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TERM SCHEDULE
1954-55

First Semester ............................................ September 13-January 22

Second Semester ......................................... January 25-May 26

First Summer Half-Term ................................. June 6-July 15

Second Summer Half-Term .............................. July 18-August 25

---

<table>
<thead>
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<td>JANUARY</td>
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<tr>
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<td>1 2 3 4 5 6 7</td>
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<tr>
<td>29 30 31</td>
</tr>
<tr>
<td>22 23 24 25 26 27 28</td>
</tr>
<tr>
<td>14 15 16 17 18 19 20</td>
</tr>
</tbody>
</table>

| MAY | JUNE | JULY | AUGUST |
| S M T W T F S | S M T W T F S | S M T W T F S | S M T W T F S |
| 1 2 3 4 5 6 7 | 8 9 10 11 12 13 14 | 15 16 17 18 19 20 21 | 22 23 24 25 26 27 28 |
| 29 30 31 | 1 2 3 4 5 6 7 | 8 9 10 11 12 13 14 | 15 16 17 18 19 20 21 |
| 22 23 24 25 26 27 28 | 29 30 31 | 1 2 3 4 5 6 | 7 8 9 10 11 12 13 |
| 14 15 16 17 18 19 20 | 21 22 23 24 25 26 27 | 28 29 30 | 31 |

| SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
| S M T W T F S | S M T W T F S | S M T W T F S | S M T W T F S |
| 1 2 3 4 5 6 7 | 8 9 10 11 12 13 14 | 15 16 17 18 19 20 21 | 22 23 24 25 26 27 28 |
| 29 30 31 | 1 2 3 4 5 6 | 7 8 9 10 11 12 13 | 14 15 16 17 18 19 20 |
| 21 22 23 24 25 26 27 | 28 29 30 31 | 1 2 3 4 5 6 | 7 8 9 10 11 12 13 |
| 14 15 16 17 18 19 20 | 21 22 23 24 25 26 27 | 28 29 30 | 31 |
COLLEGE CALENDAR, 1954-55

REGULAR SESSION

1954

September 13-15, **Monday-Wednesday**: Freshman Orientation and Registration.

September 15, **Wednesday**: College Entrance Examinations.

September 16, **Thursday**: Registration of all other students.

November 6, **Saturday**: Alumni Meeting and Homecoming.

November 11, **Thursday**: Armistice Day.

November 12, **Friday**: Mid-semester grades due.

November 25-27, **Thursday-Saturday**: Thanksgiving Holidays.

December 18, **Saturday**: Last day of work before Christmas.

1955

January 3, **Monday**: Classes resume.

January 19-22, **Wednesday-Saturday**: Examinations for the first semester.

January 25, **Tuesday**: Registration for the second semester.

March 2, **Wednesday**: Last day for filing applications for degrees to be conferred on May 22.

March 25, **Friday**: Mid-semester grades due.

April 7, **Thursday**, 10:00 a.m.: Easter Cantata.

April 8-11, **Friday-Monday**: Easter Holidays.

May 22, **Sunday**: Baccalaureate Service, 10:30 a.m., and Graduating Exercises, 2:30 p.m.

May 23-26, **Monday-Thursday**: Examinations for the second semester.

SUMMER SESSION, 1955

June 6, **Monday**: Registration for first half summer session.

June 7, **Tuesday**: Classes begin.

June 18, **Saturday**: Last day for filing applications for degrees to be conferred on August 25.

July 4, **Monday**: National Independence Day.

July 15, **Friday**: First half session closes.

July 18, **Monday**: Second half session opens.

August 25, **Thursday**, 7:30 p.m.: Baccalaureate Service and Graduating Exercises. Second half session closes.
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 name 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 Housing for Women 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 readmission, for a transcript of credit, for certification, or for graduation. Moreover, continued failure to adjust such arrearage may make it necessary to deny a student the privilege of attending classes.

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

8. Students should watch bulletin boards for important notices.

9. Hazing is prohibited by law in state educational institutions. The law provides that: "Any student of any state educational institution of Texas who commits the offense of hazing shall be fined not less than $25 nor more than $250 or shall be confined not less than ten days nor more than three months, or both."
FEES AND EXPENSES

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

<table>
<thead>
<tr>
<th>Fees</th>
<th>Per Semester (18 wks.)</th>
<th>Per Year (36 wks.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration (Tuition)</td>
<td>$25.00</td>
<td>$50.00</td>
</tr>
<tr>
<td>Building Use Fees, $8.50; Student Service Optional Fee, $9.00</td>
<td>17.50</td>
<td>35.00</td>
</tr>
<tr>
<td></td>
<td><strong>$42.50</strong></td>
<td><strong>$85.00</strong></td>
</tr>
<tr>
<td>Textbooks and Supplies (approximate cost)</td>
<td>20.00</td>
<td>35.00</td>
</tr>
<tr>
<td>Trust Fund Deposit (Refundable)</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

*Payment of fees.* All fees are payable at the time of registration, and a student is not registered until his fees are paid in full. Payment may be made in check or in money order payable to Southwest Texas State Teachers College. If checks or drafts are returned unpaid for any cause other than the admitted error of the bank, the student must pay in cash immediately. Students whose checks have been dishonored may be required to pay in cash thereafter.

*The College reserves the right to change fees in keeping with the acts of the Texas State Legislature.*

The fee of $42.50 payable at the beginning of each semester includes the statutory tuition fee of $25.00; the building use fees of $8.50; and the student service optional fee of $9.00 which entitles the student to admission to auditorium and athletic attractions, subscription to the "College Star", use of the Student Union facilities, health services, Sewell Park facilities, and partial purchase of "Pedagog." This student service fee also helps provide funds for the Student Senate, Band, Glee Club, Dramatics, Debate, and other student activities.

The physician and nurses are available for consultation, and direct the medical services of the College. The student service fee also provides for hospitalization in the College Infirmary for a period of twelve days or, in emergency cases, to a maximum of five days in the Hays County Memorial Hospital if recommended by the College physician and approved by the Coordinator of Health and Physical Education. The college cannot assume responsibility for hospitalization, outside its own infirmary, of students due to accidents occurring in activities which are not sponsored or sanctioned by this institution.

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

1. For each semester $75.00, or $150.00 for a school year of nine months.

2. For a summer term of six weeks the fee shall be $25.00, or $50.00 for the twelve weeks session.

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 and Reference Library records are clear and no damage to College property has been charged to the student.

R.O.T.C. Property Deposit. Each Air Force R.O.T.C. student is required to make an R.O.T.C. property deposit of $10.00. This deposit, less charges, will be refunded to the student at the end of the college year.

FEES DEPENDENT ON SPECIAL COURSES

Music Fees for additional private instruction:

Piano, voice or orchestral instruments:
- Two (one-half hour) lessons per week...... $35.00 per semester
- One (one-half hour) lesson per week...... 18.00 per semester
- Instrument Rental.............................................. 1.00 per semester
- Practice Fee..................................................... 2.00 per semester
- For Non-Music major or minor, applied music lesson fee........................................ 8.00 per semester
- Chamber Music Fee........................................... 2.00 per semester

General Science 111-112........................................ 1.00 per semester
Biology 113............................................................. 2.50 per semester
Biology 119............................................................. 3.00 per semester
Biology 221-222................................................... 5.00 per semester
Other Biology Courses........................................... 1.00 per semester
Chemistry Fee (not including breakage)......................... 1.00 per semester
Home Economics Fee............................................. 1.00 per semester
Industrial Arts Fee (See course description)....................... 1.00 per semester
Art Fee................................................................. 2.50 per semester
Air Science........................................................... 7.00 per long session
Typewriter Rental................................................ 1.00 per semester
Certificate (payable when applying for certificate)........... 1.00
Diploma Fee (payable when applying for degree)............. 5.00
Diploma Fee (payable when applying for 2-year diploma)............................................ 1.50

The Air Force R.O.T.C. fee of $7.00 payable at the time of the first registration for each long session is to help cover the cost of issuing, receiving, and record keeping of government uniforms and books to students.
Refund of Fees. A student who withdraws officially, and submits a withdrawal card and registration receipt to the business office, during the first two weeks after the regular registration date is entitled to a refund of 80 per cent of his tuition and fees; during the third week, 60 per cent; during the fourth week, 40 per cent; during fifth week, 20 per cent; and thereafter, no refund. No refunds will be made where the amount is less than $1.00.

In the summer session any student withdrawing officially, and submitting a withdrawal card and registration receipt to the business office, during the first week after registration day will receive a refund of fifty per cent of his tuition and fees. A student who withdraws after the first week will not be entitled to a refund.

The College Lair. The College store, known as the Lair, is a service center on the campus for student and faculty where textbooks and school supplies are sold. A coffee bar and soda fountain makes this a popular meeting place. All prices are maintained at the lowest level consistent with business practice.

ROOM AND BOARD

<table>
<thead>
<tr>
<th>Room Name</th>
<th>Per Installment (4 per semester)</th>
<th>Per Semester (18 wks.)</th>
<th>Per Year (36 wks.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sallie Ward Beretta Hall (Women)</td>
<td>$ 55.50</td>
<td>$222.00</td>
<td>$444.00</td>
</tr>
<tr>
<td>Freshman Hall (Women)</td>
<td>55.50</td>
<td>222.00</td>
<td>444.00</td>
</tr>
<tr>
<td>Commons Hall (Women)</td>
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<tr>
<td>Sayers Hall (Women)</td>
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<tr>
<td>Harris Hall (Men)</td>
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<td>44.00</td>
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<tr>
<td>Other Cooperative House (Women)</td>
<td>38.00</td>
<td>152.00</td>
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<tr>
<td>Other Residence Halls (Men)</td>
<td>51.00</td>
<td>204.00</td>
<td>408.00</td>
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</tbody>
</table>

Room and board are computed on the semester basis and may be paid by the semester or in four equal installments, as follows: For the fall semester, the first payment to be on or before the date of registration, and the other three payments on or before:

October 10
November 10
December 10

For the spring semester the first payment to be made on or before the day of registration and the other three payments to be made on or before:

February 20
March 20
April 20
Students not residing in College dormitories may secure board at the College Dining Hall at the rate of $152.00 per semester, payable in four installments in accordance with the schedule indicated above, or they may purchase single meals from the college cafeteria.

Students who arrive at the College more than one day prior to the time they are expected to be here may secure their rooms at the rate of $1.00 per day and may purchase their food in the college cafeteria or elsewhere.

Refunds. Any student who withdraws officially from the college or who is granted permission to live off the campus may receive a refund of 90% of the unexpired portion of the room and board payment for the current installment period, provided that no refunds shall be made in cases where students withdraw from the college or are permitted to live off the campus within five days of the end of the current installment period. The refund will be computed from the date the approved withdrawal card, the meal ticket, and the student's room and board receipt are presented in the business office. Any payments made for room and board beyond the current installment period may be refunded 100% upon official withdrawal and request.

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

Married students may secure one, two and three-bedroom apartments at the Riverside Homes from $25.00 to $40.00 per month, which includes all utilities.
STATE BOARD OF TEACHERS COLLEGE REGENTS

MEMBERS

1953-54

Charles P. McGaha, President..................................................Wichita Falls
John C. Calhoun, Vice-President..............................................Corsicana
H. L. Mills..............................................................................Houston
W. L. Kerr..............................................................................Midland
Miss Emma Mae Brotze..............................................................Marshall
N. S. Harrell............................................................................Claude
Jack Woodward.......................................................................Dallas
W. H. Frank Barnes................................................................Terrell
Frank E. White.........................................................................Cleveland
Claude Isbell, Secretary...........................................................Austin

OFFICERS OF ADMINISTRATION

GENERAL OFFICERS

1953-54

JOHN GARLAND FLOWERS, Ph. D.............................................President
ALFRED HENRY NOLLE, Ph. D..................................................Dean of the 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
JEROME C. CATES, M. B. A........................................................Business Manager
MILDRED BUNCE SAYRE, Ed. D...............................Director of Student Personnel
HENRY ELI SPECK, A. M..........................................................Dean of Men
MARTIN O. JUEL, A. M.....................................................Coordinator of Health and Physical Education
ERNEST BRYAN JACKSON, A. M............................................Librarian
MAURICE D. HEATLEY, M. D...............................................College Physician
WILLIAM L. MOORE, M. D............................................Assistant College Physician
JOHN WILLIAM HALL...........................................................Director of Maintenance
MINA ELLIOTT.....................................................................Dietitian
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clara E. Taylor</td>
<td>Secretary to the President</td>
</tr>
<tr>
<td>Billye G. Pratt, B. A.</td>
<td>Secretary to the Dean of the College</td>
</tr>
<tr>
<td>Hattie Roberts, A. M.</td>
<td>Secretary to the Dean of Graduate Studies</td>
</tr>
<tr>
<td>Blanche Olds Nix</td>
<td>Assistant Registrar</td>
</tr>
<tr>
<td>Margaret Wilson</td>
<td>Secretary to the Registrar</td>
</tr>
<tr>
<td>Luverne Walton</td>
<td>Director of Student Life</td>
</tr>
<tr>
<td>Peggy B. Bartholomew</td>
<td>Secretary to the Director of Student Personnel</td>
</tr>
<tr>
<td>Joyce Symm</td>
<td>Secretary to the Director of Public Service</td>
</tr>
<tr>
<td>Mary Ellen Childs</td>
<td>Secretary to the Business Manager</td>
</tr>
<tr>
<td>Anna Lou C. Milligan</td>
<td>Secretary to the Publications Office</td>
</tr>
<tr>
<td>Delight M. Tassin, A. M.</td>
<td>Auditor — Business Office</td>
</tr>
<tr>
<td>William E. Jordan, B. B. A.</td>
<td>Auditor — Business Office</td>
</tr>
<tr>
<td>R. C. Johnson</td>
<td>Bookkeeper — Business Office</td>
</tr>
<tr>
<td>Charlene Jennings</td>
<td>Clerk-Cashier — Business Office</td>
</tr>
<tr>
<td>Nora Gaines</td>
<td>Clerk — Registrar's Office</td>
</tr>
<tr>
<td>Henriette K. Richan, M. Ed.</td>
<td>Clerk — Registrar's Office</td>
</tr>
<tr>
<td>Adeline Neighbors, B. L. S.</td>
<td>Reference Librarian</td>
</tr>
<tr>
<td>Della Lee Wixson, M. A.</td>
<td>Assistant Reference Librarian</td>
</tr>
<tr>
<td>Florence Harper, B. S.</td>
<td>Cataloguer — Library</td>
</tr>
<tr>
<td>Isabelle Meyer, B. S.</td>
<td>Library Binder</td>
</tr>
<tr>
<td>Selma W. Ottmers, B. A.</td>
<td>Assistant Librarian</td>
</tr>
<tr>
<td>Hertha Kuehn Bowlin, R. N.</td>
<td>College Nurse</td>
</tr>
<tr>
<td>Jeanette Reynolds</td>
<td>Director of Sayers Hall</td>
</tr>
<tr>
<td>Elizabeth C. Oldham</td>
<td>Director of Sallie Beretta Dormitory</td>
</tr>
<tr>
<td>John Arnn</td>
<td>Director of Harris Hall</td>
</tr>
<tr>
<td>Marjorie Outah Stewart</td>
<td>Director of Freshman Dormitory</td>
</tr>
<tr>
<td>Bonnie Faye Box</td>
<td>Director of Commons Dormitory</td>
</tr>
<tr>
<td>Millie Henderson</td>
<td>Director of New Co-op</td>
</tr>
<tr>
<td>Blanche Esslinger</td>
<td>Director of Pickard Hall</td>
</tr>
<tr>
<td>Lelia M. Mason</td>
<td>Director of North Side Co-op</td>
</tr>
<tr>
<td>Mina Elliott</td>
<td>Dietitian</td>
</tr>
<tr>
<td>Lillian Thomas, A. B., B. S.</td>
<td>Director of Museum</td>
</tr>
<tr>
<td>Helen Menne</td>
<td>Secretary to Director of Maintenance</td>
</tr>
<tr>
<td>Johnnie Oliver</td>
<td>P. B. X. Operator</td>
</tr>
</tbody>
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INSTRUCTIONAL CHAIRMEN

Tollie Raymond Buie, Ed. D. .......................................................... Agriculture

Verna L. Deckert, A. M. ................................................................. Art

William Elmore Norris, Jr., 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

Onah Jacks, Ed. D. .............................................................. Home Economics

Victor L. Bowers, Ph. D. ..................................................... Industrial Arts

Don Cude, A. M. (Acting) .................................................. Mathematics

Robert A. Tampke, Ph. D. .................................................. Music

Martin Q. Juel, A. M. .......................................................... Health and Physical Education

Oscar W. Strahan, A. M. .................................................. Director of Physical Education for Men

Jean Amelia Smith, P. E. D. .................................. Director of 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
THE FACULTY

1953-54

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.

EARL ALLEN, B.S., A.M. .................. Associate Professor of Education
B.S., East Texas State Teachers College; 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
A.B., A.M., Southwest Texas State Teachers College.

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

IRA RENAY BOWLES, B.Mus., A.M. .............. Associate Professor of Music
B.Mus., Westminster Choir College; A.M., Teachers College, Columbia University.

JOSEPH MERIT BRANOM, B.S., M.Ed. .............. Instructor in Industrial Arts
B.S., East Texas State Teachers College; M.Ed., Agricultural and Mechanical College of Texas.

DORIS DAISY BROWN, B.S. .................. Instructor in Education
B.S., Oklahoma Agricultural and Mechanical College.

IRMA LOU BRUCE, A.B., A.M. .............. Associate Professor of Education
A.B., North Texas State Teachers College; A.M., University of Texas.

MARY G. BUCHANAN, A.B., A.M. .............. Associate Professor of Music
A.B., University of Texas; A.M., Columbia University.
JAMES R. BUCKNER, A.B., A.M.---------Associate Professor of Spanish
A.B., Baylor University; A.M., Columbia University.

TOLLIE RAYMOND BUIE, B.S., M.S., Ed.D.------Professor of Agriculture
B.S., East Texas State Teachers College; M.S., Agricultural and Me­
chanical College of Texas; Ed.D., Michigan State College.

LELAND SLAUGHTER BURGUM, B.S.Ed., M.S.Ed., Ed.D.
Professor of Special Education
B.S.Ed., M.S.Ed., University of North Dakota; Ed.D., Columbia Uni­
versity.

MAURICE J. CALLAHAN, B.Mus., M.A.Mus.Ed.-----Associate Professor of
Music
B.Mus., Bethany College; M.A.Mus.Ed., Colorado State College of
Education.

JEROME (JACK) CURTIS CATES, B.B.A., M.B.A.----Business Manager and
Associate Professor of Business Administration
B.B.A., Texas College of Arts and Industries; M.B.A., University of
Texas.

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.

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

DON CUDE, B.S., A.M.-------------------Associate Professor of Mathematics
B.S., A.M., Southwest Texas State Teachers College.

WILLIAM KING DAVIS, B.S., A.M.---------Assistant Professor of Biology
B.S., A.M., Southwest Texas State Teachers College.

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

VERNA L. DECKERT, B.S., A.M.---------------Associate Professor of Art
B.S., Southwest Texas State Teachers College; A.M., Teachers College,
Columbia University.

LELAND E. DERRICK, A.B., A.M., Ph.D.----------Professor of English
A.B., A.M., Ph.D., University of Texas.

BETTY BROOKE EAKLE, A.B., A.M.---------Assistant Professor of History
A.B., A.M., University of Texas.

*On leave, 1953-54.
CLAUDE ELLIOTT, B.S., A.M., Ph.D.-----------------Dean of Graduate Studies and Professor of History
B.S., Southwest Texas State Teachers College; A.M., Ph.D., University of Texas.

*JAMES DENTON ELLIOTT, B.S., M.S., Ph.D.----------Assistant Professor of Agriculture
B.S.Agri.Ed., Oklahoma Agricultural and Mechanical College; M.S. in Industrial Arts, Oklahoma Agricultural and Mechanical College; Ph.D., Agr.Ed., Cornell University.

MAURICE J. ERICKSON, A.B., A.M.------Associate Professor of Economics
A.B., University of Kansas; A.M., University of Nebraska.

R. THACHER GARY, B.S., A.M., Ph.D.------Associate Professor of Biology
B.S., A.M., Southwest Texas State Teachers College; Ph.D., George Peabody College for Teachers.

FRANK GENSBERG, B.S., A.M.---------------Assistant Professor in Physical Education
B.S., A.M., Southwest Texas State Teachers College.

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

CECIL M. GREGG, B.S., M.Ed., Ph.D.---------Professor of Agriculture
B.S., East Texas State Teachers College; M.Ed., Agricultural and Mechanical College of Texas; Ph.D., Michigan State College of Agriculture 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.

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.

*RICHARD B. HENDERSON, A.B., A.M.---------Assistant Professor of Government
A.B., Southwest Texas State Teachers College; A.M., University of Maryland.

*On leave, 1953-54.
MARY LOUISE HIGHTOWER, A.B., A.M. Assistant Professor of English
A.B., Southern Methodist University; A.M., University of Texas.

ROBERT M. HOLLOWAY, B.A., M.A. Assistant Professor of Physical Education
B.A., Southwest Texas State Teachers College; M.A., University of Texas.

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.

CATHERINE HOWARD, B.B.A., M.Ed. Instructor in Business Administration

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

ONAH JACKS, B.S., M.Ed., Ed.D. Professor of Home Economics
B.S., M.Ed., Ed.D., University of Texas.

MILTON W. JOWERS, B.S., A.M. Associate Professor of Physical Education
B.S., A.M., Southwest Texas State Teachers College.

MARTIN OLIVER JUEL, B.A., M.Ed. Associate Professor of Physical Education and Health Coordinator
B.A., St. Olaf College; M.Ed., University of Minnesota.

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.

AZALETE LITTLE, B.S. Instructor in Home Economics
B.S., University of Texas.

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., Ph.D. Associate Professor of Education and Supervisor, The College Elementary School
B.S., M.S., North Texas State Teachers College; Ph.D., Northwestern University.

VERNON SHINN MCDONALD, B.S. Instructor in Physical Education
B.S., Southwest Texas State Teachers College.
BRUCE McIVER, A.B., B.D.............................................Teacher of Bible
A.B., Baylor University; B.D., Southwestern Baptist Theological
Serninary.

OLIVER MALLORY, JR., A.B., A.M............Assistant Professor of 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.

OLIVER MALLORY, JR., A.B., A.M............Assistant Professor of English
A.B., A.M., Southwest Texas State Teachers College.

ADOLPHUS A. MOLLER, A.B., A.M., Ed.D........Professor of History
A.B., University of Texas; A.M., Ph.D., University of Texas.

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.

TOM W. NICHOLS, A.B., A.M., M.BA............Associate Professor of
Business Administration
A.B., Southwest Texas State Teachers College; A.M., Louisiana State
University; M.B.A., University of Texas.

ALFRED HENRY NOLLE, A.B., B.S., A.M., Ph.D........Dean of College and
Professor of German
A.B., B.S., University of Missouri; A.M., University of the South;
Ph.D., University of Pennsylvania.

