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TERM SCHEDULE

1950-51

First Semester ____________________ September 18-January 26

Second Semester ____________________ January 30-May 30

First Summer Half-Term ________________ June 4-July 13

Second Summer Half-Term ________________ July 16-August 23
COLLEGE CALENDAR, 1950-51

REGULAR SESSION

1950

September 18-20, Monday-Wednesday: Freshman Orientation and Registration.
September 20, Wednesday: College Entrance Examinations.
September 21, Thursday: Registration of all other students.
October 21, Saturday: Alumni meeting and Homecoming.
November 11, Saturday: Armistice Day.
November 16, Thursday: Mid-semester grades due.
November 23-25, Thursday-Saturday: Thanksgiving Holidays.
December 20, Wednesday: Last day of work before Christmas.

1951

January 2, Tuesday: Classes resumed.
January 23-26, Tuesday-Friday: Examinations for the first semester.
January 30, Tuesday: Registration for the second semester.
March 7, Wednesday: Last day for filing applications for degrees to be conferred on May 30.
March 22, Thursday: Sunrise Easter Service.
March 23-26, Friday-Monday: Easter Holidays.
April 5, Thursday: Mid-semester grades due.
April 21, Saturday: Founders' Day.
May 27, Sunday, 8:00 P.M.: Baccalaureate Sermon.
May 24-28, Thursday-Monday: Examinations for the second semester.

SUMMER SESSION, 1951

June 4, Monday: Registration for First Half Summer Session.
June 5, Tuesday: Classes begin.
June 16, Saturday: Last day for filing applications for degrees to be conferred on August 23.
July 13, Friday: First half session closes.
July 16, Monday: Second half session opens.

REGULAR SESSION, 1951-52

September 17, Monday: First semester opens.
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 Director of Personnel or the Dean of Men.

4. Assemblies of students will be held periodically on special call. Ordinarily such assemblies will be held on a Tuesday or Thursday morning.

5. 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.

6. 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.

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

8. 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.

Required Fees

<table>
<thead>
<tr>
<th>Required Fee</th>
<th>Per Semester (18 wks.)</th>
<th>Per Year (36 wks.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>$25.00</td>
<td>$50.00</td>
</tr>
<tr>
<td>Extra Mural</td>
<td>7.75</td>
<td>15.50</td>
</tr>
<tr>
<td>Health</td>
<td>1.50</td>
<td>3.00</td>
</tr>
<tr>
<td>Laboratory</td>
<td>2.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Textbook</td>
<td>3.75</td>
<td>7.50</td>
</tr>
<tr>
<td>Trust Fund Deposit</td>
<td>2.00</td>
<td>8.00</td>
</tr>
</tbody>
</table>

Room and Board*

<table>
<thead>
<tr>
<th>Dormitory</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sallie Ward Beretta Dormitory (women)</td>
<td>$175.00</td>
<td>$350.00</td>
</tr>
<tr>
<td>Sayers Hall (women) 1st floor</td>
<td>164.00</td>
<td>328.00</td>
</tr>
<tr>
<td>Sayers Hall: 2nd and 3rd floors</td>
<td>175.00</td>
<td>350.00</td>
</tr>
<tr>
<td>Harris Hall (men)</td>
<td>175.00</td>
<td>350.00</td>
</tr>
<tr>
<td>Cooperative Houses (women)</td>
<td>125.00</td>
<td>250.00</td>
</tr>
<tr>
<td>Residence Halls (men and women)</td>
<td>164.00</td>
<td>308.00</td>
</tr>
</tbody>
</table>

*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.

Students not residing in College dormitories may secure board at the College Cafeteria at the rate of $120.00 per semester payable in four equal installments in accordance with the schedule indicated above.

Because of changing food prices, the College reserves the right to increase or decrease the prices listed in this catalogue.

Married veterans may secure one, two, and three-bedroom apartments from the Federal Housing Administration at the Riverside Homes from $25.00 to $40.00 per month, which includes all utilities.

The required fee of $40.00 paid at the time of registration includes...
the statutory 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. Other required fees included in the $40.00 total provide for textbooks, the College Star, admission to auditorium and athletic attractions, medical services and laboratory school privileges.

The physician and nurses are available for consultation and direct the medical services of the college. The medical fee also provides for hospitalization in the "College Infirmary" for a period of twelve days (or, in emergency cases, to a maximum of eight days in the Hays County Memorial Hospital or in any other hospital recommended by the college physician).

Registration and Tuition Fee for Non-residents: Pursuant to the provisions of House Bill 507 enacted by the 50th Legislature of Texas registration and tuition fees for students who are not residents of Texas have been established as follows:

1. For each semester $150, or $300 for a school year of nine months.

2. For the summer session of twelve weeks the fee shall be $100.

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:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piano, voice, violin, or other orchestral instruments:</td>
<td></td>
</tr>
<tr>
<td>Two (one-half hour) lessons per week</td>
<td>$35.00 per semester</td>
</tr>
<tr>
<td>One (one-half hour) lesson per week</td>
<td>$18.00 per semester</td>
</tr>
<tr>
<td>Instrument Rental</td>
<td>$1.00 per semester</td>
</tr>
<tr>
<td>Biology Fee</td>
<td>$1.00 per semester</td>
</tr>
<tr>
<td>Chemistry Fee (not including breakage)</td>
<td>$1.00 per semester</td>
</tr>
<tr>
<td>Home Economics Fee</td>
<td>$1.00 per semester</td>
</tr>
<tr>
<td>Industrial Arts Fee (See course description)</td>
<td></td>
</tr>
<tr>
<td>Art Fee</td>
<td>$2.00 per semester</td>
</tr>
<tr>
<td>Photography Fee</td>
<td>$3.00 per semester</td>
</tr>
<tr>
<td>Typewriter Rental</td>
<td>$1.00 per semester</td>
</tr>
<tr>
<td>Certificate Fee (payable when applying for certificate)</td>
<td>$1.00</td>
</tr>
<tr>
<td>Diploma Fee (payable when applying for degree)</td>
<td>$3.00</td>
</tr>
<tr>
<td>Diploma Fee (payable when applying for 2-year diploma)</td>
<td>$1.50</td>
</tr>
</tbody>
</table>
SOUTHWEST TEXAS STATE TEACHERS COLLEGE 11

STATE BOARD OF TEACHERS COLLEGE REGENTS

MEMBERS

1950-51

N. S. HARRELL, President
NATIONAL BOARD OF TEACHERS COLLEGE REGENTS

Claude

WALTER F. WOODUL, Vice President

Houston

MRS. J. K. BERETTA

San Antonio

MISS EMMA MAE BROTHE

Marshall

V. A. COLLINS

Livingston

MELVIN C. EIDSON

Austin

W. L. KERR

Midland

H. L. MILLS

Houston

R. L. THOMAS

Dallas

CLAUDE ISBELL, Secretary

Austin

OFFICERS OF ADMINISTRATION

GENERAL OFFICERS

1950-51

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.

Dean of Graduate Studies

J. LLOYD READ, Ph. D.

Registrar

PATRICK HENRY NORWOOD, Ph. D.

Director of Public Service

BRYAN WILDENTHAL, Ph. D.

Business Manager

GWLADYS JONES, Ed. D.

Director of Personnel

HENRY ELI SPECK, A. M.

Dean of Men

ERNEST BRYAN JACKSON, A. M.

Librarian

MAURICE D. HEATLY, M. D.

College Physician

WILLIAM L. MOORE, M. D.

Assistant College Physician

JOSEPH E. THOMPSON

Director of Maintenance
ASSISTANTS

PAULINE LONG ______________________ Secretary to the President
MAXINE W. HILTON, B. S. ___________Secretary to the Dean of the College
MARION FOREST ASBELL ____________Secretary to the Dean of Graduate Studies
BLANCHE OLDS NIX __________________Secretary to the Registrar
PEGGY B. BARTHOLOMEW_________Secretary to the Director of Personnel
NANCY STARCKE, B. S. ___________Secretary to the Director of Public Service
HATTIE D. ROBERTS, A. M. __________Assistant Registrar
DEIGHT M. TASSIN, A. M. ____________Auditor-Bookkeeper
GERALDINE M. HARRIS, B. B. A. __________Bookkeeper
ADELINA NEIGHBORS, B. L. S. __________Assistant Librarian
LILLIAN JOHNSON THOMAS, A. B. __________Assistant Librarian
LOUISE HENRY, B. L. S. ____________Assistant Librarian
FRANCES FISHER, A. M. ____________Assistant Librarian
ISABELLE MEYER, B. S. ____________Assistant Librarian
ESTHER DAVIS _____________________Textbook Librarian
HERTHA KUEHN BOWLIN, R. N. ___________College Nurse
MARGARET H. PATTERSON ____________Director of Sayers Hall
JANE K. HILL, A. M. ____________Director of Sallie Beretta Dormitory
CLAUDIA A. HEARN, Jr., B. B. A. __________Director of Harris Hall
BETTIE J. HARRIMAN, B. S. __________Dietitian
DUDLEY R. DOBIE, A. M. ____________Director of Museum
GERTRUDE E. BRYAN, A. M. __________Director of Student Life

INSTRUCTIONAL CHAIRMEN

1950-51

TOLLIE RAYMOND BUIE, M. S. ___________________________ Agriculture
VERNA L. DECKETT, A. M. ___________________________ Art
CHARLES SPURGEON SMITH, Ph. D. ____________________ Biology
ALVIN W. MUSGRAVE, Ed. D. _______________________ Business Administration
CARROLL L. KEY, Ph. D. ___________________________ Chemistry
EDWARD ORLANDO WILEY, Ph. D. _______________ Education
LEONARD N. WRIGHT, Ph. D. _______________________ English
ALFRED HENRY NOLLE, Ph. D. ______________________German
WILLA VAUGHN TINSLEY, Ph. D. _______________ Home Economics
VICTOR L. BOWERS, Ph. D. ___________________________ Industrial Arts
DON CUDE, A. M. (Acting) ___________________________ Mathematics
ROBERT A. TAMPEKE, Ph. D. ____________________Music
OSCAR W. STRAHAN, A. M. ____________ Physical Education for Men
HIAWATHA CROSSLIN, Ed. D. ____________ Physical Education for Women
RUFUS R. RUSH, A. M. ___________________________ Physics
JAMES TAYLOR, Ph. D. ___________________________ Social Science
J. LLOYD READ, Ph. D. ___________________________ Spanish
ELTON ABERNATHY, Ph. D. __________________________ Speech
SOUTHWEST TEXAS STATE TEACHERS COLLEGE

THE FACULTY
1950-51

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.

ELTON ABERNATHY, A.B., A.M., Ph.D. __________ Professor of Speech
A.B., Abilene Christian College; A.M., Ph.D., State University of Iowa.

*J. EARL ALLEN, B.S., A.M. ________ Assistant Professor of Education
B.S., East Texas State Teachers College; A.M., University of Texas.

DONALD VINSON ALLGEIER, A.B., B.S. in Ed., M.A...Associate Professor of Business Administration

LILLIAN E. BARCLAY, A.B., A.M. ______ Assistant Professor of English
A.B., A.M., University of Texas.

BESS BARNES, B.S., M. S. ______ Assistant Professor of Home Economics
B.S., Southwest Texas State Teachers College; M. S., Colorado State College.

JAMES G. BARTON, B.F.A., A.M. ________ Associate Professor of Speech

ANTON BEK, B.Mus., M.Mus. ____________ Associate Professor of Music
B.Mus., M.Mus., De Paul University.

JO W. BENNETT, A.B., A.M. ________________ Instructor in Speech
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LOIS ALICIA BLOUNT, A.B., B.S. in Phys. Ed.___________ Instructor in Physical Education

VICTOR L. BOWERS, A.B., A.M., Ph.D. _____ Professor of Industrial Arts
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IRA RENAY BOWLES, B.Mus., A.M. ________ Associate Professor of Music
B.Mus., Westminster Choir College; A.M., Teachers College, Columbia University.

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B.S. in H.E., M.S. in H.E., University of Texas.

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

EMMIE CRADDOCK, A.B., A.M.——Assistant Professor of History
A.B., Rice Institute; A.M., University of Texas.

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B.S., A.M., Southwest Texas State Teachers College.
VERNA L. DECKERT, B.S., A.M. ______ Associate Professor of Art
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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
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and Professor of History
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A.B., University of Kansas; A.M., University of Nebraska.

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B.S., Southwest Texas State Teachers College.

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B.S., East Texas State Teachers College; M.Ed., Agricultural and
Mechanical College of Texas; Ph.D., Michigan State College of Agri-
culture and Applied Science.

ARTHUR A. GRUSENDORF, A.B., A.M., Ph.D. ______ Professor of Sociology
A.B., A.M., Baylor University; Ph.D., University of Texas.

GRACIA BELLE HABY, B.S. _________ Instructor in Business Administration
B.S., Southwest Texas State Teachers College.

CECIL O. HAHN, B.Ed., A.M., Ph.D. _________ Professor of History
B.Ed., Wisconsin State Teachers College; A.M., Ph.D., University of
Iowa.

WINFRED M. HARDING, B.S., A.M., Ph.D. _________ Associate Professor of
Chemistry
B.S., Sam Houston State Teachers College; A.M., Ph.D., University of Texas.

DOUGLAS WAYNE HARRIS, B.S., A.M. _______Assistant Professor of Industrial Arts
B.S., The Stout Institute; A.M., Miami University.

RUBY HENDERSON, A.B., A.M. ______.Assistant Professor of Education
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RALPH H. HOUSTON, A.B., A.M., Ph.D. ________Professor of English
A.B., North Texas State Teachers College; A.M., Ph.D., University of Texas.

ERNEST BRYAN JACKSON, A.B., A.M. ________Librarian and Professor of Library Science
A.B., A.M., University of Texas.

GWLADYS JONES, A.B., M.S., Ed.D. _________Director of Personnel and Associate Professor of Education
A.B., Albright College; M.S., Pennsylvania State College; Ed.D., Teachers College, Columbia University.

MILTON W. JOWERS, B.S., A.M. _____________Assistant Professor of Physical Education
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CARROLL L. KEY, B.S., A.M., Ph.D. _________Professor of Chemistry
B.S., A.M., George Peabody College for Teachers; Ph.D., University of Texas.

GEORGIA A. LAZENBY, B.S., A.M. _________Associate Professor of Art
B.S., George Peabody College for Teachers; A.M., Teachers College, Columbia University.

DAVID E. LEIGHTON, A.B., M.Mus.Ed. _____Assistant Professor of Music

FRANK R. LEMBO, B.Mus., M.Mus. ________Assistant Professor of Music
B.Mus., Louisiana State University; M.Mus., Cincinnati Conservatory of Music.

ALMA LUEDERS, A.B., A.M. _____________Associate Professor of English and Modern Languages
A.B., Southwest Texas State Teachers College; A.M., University of Missouri.

HAZEL McCANNE, B. S., M.S. ______ Assistant Professor of Elementary Education and Supervisor, The College Elementary School
B.S., M.S., North Texas State Teachers College.
BRUCE McIVER, A.B., B.D. Teacher of Bible
A.B., Baylor University; B.D. Southwestern Baptist Theological
Seminary.

OLIVER MALLORY, Jr., A.B., A.M. Instructor in English
A.B., A.M., Southwest Texas State Teachers College.

ELEONOR M. MELLERT. B.S.E., M.A. Assistant Professor of
Physical Education
B.S.E., University of Michigan; M.A., Western Reserve University.

RETTA MURPHY, A.B., A.M., Ph.D. Professor of History
A.B., Texas Presbyterian College; A.M., Ph.D., University of Texas.

ALVIN W. MUSGRAVE, A.B., A.M., Ed.D. Professor of Business
Administration
A.B., East Texas State Teachers College; A.M., Southern Methodist
University; Ed.D., University of Texas.

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ALFRED HENRY NOLLE, A.B., B.S., A.M., Ph.D. Dean of College and
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PATRICK HENRY NORWOOD, A.B., A.M., Ph.D. Professor of Education
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A.B., East Texas State Teachers College; A.M., George Peabody Col-
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B.S., A.B., North Texas State Teachers College; A.M., Ph.D., University of Texas.

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A.B. in J., University of Kentucky; M.S., in J., University of Wisconsin.

RUFUS R. RUSH, A.B., A.M. _________________Professor of Physics
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HENRY ELI SPECK, A.B., A.M. _______________Dean of Men and Professor of Mathematics
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LYNN H. TULLOCH, A.B., A.M. --- Associate Professor of Mathematics
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JOE H. WILSON, A.B., A.M.——Associate Professor of Education
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LEONARD N. WRIGHT, A.B., A.M., Ph.D.——Professor of English
A.B., Westminster College; A.M., University of Missouri; Ph.D.,
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LEROY J. YOUNG, B.S., M.S.——Assistant Professor of Agriculture
B.S., M.S., Agricultural and Mechanical College of Texas.

EMPRESS YOUNG ZEDLER, B.F.A., A.B., A.M.——Assistant Professor
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B.F.A., Hardin-Simmons University; A.B., A.M., University of Texas.

GRADUATE ASSISTANT

LEONARD G. PARSONS. B.S.——History
B.S., Southwest Texas State Teachers College.

THE COLLEGE LABORATORY SCHOOLS

(SAN MARCOS PUBLIC SCHOOLS)

FRED KADERLI, A.B., A.M.——Professor of Education and
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State Teachers College; Ed.D., Northwestern University.

YANCY P. YARBROUGH, B.S., A.M.——Associate Professor of
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LUCILE N. ADAMS, B.S.——Supervisor in Physical Education
The College High School
and The College Elementary School
B.S., Southwest Texas State Teachers College.

JUNIA B. AMOS, B.S., A.M. — Supervisor, The College Elementary School
B.S., North Texas State Teachers College; A.M., George Peabody
College for Teachers.

HELEN H. BARBER, A.B., A.M. — Supervisor in English,
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A.B., A.M., Southwest Texas State Teachers College.

IDA MAY BERNHARD, A.B., A.M. — Supervisor in Mathematics,
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BERNICE BOULDIN, B.B.A., A.M. — Director of Personnel and Supervisor
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B.B.A., A.M., Southwest Texas State Teachers College.

NYLA CHAFFIN BOWERS, A.B. — Supervisor, The College
Elementary School
A.B., Mary Hardin-Baylor College.

INEZ SMITH CREWS, B.S., A.M. — Supervisor, The College
Elementary School
B.S., A.M., Southwest Texas State Teachers College.

OLGA CRISWELL, B.S. — Supervisor in Home Economics,
The College High School
B.S., North Texas State Teachers College.

ROSE MARIE DAVIS, B.A. — Supervisor in Social Studies,
The College High School
B.A., University of Texas.

R. D. DECKER, B.S. — Supervisor in Agriculture,
The College High School
B.S., The Agricultural and Mechanical College of Texas.

JEANNE DIBRELL, A.B., A.M. — Supervisor in Social Studies,
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B.S., M.S., Southwest Texas State Teachers College.

BUSH N. EWING, B.S., M.S.  Supervisor in Industrial Arts, The College High School B.S., M.S., East Texas State Teachers College.


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

CLEO M. GILL, B.S.  Supervisor in English, The College High School B.S., Southwest Texas State Teachers College.


EDITH M. HANNA, B.S., M.S.  Supervisor in Art, The College High School B.S., M.S., North Texas State Teachers College.


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


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CHARLES D. ROBERTS, B.S.---------- Supervisor in Speech. The College High School
B.S., University of Texas.

RUTH A. SCHMUCKER, B.S., A.M. ------ Supervisor in Homemaking, The College High School
B.S., A.M., Texas State College for Women.


HELEN THWEATT, B.S. --------------------------- Supervisor. The College Elementary School
B.S., Stephen F. Austin State Teachers College.

EUGENE TURNER, B.B.A., A.M. --- Supervisor in Distributive Education, The College High School
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ELEANOR M. WILDMAN, B.S., M.ED. ------ Supervisor in Social Studies, The College High School
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MINA C. WILLIAMS, A.B. ------------------------------ Supervisor, The College Elementary School
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LOIS BLUDWORTH WOOD, A.B., A.M. --------- Supervisor, The College Elementary School
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NON DOUGLAS WRAY, B.S., A.M. --------- Supervisor in English, The College High School
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THOMAS P. YOAKUM, B.S., A.M. ------ Supervisor in Social Studies, The College High School
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MARGARET STOKER YOUNG, A.B., A.M. --------- Supervisor, The College Elementary School
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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, formerly 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 of 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 nine 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 and 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, above 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 418 acres of farm and ranch land and also to Sewell Park, a 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
Business Administration Building
Industrial Arts Building
Industrial Arts Building Annex
Education Building
Allie Evans Practice Cottage
Evans Auditorium-Laboratory School
Library Building
Home Economics Building
Men's Gymnasium
Lula Hines (Women's) Gymnasium
Music Hall

(2) Dormitories, Residence Halls and Apartments
Fourteen different buildings on the campus provide residence facilities for men and women. These facilities include dormitories, cooperative residences for women and several residence halls for men and women. Furthermore, there are approximately 250 furnished apartments made available to the college by the Federal Public Housing Authority and dormitory accommodations for approximately 275 single men.

(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.

(4) New Construction
Currently there are being built on the campus six additional buildings; namely, a new dining hall, a fine arts building, an addition to the library, an infirmary, the second dormitory of the women's dormitory system, and the first unit of the Cooperative Residence halls for women. This construction is the first building program under the constitutional building amendment which was voted by the people of the State three years ago.

THE LIBRARY

The Library contains more than 67,000 volumes and 9,800 pamphlets, rich in materials relating to the fields of modern languages, history, government, 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, browsing room, the Daughters of the American Revolution Library of early textbooks, and the cataloging and binding department are located on the second floor of the Building. The browsing room, which provides accommodation for 30 readers, contains current and appropriate books in the fields of English, history, orientation, economics, sociology, art and children's literature. Material for the browsing room has 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-STUDENTS ASSOCIATION

This organization is known as The Ex-Students Association of Southwest Texas State Teachers College. All persons who have been enrolled in any of the regular college courses and who have been honorably dismissed or graduated are automatically members. To date there are approximately 50,000 ex-students. Of these, 5,625 have been awarded the bachelor's degree and 723 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. The association also endeavors to keep an accurate catalog of the names and addresses and professional status of its members.

Plans have been projected for the formation of active county or branch organizations of former students at centers accessible to them within the service territory of the College. Alumni chapters are already active in more than two dozen counties. Other groups are in the process of being formed as this catalog goes to press.

The administration of the association is by elected officers, the Association Council comprised of representatives from every section of Texas and every class that has graduated from the school, and the Executive Board comprised of ten members of the council. Association officials hold business meetings in the spring and fall of each year.

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 G. Hogg known as "The Ex-Students Memorial Loan Fund."

The Ex-Students Association has adopted a long-range Greater College Development Program through which it envisions a series of specific projects to improve the school. The first of these projects, launched in the fall of 1946, was designed to raise money to complete the memorial organ fund, for which ex-students had previously given $10,000, and to raise $25,000 for the purpose of equipping a new student union building.

All former students contribution to the association's campaign for funds are known as "Contributing Members."

Elected to serve as officers of the association during the year of 1950 were:

President ____________________ J. Campbell Brandt
First vice-president _____________ Raymond Cavness
Second vice-president _____________ Otha Grisham
Executive secretary _____________ Morris Willson
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 businessmen'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 is 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 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 many of the graduates of this college are placed in responsible non-teaching 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, 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. In 1949, there were six times as many calls for employees as there were candidates available.

Follow-up. Each spring the bureau sends a follow-up questionnaire to the administrator relative to each teacher he employed through this bureau for that year. Each teacher is rated in terms of classroom effi-
ciency, knowledge of subject matter, 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 guidance for 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. It offers extension credit courses both by direct class instruction and by correspondence study methods.

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, whether by direct class instruction or by correspondence, 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.

Instructions. 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.

DIRECT CLASS INSTRUCTION

Location of Centers. Courses are offered in any center where there is sufficient demand. In recent years classes have been taught in Beeville, Gonzales, Giddings, Kenedy, Seguin, San Antonio, Carrizo Springs, Jourdanton, Luling, Stockdale, Dilley, Poteet, Fredericksburg, Hallettsville, Yoakum, and Victoria. 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.

Fees. The fee for extension credit by direct class instruction work is $7.00 per semester hour payable in advance. A fee of seventy-five cents is charged as book rental for each book furnished for a given course.

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.

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

CORRESPONDENCE INSTRUCTION

Correspondence courses became available at the Southwest Texas State Teachers College through the department of Extension, September 17, 1945. All courses thus offered for credit are the equivalent in content of the corresponding residence courses.

REGULATIONS

The following regulations are excerpted from the more detailed ones to be found in the correspondence bulletin obtainable from the Department of Extension.

1. Students may register and begin work at any time. Instructors are not expected to grade papers, however, between the close of the summer term and the opening of the fall session.

2. Each three-hour course should be completed in four and a half months, provided that such a course may not be completed in less than forty-five days and must be completed within one year from the time the student registers for the course.

3. Each correspondence course for credit must be completed with a final written examination given under the supervision of a college-approved examiner.

4. The registration fee for each correspondence course is seven dollars for each semester hour of work plus an examination fee of one dollar which is refundable if the final examination is taken on the campus. All fees are payable in advance.

5. Ordinarily, the student furnishes his own textbooks. In some courses, however, textbooks may be rented from the college and supplementary material borrowed from the College Library at a nominal charge.
Persons wishing to enroll for correspondence work as offered by the College should address a request for a copy of the correspondence bulletin and for application blanks to the Director of Extension, Southwest Texas State Teachers College, San Marcos, Texas.

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, 1950, will open June 5 and close July 14; the second half-session opens July 17 and closes August 24. A full schedule of graduate and undergraduate work will be offered, including Workshops in elementary, secondary, and special education.
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. Four 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; the third, a general curriculum of four years leading to the traditional bachelor's degree; and the fourth, a general curriculum of two years designed to prepare men and women for vocations such as agriculture, commerce, homemaking and industry.

Fundamental Principles and Policies

Having accepted as our responsibility the areas of instruction indicated above, it is believed that certain principles should control the organization of the College and should determine its major policies. The following eight principles serve as guides for the instructional and administrative staffs in policy making.

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

Clearly defined objectives should govern the administrative organization, classroom instruction, curriculum offerings, extra-class activities, and personnel procedures. These objectives should be justified in terms of functional value, effectiveness, and economy, and those persons en-
gaged in administrative work, classroom teaching, or sponsors of activities should be influenced by worthwhile goals.

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.

Living in a changing world and with new demands made upon us from year to year, the staff is under obligation to revise and reorganize its program in terms of the changing needs of society. Sound scholarship should be characterized by breadth and depth of information and is the constant and impelling motive in the introduction of new materials. The staff responsible for the introduction of such materials will consider its value in terms of the needs and welfare of the student and of society. A Curriculum Committee composed of the Dean of the College and the heads of the various departments has the responsibility of curriculum adjustment and change.

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 personal 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 seeks to provide adequate facilities, a differentiated curriculum allowing for choices, and approved methods.

It is our belief that there should be basic courses in the social sciences, the humanities, and the pure sciences, so that a solid foundation may be provided for specialization. Except in instances of certain professional and pre-professional curricula, the college now requires in all four-year curricula thirty-five semester hours of work distributed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science</td>
<td>12 semester</td>
</tr>
<tr>
<td>English</td>
<td>12 semester</td>
</tr>
<tr>
<td>Science</td>
<td>6 semester</td>
</tr>
<tr>
<td>Speech</td>
<td>3 semester</td>
</tr>
<tr>
<td>Orientation</td>
<td>2 semester</td>
</tr>
</tbody>
</table>

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 for teaching and counseling are the means employed.
VI. The teacher education division should be differentiated and expanded in accordance with the aims and organizations of the public schools served by the College.

In accordance with the above principle, the College at San Marcos provides for concentrated study or specialization in the following areas: kindergarten, primary, elementary, and secondary, with particular specialties in school administration and special education. A complete school system is available as a laboratory for observation, demonstration, and teaching in all of the areas of public school work excepting a few highly specialized areas of subject matter.

VII. The curriculum patterns for teacher education are so designed that the student attains competence in the knowledges, ideals, attitudes, and skills required by the profession of teaching.

By means of our organized curricula in the various fields of subject matter, and through professional courses enriched by observation and participation and eventually in a period of concentrated teaching known as student teaching, the prospective teacher gains competence and skill as a beginning teacher. In the laboratory school effort is made to facilitate the processes involved in the integration of theory and practice.

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

It is our belief that individuals learn the ideals of democracy by study and by practice. This means that the College atmosphere should be one of cordiality, friendliness, and cooperation. Faculty committees, student faculty councils, and extra-class activities are so organized that the spirit of cooperation may have a chance of expression since in such an atmosphere democracy is most likely to succeed.

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 Dean of Graduate Studies, and the 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 Director of Personnel, who serves as a coordinator of personnel activities, twenty-five advisers, and the Dean of Men. During the freshman and sophomore years advisement is accomplished through the offices of the Director of Personnel, the Dean of Men, the Registrar, and by the advisory group; during the junior and senior years the chairman 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 upperclassmen 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 is 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 represented 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 who is ex-officio chairman of the Council with voting membership and four (two men and two women) council members are 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 opportunity 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 liberaly in enriching the life of the student so participating. The student handbook lists and describes these organizations.

