brass and limestone, and the determination of nitrogen by the Kjeldahl method.

Credit: Eight semester hours.

73. **Organic Chemistry.** This course is planned for students of Home Economics. A study of general organic chemistry with emphasis on the aliphatic series is made. Structures of the common types of compounds including the carbohydrates, fats and proteins are studied. The laboratory work gives practice in the preparation and identification of representative compounds.

77. **Physiological and Food Chemistry.** This course is constructed specifically for students of Home Economics. A study of the chemistry of foods, the chemical composition of the body, the action of enzymes and the chemistry of the normal body processes. Some laboratory time is given to quantitative analysis of foods and to urine analysis.

111, 112. **Organic Chemistry.** The general principles, theories, reactions, synthesis and preparations of elementary organic chemistry are presented. Especial emphasis is laid on the classification, characteristics and structures of compounds. Laboratory work offers opportunity to study many typical reactions and to learn techniques of value in industrial chemistry. Premedical requirements are met in this course.

Credit: Eight semester hours.

211, 212. **Physical Chemistry.** The work of the first semester constitutes a study of the theory of gases, liquids and solids; properties of solution, colloids, elementary principles of thermodynamics and thermochemistry. In the second semester, a study is made of equilibria, chemical kinetics, phase rule, electromotive force and quantum mechanics.

Lectures and recitations, three hours; laboratory, three hours.
The work of the first semester may be taken as an independent course for three semester hours credit, but that of the second semester is dependent upon that of the first.

223. **Qualitative Analysis.** This is an advanced course in inorganic analysis. The work of the course consists of a study of analysis and the detection of cations and anions with special emphasis on general analysis of ores, complex salts, alloys and commercial products. Experience is gained in the use of semi-micro technique.

227. **Organic Preparations.** A study of and the application of the more important processes in organic synthesis is made. The purification of samples and the yields obtained is of importance. Procedures used and techniques acquired are of value to the student who desires to enter graduate work. Some time is given to glass blowing.

381, 382. **Research Problems.** For a description of this course see Requirements for the Degree of Master of Arts, Section 12, page 83.

**GENERAL SCIENCE**

Dr. Roady
Mr. Cowan
Mrs. Gantt

11, 12. **General Science.** A laboratory course designed to familiarize students with the fundamental principles of sciences in diverse fields. General Science 11 deals with astronomy, biology, botany, conservation, evolution, genetics, geology, hygiene, meteorology, physiology, and sanitation. General Science 12 deals with general, organic, physiological and industrial chemistry; physics, notably heat, light, sound, electricity and magnetism; practical applications of science in modern inventions; consumer science; and the history and philosophy of science. Approximately one-half of the laboratory work in the course will be handled by means of Audio-Visual Aids.

**MATHEMATICS**

Mr. Vernon
Mr. Speck
Mr. Kidd

Mr. Cude
Mrs. Reed

The teacher of secondary mathematics should have a comprehensive view of the chief fields of mathematics, an appreciation of the significance of mathematical thought for a knowledge of nature, an understanding of the mutual connection between problems in various fields. The content of the course in mathematics in a teachers college should
be both pure and applied. The teacher must know not only the rules but how to do something with them.

In the place of special courses on the teaching of high school mathematics, throughout the entire curriculum an effort should be made to impregnate the material which the high schools teach with new ideas derived from modern developments of science and in accord with modern culture.

The courses in mathematics that should be taken by a first year college student depend upon the number of high school credits in mathematics offered for entrance, and upon the field in which the student expects to do his major work.

For a first minor in mathematics the following sequence is suggested: 13, 17, 63, 69, 111, 112. For a second minor a student may elect twelve (12) hours from courses numbered less than 100; however, six (6) hours must be from courses offered for sophomores. In addition to the courses suggested for a first minor, a major must include 123 and one additional advanced course.

11. The Foundations of Mathematics. This course includes a study of (1) our number system from natural numbers through elementary complex numbers, (2) the meaning of the algebraic operations when the operator is any elementary number, and (3) elementary functions. Both the historical and the logical development of elementary mathematics are considered. The student's space percepts are appealed to throughout the course.

13. College Algebra. The content of this course has three main objectives: (1) to give a brief but adequate review of high-school algebra; (2) to present additional material of a more advanced nature which has been found necessary to enable the student to meet the mathematical requirements of his curriculum; and (3) to prepare him to continue his work in subjects which are essentially algebraic in character.

17. Plane Trigonometry. In organizing the content of this course, two main objectives are kept in mind: (1) the trigonometry of the triangle with its applications and (2) the investigation of the properties of the trigonometric functions themselves which have significant applications in the physical sciences as well as in higher mathematics.