WILLIAM ELMORE NORRIS, JR., B.S., Ph.D................Professor of Biology
B.S., Southwest Texas State Teachers College; Ph.D., University of
Texas.

PATRICK HENRY NORWOOD, A.B., A.M., Ph.D..........Professor of Education
and Director of Public Service
A.B., East Texas State Teachers College; A.M., George Peabody Col­
lege for Teachers; Ph.D., University of Texas.

EILEEN O'MEARA, A.B., A.M..........................Assistant Professor of English
A.B., Marygrove College; A.M., University of Iowa.

*ARCHIE O. PARKS, B.S., A.M................Assistant Professor of Chemistry
B.S., Sul Ross State Teachers College; A.M., Southwest Texas State
Teachers College.

ALLIE C. PARR, B.S., A.M......................Assistant Professor of
Business Administration
B.S., A.M., Southwest Texas State Teachers College.

HAROLD EUGENE PHILLIPS, B.S., M.S........Instructor in Agriculture
B.S., M.S., Agricultural and Mechanical College of Texas.

*On leave, 1953-54.
WILLIAM C. POOL, A.B., A.M., Ph.D.-------------Associate Professor of History
A.B., A.M., Ph.D., University of Texas.

MILTON B. PORTER, A.B., A.M.----------Assistant Professor of Mathematics
A.B., Southwest Texas State Teachers College; A.M., University of Texas.

J. LLOYD READ, A.B., A.M., Ph.D.------Registrar and Professor of Spanish
A.B., A.M., Baylor University; Ph.D., Columbia University.

EVERETT M. RICHARDSON, B.S., A.M.---Assistant Professor of Education
B.S., East Texas State Teachers College; A.M., University of Texas.

*JOHN M. ROADY, B.S., A.B., Ph.D.--------Associate Professor of Chemistry
B.S., A.B., North Texas State Teachers College; A.M., Ph.D., University of Texas.

J. LLOYD ROGERS, B.S., A.M., Ph.D.--------Professor of Education
B.S., Northeast Missouri State Teachers College; A.M., University of Missouri; Ph.D., State University of Iowa.

CAROLYN ELIZABETH ROHR, B.S., M.A.--------Assistant Professor of Physical Education
B.S., University of Virginia; M.A., Columbia University.

BRYCE WILSON RUCKER, A.B. in J., M.S. in J.---Assistant Professor of Journalism
A.B. in J., University of Kentucky; M.S. in J., University of Wisconsin.

RUFUS R. RUSH, A.B., A.M.----------------Professor of Physics
A.B., A.M., University of Texas.

MILDRED BUNCE SAYRE, B.S., M.A., Ed.D.----Professor of Education and Director of Student Personnel
B.S., University of Wisconsin; M.A., Columbia University; Ed.D., Columbia University.

*CLARENCE CARVEN SCHULTZ, JR., B.S., A.M.---Instructor in Sociology
B.S., A.M., Southwest Texas State Teachers College.

CARRIE SHEPHERD, A.B., A.M., M.Ed.------Assistant Professor of Education
A.B., Southwest Texas State Teachers College; A.M., Teachers College, Columbia University; M.Ed., George Peabody College for Teachers.

JEAN AMELIA SMITH, B.S., M.S., P.E.D.--------Associate Professor of Physical Education
B.S., M.S., MacMurray College; P.E.D., Indiana University.

DORUS A. SNELLINGS, A.B., A.M., Ph.D.--------Professor of English
A.B., A.M., Ph.D., University of Texas.

*On leave, 1953-54.
HENRY ELI SPECK, A.B., A.M._________________Dean of Men and Professor of Mathematics
A.B., University of Texas; A.M., University of Denver.

ELIZABETH STERRY, B.S., A.M.__________Associate Professor of Geography
B.S., A.M., George Peabody College for Teachers.

OSCAR W. STRAHAN, B.S., M.Ed._______Professor of Physical Education
B.S., Drake University; M.Ed., University of Texas.

CHARLES JOHN SUCKLE, B.S., M.A.________Assistant Professor of Art
B.S., New Mexico Western College; M.A., Highlands University.

ROBERT A. TAMPKE, A.B., B.Mus., A.M., Ph.D.______Professor of Music
A.B., North Texas State Teachers College; B.Mus., Louisiana State University; A.M., Ph.D., University of Texas.

JAMES TAYLOR, A.B., A.M., Ph.D.____________Professor of History
A.B., A.M., Ph.D., University of Texas.

SUE TAYLOR, A.B., A.M.____________________Associate Professor of English
A.B., Southwest Texas State Teachers College; A.M., University of Texas.

*ROLLA B. TODD, A.B., A.M.____________Assistant Professor of Physics
A.B., Asbury College; A.M., University of Texas.

LYNN H. TULLOCH, A.B., A.M.___________Associate Professor of Mathematics
A.B., Baylor University; A.M., Brown University.

JOE BILL VOGEL, B.S., A.M.__________Assistant Professor of Journalism
B.S., Southwest Texas State Teachers College; A.M., University of Texas.

DAVID F. VOTAW, B.S., A.M., Ed.D.________Professor of Education
B.S., Southwest Missouri State Teachers College; A.M., University of Missouri; Ed.D., Stanford University.

URAL B. WALKER, A.B., A.M.__________Assistant Professor of Mathematics
A.B., A.M., Southwest Texas State Teachers College.

LUVERNE WALTON, B.S., M.A._______Assistant Professor of Education and Director of Student Life
B.S., Oklahoma University; M.A., Columbia University.

EDWARD ORLANDO WILEY, B.S. in Ed., A.M., Ph.D._______Director of Teacher Training and Professor of Education
B.S. in Ed., University of Missouri; A.M., Columbia University; Ph.D., University of Texas.

*On leave, 1953-54.
JOE H. WILSON, A.B., A.M., Ph.D. Associate Professor of Education
A.B., Baylor University; A.M., Brown University; Ph.D., University of Texas.

LEONARD N. WRIGHT, A.B., A.M., Ph.D. Professor of English
A.B., Westminster College; A.M., University of Missouri; Ph.D., University of Texas.

LEROY J. YOUNG, B.S., M.S. Associate Professor of Agriculture
B.S., M.S., Agricultural and Mechanical College of Texas.

EMPRESS YOUNG ZEDLER, B.F.A., A.B., A.M., Ph.D. Associate Professor of Speech
B.F.A., Hardin-Simmons University; A.B., A.M., University of Texas.
Ph.D., University of Texas.

WILLIAM HUIET ZIMMERMAN JR., B.Mus., M.Mus. Assistant Professor of Music
B.Mus., Converse College School of Music; M.Mus., Syracuse University.
THE COLLEGE LABORATORY SCHOOLS
(SAN MARCOS PUBLIC SCHOOLS)

JOE C. HUTCHINSON, B.S., A.M.Associate Professor of Education and Superintendent of the College Laboratory Schools B.S., A.M., Texas Technological College.

BUFORD W. WILLIAMS, B.S., A.M., Ed.D. Professor of Education and Principal of the College Elementary School B.S., East Texas State Teachers College; A.M., Southwest Texas State Teachers College; Ed.D., Northwestern University.

YANCY P. YARBROUGH, B.S., A.M. Assistant Professor of Education and Principal of the College High School B.S., Southwest Texas State Teachers College; A.M., University of Texas.

JAMES FARMER, A.B., A.M. Principal of the College Junior High School B.S., A.M., Southwest Texas State Teachers College.


LUCILLE ADAMS, B.S. Supervisor in Physical Education, The College Junior High School B.S., Southwest Texas State Teachers College.


SHIRLEY BALDRIDGE, B.S. Supervisor, The College Junior High School B.S., Southwest Texas State Teachers College.


HELEN BRIGHT, B.A. Supervisor, The College Junior High School B.A., Southwest Texas State Teachers College.
GLADYS CALLAHAN, B.A., A.M. Supervisor in Music, The College Elementary School
B.A., Concordia College, Minnesota; A.M., University of Michigan.

LUCILE CATES, B.A. Supervisor in English and Social Studies, The College Junior High School
B.A., Texas College of Arts and Industries.

MARION CHAPMAN, B.A. Supervisor in Distributive Education, The College High School
B.A., Park College, Missouri.

MARY TURNER COLLIER, B.S., A.M. Supervisor, The College Elementary School
B.S., Howard Payne; A.M., Southwest Texas State Teachers College.

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

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

DEBORAH DOBIE, B.S. Supervisor in Mathematics and Science, The College High School
B.S., Southwest Texas State Teachers College.

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

JESSE DORRINGTON, B.S., A.M. Supervisor in Chemistry, Biology, and Physics, The College High School
B.S., A.M., Southwest Texas State Teachers College.

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

RUTH K. EVANS, B.S., A.M. Supervisor, The College Elementary School
B.S., A.M., Southwest Texas State Teachers College.

LOIS G. FITZGERALD, B.A. Supervisor, The College Elementary School
B.A., Southwest Texas State Teachers College.

IMA FOURQUREAN, B.S. Supervisor, The College Elementary School
B.S., Southwest Texas State Teachers College.

GARNETT FRAZIER, B.A. Supervisor, The College Junior High School
B.A., Southwest Texas State Teachers College.

LENORA GIESEN, B.S., A.M. Supervisor, The College Elementary School
B.S., A.M., Southwest Texas State Teachers College.
CLEO M. GILL, B.S., A.M........Supervisor in English and Social Studies, The College Junior High School

OWEN L. GOODNIGHT, B.S., A.M........Supervisor in Physical Education, The College High School
B.S., Hardin-Simmons University A.M., University of Houston.


EDITH M. HANNA, B.S., M.S........Supervisor in Arts, The College Junior 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.


IRENE DOOLAN HOLLAND, B.S., A.M........Supervisor, The College Junior High School B.S., A.M., Southwest Texas State Teachers College.


PAUL HOPSON, B.S........Supervisor in Industrial Arts, The College High School B.S., Southwest Texas State Teachers College.


WILLARD FAYE JAMES, B.S. Supervisor in Physical Education,
The College Elementary School
B.S., Southwest Texas State Teachers College.

MARY AUDREY JACKSON, B.S., A.M. Supervisor, The College Elementary School
B.S., East Texas State Teachers College; A.M., Southwest Texas State Teachers College.

EUGENIA KELLY, R.N. School Nurse

MINNIE KNISPEL, A.B., A.M. Supervisor in English and Social Studies, The College High School
A.B., Southwest Texas State Teachers College; A.M., Teachers College, Columbia University.

SAPHRONA KRAUSE, B.S., A.M. Supervisor in Mathematics, The College High School
B.S., A.M., Southwest Texas State Teachers College.

JOYCE LABAJ, B.S. Librarian, The College Junior High School
B.S., University of Texas.

CAROLYN McGAUGHY, B.A., A.M. Supervisor in Speech Therapy, The College Elementary School
B.A., A.M., Southwest Texas State Teachers College.

OLGA McGEHEE, A.B., A.M. Supervisor, The College Junior High School
A.B., A.M., Southwest Texas State Teachers College.

VERNA S. MARTIN, B.S., A.M. Librarian, The College Elementary School
B.S., Texas State College For Women; A.M., Southwest Texas State Teachers College.

DORA MEYER, A.B., A.M. Supervisor, The College Elementary School
A.B., A.M., Southwest Texas State Teachers College.

RUTH JOINER MUNK, A.B., A.M. Supervisor in Physical Education, The College High School
A.B., A.M., Southwest Texas State Teachers College.

BERNICE MUSGRAVE, B.A., A.M. Supervisor, The College Elementary School
B.A., North Texas State Teachers College; A.M., Southwest Texas State Teachers College.

MARTHA M. NASH, B.A. Supervisor, The College Junior High School
B.A., Howard Payne College.

FANDEE PARKE, B.S., A.M. Supervisor, The College Elementary School
B.S., A.M., Southwest Texas State Teachers College.
WELDON E. POLZIN, B.S., A.M. Supervisor in Science, The College Junior High School
B.S., A.M., Southwest Texas State Teachers College.

JOYCE BARNETT REASONER, B.S., A.M. Supervisor, The College Elementary School
B.S., A.M., Southwest Texas State Teachers College.

JEANNE D. RECTOR, B.A., A.M. Supervisor in English and Social Studies, The College Junior High School
B.A. Trinity University; A.M., Southwest Texas State Teachers College.

ETHEL NEWPORT REED, B.S., A.M. Supervisor in Mathematics, The College Junior High School
B.S., Southwest Texas State Teachers College; A.M., Colorado State College of Education.

ELEANORA SIMMONS, B.A., A.M. Supervisor in Special Education, The College Elementary School
B.A., Baylor University; A.M., Southwest Texas State Teachers College.

ALBERTA SMITH, B.A. Supervisor in English, The College High School
B.A., Southwest Texas State Teachers College.

OSCAR SMITH, B.S., A.M. Supervisor in English and Social Studies, The College Junior High School
B.S., Southwest Texas State Teachers College; A.M., Oklahoma University.

SAM STOVALL, B.S., A.M. Supervisor in Physical Education, The College Junior High School
B.S., A.M., Abilene Christian College.

DOROTHY N. TURNER, B.A. Supervisor, The College Elementary School
B.A., Southwest Texas State Teachers College.

EUGENE TURNER, B.B.A., A.M. Supervisor in Safety and Typing, The College High School
B.B.A., A.M., Southwest Texas State Teachers College.

G. W. WALKER, B.S. Supervisor in Physical Education, The College Junior High School
B.S., Southwest Texas State Teachers College.

MARY WEATHERFORD, B.S. Supervisor in Homemaking, The College High School
B.A., Southwest Texas State Teachers College.

CATHERINE WIEGAND, B.S., A.M. Supervisor, The College Elementary School
B.S., A.M., Southwest Texas State Teachers College.
HELEN B. WILEY, B.A. Supervisor, The College Elementary School  
B.A., Southwest Texas State Teachers College.

EVELYN R. WILKS, B.A., A.M. Supervisor, The College  
Elementary School  
B.S., A.M., Southwest Texas State Teachers College.

E. L. WILLIAMS, A.B., A.M. Supervisor, The College  
Elementary School  
A.B., University of Texas; A.M., Southwest Texas State Teachers Col­
lege.

MARGARET A. WILSON, B.A., A.M. Supervisor in Home Economics,  
The College High School  
B.A., A.M., Southwest Texas State Teachers College.

LOIS BLUDWORTH, A.B., A.M. Supervisor, The College  
Elementary School  
A.B., A.M., Southwest Texas State Teachers College.

NON DOUGLAS WRAY, B.S., A.M. Supervisor in English, The  
College High School  
B.S., A.M., Southwest Texas State Teachers College.

THOMAS YOAKUM, B.S., A.M. Supervisor in History and Civics,  
The College High School  
B.S., A.M., Southwest Texas State Teachers College.

MARGARET YOUNG, A.B., A.M. Supervisor, The College  
Elementary School  
A.B., Southwest Texas State Teachers College; A.M., University of  
Texas.

ROBBIE M. ZUNKER, B.A. Supervisor in Mathematics and Art,  
The College Junior High School  
B.A., Southwest Texas State Teachers College.
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 four and one half million dollars. Of this amount, above three millions are in buildings, above one million is in equipment and approximately $300,000.00 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, and to a 125 acre campsite, located on the Blanco River in the Wimberley hills.

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

(1) **Instructional Buildings**

<table>
<thead>
<tr>
<th>Building</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Building</td>
<td>Evans Auditorium-Laboratory School</td>
</tr>
<tr>
<td>Science Building</td>
<td></td>
</tr>
<tr>
<td>Language-Arts Building</td>
<td>Library Building</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Men's Gymnasium</td>
</tr>
<tr>
<td>Building</td>
<td>Lula Hines (Women's) Gymnasium</td>
</tr>
<tr>
<td>Industrial Arts Building</td>
<td>Fine Arts Building</td>
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<tr>
<td>Annex</td>
<td>Student Union Building</td>
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<tr>
<td>Education Building</td>
<td>Agriculture Farm Shop</td>
</tr>
<tr>
<td>Allie Evans Practice Cottage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Air Science Building</td>
</tr>
</tbody>
</table>

(2) **Dormitories, Residence Halls and Apartments**

Fifty-five 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, and approximately 165 furnished apartments.

A new dormitory, designed to house 200 men, will be ready for occupancy early in the Regular Session, 1954-55.

(3) **Miscellaneous Buildings**

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

**THE LIBRARY**

The Library contains more than 77,000 volumes including bound periodicals and public documents. It is rich in materials relating to the fields of modern languages, history, government, travel, poetry, drama and bibliography.
An addition to the library building that was dedicated in the fall of 1951 has greatly enhanced the physical facilities of the library. The main reading room is located on the first floor of the building. It seats 240 readers and contains on open shelves approximately 300 current periodicals, ten daily newspapers, a large number of reference books and bound periodicals. 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 cataloging department is also located on the first floor.

The reserve book department, seating 128 readers, the browsing room, providing accommodation for 40 readers, the librarian's office, and the binding department are located on the second floor of the building. The reserve department houses important materials reserved by the faculty for definite assignment. The browsing room contains current and appropriate books, notably in the fields of English, history, orientation, economics, sociology, home economics, the practical and fine arts, and children's literature. Material for the browsing room is selected by the faculty with the idea that more and better reading will be done by students if they have direct contact with the books.

For the accommodation of graduate students and faculty members doing advanced study and research, more than fifty private study carrels are installed in the book stack rooms. On the second floor an additional graduate study room is provided.

THE MUSEUM OF ART AND HISTORY

With the addition of the new display room the College Museum has been able to assume its true place in the educational program of the College. Materials are now classified and arranged in meaningful displays which are of great value to grade school, high school and college students who are interested in Texas history, Texana in general, Texas natural history, and Texas costumes and household articles of the pioneer period.

Each year the Museum brings in a number of exhibits which have proved to be of considerable interest to local students of all ages. Art and dress that reflect the cultures of different countries, a conchological display, and a lapidary collection were among the recent exhibits that attracted a large number of visitors.

Occupyng the entire third floor of the Library, the Museum now has ample room to arrange its large resources in a way that will best serve the needs of the College and the local schools.

HUNTINGTON STATUE

The College is the recipient of the "Fighting Stallions" by Anna Hyatt-Huntington, a magnificent piece of statuary by the famous sculptor.
The statue was placed in February, 1952, and appropriate landscaping surrounding the statue is in the process of development. The generosity of the Huntington family and the gift of many friends who were responsible for the erection of the base and surroundings made the college year 1951 memorable since it was in that year the Golden Jubilee of the College was celebrated.

LABORATORY SCHOOL

The Public Schools of San Marcos are utilized as the Laboratory School of the College, according to an arrangement entered into in 1933 by formal contract between the San Marcos City Schools and the College. Directed teaching at the elementary level is carried on in the Campus Elementary School, which has an enrollment of approximately 872 pupils and 28 teachers and is housed in the Auditorium-Laboratory School Building, and in the Southside School in the city, which has an enrollment of approximately 850 pupils and 22 teachers. Directed teaching at the junior high school level is carried on in the Junior High School, housed in the Education Building and containing an enrollment of approximately 680 pupils and 23 teachers. At the senior high school level, directed teaching is carried on in the recently completed City High School, with approximately 300 pupils and 20 teachers.

In the teacher training program of the College, the supervisory staff consists of the Director of Teacher Training, a Director of Student Teaching on the secondary level, the City Superintendent, the Principal of the High School, the Principal of the Campus Elementary School, who is director of student teaching on the elementary level, and the Public School Teachers. Some responsibility for the supervision of the work of student teachers is assumed by the 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 student teaching. In addition to the cooperative arrangement between the public schools in San Marcos and the college, agreements have been reached with various neighboring school systems whereby student teaching is carried on in those systems. Student teachers who are assigned to the neighboring school systems spend 9 weeks or a half semester in residence in the communities to which they are assigned and work under the joint supervision of the staff of the school to which they are assigned and supervisors from the college who visit them periodically.
This organization is known as The Ex-Student 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, 6,878 have been awarded the bachelor's degree and 1,308 the master's degree.

The association seeks to promote fellowship among graduates and former students; to advance their professional interest; and to keep them in sympathetic touch with the interests, needs, and activities of the school. The association 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.

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 had adopted a long-range Greater College Development Program through which it envisions a series of specific projects to improve the school. Notable contributions have been made to date toward the installation of a memorial organ, equipping the Student Union Building, and enlarging the Evans Field stadium.

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

Elected to serve as officers of the association during the year of 1954 were:

President _______________________________Walter Richter
First vice-president _______________________Lester Toepperwein
Second vice-president ____________________Mrs. Henrietta Howell
Executive secretary _________________________Joe Vogel
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, speech, and other departments.

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

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

Consultants. Specialists on the faculty are available for assistance and guidance to those having need of their services. The college has much to offer in the field of educational testing, administration, in the sciences, physical fitness programs, home economics, music, and in many other fields.

Speakers. A list of available speakers with suggested topics may be had from the Public Relations office. They are prepared to deliver baccalaureate and commencement addresses and to speak before study clubs, parent-teacher groups and divisional gatherings of the Texas State Teachers Association and at father and son, mother and daughter, and Chamber of Commerce banquets. Groups or organizations wishing to use the services of such faculty members are invited to address their requests for them to the Public Relations office.

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

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

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

Regular news releases are made to the daily papers in this part of Texas, covering all phases of college activities involving faculty and stu-
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 service 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 1953, there were eight 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 efficiency, 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, of which not more than eighteen hours may be completed by correspondence.

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.

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

REGULATIONS

Correspondence courses taught by regular faculty members are available.

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 term.

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. Textbooks for correspondence courses must be furnished by the student. These may be obtained from the College Exchange on the campus.

Fees. The fee for correspondence credit is $7.00 per semester hour plus a small examination fee. They are payable in advance.
Credits. Most correspondence courses offered carry three semester hours of credit. They have the same prerequisites as required for equivalent on-campus courses.

To Enroll. 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, 1954, will open June 2 and close July 10; the second half-session opens July 13 and closes August 20. A full schedule of graduate and undergraduate work will be offered, including workshops in elementary, secondary, and special education.
GENERAL PURPOSE OF THE COLLEGE

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

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

Because of this extended field of service, the curriculum of the College has been designed so as to prepare men and women for professions and vocations. 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.

I. 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 engaged 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 their 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 personnel organization has been designed to give counsel and guidance to the students in their freshman and sophomore years.

IV. In order that scholarly attitudes, habits and achievements may be attained, the College 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-six semester hours of work distributed as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
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<tbody>
<tr>
<td>English</td>
<td>12 semester hours</td>
</tr>
<tr>
<td>Social Science</td>
<td>12 semester hours</td>
</tr>
<tr>
<td>Science</td>
<td>6 semester hours</td>
</tr>
<tr>
<td>Speech</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Orientation</td>
<td>3 semester hours</td>
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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 obtained, 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 knowledge, 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.