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 department of 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 participants 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, are 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.

A Cappella Choir. This organization, which is chosen from the student body by auditions only, is composed of 40 voices, 20 men and 20 women. They are chosen on the basis of musicianship, vocal ability, character and scholastic standing. This organization is privileged to make concert tours of the State officially representing the College. Additionally, special performances are staged on and off the campus for many and varied professional civic organizations.

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.

ALLIED ARTS PROGRAMS

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 music 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. The conference maintains a program of intercollegiate 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 intercollegiate athletic contests a student must meet the following conditions: (a) he must be enrolled for at least four courses representing a minimum of twelve 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 students 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 under-graduate 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.

Kappa Pi. Alpha Pi Chapter of Kappa Pi National Art Fraternity was organized on the campus February 15, 1946, with twenty-six charter members, including faculty, students, and alumni. The purposes of the Fraternity are to raise the standards of productive artistic work among the students in colleges and universities, and to furnish the highest reward for conscientious efforts in furthering the best interest of art in the broadest sense of the term. Election to membership in the Fraternity is honorary and is extended to those students who, by their influence, their artistic interest, and their meritorious work, have exhibited the highest standards in scholarship and character.

Phi Mu Alpha Sinfonia Fraternity of America. The Gamma Phi chapter of Phi Mu Alpha Sinfonia was established on the campus in 1947 with thirty-three charter members. The purpose of Gamma Phi chapter is to provide music experience to its members aside from and in addition to that experienced in regular course work, and to foster especially American music. To this end the chapter presents several programs each year, one of which falls on or near February twenty-second and is to be an all-American program.

Membership in Gamma Phi chapter is by invitation and is restricted to men of sophomore rank or above currently enrolled in the college.

Delta Psi Kappa. The Alpha Kappa chapter of Delta Psi Kappa was established on the campus in May 1948 with twenty-four charter members. It is a national scholarship society for young women who major or minor in health, physical education, and recreation. The purpose of Alpha Kappa chapter is to provide experience in the college life of the students that will prove beneficial from the professional point of view as
a worker in either of the areas. Recognition of the student carries with it over the United States and other countries prestige in scholarship and professional abilities.

Membership in Alpha Kappa chapter is by invitation and is restricted to young women currently enrolled in the college.

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 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, the local pastors, and the President of the College, the Dean of the College, Director of Personnel, and the Dean of Men, ex officio. This council, composed of approximately forty members, sponsors such activities as the Annual Easter Sunrise Service, the Christmas program, 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

The college housing arrangements are part of the overall educational plan of this institution, therefore all students whose homes are not in San Marcos are required to live in approved units. When all dormitories and residence halls are filled to capacity, non-local students will be assisted in finding living accommodations in approved private homes in the city. Specific purposes of residence halls environments, all of which are requisite to developing the personailities which the college graduate, notably the excellent teacher, should have are:

1. To develop the ability to get along with many types of people.

The fact that students from all over the state and some foreign
countries live together in housing units on the campus is conducive to this type of learning.

2. To develop character. To this end an atmosphere of real home life is achieved in the dormitories through placing in charge of each of the units a mature well qualified director.

3. To develop self-discipline. To this end the students are encouraged to form house councils and to govern themselves in groups insofar as they will take the responsibility for their own government. Every effort is made to help the student grow rather than to make him or her conform with super-imposed regulations or imposed discipline, the alternate aim being self-discipline.

4. To develop intellectual competency. The dormitory as well as the classroom is a place where the intellect has an opportunity to grow. The fact that in most of the residence halls, members of all four classes live side by side means that the less intellectually mature students will pick up knowledge from those who are their superior in class rank, etc., and those who are more intellectually mature will have the opportunity of sharing their knowledge with others.

5. To develop the ability to share responsibility. This close practice is particularly evident in the three co-operative houses, Northside, Hornsby, and Pickard Hall, where housing is provided for about 230 girls. Incidental to the valuable experience gained in sharing work and housekeeping duties in these houses is an appreciable reduction in living costs. Yet assignments under the sharing plan are not so heavy as to interfere with student's studies.

Housing units may be classified as follows:

A. Co-operative Housing for Women (see 5 immediately above).
B. Dormitories.

Sayers Hall and Sallie Beretta Hall for women, and Harris Hall for men provide exceptionally attractive rooming facilities for 100, 125, and 188 students, respectively. Cliffside, Ward Hall, Wray Hall, and other dormitories provide housing for men and women. These halls are on the campus and afford comfortable and homelike living accommodations.

C. Apartments.

The college has available apartments for married couples.

D. Approved Housing.

Students who cannot be accommodated in dormitories will be assisted in finding living accommodations in approved housing. 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.

Applications for apartments or men's dormitory accommodations should be addressed to the Dean of Men. Applications for Women's Housing should be addressed to the Director of Personnel. An applica-
tion fee of $5.00 is required when the application blank is returned. It is requested that applications be made as near as possible to the dates listed in the yearly calendar on page 7.

**RECREATIONAL FACILITIES**

**Student Union.** The new Student Union is the common meeting ground of all students. Facing the Quadrangle, the Spanish-Colonial structure, where students chat, study, read magazines, listen to the radio or view television programs, houses club rooms, lounges, a ballroom, a music room, and expansive porches. In it are located the offices of the Student Council and the Religious Activities Council.

The group responsible for the policy of the Union is the Student Union Board of Directors which is composed of student and faculty members. The Union program is sponsored through student committees.

**Sewell Park.** A popular recreational feature of the College plant is Sewell 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 spring-boards, 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.
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 examination 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 student's 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 advantage 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 twelve day period of hospitalization in the College Infirmary, or, in emergency cases, to a maximum of eight days in the Hays County Memorial Hospital or in any other hospital recommended by the college physician.

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 of 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 adjustment, 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 that 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, scholarship 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 Carey 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. The 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.

Vocational Rehabilitation. The State Board for Vocational Education, through the Vocational Rehabilitation Division, offers assistance for tuition to students who have certain physical disabilities, provided the vocational objective selected by the disabled person has been approved by a representative of the Division. Application for Vocational Rehabilitation assistance should be made to the nearest Rehabilitation office or to the Director of Vocational Rehabilitation, 302 Walton Building, Austin, Texas.

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.
- Social Science, 2, including at least one unit in History.
- Elective sufficient to make 15.

High school students 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, provided that those enrolling with less than two units of credit in mathematics will be expected (a) to evidence competency in mathematics equivalent to the above entrance requirement to be demonstrated by tests on techniques and information in the subject or (b) to offer in partial fulfillment of the requirements for graduation under the respective curriculum under which they enroll credit earned in Mathematics 11 absolved in the first or second semester 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 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.

Student Conduct. 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 students whose character is unsound.

REQUIREMENTS FOR GRADUATION

The College grants the undergraduate degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Science in Home Economics, Bachelor of Science in Industrial Arts, Bachelor of Science in Agriculture, Bachelor of Music Education, Bachelor of Business Administration, and the graduate degrees of Master of Arts and Master of Education.

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

1. He must have been regularly admitted to the College.
2. He must complete during his freshman and sophomore years a total of sixty-four semester hours of work including the following courses, provided that one of the required courses in science and the course in government may be deferred until the junior year: (a) 2 hours in Orientation; (b) 3 hours in speech; (c) 12 hours in English; (d) 6 hours in American History; (e) 6 hours in the governments of the United States and of Texas; (f) 3 hours in mathematics; (g) 6 hours in biology; (h) at least 6 hours in chemistry or at least 6 hours in physics; (i) 12 hours in one foreign language in addition to two or more entrance units in the same language, provided that, because of the reorganization of the elementary courses in foreign languages, this requirement may be met by courses 13 (or two entrance units in the language) and 15 and 71, 72; (j) four one-semester-hour courses in physical education activities.

Note: A student may satisfy the six semester hour graduation requirement in American history by completion of History 11, 12 and the course or courses in government (Government 61 or 61, 62) prescribed under the curriculum under which he proposes to graduate; or if for any
reason excused from absolving History 11, 12, by completion of History 61, 62.

3. He must complete during the last two years of his course 60 semester hours of work including (a) an academic major of at least 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.

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

5. 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.

Bachelor of Science. In order to receive the degree of Bachelor of Science the candidate must complete a major in Biology or Chemistry or Physics. All other requirements are the same as those specified for the degree of Bachelor of Arts.

Note: The general curricula leading to the degrees of Bachelor of Arts and Bachelor of Science are outlined on pages 62 and 63 respectively.

Bachelor of Science in Education. Students wishing to qualify for the degree of Bachelor of Science in Education will follow either the curriculum for elementary teachers or the curriculum for high school teachers, outlined on pages 59 and 61, respectively.

Bachelor of Science in Home Economics. Students wishing to qualify for the degree of Bachelor of Science in Home Economics will follow the curriculum outlined on page 63.

Bachelor of Science in Industrial Arts. Students wishing to qualify for the degree of Bachelor of Science in Industrial Arts will follow the curriculum outlined on page 63.

Bachelor of Science in Vocational Agriculture. Students wishing to qualify for the degree of Bachelor of Science in Vocational Agriculture will follow the curriculum out on page 64.

Bachelor of Business Administration. Students wishing to qualify for the degree of Bachelor of Business Administration will follow the curriculum outlined on page 67.

Bachelor of Music Education. Students wishing to qualify for the degree of Bachelor of Music Education will follow the curriculum outlined on page 65.

Master of Arts. Candidates for the degree of Master of Arts will follow the course of study outlined on page 75.

Master of Education. Candidates for the degree of Master of Education will follow the course of study outlined on page 75.
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 may be selected from any one of the following subjects provided that if the student intends to qualify for a certificate to teach the major must be a teaching major and the first minor a teaching minor: Art, Business Administration, Economics, English, Geography, German, Government, History, Journalism, Mathematics, Music, Physical Education, Sociology, Spanish, Speech. The courses making up the academic major offered in partial fulfillment of the requirements for the degree of Bachelor of Science must be selected from one of the following subjects provided that if the student intends to qualify for a certificate to teach the major must be a teaching major and the first minor a teaching minor: Biology, Chemistry, Physics.

The courses making up an academic minor may in the instance of either degree be selected from any one of the subjects authorized for majors, Industrial Arts, or Library Science.

A student may not elect toward a 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 or permitted 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 students 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.

Time Limit. A student may graduate under the requirements either (a) of the catalog in force during the session in which he first enrolled, provided he graduates within six years from the end of the session, or (b) of the catalog in force during the session in which he graduates. The summer session may count as a part of the session immediately preceding or following it.
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 59ff.

Permanent High School. A student who has met the requirements for graduation with the bachelor's degree and has included in the courses offered toward graduation the required course in government and twenty-four (24) hours in Education including twelve (12) hours of advanced work dealing with the secondary field inclusive of a three-hour course in methods and observation and at least three hours in directed teaching is entitled to a permanent high school certificate.

Permanent Elementary. A student who has met the requirements for graduation with the bachelor's degree under the curriculum for elementary teachers as outlined on pages 59ff is entitled to a permanent elementary certificate.

The Texas certificate law makes provision for four-year elementary and two-year high school certificates based upon completion of one year of college work, six-year elementary and four-year high school certificates based upon completion of two years of college work, and six-year high school certificates based upon completion of three years of college work, and for special certificates in certain fields. Students wishing to qualify to receive one of these certificates should consult the Registrar for particulars. The requirement that a student include in the courses offered toward any one certificate a course in the Constitution of Texas and of the United States of America carrying at least two semester hours' credit is invariable.

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.

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 Education Agency.

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. If contingencies in scheduling make it desirable for an adviser to permit a student whose prior record would normally not entitle him to do so to enroll for 17 hours of work, exclusive of the regular assignment in physical education, the net value toward graduation of the total amount of credit thus represented, inclusive of the credit earned in physical education, shall be 17 hours.

Course Numbers. Courses numbered 1 to 49 are intended primarily for Freshmen; 50 to 99, for Sophomores; 100 to 199, for Juniors; 200 to 299, for Seniors. Courses numbered 200-299 marked by a star may be taken at the graduate level provided the requirement of twenty-four semester hours in the field is met by the student and provided that he does work in addition to that required of other students in the class. Those numbered 300 and above are 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 11, 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 students are determined by his daily oral and written work and by tests or quizzes, usually unannounced, given at intervals during the semester, by former 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; F, failure; I, Incomplete; and W, withdrawn. 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 work 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., 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.

A student dropping a course later than the close of the fourth week of a regular session or the second week of a half-term of a summer session receives the grade of F in the course, provided that at the time of dropping it he is adjudged by the instructor in the respective course to be earning a grade of less than C in it; otherwise he receives the grade of W in the course being dropped irrespective of the time he drops it.

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 quality 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 41f.

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 the grade of F and thus forfeit all credit in the course; or he may be re-instated in it provisionally.

Negative Credit. Also, for each total of absences equal to 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.

In the enforcement of this regulation an absence incurred by a student by virtue of membership in an Institutionally sponsored organization, e.g., athletic, musical or forensic, or by virtue of an Institutionally organized field trip attending his regular class work shall be deemed officially excused and shall not be included in the number to which the student is otherwise restricted. No student is, however, at any time excused from work missed in a given course in consequence of absence from the class irrespective of the reason obtaining for such absence. He is on the final examination accountable for all work covered in a course.

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 two or more courses or earns five 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 and 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 the 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 also organized curricula designed (a) to lead to baccalaureate degrees intended for those who do not intend to teach, (b) to give pre-professional training for the various professions, and (c) to provide a general college in which a student may earn a diploma on two years of work.

In general, each curriculum emphasizes 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. Professional, pre-professional, and vocational curricula, moreover, make provision for courses, laboratories, and experiences designed to impart knowledge and skill required to give vocational competency.

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.
CURRICULUM FOR ELEMENTARY TEACHERS LEADING TO THE
DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Freshman year: Orientation 13; Speech 13; English 11, 12; History 11, 12; At 13; Music 13 (or with special approval Music 57); Physical Education Activities, two semester hours; other subjects to make a total of 32 semester hours for the year.

Sophomore year: Education 53, 79; English 63, 64; History 61, 62; Physical Education Activities, two semester hours; other subjects including, preferably, Government 61 to make a total of 32 semester hours for the year.

Junior year: Education 123, 147 (preferably before 123); English 135; General Science 111, 112; Physical Education 112; other subjects, including Government 61, if not previously absolved, and minors, to make a total of 30 semester hours for the year.

Senior year: Education, 12 semester hours of advanced work dealing with the elementary field including Education 181, 182, 227; other subjects, including minors, to make a total of 30 semester hours for the year.

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. They will, however, be expected to offer in partial fulfillment of the requirements for graduation two concentrations, that is, minors, one of 18 to 30, the other of 12 to 18 hours, selected normally from the following teaching fields made up of the several subjects respectively indicated:

I. ART*—Art 13, 15, 53 or 73, 63, 123, and at least one advanced course additional

II. ENGLISH—English 11, 12, 63, 64, 117, 135, and at least one advanced course additional.

III. HEALTH AND PHYSICAL EDUCATION AND RECREATION*—Physical Education 43, 98 (in the Sophomore year); 112, 115 (in the Junior year); 123, 137; Physical Education Activities 1, 2, 3, 9 or 12, 27, 28; i.e., one hour per semester for 6 semesters.

IV. LIBRARY SCIENCE—113, 117, 123, 127.

V. MUSIC.
A. Vocal:
Music 1, 2; 11, 12 (in lieu of 13, 57); Music Education 107; 143 or 163; 273 or 3 hours of class instruction in orchestral instruments; Voice 1, 3, 5, 7; Piano 1, 3; appropriate ensemble to total 4 hours.

B. Instrumental:
Music 1, 2; 11, 12 (in lieu of 13); Music Education 107;
143 or 163; 153 or 3 hours of class instruction in orchestral instruments; Piano 1, 3, 5, 7; 2 hours of class or private instruction in orchestral instruments; appropriate ensemble to total 4 hours.

VI. SCIENCE—18 semester hours, including Biology 57 and General Science 111, 112.

VII. SOCIAL SCIENCE*—History 11, 12, 61, 62; Sociology 67; Geography 13; Government 61, 62; and (a) two courses selected from History 111, 112, 121, 143, or (b) 6 semester hours of advanced work in Geography.

VIII. SPANISH—Spanish 13, 15, 71, 72, and 6 semester hours of advanced work additional.

IX. SPEECH—Speech 13, 17, 19, 117, 119 and 6 semester hours additional.

*These fields are especially recommended as helpful to elementary teachers; at least one of the concentrations should be selected from this group. With special approval, one concentration may be in appropriate fields not here listed, e.g., Home Economics, Agriculture.

All elective courses must be chosen with the consent of the proper adviser. Following is a list of courses which are considered unusually helpful; it is strongly recommended that, from those not included in one of the fields of concentration, as many as possible be chosen as electives: Sociology 67; Geography 13; Biology 57; Art 123; Music Education 57; Physical Education 115; Mathematics 200.

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.

Completion of the course of study as outlined with inclusion of the minor in Health and Physical Education and Recreation qualifies the graduate to teach Physical Education in any elementary or high school grade on a part-time basis. Inclusion in the course of study of six (6) semester hours of work additional (chosen from Physical Education 147, 153, 163 or 183, 243) leads also to a permanent certificate entitling the holder to teach Physical Education in any elementary or high school grade.

Completion of the course of study as outlined with inclusion of a minor in Music leads also to authorization to teach Music up to half time of the teacher's schedule in any elementary or high school grade, Vocal or Instrumental, depending upon the minor chosen.
CURRICULUM FOR HIGH SCHOOL TEACHERS LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Freshman year: Orientation 13; Speech 13, English 11, 12; History 11, 12; Physical Education Activities, two semester hours; other subjects (including, preferably, biology, chemistry or physics, 6 or 8 hours) to make a total of 32 semester hours for the year.

Sophomore year: Education 53, 83; English 61, 62, or 63, 64, or 67, 68; Government 61, 62; Physical Education Activities, two semester hours; other subjects (including, unless previously absorbed, biology or physics or chemistry, 6 or 8 hours) to make a total of 32 semester hours for the year.

Junior year: Education 129, 157; other subjects (including teaching major and minor) to make a total of 30 semester hours for the year.

Senior year: Education, 12 semester hours of advanced work including Education 163, 191; other subjects including teaching major and minor to make a total of 30 semester hours for the year.

The courses making up the teaching major must be selected from any one of the following fields: agriculture, art, biology, business administration, chemistry, English, German, journalism, mathematics, physical education, physics, social science, Spanish, speech.

The courses making up the teaching minor may be selected from any one of the fields authorized for a teaching major or in home economics or industrial arts, or music.

Of the sixty semester hours of work that the student will be expected to complete during the junior and senior years as a part of the 124 hours required for graduation forty hours must be advanced.

Completion of the course of study as outlined leads to a permanent high school certificate.
GENERAL CURRICULUM LEADING TO THE DEGREE OF
BACHELOR OF ARTS

Freshman year: Orientation 13; Speech 13; English 11, 12; History 11, 12; Physical Education Activities, two semester hours; other subjects to make a total of 32 semester hours for the year.

The student will be expected under this curriculum to absolve the following courses of freshman and sophomore rank in addition to those in Orientation, Speech, English, and History and Physical Education Activities indicated: Mathematics, 3 semester hours; Biology 11, 12 or 21, 22 (or 61, 62 if preceded by Chemistry 11, 12); Chemistry 11, 12 or Physics 11, 12; foreign language, 12 (or 14) semester hours; and Government 61, 62. Ordinarily these courses should be absolved as a part of the work of the freshman and sophomore years, but for reason a student may postpone one of the required courses in science and Government 61, 62 until the junior year.

Sophomore year: English 61, 62, or 63, 64, or 67, 68; Mathematics (unless previously absolved), 3 semester hours; Physical Education Activities, two semester hours; other subjects, including Biology 11, 12 or 21, 22 or Chemistry 11, 12 or Physics 11, 12, to make a total of 32 semester hours for the year.

Junior year: Major, minors and other subjects including Biology 11, 12 or 21, 22 (unless previously absolved); Chemistry 11, 12 or Physics 11, 12 (unless previously absolved); Government 61, 62 (unless previously absolved); other subjects to make a total of 30 semester hours for the year.

Senior year: Major, minors and electives, 30 semester hours.

Of the sixty semester hours of work that the student will be expected to complete during the junior and senior years as a part of the 124 hours required for graduation forty hours must be advanced.

Note: Students who enroll under the general curriculum as outlined above may offer toward graduation a total of not more than 12 semester hours in Education selected from the following courses, but no other: Education 53, 83, 120, 147, 157, 260. Should such students decide to become applicants for certificates to teach, they may offer toward graduation courses in Education in addition to the permissive maximum of 12 semester hours indicated only provided they are able to meet in full at the time of graduation the requirements prescribed under the law for a permanent elementary, a six-year high school, or a permanent high school certificate. They will, moreover, be expected to offer a teaching major and a teaching minor in partial fulfillment of the requirements for graduation.
GENERAL CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE

In order to receive the degrees of Bachelor of Science the candidate must complete a major in Biology or Chemistry or Physics. All other requirements are the same as those specified for the degree of Bachelor of Arts.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN HOME ECONOMICS

Freshman year: Orientation 13; English 11, 12; Home Economics 11, 12, 21, 22; History 11, 12; Art 13 or Speech 13; Physical Education Activities, two semester hours.

Sophomore year: Education 53, 83; English 61, 62 or 63, 64 or 67, 68; Chemistry 73, 77; Home Economics 63, 67; Sociology 67 or Economics 67; Art 13 (unless previously absolved); Speech 13 (unless previously absolved); Physical Education Activities, two semester hours.

Junior year: Education 157; Biology 61, 62; Home Economics 123, 132, 133, 137; Industrial Arts 115; Sociology 67 (unless previously absolved); Economics 67 (unless previously absolved); Government 61 or Electives, three semester hours.

Senior year: Education 191; Biology 113; Home Economics 103, 113, 143, 193; other subjects, including Government 61 (unless previously absolved), to make a total of 30 semester hours for the year.

Advanced courses must total forty semester hours.

Completion of the course of study as outlined leads to 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 LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN INDUSTRIAL ARTS

Freshman year: Orientation 13; Speech 13; English 11, 12; History 11, 12; Industrial Arts 13, 17, 21, 33; Physical Education Activities, two semester hours; additional work, preferably Mathematics 11, to make a total of 32 semester hours for the year.

Sophomore year: Education 53, 83; English 61, 62 or 63, 64, or 67, 68; Government 61, 62; Industrial Arts 13, 65, 75, 79; Physical Education Activities, two semester hours; other subjects including biology or chemistry or physics, 6 or 8 semester hours, to make a total of 32 semester hours for the year.

Junior year: Education 129, 157; Industrial Arts, 12 semester hours including 87, 113, 117; other subjects including, preferably a teaching minor, to make a total of 30 semester hours for the year.
Senior year: Education, 12 semester hours of advanced work dealing with the secondary field including Education 163, 191; Industrial Arts, 6 semester hours including Industrial Arts 127; other subjects including, preferably a teaching minor, to make a total of 30 semester hours for the year.

All of the unspecified courses in Industrial Arts required in the Junior and Senior years must be advanced in character and be elected in conference with director of the department. Recommended science: Physics 11, 12. Recommended electives: Art 13 and courses in Ceramics and Crafts.

Of the sixty semester hours of work that the student will be expected to complete during the junior and seniors as a part of the 124 hours required for graduation forty hours must be advanced.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN VOCATIONAL AGRICULTURE

Students wishing to major in agriculture should absolve in the sequence indicated the subject matter included in the course of study outlined below provided that all courses in agriculture should be elected with the advice and consent of the head of the department of agriculture. They should not later than the beginning of the junior year confer with the head of the department of agriculture to determine the additional courses that will be required of them to qualify to teach vocational agriculture under the Smith-Hughes Law should it be their intention to do so.

Freshman year: Orientation 13; Speech 13; English 11, 12; Chemistry 11, 12; Agriculture 13, 15 and 11 or 21; Mathematics 21; Physical Education Activities, 2 hours.

Sophomore year: Biology 11, 12 or (preferably) 21, 22; History 61, 62; English 67; Journalism 13; Agriculture, 12 semester hours chosen from 63, 65, 67, 69, 71; Physical Education Activities, 2 hours.

Junior year: Education 53; Government 61; Biology 113, 115; Agriculture, 18 semester hours (12 semester hours advanced) including (unless previously absolved) 63, 65, 67, 69, 71.

Senior year: Agriculture, 15 semester hours (12 semester hours advanced); Agricultural Education 201, 203, 205, 207, 208.

Note: The advanced courses in Agriculture must include 115, 117, 123, 125, 127, 151, 153.

All students desiring Agricultural Education must be approved by the head of the department. A six year high school certificate may be earned by taking Education 53 and the 15 hours of Agricultural Education prescribed. If a certificate is not desired, Education 53 and the courses in Agricultural Education may be omitted and free electives chosen.

Of the sixty semester hours of work that the student will be expected to complete during the junior and senior years as a part of the 124 hours required for graduation forty hours must be advanced.
CURRICULA FOR THE DEGREE OF BACHELOR OF MUSIC EDUCATION

A. Curriculum for Teachers of Vocal Music

Freshman year: Orientation 13; Speech 13, English 11, 12; Music 1, 2; Music 11, 12; Voice (or Piano) 11, 12; Piano (or Voice) 1, 3; Strings 1, 3; Ensemble 1, 3; Physical Education Activities, two semester hours.

Sophomore year: History 51, 52; Government 61, 62; Music 61, 62; Music 63, 64; Applied Music (Primary) 61, 62; Applied Music (Secondary) 61, 62; Piano 5, 7; Physical Education Activities, two semester hours.

Junior year: Education 53, 157 or 163; Music Education 107, 143; Music 131, 132; Music 137, 139; Applied Music (Primary) 111a, 111b; Applied Music (Secondary) 9, 11; Chamber Music 113, 115; Ensemble 9, 11; other subjects to make a total of 30 semester hours for the year.

Senior year: Education 157 (unless previously absolved), 163 (unless previously absolved), 191; Music Education 127, 163, 273 and 271 or 275; Music 133, 157; Applied Music (Primary) 112a, 112b; Woodwinds of Brass 1, 3; Percussion 1, 3; Ensemble 13, 15. Of the total amount 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.

B. Curriculum for Teachers of Instrumental Music

Freshman year: Orientation 13; Speech 13; English 11, 12; Music 1, 2; Music 11, 12; Applied Music (Primary) 11, 12; Piano 1, 3; Strings 1, 3; Ensemble 1, 3, Physical Education Activities, two semester hours.

Sophomore year: Education 53; History 51, 52; Music 61, 62; Music 63, 64; Applied Music (Primary) 61, 62; Piano 5, 7; Brass 1, 3; Ensemble 5, 7; Physical Education Activities, two semester hours.

Junior year: Education 157 or 163; Music Education 107 and 153 or 163; Music 131, 132; Music 137, 139; Applied Music (Primary) 111a, 111b; Woodwinds 1, 3; Chamber Music 13, 115; Ensemble 9, 11; Government 61, 62.

Senior year: Education 157 (unless previously absolved), 163 (unless previously absolved), 191; Music Education 127, 153, 277; Music 133, 157; Applied Music (Primary) 112a, 112b; Percussion 1, 3; Voice
1, 3; Ensemble 13, 15; other subjects to make a total of 30 semester hours for the year.

Note: It is assumed that the primary field in Applied Music in the foregoing curriculum is an orchestral instrument. If Piano is elected as the primary field the secondary field in Applied Music must be an orchestral instrument, replacing Piano 1, 3, 5, 7 above, and may be begun in Brass or Woodwinds or Strings 1, 3 to be continued as courses S1 or S2 in the field of Applied Music thus represented.

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 LEADING TO THE DEGREE OF BACHELOR OF BUSINESS ADMINISTRATION

Freshman year: Orientation 13; Spanish 13; English 11, 12; History 11, 12; Business Administration 23 or 25 and 19 and 27 or 31, 32 or 43 and 56; Physical Education Activities, two semester hours; other subjects, to make a total of 32 semester hours for the year.

Sophomore year: Education 53; English 61, 62 or 63, 64 or 67, 68; Mathematics 18, 19; Biology or Chemistry or Physics, 6 or 8 semester hours; Business Administration 56 or 57 or 77 and 61, 62; Physical Education Activities, two semester hours.

Junior year: Education 83, 129; Economics 67, 73; Business Administration, 12 semester hours of advanced work including Business Administration 111, 112 or 161, 162; Government 61, 62 or electives, 6 semester hours.

Senior year: Education 157, 163, 191; Business Administration, 12 semester hours of advanced work; other subjects, including Government 61, 62 unless previously absolved, to make a total of 30 semester hours for the year.

For the purpose of choosing the advanced courses in Business Administration required but not specifically designated the student is directed to the suggested courses for each field of emphasis set down in the Business Administration section of this bulletin. Furthermore, the student is expected to choose advanced business administration courses with the approval of the Director of the Department of Business Administration.