18. Mathematics of Investment. Designed for students who expect to major in Business Administration. The course consists of a brief review of elementary algebra, including such topics as the fundamental operations, fractions, exponents and logarithms, binominal theorems, elementary probability, graphing and curve fitting, and arithmetic and geometric series. Only the most elementary principles of investment will be considered.
19. **Mathematics of Finance.** Designed for students who expect to major in Business Administration. The course presents an introduction to the mathematical principles of modern finance, which will include a study of simple and compound interest, discount, equations of payment, annuities, perpetuities, amortization, and sinking funds, depreciation, capitalization, and evaluation of bonds.

63. **Plane Analytic Geometry.** The processes of mathematical reasoning called for in this course are emphasized throughout the course. The deductive thinking of synthetic geometry is simplified by the analytical approach. Also, the student must learn to translate geometrical concepts into algebraic language and vice versa.

69. **Introductory Course to the Calculus.** This is an elementary course in the fundamental processes that are essential to the understanding of the calculus. A study of the algebraic, trigonometric, exponential, and logarithmic functions, both from the graphical and analytical point of view, the various interpretations of the derivative of a function with its application in the applied sciences, and also the application of simple differential equations are stressed.

87. **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.

This course intended as an elective for students of sophomore rank and above enrolled under the curriculum for elementary school teachers, is not open to students majoring or minoring in mathematics.

89. **Space Geometry and Spherical Trigonometry.** A study of elementary solid analytical and synthetic geometry and spherical trigonometry.

The mastery of the contents of this course simplifies the understanding of many fields of advanced mathematics, and also assists in solving problems in the sciences which are essentially space problems. It is suggested that students interested in navigation and in the teaching of high school mathematics investigate the possibility of including this course as an elective.

111, 112. **Differential and Integral Calculus.** Throughout this course an effort is made to induce a way of thinking. The differential equation is introduced early, together with its use in the sciences. Theory, illustrative material, and applications are combined. The application of the calculus to the problems of natural science is stressed.
An effort is made to make the subject practical and, at the same time, adequately rigorous for the student whose interest is in the field of pure mathematics.

117. The Theory of Equations. This course is intended for students who have completed the first course in calculus. Complex numbers and elementary functions of the complex variable are stressed. Many problems are solved both graphically and analytically. Angles that cannot be trisected and regular polygons that cannot be inscribed by the methods of Euclidian geometry are included. The fundamental theorem of algebra is considered both from the geometric and algebraic standpoint.

123. 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 and at least twelve (12) hours of physical science.

127. Elementary Mathematics from an Advanced Standpoint. This course presupposes six (6) hours of calculus. It is devised to give the student a comprehensive orientation in the field of pure and applied mathematics. The fundamental concepts of pure mathematics are vitalized by appealing to the student’s space perception. The comprehension of the sum total of elemental mathematical science as a great connected whole is the unifying idea throughout this course.

213. Advanced Calculus. A study of limits, continuous functions, Taylor’s series with remainder, indeterminate forms, infinitesimals, differentials, operations on power series, hyperbolic functions, partial differentiation, directional derivatives, implicit functions, the definite integral.

PHYSICS

Mr. Rush

The subject matter of physics should be interesting to the layman no less than to the specialist in this field. The applications of physics are many and varied in peace time pursuits as well as in war. The department offers a first minor which may be used with Mathematics 111, 112 as a combined major. Students preparing to teach physics should supplement this course with at least twelve (12) hours of chemistry and six (6) hours of biology. Any student of physics should do parallel work in mathematics.
11, 12. **General Physics.** Physics 11 includes a study of the mechanics of solids, liquids and gases and of heat; Physics 12, of magnetism and electricity, sound and light. Considerable emphasis is placed on the successful performance of laboratory experiments. Group demonstrations by the instructor and problem solving by the student are a part of this course.

Three lectures; two laboratory hours and additional required outside work of at least one hour a week.

Credit: Eight semester hours.

13. **Household Physics.** This course, intended for students of home economics, takes up the principles of general physics that seem most valuable to a homemaker. Emphasis is placed on simple machines, mechanics, weather conditions, heat, magnetic effects, and electricity. Application of physics to the home is stressed through examples and problems. Laboratory experiments follow the classroom work.

63. **Light and Sound.** In this course a theoretical and experimental study is made of the phenomena of light and sound. Applications of light and sound to modern instruments are given attention. Special problems in spectroscopy and acoustics constitute a part of the course.

Three recitations and one three-hour laboratory period a week.

67. **Magnetism and Electricity.** This course makes a study of the laws governing the production, distribution and uses of direct and alternating current. Emphasis is given to the accurate measurement of electrical quantities in the laboratory.

Three recitations and one three-hour laboratory period a week.

113. **Heat and Mechanics.** This course gives consideration to the classical and modern problems in these fields of physics. A study is made of selected topics of somewhat advanced nature in these branches.

Three recitations and one three-hour laboratory period a week.