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 Personnel Division. In order to provide for the maximum physical, social, and spiritual development of each student, the College has established the Division of Student Personnel with which is lodged responsibility for coordinating the various services which are dedicated to such development of the student as a whole person. The activities of the Division are administered cooperatively by the members of the Personnel program of the College; a group of faculty members who serve as freshman counselors; and the department heads who serve as advisers to upper-classmen.

The College works closely with the community services available in the surrounding area as resources for the over-all counseling program.
STUDENT PERSONNEL SERVICES AND OPPORTUNITIES

Housing. The housing program is part of the overall educational plan of the college. All students, therefore, except those whose homes are in San Marcos, are required to live in residence units. Students who for good reasons are excused from living in such college owned residence halls must have living arrangements approved by the college prior to commitment.

Students supply bed linens, towels, and blankets for their own needs. All other furnishings are supplied by the College.

Specific purposes of residence halls environment, all of which are requisite to developing the personalities which the college graduate, notably the excellent teacher, should have are:

1. To develop social competence. Student counselors assist the new students and transfers in becoming oriented to college life. Planned social programs in the halls help the students to develop competence in all types of social situations. Living in halls with many types of people provides broadening, socializing experience.

2. To develop mature integrity. Head residents of all residence halls are selected for their experienced maturity which qualifies them to assist students in the development of judgment and ability to maintain standards which are required of the educated individual in all areas of living: moral, social, economic, and citizenship.

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 in self-discipline rather than to make him or her conform with superimposed regulations.

4. To develop intellectual competence. The residence hall is an extension of the classroom in its influence on intellectual growth. A carefully planned program of counseling in the hall seeks to assist students to their highest potential achievement.

5. To develop the ability to share responsibility. This practice is particularly evident in the three houses, New Co-op, Northside, and Pickard Halls, where cooperative living is the pattern. 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 students' studies.

Housing Units may be classified as follows:

A. Residence Halls

For Women: The Commons, Freshman Hall, Sayers Hall, and Sallie Beretta Hall provide exceptionally attractive living accommodations.
For Men: Harris Hall accommodates 170 men. In 1954-55 these accommodations will be supplemented by a modern, new residence unit which will house 200 men. Temporary quarters for the overflow of men students have been maintained in small units. Special arrangements are made for men students participating in the athletic program.

B. Cooperative Housing for Women. (see 5 above).

C. Apartments. The college has a limited number of available apartments for married couples. These Riverside Homes Units are easily accessible from campus and furnish housekeeping facilities at a moderate rental.

Applications for apartments or men's accommodations should be addressed to the Dean of Men. Applications for women's housing should be addressed to the Director of Personnel. An application fee of $5.00 is required when the application blank is returned. It is requested that applications be made far enough in advance of the semester to insure adequate living accommodations.

Food Service. The food service arrangements, like those for housing, are a part of the overall educational plan of the College. The college dining hall, directed by a competent dietitian, is located on the main floor of The Commons. Residents of all halls except the cooperative houses and athletic halls are required to take their meals in the college cafeteria. This food service endeavors to help the student develop wholesome food habits. The dietitian supervises the menu planning and the meal service in order to insure the students of an adequate diet. The cafeteria is used only by students, faculty members, administrative officers, and college guests. The Spur Room, a special dining room located on a lower floor of The Commons, is available to college groups by reservations.

The Health Services. One of the important aspects of successful college living is "healthy living." To this end, the college has established a forward-looking policy regarding the maintenance of good student health.

A beautiful new infirmary has been constructed on the campus in order to take care of health needs of the students. Two part-time doctors have made their services available to the student in such a way that 24-hour service is possible in cases of emergency seven days a week. These doctors alternate in handling sick call (daily except Saturday and Sunday): Monday through Thursday, 3:30 to 5:30 p.m., and Friday, 9:00 to 11:00 a.m. They are available for private consultation at these same hours. Their college office is located in the infirmary. In addition to rendering professional medical services, the doctors serve as teaching resources in the orientation program, physicians for our athletic teams, and administrative officials in the various councils associated with the Division of Personnel.

A well-qualified nursing staff is on duty 24 hours a day at the infirmary. They administer much of the first aid and care for the hospitalized
students in addition to serve as resources in the over-all school campaign for more healthful living.

The college has made provision, at no extra charge to the students, for hospitalization (up to 5 days) in the San Marcos Memorial Hospital for emergency surgery and other cases or when the college physicians prescribe special care for students involved in accidents occurring in school-sponsored activities.

Complete physical examinations are provided in connection with the required men's and women's physical education program. Additional examinations are given when necessary, and are also available to students who are not taking the physical education courses.

The nominal student health fee covers all these services, and the college urges all its students to make maximum use of the many facilities available for establishing and conserving health.

Counseling Service

Freshman Orientation. To enable freshmen and other new students to become familiar with their new college environment, the first few days of the semester are set aside for their welcoming and orientation by student leaders and faculty members.

Freshman Conferences. In addition to being expected to participate in the program of orientation scheduled to be held on the opening days of the semester, all freshmen are required to attend certain lectures and to participate in certain group discussions or group projects as calendared during the school year. They will, moreover, be assigned individually to faculty members appointed to become their counselors.

Head Residents. Mature women serving as head residents in the women's halls and couples residing in the men's halls are able to do considerable counseling in group living and in personal problems.

Student Counselors. Recently, carefully selected upper class women have been working with the head residents to improve group living, welfare, and morale in the women's residence halls.

Testing. All students of freshman and sophomore rank are given psychological, proficiency, and aptitude tests to aid in classification and counseling. Opportunity for additional individual and group testing is provided through a testing service under the supervision of the director of testing.

Personnel Records. In order to aid in the understanding and counseling of all students, the personnel folders are maintained in the office of the Division of Student Personnel.
Employment and Financial Aid

Student Employment. Opportunities for student self-help are provided in college offices, the cafeteria, and in many business establishments of San Marcos. This student service is under the supervision of the Dean of Men.

Scholarships. A limited number of scholarships are available which provide in the main for tuition, fees and books. These scholarships are available to freshmen and range from $80.00 to $130.00. Students who are interested in making application for one of these scholarships should apply to the Dean of Men for application blanks. A committee will award the scholarships on the basis of merit as evidenced by the information received in the application supported by the high school academic record and other pertinent information supplied by the high school principal or high school counselor.

Speech Therapy Scholarships. The Texas Society for Crippled Children has made available ten tuition scholarships for the Summer Sessions of 1954 and 1955. Applications should be directed to the Chairman of the Department of Speech.

Financial Aid. The Dean of Men is chairman of the faculty committee on financial aid. These forms of financial assistance are available:

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 the equivalent of the registration fee for the semester. Scholarship and character are considered in making the award.

**The San Antonio Alpha Alumnus Chapter of Alpha Chi Scholarship Fund.** The Alpha Alumnus Chapter of Alpha Chi of San Antonio awards each semester of the regular session a scholarship in value the equivalent of the registration fee for the semester “to some deserving student who has above average scholarship and is of good moral character.” A worthy student is eligible to receive the scholarship more than once.

**The Ruby Ruth Bartley Scholarship.** This scholarship, created by Miss Ruby Ruth Bartley, of La Marque Public Schools, provides for tuition for Music majors whose specialty is in strings. The scholarship is for an entire year.

**The Delta Kappa Gamma Loan Fund.** 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 Texas Education Agency, through its 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, Texas Education Agency, 302 Walton Building, Austin, Texas.

Student Activities and Organizations

Student Government. In order that the students of this college may learn the meaning of democracy through participating in the actual experiences of responsible, democratic citizenship the following student activities are provided:

Student Senate. Elected to this organization are two representatives, a man and a woman, from each of the classes of the college; four representatives, two men and two women, from the student body at large; and a student-body president who is also elected by the entire student body. This person serves as the president of the Student Senate. This group, working with the Director of Student Life and the Dean of Men, meets regularly once a week to discuss matters which pertain to the general well-being of the student body.

Inter-Hall Council. In each residence hall, the members elect representatives to a house council which works with the head resident in providing for the physical, social, academic, and ethical welfare of all the residents. The president of the hall who is elected by the residents presides at each house council meeting and at all meetings of the entire hall. The presidents of each residence constitute an Inter-Hall Council which meets regularly with the Director of Personnel to decide and work upon over-all policies for resident living.

Student Religious Association. Students, faculty members, and the local ministers work together in trying to develop a community environment dedicated to the maximum spiritual development of each student on the campus. Through the Student Religious Association, a varied program of religious activities is provided. Included in this work are Religious Emphasis Week, service drives such as World University Service, and special programs at Thanksgiving, Christmas, and Easter.

Student-Faculty Committees and Councils. Committees and Councils composed of students and faculty work upon specific aspects of the activity program such as the Student Union Board and the Camp Council. The Student Senate appoints student representatives to these committees. The President of the College appoints the faculty members.

Student Organizations. The club program at this college provides an opportunity for the student to pursue further professional and academic training through special-interest clubs. There is also an opportunity for students to join existing social clubs or to form new clubs.
The presidents of all chartered organizations meet regularly to discuss policies designed to help all organizations function more smoothly and adequately. This group is called the Student Inter-Club Council and it works in close relationship to the Student Senate.

Students are urged to maintain a balance between club and class activities. Membership in chartered organizations may be maintained only if a C average is achieved. Students dropping below that average are to become inactive for the following semester or until such average is reestablished.

**Honorary Organizations**

**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 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 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.

**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 purpose of the Fraternity is 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 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 college.

**Pi Omega Pi.** Organized June 13, 1923 at Northeast Missouri State Teachers College, Pi Omega Pi has grown over the years to eighty active chapters over the nation.

The ideals of service and scholarship are stressed in the organization which was organized to honor outstanding business educators and business education students and to promote business education.

Gamma Kappa chapter was officially installed at Southwest Texas State Teachers College, November 11, 1951, with twenty charter members.

**Kappa Delta Pi.** Eta Zeta Chapter of Kappa Delta Pi, an honor society in education, was installed on this campus May 19, 1951. The purpose of Kappa Delta Pi is to encourage high professional, intellectual, and personal standards and to recognize outstanding contributions to education. To this end it invites to membership such persons as exhibit commendable personal qualities, worthy educational ideals, and sound scholarship. It endeavors to maintain a high degree of professional fellowship among its members and to quicken professional growth by honoring achievement in educational work.

**Epsilon Pi Tau.** Alpha Mu Chapter, established on the campus of Southwest Texas State Teachers College, November 17, 1951, is one of more than forty such chapters of Epsilon Pi Tau, the International Fraternity in Industrial Arts and Industrial-Vocational Education. Among the objectives of the fraternity are the development of technical skills, growth in social efficiency, and the recognition of scholarship and professional research. Membership is drawn from the upper twenty per cent of junior and senior classes.
Recreational Facilities

**Student Union.** The Student Union, equipped with a variety of recreational equipment, is the common meeting ground of all students. Here students chat, study, read magazines, listen to the radio, or view television programs. The club rooms, lounges, a ballroom, and music room provide meeting places for various group activities. In the Union are located the offices of the Student Senate, the Student Religious Association, and the Director of Student Life. The Lair is located on the first floor of the Union Building and is supervised by a director. Here one may obtain texts, school supplies, athletic goods, and other incidental needs at reasonable prices. The Lair provides a meeting place for all and offers a wide selection of sodas, sundaes, sandwiches, etc.

The group responsible for the policies and program of the Union is the Student Union Board of Directors, a student-faculty board.

**College Camp.** The college has a 125 acre campsite located on the Blanco River in the Wimberley hills. Students and faculty groups find this an ideal spot for swimming, fishing, hiking, and over-night outings. The campsite was donated to the college in 1951 by Mrs. J. K. Beretta of San Antonio.

**Sewell Park.** A popular recreational feature of the college plant is Sewell Park, located on the San Marcos River which is fed by springs, less than a mile above. Here there are many opportunities for picnics, cookouts, dances, games of the recreational type, and just relaxing, should that be the wish.

The swimming pool is well 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. A huge concrete slab located on "The Island" is ideal for skating and dancing. A stone bath house is amply equipped with showers and dressing rooms.

**Gymnasiums, Athletic Field, and Tennis Courts.** 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.

Tennis enthusiasts are provided with six practice tennis courts near the gymnasiums, and four new courts adjacent to the practice field.
OTHER ACTIVITIES

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.

Intra-Mural Programs. The college feels that intra-mural sports provide an outlet for the desire for competition which college students possess and for which the inter-collegiate sports is not the answer. The average young man and woman who is not of varsity calibre is thus given a chance to satisfy this need. In addition, these programs serve as laboratories for the skills learned in the required classes in physical education activities. As a result, a wide variety of activities is offered through the intra-mural sports program.

Emphasis is placed upon participation. The greatest possible number of men and women students is encouraged to participate in some activity.

Officials for the various activities are drawn from officiating classes of the respective Physical Education Departments. Equipment for the most part is furnished by these departments.

Men's Program: Touch football, basketball, volleyball, tennis, table tennis, softball, and handball provide competitive sports. Intramural Board supervises the program which is open to all regularly enrolled men students.

Women's Program: The Women's Recreation Association provides recreational and sports activities for all women. Clubs sponsored by the Women's Recreation Association include the Modern Dance Club and the Racket Club. Camping activities, picnics, play days, sport days and competition with other schools are part of the planned program.

The Tumbling Club and the Aquatic Club are sponsored coed clubs, open to both men and women.

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 attempts to provide basic vocal training and experience for every college student who manifests an interest in choral singing. Previous training and experience, though desirable, are not required. The performances of the College Chorus are largely limited to the campus.

**A CAPELLA CHOIR.** This organization is chosen from the student body by auditions only. Eligibility for membership in it is determined 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.

**Dramatics and Forensics.** 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. The Speech Department, too, exercises sponsorship of debating, oratorical, and extempore speaking activities both intramural and intercollegiate.

**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 pop­
ular vote of the student body. Only those with valuable experience and
unusual ability are eligible.

ASSEMBLY PROGRAMS

Assemblies of faculty and students are called from time to time. Pro­
grams include educational, religious and student body projects.

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

DRIVING AND PARKING REGULATIONS

All students and faculty members are requested to observe all driv­
ing and parking regulations set up by the College. The regulations are
generally indicated by markings on the streets and curbs and by signs.
These regulations have been formulated for the benefit of all drivers. To
violate them will inconvenience others.

CAR REGISTRATION REQUIRED

(1) All cars driven by students, faculty members, and other employees
of the College must be registered on days of regular college registra­
tion. Unless there has been a change of ownership each car should
be registered only once during the college year.

(2) When your car is registered, you will be given a gummed sticker
with a number which will permit you to drive and park your car
on the college campus.

(3) The sticker must be placed in a convenient place on the inside of
the front windshield where it can be seen at all times.

(4) Students and faculty members who do not register their cars and
display the registration number will not be permitted to drive or
park their cars on the campus during regular school hours.

(5) Your responsibility as a driver requires that you observe the above
regulations as shown under "Driving and Parking Regulations."

(6) Violations of any of the driving and parking regulations will neces­
sitate assessment of a fee of $1.00 which must be paid at the business
office. Persistent violation will lead to revocation of permission to
park on the campus.

(7) There is no fee for car registration.
ADMISSION AND GRADUATION REQUIREMENTS

ADMISSION REQUIREMENTS

Admission by Graduation from High School. Graduates of high schools who present fifteen units affiliated by the Texas Education Agency 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.
- Electives, 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 absorbed 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 absorbed in the first or second semester of the freshman year.

High schools inspected and approved by the Texas Education Agency are listed in the annual directory issued by the Agency. 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 absorb the requirements by examination. The subjects in which the applicant wishes to be examined may be selected from the current bulletin of the Texas Education Agency.

Entrance examinations are held in May and September. The May examination is administered by the Texas Education Agency, 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 applicability of such credit toward graduation will be determined by the Dean of the College in accordance with the requirements of the student's degree program. Moreover, the student must file separately a transcript of his high school credit unless such high school credit is entered on the official transcript of his college work.

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.

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 Vocational Agriculture, Bachelor of Music Education, Bachelor of Business Administration, and the graduate degrees of Master of Arts and Master of Education.

The courses of study leading to graduation with the respective degrees are outlined in the section of the catalog captioned College Curricula on pages 63ff. A candidate for graduation with an undergraduate degree must, moreover, be guided by the regulations and statements of policy that follow.

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 session, 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 who is a candidate for an undergraduate degree may graduate under the requirements for the respective degree set forth in the catalog in force during the session in which he first enrolled provided he graduates within six years from the end of the session. After expiration of such a period of time he may be held to meeting the require-
ments as outlined in the catalog in force during the session in which he graduates.

Semester's Work. 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 therefore by the student of average ability. As a measure of credit the term "hour" is used in this catalog interchangeably with the term "semester hour."

The standard amount of credit work per week for an individual student for any one semester in the regular semester is fifteen semester hours, exclusive of a required course in physical education activities.

The permissive maximum load for which any student not on probation may enroll in any one semester of the regular session is seventeen hours exclusive of a required course in physical education activities, provided (a) that the schedule exhibits not more than five courses exclusive of the course in such activities, or (b) that the sixth course exclusive of the course in activities is a one-semester hour course.

No student may enroll for more than seventeen hours exclusive of a required course in physical education activities except with special permission of the Dean of the College or the appropriate member of the Registration Committee.

The requirement for graduation with a bachelor's degree being 128 semester hours, a student's load must average sixteen hours per semester.

Note: A student who, as a part of the last thirty semester hours of work that he offers toward graduation, enrolls for a course of freshman rank that falls in the field of his major or his minor or for any other course of freshman rank required of him for graduation will receive only two-thirds credit for such a course.

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.

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 number in series (e.g., History 11, 12) 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.
Numbers in parentheses following a course title indicate the clock hours per week spent in lecture and laboratory respectively.

Special Subject Matter Requirements. All candidates for undergraduate degrees are expected to offer in partial fulfillment of the requirements for graduation courses in American history and in the Constitutions of the United States and of Texas.

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 proposed to graduate; or if for any reason excused from absolving History 11, 12, by completion of History 61, 62.

In order to guarantee to the student that he will upon graduation have as few gaps in his educational backgrounds as possible, all electives open to him must be chosen with the consent of his major departmental adviser working in cooperation with the Dean of the College.

Grade Symbols. Semester grades of a student are determined by his daily oral and written work and by tests or quizzes, usually unannounced, given at intervals during the semester, by formal mid-semester quizzes, and by formal examinations given at the end of the semester. These grades are indicated by the following symbols: A represents excellent work; B, good; C, fair; D, passing; 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 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 equality of work thus represented must exhibit a scholastic index of \( \frac{66}{2/3} \), 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 percent of the junior, senior, or graduating class to which he belongs.

A detailed description of Alpha Chi and of departmental honor societies appears on page 50.

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 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.

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 65-76.

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 the twenty-four hours in education called for under the curriculum for high school teachers 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 is entitled to a permanent elementary certificate.
Administrator's Certificate of Approval. According to a regulation of the Texas Education Agency, 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.

Note: It is the purpose of this college to meet the requirements of the proposed certification standards, including the provisional, the standard, and the professional certificates.

Age. To be eligible to secure a certificate of any class, an applicant must be at least eighteen years of age at the time of certification.

Issuance of Certificates. All certificates are issued by the State Education Agency.
THE COLLEGE CURRICULA

It should be recognized that any college which has for its major purpose the professional education of teachers on all levels, should have clearly defined aims and purposes to control and limit its offerings. Although the Southwest Texas State Teachers College has for its primary aim, the preparation of teachers, and its administrative organization and curricula have been designed with the needs of the profession of teaching in mind, it has become necessary that this college serve persons other than those preparing to teach. Consequently, it has organized curricula designed (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 Field. All college policies governing the academic preparation of professional workers require that a thorough command of sub-
ject 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 requirement of the service he expects eventually to follow will be met.

Reading. Courses in Reading are taught under the auspices of the Personnel Division. They are designed to provide opportunity for a program of retraining in reading. Needed skills will be developed through the use of a variety of printed materials and the use of mechanical instruments. The program will be guided by the specific needs of the participating students as indicated by diagnostic tests. Progress will be evaluated upon completion of the courses by comparable tests. Each course will require a minimum of thirty-six hours of laboratory work plus occasional outside reading assignments.

READING

Assistant Professor Shepherd

13. Reading I. Credit, 1 hour. To aid not only freshmen but all students who lack sound reading and study habits as evidenced by scores on diagnostic tests. Instruction will develop the following skills: word recognition, vocabulary development, comprehension, concentration, and rapid reading.

15. Reading II. Credit, 1 hour. For students of freshman and sophomore rank who, though not adjudged deficient in reading and study habits, desire to read faster and more efficiently. Training in comprehension will cover finding main ideas, locating important details, drawing conclusions, and making inferences.

101. Reading III. Credit, 1 hour. This course is designed for students of junior, senior, and graduate rank who wish to increase their ability to read competently. The objective will be not only the development of needed skills, but the application of these skills to all types of reading, including critical reading.
CURRICULUM FOR ELEMENTARY TEACHERS LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Freshman year: English 11, 12; Speech 13; History 11, 12; Art 13; Music 11; Physical Education Activities, two semester hours; electives to make a total of 32 semester hours for the year. The electives should include, preferably, subjects selected from the following as dictated by the students choice of concentrations: Art 15; Physical Education 18, 19, 41, 42; Music 1, 2, 12; Mathematics 11; Geography 13; Spanish 13, 15; Speech 15.

Sophomore year: Education 53, 67; English 63, 64; History 61, 62; Biology 57; 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 175; other subjects, including Government 61, if not previously absolved, and minors, to make a total of at least 30 semester hours for the year.

Senior year: Education, 12 semester hours of advanced work dealing with the elementary field including Education 281, 282, 227; other subjects, including minors, to make the total of 128 semester hours required for graduation.

During the junior and senior years students will be expected to complete a total of 64 semester hours work, provided that of the 128 required for graduation 40 hours must be advanced. They will, moreover, be expected to offer in partial fulfillment of the requirements for graduation two concentrations or minors selected normally from the following teaching fields made up of the subjects respectively indicated; provided that with special approval the secondary concentration may be a modification of one of those listed or may be in a field not listed, e.g., Agriculture or Home Economics or a combination of Science and Mathematics.

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 (For Women), preferably in the sequence indicated: Physical Education 1, 2, 18, 19 (in the freshman year); 8, 10, 98, 99 (in the sophomore year); 45, 115, 175 (in the junior year); 57, 149, 214 (in the senior year). Health and Physical Education (For Men): Physical Education 41, 42, 57, 113, 115, 251; Physical Education activities, six semester hours.

IV. Library Science—113, 117, 123, 127.
V. Music—1, 2, (or 67); 11, 12; Music Education 57 or 143; Ensemble, 2 semester hours; and preferably Music Education 107 and at least 2 semester hours in applied music.

Note: All work in applied music and in ensemble must be elected with the advice and consent of the Department of Music.

VI. Science—18 semester hours, including Biology 57 and General Science 111, 112. Permissive inclusion: Mathematics 11 and 200.