Note: A student may under certain circumstances and with the approval of the Director of the Department of Business Administration offer Business Administration 153 in lieu of English 62 and (in the senior year) Economics 111 in lieu of a three hour course in Business Administration. He may with the approval of the Director of the Department be excused from the course in typing ordinarily required in the freshman year, provided he is able upon entering college to demonstrate a degree of skill as a typist satisfactory to the department and provided that the total amount of work in Business Administration that he offers toward graduation must be at least 42 semester hours.

Of the sixty semester hours of work that the student will be expected to complete during the junior and senior years as a part of the 124 hours required for graduation forty hours must be advanced.

Completion of the course of study as outlined leads to a six-year high school certificate.

A student who does not intend to apply for a certificate to teach will be expected to absolve Education 53 but to make substitutions of courses in other fields of subject matter for all courses in education otherwise included in the curriculum.
Ordinarily, students intending to prepare themselves for the study of medicine, law, dentistry, or nursing should enroll under the General Curricula outlined on pages 62 and 63, including in their respective courses of study the subject matter prescribe under the given pre-professional curriculum. Those deeming it 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 requirement, 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: Chemistry, 22 semester hours; Biology, 12 semester hours; English, 12 semester hours; Physics, 8 semester hours; Mathematics, 6 semester hours; electives to make 90 semester hours; Physical Education Activities, 4 semester hours.

Pre-medical students who have completed at least 94 semester hours of college work (the last 30 hours of which must be done in residence at the Southwest Texas State Teachers College), including (a) the usual freshman-sophomore requirements for graduation, (b) the usual pre-medical requirements and (c) a minimum of 24 semester hours of advanced work, will upon successful completion of the first two years' work in medicine at a Class A medical school be awarded the appropriate bachelor's degree upon transferring such medical credit back to the Southwest Texas State Teachers College, provided the quality point requirement has been met.

**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 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; electives 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, 12 semester hours; Physics, 8 semester hours; General Chemistry, 8 semester hours; Organic Chemistry, 8 semester hours; English, 6 semester hours; electives 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 or 63, 64 or 67, 68; Biology 11, 12; Chemistry 11, 12; History 61, 62; Government 61, 62; Sociology 67; Education 53; electives, 18 semester hours; Physical Education Activities, 4 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, select courses basic to the specific field of engineering in which they would specialize. The following courses of study is basic to the last two years of work in Engineering as customarily offered by schools specializing in that field:

Freshman year: English 11, 12; Mathematics 13, 17 (parallel in first semester); Mathematics 63; Physics 11, 12; Industrial Arts 13, 19; Physical Education Activities, two semester hours.

Note: Students who do not offer solid geometry for entrance to college should include in their course Mathematics 15.

Sophomore year: English 67, 83; Mathematics 111, 112; Physics 63, 67; Chemistry 11, 12; Industrial Arts 90; Physical Education Activities, two semester hours; other subjects to make a total of 32 semester hours for the year.

Students enrolling under this curriculum should recognize the additional load imposed by a field as specialized as Engineering. Thus, to qualify for unconditional admission to the Junior year of given curriculum in Engineering a student may find it necessary also to attend college for one Summer Session to absolve certain subject matter specifically required under it, e.g., American History and American Government.
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: Orientation 13; Speech 13; English 11, 12; History 11, 12; other subjects including a concentration (described below) and preferably a 6 or 8 hour course in Science to make a total of 32 semester hours for the year.

Second year: Art 73 or Music 67; Physical Education Activities, two semester hours; other subjects, including the required concentration and a 6 or 8 hour course in Science unless previously absolved to make a total of 32 semester hours for the year.

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 History, History
Sociology, Government and History

* 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, 18, 27, 31, 32, 56, 57;
(d) as cognate electives, Mathematics 18, 19; Economics 67, 73.
THE GRADUATE SCHOOL
1950-51

THE GRADUATE COUNCIL

VICTOR L. BOWERS, A.B., A.M., Ph.D., Industrial Arts
HIAWATHA CROSSLIN, A.B., B.S. in Ed., M.Ed., Ed.D., Physical Education
LELAND E. DERRICK, A.B., A.M., Ph.D., English
CHARLES SPURGEON SMITH, B.S., M.S., Ph.D., Biology
ROBERT A. TAMPKE, A.B., B.Mus., Ph.D., Music
JAMES TAYLOR, A.B., A.M., Ph.D., Social Science
DAVID F. VOTAW, B.S., A.M., Ed.D., Education

Ex-officio:
JOHN GARLAND FLOWERS, A.B., A.M., Ph.D., President
ALFRED HENRY NOLLE, A.B., B.S., A.M., Ph.D., Dean of College
CLAUDE ELLIOTT, B.S., A.M., Ph.D., Dean of Graduate Studies

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: Business Administration, Education, Home Economics, Industrial Arts, the Social Sciences, Science and Mathematics, Language and Literature, and Music.

ADMINISTRATION

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

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 Colleges for Teacher Education 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 Dean of Graduate Studies 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 Dean of Graduate Studies the student should have a complete picture of all his under-graduate 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 Dean of Graduate Studies for approval.

E. Tentative Approval: Approval of the Dean of Graduate Studies 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 MASTER’S DEGREE

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 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. The minimum number of hours required for the degree is thirty, the maximum forty-two.

10. Of the hours required at least one-half must be in courses numbered three hundred or above.

11. Ordinarily, except as noted, not more than six hours may be in courses open to juniors.

12. Students who major in Elementary Education must include Education 333; those who major in Administrative Education must include Education 343. Majors in Special Education or in Counseling and Guidance must include either Education 333 or 343, the choice being dependent on whether the emphasis is at the elementary level or at the secondary level.

13. 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.

14. 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. Courses taken by undergraduates for graduate credit must be identified on the student's schedule at the time of registration, and must have the prior approval of graduate school authorities.

15. Grades in all courses offered toward the graduate degree must average "B," provided that no grade of "D" shall be valid, and provided further that an "A" grade earned at another institution may not be used to validate a grade of "C" earned in this college. Furthermore, a stu-
dent whose undergraduate record is below a "B" average, or whose average in the field in which he proposes to major is below a "B" average, may not use a "C" grade on the Master's degree.

16. Thesis: If the student elects to write a thesis, a committee to direct the thesis will be assigned by the Dean of Graduate Studies in consultation with the student.

17. 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 Dean of Graduate Studies 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 Dean of Graduate Studies 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. The thesis must be submitted in conformity with regulations obtainable at the office of the Dean of Graduate Studies.

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.

18. 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.

19. Recommendation for the Degree: Upon completion of all requirements for the Master's degree, candidates are certified for graduation by the Dean of Graduate Studies. Degrees are publicly conferred at the close of the fall semester, of the spring semester, and of the summer session.

20. Options: The candidate for the Master's degree is offered an option in meeting the above requirements. He may choose to write a thesis or he may omit the thesis and do additional classroom work. Students who write a thesis will earn the Master of Arts degree, and those who omit the thesis will earn the Master of Education degree.
Option I—Programs Leading to the Master of Arts Degree

Plan A: Thirty semester hour plan

(1) A minimum of thirty semester hours of work selected from courses recognized for graduate credit must be completed, including the six semester hours allowed for the thesis.

(2) Of the thirty hours of work required at least fifteen hours, inclusive of the credit allowed for the thesis, must be in courses numbered three hundred or above.

(3) This degree program must include
   (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 the thesis, and a minor of nine hours.

Plan B: Thirty-six semester hour plan

(1) Students who earned their baccalaureate degree in the secondary field and who wish to take their Master of Arts degree in elementary education may do so by completing the prescribed course of study including a minimum of thirty-six semester hours.

(2) This degree program must include
   (a) a major of eighteen semester hours in elementary education, inclusive of the thesis, and
   (b) a minor of eighteen semester hours in professional subject matter. In this curriculum not more than twelve semester hours may be at the junior level, and at least eighteen semester hours must be at the three-hundred level.

Option II: Programs Leading to the Master of Education Degree

Plan A: Thirty-six semester hour plan

(1) If no major change in objective is involved, a student may omit the thesis and earn the Master of Education degree by completing thirty-six semester hours of graduate work.

(2) This degree program must include
   (a) a major of twenty-one semester hours, and
   (b) a minor of fifteen semester hours or two minors, one of six hours and one of nine.

Plan B: Forty-two semester hour plan

(1) Students who earned their baccalaureate degree in the secondary field and who wish to do their graduate work in elementary education may omit the thesis and earn the Master of Education degree by completing a prescribed course of study including a maximum of forty-two semester hours of graduate work, provided that this number may be reduced if warranted by elementary work completed by the candidate at the undergraduate level.

(2) This degree program must include
   (a) a major of twenty-one to twenty-four semester hours in elementary education, and
   (b) a minor of eighteen to twenty-one semester hours. In this curriculum no more than twelve semester hours may be at the junior level.
THE PERSONNEL DIVISION

The Personnel Division is concerned primarily with the personal development of each student. Its functions, primarily, are to initiate and execute activities which will lead to the maximum individual development of each student; to supplement and enhance the formal instructional program; and to coordinate various agencies working towards maximum individual achievement.

In short, it is interested in doing everything possible toward assisting each student to develop to the limit of his individual capacities in all areas, and to assist him to solve, through his own efforts, his particular problems of adjustment, whether they be scholastic, social, personal, or vocational in nature.

The activities of the division are the concern of every member of the faculty, and particularly of the group dealing most directly with the areas described, i.e., the deans, the registrar, department heads, the health department, the college physician, the veterans' office, housing directors, and the placement director.

Personnel activities include those dealing with selection, admission and retention, guidance and placement, but at present major emphasis of the division is upon its guidance services which consist of:

1. A preliminary orientation period, known as Freshman Week.
2. Personnel records. In the Personnel Office a folder is kept for each student in which an attempt is made to keep a continuous and cumulative record of that student's development in the several areas throughout his college career. This information is available to any staff member to whom it will be of practical use.
3. A testing program. Certain tests are required of all entering freshmen, but many additional tests of aptitude, interest and personality are available to those students who need guidance.
4. Individual counseling. Each entering freshman is assigned to a specific counselor, who remains his adviser throughout the freshman and usually the sophomore years. When a student has decided on his major field of interest the appropriate department head becomes the student's adviser.
5. Group guidance, or long term orientation. This is accomplished through an instructional course described below as Orientation 13.

ORIENTATION

13. Freshman 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, methods of achieving sound mental health and a balanced personality, analysis of the student's interests, and other problems related to vocational and educational planning. Emphasis throughout is upon self-appraisal and self-direction by the student. (This course, as one phase of the personnel services, is closely interrelated with the individual counseling program and other personnel activities).

Credit: Two semester hours.
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. Business Administration
   2. Home Economics
   3. Industrial Arts
   4. Library Science

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

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

IX. Religious Instruction

The courses offered in each of these Divisions and a description of each course are given in the following pages.

Note: Orientation 13 (Freshman Orientation) is taught under the auspices of the Personnel Division. The course is described on page 76.
I. DIVISION OF EDUCATION AND DIRECTED TEACHING

Professors Wiley, Votaw, Rogers, Burgum, Norwood
Associate Professors Wilson, Bruce, Jones
Assistant Professors Allen*, Bryan, Henderson, McCanne,
Shepherd, Richardson, Goodson

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 seven 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 or nursery school.

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 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 permanently 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.

Students pursuing the elementary curriculum are required to take Education 181 and 182 in a six hour block, preferably in the senior year. This involves a one half-day assignment, and may be taken from nine to twelve in the morning or from one to four in the afternoon.

In all directed teaching the students keep observational records of children to locate their physical, social, and self-needs as a basis for careful instructional planning. They 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 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


Students who intend at the time of graduation to become applicants for certificates to teach should complete the requirements outlined under one of the several curricula leading to a permanent elementary, a six-year high school, or a permanent high school certificate. Those who enroll under other curricula, e.g., pre-professional curricula or the non-vocational curriculum in arts and sciences, may offer toward graduation a total of not more than twelve semester hours in Education selected from the following courses, but no other: Education 53, 83, 120, 147, 157, 260. Should such students decide to become applicants for certificates to teach, they may offer toward graduation courses in Education in addition to the permissive maximum of twelve semester hours indicated only provided they are able to meet in full at the time of graduation the requirements prescribed under the law for a permanent elementary, six-year high school, or a permanent high school certificate. They should consult the Registrar in reference to the specific courses required for a given certificate.

For ready reference, a list of the courses in Education with course numbers in numerical order by rank is given below together with designation of the field or fields in which the respective course falls and reference to the page on which the description of the course will be found.

The names of the fields and abbreviations are as follows: Gen., General; Elem., Elementary; Sec., Secondary; Adm., Administrative; Meth., Methods; Sp., Special.

53. Educational Psychology. Gen., 81.
120. The Education of Exceptional Children. Sp., 90.
129. History, Philosophy, and Principles of Secondary Education. Sec., 84.
191S. Directed Teaching. Elem., Meth., 82.
191S. Directed Teaching. Sec., Meth., 84.
200. The Improvement of Reading Instruction. Meth., 89.
210. Safety Education. Adm., 86.
213. Administration and Interpretation of Tests. Adm., 86.
219. School-Community Relations. Adm., 86.
227. Seminar in Elementary Education. Elem., Meth., 82.
GENERAL COURSES IN EDUCATION

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.

53. Measurements in Education. The general purposes of this course are to meet the needs of college students, classroom teachers, and school administrators in reading educational publications and to meet the needs of teachers and administrators in giving 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).

COURSES IN ELEMENTARY EDUCATION

79. History, Philosophy, and Principles of Elementary Education. The following topics will be considered as they apply to elementary schools: the history of the late nineteenth and the twentieth century
schools: the philosophy predominating in these periods; the educational principles as outgrowths of the history and philosophy of the periods; the study of leaders and their influence and contributions; the present day issues; the fundamental purposes of the elementary school.

110. Child Study Laboratory for the Elementary School. See Education 310 below for description of this course.

115. Guidance and Pupil Adjustment in the Elementary School. See Education 310 below for description of this course.

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 the best elementary schools; outcomes in citizenship and subject-matter.

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

138. Administration of the Evaluative Criteria for Elementary Schools. See Education 338 below for description of this course.

147. Child Growth and Development. This course deals with basic concepts of human development and behavior with particular reference to the physical, social, and self aspects of development. Direct study of children in the laboratory school supplements the class discussions.

175. The Workshop in Problems in Better Health Habits. See Home Economics 375 for description of this course.

181, 182, 193. Directed Teaching. A series of courses providing opportunities for observation, participation and directed teaching for elementary curriculum students on the junior and senior levels.

Education 181 and 182 must taken simultaneously by all students enrolled in the curriculum for elementary teachers, except in the instance of those eligible to enroll for Education 181S. In the regular session the student may take this work from nine to twelve in the morning or from one to four in the afternoon.

1815. Directed Teaching. This is a course designed to satisfy the requirement of student teaching for experienced teachers. It consists of research in materials, methods, and child development. The actual preparation of curriculum materials is required, along with some observation in the laboratory school.

Offered on a six weeks basis in the summer session only.

227. Seminar in Elementary Education. A course intended to cover topics concerning elementary school methods and techniques not adequately treated in previous professional courses, such as the administration and interpretation of educational measurements; to synthesize course materials with experiences gained in directed teaching, and to give necessary laboratory experience to further implement theory.

281. Directed Teaching. A course 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.

310. Child Study Laboratory for the Elementary School. This course provides in-service training for teachers in the elementary school to improve their professional effectiveness through the direct study of the development of individual pupils according to an organizing framework of scientific knowledge of human growth and development.

Graduate students receive credit as 310; undergraduates, as 110.

315. Guidance and Pupil Adjustment in the Elementary School. This laboratory-workshop course is designed for teachers and administrators to increase their understanding of the motivation, the developmental levels, and the abilities of individual pupils; to plan for better guidance in each classroom; and to consider the development of adequate records about each child as he progresses throughout the schools.

Graduate students receive credit as 315; undergraduates, as 115.

333. Advanced Seminar in Elementary Education. A course in which each student will be given an opportunity to choose for study special problems to fit his particular needs and interests. Some consideration will be given to such research procedures as are needed in the preparation of a thesis or other research report, and to demonstrate his mastery of these procedures, the student will be required to present a research paper on a selected problem.

Required of all elementary education majors.

338. Administration of the Evaluative Criteria for Elementary Schools. The State Department of Education Handbook for the Evaluation of Elementary Schools is used as the basis of this course. Students are taught to use the Handbook and to interpret and apply the findings which result from its use.

Graduate students receive credit as 338, undergraduates, as 138.

355. The Elementary School Curriculum. A course which deals with the principles of curriculum development and organization, the selection of curriculum experiences, the planning of various types of units, an overview of curricular outcomes in various areas, guiding school experiences and unit activities, and some actual practice in preparing curriculum materials.

365. Supervision of the Elementary School. This course gives consideration to the general organization of the elementary school; problems of classification, grouping, promotion and progress, school and community relations; the principal's routines; in-service training and the guidance of teacher growth; the improvement of other factors in the teacher-learning situation.


379. Principles and Practices in the Elementary School. This course is intended to define and interpret the newer trends in elementary school practices; it deals with the philosophy and objectives of the elementary school and with procedures for implementing these objectives. Such topics:
will be treated as: classroom organization and management, the principles of unified learning as applied to school experiences, procedures for planning and developing experiences, meeting individual needs, evaluation.

COURSES IN SECONDARY EDUCATION

111. Child Study Laboratory for the Secondary School. See Education 311 below for description of this course.


129. History, Philosophy, and Principles of Secondary Education. The following topics will be considered as they apply both to the junior high school and the senior high school: brief historical background, fundamental purposes, present-day issues, problems of the curriculum, instructional planning, student personnel problems, guidance, and student activities. Professional laboratory experiences will be provided to parallel the fundamental principles underlying each topic.

139. Administration of the Evaluative Criteria for Secondary Schools. See Education 339 below for description of this course.

157. Psychology of Adolescence. A course dealing with the physical, mental, emotional, social, moral and religious, and intellectual characteristics peculiar to the adolescent period of life. Attention is given to deviations from the normal, as in cases of delinquency, emotional and intellectual deviations, and vocational misfits. In so far as possible professional laboratory experiences will be provided for the students to study the adolescent's environment including the home, the school, and the community.

163. Method and Observation in the High School. This course includes the study, observation, and evaluation of various methods of conducting the recitation in the secondary school, so that the prospective teacher may secure a better understanding of children's needs and may learn to adapt the curriculum to provide the optimum of development for the students. Opportunity is given to apply scientific principles of human growth and development, motivation, learning, and behavior and also to acquire skill in securing, recording and organizing information about a particular child or group of children through observation of pupils in the Junior-Senior High School in a variety of situations. Two class hours and two observation hours each week.

191, 192, 193. Directed Teaching. A series of courses providing opportunities for observation, participation and directed teaching, for juniors and seniors in the curriculum for high school teachers. 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, except in the instance of those eligible to enroll for Education 191S.

191S. Directed Teaching. This is a course designed to satisfy the requirement of student teaching for experienced teachers. It consists of
research in materials, methods (and child development. The actual preparation of curriculum materials is required, along with some observation in the laboratory school.

Offered on a six weeks basis in the summer session only.

229. Seminar in Secondary Education. A course following student teaching with the objective of integrating theory and practice. The problems met in student teaching will furnish the bases of study and discussion. Supplementary laboratory experiences will be provided as needed.

*267. Supervision of the Secondary School. This course gives consideration to such problems as the following: the organization of the Secondary School; problems of classification, promotion and progress; co-curricular activities; duties of the Principal; school and community relations; in-service training and the guidance of teacher growth; supervisory principles and plans; standards for judging teaching; methods of improving instruction; methods of follow-up on both dropouts and graduates.

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.

311. Child Study Laboratory for the Secondary School. This course provides in-service training for teachers in the secondary school to improve their professional effectiveness through the direct study of the development of individual pupils according to an organizing framework of scientific knowledge of human growth and development.

Graduate students receive credit as 311; undergraduates, as 111.

316. Guidance and Pupil Adjustment in the Secondary School. This laboratory-workshop course is designed for teachers and administrators to increase their understanding of the motivation, the development levels, and the abilities of individual pupils; to plan for better guidance in each classroom; and to consider the development of adequate records about each child as he progresses through the schools.

Graduate students receive credit as 316; undergraduates, as 116.

339. Administration of the Evaluative Criteria for Secondary Schools. The Evaluative Criteria for Secondary Schools is used as the basis of this course. Students are taught to use the Criteria and to interpret and apply the findings which result from their use.

Graduate students receive credit as 339; undergraduates, as 139.

343. Advanced Seminar in Secondary Education. A course in which students are given an opportunity to study problems in secondary education in which they have special interest. Emphasis is placed on research procedure and a research paper is required of each student.

Required of all secondary education majors.
COURSES IN ADMINISTRATION

110. Child Study Laboratory for the Elementary School. See Education 310 under Courses in Elementary Education for description of this course.

111. Child Study Laboratory for the Secondary School. See Education 311 under Courses in Secondary Education for description of this course.

138. Administration of the Evaluative Criteria for Elementary Schools. See Education 338 under Courses in Elementary Education for description of this course.


170. Seminar in Guidance of the Exceptional Child. See Education 370 below for description of this course.

175. The Workshop in Problems in Better Health Habits. See Home Economics 375 for description 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. Administration and Interpretation of Tests. Topics of the course include sampling, discrimination in degrees of a trait, criteria of validity, and measures of reliability, as these qualities relate to the counseling of students. Activities of the course include administration of achievement tests, intelligence tests, personality scales, and so on. Test results will be treated statistically and interpreted educationally. Each student will carry out a test project of full scope in its natural setting as far as practicable.

217. Pupil Personnel Problems and Guidance. 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 parent, and reports to the board of education. In the last part of the course the seminar method will be used in the study and application of researches, records, and reports to child development and guidance in both school and post-school situations. Special attention will be given to the work of counselors and home room teachers. The Laboratory school will be used as needed in connection with the problems of this course.

*219. School-Community Relations. A course intended to aid in the development of concepts and methods that will be of value in bringing closer integration between the school and the community. The contribution of the teacher, supervisor, guidance worker, and administrator to the
improvement of school-community relations will be studied. Emphasis will be placed upon: ways to promote better school-community relationships; bridges between the school and community; importance of community life in the educative process; role of the school in building better communities; and the community school concept—its meaning and outstanding examples of its practice.

*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.

233. The Secondary 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.

*257. Public School Administration. A course dealing with the overall principles of administration of public schools, preliminary to the courses with more intensive study of specific problems. Emphasis is placed upon the function of the superintendent and principal. Topics included are the superintendent’s relations with the board of education, problems concerning the school plant, business and finance, pupil personnel activities, the curriculum, supervision of instruction, personnel, and public relations.

*276. Counseling Techniques for Personnel Workers. This course covers techniques both for counseling of individuals and for group counseling. The brief interview, the counseling interview, and psychological counseling are considered in the light of both directive and non-directive techniques. The use of supplementary aids such as records, reports, sociometric techniques, and referrals are discussed; techniques of group therapy, verbal and non-verbal, are evaluated. Throughout the course all procedures are studied in reference to practical situations.

*278. The Organization and Administration of a Guidance Program. This course covers practical problems in organizing, installing, and administering a guidance program. Included will be units on (1) principles and purposes underlying guidance; (2) the present status of guidance; (3) relationships between the administrator, guidance director, and counselors; (4) functions of the classroom teacher in the program; (5) supervision of the program; and (6) evaluation of the guidance program.

283. The Music Program in the Public School: Its Administration and Supervision. See Music 283 for description of this course.

310. Child Study Laboratory for the Elementary School. See Education 310 under Courses in Elementary Education for description of this course.
311. Child Study Laboratory for the Secondary School. See Education 311 under Courses in Secondary Education for description of this course.

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.

333. Advanced Seminar in Elementary Education. See Education 333 under Courses in Elementary Education for description of this course.

338. Administration of the Evaluative Criteria for Elementary School. See Education 338 under Courses in Elementary Education for description of this course.


343. Seminar in Secondary Education. See Education 343 under Courses in Secondary Education for description of this course.

355. The Elementary School Curriculum. See Education 355 under Courses in Elementary Education for description of this course.

365. Supervision of the Elementary School. See Education 365 under Courses in Elementary Education for description of this course.

370. Seminar in Guidance of the Exceptional Child. See Education 370 under Courses in Special Education for description of this course.


399. Thesis.

Note: Education 399 may count as a course in Administration or Methods as determined by the nature of the work done in the respective course by a given student.

COURSES IN METHODS

115. Guidance and Pupil Adjustment in the Elementary School. See Education 315 under Courses in Elementary Education for description of this course.

123. Methods and Observation in the Elementary School. See Education 123 under Courses in Elementary Education for description of this course.

163. Methods and Observation in the High School. See Education 163 under Courses in Secondary Education for description of this course.

181, 182, 183. Directed Teaching. See Education 181, 182, 183 under Courses in Elementary Education for description of these courses.

191, 192, 193. Directed Teaching. See Education 191, 192, 193 under Courses in Secondary Education for description of these courses.

200. The Improvement of Reading Instruction. This course attacks two problems: (1) the improvement of the basic reading program; (2) the correction of reading difficulties, in individuals or in groups. It therefore deals with such topics as the psychology of reading, the factors involved in reading, the characteristics of a good reading program; the determination of and the development of readiness; the development of basic reading abilities; the diagnosis of reading difficulties; the improvement of recognition techniques, vocabulary, comprehension, interest.

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

*227. Seminar in Elementary Education. See Education 227 under Courses in Elementary Education for description of this course.


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.

281. Directed Teaching. See Education 281 under Courses in Elementary Education for description of this course.

291, 292. Directed Teaching. See Education 291, 292 under Courses in Elementary Education for description of this course.

315. Guidance and Pupil Adjustment in the Elementary School. See Education 315 under Courses in Elementary Education for description of this course.


399. Thesis.

Note: See Education 381, 382 and 399 under Courses in Administration for description of these courses.
COURSES IN SPECIAL EDUCATION

The following courses are designed to offer pre-service and in-service training for teachers of physically handicapped or exceptional children. The student may become oriented in the work of all types of handicapped children or may prepare for administrative or teaching positions in one or more of the different special areas. Special attention is given to the preparation of qualified teachers under the provisions of the Morris-Smith Act of 1945. Emphasis is also placed on meeting the demand for additional training on the part of teachers and workers in the various eleemosynary schools.

A full major of eighteen hours is now being offered for those who wish to earn a Master of Arts Degree in Special Education. It is also practicable for students who make an early and careful selection of courses to earn a Bachelor's Degree with a major in Special Education. Through its program of Special Education, this college is meeting its share of responsibility in the Texas Plan for the Education of Exceptional Children, a plan which has now achieved national recognition. The number of students entering this field is increasing, but not sufficiently as yet to meet the demand for teachers in it.

In addition to the courses listed below, students who are majoring in Special Education may select one or more of the following related courses according to their special needs: Education 200, The Improvement of Reading Instruction; Education 213, The Administration and Interpretation of Tests; Education 310, Child Study; Speech 117, Phonetics; Speech 187, Speech for Teachers; Physical Education 137, Therapeutics; Sociology 143, Criminology; Education 375, Workshop in Better Health Habits; Education 281, Directed Teaching of Exceptional Children. Graduate students who desire this type of training should elect to work for the degree of Master of Education. This new degree plan permits students to take extra courses in lieu of a thesis.

120. The Education of Exceptional Children. A survey course designed to orient students to the program and problems related to the education of handicapped and gifted children. Consideration is given to the problems of the blind, the partially seeing, the deaf, hard of hearing, the crippled child, the child with lowered vitality, the speech defective, the nervous child, and the child with a mental or social handicap. Current programs of special education are presented and visits are made to institutions located within the vicinity of San Marcos.

130. Institutional Organization. See Education 330 below for description of this course.

140. Workshop in the Education of the Handicapped. See Education 340 below for description of this course.

170. Seminar in Guidance of the Exceptional Child. See Education 370 below for description of this course.

230. Methods of Teaching Handicapped Children. Provides the necessary knowledge of the anatomy, physiology, and pathology of the human body for teachers of handicapped children. Applications of teach-
ing techniques to meet the needs of the handicapped child are stressed according to the area of interest.

250. The Psychology of the Physically Handicapped. The psychology of all physically handicapped children and adults is discussed together with the emotional and social problems which frequently accompany such conditions. Special attention is given to the relation between physical handicaps and the individual's educational and vocational adjustment.

*260. Mental Hygiene. A study of the principles governing the development of human behavior. Emphasis is placed upon the experiences within the family, neighborhood, and school which are common to all individuals. The last unit of the course deals with the effect of handicaps upon mental health. The course proposes to meet the mental hygiene needs of all college students as well as those majoring in special education.

330. Institutional Organization. This course emphasizes the work of public and private institutions in the care of handicapped and exceptional children. A review of the available literature is made for the purpose of acquainting students with the best practices throughout the nation. Visits are made to neighboring institutions to observe their programs in action. The course is intended primarily for graduate students but is open to others by special permission as Education 150.

340. Workshop in Special Education. A library-laboratory course, intended primarily for graduate students but open to others by special permission as Education 140, in which opportunity is given to initiate or round out their preparation for teaching or supervising exceptional children. It makes provision for a thorough study of the Texas State programs for physically handicapped and exceptional children; a discussion of the administrative and supervisory problems of special education; and for individual or small group study according to the area of interest. Featured in the course are visual aids and lectures by visiting specialists.