117. **Modern Physics.** This course deals with recent advances in physics. Modern theories concerning the structure of matter and various applications of electronic devices are considered. The classroom work is supplemented by collateral reading and reports from students.

Three recitations and one three-hour laboratory period a week.
VIII. DIVISION OF SOCIAL SCIENCES

Professors Tanner*, Murphy, Elliott, Greene, Gragg
Associate Professors Nunn*, Sterry, Vordenbaum
Assistant Professors Bruce, Knispel, Garth, Hayes, Dobie

Liberal education and efficient membership in human society are impossible without a knowledge of the record of man's interactions with his physical and social environment. Equally necessary is an understanding of the evolution and functioning of the institutions which have enabled man to survive and progress both in competition and in cooperation with his fellowmen. Such knowledge and understanding are likewise essential tools in the equipment of every capable teacher. They also add immeasurably to the enlightened, satisfying pleasure of living. These facts suggest the broad objectives of the Division of Social Sciences, and of each of the familiar departments—geography, history, sociology, economics, and government—included in the division. The social record of mankind is so rich and varied as to make desirable a division of labor among these departments.

The courses comprising a major may be chosen from a single department or from a combination of two departments, provided that not less than half the courses are of junior-senior rank. A major consists of not less than twenty-four nor more than thirty semester hours of work. A student majoring in any one social science must offer at least twelve hours in another such science or in a combination of two others, provided that a student majoring in economics may instead offer a minor in business administration. A total of fifty-four semester hours in the social sciences may be included in the courses required for a bachelor's degree.

ECONOMICS

Dr. Gragg

Broadly speaking, the objectives of the courses in economics are three in number:

1. To enable the student to acquire such knowledge and understanding of our business system as will assist him in attaining economic success in his vocational life. This objective applies to all students, but particularly to those who major in economics or in business administration with the intention of entering what is commonly referred to as the field of business.

*On leave, 1944-45.
2. To enable the student to acquire such knowledge and understanding of our economic system as will assist him in becoming an intelligent citizen of our democracy and a responsible member of world society, one who can judge intelligently and participate energetically in public affairs.

3. To enable the student to satisfy, and at the same time to stimulate further, his intellectual curiosity concerning economic life.

Economics 67 and Economics 73 constitute the basic course, and should precede all other courses in economics. Courses numbered 200 or above should be preceded by 12 or more semester hours of economics, or by 6 semester hours in economics, i.e., the basic course, and 6 semester hours in a related field as advised by the instructor.

A major in economics consists of 24 semester hours in the subject. A student majoring in economics must offer a first or a second minor (18 semester hours or 12 semester hours) in either business administration or another social science.


73. Economic Problems. Economic problems in the modern social order. Labor, social security, population, money and prices and control, business cycles, international trade, distribution of income, public finance, government's relation to business. An examination of liberal capitalism and some alternatives: socialism, Russian Communism, fascism, and anarchism. Particular attention is given throughout the course to the economic aspects of the problems of war and peace.

100. Economics of War and Peace. A study of the problem of war in the modern economic order. The economic causes of war; the social-economic bases of democracy and of fascism; labor in wartime; price control and rationing; war finance and taxation; economic warfare; war and the business cycle; the social-economic prerequisites of a lasting peace.

111. Money and Banking. Principles of money, banking, and credit. The nature and functions of money; monetary and banking development in the United States; central banks; the Federal Reserve System and its operation; the control of credit; theories of the value of
money, bimetallism, the gold standard, managed currency, and other
monetary standards and systems.

112. Corporation Finance. The financing of modern business
enterprise. The nature and organization of the corporation and of other
forms of business enterprise. Relations of corporations with banks and
investment houses; underwriting; current and long-time financing;
bonds and stocks; dividend policy; problems of promotion and expansion,
of failure and reorganization. Social aspects of corporate enterprise.

115. Economic History of the United States. Economic history of
the United States from colonial times to the present. A study of the
economic factor in our national life, the origin and development of our
economic institutions. Emphasis is placed on the attempt to explain
and understand our present economic problems by an analysis of their
historical background and development.

213. Labor Problems. The position of the laborer in modern
industrial society, with special reference to the United States. History
of trade unionism in the United States. Types of labor organization,
aims, methods, leadership, and policies. The American Federation of
Labor and the Congress of Industrial Organization. The National
Labor Relations Act, its interpretation and application. The attempts of labor,
of employers, and of government to solve the labor problem.

217. Public Finance. A study of public expenditures, public revenues,
and the public debt, with special reference to the United States. National,
state, and local systems. Analysis of types of taxes, their economic
and social effects. The budget, and control of public expenditures and
the public debt. An examination of some theories of taxation.

219. Business Cycles. An analysis of business prosperity and
depression, and a study of the theories attempting to account for such
fluctuations in business activity. The relation between business pros-
perity and social welfare. An examination of the proposals for
eliminating or mitigating cyclical fluctuations. A short history of business
cycles, with special reference to the United States.