VII. Social Science—History 11, 12, 61, 62; Sociology 67; Geography 13; Government 61, 62; and (a) two courses in history selected, preferably 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

A. Normal Concentration: Speech 13 (unless excused), 15, 18, 137, 157, 285, 287.

B. Auditorium or Elementary Speech Teacher: Speech 13 (unless excused) 15, 18, 110, 137, 157, 213, 285, 287.

C. Speech Correction: Speech 13 (unless excused), 15, 57 or 285, 119, 125, 157, 243, 245, 287 or 289.

Art 123, Geography 13 or 57, Industrial Arts 159, Mathematics 11, 200, Music 57, and Physical Education 115 are recommended as elective courses. Other elective courses must be chosen with the consent of the proper adviser.

Completion of the course of study as outlined leads to a permanent elementary certificate valid in grades one to seven inclusive.
CURRICULUM FOR HIGH SCHOOL TEACHERS LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Freshman year: English 11, 12; Speech 13; 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, 67; English 61, 62, or 63, 64, or 67 68; Government 61, 62; Physical Education Activities, two semester hours; other subjects (including, unless previously absolved, biology or physics or chemistry, 6 or 8 hours) to make a total of 32 semester hours for the year.

Junior year: Education 163, 157; other subjects (including teaching major and minor) to make a total of at least 30 semester hours for the year.

Senior year: Education; 12 semester hours of advanced work including Education 291, 292, 229; other subjects including teaching major and minor to make the total of 128 semester hours required for graduation.

The courses making up the teaching major must be selected from any one of the following fields: art, biology, business administration, chemistry, English, German, journalism, mathematics, music, 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 agriculture or home economics or industrial arts.

If not prescribed by departmental regulation a major consists of at least 24 semester hours of which at least 12 hours must be advanced; a minor of at least 18 semester hours of which at least six hours must be advanced.

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

Of the sixty-four semester hours of work that the student will be expected to complete during the junior and senior years as a part of the 128 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 CURRICULA LEADING TO THE DEGREES OF
BACHELOR OF ARTS AND BACHELOR OF SCIENCE

Freshman year: English 11, 12; Speech 13; History 11, 12; Physical Education Activities, two semester hours; other subjects, to make a total of at least 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 Speech, English, History, and Physical Education Activities indicated: Mathematics, 3 semester hours; Biology 11, 12 (or 61, 62 if preceded by Chemistry 11, 12); Chemistry 11, 12 or Physics 11, 12; Government 61, 62; and (a) for the degree of Bachelor of Arts, 14 semester hours in one foreign language represented by courses 13 (or two high school units in the language), 15, 71, 72; or (b) for the degree of Bachelor of Science, 8 semester hours in foreign language represented specifically by French 13, 15; or German 13, 15; and other subjects to make a total of at least 32 semester hours a year. 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 61, 62 or Chemistry 11, 12 or Physics 11, 12 (unless previously absolved); Government 61, 62 (unless previously absolved); electives to make a total of at least 32 semester hours for the year.

Senior year: Major, minor, and electives, to make the total of 128 semester hours required for graduation.

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 a major or in Industrial Arts or Library Science.
If not prescribed by departmental regulation a major consists of at least 24 semester hours of which at least 12 hours must be advanced; a minor of at least 18 semester hours of which at least six hours must be advanced.

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

Of the sixty-four semester hours of work that the student will be expected to complete during the junior and senior years as a part of the 128 hours required for graduation, forty hours must be advanced.
CURRICULA LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN HOME ECONOMICS

There are two curricula leading to the degree of Bachelor of Science in Home Economics, namely:

1. The vocational homemaking teacher education curriculum prescribed for those who wish to qualify to teach vocational homemaking in Texas high schools.

2. The general homemaking curriculum designed for both men and women who wish definite training in all phases of preparation for homemaking.

Satisfactory completion of the course of study outlined under Vocational Teacher Education curriculum leads to a legal special permanent certificate in home economics, a permanent high school certificate, and to a vocational home economics certificate of approval issued by the Texas Education Agency (commonly though erroneously referred to as "The Smith-Hughes Certificate").

Completion of the course of study outlined under General Homemaking Curriculum leads to the Bachelor of Science Degree in Home Economics, but does not qualify the graduate to teach at any grade level.

A. Vocational Teacher Education Curriculum

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

Sophomore year: Education 53, 67; English 61, 62 or 63, 64 or 67, 68; History 51, 52; Chemistry 77; Biology 63; Home Economics 63, 67; Physical Education Activities, two semester hours.

Junior year: Education 157; Home Economics Education 143; Home Economics 103, 123, 137; Sociology 67; Economics 67; Government 61; Electives, six semester hours.

Senior year: Home Economics Education 193, 291, 292; Education 229; Home Economics 113, 132, 133; Industrial Arts 115; electives to complete the total of 128 semester hours required for graduation.

Advanced courses must total forty semester hours.

B. General Homemaking Curriculum

Freshman year: English 11, 12; Speech 13; Home Economics 11, 12, 21, 22; Chemistry 13; Biology 13; Art 13; Physical Education Activities, two semester hours.
Sophomore year: Education 53; English 61, 62 or 63, 64 or 67, 68; History 51, 52; Chemistry 77; Biology 63; Home Economics 63, 67; Physical Education Activities, two semester hours; and an additional subject, preferably Government 61 or Economics 67 or Sociology 67, to complete a total of 34 semester hours for the year.

Junior year: Home Economics 123, 132, 137; other subjects, including a minor and, unless previously absolved, Government 61, Economics 67, and Sociology 67, to make a total of at least 30 semester hours for the year.

Senior year: Home Economics, nine semester hours of advanced work; Industrial Arts 115; other subjects, including a minor, to make the total of 128 semester hours required for graduation.

Note: The electives open to students enrolled under this curriculum must be used in part to absolve the requirement of a minor, e.g., English 11, 12; 61, 62 or 63, 64, or 67, 68; 117; 135; and one 3-semester hour advanced course additional; or Social Science, twenty-four semester hours, including History 51, 52; Government 61, 62; Sociology 67; Economics 67; plus six semester hours of advanced work in history or in sociology; or Art, at least eighteen semester hours inclusive of six semester hours of advanced work; or Science, at least eighteen semester hours inclusive of six semester hours of advanced work.
CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN INDUSTRIAL ARTS

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

Sophomore year: Education 53, 67; English 61, 62 or 63, 64 or 67, 68; biology, chemistry or physics, six or eight semester hours; Industrial Arts 15, 65, 75, 19; Physical Education Activities, two semester hours.

Junior year: Education 157, 163; Government 61, 62; Industrial Arts, 12 semester hours including 87, 113, 117; other subjects including, preferably a teaching minor, to make a total of at least 30 semester hours for the year.

Senior year: Education, 12 semester hours of advanced work dealing with the secondary field including Education 291, 292, 229; Industrial Arts 6 semester hours including Industrial Arts 127; other subjects including, preferably, a teaching minor, to make the total of 128 semester hours required for graduation.

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 course in Ceramics and Crafts.

Of the sixty-four semester hours of work that the student will be expected to complete during the junior and senior years as part of the 128 hours required for graduation forty hours must be advanced.

Completion of the course of study as outlined leads to a permanent high school certificate.
CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN VOCATIONAL AGRICULTURE

Students wishing to major in vocational agriculture should absolve in the sequence indicated the subject matter included in the course of study outlined below provided that those not qualifying to teach vocational agriculture will be expected to substitute elective courses for those in education and in agricultural education that would otherwise be required of them.

Freshman year: English 11, 12; History 11, 12; Chemistry 11, 12; Agriculture 13, 33, 45; Mathematics 11; Physical Education Activities, two semester hours.

Sophomore year: Education 53; Speech 13; English 67 or 68; Biology 11, 12; Agriculture 61 or 75, 67, 73, 77 or 79, 83; Physical Education Activities, two semester hours.

Junior year: Government 61; Biology 113, 115; Agriculture 125, 126, 129, 145, 154; Agriculture Education 105; an elective to make a total of at least 30 hours for the year.

Senior year: Agriculture 117, 151; Agriculture, elective, 6 semester hours; Agriculture Education 202, 211, 212, 291, 292; Education 229; Free electives to make the total of 128 hours required for graduation.

Twenty-four hours of the work in Vocational Agriculture must be advanced.

If Air Science is elected by the student, he may enroll in Air Science instead of Speech 13 and Mathematics 11 in the freshman year, provided these courses are absolved in the sophomore year. Likewise, if the student elects Air Science in the sophomore year, he may absolve History 61 and 62 in his junior year. It would be highly desirable that the student who elects Air Science plan to attend summer school some if he plans to complete both the complete vocational agriculture program and the Air Science program in four years. If the student electing Air Science is unable to attend summer school, it may be necessary that he take his degree without the vocational agriculture teaching certificate if he must finish in four years.

All of the elective courses in agriculture provided for in the curriculum must be chosen with the advice and consent of the head of the department of vocational agriculture. Moreover, because of the presence of such electives in the curriculum, all students making a major of vocational agriculture must with the assistance of a counselor from the vocational agriculture staff and approval of the Dean of the College have an outline of requirements for graduation made for them by the close of the sophomore year.
CURRICULA FOR THE DEGREE OF BACHELOR OF MUSIC EDUCATION

A. Curriculum for Teachers of Vocal Music:

Freshman year: English 11, 12; Speech 13; History 11, 12; Music 1, 2, 11, 12; Ensemble 1, 3; Physical Education Activities, two semester hours; other subjects (including Applied Music, at least one hour each semester in the primary performance area) to make a total of at least 32 semester hours.

Sophomore year: Education 53, 67; English 61, 62 or 63, 64 or 67, 68; Biology or Physics or Chemistry, six or eight hours; Music 61, 62; Applied Music, two hours each semester; Ensemble 5, 7; Physical Education Activities, two semester hours.

Junior year: Education 157, 163; Government 61, 62; Music 107, 143, 163; other subjects including at least one hour of Applied Music each semester and a teaching minor to make a total of at least 32 hours for the year.

Senior year: Education, 12 semester hours advanced work including Education 291, 292, 229; Music 131, 137; other subjects including courses in Applied Music to make the total of 12 semester hours of work required in that field and a teaching minor to make the total of 128 semester hours required for graduation.

The 12 semester hours of work in Applied Music required in the foregoing curriculum must be represented by (a) eight hours of work in a primary performance area (private lessons in piano, voice or in a band or an orchestral instrument) and (b) four hours of work in a secondary performance area). Moreover, the work in Applied Music and in Ensemble must be elected with the advice and consent of the Department of Music, provided that the student may offer toward graduation a total of eight semester hours of credit earned in Ensemble. The maximum number of hours in Music, Music Education, and Applied Music permitted toward graduation with the degree of Bachelor of Science in Education thus becomes 42 semester hours plus four additional semester hours represented by credit earned in Ensemble 9, 11, 13, 15.

Of the 128 semester hours of work required for graduation, 40 hours must be advanced.

On completion of the course 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 Permanent High School Certificate, and the degree of Bachelor of Science in Education.

To qualify for graduation with the degree of Bachelor of Music Education under the curriculum for teachers of vocal music instead of the
degree of Bachelor of Science in Education, the student must complete all of the requirements for graduation with the latter degree with a major in music with inclusion of Ensemble 9, 11, 13, 15 and, in addition thereto, the following courses in Music and Music Education: Music 63, 132, 139, 157; Music Education 127 and course 111 or courses 111a and 111b in the student's primary performance area.

The minimum requirement for graduation with the degree of Bachelor of Music Education thus become 141 semester hours.

B. Curriculum for Teachers of Instrumental Music:

Freshman year: English 11, 12; Speech 13; History 11, 12; Music 1, 2, 11, 12; Ensemble 1, 3; Physical Education Activities, two semester hours; other subjects (including Applied Music, at least one hour each semester in the primary performance area) to make a total of at least 32 semester hours.

Sophomore year: Education 53, 67; English 61, 62 or 63, 64 or 67, 68; Biology or Physics or Chemistry, six or eight semester hours; Music 61, 62; Applied Music, two hours each semester; Ensemble 5, 7; Physical Education Activities, two semester hours.

Junior year: Education 157, 163; Government 61, 62; Music 107, 153, 163; other subjects including at least one hour of Applied Music each semester and a teaching minor to make a total of at least 32 hours for the year.

Senior year: Education, 12 semester hours advanced work including Education 291, 292, 229; Music 131, 137; other subjects including courses in Applied Music to make the total of 12 semester hours required in that field and a teaching minor to make the total of 128 semester hours required for graduation.

The 12 semester hours of work in Applied Music required in the foregoing curriculum must be represented by (a) eight hours of work in a primary performance area (private lessons in piano or in a band or an orchestral instrument) and (b) four hours of work in a secondary performance area (private or class lessons in an area not represented by the primary area). Moreover, the work in Applied Music and in Ensemble must be elected with the advice and consent of the Department of Music, provided that the student may offer toward graduation a total of eight semester hours of credit earned in Ensemble. The maximum number of hours in Music, Music Education, and Applied Music permitted toward graduation with the degree of Bachelor of Science in Education thus becomes 42 semester hours plus four additional semester hours represented by credit earned in Ensemble 9, 11, 13, 15.

Of the 128 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 Permanent High School Certificate, and the degree of Bachelor of Science in Education.

To qualify for graduation with the degree of Bachelor of Music Education under the curriculum for teachers of instrumental music instead of the degree of Bachelor of Science in Education, the student must complete all of the requirements for graduation with the latter degree with a major in Music with inclusion of Ensemble 9, 11, 13, 15 and, in addition thereto, the following courses in Music and Music Education: Music 63, 132, 139, 157; Music Education 117 and course 111 or courses 111a and 111b in the student's primary performance area.

The minimum requirement for graduation with the degree of Bachelor of Music Education thus becomes 141 semester hours.

Note: Upon graduation with either the degree of Bachelor of Science in Education with a teaching major in Music or the degree of Bachelor of Music Education with inclusion of the subject matter prescribed under the respective curriculum, a student is eligible to enroll in the Graduate School for the purpose of becoming a candidate for graduation with the degree of Master of Education with a major in Music and Music Education.
CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF BUSINESS ADMINISTRATION

Freshman year: English 11, 12; Speech 13; History 11, 12; Business Administration 23 or 25; and two courses selected from 19, 27, 31, 32, 43, 57; Physical Education Activities, two semester hours; other subjects, to make a total of at least 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 61, 62, and unless previously absolved, 27 or 57; Physical Education Activities, two semester hours; other subjects, to make a total of at least 32 semester hours for the year.

Junior year: Economics 67, 73; Business Administration, 12 semester hours of advanced work including Business Administration 161, 162; Government 61, 62; other subjects, to make a total of at least 32 semester hours for the year.

Senior year: Business Administration, 12 semester hours of advanced work and any additional courses needed to make a total of at least 42 hours in the subject; other subjects, to make the total of 128 semester hours required for graduation.

The student is expected to choose advanced Business Administration courses with the advice and approval of the Head of the Department of Business Administration.

Of the sixty-four semester hours of work that the student will be expected to complete during the junior and senior years as a part of the 128 hours required for graduation, forty hours must be advanced.
Ordinarily, students intending to prepare themselves for the study of medicine, law, dentistry, or nursing should enroll under the General Curricula outlined on page 68, including in their respective courses of study the subject matter prescribed 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 requirement for entering the professional school of the student's choice so recommend.

Medicine: Most medical schools require 90 hours for matriculation exclusive of credit in physical education activities; however, the majority of students accepted into medical school have completed the degree. A suggested program which will satisfy the premedical requirements is as follows: Chemistry 11, 12, 61, 111, 112; Biology 11, 12, 61, 62, 119; Physics 11, 12; English 11, 12, 61, 62; Mathematics 11, 17 (or Mathematics 63 in lieu of Mathematics 17 if trigonometry has been completed in high school); Government 61, 62; History 11, 12 (or 61, 62 if the student plans to enter a medical branch of the University of Texas); physical education activities, four semester hours; electives to make a total of 94 semester hours.

Pre-medical students who have completed at least 94 semester hours of college work (at least 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 premedical 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.

Dentistry: Most dental schools require two years of college work for entrance; however, many of the students accepted into dental schools have more work than this. Included in the required course for dental school are the following: Chemistry 11, 12, 111, 112; Biology 11, 12, 61, 62, 119; Physics 11, 12; English 11, 12. It is recommended that students complete in addition to the above courses English 61, 62; Mathematics 11, 17 (or Mathematics 63 in lieu of Mathematics 17 if trigonometry has been completed in high school); Chemistry 61; Government 61, 62; History 11, 12 (or 61, 62 if the student plans to enter the dental branch of the University of Texas); physical education activities, four semester hours; electives to make a total of 64 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, 8 semester hours; Physical Education Activities, 4 semester hours.
Law: Recommended pre-law program (patterned after that of the University of Texas): English 11, 12 and 61, 62 or 67, 68; Speech 13; courses 13, 15, 71, 72 in a foreign language; mathematics, six semester hours; Biology 11, 12; Chemistry (or Physics) 11, 12; social science, 36 semester hours including History 11, 12 and six semester hours of United States history (History 61, 62 or six semester hours of advanced United States history), Government 61, 62, Economics 67, and at least 15 semester hours of advanced social science; physical education activities, four semester hours; sufficient electives to make a total of 100 semester hours of pre-law work of which at least 24 semester hours must be advanced.

Pre-law students who have completed at least 100 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-law requirements and (c) a minimum of 24 semester hours of advanced work, will upon successful completion of 28 semester hours of work in the School of Law at the University of Texas with a weighted average of at least 65 on all law work completed in the University in which a final examination was taken or upon successful completion of a similar amount of work with a comparable weighted average at another recognized law school be awarded the degree of Bachelor of Arts upon transferring such law credit back to the Southwest Texas State Teachers College, provided the quality point requirement has been met.

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 course 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 61, 62 or 67, 68; Mathematics 111, 112, 113; 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 CURRICULA 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: English 11, 12; Speech 13; 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
- Biology
- Business Administration*
- Chemistry
- English, Journalism, or Speech
- German
- Health and Physical Education
- Home Economics
- Industrial Arts
- Mathematics
- Music
- Physics
- Social Science: Economics and Geography, Economics and Sociology, Government and History, History
- Spanish

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

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

The Graduate Council

1953-1954

Claude Elliott, B.S., A.M., Ph.D., Dean of Graduate Studies
Maurice J. Erickson, A.B., A.M., Social Science
Ralph H. Houston, A.B., A.M., Ph.D., English
Onah Jacks, B.S., M.Ed., Ed.D., Home Economics
William E. Juel, B.S., M.Ed., Ed.D., Health and Physical Education
William E. Norris, Jr., B.S., Ph.D., Biology
Patrick Henry Norwood, A.B., A.M., Ph.D., Education
Robert A. Tampke, A.B., B.Mus., A.M., Ph.D., Music

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
J. Lloyd Read, A.B., A.M., Ph.D., Registrar

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 was inaugurated in response to a growing demand on the part of school authorities and of classroom teachers generally. In 1950 the Board of Regents authorized the granting of the Master of Education degree in addition to that of Master of Arts. The program for each degree is specially designed to stress advanced training for administration, supervision, and more effective classroom teaching, and to that end provides for majors in the following fields of subject matter: Agricultural Education, Business Administration, Education, Home Economics, Industrial Arts, Health and Physical Education, the Social Sciences, Sciences, English, 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 Registrar are ex-officio members of the Council.

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. To complete entrance requirements those students who are admitted to the Graduate School must take the Miller Analogies Test for which a fee of $1.00 is charged, the fee to be collected at the time the examination is given.
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 undergraduate work in his major and minor fields and a list of 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 of 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.

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 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 six 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 semesters 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. Majors in Education who apply for the Master of Education degree must include either Education 333 or 343.

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. Ordinarily, majors and minors in any phase of Education who, as undergraduates, did not complete observation and practice teaching will be required to include these courses in their program in addition to the regular requirements.
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 taken for graduate credit must average "B," provided that no grade of "D" shall be valid, and provided further that a grade of "A" must be earned for each grade earned below that of "B." An "A" grade earned at another institution may not be used to validate a grade of "C" earned at this college.

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.

A. The thesis must demonstrate the student's capacity for research and independent thought. 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 the commencement at which the degree is to be conferred.

B. 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.

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

D. 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.

E. All candidates for the Master's degree electing to write a 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.

17. 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.
18. 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.

19. 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 1: 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 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.

Plan C: Forty-two semester hour plan in Agricultural Education

1. Students who earned a baccalaureate degree in non-vocational agriculture may 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 this total number of hours may be reduced if warranted by work done by the candidate at the undergraduate level. To begin work toward this degree a student must have to his credit at least forty-five semester hours of technical agriculture.

2. This program must include:
   (a) a major of twenty-one to twenty-seven hours, and
   (b) a minor of fifteen to twenty-one semester hours, nine of which may be in agriculture if needed to satisfy Smith-Hughes regulations. In this curriculum no more than nine semester hours may be at the junior level.
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

X. Air Science (Air Force Reserve Officer Training Corps)

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

Note: The courses in reading are taught under the auspices of the Division of Student Personnel. They are described on page 64.
I. DIVISION OF EDUCATION AND DIRECTED TEACHING

Professors Wiley, Votaw, Rogers, Burgum, Norwood, Williams, Sayre
Associate Professors Wilson, Bruce, Yarbrough, McCanne, Allen
Assistant Professors Shepherd, Richardson, Walton
Instructor Brown

Students who intend at the time of graduation to become applicants for certificates to teach will be expected to complete the requirements outlined under the Curriculum for Elementary or High School Teachers, respectively, leading to the Degree of Bachelor of Science in Education or under the appropriate curriculum leading to one of the following degrees: Bachelor of Science in Home Economics, Bachelor of Science in Industrial Arts, Bachelor of Science in Vocational Agriculture, Bachelor of Music Education. Students enrolling under the curriculum leading to the Degree of Bachelor of Arts or Bachelor of Science, or Bachelor of Business Administration wishing to qualify at the time of graduation for a permanent High School certificate will be expected to include in their courses of study a teaching major and a teaching minor and the major in secondary education called for under the curriculum leading to the degree of Bachelor of Science in Education.

Courses in education will be taken in the order shown in the outlines for the various curricula. However, approval of candidacy for admission to any course in Education in advance of Education 53 and Education 67 and again for admission to Directed Teaching shall be granted only to those who show evidence of potential professional competence in the following areas:

1. Scholarship
2. Character
3. Personality
4. Physical and Mental Health
5. Intelligence
6. Definite intention to teach

Courses in directed teaching will come in the senior year: Education 281, 282, 283 are designed for students taking the permanent elementary certificate; Education 291, 292, 293 for those taking the permanent high school certificate. Those enrolled under the curriculum leading to the degree of Bachelor of Science in Home Economics or the degree of Bachelor of Science in Vocational Agriculture will enroll for Home Economics Education 291, 292, and Vocational Agriculture Education 291, 292, respectively, instead of Education 291, 292.