Credit: Three or six semester hours. Offered in the summer session only.

370. Seminar in Guidance of the Exceptional Child. A study of the techniques of guidance and their administration. The course emphasizes orientation to handicapping conditions and the functions of representing social agencies. Provision is made for group discussion and committee work.
II. DIVISION OF ENGLISH, JOURNALISM, AND SPEECH

Professors Wright, Snellings, Derrick, Abernathy, Houston
Associate Professors Taylor, Lueders, Barton
Assistant Professors O'Meara, Barclay, Hightower, Vogel, Willson*, Zedler
Instructors Bennett, Mallory

ENGLISH

Dr. Wright
Dr. Derrick
Dr. Snellings
Dr. Houston
Miss Taylor

Miss Lueders
Miss O'Meara
Miss Hightower
Miss Barclay
Mr. Mallory

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.

Ordinarily, students planning to major in English are expected to become candidates for graduation with the degree of Bachelor of Arts. They may, however, graduate with a major in English under the curriculum leading to the degree of Bachelor of Science in Education. In either case they will be expected to absolve the subject matter included in the following course of study in the sequence indicated, provided that candidates for graduation with the degree of Bachelor of Arts who are not applicants for a certificate to teach may omit the courses in Education otherwise required.

Freshman year: Orientation 13, Speech 13; English 11, 12; History 11, 12; Foreign Language, 6 hours; other subjects, preferably Science, 6 hours; Physical Education Activities, 2 hours.

Sophomore year: Education 53, 83; English 61, 62; Government 61, 62 or History 71, 72; Foreign Language, 6 hours; other subjects (Science, if not previously absolved), 6 hours; Physical Educational 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 groups: (1) 123, 127, 143, 147, 241, and (2) 133, 137, 157, 216, 233, 238; Education, 18 hours of advanced work in the secondary field, including 129, 157, 163, 191; 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 (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.

Students must offer 12 hours in one Foreign Language in addition to two or more entrance units in the same language, provided that, because of the reorganization of the elementary courses in foreign languages, this requirement may be met by courses 13 (or two entrance units in the language) and 15 and 71, 72.

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. Reading and Writing. This, the first course in English, seeks to improve the student's reading skills and to supply him with thought-provoking material on which to base his training in expository writing. The study of grammar and sentence structure in this half of the course will be integrated with the student's needs as he seeks to improve both his reading and writing skills. His outside reading will be devoted entirely to non-fiction materials, such as biography, popular science, social science, and all other books in which general information is stressed.

12. Writing. The stress in this half of the course will be on the improvement of writing skills, with further practice in the pattern of longer exposition and some consideration of the materials and patterns of narration and description. Reading will be continued during this half of the term, but will be devoted to materials of a literary nature—the novel, the short story, the drama, and some poetry. A more intensive study of grammar will be undertaken with a view to further improvement in the correctness and precision of the student's writing.

Speech 13. Oral Communication. This phase of the improvement of the student's skills in communications will be undertaken by the speech department. For description of the course, see page 99.
61, 62. Sophomore Literature.

Required of all sophomores who propose to offer a major or minor in English in partial fulfillment of the requirements for graduation. Others may meet the sophomore requirement in English by absolving English 63, 64 or 67, 68.

61. Survey of English Literature from Beowulf to the Eighteenth Century.

62. Survey of English Literature from the Eighteenth Century to the Present.

63, 64. World Literature.

These courses may be elected in lieu of English 61 and 62 by all sophomores who are not English majors or minors. They will consist of a survey of the literatures of all the great civilizations of the past and present and a sampling of some of the more important items in each civilization. Both courses must be taken to absolve the requirement in sophomore English. They are especially recommended for elementary majors.

67, 68. Masterpieces.

These courses may be elected in lieu of English 61 and 62 by all sophomores who are not English majors or minors. Both courses must be taken to absolve the sophomore requirement in English.

67. Masterpieces in English Literature.

The course is organized in three six-week units, treating respectively types of poetry, the novel, and the drama in English literature.

68. Masterpieces in American Literature.

This course is organized on the same basis as 67, but will deal with masterpieces in American literature.

83. Writing for Pre-engineers. A study of exposition, adapted to the needs of students who have elected pre-engineering training. Practice in the planning and writing of reports and readings in modern scientific essays. The course may be selected by students other than pre-engineers, but it may not be offered in lieu of English 61 (or 67) or English 62 in fulfilling minimum requirements for English.

87. Creative Writing. Practice in original composition both as creative experience and as an aid to the appreciation of literature. The course will be devoted primarily to free form in poetic expression, the informal essay, the short story, and the one-act play. Those students whose work shows promise may advance to more formal poetic techniques, the novelette, and the three-act play.

Credit: one or two hours per semester provided a student may repeat the course for a maximum of 4 semester hours of credit. Credit thus earned may, moreover, be counted toward graduation in addition to the courses customarily required.

Open to students only on approval of the instructor at hours to be arranged.
JUNIOR-SENIOR COURSES

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

113. Advanced Composition. A practical course designed to help students in other fields who find occasion to write term papers, reports, reviews, and summaries. While the major portion of the course will be devoted to problems in expository writing, much attention will be given to the student's individual needs, and the work will be integrated, as far as possible, with his work in areas other than English.

117. English Grammar. The course is designed chiefly to give the student adequate equipment for the teaching of English in the high school. The purpose is twofold: first, to acquaint the student with the grammar of Modern English, with major emphasis on syntax and grammatical nomenclature; second, to point out the influence of Anglo-Saxon and other languages on inflectional forms, word-order, and vocabulary of present-day English.

Required of all students majoring or minoring in English; elective to all others who wish further training in the English language.

119. Elementary Semantics. Reading and discussion of some of the more elementary books on semantics, such as Hayakawa's Language in Thought and Action, Chase's Tyranny of Words, Walpole, Arnold, and possibly some of Korzybski's Science and Sanity. Practical exercises in word derivations, the importance of context, and propaganda analysis will be included.

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

125. Advanced Writing. See Journalism 125.

127. Early American Literature. Reading and study of significant American prose and poetry from Thomas Paine to Emerson.

129. Later American Literature. Study of the more important trends in American literature since the middle of the nineteenth century, with emphasis upon the Rise of Realism.

Not open to students who have credit in English 127 as offered prior to September, 1950.

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 mature tragedies and comedies.

135. Reading Materials in the Elementary Grades. A study of traditional and creative literature for children from which new 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 signifi-
cant 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 School.
A study of selected readings based on a survey of reading materials suitable for use in the junior and senior high schools, and an introduction to publications of particular value to the high school teacher of English.

147. The English Novel. A study of the history and development of the English novel from Defoe to the present, together with a reading of ten or more of the more significant English novels. A number of short critical papers will be expected from the student, both as a means of improving his writing skills and as a means of helping him form sounder critical judgments.

149. The American Novel. A study of the history of the American novel from Cooper to the present, together with the reading of a number of the more significant novels and books of criticism in the field. Considerable writing of a critical nature will be expected of the student, largely in the form of short reviews of the novels.

Not open to students who have credit in English 147 as offered prior to September, 1950.

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

163. English Literature of the Eighteenth Century. A study of the prose and poetry of the period, with particular emphasis on the contributions of the principal writers to the analysis of modern problems.

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 rea.

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. Mark Twain. Prerequisite, 24 hours in English and graduate standing.
314. Contemporary Novel. Prerequisite, 24 hours in English and graduate standing.
317. Studies in Elizabethan Drama. Prerequisite, 24 hours in English and graduate standing.
318. Byron. Prerequisite, 24 hours in English and graduate standing.
319. Victorian Novel. Prerequisite, 24 hours in English and graduate standing.
399. Thesis.

JOURNALISM

Mr. Vogel Mr. Willson*

The Journalism program which was expanded in the regular session 1947-48 to permit a major in the subject, purports (1) to train students for professional journalism vocations, (2) to prepare teachers of journalism, and (3) to train sponsors and supervisors for student publications in public schools.

Actual work on the College Star, student weekly newspaper, other college publications, and occasionally on local weeklies constitutes much of the laboratory activity for the courses in journalism.

To graduate with a major in Journalism a student will be expected to enroll under either the curriculum for high school teachers leading to the degree of Bachelor of Science in Education or the general curriculum leading to the degree of Bachelor Arts with inclusion in the respective curriculum of the following courses in Journalism and certain of the other subjects specifically required distributed as indicated:

Freshman year: Journalism 13.
Sophomore year: Journalism 74, 83, 85.
Junior year: Journalism, 6 hours advanced; Economics 67; Sociology 67.
Senior year: Journalism, 6 hours advanced, including 217.

The first minor must be either Social Science or English. It is recommended that the second minor be Foreign Language. All students intending to major in Journalism must have a working knowledge of typ-

ing before enrolling for Journalism 13 or must be enrolled concurrently in a typing course.

The following courses are recommended for use as electives by students making a major of Journalism: Industrial Arts 33 (Photography I), Industrial Arts 53 (Photography II), Industrial Arts 65 (Typography and Printing), Business Administration 157 (Salesmanship and Advertising), and certain advanced English courses, provided that with special permission three hours of work selected from the courses thus indicated may be offered toward graduation in lieu of a comparable amount of work in Journalism.

13. Introduction to Journalism. This is a course in fundamentals to acquaint the student with newspaper traditions, practices, and objectives as well as the techniques of news gathering, interviewing, and writing the various types of news stories. Each student will be required to handle elementary assignments of reporting for the College Star.

74. Advanced Reporting. This course is concerned with the more complex and difficult type of news stories, including reviews, criticisms, and feature interviews. It is primarily a laboratory course designed to perfect the student's news writing skills and techniques. Attention is also given to the ethics of reporting and the obligations of the competent journalist.

Prerequisite, 13.

33. News Editing I. This course provides instruction in copyreading, proof reading, headline writing, and newspaper make-up.

Prerequisite or parallel, 13.

85. News Editing II. In addition to laboratory experiences on the College Star in perfecting the techniques learned in Journalism 83, this course considers editorials, editorial and other newspaper policy, evaluation of news, and the law of the press. Careful study is made of many daily and weekly newspapers and how they reflect or fail to reflect skill in editing.

117. History of Journalism. This course presents the story of the origin of newspapers and their development to the present time. Emphasis will be placed on the economic, social, and political factors, which produced the modern newspaper in the United States, and due consideration will be given the journalists who had vital parts in that production.

123. Feature and Magazine Article Writing. This course is concerned with the techniques of writing and marketing special features and articles.

125. Advanced Writing. This course, which is also listed as English 125, is designed for those Journalism students who wish to continue in the magazine article writing field and for those English students who are interested in the short story, the informal essay, and poetry as creative writing types. The course is cooperatively taught by the English and Journalism Departments as a workshop designed to meet the needs and interests of the individual student.

127. The Supervision of Public School Publications. A study is
made in this course of the problems of publishing the various types of public school publications including financing, staffing, and actual production activities. Consideration is given to techniques peculiar to the production of the printed, duplicated, and section-of-the-town-paper types of school newspapers as well as the letterpress and offset annuals.

133. The Press and Contemporary Affairs. Explanation and interpretation of current events as a function of the press will be the chief concern of this course. A critical study will be made of contemporary local, state, national, and international problems and how they are treated by newspapers and news magazines.

217. The Practicing Journalist. This is a senior level course for journalism majors who have completed 18 hours of their prescribed journalism courses. The student who plans eventually to seek employment with a newspaper will be assigned to one of the San Marcos weekly newspapers for a prescribed number of hours of practical work. The student who plans to teach journalism will be assigned to help supervise and publish the Rattler, official weekly publication of the San Marcos High School. Perhaps opportunities for other advanced assignments will present themselves, possibly in radio or public relations, through which the student may receive valuable practical experience in a real-life situation. In every instance, the instructor of the course will keep close liaison with the "employer" and will assist and instructor the "practicing" student journalist in every way possible.

SPEECH

Dr. Abernathy
Mr. Barton
Mrs. Zedler
Mrs. Bennett

A student electing to major in the department of speech must complete a minimum of twenty-four semester hours of work in the subject including the following courses: 13, 17, 19, 67, 117, 137, provided the major must include a minimum of 12 hours of advanced work. Should he desire recommendation as a teacher of speech, normally 65, 119, and 213 would be required in addition to those courses listed above. The chairman of the department will advise other courses, to coincide with the special interests of the student.

Speech majors are urged to select a related field for their minor, and choose electives from other related fields. For example, one specializing in dramatics might well choose English as his minor and take pertinent courses in art, costume design, physics (light) and industrial arts (drawing and woodworking). Those specializing in public speaking preparatory to law, preaching, or debate coaching could fit in social science as a minor. And those whose major interest is speech correction should consider psychology and/or special education as minor fields.

A student desiring to minor in speech should submit 13, 17, 19, 117 and 9 more hours. If he is preparing to teach speech he should also submit 213 and practically all the courses offered in his specialty (dramatics, public speaking, or speech correction.)
13. **Fundamentals of Speech.** A first course in speech. Study aims at an understanding of speech fundamentals and practice in employing the techniques involved. Opportunities for voice and speech improvements are available to students in this course.

17. **Public Speaking.** A study of the principles and techniques used in the composition and delivery of various types of speeches for formal and informal occasions. Training aims at the development of direct, forceful speech, in typical speech situations.

   Lectures, two hours; laboratory, one hour a week.

   Credit: Two semester hours.

19. **Fundamentals of Oral Reading and Dramatic Interpretation.** An analysis and study of the fundamentals of oral reading. The purpose of this course is twofold: to teach students to get from the printed page the meaning there contained, and to interpret that meaning sincerely and convincingly to the audience. Attention is given to the interpretation of dramatic literature for the stage.

   Lectures, two hours; laboratory, one hour a week.

   Credit: Two semester hours.

65. (Formerly 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. Students will work on all college plays.

   Lectures, three hours; laboratory, two hours a week.

   Credit: Three semester hours.

67, 68. (Formerly 126, 127). **Public Discussion and Debate.** Course 67 is devoted to a study of the fundamental principles and techniques of public discussion and debate. Course 68 is a continuation of 67, with emphasis upon the application of the principles learned to various types of debate, discussion, and parliamentary situations. Students will work with the college forensic squad. Credit may be received for 67 without 68, but both should be taken in order.

75. **Acting.** This course is a study of the principles involved in forming a workable theory of acting, and the application of these principles through the development of technical skill. Participation in college productions is a part of the course.

117. **Phonetics.** This course is a study of that aspect of general linguistics which pertains to the sounds of speech. Attention will be given the main regional divisions of American Pronunciation, with emphasis upon the International Phonetic Alphabet as a tool for recording and transcribing speech.

119. **Speech Correction.** A study of the diagnosis and treatment of speech disorders.

   Prerequisite, 117.

125. **Vocal Anatomy.** This course offers a description and explanation of the human mechanism by which speech is produced, special attention being given the anatomy of the larynx and the ear.
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, choosing the cast, rehearsing the play, principles of directing the organization and function of the production staff, make-up and audience psychology. Members of the class will direct one-act plays.

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

147. **Interpretative Reading.** An advanced study of the techniques of oral interpretation. Practice is given in reading selections from various types of literature. Emphasis is placed on the selection and preparation of material for presentation. Members of the class are encouraged to read in audience situations outside the classroom and to take part in intercollegiate competition.

Lectures, two hours; laboratory, one hour a week.
Credit: Two semester hours.

187. **Speech Correction for the Classroom Teacher.** This is a practical, non-clinical course dealing with the speech handicaps of school children. It is designed for the regular classroom teachers and their administrative superiors who must necessarily deal with the five to ten percent of every school population who are speech defectives. Also the prospective speech correctionist who intends to work in the public schools may take the course to gain a broad perspective of speech correction in the school program as a whole.

213. (Formerly 123). **Teaching of Speech.** 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.

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.

243. **Speech Clinic I.** This course is devoted to actual supervised work in the speech clinic with speech handicapped persons. Each student will be assigned one or more clinical cases for individual work. Daily reports are to be written. Conference classes with director will be required.

Speech 243 must be preceded by Speech 119.
245. Speech Clinic II. A continuation of the clinical work undertaken in Speech 243.

265. Problems in Forensics. This course is designed to give actual supervised experience to qualified people in directing such speech activities as debate, oratory, extemporaneous speaking, declamation, etc.

275. Problems in Dramatics. This course is designed to give supervised experience to qualified people in all the problems encountered by the high school director of dramatics.
III. DIVISION OF FINE Arts

Professor Tampke

Associate Professors Deckert, Lazenby, Buchanan, Bek, Bowles
Assistant Professor Lembo, Leighton, Callaban
Instructor Priebe

ART

Mrs. Deckert Miss Lazenby Mr. Priebe

The aims of the Art Department are:
(1) to train teachers of art for the Elementary and Secondary schools,
(2) to stimulate and encourage creative expression in art,
(3) to offer a variety of art experiences,
(4) to foster and encourage the development of future artists, and
(5) to develop a consciousness of art as an integral part of life, and to enrich the general educational and cultural program of the campus.

Students majoring or minoring in art may choose from the following fields of concentration: (1) teaching of art, (2) crafts, and (3) drawing and painting; those not majoring or minoring in the subject may elect courses from the following: Art 13, 15, 17, 27, 37, 73, 127, 137, 173.

To graduate with a major in public school art a student will be expected to enroll under the curriculum leading to the degree of Bachelor of Science in Education or under the general curriculum leading to the degree of Bachelor of Arts with inclusion in the respective curriculum of the following courses in art and related fields distributed as indicated, provided that in the instance of the last named curriculum the student will be expected to incorporate the courses in Education required for either a six-year or a permanent high school certificate.

Freshman year: Art 13, 15, 17.

Sophomore year: Art 53, 57, 63, provided that Government 61, 62 may be postponed until the junior year.

Junior year: Art 127, 137 (or 129, 139), 170; and preferably Music 67 and Speech 65.

Senior year: Art 117, 163, 173, 223 and Music 67 and Speech 65 if not previously absolved.

To graduate with a major in crafts a student is expected to enroll under the general curriculum leading to the degree of Bachelor of Arts with inclusion therein of the following courses in art and related fields:

Freshman year: Art 13 and 27 or 37.

Sophomore year: Art 27 or 37 and 53, 63.

Junior year: Art 73 or 173 and 127, 129; Industrial Arts 17; and preferably Music 67 and Speech 65.
Senior year: Art 137, 139, 163; Industrial Arts 65 or 75; and, if not previously absolved, Music 67 and Speech 55.

To graduate with a major in drawing and painting a student will be expected to enroll under the general curriculum leading to the degree of Bachelor of Arts with inclusion therein of the following courses in art and related fields:

Freshman year: Art 13, 15, 17.
Junior year: Art 157, 170, 173 and Music 67.
Senior year: Art 117, 217.

All art majors must have their programs approved by the Director of the Department. In addition to meeting the course requirements each art major must present an exhibition of creditable work in his field of concentration before his candidacy for degree is approved.

There is a fee of $2.00 for all art courses. Moreover, the student furnishes materials needed in a given course at his own expense.

13. Fundamentals of Art. A course designed primarily to acquaint the student with the fundamentals of art. Design analysis, problems in composition and elements of drawing are considered.

Laboratory, 6 hours per week.

15. Drawing and Painting. A course in composition and design analysis with emphasis on limitations and characteristics of various media; tempera paint, water color, oil, etc.

Laboratory, 6 hours per week.

17. Survey of Arts. An introductory course of the arts of the past and present and their relation to the life of the period. The intent is to aid the student in realizing the need of art in the development of happier human relations and a fuller enjoyment of life in general. No laboratory.

Credit: Two hours.

27. Ceramics I. This is an introductory course in ceramics with emphasis on pottery. The contents of the course include study and practice in handbuilt methods of pottery, learning to use the potter's wheel, glazing and firing, and some study of the history and appreciation of pottery.

Art 27 is open without prerequisites to all students.

Laboratory, 4 hours per week.
Credit: Two hours.

37. Weaving I. An introductory course to weaving with emphasis on study of the kinds of looms, threading the looms, methods of designing in weaving, reading patterns and creating patterns for texture and color.

This course is open without prerequisites to all students.
Laboratory, 4 hours per week.
Credit: Two hours.

53. Design. 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.

Prerequisite: 13.
Laboratory, 6 hours per week.

57. Design and Lettering. A course in techniques and styles of
hand-lettering, linoleum block print, dry pint, etching, etc.
Prerequisite: 13.
Laboratory, 6 hours per week.

63. Creative Crafts. Problems in leather, plastics, metal, and ele-
mentary jewelry work.
Laboratory, 6 hours per week.

73. History of Art, I. This course is designed to give a background
of art principles and their application to various forms of visual expres-
sion. Special emphasis is given to the world's masterpieces in architec-
ture and sculpture with some attention given to painting.
Prerequisite: Sophomore standing.

115. Interior Design. 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, illustrations, and field trips.
Prerequisites: 13 and junior standing.

117. Painting. A course designed to develop pictorial organiza-
tio, study of color, and design analysis.
Prerequisite: 13 or 15 and junior standing.

123. Art for Elementary Grades. 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 elementary teachers. It is desirable to have this course precede
directed teaching.
Prerequisite: 13 or 15 and junior standing.

127. Ceramics II. This course provides for study and practice in
handbuilt methods in pottery, skill in using the potter's wheel, research
problems in glazes and clays, and a research paper on some phase of
ceramics. The creative aspect of the craft is emphasized.
Laboratory, 6 hours per week.

129. Ceramics III. This course offers opportunity for development
in the field of ceramic sculpture, advanced study of ceramic forms, ad-
vanced study and application of glazes and advanced study of casting
methods. The student is encouraged to select particular problems in
various phases of ceramic sculpture.
Laboratory, 6 hours per week.
137. **Weaving II.** This course provides for the opportunity to do advanced problems in weaving; special attention is given to design, texture, and color.

Laboratory, 6 hours per week.

139. **Weaving III.** A continuation of advanced work in special problems. Research problems in textures, weaving patterns and materials are encouraged.

Laboratory, 6 hours per week.

157. **Watercolor, Tempera, Oil.**

Prerequisite: 13 or 15 and junior standing.

163. **Problems in Crafts.** This course is designed for students capable of developing special problems in metal, textile designs, i.e. weaving or related fields of craft work. Intensive study of one phase of work determined by the interests of the student and approval by instructor.

Laboratory, 6 hours per week.

170. **Water Color.**

Prerequisite: 15 or junior standing.

Credit: Two hours.

173. **History of Art, II.** This course provides opportunity to study various movements in painting. Emphasis is placed on the study of contemporary work, including both American and Latin American fields. Field trips to Austin and San Antonio, as well as visits to the local exhibits, are part of the class activities.

217. **Painting.** This course is designed for advanced students of undergraduate and graduate level, who are capable of developing a problem in painting upon the approval of the director of the department.

Prerequisite: 117 and junior standing.

223. **Art Education:** Organization and teaching of art, study of current trends and movements in art education on elementary and secondary level. This course must precede directed teaching.

Prerequisite: 9 hours of Education and 18 hours of art and senior standing.

**MUSIC**

Dr. Tampke
Mrs. Buchanan
Mr. Bek
Mr. Bowles
Mr. Leunbo
Mr. Leighton
Miss Callahan

**General Aims**

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 directin...
choral organizations in the junior and senior high school, and (3) teaching courses in theory, history and appreciation. The curriculum emphasizing instrumental music includes (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.

For the general student, that is, for the one making neither a major nor a minor of music, ample provision is made for music study according to his interests and abilities.

The following are the categories in which music study may be pursued:

1. **Major in Music Education**, a professional degree in which a first minor must be taken in applied music (voice, piano or a band or orchestral instrument), leading to the degree of Bachelor of Music Education and a permanent certificate. See pages 65f.

2. **Major in Music**, a non-professional degree in which a major may be taken in theory, literature, or applied music, leading to the degree of Bachelor of Arts, but no certificate. See page 62.

3. **Minors in Music**.
   
   A. For those taking the degree of Bachelor of Science in Education with a major in Elementary Education or some other field. See pages 59f.
   
   B. For those taking the degrees of Bachelor of Arts. See page 51.
      
      Note: Students preparing to meet the requirements of the State Department of Education for music teachers whose schedules are occupied one-fourth or one-half time with music should enroll for courses in music as detailed to that end on pages 112f.

4. **Elective Courses in Music**, open to students who meet the requirements for entrance to a course and who have the approval of the Dean of the College.

**FRESHMAN ADMISSION**

Students are admitted to a curriculum with a major or minor in music on evidence of a degree of talent and some previous training in the field.

A. **Music Majors**

   Where training has been insufficient, students will be required to attend a remedial section in theory until such deficiency has been made up. In applied music the student will be required to pursue his study in preparatory courses until the deficiency is made up. These preparatory courses carry credit, but such credit may not be included in the 124 hours required for graduation. The student's placement at entrance and his advancement in the applied music major will be determined by jury audition. See pages 110f for courses and requirements in applied music.
B. Music Minors

Students making a minor of music are not required to have a primary performance medium in an applied field.

TRANSFER STUDENTS

All work in music transferred to this College must be validated by placement tests in both theory and applied music, and by successful completion of at least one semester's work in this College. These tests will be given at 2 P.M. on the day before general registration.

ENSEMBLES

All music curricula require participation in an ensemble: band, orchestra, chorus, or choir. One hour of credit per semester is granted toward graduation. A student may participate in more than one ensemble, with or without credit, depending on his course load; however, the music major may count only eight such hours as part of the 124 required for graduation. See curricula for details.

An ensemble begun in the fall or summer session may not be changed without the approval of the instructor and of the Director of Music.

Courses in ensembles carrying credit are numbered 1, 3, 5, etc.; those carrying no credit are numbered 0.

The general student may count toward graduation a maximum of eight semester hours of credit earned in ensembles and in applied music of which not fewer than two hours nor more than four may be counted in any one music activity.

APPLIED MUSIC

Opportunities for study in all fields of applied music are available to the general student as well as to the music major or minor.

Students majoring or minoring in music must meet certain course requirements in applied music. These requirements will be found under the various curricula.

Note: Primary performance in applied music with music education as the major is that field of applied music in which the student is expected to attain a minimum ability for public performance as stated on pages 110f.

Note: Primary performance medium may be piano or an orchestral instrument or voice.

Secondary applied music courses, in which the student is expected to acquire certain use and teaching ability and facility, are all applied music courses except those representing the music student's primary performance medium; thus, where the primary medium is voice, piano and all others are secondary; where the primary medium is an orchestral instrument, piano and all others are secondary. For the instrumental major
whose primary medium is piano the principal secondary medium must be an orchestral instrument substituting for piano in the curriculum.

Brass, woodwind, strings and percussion and any substitutes are secondary applied music.

The section below outlines and gives the numbering of the courses in applied music.

APPLIED MUSIC FOR MAJORS IN MUSIC EDUCATION

The courses for the Major in Music Education fall in the following categories:

1. Courses numbered 11-12, 61-62, 111-112 are the number designations of the courses in applied music (piano, voice or a band or orchestral instrument) for the music education major. Courses numbered 11-12, 61-62 indicate two lessons and eight hours of practice per week and carry two hours of credit per semester. Ordinarily courses 111-112 are to be divided and spread over the third and fourth years. Courses thus divided and numbered 111a, 111b, 112a, and 112b indicate respectively one lesson and six hours of practice per week and carry one hour of credit per semester.

Entrance to courses in applied music will be determined by auditions which will be held during the freshman orientation period. Promotion in these courses will be determined by jury audition.

If the beginning student cannot qualify for a course numbered 11, he must take preparatory work, S1 or S2, in that field until he can so qualify. See the following paragraph.

2. Courses numbered S1 and S2 are designed for (1) the student preparing for entrance to Applied Music 11, (2) the student who wishes to complete preparation for secondary piano or voice if he has not accomplished this in the hours allowed in the curriculum, (3) for the music major who has been able to meet the minimum requirements in secondary voice or piano in fewer than the number of hours provided in his curriculum. Under (1) and (2) above credit is granted, but such credit may not be included in the 124 hours required for graduation. Under (3) above credit granted for courses numbered S1 and S2 is included in the 124 hours required for graduation.

S1 indicates one lesson and six hours practice per week and carries one hour of credit per semester.

S2 indicates two lessons and eight hours of practice per week and carries two hours of credit per semester.

S1 or S2 is to be repeated until the student has attained the degree of proficiency necessary for entrance to Applied Music 11, has met requirements in secondary voice or piano, or has amassed the required number of hours in applied music.

3. Courses numbered 1, 3, 5, 7, 9, 11, 13, 15 designate class instruction in voice, piano, strings, brass, woodwinds, percussion, and ensemble. These courses are offered to assist the student in preparing to meet the minimum requirements in secondary voice, piano, or orchestral instru-
ment, or ensemble. Also, they may be taken by the general student for elective credit. After one semester of voice or piano, which is required, the student may request an audition to determine whether he can meet the minimum requirement. If so, the student may use the hours so gained toward becoming more proficient in other applied music courses numbered S1 or S2, or 1, 3, 5, or in courses in theory or music education. Two one-hour meetings and four hours of practice per week are required; one hour of credit per semester is granted.

4. Chamber Music performance, for which the student will enroll as Chamber Music 113, 115, is designed to develop the student’s musicianship as well as to introduce him the whole field of chamber music both for his own training and as preparation for teaching and training such groups. These courses are required of all music majors and are open as independent courses to the general student by special permission of the instructor.