381, 382. Research Problems. For a description of this course see
Requirements for the Degree of Master of Arts, Section 12, page 83.

GEOGRAPHY

Miss Sterry

The purpose of courses offered in the Department of Geography is
(1) to give specific aid to those preparing to teach geography or
related social sciences; (2) to provide elements of cultural education for a better world understanding and hence develop world citizenship; (3) to assist in the motivation of reading for individual improvement.

Geography 53, 57, 83, 87, are open to all sophomore students. Geography 103, 107, 115 and 123 are open to juniors with six semester hours in geography. Geography 117 is open to juniors with twelve semester hours in geography or six semester hours in geography, and six semester hours in history or government.

53. **Principles of Geography.** A study of the basic interrelations of human life and the natural environment. The cultural features of the major climatic regions of the world are treated with considerable detail. The geographic factors of population distribution are studied.

57. **Geography of North and South America.** Selected areas of North and South America are studied from the standpoint of economic and human geography. Basic geographic factors are considered in connection with regions and countries. Complementary features of the two continents are observed.

83. **Meteorology.** An introductory study of weather and climate. The earth and its atmosphere; air temperature, pressure and winds, moisture and precipitation; storms and their associated weather types; climate types and their distribution.

87. **Maps and Map Projections.** A brief course in cartography. Emphasis will be placed upon the reading of maps and charts and upon the systems of map making. Maps used by the layman as well as the teacher and the technician will be studied.

Laboratory work in the form of simple map and chart making will be by arrangement.

103. **Economic Geography.** A course designed to give a world viewpoint of the interdependence of nations. The significance of food, the land, minerals, forests, and other natural resources in relation to national prosperity and industrial development.

107. **Geography of Europe.** A study of the countries of the continent of Europe from a geographic and cultural viewpoint. Political and commercial connections of the countries will be considered with especial emphasis upon the relationships with the United States.

113. **Conservation of National Resources.** Planning the utilization and conservation of our national resources. Human resources as well as natural resources of soil, water, minerals, forests, and wild life are dealt with. In the summer session the course is supplemented by lectures given
by experts in the fields of natural resources and public health, drawn from State and Federal agencies.

115. Physiography. A study of the relief features of the land and the processes of land development. The formation of earth features by the different physiographic agencies of run-off streams, glaciers, waves, wind and volcanoes will be studied. Present and past climatic regions will be considered in relation to land building.

This course includes a modicum of laboratory work, to be arranged by the instructor.

117. Geography of World Problems. A study of contemporary international problems in the light of their geographical environments. The course is of general cultural value and furnishes material for the teaching of world geography.

123. The Agricultural South. A study of Southern environment. The economic and social problems of an agrarian region are considered in relation to other sections of the United States and of the World.

Offered in alternate years in the Spring semester and Summer Session.

GOVERNMENT

Dr. Tanner  Mr. Vordenbaum

The courses offered in the Department of Government are meant to serve four purposes: (1) to give the student a good basic understanding of the structure and operation of American government on national, state, and local levels; (2) to give him a sufficient knowledge of other systems of government to make possible useful comparisons between them and the American system; (3) to develop the wish and the capacity of the student to function as an intelligent, well-disposed citizen valuing his rights and cheerfully accepting his responsibilities; (4) to suggest to students having an aptitude for public service the opportunities and requirements for making such service a career.

A major in government consists of courses 61 and 62 plus 18 additional hours; a first minor, of courses 61 and 62 plus 12 additional hours; a second minor, of courses 61 and 62 plus 6 additional hours. Social Science 100 may be counted among the courses making a major or a first minor.
Government 115 is recommended especially for teachers of civics and social studies. Government 119 should be of particular interest and value to students specializing in educational administration.

A year's work in American government is required for a degree in the case of students beginning their college work after September 1, 1937. Students will satisfy this requirement by completing Government 61 and 62. The requirement in government for a teacher's certificate can be met by completing these same two courses or Government 73. Students who have had Government 73 or its equivalent and wish to complete a year's work in government should enroll for Government 62. A student who has had Government 61 may not take Government 73 for credit.

61, 62. American Government. These are basic courses in the study of American government. They cover such matters as the establishment of federalism under the Constitution; the working relations between the national government and the states; the position of the individual in relation to government; suffrage, elections, and political parties; the structure, powers, functions and processes of the national and state government; and the legal status of local governments in relation to the states. In course 61 emphasis is placed on the national government, and in course 62, on state government.

73. The Constitution of the United States and of Texas: This course gives a survey of the historical background, the content, and the meaning of the Federal and State constitutions, together with some reference to the present structure, operation, and problems of our national and state governments.

The course is designed solely for students who wish to qualify for a teacher's certificate without meeting the requirements in American government for a degree.