Note: It is also practicable for students who make an early and careful selection of courses to qualify for the provisional certificate of approval for teaching the following types of exceptional children at the elementary level: orthopedically handicapped, partially seeing, hard of hearing, mentally retarded, and speech defective. Courses in directed teaching are
offered in these areas as Education 284 and 294. For further details see the respective faculty adviser; also the Guide for Organization of Special Education for Exceptional Children (Bulletin 520) published by the Texas Education Agency.

Students pursuing the elementary curriculum are required to take Education 281 and 282 in a six-hour block. They will do their directed teaching in grades one to seven, inclusive, or in the kindergarten or nursery school. Those pursuing the secondary curriculum are required to take Education 291 and 292 in a six-hour block. They will do their directed teaching in grades seven to twelve, inclusive. Such six-hour blocks involve 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 Texas Education Agency, the following courses will be accepted by the Agency when offered in compliance with the requirement that all superintendents and high school principals and grade school principals in systems having first class high schools shall have completed at least eighteen semester hours in the field of educational administration, namely, twelve semester hours in the field of Supervision and Administration proper, and six semester hours in the field of Methods: As Supervision and Administration, Education 110, 111, 138, 139, 170, 210, 213, 217, 219, 223, 253, 257, 267, 276, 278, 310, 311, 317, 333, 338, 339, 340, 343, 346, 355, 365, 370, Government 119, Music 289, Physical Education 113, 153, as Methods Education 115, 116, 123, 163, 200, 227, 229, 230, 273, 281, 282, 283, 291, 292, 293, 315, 316, Home Economic 143, Industrial Arts 127, and Music 143, 153.

Note: Education 333, 343 and 399 may count as a course in Administration or in Methods as determined by the nature of the work done in the respective course.

For ready reference, a list of the courses in Education with courses numbered in numerical order by rank is given below together with designation of the field or fields in which the respective course falls.
The names of the fields and abbreviations are as follows: Gen., General; Elem., Elementary; Sec., Secondary; Adm., Administrative; Meth., Methods; Sp., Special; Wk., Workshop.

53. Educational Psychology. Gen.
118. Driver Education. Adm.
120. The Education of Exceptional Children. Sp.
154. Workshop for Teachers of Young Children. Wk.
163. Methods and Observation in the High School. Meth., Sec.
200. The Improvement of Reading Instruction. Meth.
210. Safety Education. Adm.
213. Measurements in Education. Adm.
219. School-Community Relations. Adm.
226. Camping Education. Elem.
227. Seminar in Elementary Education. Elem., Meth.
229. Seminar in Secondary Education. Meth., Sec.
257. Public School Administration. Adm.
273. Audio-Visual Education. Meth.
289. The Music Program in the Public School. Adm.
306. A Workshop for Principals of Elementary Schools. Wk.
317. Supervision of Instruction. Adm.
321, 322. Workshop in Corrective Reading for Elementary Teachers. Wk.
324. Workshop in Corrective Reading for Secondary Teachers. Wk.
333. Advanced Seminar in Elementary Education. Adm., Elem.
354. Workshop for Teachers of Young Children. Wk.
GENERAL COURSES IN EDUCATION

53. Educational Psychology. (3-0). Credit, 3 hours. 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.

67. Introduction to the Study of Education. (3-0). Credit, 3 hours. The purpose of this course is to give the student a general insight into the profession of teaching so that he may decide (1) if he wants to teach, and (2) for what level he wants to prepare. Among the topics considered are the history and philosophy of the public schools in Europe and America, the opportunities and responsibilities offered in teaching, the preparation required, the personal and physical traits needed, the remuneration and retirement provisions, the ethics of teaching, and the evaluation techniques. Observations on both the elementary and the secondary levels are required.

COURSES IN ELEMENTARY EDUCATION

110. Child Study Laboratory for the Elementary School. (3-0). Credit, 3 hours. See Education 310 below for description of this course.

115. Guidance and Pupil Adjustment in the Elementary School. (3-0). Credit, 3 hours. See Education 315 below for description of this course.

123. Methods and Observation in the Elementary School. (3-2). Credit, 3 hours. 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. (3-0). Credit, 3 hours. See Education 338 below for description of this course.

147. Child Growth and Development. (3-0). Credit, 3 hours. 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.

226. Camping Education. Credit, 3 hours. A camping education course for elementary teachers. A three-weeks intensive course, all of which time will be spent at the college camp. For public school camping.
227. **Seminar in Elementary Education.** (3-0). Credit, 3 hours. 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, 282, 283. **Directed Teaching.** (1-6). Credit, 3 hours each. A series of courses providing opportunities for observation, participation and directed teaching for elementary curriculum students on the junior and senior levels.

Education 281 and 282 must be taken simultaneously by all students enrolled in the curriculum for elementary teachers, except in the instance of those eligible to enroll for Education 281S. 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.

281S. **Directed Teaching.** (7½-0). Credit, 3 hours. 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.

284. **Directed Teaching in Special Education (Elementary).** (1-6). Credit, 3 hours. See Education 284 under Special Education for description of this course.

310. **Child Study Laboratory for the Elementary School.** (3-0). Credit, 3 hours. 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 organized 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.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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.
(3-0). Credit, 3 hours. The Texas Education Agency Handbook for the
Evaluation of Elementary Schools is used as the basis of this course. Stu-
dents are taught to use the Handbook and to interpret and apply the find-
ings which result from its use.

355. The Elementary School Curriculum. (3-0). Credit, 3 hours. A
course which deals with the principles of curriculum development and or-
ganization, the selection of curriculum experiences, the planning of various
types of units, an overview of curriculum outcomes in various areas, guid-
ing school experiences and unit activities, and some actual practice in
preparing curriculum materials.

365. Supervision of the Elementary School. (3-0). Credit, 3 hours.
This course gives consideration to the general organization of the elemen-
tary school; problems of classification, grouping, promotion and progress,
school and community relations; the principal’s routines; in-service train-
ing and the guidance of teacher growth; the improvement of other factors
in the teacher-learning situation.

379. Principles and Practices in the Elementary School. (3-0). Credit,
3 hours. 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 ex-
eriences, procedures for planning and developing experiences, meeting
individual needs, evaluation.

COURSES IN SECONDARY EDUCATION

111. Child Study Laboratory for the Secondary School. (3-0). Credit,
3 hours. See Education 311 below for description of this course.

Credit, 3 hours. See Education 316 below for description of this course.

(3-0). Credit, 3 hours. See Education 339 below for description of this
course.

157. Psychology of Adolescence. (3-0). Credit, 3 hours. 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 delinquen-
cy, 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. (3-2). Credit, 3 hours. 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.

229. Seminar in Secondary Education. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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, 293. Directed Teaching. (1-6). Credit, 3 hours each. A series of courses providing opportunities for observation, participation and directed teaching for students enrolled in the curriculum for high school teachers. Education 291 and 292 are required of candidates for the permanent high school certificate, except in the instance of those eligible to enroll for Education 291S.

291S. Directed Teaching. (7½-0). Credit, 3 hours. 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.

294. Directed Teaching in Special Education (Secondary). (1-6). Credit, 3 hours. See Education 294 under Special Education for description of this course.
311. **Child Study Laboratory for the Secondary School.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. See Education 310 under Courses in Elementary Education for description of this course.

111. **Child Study Laboratory for the Secondary School.** (3-0). Credit, 3 hours. See Education 311 under Courses in Secondary Education for description of this course.

118. **Driver Education.** Credit, 1 hour. This class will meet eight hours a day for five days. One half of the time will be spent in class and one half in “behind-the-wheel” training.

138. **Administration of the Evaluative Criteria for Elementary Schools.** (3-0). Credit, 3 hours. See Education 370 under Special Education for description of this course.
139. Administration of the Evaluative Criteria for Secondary Schools. (3-0). Credit, 3 hours. See Education 339 under Courses in Secondary Education for description of this course.

170. Special Methods and Materials for Exceptional Children in the Elementary School. (3-0). Credit, 3 hours. See Education 370 under Special Education for description of this course.

210. Safety Education. (3-0). Credit, 3 hours. 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. Measurements in Education. (3-0). Credit, 3 hours. The general purpose of this course are to prepare the college student to read with better understanding the educational periodicals and books on education and to introduce him to the problems of giving and interpreting educational tests—both standardized and informal. The simpler processes necessary for the interpretation of measurement results will be introduced functionally. Included in these processes are: ranking, tabulation, centiles, central tendency, variability, reliability, and the relationship of two traits.

217. Pupil Personnel Problems and Guidance. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. One phase of this course deals with the fiscal administration of
the school while the other deals with requirements of the school plant facili-
ties. The course will include such topics as accounting, budget making, 
budget administration, bonding, insurance, school building, school sites, 
costs, scoring, financing, equipment, maintenance, operation, ad custodial 
service.

*253. The Secondary Curriculum. (3-0). Credit, 3 hours. This course 
includes (1) a brief history of curriculum development with special empha-
sis upon the Texas curriculum program, (2) the basic principles of curri-
culum making, and (3) the technique of curriculum construction and in-
stallation. 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. (3-0). Credit, 3 hours. A course 
dealing with the overall principles of administration of public schools, pre-
liminary 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 edu-
cation, problems concerning the school plant, business and finance, pupil 
personnel activities, the curriculum, supervision of instruction, personnel, 
and public relations.

*267. Supervision of the Secondary School. (3-0). Credit, 3 hours. 
See Education 267 under Courses in Secondary Education for description of 
this course.

*276. Counseling Techniques for Personnel Workers. (3-0). Credit, 
3 hours. This course covers techniques both for counseling of individuals 
and 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 Organisation and Administration of a Guidance Program. 
(3-0). Credit, 3 hours. 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.

289. (Formerly 283.) The Music Program in the Public School: Its 
Administration and Supervision. See Music 289 for description of this 
course.

310. Child Study Laboratory for the Elementary School. See Educa-
tion 310 under Courses in Elementary Education for description of this 
course.
311. **Child Study Laboratory for the Secondary School.** (3-0). Credit, 3 hours. See Education 311 under Courses in Secondary Education for description of this course.

317. **Supervision of Instruction.** (3-0). Credit, 3 hours. 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 teacher; 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.** (3-0). Credit, 3 hours. See Education 333 under Courses in Elementary Education for description of this course.

338. **Administration of the Evaluative Criteria for Elementary School.** (3-0). Credit, 3 hours. See Education 338 under Courses in Elementary Education for description of this course.

339. **Administration of the Evaluative Criteria for Secondary Schools.** (3-0). Credit, 3 hours. See Education 338 under Courses in Secondary Education for description of this course.

343. **Seminar in Secondary Education.** (3-0). Credit, 3 hours. See Education 343 under Courses in Secondary Education for description of this course.

346. **Group and Individual Testing.** (3-0). Credit, 3 hours. This course deals with problems of administering and interpreting educational tests that are designed for group administration and also tests that are designed for individual administration. Consideration will be given to the uses of educational measurements—psychological, achievement, and personality—in programs that are national in scope, state-wide, and local. Classroom testing and individual pupil testing for counseling purposes will be treated also. Laboratory practice will be provided for many of the needed activities of the course.

355. **The Elementary School Curriculum.** (3-0). Credit, 3 hours. See Education 355 under Courses in Elementary Education for description of this course.

365. **Supervision of the Elementary School.** (3-0). Credit, 3 hours. See Education 365 under Courses in Elementary Education for description of this course.

370. **Special Methods and Materials for Exceptional Children in the Elementary School.** (3-0). Credit, 3 hours. See Education 370 under 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.

COURSE IN METHODS

115. Guidance and Public Adjustment in the Elementary School. (3-0). Credit, 3 hours. See Education 315 under Courses in Elementary Education for description of this course.


123. Methods and Observation in the Elementary School. (3-2). Credit, 3 hours. See Education 123 under Courses in Elementary Education for description of this course.

163. Methods and Observation in the High School. (3-2). Credit, 3 hours. See Education 163 under Courses in Secondary Education for description of this course.

200. The Improvement of Reading Instruction. (3-0). Credit, 3 hours. 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 in connection with the problems of this course.

*227. Seminar in Elementary Education. (3-0). Credit, 3 hours. See Education 227 under Courses in Elementary Education for description of this course.

229. Seminar in Secondary Education. (3-0). Credit, 3 hours. See Education 229 under Courses in Secondary Education for description of this course.

230. Workshop in Curriculum and Methods for Mentally Retarded. (3-0). See Education 230 under Workshops for description of this course.

273. Audio-Visual Education. (3-0). Credit, 3 hours. 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.

280. **Sight Conservation Problems.** (3-0). Credit, 3 hours. See Education 280 under Special Education for description of this course.

281, 282, 283. **Directed Teaching.** See Education 281, 282, 283 under Courses in Elementary Education for description of these courses.

281S. **Directed Teaching.** (7½-0). Credit, 3 hours. See Education 281S under Courses in Elementary Education for description of this course.

294. **Directed Teaching in Special Education (Elementary).** (1-6). Credit, 3 hours. See Education 294 under Special Education for description of this course.

291, 292, 293. **Directed Teaching.** (1-6). Credit, 3 hours each. See Education 291, 292, 293 under Courses in Secondary Education for description of these courses.

291S. **Directed Teaching.** (7½-0). Credit, 3 hours. See Education 291S under Courses in Secondary Education for description of this course.

294. **Directed Teaching in Special Education (Secondary).** (1-6). Credit, 3 hours. See Education 294 under Special Education for description of this course.

315. **Guidance and Pupil Adjustment in the Elementary School.** (3-0). Credit, 3 hours. See Education 315 under Courses in Elementary Education for description of this course.

316. **Guidance and Pupil Adjustment in the Secondary School.** See Education 316 under Courses in Secondary 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 in the respective course by the student.

**COURSES IN SPECIAL EDUCATION**

The following courses are designed to offer pre-service and in-service training for teachers of various types of exceptional children. The student may become oriented in the work for all types of the exceptional 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 in the following areas: orthopedically handicapped, partially seeing, hard of hearing, mentally retarded, speech defective, and "general" or mixed classes. Emphasis is also placed on meeting the demand for additional training on the part of teachers and workers in the various special schools and hospitals.
Students who are working for the Bachelor's degree with a major in elementary education may qualify, in addition, for a provisional certificate of approval in special education if they make an early and careful selection of their elective courses. A full major of eighteen to twenty-four semester hours is offered for those who seek a Master of Arts or Master of Education degree 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 Texas Plan was recently amended to include the education of the mentally retarded. The number of students entering the various fields is increasing, but not sufficiently as yet to meet the demand for teachers in it.

The training of teachers for exceptional children is an all college function. The student should confer with the respective faculty adviser concerning the complete program of training that is required in the various areas. In addition to the courses listed as Special Education, students may elect one or more of the following related courses according to their special needs and eligibility: Education 200, Improvement of Reading; Education 213, Administration and Interpretation of Tests; Education 310, Child Development; Education 375, Counseling Techniques; Speech 125, Vocal Anatomy; Speech 157, Creative Drama; Speech 287, Speech Correction for the Classroom Teacher; Physical Education 137, Kinesiology; Sociology 147, Juvenile Delinquency; Home Economics 375, Nutrition and Health; Art 123, Art for Elementary Grades; and Industrial Arts 159, Industrial Arts for Elementary Grades.

120. The Education of Exceptional Children. (3-0). Credit, 3 hours. 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 lower 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.

140. Workshop for Elementary Teachers in the Education of the Physically Handicapped. (3-0). Credit, 3 hours. See Education 340 under Workshops for description of this course.

170. Special Methods and Materials for Exceptional Children in the Elementary School. (3-0). Credit, 3 hours. See Education 370 for description of this course.

230. Workshop in Curriculum and Methods for the Mentally Retarded. (3-0). Credit, 3 hours. See Education 230 under Workshops for description of this course.

250. Psychological Testing of Exceptional Children. (3-0). Credit, 3 hours. An overview of accepted psychological tests with special reference to their use in understanding and directing the behaviour of various types
of exceptional children. Students have practice in administering, scoring, and interpreting standardized tests such as the California Mental Maturity, Stanford-Binet, Wechsler, and Vineland Social Maturity Scale.

*260. Mental Hygiene. ...(3-0). Credit, 3 hours. 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.

260. Sight Conservation Problems. (3-0). Credit, 3 hours. Lectures, demonstrations, and observations on methods in use in the school and in the clinic for the detection, correction, and prevention of visual defects. Open to principals, supervisors, and teachers who desire a proper appreciation of eye care and a significant understanding of the many and varied problems in sight conservation. Provision will be made for the study of school lighting, visual screening, and sight conservation classes for the partially seeing.

284. Directed Teaching in Special Education (Elementary). (1-6). Credit, 3 hours. Differentiated according to area of specialization. Observation, participation, and teaching children who are physically handicapped, partially sighted, hard of hearing, mentally retarded, or defective in speech.

Prerequisite: Education 281 or 291, or concurrent registration, or approved teaching experience.

294. Directed Teaching in Special Education (Secondary). (1-6). Credit, 3 hours. A course paralleling Education 284 for those doing their directed teaching at secondary level.

Prerequisite: Education 281 or 291, or concurrent registration, or approved teaching experience.

330. Institutional Organization. (3-0). Credit, 3 hours. 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.

335. Psychological Problems of the Mentally Retarded. (3-0). Credit, 3 hours. A survey course designed to orient students to the program and problems relating to the education of that two per cent of the school population known as the mentally retarded. Topics to be covered include the testing and selection of the children for special classes, the organization and administration of the special program, and the integration of special classes with the over-all school and community life.
340. **Workshop for Elementary Teachers in the Education of the Physically Handicapped.** (3-0). Credit, 3 hours. See Education 340 under Workshops for description of this course.

370. **Special Methods and Materials for Exceptional Children in the Elementary School.** (3-0). Credit, 3 hours. A study of the special techniques required for successfully teaching the various types of exceptional children in the regular class as well as in the special class at the secondary level. Adaptation of the curriculum; preparation of case records; special methods, materials, and therapies. Provision is made for individual or group study according to the area of interest.

**WORKSHOPS**

110. **Child Study Laboratory for the Elementary School.** (3-0). Credit, 3 hours. See Education 310 under Elementary Education for a description of this course.

111. **Child Study Laboratory for the Secondary School.** (3-0). Credit, 3 hours. See Education 311 under Secondary Education for a description of this course.

115. **Guidance and Pupil Adjustment in the Elementary School.** (3-0). Credit, 3 hours. See Education 315 under Elementary Education for a description of this course.

116. **Guidance and Pupil Adjustment in the Secondary School.** (3-0). Credit, 3 hours. See Education 316 under Secondary Education for a description of this course.

140. **Workshop for Elementary Teachers in the Education of Physically Handicapped.** Credit, 3 hours. See Education 340 for description of this course.

154. **Workshop for Teachers of Young Children.** Credit, 3 hours. See Education 354 below for a description of this course.

230. **Workshop in Curriculum and Methods for the Mentally Retarded.** Credit, 3 hours. A library-laboratory course designed to assist students in the development of curriculum and methods suited to their particular problems with the mentally retarded. For principals, supervisors, and teachers now engaged in the field, and for those having a background in the psychology of exceptional children. Attention is given to philosophy, methods, and materials adapted to various age groupings; pupil guidance and evaluation; study of suitable job outlets and work experiences.

306. **Workshop for Principals of Elementary Schools.** Credit, 3 hours. This workshop will deal with administrative problems common to principals of elementary schools, such as selection of staff, orientation of staff, staff meetings, curriculum development, public relations, and program of in-service education.
310. **Child Study Laboratory for the Elementary School.** (3-0). Credit, 3 hours. See Education 310 under Elementary Education for a description of this course.

311. **Child Study Laboratory for the Secondary School.** (3-0). Credit, 3 hours. See Education 311 under Secondary Education for a description of this course.

315. **Guidance and Pupil Adjustment in the Elementary School.** (3-0). Credit, 3 hours. See Education 315 under Elementary Education for a description of this course.

316. **Guidance and Pupil Adjustment in the Secondary School.** (3-0). Credit, 3 hours. See Education 316 under Secondary Education for a description of this course.

Education 321, 322. **Workshop in Corrective Reading.** Credit, 3 hours each.

Education 321 will meet two hours daily for three weeks, with activities to consist of lectures, demonstrations, group and individual work, laboratory practice. Consideration will be given to the types, causes, and analysis of reading difficulties; the choice and preparation of remedial materials, and procedures in their use; the planning of preventive and corrective programs. Laboratory sessions will include opportunity to apply certain analytic and corrective techniques.

Education 322 will continue with the same topics, will give more time for the development of materials for use in correcting specific deficiencies, for more extensive practice, for further research on individual problems. Offered in one half-term of the summer session only. Graduate students may enroll for Education 321 the first three weeks independently of Education 322 for three hours credit or may attend the full six weeks and thus complete both courses for six hours credit.

324. **Workshop in Corrective Reading for Secondary Teachers.** Credit, 3 hours. This will be a three-weeks workshop in corrective reading for secondary teachers. Here teachers and administrators will become familiar with latest developments in reading. Activities will consist of lectures, demonstration teaching, discussion groups, laboratory practice, and special lectures. A well-equipped laboratory will provide the opportunity to become acquainted with visual screening devices such as the Telebinocular, with the Tachistoscope for increasing span of perception, with the Rate Accelerator for improving speed and comprehension. The latest in film strips and movies will be available.

340. **Workshop for Elementary Teachers in the Education of the Physically Handicapped.** Credit, 3 hours. 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 their preparation for teaching physically handicapped children in the elementary school. It makes provision for a thorough study of the Texas State pro-
gram of special education; coordination of educational and medical programs; special school equipment; survey of institutions and agencies interested in the physically handicapped. Recommended as a survey course for special education teachers and for elementary teachers in school systems where exceptional children are taught in the regular classroom. Featured in the course are visual aids and lectures by visiting specialists.

354. **Workshop for Teachers of Young Children.** Credit, 3 hours. This workshop is designed to provide teachers of nursery schools, kindergartens, and primary grades with directed laboratory experiences in working with young children. Activities will consist of class discussions, group or individual projects, and observation in the laboratory school. Consideration will be given to the development of curriculum and methods in working with children three through eight years of age.
II. DIVISION OF ENGLISH, JOURNALISM, AND SPEECH

ENGLISH

Professors Wright, Derrick, Snellings, Houston
Associate Professors Taylor, Lueders
Assistant Professors O'Meara, Hightower, 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 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, with the exception 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: English 11, 12; Speech 13; History 11, 12; Foreign Language, 6 hours; other subjects, including preferably Science, 9 hours; Physical Education Activities, 2 hours.

Sophomore year: Education 53, 67; 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, 129, 143, 149, 241; and (2) 127, 133, 147, 157, 163, 216, 233, 238; Education, 18 hours of advanced work in the secondary field, including 157, 163, 291, 292; 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, be-
cause 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, 12 and Speech 13. Communications.

11. Reading and Writing. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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 109.

61, 62. Sophomore Literature. (3-0). Credit, 3 hours each.

Required of all sophomores who propose to offer a major or minor in English in partial fulfillment of the requirements for graduation. Oth-
ers 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. (3-0). Credit, 3 hours.

62. Survey of English Literature from the Eighteenth Century to the Present. (3-0). Credit, 3 hours.

63, 64. World Literature. (3-0). Credit, 3 hours each semester.