Class meetings, two hours a week and one hour of practice per week.
Credit: One hour per semester.

APPLIED MUSIC FOR THE GENERAL STUDENT

1. Courses E1, E2, O1, and O2 are available to the general student.
   E1 designates one lesson and six hours of practice per week and carries one hour of credit per semester.
   E2 designates two lessons and eight hours of practice per week and carries two hours of credit.
   O1 designates one lesson and six hours of practice per week and carries no credit.
   O2 designates two lessons and eight hours of practice per week and carries no credit.

   Students registered in courses O1 and O2 will be asked to withdraw when the required practice is below minimum or when progress is not satisfactory.

   Class instruction in voice, piano, and orchestral instruments, though primarily for music majors and minors, is available to the general student. See the section on Applied Music, courses numbered 1, 3, 5, etc.

REQUIREMENTS IN APPLIED MUSIC

If the primary performance medium is a woodwind or brass instrument, a student on entrance to Applied Music 11 should have developed a fair tone, should be able to read at sight reasonably well, and to play acceptably a second part in the orchestra or band. On completion of Applied Music 112 he should be able to perform moderate to difficult solos in good taste and style, to read at sight medium grade materials, to play acceptably a first part in the orchestra or band; furthermore, he should be familiar with the special techniques and problems of his instrument.

If the primary performance medium is a string instrument the stu-
dent on entrance to Applied Music 11 should be able to play the first three positions well in tune and with a good tone. He should play at sight an inner part in orchestra music. On the completion of Applied Music 112 the student should be able to play representative moderate to difficult solos from the standard literature and to play at sight orchestral and chamber music of moderate difficulty; furthermore, he should be familiar with the special techniques and problems of his instrument.

If the primary performance medium is voice the student on entrance to Applied Music 11 will be expected to possess interest and music aptitude and to be able to sing simple songs reasonably well at sight. On the completion of Applied Music 112 the student should have developed a sound foundation in the fundamentals of voice production and singing, should have gained a thorough knowledge of musical style and tradition, should be able to sing moderate to difficult solos from standard literature and to sing at sight music of moderate difficulty.

If the primary performance medium is piano the student on entrance to Applied Music 11 should be able to play acceptably music of the difficulty of a classical sonata or sonatina, to read reasonably well at sight, and to have developed some facility in playing major and minor scales and arpeggios. On completion of Applied Music 112 the student should have in his repertoire representative piano compositions, should have gained familiarity with the special techniques and problems of the piano, should be able to read at sight compositions of moderate difficulty, and to have developed some ability in playing a sympathetic accompaniment.

In order to meet the requirements in secondary piano the student will be expected to read moderately well at sight, to perform musically accompaniments of medium difficulty, and to play compositions such as the less difficult Beethoven Sonatas.

In order to meet the requirements in secondary voice the student will be expected to read at sight music of moderate difficulty, to have a limited repertoire of representative materials from vocal literature and possess a reasonable degree of familiarity with vocal techniques.

Details of the above requirements and the requirements in applied music on the degree of Bachelor of Arts may be secured in mimeographed form from the Director of Music.

**MUSIC FEES**

Fees for 11-12, 61-62, and S2, E2, and O2.

Two lessons per week

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<td>Lesson Fee</td>
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Fees for 111a, 111b, 112a, 112b, and S1, E1, and O1.

One lesson per week

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<td>Lesson Fee</td>
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<td>Practice Fee</td>
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Fees for courses except ensembles numbered 1, 3, 5, etc.

For Music Majors and Minors, Practice fee only, $2.00 per semester.
For the General Student
Lesson Fee (for those not enrolled concurrently for private instruction in applied music) $8.00
Practice Fee 2.00
Fees for Chamber Music 113, 115, $2.00 per semester.

RECITALS

All majors in music must present a public recital, solo, group, or assisted, in the junior year and an assisted or solo recital in the senior year.

All music students are required to attend at least 75% of all public and student recitals on the campus. For each semester that the student is deficient in such attendance he will receive one hour of negative credit.

Regularly scheduled student recitals will be held.

TEACHING MINOR IN MUSIC EDUCATION
(For those majoring in Elementary Education or some other field)

A. Vocal
Music 1, 2; 11, 12 (in lieu of 13); Music Education 107, 143 or 163; 273 or three hours of class instruction in orchestral instruments; Voice 1, 3, 5, 7; Piano 1, 3; appropriate ensemble to total four hours.

B. Instrumental
Music 1, 2; 11, 12 (in lieu of 13); Music Education 107, 143 or 163; 153 or three hours of class instruction in orchestral instruments; Piano 1, 3, 5, 7; two hours of class or private instruction in orchestral instruments; appropriate ensemble to total four hours.

MINOR IN PIANO, VOICE, VIOLIN OR OTHER ORCHESTRAL INSTRUMENT

Music 1, 2; 11, 12; Voice (or respective instrument) 11, 12; 61, 62; and either 111c, 112c or 111, 112, 161, 162; appropriate ensemble to total four hours.

Note: Applied Music courses numbered 111c, 112c, 161c, 162c carry three semester hours credit each and require twelve practice hours per week accordingly.

MUSIC REQUIREMENTS FOR PART-TIME TEACHERS OF MUSIC

"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.

A. For teaching Vocal Music half time:
Music 1, 2; 11, 12 (in lieu of 13); Music Education 143 or 163; 273 or three hours of class instruction in orchestral instruments; Voice 1, 3, 5, 7; Piano 1, 3, 5, 7; appropriate ensemble to total four hours.
B. For teaching Instrumental Music half time:
Music 1, 2; 11, 12 (in lieu of 13); Music Education 107; 143 or 163; 153; Voice 1, 3; Piano 1, 3; orchestral instruments six hours; appropriate ensemble to total four hours.

C. For teaching Vocal and Instrumental Music half time:
Music 1, 2; 11, 12 (in lieu of 13); Music Education 107; 143 or 163; 153; Voice 1, 3, 5, 7; Piano 1, 3, 5, 7; orchestral instruments two hours; appropriate ensemble to total four hours.

Note: 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 twelve hours of work in Music and Music Education including Music 1, 2; Music 13 and Music Education 17 (or Music 11, 12 and Music Education 143); Voice 1, 3; Piano 1, 3; appropriate ensemble to total two hours.

COURSES IN MUSIC (THEORY)

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.

This course is required of students making a major or minor of Music and open for elective credit to others.

Class meetings, two hours a week.
Credit: One hour per semester.


This course is required of students making a major or minor of Music and open for elective credit to others.

Class meetings, four hours a week.
Credit: Four hours 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.

Students who are entirely unacquainted with the piano keyboard will be required as a 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 requirements of three semester hours in theory for teachers in elementary grades.

Class meetings, three hours a week.
Credit: Three hours.

Class meetings, three hours a week.
Credit: Three hours per semester.

63, 64. Advanced Sight Singing, Ear Training and Dictation. Extensive and intensive singing at sight and dictation through four-part harmony. Prerequisite, 12 or equivalent; must parallel 61, 62.
Class meetings, two hours a week.
Credit: Two hours per semester.

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, but not for credit for students majoring or minoring in music except by special permission of the Director of Music.
Class meetings, three hours a week.
Credit: Three hours.

131, 132. 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.
Class meetings, two hours a week.
Credit: Two hours per semester.

133. Counterpoint. Elementary counterpoint with emphasis upon knowledge and appreciation of counterpoint as encountered in teaching and in performance. Writing and analysis.
Class meetings, three hours a week.
Credit: Three hours.

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, independent of the other, may be taken for two semester hours of credit.
Class meetings, two hours a week.
Credit: Two hours per semester.

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.
Class meetings, three hours a week.
Credit: Three hours.
235. (Formerly 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.
Class meetings, three hours a week.
Credit: Three hours.

249. (Formerly 149) Introduction to Musicology. This introductory course in musicology differs from other courses offered by the Department of Music in that it attempts a synthesis of all music knowledge with particular emphasis on musical acoustics, psychology, musical aesthetics, traditions of interpretation, and the philosophy of music history. It is a survey course in the field of musical research that concerns itself primarily with the relationship of music as an art and as a science.
Class meetings, three hours a week.
Credit: Three hours.

COURSES IN MUSIC EDUCATION

57. 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 College Elementary School.
This course meets the State requirement of three semester hours in music methods for teachers of music in the elementary grades.
Class meetings, three hours a week.
Credit: Three hours.

Class meetings, two hours a week.
Credit: Two hours.

117. Instrumental Conducting. For instrumental music majors and minors. Score reading, interpretation, etc. Prerequisite, Music 107.
Class meetings, two hours a week.
Credit: Two hours.

127. Choral Conducting. For vocal majors and minors. Score reading, interpretation, etc. Prerequisite, Music 107.
Class meetings, two hours a week.
Credit: Two hours.

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 or the consent of the instructor and of the Director of Music.
Class meetings, three hours a week.
Credit: Three hours.

153. Instrumental Organizations: Problems, Methods, and Techniques. The study of all phases of the instrumental music program.
Class meetings, three hours a week.
Credit: Three 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.
   Class meetings, three hours a week.
   Credit: Three hours.

247. (Formerly 147) **Advanced Conducting.** The routine and technique of conducting. Problems of the orchestra, band, and choral groups, and of combined groups.
   Class meetings, three hours a week.
   Credit: Three hours.

271. **The Teaching of Voice.** Procedures and materials for training voices.
   Class meetings, two hours a week and practice as required.
   Credit: Two hours.

273. (Formerly 173) **Vocal Methods.** This course presents the study of the teaching of singing. In the first half of the course emphasis is upon posture, correct breathing and coordination, with attention to pronunciation and phonetic spelling as taught through class participation. In the second half of the course the emphasis is upon the pedagogy of performance—repertoire, stage presence, styles and schools of singing.
   Class meetings, three hours a week.
   Credit: Three hours.

275. **The Teaching of Piano.** Techniques and materials for teaching piano, including piano class methods.
   Class meetings, two hours a week and practice as required.
   Credit: Two hours.

277. **The Teaching of Orchestral and Band Instruments.** Techniques and materials for teaching the various orchestral and band instruments.
   Class meetings, two hours a week and practice as required.
   Credit: Two hours.

279. **The Marching Band.** Baton twirling, marching, drum majoring and kindred problems. Offered only in the fall semester and on sufficient demand in the summer session. Intended primarily for seniors and to be taken in connection with the band in the fall semester. Meeting and working with marching band regularly.
   Class meetings, one hour a week.
   Credit: One hour.

*283. **The Music Program in the Public School: Its Administration and Supervision.** A course planned primarily for school superintendents, principals, music supervisors, and music teachers who are assigned to more than one grade or level of teaching. Attention will be given to the organization and administration of the public school music program from kindergarten through high school in all of its phases—vocal, instrumental, and theoretical. Among the problems to be discussed are the following: plans for developing a music program, cost of operation, selection of teachers, sources of materials and equipment,*
and scheduling of special groups (orchestras, glee clubs and choruses, instrumental classes, and band).

Class meetings, three hours a week.

Credit: Three hours.

313, 317. Problems in Music Education. This course offers the student the opportunity to pursue the study of one or more problems in music education or music that hold especial interest for him or offer opportunity for professional improvement and growth. The first half of this course may elected for credit independently of the second half.

Conducted as a seminar course.

Credit: Two or three hours each.

323. Tests and Measurements in Music Education. An examination of the available achievement and prognostic tests in music for the purpose of evaluating them for use in the public school music program.

Class meetings, three hours a week.

Credit: Three hours.

399. Thesis.

Credit: Six hours.
IV. DIVISION OF FOREIGN LANGUAGE

Professors Nolle, Read

Associate Professors Buckner, Lueders

Sound knowledge of the languages, the literatures, the basic philosophical attitudes and the culture patterns of the peoples concerned are the principal objectives of the Division of Foreign Languages.

The courses formerly numbered 11, 12 and 61, 62 in each of the departments of the Division of Foreign Languages have been merged into one course bearing the numbers 13, 15. French 13, 15, German 13, 15, and Spanish 13, 15 involve three hours of class work and two hours of laboratory a week and carry eight semester hours of credit each.

The first half of each of these courses, i.e., French 13, German 13, and Spanish 13, is planned for students who have had no previous instruction in the particular foreign language indicated by the course name. Students who present as many as two high-school units in a foreign language as college entrance credit will normally take the course numbered 15 as their first course in college if the language they choose to study is the same as the one in which their high-school credit was given. The course numbered 15 may be elected for independent credit but credit earned in the course numbered 13 becomes valid only upon completion of the course numbered 15 also.

The student should understand, however, that credit already earned in one foreign language does not bar him from college credit for a course numbered 13 in another foreign language.

In any case the departmental staff concerned may depart from the above stated placement procedure and place a student in the course in which his best interests may be served.

FRENCH

Dr. Read

Mr. Buckner

13, 15. Beginners' Course in French. An intensive course for students who have had no previous instruction in French. Emphasis will be placed on accuracy of pronunciation, knowledge of the essentials of grammar, and the acquisition of reading knowledge.

Credit: Eight semester hours.

71, 72. Readings in Modern French Literature. Primary objectives of this course include accuracy of pronunciation, knowledge of the fundamental structure of the French language, ability to read with ease French of average difficulty, and acquaintance with some of the more important trends of French thought. Reading materials will be chosen from representative works of fiction, dramas, poetry, and essays.

Prerequisite: French 13, 15 or equivalent, or three accredited high school units in French and consent of the instructor.

171, 172. French Literature in English Translation. These two
courses are designed to acquaint the student with some of the more important contributions of French literature to the progress of human thought and aesthetics. No knowledge of French is required. The work of the first semester will be based on some of the outstanding works from the beginnings of French literature to the end of the eighteenth century. The work of the second semester will deal with French literature from the beginning of the nineteenth century to the present.

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

Prerequisite: Junior standing.

**GERMAN**

Dr. Nolle Miss Lueders

13, 15. **Beginners’ Course in German.** Intensive drills on pronunciation and grammatical forms. Daily oral and written composition designed to teach grammatical principles. The work of the first semester will include extensive reading of simple prose; that of the second semester 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.

Credit: Eight semester hours.

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.

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

Prerequisite: 13, 15 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 a 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. No knowledge of German required.

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

Prerequisite: Junior standing.

SPANISH

Dr. Read  Mr. Buckner
Miss Lueders

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.

13, 15. Beginners' Course in Spanish. The work includes the fundamentals of grammar, a reasonable amount of reading, and a great deal of practice in oral and written composition. Three hours of class work and two hours of laboratory a week.

Credit: Eight semester hours.

71, 72. Conversational Spanish. It is the primary purpose of this course to give the student an opportunity to develop an accurate oral use of the language, based on a sound understanding of structure. Reading will be incidental to the oral objective.

Prerequisite: 13 and 15 or three years of high school Spanish. Completion of Spanish 71, 72, or equivalent, is prerequisite to any course bearing a number above 100.

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 semester hours of credit.

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 based largely on material of value as a background for teachers of Spanish.

171, 172. Spanish Literature in English Translation. Two courses planned to give an opportunity for study of certain masterpieces of Spanish literature to students whose curricula have not permitted preparation for study of those works in the original language. No knowledge of Spanish is required. The work of the first semester will deal with the Renaissance period, the Golden Age, and a few authors of the eighteenth century. The work of the second semester will deal with the period from the beginning of the Romantic movement to the present.

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

Prerequisite: Junior standing.

Six semester hours credit in courses numbered between 100 and 200 are prerequisite to any course bearing a number above 200.

213. Survey of Spanish Literature from its Beginning 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 influence 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 the 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.

251. (Formerly 151). Modern Spanish and Spanish American Essays. This course involves a rather comprehensive survey of the modern essay in Spain and Spanish America and an intensive study of some of the most significant works in this field. The course will be conducted entirely in Spanish and will emphasize student discussion relatively more than lectures.

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.
V. DIVISION OF HEALTH AND PHYSICAL EDUCATION

Professors Strahan, Crosslin
Associate Professor Vest
Assistant Professors Jowers, Foster, Meilert
Instructors Gensberg, Blount

The division of health and physical education 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.

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. Opportunity for physical therapy is increasingly important; the field of testing and research is expanding rapidly; and public health is receiving wider recognition. There is an increasing need for camp counselors and 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 Association 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. The following students may, however, at their discretion substitute credit earned in other courses for that which they would be expected normally to attain in physical education activities: (1) ex-service men, (2) students twenty-three years of age or over, and (3) married women with children. These exemptions do not, however, apply to students who are making a major or minor in health and physical education, who will be expected to meet in full the requirements in physical education activities called for under the respective curriculum under which they are enrolled. Sophomore students may defer activities for the Summer Terms, provided all work is completed to date.

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 a course in Physical Education Activities 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 college physician.
For all women interested in voluntary participation in a wide variety of clubs and intramural 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, membership in which is required of them. In addition, students who meet in full the requirements may upon election become members of Delta si Kappa, a national professional physical education honor society.

Curriculum for Women. Women wishing to major in health and physical education and recreation may do so by enrolling under either the curriculum leading to the degree of Bachelor of Arts with inclusion of the courses required to qualify for a 6 year high school certificate or under the curriculum fo high school teachers leading to the degree of Bachelor of Science in Education with inclusion of the following courses in Physical Education and related fields and certain other required subjects distributed as indicated:

Freshman year: Biology 11, 12 or Chemistry 11, 12; Speech 17 (in addition to 13) or Art 27; Physical Education 43; Physical Education Activities 1, 2.

Sophomore year: Biology 51, 52; Physical Education 98; Physical Education Activities 3 and 9 or 12, provided that Government 61, 62 may be postponed until the junior year.

Junior year: Physical Education 112, 114, 115; Physical Education Activities 5, 8.

Senior year: Physical Education, 12 semester hours of advanced work including Physical Education 57, 58, 123 or 124, 163 or 183, 245.

Students wishing to specialize in one of the fields indicated below will be expected in conference with the Director of the Department of Physical Education for Women to modify the course of study as outlined to include courses as follows:

Camping and Recreation: (a) Physical Education 43, 98, 112, 123, 124, 163, 183, 213; (b) Speech 17 (in addition to 13), Music 13, Art 27, 37.

Therapeutics and Physical Diagnosis: (a) Physical Education 112, 117, 137, 147, 153, 163, 183, 247; (b) Biology 113, 231 or 232.

Public Health: (a) Physical Education 111, 112, 117, 137, 147, 153 or 247, 243, 245; (b) Biology 113, 231 or 232.

Women 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 subjects plus 6 hours of Physical Education Activities elected as indicated below in accordance with their respective fields of special interest.

Elementary Teachers: Physical Education 43, 98, 112, 114, 115, 123; Physical Education Activities 1, 2, 3, 9, 27, 28, i.e., one hour per semester for six semesters.

High School Teachers: Physical Education 43, 98, 123, 137, and two courses chosen from Physical Education 112, 114, 245, 247; Physi-
cal Education Activities 1, 2, 3, 9 or 12, 27, 28, i.e., one hour per semester for six semesters.

Camping and Recreation: Physical Education 43, 98, 123, 137, 163, 183; Physical Education Activities 1, 2, 5, 9, 27, 28, i.e., one hour per semester for six semesters.

Women wishing to specialize in Therapeutics and Physical Diagnosis or Public Health will be expected to complete a major in the subject.

Curriculum for Men. Men wishing to major in health and physical education and recreation may do so by enrolling under either the curriculum leading to the degree of Bachelor of Arts with inclusion of the courses required to qualify for a 6 year high school certificate or under the curriculum for high school teachers leading to the degree of Bachelor of Science in Education with inclusion of the following courses in Physical Education and related fields and certain other required subjects distributed as indicated:

Freshman year: Physical Education 41, 42; Physical Education Activities 21, 22.

Sophomore year: Biology 51, 52 and preferably Chemistry 73; Physical Education 57, 58; Physical Education Activities 21, 22, provided that Government 61, 62 may be postponed until the junior year.

Junior year: Chemistry 73 (unless previously absolved); Physical Education 111, 113, 117, 153; Physical Education Activities (electives), two semester hours.

Senior year: Physical Education, 9 semester hours of advanced work including (a) 101 (or 192 if eligible) and 102 or (b) 191 and 192; Physical Education Activities, two semester hours.

It is recommended that men making a major of Physical Education make a minor of a science or mathematics or industrial arts.

For a minor in health and physical education, men students will be expected to offer 41 or 42, 57, 101 or 191 or 192, 111, 113, 117, 153, plus electives to make a minimum of 19 hours and six activity courses.

Activity courses carry one semester hour of credit each; all other courses carry credit of three semester hours each unless otherwise indicated under the respective course description. Unless contra-indicated in title or course description, courses are open to both men and women.

1, 2. Freshman Physical Education for Women. This is the orientation course in Physical Education Activities during the freshman year. The student may take either half of the year's work first. Physical Education 1 includes swimming, archery, softball, rhythm, handball, and basketball. The American Red Cross progressive lessons are followed in swimming and diving. Physical Education 2 includes volleyball, soccer, or speedball or fieldball, tennis, badminton, swimming, and water safety. A student may in this course qualify as an instructor in Water Safety.

Credit, one hour; laboratory, three hours weekly.

3. Dual Sports for Women. Highly organized activities for groups of two or four individuals, such as tennis, badminton, and handball.
Through participation in this course the student acquires the knowledge of rules and develops skill in playing the game. Much time is devoted to the practice of the fundamental technique and to class tournaments. These activities are very valuable for out of school life. 

Credit, one hour; laboratory, three hours weekly.

4. Team Sports for Women. Highly organized activities including aerial darts, soccer, field ball, speedball, hockey, softball, and track and field contests. Most of these activities are a continuation of the orientation program which was offered in the Freshman courses; however, the techniques and tactics of these sports are taught on a more advanced level.

Credit, one hour; laboratory, three hours weekly.

5. Special Activities for Secondary Physical Education. Tumbling stunts and self-testing activities: 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 and tumbling. Emphasis on developing the physical conditioning of the students is stressed. Attention is given to the planning of programs.

Credit, one hour; laboratory, three hours weekly.

6. Swimming and Water Activities. This course affords opportunity for more advanced work in swimming, diving, and boating; teaching experience is also provided for those who are entering the field of Physical Education or Recreation. Use of the rowboat and other water activities such as water polo, are also included. Certificates may be earned.

Credit, one hour; laboratory, three hours weekly.

7. Folk Dancing. This course seeks to provide students opportunities to participate in many and varied folk and national dances of a recreational nature; included are Cowboy and Square Dances, Round Dances, as well as a wide variety of dances from other lands. Students will progress from dances of a very simple technical nature to those requiring more in the way of grace, poise, beauty, and skill.

Credit, one hour; laboratory, three hours weekly.

Open to women only.

8. Modern Dance. This course presents the techniques and theory of fundamental body movements as used in dance. Students are given experience in dance composition. The course seeks to develop self-confidence, poise, grace, and ease of movement in individuals as well as a broad cultural background of dance as an art form.

Credit, one hour; laboratory, three hours weekly.

Open to women only.

9. American Country Dancing. Students who have limited experience in dancing may enroll for this course. Ballroom dancing includes fundamental steps and rhythms of the fox trot, tango, and recent steps. Principles of body position, correct leading and following are stressed. In country dancing are included reels and long-ways dances from the East, Cowboy and Square dances from the West, and play-party games of rural America, and other recreational activities typical of American civilization and culture.
Credit, one hour; laboratory, three hours weekly.
Open to women only.

10. Tap and Pan-American Dancing. This course is designed to give a brief review of simple fundamental tap steps and routines as well as present advanced steps and techniques of performance of softshoe, buck, rhythm buck, etc., routine. Emphasis is placed on development of poise, self-confidence in performance and grace in movement. Native Spanish and Mexican dances of the Pan-Americas of authentic origin will be included in this course.
Credit, one hour; laboratory, three hours weekly.
Open to women only.

11. Recreational Games for Women. This course is made up of recreational activities such as archery, shuffleboard, table tennis, horse-shoes, croquet, darts, table and box games. These activities require a moderate amount of activity and may be taken safely by students whose physical condition will not permit participation in more vigorous activities.
Credit, one hour; laboratory, three hours weekly.

12. 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.
Credit, one hour; laboratory, three hours weekly.

20. Therapeutic Activities. Activities are suggested by the College Health Service in conjunction with the Health and Physical Educational staff for those students, who because of physical disability, are unable to enroll for regular activity classes.
Credit, one hour; laboratory, three hours weekly.

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 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.

27. Activity Course in Accident Prevention and First Aid.
By permission may be taken by majors and minors in the senior year if Red Cross Certificates are not up to date or if for reason 57 has not been or cannot be absolved.
28. **Activity Course in Water Safety.**

By permission may be taken by majors and minors in the senior year if Red Cross Certificates are not up to date or if for reason 58 has not been or cannot be absolved.

41, 42. **Teaching Physical Education Activities.** Method courses for men, the object of which is teaching the basic 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, lead-up games, and calisthenics.

43. **Team Sports.** This course (for women) includes soccer, speed-ball, fieldball, volleyball, basketball and softball. It is designed to present for each activity methods of teaching team sports, including lead-up games, analyses, drills and skill tests. Other phases covered of each sport are the history and development, class organization and management, the planning of instruction, motivation, measurement of results, and the conduct of tournaments.

51. **Sports Officiating.** This course is designed to teach the rules of various sports with major emphasis on football, basketball, track and softball. Standard practices and techniques of officiating will be examined. Opportunities for practical demonstration in rules knowledge and officiating procedure will be utilized.

Credit: Two semester hours.

57. **Accident Prevention and First Aid.** A lecture and laboratory course designed to cover Home Accidents and Prevention and to fulfill requirements for an instructors rating in first aid by the American Red Cross.

Credit: Two semester hours.

58. **Water Front Activities.** This course consists of water safety and the use of small crafts—canoeing and boating. Certificates from the college and the American Red Cross may be earned upon satisfactory completion.

98. **Individual and Dual Sports.** This course (for women) deals with the various methods, officiating, and techniques suitable for the analyzing and teaching of the following sports: archery, badminton, golf, handball, shuffleboard, squash, swimming, small crafts, table tennis, tennis.

Required course for majors and minors; may be used as an elective by others.

Credit, 3 hours; lecture and laboratory, six hours per week.

101. **Athletic Coaching.** This is a course in the coaching of football, basketball, and track designed for students who would like to assist in these sports but who prefer to emphasize phases of physical education other than coaching. Methods of coaching are studied through lectures, demonstrations, practice, and reading of present day literature on the sports. Not open during the regular session to those who have taken or who plan to take 191 or 192, but open for credit in the summer session to men who have been coaching during the regular school year.

102. **Instructors Course in Physical Education.** A practice and
theory course for instructors in tennis, baseball, tumbling, boxing, and field games.

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 with Physical Education 115 fulfills the State Department of Education requirements in health and physical education, recreation and safety for teachers in Texas. The course aims to provide the individual with the knowledge and techniques needed for teaching healthful living. It includes also a general survey of sanitary science as applied to the control of food and water supplies, waste disposal, and other phases of community health. Attention is given to preparation of units for students in either elementary or high school. Practical experience in health examinations is provided.

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.

114. Sports Officiating. Rules and regulations in basketball, volleyball, softball, soccer, speedball, swimming and tennis. National, state or intramural rating may be earned in officiating. Experience in intramurals in college and tournaments in high schools provided. Required of women majoring in physical education. May be repeated for credit since only three of the sports are taught each semester.

Lecture and laboratory, 6 hours weekly.
Prerequisite: Junior standing.

115. Content and Methods in Physical Education for Elementary Teachers. This course, with Physical Education 112, is designed to fulfill the State Department of Education requirements in health and physical education for the classroom teacher. This course includes a study of the principles, content, methods, and program planning for physical education in the first six grades. A laboratory period provides opportunity for the student to acquire skill in teaching physical education to the elementary school child.

Credit, 3 hours; lecture and laboratory, six hours weekly.

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. Methods in Teaching of Rhythmic Activities for the Elementary Grades. Methods, materials and laboratory experience in rhythmic
fundamentals including the relation of music to movements, the technique of percussion for the age levels of the elementary field.
Laboratory, six hours weekly.
Prerequisite: Junior standing.

124. Methods and Materials for Rhythmic Activities in the Secondary School. A study is made of the history of dance, philosophy and theory in order to evaluate dance as an art, and to indicate its place as a branch of education. Methods, materials and laboratory experience in folk, square and modern dance.
Laboratory, 6 hours weekly.
Prerequisite: Junior standing.

137. Therapeutics. This course aims to give the student interested in physio-therapy as a profession a background in technical knowledge of human anatomy and kinesiology as applied to the field. Emphasis is placed on recognition of deviation from normal body alignments in individuals.

147. Therapeutics. This course, which is a continuation of 137, is designed to give the student ability to recognize by simple testing methods, postural or other physical disabilities. It further aims to present proper techniques of massage and elementary physio-therapy.
Credit, 3 hours; lecture and laboratory five hours weekly.

153. Tests and Measurements in Health and Physical Education. A study will be made of tests in health, physical fitness, and skills. Practice will be given in statistical procedures useful to the physical educator and in the understanding of test results.
Credit: Two semester hours.