113. Introduction to American Constitutional Law. In this course, a brief study is made of the national judiciary and of how cases reach the Supreme Court. The greater part of the time, however, is given to discovery and discussion of the more important aspects of American constitutional law as disclosed in leading court decisions and in textbooks on constitutional law. Emphasis is placed on the expansion of the powers of the national government and on constitutional guarantees of civil rights and liberties.

115. American Local Government. In this course a study is made of both county and municipal government and administration, with special attention to the principles, practices, and relationships underlying local government. The study of county government; includes the problems of rural local government organization functions and relation-
ships of county governments; state-local relations; criticism and suggestions for reform. The study of city government emphasizes the development, forms and organization, functions and problems of our American cities, particularly as related to Texas.

119. **Public School Law and Government in Texas.** Through a study of important statutes and court decisions in cases that have arisen under constitutional and statutory provisions regarding public schools an analysis is made of the philosophy of public education in Texas and of the law, organization, and fiscal arrangements under which the state public-school system functions.

This course may be used in partial fulfillment of the requirements for an Administrator's Certificate.

125, 127. **Comparative Government: European and Latin-American.** These courses include a study of several important foreign governments, with emphasis upon comparisons between the principles and procedures of those governments and the similar or contrasting principles and procedures of American government. Course 125 (formerly 121, 122) deals in some detail with the government of Great Britain and in summary fashion with Russian Communism, Italian Fascism, and German Nazism. In course 127 attention is given to the governments of selected Latin American nations.

223. **Introduction to International Law and Politics.** The sources, scope, leading principles, and methods of interpretation and enforcement of the law of nations are examined, partly through the study of judicial decisions but chiefly through textbook treatises. Attention is given to present factors impeding or otherwise affecting the development of International law. In dealing with international politics attention is focused on the forces which have created the need for a system of international law and organization and at the same time have militated against the success of such system. History 217 is recommended to accompany or follow this course.

381, 382. **Research Problems.** For a description of this course see Requirements for the Degree of Master of Arts, Section 12, page 83.

**HISTORY**

Dr. Murphy        Miss Bruce
Dr. Elliott       Miss Knispel
Mr. Greene        Miss Garth
Dr. Nunn          Mr. Hayes

To bring about an understanding and appreciation of the present through knowledge of the past and to furnish some guidance in solving today's problems are the objectives of history. The story of what man
has achieved through the painful process of trial and error constitutes its theme and subject matter. A knowledge of history with an application of its lessons can greatly aid the peoples of the various nations to avoid the pitfalls of the past and to achieve greater happiness, peace, and prosperity for those living in the present or who may live in the future. The purpose of the history department is to arrive at these objectives through a varied course of study.

History 21, 22 is the basic course in history and should be taken in the freshman year. It satisfies the requirement of six semester hours in American history that all students are expected to meet for graduation. A study of sophomore rank, however, whose major subject is not history, may enroll in History 51, 52, or 71, 72 without having previously taken History 21, 22.

A major in history consists of not less than 24 nor more than 30 semester hours in the subject distributed in the following order:

**Freshman Year:** History 21, 22.

**Sophomore year:** History 51, 52 or 71, 72

**Junior-Senior years:** (a) six semester hours chosen from 111, 113, 211, 217, and (b) six semester hours chosen from 112, 121, 122, 143, 147, 212, 215, 223. The remaining possible six semester hours may be chosen from one or both of the above groups.

Students whose major subject is history must offer a first or a second minor in one other social science or in a combination of two social sciences.

**FRESHMAN COURSES**

21, 22. **History of the Americas.** A balanced perspective of the varied transplantings of Europeans and of their institutions into the Americas, of the American factors operative upon these transplantings, and of the resultant developments in the affairs of American peoples. History 21 presents the colonial period of the Americas, History 22 the national. The aims are to promote information and interest in the origins and developments of twenty-two American nations and of present European possessions in the Americas, and to prepare students for further and even more satisfying study of history.

**SOPHOMORE COURSES**

51, 52. **Medieval and Modern Europe.** (Formely 11, 12). A general survey of the beginnings and development of European peoples and
their institutions. The aims of the course are to present clearly the European backgrounds of and participation in current affairs throughout the world.

71, 72. English History. A course in English history dealing with the development of institutional and cultural life of the English people. Special emphasis is given to the foreign problems and policies of Great Britain and to the role that nation is playing in World War II.

JUNIOR-SENIOR COURSES

100. War Aims. A study of the continuity of the causes of the first World War and of the present conflict; the aims of the first world conflict and why they failed of achievement; and the characteristics of a just peace at the end of the present war, with particular emphasis on the supreme need of governmental machinery of an international character to settle world disputes.

111. European History, 1878-1918. A tracing of international affairs, especially among the European major powers, during the generation preceding the World War and throughout that war. Beginning with the alleged settlement of the Eastern question in 1878, the course presents the persistent recurrence of that question, the new imperialism, the competition for diplomatic supremacy, the balancing of great alliances, the problems of prestige, the roles of public opinion, the succession of crises, and the diplomatic aspects of the World War.