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. (3-0). Credit, 3 hours each semester.

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. (3-0). Credit, 3 hours.

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. (3-0). Credit, 3 hours.

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

**JUNIOR-SENIOR COURSES**

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

113. Advanced Composition. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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 derivatives, the importance of context, and propaganda analysis will be included.

123. **British and American Poetry Since 1900.** (3-0). Credit, 3 hours. Reading and study of the more significant developments in British and American poetry since 1900.

125. **A Laboratory in Writing.** (3-0). Credit, 3 hours. See Journalism 125.

127. **Early American Literature.** (3-0). Credit, 3 hours. Reading and study of significant American prose and poetry from Thomas Paine to Emerson.

129. **Later American Literature.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. Study and appreciation of several of the more significant plays of Shakespeare, selections being made from the plays ordinarily read in high school and from some of the maturer tragedies and comedies.

135. **Reading Materials in the Elementary Grades.** (3-0). Credit, 3 hours. A study of traditional and creative literature for children from which newer and better materials for reading in the elementary grades may be drawn. A literary history of children's books designed to be of service to the student in book and story selection for directed teaching and in their own classrooms.

137. **The Romantic Poets.** (3-0). Credit, 3 hours. Reading and study of the more significant contributions of the poets of the romantic period—Burns, Coleridge, Wadsworth, Byron, Shelley, Keats.

143. **Types of World Drama in English (Modern).** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours.

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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. Selected studies in the more important works of Chaucer, with an attempt to realize him as the most significant creator and social critic in an important literary and social era.

233. Shakespeare and His Age. (3-0). Credit, 3 hours. 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 at attempt to realize Shakespeare as the most significant creator and revealer of his time.

*238. Milton. (3-0). Credit, 3 hours. Consideration of Milton's thought 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. (3-0). Credit, 3 hours. 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

310. **Whitman.** Prerequisite, 24 hours in English and graduate standing.

313. **Mark Twain.** (3-0). Credit, 3 hours. Prerequisite, 24 hours in English and graduate standing.

314. **Contemporary Novel.** (3-0). Credit, 3 hours. Prerequisite, 24 hours in English and graduate standing.

317. **Studies in Elizabethan Drama.** (3-0). Credit, 3 hours. Prerequisite, 24 hours in English and graduate standing.

318. **Byron.** (3-0). Credit, 3 hours. Prerequisite, 24 hours in English and graduate standing.

319. **Victorian Novel.** (3-0). Credit, 3 hours. Prerequisite, 24 hours in English and graduate standing.

321. **Tennyson.** (3-0). Credit, 3 hours. Prerequisite, 24 hours in English and graduate standing.

322. **Browning.** (3-0). Credit, 3 hours. Prerequisite, 24 hours in English and graduate standing.

399. **Thesis.**

Note: The following course in the philosophical backgrounds of the humanities, a reading and discussion course, will be offered effective with the regular session 1953-54 under the joint auspices of the English, Social Science, and the Modern Language staffs.

**Humanities 101.** **Philosophical Backgrounds of the Humanities.** (3-0). Credit, 3 hours. A survey of the chief philosophical concepts which underlie religion, literature, art, history, and the sciences. Particular stress will be given to those ideas which the student can use in forming a philosophy of his own in the present-day world.
JOURNALISM

Assistant Professors Vogel, Rucker

The Journalism program purports (1) to prepare teachers of journalism, (2) to train sponsors and supervisors for student publications in public schools, (3) to instruct public school administrators, teachers, and others in the fundamentals of sound public relations, and (4) to train students for professional journalism vocations.

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. The location of the College makes possible field trips to several large Texas dailies and magazines. All journalism majors and minors are required to work on one college publication each semester.

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 of 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; English 117.
- Senior year: Journalism, 6 hours advanced, including 217.

It is recommended that the minor be either Social Science or English, and that the student include Foreign Language in his program. All students intending to major in Journalism must have a working knowledge of typing before enrolling in Journalism 13 or must be enrolled 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). 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.

1, 2. Introduction to Journalism. For outstanding volunteer work, journalism students may, in accordance with a point system, earn credit for work on a college or other publication having departmental endorsement. A student may earn only one hour of such credit in one semester and no more than a total of two hours credit for such work in completion of a journalism degree.

13. Reporting I. (3-2). Credit, 3 hours. This is a course in funda-
mentals to acquaint the student with newspaper traditions, practices, and objectives as well as techniques of news gathering, interviewing, and writing the various types of news stories. Each student will be required to handle assignments of reporting for the College Star.

74. **Reporting II.** (3-2). Credit, 3 hours. This course is concerned with the more complex and difficult types of news stories, including sports, reviews, criticisms, feature interviews and editorials. It is primarily a laboratory course designed to perfect the student's news writing skills and techniques. Attention also is given to the ethics of reporting and the obligations of the competent journalist.

Prerequisite, 13.

83. **News Editing I.** (3-2). Credit, 3 hours. This course provides instruction in copyreading, proof reading, headline writing, and newspaper make-up.

Prerequisite or parallel, 13.

85. **News Editing II.** (3-2) Credit, 3 hours. In addition to laboratory experiences on the College Star to perfect the techniques studied in Journalism 83, this course emphasizes make-up problems, picture editing and layout, advertising layout, 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.** (3-0). Credit, 3 hours. 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. **A Laboratory in Writing.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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 newspapers in the San Marcos area 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 instruct the “practicing” student journalist in every way possible.

221. **Workshop in Practical Public Relations.** (3-0). Credit, 3 hours. This course is designed to acquaint students with sound public relations theories and practices. Primary emphasis is placed on providing a practical knowledge regarding organizing and carrying out the various activities which would be embodied in a public relations program. Stress is given problems confronting public schools, the use of publicity media by schools, and the relationships between schools and their various publics. A comprehensive study dealing with the media of communications and how to place publicity material in them is included in the course.
SOUTHWEST TEXAS STATE TEACHERS COLLEGE

SPEECH

Professor Abernathy
Associate Professors Barton, Zedler
Instructor 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 a minimum of twelve hours of advanced work. Specific courses to be taken will be determined in conference with the Chairman of the Department.

Those who expect to teach speech will normally specialize in the courses in dramatics, interpretative reading, and forensics. For a minor they often choose English, social science, preparatory to high school teaching. They may take pertinent additional courses in art, costume design, physics (light), industrial arts (drawing and woodworking), or semantics.

Those who desire to qualify for the basic certification in the American Speech and Hearing Association and for Texas State Approval in Speech Therapy may submit Speech 57, 119, 125, 201, 289, 243, 245, all taught by a faculty member holding Advanced Certification in the American Speech and Hearing Association. They should consider related courses in science, child development, or special education.

The Speech Department offers minors particularly desirable to many students. For example, a person majoring in elementary education may prepare to be an elementary speech or auditorium teacher, a speech correctionist with full certification, or simply use speech as one of his areas of strength for regular classroom teaching. Those majoring in English, physical education, and various other secondary areas will find interesting patterns of speech courses to be used as a minor. Anyone wishing to minor in speech is invited to consult with the chairman of the department in planning a degree outline which will be in harmony with his interests.

13. Fundamentals of Speech. (3-0). Credit, 3 hours. 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.

15. Speaking and Reading. (3-2). Credit, 3 hours. This course is designed to acquaint the student with some of the fundamental techniques of public speaking and oral reading. Through lecture and laboratory practice the student is given opportunity to develop his skill in interpreting the printed page, preparation of speeches, and public presentation of speeches. Part of the laboratory time will be especially devoted to voice training.

*On leave, 1953-54.
18. **Introduction to Theatre Practice.** (3-2). Credit, 3 hours. An introductory course in dramatics, required of all those who would teach speech, and strongly advised for those who may later be called upon to direct school plays or those who wish to acquire drama appreciation. The course includes an introduction to play analysis, acting, stagecraft, directing, and production.

57. **Phonetics.** (3-0). Credit, 3 hours. 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.

67. **Public Discussion and Debate.** (3-2). Credit, 3 hours. The course is devoted to a study of the fundamental principles and techniques of public discussion and debate. Students will do laboratory work with the college forensic squad.

75. **Acting.** (3-4). Credit, 3 hours. 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.

110. **Stagecraft.** (3-2). Credit, 3 hours. 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.

116. **Advanced Debate and Fundamentals of Logic.** (3-0). Credit, 3 hours. This course builds on the foundations of sound reasoning in 67, with additional attention being given to varied types of debate and to the principles of logical thinking. It normally should follow 67, except by special agreement with the head of the department.

119. **Speech Correction.** (3-0). Credit, 3 hours. A study of the diagnosis and treatment of speech disorders.

125. **Vocal Anatomy.** (3-0). Credit, 3 hours. This course offers a description and explanation of the human mechanism by which speech is produced.

137. **Play Production.** (3-3). Credit, 3 hours. 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).** (3-0). Credit, 3 hours. See English 143.

149. Formerly 147). **Interpretative Reading.** (3-2). Credit, 3 hours. An advanced study of the techniques of oral interpretation. Practice is giv-
en in reading selections from various types of literature. Emphasis is placed on the selection and preparation of material for presentation. Experience with microphone and other radio techniques will be offered. Members of the class are encouraged to read in audience situations outside the classroom and to take part in intercollegiate competition.

157. Creative Dramatics for Children. (3-2). Credit, 3 hours. This course is designed for the study of creative drama in the elementary school, which has as its main objective total growth of the child. Opportunity for actual work with children in a creative dramatic situation will be given. Attention will also be given to Theatre for Children.

201. Speech Pathology. (3-0). Credit, 3 hours. An advanced study of the nature and underlying causes of defective speech offering an opportunity for students with basic training in speech therapy to investigate the etiologies and therapies advanced by the outstanding authorities in the profession. Contrasting aspects of speech pathology will be studied to encourage the student to think critically and develop an analytic viewpoint.

Prerequisites: Speech 57 and 119, or their equivalent, plus senior or graduate standing or special permission of the department head.

213. Teaching of Speech. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. This course is designed as a study of 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, and an original research project is carried through.

233. The Development of the Theater. (3-0). Credit, 3 hours. 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. (3-4). Credit, 3 hours. 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, or its equivalent.

245. Speech Clinic II. (3-4). Credit, 3 hours. A continuation of the clinical work undertaken in Speech 243.
265. **Problems in Forensics.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. This course is designed to give supervised experience to qualified people in some of the problems encountered by the high school director of dramatics.

285. **Methods in Phonics for the Elementary Teacher.** (3-0). Credit, 3 hours. This course is designed for the teacher who wishes to use the phonetic approach in teaching language parts in the elementary grades. It emphasizes the development of auditory discrimination between the sounds which make up the English language. Techniques for elementary teaching of syllabification, stress, and recognition of sounds will be introduced. The relationship between phonics and spelling will be studied rather than the International Phonetic Alphabet. Research will be encouraged into the correlation between methods advanced in this course and improvement in reading and spelling in the elementary grades.

287. **Speech Correction for the Classroom Teacher.** (3-0). Credit, 3 hours. 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. This course is counted as elementary education by the Texas Education Agency.

289. **Problems and Methods in Auditory Testing and Aural Rehabilitation.** (3-0). Credit, 3 hours. The purpose of this course is to introduce the student to methods of and practice in giving group and individual hearing tests. Interpretation and significance of various types of audiograms will be studied. Methods in speech (lip) reading and auditory and speech training for those with impaired hearing will be taught. Basic anatomy of the ear will be discussed.
III. DIVISION OF FINE ARTS

ART

Associate Professors Deckert, Lazenby
Assistant Professor Suckle

The objectives of the Art Department are:

(1) To prepare students for the teaching of art and crafts in the public schools.

(2) To develop a consciousness of art as an integral part of the life of the nation.

(3) To stimulate and to encourage creative expression in art and crafts.

(4) To enrich the general educational and cultural program of the students.

(5) To develop an interest and appreciation of the arts and crafts.

Major in Art Education

To graduate with a major in Art Education a student will be expected to enroll under the Curriculum for High School Teachers 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, provided that candidates for the degree of Bachelor of Arts who are not candidates for a certificate to teach, will substitute another course in art for Art 223 and may with special permission make other substitutions designed to give greater emphasis to either painting or crafts.

Freshman year: Art 13, 15, and 17.

Sophomore year: Art 53, 57, 63, and 73, provided that Government 61 and 62 may be postponed until the junior year.

Junior year: Art 127, 137 (or 129, 139), and 173 or 183.

Senior year: Art 117 and 223.

Students majoring in Art Education are encouraged to elect six hours from the following courses: Art 115, 123, 163, 170, 173 or 183. They may with special permission, enroll in Education 281 as the elective in education open to them under the curriculum for high school teachers, provided they have previously absolved Art 123 and Education 291, 292.

All art majors must have their programs approved by the Director of the Department. In addition to meeting the course requirements art education majors are expected to participate in department exhibits and other departmental activities.
There is a fee of $2.50 for all art courses. Students furnish own supplies and pay field trip expenses.

13. **Basic Course in Drawing and Design.** (1-5). Credit, 3 hours. This course is designed primarily to acquaint the student with the fundamentals of design and drawing, with emphasis on creative expression.

15. **Drawing and Painting.** (1-5). Credit, 3 hours. A course in drawing and painting, subject matter unrestricted.

17. **Survey of Arts.** (3-0). Credit, 2 hours. This is an introductory course in 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.

27. **Ceramics I.** (0-4). Credit, 2 hours. This is an introductory course in ceramics. The course includes study and practice in handbuilt methods of pottery, learning to use the potter's wheel, glazing and firing.

Art 27 is open without prerequisite to all students.

37. **Weaving I.** (0-4). Credit, 2 hours. An introductory course in weaving. The course includes a study of the kinds of looms, threading the loom and simple weaving experiences.

This course is open without prerequisite to all students.

53. **Design.** (0-6). Credit, 3 hours. The study of the essential problems in design and composition. The course includes life drawing, interpretation of form, space and color through a variety of techniques and media.

Prerequisite: Art 13 and 15 or equivalent.

57. **Design.** (0-6). Credit, 3 hours. Techniques of block printing, silk screen, lithography, etc. Study of historic and modern trends in design.

Prerequisite: Art 53 or equivalent.

63. **Creative Crafts.** (0-6). Credit, 3 hours. Problems in leather, metal and elementary jewelry work.

Prerequisite: Art 13 or 15.

73. **History of Art I.** (3-0). Credit, 2 or 3 hours. A study of the arts of ancient and medieval cultures.

Field trips.
115. **Design and Color Related to the Home.** (3-0). Credit, 2 or 3 hours. A non-technical and practical course in planning and furnishing a home.

Field trips.

117. **Oil Painting.** (0-6). Credit, 3 hours. Subject matter unrestricted; individual and group criticism.

Field trips.

Prerequisite: Art 53 or approval of the director of the department.

123. **Methods and Materials in Art for the Elementary Classroom.** (3-3). Credit, 3 hours. Study of the organization, evaluation and the function of the creative arts in the elementary school curriculum. Opportunity to work with materials and equipment, and observation in the elementary schools.

Field trips.

The course should precede Directed Teaching.

127. **Ceramics II.** (0-6). Credit, 3 hours. This course provides for study and practice in hand-built methods in pottery, skill in using the potter's wheel and problems in glazing.

Prerequisite: Junior standing.

129. **Ceramics III.** (0-6). Credit, 3 hours. This course offers opportunity for development in the field of ceramic forms, study and application of glazes and casting methods.

Prerequisite: Art 127.

137. **Weaving II.** (0-6). Credit, 3 hours. This course provides for the opportunity to do creative problems in weaving. Special attention is given to design, texture, and color.

Prerequisite: Junior standing.

139. **Weaving III.** (0-6). Credit, 3 hours. Creative work in weaving.

Prerequisite: Art 137.

163. **An Honor Course in Special Problems in Art or Crafts.** (0-6). Credit, 3 hours. Intensive work of an individual character. The subject is determined by the grade points, interests and quality of art work of the student, and approval of the director of the department.

Field trips.

Prerequisite: Six hours in art and Junior standing.
170. **Watercolor Painting.** (0-6). Credit, 3 hours. Subject matter unrestricted; individual and group criticisms.

Prerequisite: Art 53 or approval of director of the department.

173. **History of Art II.** (3-0). Credit, 3 hours. A study of the art epochs beginning with the Early Renaissance of 1400 to the Classicism of 1800, including the Colonial Art in America and the development of an American spirit in art.

Field trips.

Offered in alternate even years.

183. **History of Art III.** (3-0). Credit, 3 hours. A study of the art epochs from 1800 to the present, including Romanticism, Realism, Impressionism and other contemporary movements. (Special emphasis is placed on art in the United States).

Field trips.

Offered in alternate odd years.

217. **Painting.** (3-3). Credit, 3 hours. This course is designed for advanced students of graduate or undergraduate level, who are capable of developing a problem in painting.

Prerequisite: Art 117 or approval of the director of the department.

223. **Methods and Materials in Art in Junior and Senior High School.** (3-0). Credit, 3 hours. This course has the distinct function of assisting students to integrate the knowledge and skill which they have acquired in art courses with those which they have obtained in their educational theory courses. Observations, extensive and intensive reading and preparation for Directed Teaching in Art are major parts of this course.

Field trips.

This course should precede Directed Teaching.
MUSIC

Professor Tampke
Associate Professors Buchanan, Bek, Bowles, Callahan
Assistant Professor Zimmerman

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 of teaching music in the elementary grades, (2) training and directing choral organizations in the junior and senior high school, and (3) teaching courses in theory, history and appreciation. The curricula emphasizing instrumental music include (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.

1. Majors in Music.

Students wishing to major in music may do so under one of the curricula leading to the degree of Bachelor of Music Education, or 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.

A student wishing to specialize in public school music under the curriculum for high school teachers leading to the degree of Bachelor of Science in Education may qualify to teach vocal music in all of the grades of the public school by including in the respective curriculum the following courses in music:

Music 1, 2, 11, 12, 61, 62, 131, 137; Music Education 107, 143, 183; Applied Music — (a) primary performance area (private lessons in piano, voice, or in a band or an orchestral instrument) eight semester hours, (b) secondary performance area (private or class lessons in an area not represented by the one of primary performance) four semester hours, (c) ensemble, absolved preferably by the close of the junior year, four semester hours.

Similarly, a student wishing to qualify to teach instrumental music in all of the grades in the public school may do so by including under the respective curriculum the following courses:

Music 1, 2, 11, 12, 61, 62, 131, 137; Music Education 107, 153, 183; Applied Music — (a) primary performance area (private lessons in piano or
in a band or on orchestral instrument) eight semester hours (b) secondary performance area (private or class lessons in voice or an area not represented by the one of primary performance) four semester hours, (c) ensemble, absolved preferably by the close of the junior year, four semester hours.

Note: In the foregoing curricula all work in applied music and in ensemble must be elected with the advice and consent of the Department of Music, provided that the student may offer toward graduation a total of eight semester hours of credit earned in ensemble. The maximum number of hours in music, music education, and applied music permitted toward graduation with the degree of Bachelor of Science in Education thus becomes 42 semester hours plus four additional semester hours earned in ensemble.

The order in which the courses in music thus required for graduation should be absolved and the additional courses in music required for graduation with the degree of Bachelor of Music Education instead of that of Bachelor of Science in Education are indicated under the curricula for the degree of Bachelor of Music Education outlined on pages 74ff.

A student wishing to offer a major in music theory or applied music in partial fulfillment of the requirements for graduation with the degree of Bachelor of Arts will be expected to meet requirements as prescribed for such a major in conference with the head of the department.


Students wishing to materialize a concentration or minor in music under the curriculum for elementary teachers will be expected to follow the prescriptions for such a minor outlined on page 66.

All others wishing to offer music as a minor in partial fulfillment of the requirements for graduation will be expected to meet requirements for such a minor as prescribed for them in conference with the head of the department.

Note: Students preparing to meet the requirements of the Texas Education Agency 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 page 130.

3. 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 128 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 page 127 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, choir or chamber music. 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 128 required for graduation. See curricula or 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 page 128f.

Secondary applied music courses, in which the student is expected to acquire certain use and teaching ability and faculty, are all applied music courses except those representing the music student's primary performance medium.

Brass, woodwind, string 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, 161-162 are the number designations of the courses in applied music (piano, voice or a band or orchestral instrument) for the music education major. Courses thus numbered 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 128 hours required for graduation. Under (3) above credit granted for courses numbered S1 and S2 is included in the 128 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 instrument, 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.

APPLIED MUSIC FOR THE GENERAL STUDENT

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 in band or 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 student 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 attitude 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, 111, 112, 161, 162 and S2, E2, and O2.
Two lessons per week

<table>
<thead>
<tr>
<th>Lesson Fee</th>
<th>Practice Fee</th>
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</thead>
<tbody>
<tr>
<td>$35.00 per semester</td>
<td>2.00 per semester</td>
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</tbody>
</table>

Fees for 111a, 111b, 112a, 112b, and S1, E1, and O1.
One lesson per week

<table>
<thead>
<tr>
<th>Lesson Fee</th>
<th>Practice Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>$18.00</td>
<td>2.00</td>
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</table>

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

<table>
<thead>
<tr>
<th>Lesson Fee (for those not enrolled concurrently for private instruction in applied music)</th>
<th>Practice Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>$8.00</td>
<td>2.00</td>
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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.

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, Texas Education Agency.

A. For teaching Vocal Music half time:

Music 1, 2; 11, 12; 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; 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; 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 11 and Music Education 57 (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. (2-0). Credit, 1 hour each. 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.


This course is required of students making a major or minor of Music and open for elective credit to others. Music 11, which may be elected for credit independently of Music 12, is required of all students enrolled under curriculum for Elementary Teachers.


63, 64. Advanced Sight Singing, Ear Training and Dictation. (2-0). Credit, 2 hours each. Extensive and intensive singing at sight and dictation through four-part harmony. Prerequisite, 12 or equivalent.

67. Music History and Appreciation. (3-0). Credit, 3 hours each. 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.

131, 132. **Form Analysis.** (2-0). Credit, 2 hours each. 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.

133. **Counterpoint.** (3-0). Credit, 3 hours. Elementary counterpoint with emphasis upon knowledge and appreciation of counterpoint as encountered in teaching and in performance. Writing and analysis.

137, 139. **The History of Music.** (2-0). Credit, 2 hours each. 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.

157. **Instrumentation and Orchestration.** (3-0). Credit, 3 hours. Designed to develop skill in writing for instrumental combinations; to encourage the creative impulse; and to develop sensitivity to the art for teaching purposes.

235. **Composition.** (3-0). Credit, 3 hours. Practice in the smaller forms to develop creative talent and interest and to enhance the student's appreciation of the art for teaching purposes.

249. **Introduction to Musicology.** (3-0). Credit, 3 hours. 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.

**COURSES IN MUSIC EDUCATION**

57. **Methods and Materials for the Elementary Grades.** (3-0). Credit, 3 hours. The development of an integrated program of music for grades one to six inclusive. Normally should be preceded by Music 11.