163. Camp Leadership. This course is planned to meet the needs of those who are preparing for positions in summer camps. The work includes an extensive study of literature on camping, group discussion of camp problems, and actual participation in the various activities of camps. Each student will devote a portion of his time to a specific camping problem, and those with similar problems will be encouraged to work together in small informal groups.

175. The Workshop in Problems in Better Health Habits. See Home Economics 375 for description of this course.

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 interest, and the administration and evaluation of community recreation. When practicable, Sewell Park and the City Recreation Park are used as laboratories for this course.
Credit, 3 hours; lecture and laboratory, five hours a week.

181. (Formerly 91). Football Coaching. Open to men who have been on a collegiate football squad for at least one full season prior to entering the course. Students must also take part in the regular football
practice while enrolled in the course. In the classroom, a thorough study will be made of all phases of the game that pertain to coaching a team.

192. (Formerly 92). **Basketball and Track Coaching.** Prior to entering this course, at least one collegiate season of participation in basketball, track, or football is required. Regular practice will be required of all members of the class while enrolled in the course. In the classroom, a thorough study will be made of all phases of the sports that pertain to coaching basketball and track. A student eligible to take this course may substitute it for 101 if he so desires.

213. **Problems in Dance Composition.** This course is designed to include thematic material, form and design, methods of development and criteria for evaluation. Offered upon sufficient demand.

Laboratory, 6 hours weekly.
Prerequisite: Senior standing.

243. **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.

245. **Supervision in Health, Physical Education.** The application of principles of organization and technique of supervision in health and physical education.

247. **Problems in Health, Physical Education, Physiotherapy, or Recreation.** This course is designed for the more advanced student interested in a problem concentrated in one of the above areas.

VI. DIVISION OF PRACTICAL ARTS

Professors Bowers, Musgrave, Wildenthal, Jackson, Tinsley
Associate Professors Nichols, Coleman, Allgeier
Assistant Professors Barnes, Deck, Williamson, Parr, Harris, Brown
Instructors Branom, Mutina, Haby

BUSINESS ADMINISTRATION

Dr. Musgrave       Mr. Parr
Dr. Wildenthal     Mr. Allgeier
Mr. Nichols        Mrs. Haby

The department of business administration offers courses designed to meet the needs of two classes of students. (1) Those who plan to teach business subjects in high school or junior college and (2) those who expect to enter some field of business or government service after graduating from college.

Three fields of emphasis or specialization are provided. These are as follows:

1. Accounting
2. Office Supervision and Secretarial Science
3. General Business Administration

(1) Courses in the Accounting field include training in accounting for business enterprises and for governmental units.

(2) In the field of Office Supervision and Secretarial Science the purpose is to develop knowledge and skill in office work as well as the leadership and sense of responsibility necessary to efficient supervision.

(3) In the field of General Business Administration training is provided in varied phases of business organization and management, including accounting, finance, marketing, management, personnel relations, statistics, law and insurance.

Courses recommended for those interested in accounting include Business Administration 19, 61, 62, 111, 112, 133, 143, 165, 161, 162, 217, 227. Students desiring to specialize in office supervision and secretarial science should include Business Administration 25, 43, 56, 57, 133, 143, 153 and 247 in their program of study. Courses recommended for those interested in general business administration include Business Administration 27, 61, 62, 133, 143, and 161, 162.

Ordinarily students specializing in Business Administration will qualify for the degree of Bachelor of Business Administration by following the curriculum outlined on page 66. They may, however, become candidates for the degree of Bachelor of Arts with a major in Business Administration, provided the major is outlined with the approval of the Director of the Department of Business Administration, or for the degree of Bachelor of Science in Education by including in the curriculum leading to that degree the following courses in Business Administration distributed as indicated:
Freshman year: Business Administration 23 or 25 and 19 and 27 or 31, 32 or 43, 56.

Sophomore year: Business Administration 56 or 57 or 77 and 61, 62, provided that Government 61, 62 may be postponed until the senior year.

Junior year: Business Administration 111, 112 or 161, 162.

Senior year: Business Administration, six semester hours of advanced work elected in conference with the Director of the Department of Business Administration.

As previously indicated, one purpose of the department of Business Administration is to give functional training in preparation for government employment. Such employment ordinarily requires training in one or more of the following subjects: typewriting and office machines, shorthand, bookkeeping and elementary accounting, filing and office procedures, personnel relations and supervisory procedures. Students desiring training in these subjects are directed to the following courses.

Typewriting and Office Machines: Business Administration 23, 25, 27, 77.

Shorthand: Business Administration 31, 32, 43, 56.

Bookkeeping and elementary accounting: Business Administration 19, 61, 62.

Filing and Office procedures: Business Administration 57.


Students wishing training for vocational competency as bookkeepers, stenographers, secretaries, or office managers in less time than is required to qualify for the bachelor's degree may acquire such training by enrolling under the Two-Year Curriculum in General Education outlined on page 69.

Students who present one or more units in stenography in partial fulfillment of admission requirements may not enroll for Business Administration 23 or 31 or credit. Such students should enroll for Business Administration 25 or 32, or, with special permission, for 43. Similarly, students who present a full unit in typewriting in partial fulfillment of admission requirements may not enroll for Business Administration 23 for credit.

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.

23. Typewriting I. This course is aimed at a mastery of the techniques of touch typewriting, including the attainment of a high degree of accuracy and reasonable speed. Students who present typewriting in
partial fulfillment of entrance requirements may not register for this course for credit.

In addition to meeting the class three hours a week, the student will be held to three additional hours of supervised practice each week.

Credit: Two semester hours.

25. **Typewriting II.** This course emphasizes the development of speed and accuracy. Attention is given to tabulation, business letters, carbon copies, legal documents, manuscript typing, and stencil cutting. This course is open only to students who have completed the beginning course or who have had equivalent training in typewriting.

In addition to meeting the class three hours a week, the student will be held to three additional hours of supervised practice each week.

Credit: Two semester hours.

27. **Office Practice.** Office procedure; function of the office; systems and routines; planning and layout; filing; problem typing; practical office problems.

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. The 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.

43. **Dictation.** In this course the student who has fairly mastered Gregg shorthand theory has an opportunity to increase his speed in taking dictation. A review of the principles necessary for speed building is given as preparation for the rapid dictation which follows.

Ordinarily this course will be offered in the fall semester only. Prerequisite, 32 or equivalent. It is open by special permission to high school graduates who hold a credit in stenography.

56. **Advanced Stenography.** This course aims to train students in dictation and transcription at speeds found wherever accurate, rapid reporting work is done. The course is open to students who, in the opinion of the department, have had adequate training in 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 or a private secretary. A thorough study of filing and indexing is included, and a series of practical problems is assigned.

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.

77. Office Machines. Accounting, duplicating, billing, posting, calculating, dictating, and miscellaneous machines; practice in the operation of adding, calculating, and accounting machines.

Credit: Two semester hours.

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.

153. Business Communication. 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.

167. 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 a 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, sale, negotiable instruments, insurance, partnerships, and corporations. The C. P. A. requirements in the field of business law are taken into consideration in this course.
165. **Cost Accounting.** Accounting for materials, labor, and burden; job order cost accounting; process cost accounting; distribution of costs; budgetary procedure; standard costs.

215. **Insurance.** Principles of insurance; types of insurance; agency management; underwriting. Offered on sufficient demand.

*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 and Income Tax Procedure.** 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.

247. **Supervisory and Secretarial Procedure.** Training in the duties and responsibilities of the secretary and supervisor in the modern office; advanced dictation and transcription; review of filing and other practical office problems.

249. **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.

*267. **Materials and Procedures in Commercial Subjects.** Teaching and learning materials and procedures in commercial subjects taught in high schools and junior colleges. Offered on sufficient demand.

273. **Personnel Relations.** Personnel relations in business, government, and industry; the personnel department; employee relationships; selection, training, promotion, payment, and supervision of personnel; various personnel activities. Offered on sufficient demand.

*287. **Workshop in Business Education.** A workshop course in the problems of the business teacher in the high school and junior college; organization, administration, and supervision of business education; the business curriculum; problems of instruction; other practical problems of business teaching.

Offered ordinarily in the summer session only. Open only to graduate students or to seniors by special permission.

333. **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, statistics, finance, and insurance. The course will be conducted by conferences between the student and instructors concerned. Problems will be assigned to provide as nearly as possible for the needs of the individual student.
It is the purpose of the home economics department to provide training that will closely parallel the developing life-needs of young women in our present society who are going to teach home economics, associate with people, marry and have a family, and make decisions as free agents in a democracy. Some of these activities overlap in the lives of many women at least some of the time.

Students planning to major in Home Economics will be expected to enroll under the curriculum leading to the degree of Bachelor of Science in Home Economics found on page 62. This curriculum meets the requirements for certification under the Smith-Hughes and George-Deen Acts and also for a Legal Special Certificate in Home Economics and a six-year High School Certificate set up by the State Board of Education.

Students not preparing to teach home economics may elect any of the various courses in the major curriculum upon recommendation of the head of the department. Students planning to pursue training here towards a major elsewhere in dietetics or nutrition should take Chemistry 11, 12, 111, 112 instead of Chemistry 73, 77.

11, 12. Elementary Clothing. Problems in care, selection, and construction of clothing with a study of textiles relating to these problems; selection and care of sewing equipment and clothing accessories; renovation and restyling of garments; personal grooming.

21, 22. Elementary Foods. Family meal planning, preparation, management, and service; food buying and care of food in the home; use and care of kitchen equipment.

63. (Formerly 117). Special Meal Planning and Food Preservation. Special occasion meal planning, preparation and service at different income levels; food preservation; selection and care of table appointments.

67. (Formerly 111). Pattern Study and Garment Construction. Study of commercial patterns; construction of foundation pattern; problems in clothing construction, including tailoring.

100. Consumer Buying. Selection, use and care of consumer goods; evaluation of buying practices, advertising and labeling; study of available consumer services.

Offered in alternate even years.

103. Preparation for Home and Family Life. A specific study of the elements of successful homemaking in the modern family with particular emphasis on responsibilities of family members in establishing a home, on preparation for parenthood, and on methods of incorporating units on family relationships in elementary and secondary school curriculums.

Open to both men and women students of junior or senior standing.

112. Applied Dress Design and Advanced Construction. Analysis
of personality and figure differences; applications of design principles to costume planning and selection; advanced problems in clothing construction including draping.

115. **Children's Clothing.** Selection, construction, and care of clothing for the infant, pre-school, and elementary grade child emphasizing the effect of clothing on health, personality development, and habit formation.

Offered in alternate odd years.

120. **School Lunch Problems.** See Home Economics 320 below for description of this course.

Credit: Two or three semester hours.

Offered in the summer session only.

123. **Nutrition.** Fundamentals of human nutrition with special attention to improvement of eating habits among children; development of critical judgment with regard to food fads and quackery; scientific standards for meal planning and selection.

132. (Formerly 133a). **Home Management.** Management of time, energy, and money in running a home; selection and care of household equipment, furnishings, and appliances; home care of the sick.

133. (Formerly 133b). **Home Management Residence.** Six weeks residence in cottage with students practicing home management and hospitality.

137. **Child Development.** Development of the total child and the responsibilities of family members in promoting this development; observation and participation in nursery school, parent education, and home visitation.

143. **Observation and Methods in Vocational Home Economics.** (Prerequisite to student teaching). Introduction to objectives and mechanics of teaching and of evaluating results; development of illustrative materials; observation in school and community homemaking projects; formulation of a workable philosophy of homemaking education.

175. **The Workshop in Problems in Better Health Habits.** See Home Economics 375 below for description of this course.

193. **Methods and Problems in Teaching Homemaking.** (Parallel with student teaching). Treatment of individual teaching problems relating to specific situations in the development of a functioning homemaking program in school and community.

215. **Advanced Problems in Clothing.** Designed primarily for students with teaching experience who have specific clothing or related problems they wish to work on under supervision.

Offered in alternate odd years.

223. **Advanced Problems in Foods.** Designed primarily for students with teaching experience who have specific foods or related problems they wish to work on under supervision.

Offered in alternate odd years.

515. **Evaluation in Home Economics.** A study of the principles and techniques of evaluation; construction of new-type tests and other evalu-
ation devices for use in measuring achievement in all phases of homemaking.

Offered in alternate even years.

320. School Lunch Problems. Management and supervision stressed, emphasizing such problems as personnel training, job analysis, planning and equipping school lunch rooms, menu-planning, use of commodities and abundant foods, food buying, preparation and storage, records and reports, sanitation in food handling, encouraging better eating habits, and sharing responsibilities in a total school health program.

Offered in the summer session only.

350. Home Economics Workshop. Advanced problems in teaching homemaking. A refresher course of particular convenience to the homemaking teachers whose summer program does not permit her to enroll in regular summer sessions. Students enrolling in the workshop will be given assistance with individual problems, such as planning year-round programs, redecorating or remodeling departments, planning new departments, teacher-pupil-parent planning, teaching personal and family relationships, and Future Homemakers as an integral part of the homemaking program.

Offered in the summer session only.

375. The Workshop in Problems in Better Health Habits. In this course health educational materials and how to use them will be featured, and emphasis will be directed toward solving individual problems in improving school and community health through better eating habits. Such problems as the following will be considered: (1) how special teachers (health and physical education, home economics) may function effectively in the total health program of school and community; (2) how elementary classroom teachers can improve the eating habits of their pupils; (3) how administrators may initiate an on-going health program based on local needs.

This course is designed for teachers of health and physical education, home economics, the elementary grades, and administrators.

Graduate students receive credit as 375; undergraduates, as 175.

Offered in the summer session only.

393. Home Economics Curriculum. Development of plans for year-round program of work including all phases of homemaking for different age groups and using materials developed under the direction of the homemaking division of the State Department of Education.

Offered in alternate even years.

399. Thesis.

Credit: Six semester hours.

INDUSTRIAL ARTS

Dr. Bowers Mr. Harris
Mr. Deck Mr. Branom

The general objectives of the industrial arts department are:
1. To prepare industrial arts teachers for elementary, junior and senior high school teaching.

2. To provide pre-engineering courses for students enrolled in the pre-engineering curriculum.

3. To provide technical and non-technical courses in aviation education and aeronautics.

4. To furnish students who are specializing in industrial arts and others who desire additional technical and consumer information relative to the selection, production, and utilization of industrial products, opportunities to study, construct, investigate, experiment, and explore typical industrial materials and processes utilizing modern materials, tools, and machines in a laboratory setting.

5. To provide service courses for other departments of the college.

Students planning to major in industrial arts will be expected to enroll under the curriculum leading to the degree of Bachelor of Science in Industrial Arts found on page 62.

A student wishing to make a minor of industrial arts will be expected to complete a total of 24 semester hours of work in the field represented by the following courses: Industrial Arts 13, 17, 21, 87, 117 and sufficient electives selected through conference to total 24 semester hours including 12 of advanced work.

13. **Drawing I.** The purpose of this course is to provide industrial arts, pre-engineering, and other students electing the course primary information and laboratory experience in drafting. Tools and techniques utilized in the preparation of various working drawings for use in industry and business are emphasized. Assignments include lettering, geometric construction, sketching, lines and symbols, orthographic, isometric, perspective, oblique, and cabinet drawings, measuring and dimensioning. Special problems are introduced to afford practice in shop sketching, reading orthographic drawings, and preparing required working drawings for wood, metal, electrical, aircraft, piping, and machine tool industries. Maximum material charge: $3.00.

15. **Drawing II.** This course is a continuation of Drawing I. Students are afforded opportunity to gain additional experience in the preparation of working drawings representative of basic industrial activities. Ways of reproducing drawings are learned. Essentials of industrial arts design are studied and applications of these principles are made in special problems selected by students and teachers. Maximum material charge: $3.00.

17. **Woods I.** Furniture and other smaller objects selected to be made in the 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. Maximum material charge: $5.00.

19. **Descriptive Geometry.** Principles of descriptive geometry and their applications to problems of engineering and architecture. Includes auxiliary views, developments, intersections, double-curved and warped
surfaces in addition to point, line, and plane problems. Maximum material charge: $4.00.

Three lectures and six hours of supervised problem work a week for one semester.

21. Metal I. This is an introductory course in metals. Emphasis is given to study and discussions of common metals utilized by industry. Students will complete laboratory work involving a number of basic processes represented in oxy-acetylene and arc welding, forging, found- ing, metal spinning, and ornamental iron. Maximum material charge: $5.00.

33. Photography I. The use of modern camera equipment; essentials of photographic composition; the procedure of making pictures from exposed sensitive materials to the finished print by demonstration and experience. This court is open to all students and is basic for advanced courses in this field. Maximum material charge: $6.00.

Two lectures and one two-hour laboratory a week.
Credit: Two semester hours.

53. Photography II. A continuation of Photography I with emphasis on the chemistry of photography and enlarging technique. This course with the prerequisite are designed to develop sound darkroom practice, a familiarity with cameras and lenses, an understanding of lighting and a knowledge of essential characteristics of photographic materials. Maximum material charge: $6.00.

Prerequisite, Photography I or permission of the instructor.

Two lectures and one two-hour laboratory a week.
Credit: Two semester hours.

57. 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 experiences 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 least four hours of flight designed to acquaint them through direct observation with the application of the principles of flight and of the operation of equipment.

65. Printing I. This course is designed to give the student an introduction to the printing industries, and composition, proof reading, make-up, press work, together with other processes involved in letterpress printing are studied. Students are introduced to offset printing methods, silk screen work, and bookbinding. Individual projects and school projects are completed. Maximum material charge: $4.00.

75. Woods II. This course emphasizes the use, maintenance, and repair of woodworking machinery. Detailed studies, demonstrations, and reports made in connection with each piece of equipment. Safeguards for guidance in machine operation are stressed. Additional emphasis is placed on proper finishing techniques. Visit to factories and stores are
planned. Students construct suitable advanced projects. Maximum material charge: $10.00.

79. Metals II. This course introduces the student to machine shop practice. Lectures and demonstrations center around the various operations done at the lathe, the drill press, and the shaper. Students observe certain procedures in milling machine work. Students also complete exploratory projects in sheet and art metalwork. Precision tools and measurement techniques are demonstrated. Related technical information is given through lectures and student reports. Visits are made to industries to observe production techniques. Maximum material charge: $5.00. Credit: Four semester hours.

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.

Students enrolling in Industrial Arts 87 will be required to purchase a radio kit which currently is priced at $22.00. Open without prerequisite to students of sophomore rank and above.

90. Shop Practice for Engineering Students. This course is designed to furnish the Engineering student with information and shop practice involving selected manufacturing processes. Content includes techniques of manufacturing articles of metal; pattern-making; foundry methods; principles of machining; fitting, assembling, and welding of manufactured machine parts. Maximum material charge: $5.00.

113. Laboratory of Industries. This course is taught in a shop containing six different areas. It will provide prospective teachers with opportunity to gain additional knowledge about the operation, organization, and maintenance of the modern junior high school industrial arts shop. Students will complete projects typical of junior high school industrial arts activities. Opportunity will be given for the student to gain primary experiences in a variety of crafts hitherto unoffered in the courses planned for industrial arts teachers. Consideration will be given to practical problems in personnel organization, shop equipment, preparation of teaching aids, development of cost and records system, and fostering experimental and investigational projects within the interest and scope of junior high school students. Maximum material charge: $10.00.

115. Maintaining the Modern Home. Lectures and laboratory work will deal with such areas as: upholstery, painting and refinishing, care and simple maintenance of household appliances, and miscellaneous aspects of home operation and care.

A service course for home economics students. Open to others by special permission only.

117. (Formerly 127.) Principles and Practices in Industrial Arts Teaching. A study of contemporary philosophies and procedures in industrial arts education including a careful study of the program out-
lined for use in the secondary schools of Texas. Inspection visits are made to schools to observe the program in action. Students develop source units for laboratory areas. Maximum material charge: $2.00.

119. Electricity II. This course is designed to give the prospective industrial arts teacher opportunity to develop additional knowledge and skill in the content recognized as applicable to industrial arts laboratories. Some attention will be given to an interpretation and exploration of the specific role of electricity with reference to the field of aeronautics, communication, and transportation.

121. Metals III. This course affords the student opportunity to continue the study and use of machine shop equipment. Lectures and demonstrations are given relative to advanced operations for lathe, and shaper. Emphasis is given to milling machine procedures and grinding techniques. Proper maintenance of tools and equipment including the sharpening of mill cutters is included. Students complete projects that build up skills in machine work and further knowledge of machine metal-work. Maximum material charge: $5.00.

125. Metals IV. This course provides advanced experiences in machine metalwork including advanced allied experiences such as forging, welding, foundry, and heat treating. Students work on individual basis. Maximum material charge: $5.00.

127. (Formerly 117). Laboratory Planning and Equipment Selection. This course is designed to give prospective teachers practice in planning, equipping, and organizing the school laboratory. Principles of planning and equipment selection are discussed. A check sheet for appraising school shops is developed and used in connection with visits to school laboratories. Students develop plans, equipment and tool lists. Sources of supplies and proper nomenclature for requisitioning are discussed. Maximum material charge: $2.00.

133. Woods III. This course provides opportunity for the student to develop additional skill in furniture and cabinet making. Lectures and demonstrations will include new materials available for use in woodworking, elements of upholstery, and trends in modern furniture design. Factories and stores will be visited. Students will complete a research paper on some phase of the wood industries. Maximum material charge: $15.00.

135. Drawing III. This course provides study and laboratory experiences in architectural drafting and home planning. Consideration is given to selection of lot, exterior and interior design of the home essentials of heating, lighting, ventilation, and legal aspects of home building. Complete plans for a cottage will be made by each student. Study will be made of various systems of house construction developed in the last decade as a partial solution to the American housing problem. Maximum material charge: $3.00.

159. 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. Maximum material charge: $2.00.

Open without prerequisite to students of junior rank and above.

165. Printing II. This course gives the student opportunity to de­
velop additional skill in letterpress, planographic, and Intaglio printing.
Photo-engraving, plate-making, engraving, and lithography are studied.
Advanced projects in printing are selected on an individual basis. Maxi­
mum material: $4.00.

175. Problems in the Graphic Arts. A course designed to meet the
needs of teachers who plan to add a unit in graphic arts to their present
industrial arts activities. This course also will serve students who wish
to develop abilities in some specific phase of the graphic arts for its ap­
lication in such fields as journalism, art, or business.

This course will be taught on the general shop basis. Suggested
development areas are typographic design, lithographic printing, block
printing in monochrome and color, photomechanics, photoengraving, and
bookbinding. Maximum material charge: $4.00.

223. Problems in Industrial Arts. This course affords graduate
students opportunity to do additional research in industrial arts. The
course is offered by conference. Students are allowed to choose a prob­
lem based upon individual needs and interests. Professional, technical
and industrial problems may be proposed for study. Maximum material
charge: $2.00.

233. Modern Industries. This course is designed to assist teachers
of industrial arts with the problem of guiding high school students to
sources of information relative to technical, social, and economic aspects
of modern industries. Individual and group studies will be made. Re­
results will be submitted in a form suitable for publication.

330. Evolution of the Industrial Arts Concept. A graduate course
designed to afford teachers in service and advanced students an oppor­
tunity to gain appreciation and understanding of the origins and de­
velopment of Industrial Arts as an area in our present school system.

333. Technical Problems in Industrial Arts. This course is planned
for the industrial arts teacher in the field who needs to become acquaint­
ed with newer developments within the many areas of the industrial arts
curriculum and for the graduate student who desires to strengthen cer­
tain experiences initiated in under-graduate courses. Plans will be de­
veloped upon an individual basis. Results will be submitted in a form
suitable for publication. Maximum material charge: $5.00.

340. Workshop in Industrial Arts. This course has been planned
to afford experienced Industrial Arts teachers with an opportunity to
work on professional and curriculum problems directly related to their
positions and interests. Work may be accomplished on an individual
basis, but reports, discussions, and jury appraisal will be characteristic
of group efforts. Findings will be reported in a professional manner.
Graduate students with no experience who are planning to complete the
requirements for the master's degree may be admitted to the course
through conference with the director of the department.
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 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 classification 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. The class period is devoted to lectures and to problems based on the books studied.


133. Practice Work. Designed to give the student practical experience in school library work by means of actual participation in library service in junior and senior high school libraries. Class work will consist of discussions of problems encountered on visits to libraries, and a careful consideration of means of teaching the use of books in libraries to young people.

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


(May not be used toward satisfying the initial twelve-hour requirement in Library Science for librarianships in small high schools under the standards of the Southern Association of Colleges and Secondary Schools.)
VII. DIVISION OF SCIENCES

Professors Smith, Key, Speck, Rush
Associate Professors Cude, Roady, Buie, Tulloch, Harding, Norris, Gregg
Assistant Professors Porter, Todd, Parks, Gary*, Young
Instructors Walker, Cranek, Davis

VOCATIONAL AGRICULTURE

Messrs. Buie, Gregg, Young, Cranek

The courses offered by the Department of Agriculture are designed to meet the current needs of farmers, ranchers, teachers of vocational agriculture, and other teachers of rural communities and small towns. Thus the department has for its main objectives: (1) to train teachers of vocational agriculture and other agricultural workers; (2) to train men and women in the practical methods of farming and ranching in Southwest Texas; (3) to assist in training other teachers for rural communities and small towns to have a deeper understanding and appreciation of the problems of farmers and ranchers and thus to be better qualified to assist the people with whom they work with their agricultural problems; (4) to provide technical information and agricultural leadership for the farmers and ranchers; (5) to use the Department of Agriculture as a center to carry on activities of Future Farmers of America and 4-H Club members, e.g., livestock and poultry shows, judging centers, etc.; (6) to cooperate with all agricultural agencies in promoting more progressive methods of farming and ranching; (7) to provide training-in-service for vocational agricultural teachers, by offering extension courses consisting of the latest technical information and thus affording them an opportunity to secure help with their immediate local problems.

To graduate with a major in Agriculture a student will be expected to enroll under the curriculum leading to the degree of Bachelor of Science in Vocational Agriculture outlined on page 63 or under the curriculum for high school teachers leading to the degree of Bachelor of Science in Education by including in the curriculum leading to that degree the following courses in Agriculture and related fields and certain other required subjects distributed as indicated:

Freshman year: Chemistry 11, 12; Agriculture, 6 semester hours chosen from 11, 13, 15, 21.
Sophomore year: Biology 11, 12 or 21, 22; Agriculture, 6 semester hours chosen from 63, 65, 67, 69, 71, 77, provided that Government 61, 62 may be postponed until the junior year.
Junior year: Agriculture, 9 semester hours of advanced work.
Senior year: Agriculture, 9 semester hours of advanced work.

COURSES IN AGRICULTURE


Lectures, two hours; laboratory, two hours.

13. **Southern Field Crops.** The importance, adaption, culture, growth, improvement, harvesting and storing of such crops as corn, grain, sorghums, cotton, and the cereal crops will be studied.

Lectures, two hours; laboratory, two hours.

15. **Forage and Pasture Crops.** The study of leading grasses, legumes, soilin crops, and silage crops as to production, harvesting, storing and uses. Special study will be given to pasture improvement.

Lectures, two hours; laboratory, two hours.

21. **Livestock Judging.** A study of the leading types and breeds and the market classes and grades of livestock. Attention will be given to fitting and showing animals. Laboratory work will consist of scoring, judging typical animals of the college farm and vicinity. One hour lecture and four hours laboratory.

Lectures, two hours; laboratory, four hours.

63. **Farm Poultry.** A general course in poultry; including types, breeds, poultry houses and construction, breeding, feeding, incubation and brooding, culling, diseases and insects.

Lectures, two hours; laboratory, two hours.

65. **Animal Husbandry.** A study of the types and breeds; market classes and grades of such animals as beef cattle, swine, goats, horses, and mules; and attention will be given to breeding, judging, care and management.

Lectures, two hours; laboratory, two hours.


Lectures, two hours; laboratory, two hours.

69. **Economic Entomology.** A study of the most common insects of field crops, fruits, vegetables, and farm animals as to life history, method of attack, damage, means of combating, collection and mounts of insects will be made; insecticides will be mixed and applied for controlling insects.

Lectures, two hours; laboratory, two hours.

71. **Farm Shop.** Identification, selection, care, use, sharpening and fitting hand tools. Planning and calculating bills of materials for farm buildings and equipment; wood work, sheet metal, blacksmithing, pipelfitting, concrete work, rope and leather work and painting. One hour lecture and four hours laboratory.

77. (Formerly 17). **Vegetable Gardening and Small Fruits.** A study of the planning and management of the home garden, size, varieties, soil preparation, planting, cultivation, harvesting and control of diseases and insects. Attention will be given to quality, grading, and packing for market.

Lectures, two hours; laboratory, two hours.

111. **Farm Machinery.** A course to develop skills and efficiency
in the use, care, maintenance, operation and repair of farm machinery and equipment. Items to include tractors, trucks, farm engines, trailers, cultivators, planters, plows, mowers, row binders and other farm equipment.

Lectures, one hour; laboratory, four hours a week.

115. Advanced Dairy Management. The selection and registration of animals; breeding, feeding, testing and general care of dairy cows; management of commercial herds.

Lectures, two hours; laboratory, two hours.

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.

119. (Formerly 19). Orcharding, Large Fruits. This course covers the principles of fruit production. Topics such as orchard sites, soils, groups and varieties of fruits, propagation, pruning and cultural practices will be stressed.