112. History of the United States, 1877-1920. An examination of the development of big business, the growth of trusts and their regulation, the organization of labor, the problems of the farmer, urbanization, imperialism and the formation of a colonial empire, the emergence of the United States as a world power, progressivism (political and social), and the World War.

113. The Far East. A study of the impact of western trade, territorial, and political imperialism on the countries of the Orient and of the reactions of India, China, and Japan to these forces; a survey of general factors and developments rather than a detailed study of the internal history of each country.

121, 122. History of Texas, 1519-1945. These courses, either one of which may be elected independently of the other, are designed to stimulate an interest in local history, and to give an appreciation of Texas as a cultural unit.

121. History of Texas, 1519-1845. The European approach to Texas; Spanish and French Rivalry; early Anglo-American Interests; American
Colonization; development of the Texas Revolution; establishment of the Republic of Texas, the Texas Republic and international affairs; recognition and annexation; domestic affairs of the Republic.

122. History of Texas, 1845-1945. Problems of statehood; Texas in the controversy over slavery and expansion; secession and the Texas Confederacy; ills of reconstruction; political upheaval in the seventies and eighties; political reforms of the nineties; rise of Fergusonism; latter contemporary history.

143, 147. Hispanic American Nations. 143. Mexico, Central America, and West Indies, 1821-1945. 147. South America, 1816-1945. The development of the Latin republics of the Western Hemisphere and their problems of heritage and contacts. An important objective of the course will be the cultivation of a real acquaintance with friendly interest in the peoples of these nations, in their affairs of government, economics, culture, and international relations.

Either half of this course may be taken for three semester hours of credit, independent of the other.

211. European History, 1918-1945. A study of the armistices and the treaties marking the close of the World War, national problems and policies thereafter, the search for international peace and national security, the renewed difficulties arising from imperialism and the Eastern Question, supposedly new economic and political ideologies, and new international conflicts. Special attention will be given to the origin and development of the war between the Axis Nations and the United States.

212. Contemporary United States, 1920-1945. A broad survey of the social, political, and economic history of the period between the two great wars; an appraisal of the philosophy on inaction of the 1920's; a critical analysis of the New Deal, its theory, its technique, its legislative program, its foreign policy, and its achievements, a study of the involvement and participation of the United States in the global war.

215. Diplomatic History of the United States. A survey of the diplomatic history of the United States to the present time, with special reference to the development of such foreign policies as neutrality, the Monroe Doctrine, Pan-Americanism, and Imperialism.

217. International Organization and Administration. A critical study of the development and function of the agencies used in international government and administration, using both the traditional agencies and the more important of the numerous current unofficial proposals for the betterment of international organization.
223. **The Frontier in American History.** The westward movement from the Appalachians to the Pacific; the Old Northwest; the Old Southwest; the Great Plains; the New Southwest; the Pacific Northwest; exploration of the Far West; the fur trade; transportation; the cattle industry; influence of the frontier on American life and institutions; the passing of the frontier.

313. **Selected Problems in European History.** A seminar based from year to year upon selected topics, periods, or areas in the history of Europe. The interest of the students will largely determine the specific subjects of investigation. These may range from early medieval to current times. The investigations will be exercises in examining, criticizing, evaluating, and utilizing primary and secondary source materials, and in expressing the resulting facts and conclusions in orderly, usable forms. Such work affords not only enlarged information but also valuable preparation for further advanced research.

317. **Selected Problems in American History.** A seminar based on the social, economic, and political problems of the United States from the formation of the Union to the present day. Each student will be expected to do independent research on topics of his own choice. The interest of the student will determine, for the most part, the choice of the problem for investigation and evaluation.

381, 382. **Research Problems.** For a description of this course see Requirements for the Degree of Master of Arts, Section 12, page 83.

**RELIGIOUS INSTRUCTION**

These courses in religious instruction will be given by members of the regular college faculty and presuppose either sophomore standing or the specific prerequisite designated for the respective course.

67. **Old Testament and New Testament Survey.** A course designed to give the student a general acquaintance with and a working knowledge of the entire Bible.

  Prerequisite, sophomore standing.

73. **The Life of Jesus.** A chronological study of the life of Jesus setting forth the principal events in His active life with some reference to their special significance. Some effort is made to harmonize the gospel accounts.

  Prerequisite, sophomore standing.
113. **The Bible as Literature.** A detailed study of the literary books of the Bible—Ruth, Esther, Job, etc.—with selected readings in world literature that owe their inspiration to the Bible.

Prerequisite, English 61, 62.