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.

107. **Fundamentals of Conducting.** (2-0). Credit, 2 hours.
117. **Instrumental Conducting.** (2-0). Credit, 2 hours. For instrumental music majors and minors. Score reading, interpretation, etc. Prerequisite, Music Education 107.

127. **Choral Conducting.** (2-0). Credit, 2 hours. For vocal majors and minors. Score reading, interpretation, etc. Prerequisite, Music Education 107.

143. **Music Methods and Materials in the Elementary Grades.** (3-0). Credit, 3 hours. 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.

153. **Instrumental Organization: Problems, Methods, and Techniques.** (3-0). Credit, 3 hours. The study of all phases of the instrumental music program.

163. **Music Methods and Materials in the Junior and Senior High Schools.** (3-0). Credit, 3 hours. 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.

247. (Formerly 147) **Advanced Conducting.** (3-0). Credit, 3 hours. The routine and technique of conducting. Problems of the orchestra, band, and choral groups, and of combined groups.

271. **The Teaching of Voice.** (2-0). Credit, 2 hours. Procedures and materials for training voices.

273. (Formerly 173) **Vocal Methods.** (3-0). Credit, 3 hours. 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.

275. **The Teaching of Piano.** (2-0). Credit, 2 hours. Techniques and materials for teaching piano, including piano class methods.

277. **The Teaching of Orchestral and Band Instruments.** (2-0). Credit, 2 hours. Techniques and materials for teaching the various orchestral and band instruments.

279. **The Marching Band.** (1-0). Credit, 1 hour. 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.
289. Supervision of the Public School Music Program. (3-0). Credit, 3 hours. A course planned primarily for music supervisors and for music teachers who are assigned to more than one grade or level of teaching. Open also to school superintendents and principals who desire to become familiar with music problems in the public schools. 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 bands).

313, 317. Problems in Music Education. Credit, 2 or 3 hours each. 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 be elected for credit independently of the second half.

Conducted as a seminar course.

323. Tests and Measurements in Music Education. (3-0). Credit, 3 hours. 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.

399. Thesis.

Credit: Six hours.
IV. DIVISION OF FOREIGN LANGUAGE

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.

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 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

Professor Read
Associate Professor Buckner

13, 15. Beginners' Course in French. (3-2). Credit, 4 hours each. 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.

71, 72. Readings in Modern French Literature. (3-2). Credit, 3 hours each. 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. (3-0). Credit, 3 hours each. 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 on 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

Professor Nolle
Associate Professor Lueders

13, 15. Beginners’ Course in German. (3-2). Credit, 4 hours each. 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.

71, 72. Masterpieces in Modern German Literature. (3-0). Credit, 3 hours each. 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. (3-0). Credit, 3 hours. This course is designed to acquaint the student with the most important works and movements in the evolution of Germany literary life.

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

117. Lessing, Goethe, Schiller. (3-0). Credit, 3 hours. Lectures on the life and works of Lessing, Goethe, and Schiller. Intensive study of representative works of those authors with special reference to the poetry of Goethe. Collateral readings; oral and written reports.

123. Modern German Lyric and Drama. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours each. 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

Professor Read
Associate Professors Buckner, Lueders

Because of the unique practical value of Spanish in this region special emphasis is placed on the development of conversational skill through oral drill and the use of laboratory sound equipment in all elementary and intermediate classes.

13, 15. Beginners’ Course in Spanish. (3-2). Credit, 4 hours each. 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.

71, 72. Conversational Spanish. (3-0). Credit, 3 hours each. 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. (3-0). Credit, 3 hours each. 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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours each. 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 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.

213. Survey of Spanish Literature from Its Beginning through the Eighteenth Century. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. A study of the poetry of Spain from the beginning of the nineteenth century to the present, and of Spanish America from the precursors to the modernista movements to the present. Conducted in Spanish.

223. Modern Drama of Spain. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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. Modern Spanish and Spanish American Essays. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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 Professors Juel, Jowers, Smith
Assistant Professor Mellert*, Gensberg, Holloway, Rohr
Instructor MacDonald

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; public health is receiving wider recognition, and there is an increasing need for camp counsellors and recreation leaders.

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: (a) students twenty-three years of age or over at the time of their initial matriculation in the College, (b) married women with children, and (c) veterans. 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, unless the second course be one of the following, which may not except with special approval be used to absolve the four semester hour requirement in physical education activities.: Physical Education 13, 16, 18, 19.

If a disability is revealed from the health examination, the physical education of the student in question will be adjusted accordingly. If a stu-

*On leave, 1953-54.
dent 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 intra-mural 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 Psi 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 for High School Teachers leading to the degree of Bachelor of Science in Education or under the curriculum leading to the degree of Bachelor of Arts with the inclusion of the courses required to qualify for a permanent high school certificate, with inclusion under the respective curriculum of a teaching minor and the following courses in Physical Education and related fields and the other subjects required for graduation, distributed as follows:

Freshman year: English 11, 12; Speech 13; History 11, 12; Chemistry 43, 47; Physical Education 1, 2, 18, 19, 45; Electives, six semester hours.

Sophomore year: Education 53, 67; English 61, 62 or 63, 64 or 67, 68; Government 61, 62; Biology 51, 52; Physical Education 98, 99; Electives, six semester hours.

Junior year: Education 157, 163; Physical Education 8, 10, 109, 110, 115, 124, 137, 149; other subjects, including a teaching minor, to make a total of sixteen semester hours per semester.

Senior year: Education, twelve semester hours of advanced work dealing with the secondary field, including Education 291, 292, 229; Physical Education 57, 112, 117, 214; other subjects, including a teaching minor, to make the total of 128 semester hours required for graduation.

Women enrolled under the curriculum for high school teachers wishing to offer toward graduation a minor in physical education will be expected to absolve the following courses, preferably in the sequence indicated:

Physical Education 1, 2, 18, 19 (in the freshman year); 8, 10, 98, 99 (in the sophomore year); 109, 110, 124 (in the junior year); 57, 149, 214 (in the senior year).

Women making a major of speech or special education and wishing to make a minor in physical education will be expected to absolve the following courses, preferably in the sequence indicated:
Physical Education 1, 2, 18, 19 (in the freshman year); 8, 10, 98, 99 (in the sophomore year) 137, 147, and 115 or 124 (in the junior year); 57, 214, and 112 or 175 (in the senior year).

Women enrolled under the curriculum for elementary teachers and wishing to make a concentration, or minor, in physical education will be expected to absolve the following courses, preferably in the sequence indicated:

Physical Education 1, 2, 18, 19 (in the freshman year); 8, 10, 98, 99 (in the sophomore year); 45, 115, 175 (in the junior year); 57, 149, 214 (in the senior year).

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 permanent 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: Chemistry 43, 47; Physical Education 41, 42; Physical Education Activities 21, 22.

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

Junior year: Physical Education 111, 113; Physical Education Activities (electives), two semester hours.

Senior year: Physical Education 117, 251 and (a) 101 (or 192 if eligible) and 102 or (b) 191 and 192; Physical Education Activities, two semester hours.

Men enrolled under the curriculum for high school teachers wishing to offer toward graduation a minor in health and physical education will be expected to absolve the following courses:

Physical Education 41 or 42, 57, 101 or 191 or 192, 111, 113, 117, 251; Physical Education Activity, six semester hours.

Men enrolled under the curriculum for elementary teachers wishing to offer toward graduation a minor in physical education will be expected to absolve the following courses:

Physical Education 41, 42, 57, 113, 115, 251; Physical Education Activity, six semester hours.

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 descriptions.
1, 2. Freshman Course in Physical Education for Women. (0-3). Credit, 1 hour each. The student may take either half of the year's work first. Physical Education 1 offers Individual, Dual, and Rhythmic Activities such as tennis, archery, handball, badminton, and rhythms. The American Red Cross progressive lessons are followed in swimming and diving. Physical Education 2 includes Team Activities such as soccer, speedball, field hockey, softball, basketball, volleyball, and swimming. A student may in this course qualify as an instructor in Water Safety.

3. Dual and Individual Sports for Women. (0-3). Credit, 1 hour. Instruction is given in tennis, archery, badminton, handball, and swimming. The development of motor skill and knowledge of rules and theory of the various sports are stressed.

4. Team Sports for Women. (0-3). Credit, 1 hour. Highly organized activities including basketball, soccer, speedball, hockey, softball, and volleyball. 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.

5. Special Activities for Secondary Physical Education. (0-3). Credit, 1 hour. 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.

7. Folk and National Dancing. (0-3). Credit, 1 hour. This course provides students opportunity to participate in a wide variety of folk and national dances from other lands. Students will gain knowledge of cultural background and characteristic costumes of the countries included. Progression will be from dances of a very simple technical nature to those requiring more in the way of grace, poise, beauty, and skill.

Open to women only.

8. Modern Dance I. (0-3). Credit, 1 hour. 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.

Open to women only.

9. American Country Dancing. (0-3). Credit, 1 hour. Students who have limited experiences 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.
10. **Modern Dance II.** (0-3). Credit, 1 hour. This course plans to direct the techniques and theories of creative dance into individual and group choreography. It is designed to enrich movement vocabulary; space usage and floor patterns, thus opening new approaches to creative composition in Dance through exploratory experiences.

Open to women only.

11. **Recreational Games for Women.** (0-3). Credit, 1 hour. This course consists of recreational activities such as table tennis, shuffleboard, croquet, darts, table and box games. The activities are designed to meet the needs of students whose physical condition does not permit participation in more vigorous activities.

12. **Golf.** (0-3). Credit, 1 hour. 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.

13. (Formerly 58). **Life Saving.** (0-3). Credit, 1 hour. The Standard American Red Cross life saving course outline will be followed. Satisfactory completion of the course will entitle a student to a Senior Life Saving Certificate.

16. (Formerly 58). **Water Safety Instructor's Course.** (0-3). Credit, 1 hour. The course consists of water safety and the use of small water crafts. Certificate from the American Red Cross may be earned.

18. **Introduction to Rhythm and Dance Theory I.** (0-3). Credit, 1 hour. This course will give the student knowledge and practice in the fundamental rhythms which will be followed with an introduction to folk, American Country, and square dance. Rhythm will be perceived through sight, sound, and in movement. Students will gain knowledge of the history and cultural background of the dance.

19. **Introduction to Rhythm and Dance Theory II.** (0-3). Credit, 1 hour. Introduction to Rhythm and Dance Theory I is a prerequisite. The basic fundamentals of rhythm will be given followed by an introduction to ballroom and tap dancing. There will be progression from the dances of simple technical nature to those requiring more control, grace, poise, beauty and skill.

21. **Required Activities for Men.** (0-3). Credit, 1 hour. 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.** (0-3). Credit, 1 hour. Football, basketball, tennis, track, swimming, and other sports are scheduled independently by name. At the close of a season of an intercollegiate sport, men must finish the semester in a class in required activities in order to receive credit. This time should be used to work off any needed requirements that have been noted in course 21.

This course may be repeated.

41, 42. **Teaching Physical Education Activities.** (3-3). Credit, 3 hours each. 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.

45. (Formerly 163) **Camp Leadership.** (1-4). Credit, 2 hours. 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.

51. **Sports Officiating for Men.** (2-2). Credit, 2 hours. 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 demonstrations in rules knowledge and officiating procedure will be utilized.

57. **Accident Prevention and First Aid.** (2-1). Credit, 2 hours. 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.

98. **Individual and Dual Sports.** (1-3). Credit, 2 hours. The sports included in the course are archery, badminton, tennis, tumbling, golf, and swimming. Study is made of the history and development, rules, etiquette, techniques, and tactics of each sport.

99. (Formerly 43) **Team Sports.** (1-3). Credit, 2 hours. The course presents opportunity to acquire additional motor skill in soccer, volleyball, field hockey, basketball, and football. Study is made of the history and development, rules, techniques, etiquette, and tactics of each sport.

101. **Athletic Coaching.** (3-3). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. A practice and theory course for instructors in tennis, baseball, tumbling, boxing, and field games.

109, 110. (Formerly 114). **Theory and Technique of Teaching and Coaching Sport Activities.** (3-3). Credit, 3 hours each. Intensive study of the analysis of motor skills, methods and techniques of instruction and/or coaching, presentation of teaching materials, lead-up games, class management, methods of evaluation, care and selection of equipment, use of audiovisual materials, rules, survey of current literature and techniques of officiating the following sports: archery, badminton, basketball, field hockey, soccer, softball, swimming, tennis, volleyball. National, state or intramural ratings may be earned in officiating. Opportunities are provided for experience in officiating in intramurals in college and tournaments in high schools.

Prerequisite: Physical Education 98 and 99.

111. **Administration of Health Education.** (3-0). Credit, 3 hours. In this course, the complexities of administering and integrating a complete health education program are revealed and ways are studied through which the several phases may be coordinated. Some specific items are: the health examination, the daily observation, health handicaps, health rules and fallacies, weight and growth, and sanitary surveys. Several courses of study will be examined and evaluated.

112. **Personal and Community Health.** (3-0). Credit, 3 hours. 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 schools. Practical experience in health examinations is provided.

113. **Organization and Administration of Physical Education.** (3-0). Credit, 3 hours. 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.

115. **Content and Methods in Physical Education for Elementary Teachers.** (3-3). Credit, 3 hours. This course, with Physical Education 175, is designed to fulfill Texas Education Agency 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.

117. **The Physiology of Exercise.** (3-0). Credit, 3 hours. The application of physiological principles to health and physical education which
will make a difference in the program if applied, along with an analysis of the manner in which the body reacts to the exacting requirements of exercise.

124. Methods and Materials for Rhythmic Activities in the Secondary School. (0-6). Credit, 3 hours. 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.

Prerequisite: Junior standing.

137. Kinesiology. (Formerly Therapeutics I). (3-0). Credit, 3 hours. This is a scientific course designed to provide a technical knowledge of human anatomy and motor muscular movements. Emphasis is placed on analysis of motor movements, body mechanics and recognition of deviation from normal body alignments in individuals.

147. Programs for the Handicapped. (Formerly Therapeutics II). (3-0). Credit, 3 hours. The course includes a study of the problems of and physical activities needed by the orthopedically handicapped child and the administration and organization of a therapeutic program. Physical disabilities studied include postural deviations, poliomyelitis, epilepsy, cardiac conditions, cerebral palsy, lowered vitality, hearing defects, and visual defects.

149. (Formerly 243) Principles of Physical Education. (3-0). Credit, 3 hours. The course is designed to investigate social, political, economic, historical, and biological backgrounds as sources for forming basic educational principles in relation to the physical education program. Specific units of work include a study of the nature of man, an analysis of the basic problems shaping physical education in the United States, acquiring motor skills, teaching methods, and methods of evaluation.

157. (Formerly 257). Prevention and Care of Athletic Injuries. (3-3). Credit, 3 hours. A course of practical and theoretical study of massage, taping, bandaging, care of sprains, bruises, strains, and wounds.

175. Health Education for the Elementary Teacher. (3-0). Credit, 3 hours. This course is designed to meet the state certification requirements. Its purpose is to point up the role of the elementary teacher in the total school health program with special emphasis placed upon the areas of instruction and health services. Instructional units will be developed, methods and materials will be explored, and problems connected with the teacher's association with the school health program will be discussed.

183. Recreational Leadership. (3-2). Credit, 3 hours. 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 recre-
ational 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.

185. **Workshop in Health Education for School Nurses.** (3-0). Credit,
3 hours. This course is offered only upon sufficient demand in the sum-
ner session.

191. **Football Coaching.** (3-3). Credit, 3 hours. 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. **Basketball and Track Coaching.** (3-3). Credit, 3 hours. 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.

201. **Psychology for Motor Learning.** (3-0). Credit, 3 hours. Inten-
sive study is made of the nature of the scientific method, theories of be-
havior development, learning and the acquisition of motor skills, empirical
principles of learning in relation to motor learning, and structural, physio-
logical and other factors in relation to motor skill performance.

203. **The Administration of Athletics.** (3-0). Credit, 3 hours. A study
of the various factors involved in the administration of an efficient educa-
tional athletic program. Special emphasis will be placed on the avoidance
of pitfalls, embarrassing situations, and misunderstandings in order that an
integrated program will result.

213. **Problems in Dance Composition.** (0-6). Credit, 3 hours. This
course is designed to include thematic material, form and design, methods
of development and criteria for evaluation. Offered upon sufficient de-
mand.

Prerequisite: Senior standing.

214. **The Organization and Administration of the Physical Education
Program for Girls.** (3-0). Credit, 3 hours. The course covers practical
problems in organizing and administering a physical education program
in grades one through twelve. Among the more important problems receiv-
ing attention are curriculum development, supervision of facilities, the ex-
tended program, program planning, routine administrative duties, and re-
relationship with general education.
251. (Formerly 153) Tests and Measurements in Health and Physical Education. (3-0). Credit, 3 hours. 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.

254. Practices in Health Education Applied to Physical Education. (3-0). Credit, 3 hours. Practical work that should be done by the physical educator in health appraisal of vision, hearing, and other organisms. How to make a physical fitness analysis, ways to follow up, and individual development.

311. Organization and Administration of a School Health Program. (3-0). Credit, 3 hours. This course is designed to aid a teacher in the organization and development of a functional and comprehensive health program in his own school, including both the elementary and secondary levels. Emphasis will be placed upon the co-ordination of all aspects of the program, the evaluation of the health needs of the pupils and the community and the use of the community resources in the school health program.

345. Supervision of Health and Physical Education. (3-0). Credit, 3 hours. This course deals with the basic principles of supervision as they apply to the special type of supervisor found in the field of health and physical education. Types of supervisory organizations are considered as well as the planning of programs and the techniques of supervision such as interviewing, conferences, evaluation procedures, and visitations are dealt with in detail, and where possible, the students are given opportunities to practice these techniques.

346. Literature and Research in Health and Physical Education. (3-0). Credit, 3 hours. This course contains directed reading and reports and discussions of the literature in the fields of health and physical education, a critical analysis of research techniques, and the location and securing of information, together with the steps necessary to the solution of research problems in this field.

347. Problems in Health and Physical Education. (Hours and credit are arranged.) This course follows Physical Education 346 and may be taken by a student who desires to work on a research problem. He gathers pertinent data and submits a report on the results of his research.

348. Organization of the Physical Education Program for the Elementary School. (3-0). Credit, 3 hours. This course is designed to help students overcome the problems existing at the elementary level through program planning and organization in terms of the needs of the child. Discussions will focus on problems of instruction, evaluation, philosophy and the objectives to be attained. The larger role of the teacher in sharing responsibility with all other teachers and administrators will be emphasized in all aspects of school life, inclusive of the health program: the unique contribution of the physical education teachers in the educational process;
the concept of the teacher as a community member; and suggestions for the improvement of the quality of professional education.

353. (Formerly 253)  **Curriculum Development in Health and Physical Education.** (3-0). Credit, 3 hours. The planning and operation of the total health and physical education program with special attention given to overcoming difficulties peculiar to this field. Assistance will be given in preparing curriculum materials for specific purposes and situations.

390. (Formerly 290)  **Seminar in Athletic Coaching.** (3-0). Credit, 3 hours. A course designed to explore the logical bases underlying present techniques of coaching at all levels of the secondary schools; devoted more to the "why" of coaching than to the "how."
VI. DIVISION OF PRACTICAL ARTS

BUSINESS ADMINISTRATION

Professor Musgrave
Associate Professors Nichols, Cates, Erickson
Assistant Professor Parr
Instructor Howard

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 graduation from college.

Courses are offered in (1) accounting, (2) office practice and secretarial science, and (3) general business administration. Courses in accounting include training in accounting for different types of business enterprises and for various phases of business management. Courses in office practice and secretarial science are intended to develop knowledge and skill in office work. In the field of general business administration training is provided in various phases of business organization and management including accounting, finance, marketing, statistics, law, insurance, and personnel management.

Students specializing in business administration who do not plan to teach will qualify for the degree of Bachelor of Business Administration by following the curriculum outlined on page 77. Students who plan to become business teachers in high schools may follow this same curriculum provided they complete courses in Education required for a teacher's certificate. As a general rule, however, it is deemed advisable for students who plan to become business teachers to become candidates for the degree of Bachelor of Science in Education with a major in Business Administration distributed as indicated:

Freshman year: Business Administration 23 or 25, and two courses selected from 19, 27, 31, 32, 43, 57; and preferably Mathematics 18, 19.

Sophomore year: Business Administration 61, 62 and unless previously absolved, 27 or 57.

Junior year: Business Administration 161, 162.

Senior year: Business Administration: 6 semester hours of advanced work elected with the advice and approval of the Head of the Department of Business Administration, and any additional courses needed to make a total of at least 30 hours of work in the subject.

Students who present one or more units in shorthand or stenography in partial fulfillment of admission requirements may not enroll for Business Administration 23 or 31 for credit. Such students should enroll for
Business Administration 25 or 31, 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.

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

19. **Bookkeeping.** (3-3). Credit, 3 hours. 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.** (3-3). Credit, 2 hours. 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.

25. **Advanced Typewriting Problems.** (3-3). Credit, 3 hours. Applied office typewriting with emphasis on problem typing; typing of various business forms and reports; stencil preparation; manuscript typing; typing of legal documents; concomitant instruction in office skills, in Business English, and in the meaning and use of various business and legal forms and documents.

27. **Office Practice.** (3-0). Credit, 3 hours. Training in the use of office machines with emphasis on adding and calculating machines; stenographic, accounting, duplicating, and miscellaneous office machines; instruction in office clerical procedures; office systems, routines, and methods; practical office problems.

31, 32. **Shorthand.** (3-2). Credit, 3 hours each. 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.** (3-2). Credit, 3 hours. 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. Pre-
requisite, 32 or equivalent. It is open by special permission to high school graduates who hold a credit in stenography.

57. Secretarial Training. (3-2). Credit, 3 hours. 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. (3-2). Credit, 4 hours each. 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.

111, 112. Advanced Accounting. (3-0). Credit, 3 hours each. Content of Course 111: review of fundamental accounting procedures; valuation of and accounting for balance sheet items. Content of Course 112: analytical processes; corrections of errors; statement analysis; funds statement; some attention to receivership accounting and consolidated statements.

Credit may be obtained for 111 independent of 112.

Prerequisite, 61, 62.

133. Business Statistics. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. This course is planned to give the student a thorough understanding of the principles of marketing, and presents the problems of marketing agricultural products, raw material, 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. (3-0). Credit, 3 hours. 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 typing.
157. Salesmanship and Advertising. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours each. The purpose of the course is to give the student an understanding of the laws governing the more familiar business transactions and relationships. Special attention is given to contracts. Attention is also given to the subjects of agencies, sales, negotiable instruments, insurance, partnerships, and corporations. The C. P. A. requirements in the field of business law are taken into consideration in this course.

215. Insurance. (3-0). Credit, 3 hours. Principles of insurance; types of insurance; agency management; underwriting.

*227. Auditing and Income Tax Procedure. (3-0). Credit, 3 hours. 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.