Lectures, two hours; laboratory, two hours.

121. Range Management. This course reviews the historical development of types and breeds of livestock; range livestock improvement, handling cattle, sheep and goats during the various seasons of the year; improved methods of grazing; carrying capacities; developing range grasses; culling herds and flocks; livestock losses due to deficiencies, parasites, diseases, droughts; cost of operation; and methods of marketing.

123. Advanced Poultry Husbandry. A study of the special problems and skills in breeding, feeding, and housing poultry commercially. Special emphasis will be given to disease and pest control, including diagnosis, prevention and treatments, practice in blood testing, pesting, caponizing, culling, and grading market birds and eggs.

Lectures, two hours; laboratory, two hours.

125. Feeds and Feeding. This course deals with feeding livestock, composition, and feeding values of feeds, feed requirements, digestion and assimilation. Mixing feeds and calculating balanced rations will be included.

Lectures, two hours; laboratory, two hours.

127. Soils and Fertilizers. The formation, classification and physical properties of soil, plant food elements, soil fertility and its maintenance, proper use and management and the economic uses of manures and fertilizers.

Lectures, two hours; laboratory, two hours.

131. Diseases of Livestock. The nutritional, infectious and non-infectious diseases of farm animals are to be studied as of cause, treatment and prevention.

Lectures, two hours; laboratory, two hours.
135. **Sheep and Goat Production.** This course involves the use of the latest experiment station data in care and management and breeding problems of sheep and goats. Attention will be given to the grading and marketing of wool and mohair.

151. **Marketing.** This course consists of studying market demands of quality, type and grades; methods of packing, transporting and storing of farm products. Attention will be given to marketing agencies and channels of distribution.

153. **Farm Engineering.** Soil conservation practices will be stressed; terracing, contour lines, drainage, strip cropping, sodding, dams and tanks. Skill will be developed in the use of the farm level. Emphasis will be placed on planning soil conservation systems.

Lectures, two hours; laboratory, four hours.

**COURSES IN AGRICULTURAL EDUCATION**

Mr. Buie

201. **Introduction to Agricultural Education.** A course dealing with the principles and practices in agricultural education. Observation in vocational agriculture instruction and supervision in the laboratory school. A short resume of the development of agricultural education; history of the organization and development of the Future Farmers of America.

203. **Methods in Teaching Vocational Agriculture.** Methods of teaching, lesson plans, aims and objectives for agricultural education for the all day, part time, young farmer, and adult farmers classes are determined and set up. The selection and supervision of a suitable supervised farming program will be determined. A survey of teaching aids and resources will be made.

205. **Special Methods in Teaching Vocational Agriculture.** This course deals with the methods of teaching farm accounts to students of Vocational Agriculture, also the methods of surveying and analyzing farm reports and other information that is pertinent to the teaching of Vocational Agriculture.

207. **Directed Teaching.** This course deals with the teaching of vocational agriculture in the public schools and teaching improved practices to adult farmers. Each student will teach sufficiently to demonstrate his proficiency. A complete course of study and teaching plans will be formulated to fit the needs of the community in which the trainee is doing his practice teaching. Testing and grading will be emphasized. Trainees will practice teach in an approved high school department of vocational agriculture.

208. **Directed Teaching.** This course is a continuation of Agricultural Education 207.
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 plain 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.

A major in biology consists of twenty-six (26) hours of work represented normally by the following courses: Biology 11, 12; 61, 62; 111, 112; 221, 222 or 231, 232, provided that for a teaching major the student will be expected also to absolve Biology 200. A student majoring in Biology must absolve Chemistry 11, 12 and should include in his course of study Mathematics 13, 17, 63; Physics 11, 12 and Chemistry 61, 62, 111, 112.

Pre-medical students and others will, with proper authority, be permitted to make such modifications in the foregoing program as may be dictated by their eventual professional requirements.

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 structures and life history of the higher plants and animals and the principles of heredity.

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

21, 22. General Biology. A college course in botany designed for students who plan to teach biology in high school and for those pre-professional groups who would profit by a year's work in botanical science.

51, 52. Human Physiology. A course in human physiology intended primarily for students making a major or minor in health and physical education but open to others for free elective credit, provided that a student may not receive credit for both Biology 51, 52 and 61, 62.

Lectures, two hours; laboratory, two hours.
Credit: Four semester hours.

*On leave, 1950-51
57. **Introduction to Human Biology and Development.** The major concepts dealing with the nature of life, human reproduction, development and heredity as related to educational problems.

This course is intended primarily for students enrolled in the curriculum for Elementary Teachers, of whom it is required.

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.** Principles of bacteriology; morphology, physiology, and taxonomy of representative groups of non-pathogenic bacteria. Bacteriological analysis of water, soil, milk and sewerage is made.

Two hours lectures and six hours laboratory per week.

114. **Bacteriology.** A study of pathogenic bacteria and the relationship of bacteria to disease. Consideration of the principles of immunology and serology.

This course is open to students who have completed Biology 113 or its equivalent.

Two hours lectures and six hours laboratory per week.

15. **Genetics.** A course in experimental genetics embracing a study of the recent literature on plant and animal genetics. The vinegar fly is used in the laboratory work in the course.

Lectures and recitation, three hours; laboratory, three hours.

119. **Comparative Anatomy.** This course includes dissection of amphioxus, dogfish, a reptile and a bird or mammal.

Three lectures and six hours of laboratory a week.

Credit: Four semester hours.

200. **Teaching the Sciences.** See General Science 200 for a description of this course.

221, 22. **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 spe-
cial 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.

CHEMISTRY

Dr. Key
Dr. Roady

Dr. Harding
Mr. Parks

It is the aim of the chemistry department to give the student fundamental training in Chemistry in order that he will be prepared for teaching, the study of medicine, dentistry, engineering, and for employment in the field of industrial chemistry.

A major in chemistry consists of thirty (30) hours of work in the subject represented by the following courses: 11, 12, 61, 62, 111, 112, 211, 212. A student majoring in the subject will be expected also to absolve courses in mathematics extending through the calculus and should acquire a reading knowledge of French and German as a basis for broader and continued study.

A teaching major in chemistry consists of thirty (30) hours of work in the subject represented by the following courses: 11, 12, 61, 62, 111, 112 and 6 hours of advanced work additional elected with the advice and consent of the head of the department of chemistry and in addition thereto, Chemistry 200. A student preparing to graduate with a teaching major in chemistry will be expected to include in his course of study Biology 11, 12, 61, 62; Physics 11, 12 and preferably courses in mathematics extending through the calculus.

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, idiometry 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. Chemistry for Students of Home Economics and Physical Education. This course is designed to cover the fundamental principles of inorganic and organic chemistry. The course is planned for students of Home Economics and Physical Education. It is open to others only with special consent of the instructor. It may not be taken for credit by those who previously have absolved Chemistry 11, 12.

Credit: Four semester hours.
77. Physiological and Food Chemistry. The aim of this course is to acquaint the student with the chemistry of foods and their physiological functions.

Credit: Four semester hours.

111, 112. Organic Chemistry. The general principles, theories, reactions, synthesis and preparations of elementary organic chemistry are presented. Special 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.

200. Teaching the Sciences. See General Science 200 for a description of this course.

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.

231, 232. Biochemistry. The first semester is devoted to a study of the chemistry of carbohydrates, lipids, proteins, vitamins and other cellular constituents; the second semester, to a study of digestion, absorption, intermediary metabolism and respiration. Emphasis is placed on the importance of enzymes in these processes.

The course is intended for students majoring in biology or chemistry and minoring in the other.

Prerequisite: Chemistry 111, 112 and six semester hours of biology.

313. Problems in Chemistry.

Credit: Six semester hours.

323. Industrial Principles and Practices.

327. Qualitative Organic Analysis.

399. Thesis.
GENERAL SCIENCE

Mr. Todd

111, 112. Methods and Materials in Science for Elementary Teachers. A laboratory course designed to acquaint prospective elementary teachers with many of the questions pertaining to the various fields of science that an elementary child might ask.

This course satisfies the six hours in general science required by the State Department of Education. Science 111 deals with general chemistry with emphasis on its application in our every-day world. Mechanics, heat, magnetism, electricity, sound and light from the field of physics are treated in such a manner as to answer many of the questions concerning every-day phenomena. Aerodynamics and the theory of flight complete the course. Science 112 deals with astronomy, geology, biology, physiology, bird study, and botany. The content material in these fields and the methods of presenting science to elementary children are correlated in an effort to make the course of greatest practical worth to the prospective elementary teacher.

Lectures, three hours; laboratory, two hours.

200. Teaching the Sciences. This course will stress the principles and methods of teaching the sciences in all levels in the public schools. Selecting materials and supplies will be studied. Laboratory management and the use of films and exhibit materials will be stressed. The course is required of all students who are candidates for graduation with a teaching major in biology, chemistry, physics, or general science.

MATHEMATICS

Mr. Cude
Mr. Speck
Mr. Tulloch
Mr. Porter
Mr. Walker

The courses offered by the mathematics department are specifically designed to meet the needs of the following classes of students:

1. To prepare teachers of mathematics on the elementary, junior high and senior high school level.

2. To provide the mathematics courses required of pre-engineers.

3. To make available to students of the sciences, notably physics and chemistry, mathematics courses necessary not only for a successful study of these fields, but courses which will enable such students to pursue further work in these sciences with a secure mathematical background so necessary in this work.

4. To give to the student of pure or applied mathematics a solid and substantial background in undergraduate mathematics that he can maintain a successful grade of work in case he elects to do further graduate work in mathematics or related field.

5. To provide for those students who study mathematics for the broad cultural benefits derived therein, since it is realized that since
mathematics has been so interwoven with the destinies of men through the ages that no one who aspires to real culture could do so without some knowledge of mathematical ideals and principles.

6. To provide related mathematics courses for other departments of the college.

A major in mathematics consists of 30 semester hours of work represented by Mathematics 11, 13, 17, 63, 111, 112, 115 plus 6 semester hours of advanced work additional, provided that students preparing to teach the subject are required to absolve also Mathematics 203.

A teaching minor in mathematics consists of 24 semester hours of work represented by Mathematics 11, 13, 17, 63, 111, 112, 115, 203.

A minor in mathematics for students who do not intend to teach consists of 21 semester hours of work represented by Mathematics 11, 13, 17, 63, 111, 112, 123.

A student who majors in mathematics is strongly urged to complete a minimum of 24 hours of Physics and Chemistry.

Solid geometry is required of all pre-engineers, majors, first minors, and second minors unless offered for entrance credit. Solid geometry should be absolved by the end of the sophomore year.

Mathematics 115 must be taken before or parallel with Mathematics 203, and Mathematics 203 must precede Education 191 if directed teaching is in mathematics.

The above course of study may be deviated from only by the consent of the chairman of the mathematics department.

A suggested schedule:

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<tr>
<th>Semester</th>
<th>Course Number</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>1</td>
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<td>7-8</td>
<td>Advanced courses including 203.</td>
<td>6-9</td>
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<td>Total</td>
<td>30 hours</td>
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*unless previously absolved.

11. Algebra I. A course dealing with the fundamental notions of elementary algebra and the arithmetic necessary for a complete understanding thereof. This course is required as the first course in Mathematics of all students enrolling for the subject except those enrolling under pre-professional curricula or those enrolling for Mathematics 18, 19 or 21. The class meets 4 periods per week.

13. Algebra II. 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 re-
quirements of this curriculum; and (3) to prepare him to continue his work in subjects which are essentially algebraic in character.

15. **Solid Geometry.** An elementary course in solid geometry which covers the following topics: properties of the plane, regular polyhedrons, prisms and cylinders, pyramids and cones, the sphere, and the traditional topics of the first course.

This course is required of all pre-engineers, majors, and first and second minors, unless offered for entrance credit. This requirement should be absolved by the end of the sophomore year.

17. **Plane Trigonometry.** The principles, derivation of formulae, and applications of plane trigonometry. This course consists of a study of the trigonometric functions, trigonometric identities, related angles, radian measure, graphs of the trigonometric functions, functions of multiple angles, logarithms, right triangles, oblique triangles, inverse trigonometric functions, complex numbers.

18. **Business Arithmetic I.** A course designed for business administration students. This course consists of a thorough review of the fundamental processes involving integers, decimal fractions, common fractions, and percents. These processes are related to the solving of basic problems in percentage, in simple and compound interest, and in bank discount.

19. **Business Mathematics II.** A continuation of mathematics 18 with emphasis on the application of the basic processes in problem solving. A study is made of problems in trade and cash discount, retailing, ownership and corporate securities, social security, personal and business insurance, property tax, and home ownership.

21. **Mathematics of Agriculture.** An elementary course designed to fit the needs of persons interested in agriculture. Topics considered include: mathematical operations, percentage, equations, lengths, areas, volumes, ratio and proportion, the right triangle and trigonometry, averages, graphs, special applications of practical measurements, exponents, and logarithms.

63. **Analytic Geometry.** A first course in the analytic geometry of two dimensions, covering the following general topics: the point, loci, the straight line, the circle, conics, tangents, transformation of coordinates, parametric equations, and polar coordinates.

Prerequisites: 13 and 17.

65. **Mathematics of Finance.** 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.

Prerequisites: 13 and 17.

79. **The Theory of Equations.** This course is intended for students who have completed the course in analytic geometry (number 63). 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 in-
scribed by the methods of Euclidian geometry are included. The fundamental theorem of algebra is considered both from the geometric and algebraic standpoint.

111, 112. **Differential and Integral Calculus.** A first course in the differential and integral calculus. The process of integration is introduced early in the course, together with its application to the sciences. A wealth of theory, illustrative material, and applications are combined. The application of the calculus to the problems of natural science is especially stressed. While the applications of the calculus are not in any sense neglected, the course is sufficiently rigorous that the student of pure mathematics is enabled to secure a background which is entirely adequate for successful work in this field.

Mathematics 111 counts as advanced only if preceded by Mathematics 13, 17, 63, and 65 or 79. It must be preceded by Mathematics 63.

115. **Modern Geometry.** This is a study in modern geometry with emphasis upon the triangle and circle. It deals with the body of geometric truth which students of mathematics ordinarily have no chance of learning. All students who expect to teach high school mathematics should enroll for the course.

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.

**Prerequisite:** Six hours of calculus.

Mathematics 123 counts as a senior course, 223, when preceded by six semester hours of advanced courses in mathematics.

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 through this course.

Mathematics 127 counts as a senior course, 227, when preceded by six semester hours of advanced courses in mathematics.

133. **Analytical Mechanics.** A course in technical mechanics which satisfies the requirements of engineering schools of a three semester hour course in Statistics. Topics covered include: addition and resolution of vectors, equilibrium of a particle, equilibrium of a rigid body, equilibrium of framed structures, graphic statics, equilibrium of flexible cords, motion, motion of a particle, center of mass and moment of inertia, work, energy, fields of force and the Newton potential, motion of a system of particles, impulse and momentum, periodic motion.

**Prerequisite:** Physics 11, and credit or registration in Mathematics 112.

200. **Materials and Methods in Arithmetic for Elementary Teachers.** A professionalized course dealing principally with the fundamental topics of arithmetic, designed primarily for those preparing to teach arithmetic
in the elementary grades. The course affords a background for the meaningful teaching of the beginning number concepts and counting, and the fundamental processes and their applications in problem solving.

Prerequisite: Senior standing.

203. Materials and Methods of Secondary Mathematics. A course designed primarily to assist the high school teacher in breaking down, analyzing, and presenting the operations and procedures of basic high school mathematics. The objectives, content, and development of the high school algebra, plane trigonometry and plane geometry are considered.

Prerequisite: 111, 112, and senior standing.

209. The Theory of Determinants. An introductory course in the theory of determinants and their more important applications. Topics considered include: definitions and notation, alternate numbers, general properties of determinants, minors and expansion of determinants, composition of arrays, multiplication of determinants, determinants of compound systems, arithmetic properties of determinants, determinants of special form, cubic determinants, determinants of infinite order, application to theory of equations, eliminations, rational functional determinants, Jacobians and Hessians, application to bilinear and quadratic forms, applications to geometry.

Prerequisite: Six semester hours of advanced courses in mathematics, or consent of instructor.

213. Advanced Calculus I. A study of limits and continuity, derivatives, differentials, functions of several variables, partial differentiation, definite integrals, multiple integrals, and line integrals. A valuable course for those persons who intend to do further work in mathematical analysis, chemistry or physics, and for pre-engineers.

215. Advanced Calculus II. A second course in advanced calculus consisting of the consideration of the following topics: infinite series, power series, application of power series, improper integrals, elliptic integrals, Beta and Gamma Functions, implicit functions, Fourier series, Jacobians, and similar topics. Material will be adapted to the specific needs of the class.

216. Projective Geometry. Includes a study of the elementary processes of projection and section by the synthetic process. The following topics are included: The Elements and Primitive Forms, Principle of Duality, Perspectivity, Harmonic Sets, Theorems of Pascal and Brianchon, Projectively Related Primitive Forms, Theory of Involution, Focal Properties of Conics, and Polarity.

Prospective teachers of geometry, engineers, and students of Industrial Art will find this course both helpful and interesting.

Prerequisite: Six hours of advanced mathematics and the consent of the instructor.

217. Foundations of Geometry. This course consists of a study of the elements of geometry, the axioms as arranged in groups, and a deduction from these axioms of the most important geometrical theorems. Particular attention is given to the theory of proportion, plane areas,
and to the Theorems of Desargues and Pascal. An attempt is made to help students and teachers of geometry by increasing breadth of geometrical concepts and intuition of space while demonstrating the logical development of geometrical principles.

Prerequisite: Six hours of advance mathematics.

225. Vector Analysis. An introduction to vector analysis. A mathematical maturity on the part of the student which may be expected of one who has completed a first course in calculus is assumed. Applications of a wide and diverse nature are considered, with special emphasis on the applications to Geometry and Mechanics. The course is, however, mathematical in its treatment, and attempts to present in as simple a manner as possible the introduction to vector analysis which will lead naturally to its extension, Tensor Analysis.

273. Theory of Functions of Real Variables. This course presupposes such knowledge as the student will have who has completed the usual undergraduate course in mathematics, including a year's course of calculus and preferably an elementary course in differential equations or a course of advanced calculus. The purpose of the course is to discuss those topics which will enable the student to obtain a better grasp of the fundamental concepts of the calculus of real variables and to learn something of the more recent developments of this branch of analysis.

Prerequisite: Consent of the instructor.

PHYSICS

Mr. Rush

Mr. Todd

The courses offered by the physics department are designed primarily to meet the needs of those students who are preparing to teach the subject in the high schools of Texas. The content of the courses also covers the requirements for students who are preparing for a study of medicine or dentistry, and those preparing to enter the various fields of engineering. Completion of a major in physics will give the student a good foundation for advanced courses in his graduate work.

Requirements for a Major or a Minor in Physics:

Major: Twenty-eight (28) semester hours in physics. For a teaching major the student will be expected also to absolve Physics 200.

Minor: Eighteen (18) semester hours in mathematics, including six (6) hours in calculus.

Physics majors should choose elective courses from the fields of chemistry, biology, industrial arts, French and German.

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.

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; one two-hour laboratory period with additional required outside work of at least one hour a week.

Prerequisites: Physics 11, 12 and Mathematics 13, 17.

Credit: Four semester hours.

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; one two-hour laboratory period and additional outside work of at least one hour a week.

Prerequisites: Physics 11, 12 and Mathematics 13, 17.

Credit: Four semester hours.

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 two-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 a week.

133. **Analytical Mechanics.** See Mathematics 133. Credit will not be given to the same student for Mathematics 133 and Physics 133.

Prerequisite: Physics 63, 67 and credit or registration in Mathematics 112.

149. **Electric Waves.** This course deals with the fundamental properties of electric and magnetic waves and with the principles involved in the propagation and reception of such waves. Three recitations a week.

Prerequisite: Physics 63, 67 and Mathematics 111, 112.

200. **Teaching the Sciences.** See General Science 200.
VIII. DIVISION OF SOCIAL SCIENCES

Professors Taylor, Murphy, Elliott, Greene, Grusendorf, Hahn
Associate Professors Sterry, Erickson, Pool
Assistant Professors Dobie, Eakle*, Craddock
Instructors Nance*, Schultz

Liberal education and efficient membership in human society are impossible without a knowledge of the record of man's interactions with the 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 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 fields—economics, geography, government, history, and sociology—included in the division. The social record of mankind is so rich and varied as to make desirable a division of labor among these fields.

The division offers courses comprising majors designed for (1) teachers of the social sciences in the junior and senior high school, and (2) general college students in the specialized fields of the social sciences, as follows:

1. Major in the Social Sciences for Teachers.

A major in the Social Sciences for Teachers consists of not less than forty-eight nor more than fifty-four semester hours in the Social Sciences distributed as follows:

24 hours — History (Including History 11, 12)
6 hours — Government 61, 62
3 hours — Economics 67
3 hours — Geography 13 or 57
3 hours — Sociology 67
9 hours — Elective in Economics, Geography, Government, or Sociology.

48 hours — (minimum requirement)

Students enrolled under the curriculum for high school teachers will be expected to absolve History 233, Teaching the Social Sciences in the Junior and Senior High School, in addition to the minimum requirements as outlined.


A major in some one field of the Social Sciences consists of not less than forty-two or more than fifty-four semester hours in the Social Sciences distributed as follows:

24 hours — major field
18 hours — two additional fields of social science

42 hours — (minimum requirement)

A major in any one field of the Social Sciences must include not less than twenty-four nor more than thirty semester hours in the particular subject provided that a student enrolled under the curriculum for high school teachers will be required to absolve History 233 in addition to the minimum requirement of twenty-four hours or as part of the permissive thirty hour maximum.

History 11, 12, History of Western Civilization, is the basic course for all the Social Sciences and should be taken in the freshman year.

The courses in History required for all majors in the Social Sciences for Teachers and all majors in the specialized field of History include the following:

Freshman year: History 11, 12
Sophomore year: History 61, 62 or History 71, 72
Junior-Senior years: (a) six semester hours chosen from History 111, 113, 123, 211, and (b) six semester hours chosen from History 112, 115, 121, 133, 143, 147, 212, 215, 223, 227. The remaining possible three or six semester hours may be taken from either group.

Note: A student may satisfy the six semester hour graduation requirement in American History by completion of History 11, 12 and the course or courses in government (Government 61 or 61, 62) prescribed under the curriculum under which he proposes to graduate; or if for any reason excused from absolving History 11, 12 by completion of History 61, 62.

A teaching minor in the Social Sciences must include a minimum of 24 semester hours (6 hours thereof advanced) including Government 61, 62 and at least 12 semester hours in History.

Ordinarily history courses numbered 1-49 are intended for freshman; 50-99 for sophomores; 100-109 for juniors with twelve hours credit in the subject; 200-299 for seniors with eighteen hours credit in the subject; and above 300 for graduate students. For the other fields of the social sciences the prerequisite are the same except that only six hours are required for eligibility to courses numbered 100-199, and twelve hours for those numbered 200-299.

HISTORY

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.

11, 12. History of Western Civilization. A general survey course of Western civilization from earliest to contemporary times. The aims of the course are to present a balanced perspective of the origin and evolution of the social, economic, cultural, and political customs and institutions of the peoples of the West.

Open to freshmen only. Students who for any reason fail to absolve History 11, 12 as a required course in the freshman year will be expected to enroll in lieu thereof for History 51, 52 in the sophomore year.

51, 52. Medieval and Modern Europe. A general survey of the beginnings and development of European peoples and their institutions. The aims of the course are to present clearly European backgrounds and influences in current affairs throughout the world.

Not open to students who have credit for History 11 and 12.

61, 62. History of the United States Since 1492. A survey of the origins and evolution of the institutions and relations of the people of the United States.


111. History of Europe, 1871-1919. A study of the background, the course, and the results of World War I. Emphasis is placed upon imperialism, militarism, diplomatic alliances and rivalries, and the Paris peace settlements.

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, the United States as a world power, progressivism (political and social), and World War I.

113. The Far East Since 1500. A study of the development and results of Western contacts with and interest in China, Japan, Korea, Eastern Siberia, Southeastern Asia, and the islands of the Western Pacific. The course includes the internal history of each of these countries in so far as is necessary for the understanding of international relations and of past and present national aims.


121. History of Texas, 1820-1875. This course is designed to stimulate an interest in local history, and to give an appreciation of Texas as a cultural unit.

123. The Near and the Middle East Since 1500. A study of the principal modern problems and contributions arising from India, Western Asia, Northeastern Africa, and the region of the Dardanelles and the Bosphorus. The course directs attention to the peoples and institutions of these countries, old and new imperialism there, the great international Eastern Question in each area, and the rise of new nationalism, with
accompanying new problems for the nations involved and for Western
interests.

131. Literature of Texas and the Southwest. This course deals with
the historical materials and readings of this region, and is designed pri­
marily for teachers. It may not be counted for credit on an undergraduate
or graduate major or minor in the social sciences.

133. The American Constitution. See Government 133.

143, 147. Hispanic American Nations Since 1820. 143. Mexico,
Central America, and West Indies. 147. South America. The develop­
ment of the Latin republics of the Western Hemisphere and their prob­
lems of heritage and contacts. An important objective of the course will
be the cultivation of a real acquaintance with and friendly interest in the
peoples of these nations, in their affairs of government, economics, cul­
ture, and international relations.

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

*211. History of Europe Since 1919. An examination of the rise of
Communism, Fascism, and Nazism; the background of World War II;
and the post-war problems of peace.

212. Contemporary United States Since 1919. A broad survey of the
social, political, and economic history of the period between the two great
wars; an appraisal of the philosophy of 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, and post-war prob­
lems.

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 foreign policies pertaining to neutrality,
the Monroe Doctrine, Pan-Americanism, imperialism, World War I and II,

*223. The Frontier in American History. The westward movement
from the Appalachians to the Pacific; the Old Northwest; the Old South­
west; the Great Plains; the New Southwest; the Pacific Northwest; the
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.

colonies and their managements and developments in North America.
Covering the imperialism of six European nations in this continent, their
competition, and the evolution of almost all of their territories into sov­
ereign nations, the course presents much of the background of the pre­
sent variety of ideals, cultures, and institutions in North America.

233. Teaching the Social Sciences in the Junior and Senior High
School. This course is designed for prospective teachers of the social
sciences in the secondary schools. Emphasis is placed upon an analysis
of the content of the social science courses currently offered in the Texas
high schools, and the methods employed in instruction.
Required of all majors in the Social Sciences for Teachers who have not had public school teaching experience. Offered only in the regular session in the spring semester.

311. Selected Problems in European History. A seminar based upon selected topics, periods, or areas in the history of Europe since 1870. The investigations will be exercises in examining, criticizing, and utilizing primary and secondary source materials.

315. Selected Problems in the Diplomatic History of the United States. A seminar based upon selected topics in the diplomatic history of the United States. Emphasis is placed upon the examination, evaluation, and utilization of primary and secondary source materials.

323. Selected Problems of the Frontier in American History. A seminar based upon selected topics in the history of the frontier in American development. Emphasis is placed upon the examination, evaluation, and utilization of primary and secondary source materials.

327. Selected Problems in the History of Colonial North America. A seminar based on selected topics, periods, or areas of the social, economic, and political history of the European colonies in North America. The investigations will be exercises in examining, criticizing, and utilizing primary and secondary source materials.

ECONOMICS

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. 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.


103. Economic Geography. See Geography 103.

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.

117. Economic Organization of the Southwest. A survey of the economic resources of the Southwest, with emphasis on population and occupational characteristics, utilization of resources, development of industrial and financial structure, and problems of agriculture and interregional trade.


129. (Formerly 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 prosperity 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.

133. Business Statistics. See Business Administration 133.

143. Marketing. See Business Administration 143.

GEOGRAPHY

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.

13. Principles of Geography. A course in the study of basic interrelations of human life and the natural environment. Emphasis is placed upon description and explanation of earth features, man's distribution upon the earth, and upon maps and other tools of geography.

This is the beginning course in geography.

57. Anglo-America. A regional study of United States and Canada. Natural conditions, and the occupational and cultural pattern of the major geographical regions will be considered. Interregional and international aspects of each will be given stress.

This course may be elected as a beginning course in geography.

103. Economic Geography. An analysis of world distribution of fundamental occupations and commodities. Major producing and consuming areas are emphasized.

107. Geography in Europe. A regional treatment of the continent with emphasis upon the cultural pattern in the various natural regions. The European role in the world affairs is noted.

108. Hispanic-America. A study of the patterns of occupational adjustment in the various geographic regions of Latin-America. The distinctive role of each country in current world affairs will be noted.

This course logically follows Geography 57.

113. Natural Resource Use and Planning. A study of the problems involved in the use and conservation of our natural and agricultural resources.

117. Political Geography and Geopolitics A study of contemporary international problems with respect to their geographical environments. Territorial structure, resources and relationships are considered. A world point of view is the aim of the course.

123. The South. A study of Southern environment. Economic and social problems of the South in relation to other regions of the United States and of the World.

127. Geography of Asia. (Formerly 217.) A study of selected regions of the continent of Asia.

GOVERNMENT

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.

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.

61, 62. American Government. These are basic courses, required of all students whose major or minor subject is government. Government 61, which satisfies the legislative requirement of a course in the constitutions of the United States and Texas for certification, may be elected independently of Government 62.