**SOCIOMETRY**

Mr. Dobie

In general it is advisable that the study of Sociology should begin on the sophomore level or above, and be pursued in the following sequence: 67, 73, 113, 117; but this sequence may be changed for reasons considered adequate by the head of the department. These courses are independent units, each carrying its own credit.

Sociology may be used as a second minor, or, with the advice and consent of the heads of the departments concerned, in combination with another social science, preferably history, economics, or government, as part of a first minor or major in social science.

67. **Introduction to Sociology.** This course serves as an introduction of the student to the study of sociology. It is particularly concerned with the analysis of the present social order with its customs and institutions; the forces conditioning social activity; relation of the individual to the social group; conflict and social structure; social change and disorganization; social control, its needs and methods.

73. **Educational Sociology.** This course aims to acquaint the student with the origins and interrelations of social movements and social institutions of the present day; to discover modern social ideals as objectives of education and as basis 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.

113. **Race and Population Problems.** This is a study of population qualities, densities and movements; problems of distribution and assimilation; restriction on immigration; racial admixture and antipathies with special attention to problems arising from the presence of the negro race in the United States. The object is to cultivate a more sympathetic and wholesome attitude of the races toward each other by more clearly understanding each other.

117. **Social Ethics.** This course undertakes a survey of the leading schools of ethical philosophy; the chief ethical principles and problems; the origin and evolution of ethical codes; and development of conscience. Special attention is given to the application of ethical principles to the solution of practical personal and social problems. The study includes a survey of America's social morality.
# STATISTICAL SUMMARY

## ENROLLMENT

**REGULAR SESSION, 1943-1944**

### College

<table>
<thead>
<tr>
<th>Class</th>
<th>Men</th>
<th>Women</th>
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</thead>
<tbody>
<tr>
<td>Freshman</td>
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<td>182</td>
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<tr>
<td>Sophomores</td>
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<td>117</td>
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<tr>
<td>Juniors</td>
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<td>83</td>
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<tr>
<td>Seniors</td>
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<tr>
<td>Specials</td>
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<tr>
<td>Post-Graduates</td>
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</tr>
<tr>
<td>Graduates</td>
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<tr>
<td><strong>Total College</strong></td>
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<tr>
<th>Specials</th>
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<th>Women 36</th>
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<tbody>
<tr>
<td>Post-Graduates</td>
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<td>Women 22</td>
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<tr>
<td>Graduates</td>
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<td>Women 30</td>
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### Laboratories

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<th>School</th>
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<td>High School</td>
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<tr>
<td>Junior High School</td>
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<tr>
<td>Elementary School</td>
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<tr>
<td><strong>Total Laboratory School</strong></td>
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**Grand Total Long Session**: 2096

### SUMMER SESSION, 1944

### College

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<th>Class</th>
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<th>Women</th>
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<tbody>
<tr>
<td>Freshmen</td>
<td>12</td>
<td>93</td>
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<td>Sophomores</td>
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<td>Juniors</td>
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<tr>
<td>Post-Graduates</td>
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<tr>
<td>Graduates</td>
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<tr>
<td><strong>Total College</strong></td>
<td>79</td>
<td>655</td>
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*CTD Program*: 500

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*The 94th College Training Detachment (Aircrew) had a normal complement of 500 Aviation Students divided into five squadrons, one of which completed a five-month program at the end of each month, and was then replaced by a new squadron of equal size. This Detachment was discontinued on June 30, 1944.*
### DEGREES CONFERRED

#### REGULAR SESSION, 1943-1944

<table>
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<th>Degree</th>
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<td>Bachelor of Science</td>
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<td>Bachelor of Business Administration</td>
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<td><strong>Total</strong></td>
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#### SUMMER SESSION, 1944

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<td>Master of Arts</td>
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<tr>
<td>Bachelor of Science</td>
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<td>Bachelor of Business Administration</td>
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<td><strong>Total</strong></td>
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### GRADUATES, MAY, 1944