61. Principles of American Government. This course is a study of the fundamental principles of political science; of the origins and development of our federal system of government; of the national and state constitutions, with special reference to Texas; and of the relation of the citizens to the government.

62. The Practical Operations of American Government. This course, which is a continuation of 61, includes a study of American territories, countries, and cities; the national and the state judiciary; foreign relations; and services and functions of government in the fields of business, labor, social welfare, etc. The functions observed are both national and state, with special reference to Texas.

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, particularly as related to Texas.

117. (Formerly 217.) International Organization and Administration. A critical study of the development and functions of the agencies used in international government and administration, including an analysis of the organization and activities of the United Nations.

119. Public School Law and Government in Texas. Through a study of important statutes and of 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.

123. (Formerly 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 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 a system.

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 the United States government. Course 125 deals in some detail with the government of Great Britain, and in a summary fashion with the French political institutions, the doctrines of Italian Fascism and German Nazism, the organization and aims of Russian Communism, and the Japanese political system. In course 127 attention is given to the governments of selected Latin-American nations.

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

133. (Formerly 113.) The American Constitution. An intensive study of the Constitution of the United States, including the history of the Supreme Court and the effects of its various decisions on the national government of the United States.


SOCIOMETRY

The purpose of the courses in Sociology is to train the student in the understanding and appreciation of the factors that are basic in social behavior and in the problems, techniques, and forces inherent in society. Courses are designed especially for prospective teachers in public schools and for those students who wish to become professional social workers.

Sociology 67 and 69 are basic courses and should be completed in advance of any of the others except 55.

55. Marriage and the Family. This is a general course intended to give students a better understanding of marriage and family problems as they are affected by the various biological, psychological, and social factors. Differences between men and women, and the influence of tradition upon them, preliminaries to marriage, the courtship process, choice of mate, influence of social change, personality adjustment in marriage, economic problems, the use of leisure time, and the problem of divorce are topics to be studied. Open to any student with sophomore standing.

67. Introduction to Sociology. This course gives consideration to basic sociological concepts as a foundation for an understanding of collective behavior, the processes involved, and relation of human nature and culture to social personality.

69. Applied Sociology. A study of conditions and forces affecting social behavior. Special attention will be given to the problems of poverty, crime and delinquency, vocational maladjustment, migration, and technological advancement and its social implications.

117. Social Ethics. A study of some of the most important ethical theories and their application to contemporary social problems.
119. **Social Psychology.** This is the basic course in social psychology. Attention is focused upon the nature of the individual and of society; the process of socialization; the human personality; personality and social adjustment; and social interaction.

127. **Racial and Other Minority Groups.** In this course the nature and the problems inherent in racial and other minority groups are examined, with special reference to the American scene.

133. **Social Control.** A study of the principal means of social control, including folkways, mores, propaganda, public opinion, and education.

137. **The Family.** This course comprises a study of the family as the primary social institution and its status in present-day social structure. May be taken as advanced elective without previous training in Sociology.

143. **Criminology.** (Formerly 223). In this course special consideration is given to the various theories of crime, the causes of crime, areas of crime, treatment of criminals through the courts, punishment, reform, education, probation and parole. Means of crime prevention are emphasized.

147. **Juvenile Delinquency.** This course is a study of delinquency in modern society, basic factors and conditions of juvenile delinquency, and the problem of delinquency control.

153. **The Community.** A study of recent trends in rural life, and of urbanization as a modern social phenomenon.

237. **Sociology of Education.** A study of education as a process through which society seeks to attain its objectives. Special consideration is given to the cultural and social determinants of education.
Mr. McIver

The college, by arrangements through its Academic Council and by approval of the Board of Regents, gives credit for courses offered in Bible by various denominational groups. The courses must be approved by the Instructional Council of the College, and the staff employed by religious groups must be given the approval of the administrative officers.

67. Survey of the Old Testament. A survey of the historical section of the Old Testament from Genesis to Esther. Sections of the Psalms, Proverbs, and writings of the Prophets are also studied.
Prerequisite, sophomore standing or special permission of the instructor.

Prerequisite, sophomore standing or special permission of the instructor.

111. The Life and Teachings of Jesus. A study of the Life of Jesus based on the account found in the four gospels. The religious sects, customs, etc. of the day are studied. Special attention is given to the teachings of Jesus.

112. The Life and Teachings of Paul. A study of the life of Paul, with special emphasis on his missionary journeys, constitutes the first part of this course. The latter part includes a study of his teachings based on material found in his letters.
## Statistical Summary

### Enrollment

#### Regular Session, 1948-1949

| Freshman (men 322, women 285) | 607 |
| Sophomores (men 272, women 181) | 453 |
| Juniors (men 282, women 156) | 438 |
| Seniors (men 217, women 142) | 359 |
| Specials (men 1, women 14) | 15 |
| Post Graduates (men 9, women 14) | 23 |
| Graduates (men 87, women 68) | 155 |

Total College (men 1190, women 860) | 2050 |

Extension Students (men 41, women 290) | 331 |

Correspondence Students (men 40, women 256) | 256 |

### Laboratory School

| High School | 202 |
| Junior High School | 309 |
| Elementary School and Kindergarten | 653 |

Total Laboratory School | 1164 |

GRAND TOTAL LONG SESSION | 3801 |

#### Summer Session, 1949

| Freshmen (men 97, women 141) | 238 |
| Sophomores (men 138, women 168) | 306 |
| Juniors (men 224, women 233) | 457 |
| Seniors (men 298, women 317) | 615 |
| Specials (men 0, women 4) | 4 |
| Post Graduates (men 20, women 36) | 56 |
| Graduates (men 254, women 258) | 512 |

Total College (men 1031, women 1157) | 2188 |

Correspondence Students (men 31, women 143) | 174 |

### Degrees Conferred

#### Regular Session, 1948-1949

| Master of Arts | 18 |
| Bachelor of Arts | 25 |
| Bachelor of Science | 132 |
| Bachelor of Business Administration | 37 |
| Bachelor of Music Education | 7 |

Total | 219 |
Summer Session, 1949

<table>
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<tr>
<th>Degree</th>
<th>Students</th>
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<tbody>
<tr>
<td>Master of Arts</td>
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<tr>
<td>Bachelor of Arts</td>
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<tr>
<td>Bachelor of Science</td>
<td>210</td>
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<tr>
<td>Bachelor of Business Administration</td>
<td>23</td>
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<tr>
<td>Bachelor of Music Education</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>352</td>
</tr>
</tbody>
</table>
GRADUATES, MAY, 1949

Bachelor's Degree

Adams, Robert Donnell, III
Adams, Thomas Earl
Adrean, Rex Warren
Alien, Ernest L.
Allen, Jewell Allan
Allen, Ruth Ann
Andrews, Jeanette Lyckman
Angermiller, William J.
Armstrong, Carolyn Lillian
Asman, Morrison E.
Aubrey, Willard Benton, Jr.
Bales, Henry Robert, Jr.
Ball, Eldon Atlee
Ballinger, James Raymond
Barr, Paul Earl
Beach, Deryl E.
Beakley, Anna Pearl
Bell, John Thomas
Bennett, Horace Earl, Jr.
Berry, H. C.
Black, Herbert L.
Blankenship, Jack
Bonorden, Harold D.
Boren, Dan Austin
Bowers, Kathryn Louise
Brehm, Hugo A.
Brennan, Molly Ann
Bridges, Harold "D"
Brixey, Jasper D., Jr.
Brooks, Cecil M.
Buie, Dorys Eleanor
Burleson, Emma Kyle
Caffall, Janie Lee
Carlisle, George Barber
Carroll, Adeline Bowen
Cheaney, Carl Benjamin, Jr.
Cheaney, Jo Carolyn Lowe
Cheaney, Nancy Lucy
Childress, Charlotte Fay
Christiansen, Don Barney
Clayton, William S.
Cockerell, Juanita Merle
Coers, Thomas Addison
Coffman, Sue Smith
Coker, Marian Edith
Cornforth, Robert Earl, Jr.

B.B.A. Harlingen, Texas
B.B.A. Long Mott, Texas
B.S. Brownsville, Texas
B.S. Temple, Texas
B.Mu.Ed. Glen Rose, Texas
B.S. Victoria, Texas
B.A. Brady, Texas
B.S. Sabinal, Texas
B.B.A. Austin, Texas
B.S. Seguin, Texas
B.S. San Marcos, Texas
B.S. San Marcos, Texas
B.S. Moody, Texas
B.A. Schulenburg, Texas
B.S. Edna, Texas
B.B.A. San Antonio, Texas
B.B.A. Center Point, Texas
B.S. San Antonio, Texas
B.S. Smithville, Texas
B.A. Selma, Alabama
B.B.A. Rio Hondo, Texas
B.B.A. Houston, Texas
B.S. Port Lavaca, Texas
B.S. Carthage, Texas
B.S. Palacios, Texas
B.S. Cibolo, Texas
B.S. Houston, Texas
B.B.A. Dime Box, Texas
B.B.A. Wescalo, Texas
B.S. Port Lavaca, Texas
B.S. San Marcos, Texas
B.S. Lockhart, Texas
B.B.A. Rio Hondo, Texas
B.S. Staples, Texas
B.S. Red Rock, Texas
B.S. San Antonio, Texas
B.S. San Antonio, Texas
B.A. Gouldbusk, Texas
B.S. Cameron, Texas
B.B.A. San Benito, Texas
B.S. San Marcos, Texas
B.S. Pasadena, Texas
B.S. San Marcos, Texas
B.S. Austin, Texas
B.A. San Antonio, Texas
B.B.A. Hearne, Texas
Cox, Travis Glenn  B.S. Nolanville, Texas
Dagher, Charles  B.S. San Marcos, Texas
Damerau, Norman Goodall  B.A. San Marcos, Texas
Davenport, Doris Ann  B.Mu.Ed. Houston, Texas
Dedeke, Eddie, Jr.  B.B.A. San Marcos, Texas
Deviney, Marvin Lee, Jr.  B.S. Prairie Lea, Texas
Dibrell, William Henry  B.A. San Marcos, Texas
Dobbs, William Edwalm  B.S. San Marcos, Texas
Dotson, James Henry  B.B.A. San Marcos, Texas
Driskill, Walter Edward  B.A. Sabinal, Texas
Ellis, H. C., Jr.  B.S. Victoria, Texas
Ellis, John Preston  B.S. San Marcos, Texas
Ellis, Victor Law  B.S. San Marcos, Texas
Fox, Jesse Elbert, Jr.  B.B.A. San Benito, Texas
Frietsch, Werner H.  B.S. Schulenburg, Texas
Froh, Joe Cannon  B.S. San Marcos, Texas
Fuqua, Pat Lamar  B.B.A. Luling, Texas
Gary, Johnnie Ruth Hill  B.S. San Marcos, Texas
Gebert, James A.  B.S. Schulenburg, Texas
Gersbach, G. H.  B.S. Buckholts, Texas
Gilpin, Calvin Franklin  B.S. Cambridge, Minnesota
Ginther, Henry William  B.S. St. Marys, Pennsylvania
Gior, Billy Ray  B.S. Blanco, Texas
Greebon, Glenn Edward, Jr.  B.B.A. Blanco, Texas
Gully, Patricia  B.Mu.Ed. Mission, Texas
Guttery, James William  B.S. New Braunfels, Texas
Guzman, Vincente, G.  B.A. San Marcos, Texas
Hageman, Jean Catherine  B.A. San Marcos, Texas
Hall, LelandBurnell  B.S. Brady, Texas
Hampton, Patricia  B.S. Corpus Christi, Texas
Hanus, Ernest J.  B.S. Austin, Texas
Harris, Jesse W.  B.S. Crystal City, Texas
Harris, Lula C.  B.S. San Marcos, Texas
Hartwig, Alfred H.  B.B.A. Lockhart, Texas
Hastings, Chester Ray  B.S. Stockdale, Texas
Hatch, Mary Ann  B.B.A. Rio Hondo, Texas
Hearn, Claude A., Jr.  B.B.A. Austin, Texas
Hein, Carl Richard  B.S. San Juan, Texas
Henderson, Richard Beveir  B.A. San Marcos, Texas
Hild, Milton E.  B.S. LaVernia, Texas
Hilsher, Edward John, Jr.  B.S. Schulenburg, Texas
Hinkle, Jackson J.  B.B.A. Lockhart, Texas
Hoch, Jack W.  B.S. San Marcos, Texas
Hoffman, Mary Virginia  B.S. Aransas Pass, Texas
Horton, Burlen L.  B.S. Terrell, Texas
House, Myrtle A.  B.S. Junction, Texas
Hudnall, James H.  B.S. Liberty, Texas
Huey, Justine M.  B.S. Cibolo, Texas
Jackson, Henry Berry, Jr.  B.S.  Floresville, Texas
Jackson, James Kirk  B.B.A.  Lockhart, Texas
Jackson, Shirley Cayer  B.S.  Houston, Texas
Jenkins, Cecil Thomas  B.S.  San Marcos, Texas
Jones, Jack Wallace  B.S.  Luling, Texas
Jordan, Margaret Jean Exley  B.A.  San Marcos, Texas
Kilpatrick, Elbert  B.B.A.  San Marcos, Texas
Kilpatrick, Harriet Wood  B.S.  San Marcos, Texas
King, Jackie Talmadge  B.S.  San Marcos, Texas
Kitchen, Wilburn Maurice  B.S.  San Marcos, Texas
Kocian, Marilyn  B.Mu.Ed.  Hallettsville, Texas
Kolodzie, Hilda Nell  B.S.  Karnes City, Texas
Kolodzie, William Joseph  B.S.  Karnes City, Texas
Krause, Calvin F.  B.B.A.  Shiner, Texas
Kroesche, Virginia Lee  B.S.  Houston, Texas
Kuhn, Dorothy Lucille  B.S.  Seguin, Texas
Kutach, Casper Jerome  B.S.  Victoria, Texas
Lambe, Joseph Edward  B.S.  Brooklyn, New York
Lane, Robert Clay  B.S.  San Marcos, Texas
LeBleu, Glen Carroll  B.S.  Kenedy, Texas
Lindig, Emilie A.  B.S.  Hye, Texas
Lindsey, James William  B.S.  Denison, Texas
Linick, Irving  B.A.  Lockhart, Texas
Littleton, James A.  B.S.  San Marcos, Texas
Long, Peggy Jeanne  B.S.  Harlingen, Texas
Lopez, Andres G.  B.S.  Del Rio, Texas
Lorenz, Dorothy Evelyn  B.S.  Nixon, Texas
Love, Belton Lee  B.S.  San Marcos, Texas
Lowrey, George Andrew, Jr.  B.S.  Austin, Texas
Lueg, Inge  B.S.  Leverkusen, Germany
Lueren, James Carl  B.S.  San Marcos, Texas
McAda, Dorothy Deal  B.S.  Kenedy, Texas
McCoy, Deliah Guthrie  B.S.  Rockdale, Texas
McDaniel, Dudley O.  B.B.A.  Rockdale, Texas
McFadden, Phyllis Arlene  B.S.  College Station, Texas
McKay, Robert Murray  B.S.  Kyle, Texas
McShan, Evangeline Stapper  B.B.A.  Cibolo, Texas
Marburger, Harold Junior  B.A.  Coggon, Iowa
Mayberry, Jack Winfred  B.S.  Gatesville, Texas
Mekolik, Grace Yvonne  B.S.  Buda, Texas
Mendez, Claudio Barrera  B.A.  San Marcos, Texas
Merritt, Charlie Julius  B.S.  San Antonio, Texas
Midkiff, Richard  B.B.A.  Gonzales, Texas
Mohle, Robert Henry  B.S.  San Marcos, Texas
Munoz, Ophelia  B.S.  Mission, Texas
Mutina, Tillie  B.S.  El Campo, Texas
Oxford, Sam McGary  B.B.A.  Beaumont, Texas
Parks, Lorna Vera  B.S.  San Antonio, Texas
Paltán, Vincente Ramirez, Jr.  B.S.  Gonzales, Texas
Perez, N. I. B.B.A. Brownsville, Texas
Peters, Alfred Ferdinand, Jr. B.S. San Antonio, Texas
Porter, Nathan D. B.A. Salem, Missouri
Priess, Eugene H. B.S. Manor, Texas
Pruitt, Ann German B.S. Austin, Texas
Puckett, Mary E. B.S. Elgin, Texas
Raabe, Edwin A. B.S. Weimar, Texas
Raeke, Jeanette Lucille B.S. Cost, Texas
Rasor, Chester Lee B.B.A. Austin, Texas
Redmond, Betty Jane B.S. Luling, Texas
Reese, Drew Hiram B.S. Cuero, Texas
Refsell, Coralee Vogelman B.A. San Marcos, Texas
Rilling, Barbara Martin B.S. San Antonio, Texas
Roberts, Yvonne Clevie B.S. Corsicana, Texas
Robinson, Lula Frances B.Mu.Ed. Harlingen, Texas
Rode, Paul Arnold B.S. San Antonio, Texas
Rohan, Jerome J. B.S. Yoakum, Texas
Ross, Datha Myers B.S. San Antonio, Texas
Rothermel, James Douglas B.S. Burton, Texas
Royal, Kenneth W. B.B.A. Pleasanton, Texas
Schaer, Alfred L. B.B.A. East Bernard, Texas
Schawe, Louis E., Jr. B.B.A. Dallas, Texas
Sebesta, Billy Joe B.S. Caldwell, Texas
Sebesta, Joe Frank, Jr. B.S. Caldwell, Texas
Shilling, Christopher Douglas B.A. Burnet, Texas
Simon Ted Golson B.S. Lockhart, Texas
Simpson, Timothy Sims, Jr. B.S. San Antonio, Texas
Sims, Frances Marie B.A. Houston, Texas
Small, Charles Riley B.S. San Antonio, Texas
Spear, Arthur W. B.A. San Marcos, Texas
Stubbs, J. Jack B.S. Lockhart, Texas
Talk, Edmond M., Jr. B.S. San Antonio, Texas
Tallmadge, George A. B.S. San Marcos, Texas
Teague, Clyde Carl B.S. Floresville, Texas
Thomas, Tilman R. B.S. San Marcos, Texas
Thompson, Yvonne Jane B.A. Weslaco, Texas
Titsworth, Cornelius B.S. Cameron, Texas
Titsworth, Harvey Roy B.S. San Marcos, Texas
Tomerlin, Henry Martin B.S. Sabinal, Texas
Turner, Eugene B. B.B.A. San Marcos, Texas
Turner, Raymond M., Jr. B.Mu.Ed. San Marcos, Texas
Vann, Winifred Franklin B.S. Kingsbury, Texas
Visel, Clifton S. B.A. Lott, Texas
Wakefield, John Maurice B.B.A. San Marcos, Texas
Walker, Luther B., Jr. B.B.A. Spicewood, Texas
Wall, Arthur James B.B.A. Lockhart, Texas
Wallace, Alton Boyd B.S. San Marcos, Texas
Watts, Jack Baker B.S. Lockhart, Texas
Weiss, Nancy Carlton B.S. Lockhart, Texas
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Location</th>
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<tbody>
<tr>
<td>Whisenant, Weldon Winford</td>
<td>B.S.</td>
<td>San Marcos, Texas</td>
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<td>Whitaker, Kent Albert</td>
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<td>Whites, Henry David</td>
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<td>Buckholts, Texas</td>
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<td>Willis, William Newton, Jr.</td>
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<td>Smithville, Texas</td>
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<td>Wimberley, A. S.</td>
<td>B.S.</td>
<td>San Marcos, Texas</td>
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<tr>
<td>Wright, Margaret Ann</td>
<td>B.S.</td>
<td>Junction, Texas</td>
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<tr>
<td>Young, Walter F., Jr.</td>
<td>B.B.A.</td>
<td>Temple, Texas</td>
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<tr>
<td>Young, William Lee</td>
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<td>Uvalde, Texas</td>
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**MASTER OF ARTS**

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<th>Name</th>
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<tr>
<td>Andrews, Joe Richard, Jr.</td>
<td>M.A.</td>
<td>Junction, Texas</td>
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<td>Barnhard, Paul, Jr.</td>
<td>M.A.</td>
<td>Dallas, Texas</td>
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<tr>
<td>Blakeney, Goldie Rosalie</td>
<td>M.A.</td>
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<td>Chandler, Lee Ray</td>
<td>M.A.</td>
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<td>Dharmgrongartama, Sanoh</td>
<td>M.A.</td>
<td>Lampang, Siam</td>
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<td>Fox, John Edward</td>
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<td>Hageman, Helmer Herman</td>
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<td>Hampton, Jeannette</td>
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<td>Harrell, Bob Ray</td>
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<td>Harris, Robert Charles</td>
<td>M.A.</td>
<td>Grapevine, Texas</td>
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<tr>
<td>Keller, Thomas Walter</td>
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<td>Layton, Powell Alexander</td>
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<tr>
<td>Lengefeld, Dora L.</td>
<td>M.A.</td>
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<td>Parker, William B.</td>
<td>M.A.</td>
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<td>Perry, Sadie Aline</td>
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<td>Lockhart, Texas</td>
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<td>Simmang, Ralph H.</td>
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<td>Williams, Cecil</td>
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<td>San Antonio, Texas</td>
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<td>Willson, Morris</td>
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### GRADUATES, AUGUST, 1949

#### Bachelor's Degree

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<th>Name</th>
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<tr>
<td>Albers, John Henry</td>
<td>B.S.</td>
<td>Mason, Texas</td>
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<tr>
<td>Allbright, William Nelson</td>
<td>B.S.</td>
<td>San Marcos, Texas</td>
</tr>
<tr>
<td>Allen, Florence Cook</td>
<td>B.S.</td>
<td>San Antonio, Texas</td>
</tr>
<tr>
<td>Arkwright, John L.</td>
<td>B.S.</td>
<td>Mason, Texas</td>
</tr>
<tr>
<td>Arnold, Betty Lynn</td>
<td>B.S.</td>
<td>San Benito, Texas</td>
</tr>
<tr>
<td>Autrey, Ada Carothers</td>
<td>B.S.</td>
<td>Turnersville, Texas</td>
</tr>
<tr>
<td>Avant, Ruby Allee</td>
<td>B.S.</td>
<td>Dilley, Texas</td>
</tr>
<tr>
<td>Baas, Mary Charles</td>
<td>B.S.</td>
<td>Victoria, Texas</td>
</tr>
<tr>
<td>Balles, William W.</td>
<td>B.S.</td>
<td>San Marcos, Texas</td>
</tr>
<tr>
<td>Banik, Albert A.</td>
<td>B.S.</td>
<td>Round Top, Texas</td>
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<tr>
<td>Banister, James Thomas</td>
<td>B.S.</td>
<td>Lockhart, Texas</td>
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<tr>
<td>Barbeece, Johnnie Pleas</td>
<td>B.B.A.</td>
<td>Maud, Texas</td>
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<tr>
<td>Barchenger, Juanita</td>
<td>B.S.</td>
<td>LaVernia, Texas</td>
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<tr>
<td>Barecky, August Paul</td>
<td>B.S.</td>
<td>New Braunfels, Texas</td>
</tr>
<tr>
<td>Barnes, Fannie Lee</td>
<td>B.S.</td>
<td>Floresville, Texas</td>
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<tr>
<td>Barta, Alma</td>
<td>B.S.</td>
<td>Weimar, Texas</td>
</tr>
<tr>
<td>Barthelow, Carolyn Clareta</td>
<td>B.A.</td>
<td>Junction, Texas</td>
</tr>
<tr>
<td>Barton, Ada Jane</td>
<td>B.S.</td>
<td>Port Lavaca, Texas</td>
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<td>Baurerschlag, Henry F.</td>
<td>B.S.</td>
<td>San Marcos, Texas</td>
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<td>Baumruk, Adeja Lydia</td>
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<td>El Campo, Texas</td>
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<tr>
<td>Beal, Rose Marilyn</td>
<td>B.A.</td>
<td>Garwood, Texas</td>
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<tr>
<td>Beck, Patricia Fertsch</td>
<td>B.A.</td>
<td>Waelder, Texas</td>
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<tr>
<td>Bell, Alfred</td>
<td>B.S.</td>
<td>San Marcos, Texas</td>
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<tr>
<td>Bell, Winifred Ellis</td>
<td>B.S.</td>
<td>Austin, Texas</td>
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<tr>
<td>Bellard, Emory D.</td>
<td>B.S.</td>
<td>Port Aransas, Texas</td>
</tr>
<tr>
<td>Berkovsky, Ben J.</td>
<td>B.S.</td>
<td>Hallettsville, Texas</td>
</tr>
<tr>
<td>Berry, Jack</td>
<td>B.S.</td>
<td>Edna, Texas</td>
</tr>
<tr>
<td>Billings, John Clayton</td>
<td>B.S.</td>
<td>Smiley, Texas</td>
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<tr>
<td>Binkley, George W.</td>
<td>B.S.</td>
<td>San Marcos, Texas</td>
</tr>
<tr>
<td>Black, Henry C.</td>
<td>B.S.</td>
<td>Kyle, Texas</td>
</tr>
<tr>
<td>Blakemore, Marlon J. Audilet</td>
<td>B.S.</td>
<td>Yorktown, Texas</td>
</tr>
<tr>
<td>Bledsoe, Wanda Kate</td>
<td>B.A.</td>
<td>Stephenville, Texas</td>
</tr>
<tr>
<td>Boehm, Richard F.</td>
<td>B.S.</td>
<td>Gonzales, Texas</td>
</tr>
<tr>
<td>Bonorden, Malcolm</td>
<td>B.S.</td>
<td>San Marcos, Texas</td>
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<tr>
<td>Bonorden, Violet Hensley</td>
<td>B.S.</td>
<td>San Marcos, Texas</td>
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<tr>
<td>Boren, Mary Alice</td>
<td>B.S.</td>
<td>Carthage, Texas</td>
</tr>
<tr>
<td>Boyd, Thomas E.</td>
<td>B.B.A.</td>
<td>Weslaco, Texas</td>
</tr>
<tr>
<td>Breeding, Jean Hetrick</td>
<td>B.A.</td>
<td>Los Alamos, New Mexico</td>
</tr>
<tr>
<td>Breeding, Vivian Alice</td>
<td>B.A.</td>
<td>Smithville, Texas</td>
</tr>
<tr>
<td>Breedlove, Davis M.</td>
<td>B.S.</td>
<td>Austin, Texas</td>
</tr>
<tr>
<td>Bryant, Etna LeFors</td>
<td>B.S.</td>
<td>Stockdale, Texas</td>
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<tr>
<td>Bryant, Leroy Allen</td>
<td>B.S.</td>
<td>Luling, Texas</td>
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<tr>
<td>Bundick, Reba Faye Anglin</td>
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<td>Smiley, Texas</td>
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<tr>
<td>Burch, Ethel Morgan</td>
<td>B.S.</td>
<td>Hondo, Texas</td>
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<tr>
<td>Burch, Herman R.</td>
<td>B.S.</td>
<td>Hondo, Texas</td>
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<tr>
<td>Name</td>
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<td>Location</td>
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<tr>
<td>Cagle, Randall Kenneth</td>
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<td>Bartlett, Texas</td>
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<td>Canion, Mavis Evelyn</td>
<td>B.S.</td>
<td>Port Lavaca, Texas</td>
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<tr>
<td>Carter, Chester Elton</td>
<td>B.Mu.Ed</td>
<td>San Marcos, Texas</td>
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<tr>
<td>Casas, Elda</td>
<td>B.A.</td>
<td>Benavides, Texas</td>
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<tr>
<td>Caulkins, Blanche Estelle</td>
<td>B.S.</td>
<td>Seguin, Texas</td>
</tr>
<tr>
<td>Chandler, Margie Jackson</td>
<td>B.S.</td>
<td>Edinburg, Texas</td>
</tr>
<tr>
<td>Chavez, Edmund M.</td>
<td>B.A.</td>
<td>San Antonio, Texas</td>
</tr>
<tr>
<td>Clark, James Val</td>
<td>B.S.</td>
<td>Lockhart, Texas</td>
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<tr>
<td>Clark, Vada C.</td>
<td>B.A.</td>
<td>Pandora, Texas</td>
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<tr>
<td>Coers, Jerry L.</td>
<td>B.S.</td>
<td>San Marcos, Texas</td>
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<td>Coles, Don Wesley</td>
<td>B.S.</td>
<td>Hamlin, Texas</td>
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Naumann, Louise S. B.S. Seguin, Texas
Nelin, Charles Gerald B.B.A. San Marcos, Texas
Nelin, Shirley Evans B.S. Corpus Christi, Texas
Nelson, Stella Marie Rogers B.S. Edcouch, Texas
Ory, Edith Louise B.B.A. Poth, Texas
Pearson, Margaret Sutton B.S. Brady, Texas
Pechal, William, Jr. B.S. Temple, Texas
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Pirtle, Joan B.S. Salado, Texas
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Smith, Francis X. B.S. Houston, Texas

B.S. = Bachelor of Science
B.A. = Bachelor of Arts
B.B.A. = Bachelor of Business Administration
D.S. = Doctor of Science
B.Mu.Ed. = Bachelor of Music Education
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### ALPHA CHI MEMBERSHIP

**Spring, 1949**

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