#### Bachelor's Degree

<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Ashberry, Bernice Ruth</td>
<td>B.S.</td>
<td>San Marcos, Texas</td>
</tr>
<tr>
<td>Bell, Leota Taylor</td>
<td>B.S.</td>
<td>Edna, Texas</td>
</tr>
<tr>
<td>Berchelmann, John Anthony</td>
<td>B.A.</td>
<td>San Antonio, Texas</td>
</tr>
<tr>
<td>Blackburn, William Wallace</td>
<td>B.A.</td>
<td>Junction, Texas</td>
</tr>
<tr>
<td>Carlisle, Ruby Lee</td>
<td>B.S.</td>
<td>Staples, Texas</td>
</tr>
<tr>
<td>Carson, Eloise Yvonne</td>
<td>B.S.</td>
<td>Ft. Stockton, Texas</td>
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<tr>
<td>Casparis, Sybel Rebecca</td>
<td>B.S.</td>
<td>Mission, Texas</td>
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<tr>
<td>Castilla, Felicidad</td>
<td>B.S.</td>
<td>Westhoff, Texas</td>
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<tr>
<td>Christiansen, Ruth Lena</td>
<td>B.S.</td>
<td>Cameron, Texas</td>
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<tr>
<td>Clark, Edna Moody</td>
<td>B.S.</td>
<td>Buda, Texas</td>
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<tr>
<td>Coers, Dorothy Mae</td>
<td>B.S.</td>
<td>Marble Falls, Texas</td>
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<tr>
<td>Dorbandt, Mildred</td>
<td>B.S.</td>
<td>San Marcos, Texas</td>
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<tr>
<td>Drumm, Ora Lee Nell</td>
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<td>Melvin, Texas</td>
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<tr>
<td>Galloway, Frances Nell</td>
<td>B.S.</td>
<td>Brownwood, Texas</td>
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<tr>
<td>Garner, Melba Agnes</td>
<td>B.S.</td>
<td>Rosenberg, Texas</td>
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<tr>
<td>Giese, Lucille Annette</td>
<td>B.S.</td>
<td>West Point, Texas</td>
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<td>Harral, Myrtle</td>
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<td>Smiley, Texas</td>
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Bachelor's Degree

Alexander, Jessie Lee B.S. Austin, Texas
Bennett, Jo Wayland B.A. Buda, Texas
Bessire, Frances Phillips B.S. Pasadena, Texas
Braun, Chester A. B.S. Yorktown, Texas
Bridgewater, Creel Tolbert B.S. Sheridan, Texas
Broyles, Bonnie Lee B.S. Cherokee, Texas
Bunton, Pauline Moon B.A. Rio Frio, Texas
Campbell, Dorothy Lucille B.S. Taylor, Texas
Clawson, Margie Jeanne B.S. San Marcos, Texas
Clayton, Virgil Stanley B.S. Medina, Texas
Cargill, Nan E. B.A. Cross Plains, Texas
Coates, Ann Pauline B.S. Poteet, Texas
Cocreham, Silvia S. B.S. Laredo, Texas
Earles, Lydia S. B.S. Newgulf, Texas
Ferguson, Evelyn M. B.S. Brady, Texas
Gamblin, Nila Mae B.S. Goldthwaite, Texas
Gerald, Laura Helen Saylor B.S. Goliad, Texas
Gibb, Jennie Adline B.S. Gay Hill, Texas
Gilmore, Eileen B.A. Palacios, Texas
Gunter, Beulah Mae B.S. Cameron, Texas
Henderson, Ruth B.S. Yoakum, Texas
Hulse, Evelyn Earl B.A. Harwood, Texas
Jobe, Marilyn Claire B.A. Falls City, Texas
Kotara, Anna Louise B.A. Marble Falls, Texas
La Forge, Marguerite B.A. Seguin, Texas
Land, Doris Seay B.S. Victoria, Texas
Mahan, Doris Eageston B.S. Smithville, Texas
Mason, Ernestine B.A. San Marcos, Texas
Miller, Margaret Patterson B.S. Stowell, Texas
Moeller, Frances Louise B.A. Karnes City, Texas
Moller, Doris Marie Pederson B.A. Los Fresnos, Texas
Neubauer, Zelma B.S. Cuero, Texas
Parman, Olita Ruth B.A. San Marcos, Texas
Pearce, Rachel Edna B.S. Runge, Texas
Pfullmann, Margaret M. B.A. New Braunfels, Texas
Robbins, Grace Young B.A. West Point, Texas
Roberson, Tommy Ruth B.S. Gary, Texas
Rouse, Lura N. B.S. Carrizo Springs, Texas
Rushing, Edna Hicks B.S. Rio Frio, Texas
Sawyers, Mary Lou B.S. Batesville, Texas
Sippel, John Adolf B.S. New Braunfels, Texas
Skelton, Eva Ruth B.S. Quitman, Texas
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## ALPHA CHI MEMBERSHIP

### Spring, 1944

**GRADUATE MEMBERSHIP**
- Ora Lee Nell Drumm
- Ann Cooper Jones
- Cora Mae Lewis
- Geneva DeBord Schleimer
- Gertrude Smith

### Summer, 1944

**GRADUATE MEMBERSHIP**
- Bonnie Lee Broyles
- Nan E. Cargill
- Gertrude E. McClaffin
- Margaret M. Pfullmann
- Lura N. Rouse

### Regular Session, 1944-45

**SENIOR MEMBERSHIP**
- Hazel Weigang Balboni
- Jean Dugat
- Eleanor Gillis
- Evelyn Herman
- Suevelyn Wade Peters
- Marjorie Beach Talmadge
- Georgia Lovelady Toepperwein

**JUNIOR MEMBERSHIP**
- Annie Lee Bauer
- Evelyn Fudge
- Kathryn Ann Kelly
- LuJean Holstine Looper
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