249. Management of a Small Business Enterprise. (3-0). Credit, 3 hours. 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, busying, handling of inventories, selling, employment, etc.

265. Cost Accounting. (3-0). Credit, 3 hours. Accounting for materials, labor, and burden; job order cost accounting; process cost accounting; distribution of costs; budgetary procedure; standard costs.

*267. Materials and Procedures in Commercial Subjects. (3-0). Credit, 3 hours. Teaching and learning materials and procedures in commercial subjects taught in high schools and junior colleges.

273. Personnel Relations. (3-0). Credit, 3 hours. Personnel relations in business, government, and industry; the personnel department; employee relationships; selection, training, promotion, payment, and supervision of personnel; various personnel activities.

*287. Workshop in Business Education. (Hours and credits to be arranged). 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.** (Hours and credit to be arranged). 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 early as possible for the needs of the individual student.
HOME ECONOMICS

Professor Jacks
Associate Professor Coleman
Assistant Professor Barnes
Instructor Little

There are two curricula leading to the degree of Bachelor of Science in Home Economics, namely:

(1) The vocational homemaking teacher education curriculum prescribed for those who wish to qualify to teach vocational homemaking in Texas high schools.

(2) The general homemaking curriculum designed for both men and women who wish definite training in all phases of preparation for homemaking.

Students wishing to make a minor in home economics or to elect courses in the subject will be expected to do so in consultation with the head of the department.

COURSES IN HOME ECONOMICS

11. Clothing for Personal and Family Needs. (3-2). Credit, 3 hours. With emphasis on selection and construction.


21. Foods for Personal and Family Needs. (3-2). Credit, 3 hours. With emphasis on meal planning, preparation, and service; food purchasing and care.

22. Relationships and Development for Personal and Family Needs. (3-2). Credit, 3 hours. Foods and their relationship to health problems of family and community. Child behavior problems at various age levels as related to foods.

63. Special Meal Planning and Food Preservation. (3-3). Credit, 3 hours. Emphasis on (1) psychological, sociological, and aesthetic aspects of food and nutrition at different income levels; and (2) preservation and storage of food under different family situations.

67. Pattern Study and Garment Construction. (3-3). Credit, 3 hours. Study of commercial patterns; construction of foundation pattern; problems in clothing construction, including tailoring.

100. Consumer Buying. (3-3). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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.

113. Applied Dress Design and Advanced Construction. (3-3). Credit, 3 hours. Analysis of personality and figure differences; applications of design principles to costume planning and selection; advanced problems in clothing construction including draping; survey of history of costume.

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

Credit: Two or three semester hours.

Offered in the summer only.

123. Nutrition. (3-3). Credit, 3 hours. Fundamentals of human nutrition with special attention given 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. Home Management. (3-3). Credit, 3 hours. A study of management of time, energy and money in homemaking; selection, use and care of household equipment, furnishings and appliances in relation to family values; care and protection of family members.

133. Home Management Residence. (3-3). Credit, 3 hours. At least six weeks of supervised experience in application of principles of management in home residence. In lieu of residence in the home management house, married students maintaining a home in the community and mature experienced homemakers with the permission of the head of the department, may work on personal managerial problems under supervision.

137. Child Development. (3-3). Credit, 3 hours. 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.

175. Nutrition and Health. See Home Economics 375 below for description of this course.

215. Clothing for the Family. (3-3). Credit, 3 hours. Selection, construction, renovation, and care of clothing for infants, pre-school, and elementary grade children, teen-agers, and adults in the family.

250. New Trends in Clothing Construction. (3-2). Credit, 3 hours. Designed to give training in new techniques and skills in sewing and the unit method of clothing construction and in planning to incorporate these new learnings in the teaching of youth and adults.
265. **New Trends in Textiles.** (3-2). Credit, 3 hours. Designed to give training in reviewing new textiles and their uses in household and family clothing; ready made garments for all members of the family; and in planning to incorporate these new learnings in the teaching of youth and adults.

(Students of advanced experience may repeat the course for credit upon approval.)

Offered in summer session only.

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 summer session only.

360. **Home Improvement.** (3-2). Credit, 3 hours. Designed to give practical training to home-making teachers, who direct home experiences in skills necessary in decorating, furnishing, remodelling, and prolonging the life of houses and homemaking departments on the basis of family living.

375. **Nutrition and Health.** In this course, health education 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.

**COURSES IN HOME ECONOMICS EDUCATION**

143. **Observation and Methods in Vocational Home Economics.** (3-3). Credit, 3 hours. (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.
193. **Methods and Problems in Teaching Homemaking.** (3-0). Credit, 3 hours. (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.

291, 292. **Student Teaching in Homemaking Education.** These courses provide opportunity for student teachers in home economics education to observe and participate in the total school program, and do student teaching in the homemaking department of the high school. During the student-teaching experience, the college student spends the full day for one-half semester or the equivalent of one-half day for an entire semester in the teaching center. If teaching is done off-campus, the student lives in the local community. Guidance in student teaching is a joint responsibility of both local supervisory homemaking teachers and college teacher-trainers.

315. **Evaluation in Home Economics.** (3-0). Credit, 3 hours. A study of the principles and techniques of evaluation; construction of new-type tests and other evaluation devices for use in measuring achievement in all phases of homemaking.

Offered in alternate even years.

350. **New Trends in Teaching Homemaking.** (3-0). Credit, 3 hours. Particular emphasis given to the teaching of family relations, child development, consumer buying, and home management.

381. **Research Methods in Home Economics Education.** (3-0). Credit, 3 hours. A study of the methods used in collection, treatment, and interpretation of data in areas of home economics education; the writing of a technical report.

383. **Homemaking for Out of School Youth and Adults.** (3-0). Credit, 3 hours. Designed primarily for students with teaching experience who wish to work under supervision on homemaking education for out of school youth or adults.

393. **Curriculum Development.** (3-0). Credit, 3 hours. Year-round programs of homemaking for different age groups, using materials developed under the direction of Home and Family Life Service of the Texas Education Agency.

Offered in alternate even years.

399. **Thesis.** Credit: Six semester hours.
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 72.

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, 117 and sufficient electives selected through conference with the director of the department to total 24 semester hours including 12 of advanced work.

13. Drawing I. (3-3). Credit, 3 hours. 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.

* On leave, 1953-54.
15. **Drawing II.** (3-3). Credit, 3 hours. 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.** (3-3). Credit, 3 hours. Furniture and other smaller objectives 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.** (3-6). Credit, 3 hours. 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.

21. **Metal I.** (3-3). Credit, 3 hours. 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, founding, metal spinning, and ornamental iron. Maximum material charge: $5.00.

33. **Photography I.** (2-2). Credit, 2 hours. 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 course is open to all students and is basic for advanced courses in this field. Maximum material charge: $6.00.

53. **Photography II.** (2-2). Credit, 2 hours. A continuation of Photography I with emphasis on the chemistry of photography and enlarging technique. This course with the prerequisite is 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.

57. **Aviation Education.** (3-0). Credit, 3 hours. 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.** (3-3). Credit, 3 hours. 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.** (3-3). Credit, 3 hours. The 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. Visits to factories and stores are planned. Students construct suitable advanced projects. Maximum material charge: $10.00.

79. **Metals II.** (4-4). Credit, 4 hours. 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.

87. **Electricity and Radio.** (3-3). Credit, 3 hours. 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.** (3-6). Credit, 3 hours. 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 matching; fitting, assembling, and welding of manufactured machine parts. Maximum material charge: $5.00.

113. **Laboratory of Industries.** (3-3). Credit, 3 hours. This course is taught in a shop containing six different areas. It will provide prospective teachers with opportunity to gain additional knowledge about the op-
eration, 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 costs and records system, and fostering experimental and investigational projects within the interest and scope of junior high school students. Maximum material charge: $5.00.

115. **Maintaining the Modern Home.** (3-3). Credit, 3 hours. 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. **Principles and Practices in Industrial Arts Teaching.** (3-0). Credit, 3 hours. A study of contemporary philosophies and procedures in industrial arts education including a careful study of the program outlined 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.** (3-3). Credit, 3 hours. 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.** (3-3). Credit, 3 hours. 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 metalwork. Maximum material charge: $5.00.

125. **Metals IV.** (3-3). Credit, 3 hours. This course provides advanced experiences in machine metalwork including advanced allied experiences such as forging, welding, foundary, and heat treating. Students work on individual vasis. Maximum material charge: $5.00.

127. **Laboratory Planning and Equipment Election.** (3-0). Credit, 3 hours. 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 ap-
praising school shops is developed and used in connection with visits to school laboratories. Students develop plans, equipment and tool lists. Source of supplies and proper nomenclature for requisitioning are discussed. Maximum material charge: $2.00.

133. Woods III. (3-3). Credit, 3 hours. 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 woodwork, 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. (3-3). Credit, 3 hours. 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. (3-3). Credit, 3 hours. 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. (3-3). Credit, 3 hours. This course gives the student opportunity to develop 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. Maximum material charge: $4.00.

175. Problems in the Graphic Arts. (3-3). Credit, 3 hours. 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 application in such fields as journalism, art, or business.

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

223. Problems in Industrial Arts. (3-0). Credit, 3 hours. 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 problem based upon individual needs and interests. Professional, technical and industrial problems may be proposed for study. Maximum material charge: $2.00.

233. **Modern Industries.** (3-0). Credit, 3 hours. 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. Results will be submitted in a form suitable for publication.

330. **Evolution of the Industrial Arts Concept.** (3-0). Credit, 3 hours. A graduate course designed to afford teachers in service and advanced students an opportunity to gain appreciation and understanding of the origins and development of Industrial Arts as an area in our present school system.

333. **Technical Problems in Industrial Arts.** (3-3). Credit, 3 hours. This course is planned for the industrial arts teacher in the field who needs to become acquainted with newer developments within the many areas of the industrial arts curriculum and for the graduate student who desires to strengthen certain experiences initiated in under-graduate courses. Plans will be developed upon an individual basis. Results will be submitted in a form suitable for publication. Maximum material charge: $5.00.

340. **Workshop in Industrial Arts.** (3-0). Credit, 3 hours. 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 studies. 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.
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. (3-3). Credit, 3 hours. 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.

117. Cataloging and Classification. (3-3). Credit, 3 hours. 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.

123. Reference and Bibliography. (3-0). Credit, 3 hours. 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 book studied.


(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.)
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 biology 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.

An undergraduate major in biology consists of twenty six (26) hours of work represented normally by the following courses: Biology 11, 12; 61, 62; and any of the following courses: 111, 112; 113, 114; 115, 119; 221, 222; 231, 232. A student majoring in biology must absolve sixteen (16) hours of chemistry (Chemistry 11, 12; 111, 112); eight (8) hours of Physics (Physics 11, 12); and six (6) hours of mathematics (Mathematics 11, 13). A teaching major is also expected to absolve General Science 200. It is suggested that students who anticipate immediate graduate work in science refrain from absolving Biology 221, 222; and Biology 231, 232 on the undergraduate level.

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. (3-3). Credit, 3 hours each. A general course dealing with the principles of biology including considerable study of the structure and function of plant and animal life. Biology 11 is primarily concerned with the study of biological principles and botany. The anatomy and physiology of the plant groups are studied in the laboratory as are biological principles.

Biology 12 includes the study of the animal kingdom, human organ systems, and heredity. Examples of the various animal groups and the dissection of the frog is studied in the laboratory.
13. **Elementary Physiology.** (3-3). Credit, 3 hours. This course includes a study of digestion, nutrition, respiration, metabolism, and circulation.

Credit in this course must be validated by completion of Biology 57 or 62 or 63.

51, 52. **Physiology and Anatomy.** (2-3). Credit, 3 hours each. A course in human physiology and anatomy intended primarily for students making a major or minor in health and physical education.

Lectures, two hours; laboratory, three hours.

57. **Introduction to Human Biology and Development.** (3-3). Credit, 3 hours. 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.

61, 62. **Physiology and Hygiene.** (3-3). Credit, 3 hours each. A course in human physiology devoted to the study of digestion, metabolism, glands of internal secretion, respiration, circulation, human reproduction, and the muscular 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.

A year of chemistry or biology should be completed prior to registering for this course.

63. **Physiology and Hygiene.** (3-4). Credit, 4 hours. This course includes a study of the muscular and nervous systems, bacteria, yeasts, molds, and human reproduction and inheritance.

101. **The History and Philosophy of Science.** (3-0). Credit, 3 hours. A course which treats the literature devoted to records of the life and times of the outstanding philosophers in the fields of science. The course is designed to create an appreciation of the philosophy of science, the value of the scientific method, and the part science has had in the evolution of human institutions.

This course is not designed primarily for science majors. It is open to any student with one year of science and at least junior standing.

111, 112. **Histology and Embryology.** (3-6). Credit, 4 hours. The first semester is primarily a laboratory course in microtechnique and histology. The second semester deals with the early phases of comparative embryology; the development of the amphioxus, frog, chick and mammal. It is urged that Chemistry 111, 112 be completed or taken concurrently with this course.
113. Bacteriology. (2-6). Credit, 3 hours. Principles of bacteriology; morphology, physiology, and taxonomy of representative groups of non-pathogenic bacteria. Laboratory methods are stressed and detailed studies are made of pure cultures. Laboratory analysis is made of water, soil, and milk. A brief preview of food bacteriology, public health services, and immunization is included. It is advisable that some chemistry be completed, preferably some organic chemistry, prior to registering for this course.


This course is open to students who have completed Biology 113 or its equivalent.

115. Genetics. (3-3). Credit, 3 hours. The course embraces a study of plant and animal genetics. The subject matter deals with inheritance patterns in domestic plants and animals and in the human family.

Breeding experiments are conducted in the laboratory utilizing Drosophila to illustrate principles of heredity.

The course is presented to meet the needs of students of biology, agriculture, and general education.

119. Comparative Vertebrate Anatomy. (3-6). Credit, 4 hours. This course embraces a study of the comparative structural evolvement of the vertebrate body.

The laboratory work consists of dissection and study of Amphioxus, Lamprey, Dogfish, Necturus, a reptile, a bird and/or a mammal.

This course is designed to suit the needs of biology majors and minors, premedical and predental students. Pre-laboratory technicians and pre-nurses may find this course desirable.

163. Advanced Human Physiology. (3-3). Credit, 3 hours. This course places emphasis on the skeletal and muscular systems and goes further into certain selected aspects of the circulatory, respiratory, digestive, and nervous systems.

The laboratory includes a study of human anatomy (stressing the above systems) and various experiments and measurements relating to these systems.

This course is designed specifically to meet the needs of physical education majors or minors.

221, 222 (321, 322). Ecology. (3-3). Credit, 3 hours each. The class work involves a study of the basic principles of ecology while the laboratory gives the student an opportunity to study the natural history of the plants and animals of central Texas under field conditions. The location of
the Federal Fish Hatchery, the State Fish Hatchery, and the great natural springs of this area 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.

Either half of this course may be elected for three semester hours of credit independent of the other.

231, 232 (331, 332). General Physiology. (3-3). Credit, 3 hours each. Biology 231-331 considers principles basic to cell physiology (colloidal systems, surface phenomena, osmotic pressure, permeability, etc.) and culminates in a discussion of protoplasm. Biology 232-332 is partially devoted to methods applicable in general physiological investigations and selected topics (frequently including some intermediary metabolism).

Either half of this course may be elected for three semester hours of credit independent of the other.

CHEMISTRY

Professor Key
Associate Professors Roady*, Harding
Assistant Professor 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 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 6 semester hours of mathematics.

A non-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, 211, 212. A student majoring in the subject will be expected also to absolve courses in mathematics extending through the calculus. Minors in the other sciences should be absolved.

11, 12. General Chemistry. (3-4). Credit, 4 hours each. The fundamentals of general chemistry are studied. The year's work includes a sim-

*On leave, 1953-54.
plified 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.

13. Chemistry for Students of Home Economics. (3-3). Credit, 4 hours. This course is designed to cover the fundamental principles of inorganic chemistry considered to be most helpful in homemaking and in the study and teaching of home economics. Home applications are stressed.

Credit in this course must be validated by completion of Chemistry 77.

43, 47. Chemistry for Students of Physical Education. (3-2). Credit, 3 hours each. Chemistry 43 is designed to cover those fundamental principles of inorganic and organic chemistry needed for the understanding of the chemistry of foods, muscles, blood, respiration, urine, hormones and other selected topics considered in Chemistry 47. Chemistry 43 may not be taken for credit by those who previously have absolved Chemistry 11, 12.

61, 62. Quantitative Analysis. (3-8). Credit, 4 hours each. 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.

77. Physiological and Food Chemistry. (3-3). Credit, 4 hours. The aim of this course is to acquaint the student with the chemistry of foods and their physiological functions.

111, 112. Organic Chemistry. (3-4). Credit, 4 hours each. 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.

211, 212. Physical Chemistry. (3-3). Credit, 3 hours each. 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 kinetcs, phase rule, electromotive force and quantum mechanics.

223. Qualitative Analysis. (3-4). Credit, 3 hours. 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 Preparation.** (3-3). Credit, 3 hours. 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.** (3-2). Credit, 3 hours each. 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 minorin in the other.

Prerequisite: Chemistry 111, 112 and six semester hours of biology.

313. **Problems in Chemistry.**
Credit: Six semester hours.

327. **Qualitative Organic Analysis.**

399. **Thesis.**

**GENERAL SCIENCE**

Professor Key  
Associate Professor Gary

111, 112. **Methods and Materials in Science for Teachers of the Elementary School.** (3-2). Credit, 3 hours each semester. A laboratory course designed to acquaint prospective elementary teachers with materials and methods necessary for the teaching of fundamental concepts of science to children of elementary grades.

200. **Teaching the Sciences.** (3-0). Credit, 3 hours. This course, required of all students who are candidates for graduation with a teaching major in biology, chemistry, or physics, will stress the principles and methods of teaching the sciences in all levels in the public schools.

**MATHEMATICS**

Professor Speck  
Associate Professors Cude, Tulloch  
Assistant Professors Porter, 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 so 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 destines 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, 203 plus 6 semester hours of advanced work. In the case of students not preparing to teach the subject, any other advanced mathematics may be substituted for 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 in physics and chemistry.

Solid geometry is required of all pre-engineers, majors, and minors unless offered for entrance credit. Solid geometry, if thus required, must be in addition to the amount of work otherwise respectively specified and 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 be taken before or parallel with Education 291 if directed teaching is in mathematics.

Note: A student may use toward graduation credit earned in only one of the following courses: 11, 18. Moreover, he may not use toward graduation more than 9 semester hours of credit in courses in mathematics of freshman ranks exclusive of solid geometry, which may be additional.
11. Algebra I. (3-1). Credit, 3 hours. 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 for Mathematics 18, 19, and those excused by special permission of the head of the department.

Note: In the first semester of each year a variant of Mathematics 11 to be identified as Mathematics 11P to meet five times per week for 3 hours credit will be offered with inclusion of the elements of plane geometry for those students who have not earned entrance credit in the subject in high school.

13. Algebra II. (3-0). Credit, 3 hours. The content of this course has three main objectives: (1) to give a brief but adequate review of high-school algebra; (2) to present additional material of a more advanced nature which has been found necessary to enable the student to meet the mathematical requirements of this curriculum; and (3) to prepare him to continue his work in subjects which are essentially algebraic in character.

15. Solid Geometry. (3-0). Credit, 3 hours. 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.

17. Plane Trigonometry. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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.

63. Analytic Geometry. (3-0). Credit, 3 hours. A first course in 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. (3-0). Credit, 3 hours. The course presents an introduction to the mathematical principles of finance, including 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.

111, 112. Differential and Integral Calculus. (3-0). Credit, 3 hours. 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. It must be preceded by Mathematics 63.

115. Modern Geometry. (3-0). Credit, 3 hours. 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.

119. The Theory of Equations. (3-0). Credit, 3 hours. This course is intended for students who have completed the first course in calculus. Complex numbers and elementary functions of the complex variable are stressed. Many problems are solved both graphically and analytically. Angles that cannot be trisected and regular polygons that cannot be inscribed by the methods of Euclidian geometry are included. The fundamental theorem of algebra is considered both from the geometric and algebraic standpoint.

123. Differential Equations. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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 compre-
hension 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.** (3-0). Credit, 3 hours. A course in technical mechanics which satisfies the requirements of engineering schools of a three semester hour course in Statics. 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.

Prerequisites: Physics 11, and credit or registration in Mathematics 112.

200. **Materials and Methods in Arithmetic for Elementary Teachers.** (3-0). Credit, 3 hours. A professionalized course dealing principally with the fundamental topics in 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.** (3-0). Credit, 3 hours. 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, 115, or parallel.

209. **The Theory of Determinants.** (3-0). Credit, 3 hours. A study of the elements of the theory of matrices and determinants. The course includes the consideration of such topics as fundamental operations of matrices, definition and properties of determinants, Cauchy and Laplace expansions, multiplication of determinants, application of determinants to solutions of systems of equations, application of determinants to geometry, determinants of special form, and Jacobians.

Prerequisite: Six semester hours of advanced courses in mathematics, or consent of instructor.

213. **Advanced Calculus I.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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 arts will find this course both helpful and interesting.

Prerequisite: Six hours of advanced mathematics and the consent of the instructor.

217. **Foundation of Geometry.** (3-0). Credit, 3 hours. 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 advanced mathematics.

225. **Vector Analysis.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. This course pre-supposes 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.
The courses offered by the Physics Department are designed primarily to meet the need 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 General Science 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.** (3-3). Credit, 4 hours each. 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.

63. **Light and Sound.** (3-3). Credit, 4 hours. 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.

Prerequisites: Physics 11, 12 and Mathematics 13, 17.

67. **Magnetism and Electricity.** (3-3). Credit, 4 hours. 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.

Prerequisites: Physics 11, 12 and Mathematics 13, 17.

113. **Heat and Mechanics.** (3-2). Credit, 3 hours. 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.

*On leave, 1953-54.
117. **Modern Physics.** (3-0). Credit, 3 hours. 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.

133. **Analytical Mechanics.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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.

Prerequisite: Physics 63, 67 and Mathematics 111, 112.

**VOCATIONAL AGRICULTURE**

Professors Buie, Gregg  
Associate Professor Young  
Assistant Professor Elliott*  
Instructor Phillips

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 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; (3) to train men and women in the practical methods of farming and ranching in Southwest Texas; (4) to serve as a center to carry on activities of Future Farmers of America and 4-H Club members, e.g., livestock and poultry shows, judging contests, etc., (5) to provide technical information and agricultural leadership for farmers and ranchers; (6) to cooperate with all agricultural agencies in promoting more progressive methods of farming and ranching.

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.

**COURSES IN AGRICULTURE**

13. **Field Crops.** (2-2). Credit, 3 hours. This is a general survey of field crop production dealing with the importance of each crop and special

*On leave, 1953-54.
cultural practices in growing them. The laboratory work affords the student an opportunity to handle and become acquainted with the various crops.

33. Farm Poultry. (2-2). Credit, 3 hours. A general course in poultry, including types, breeds, poultry houses and construction, breeding, feeding, incubation and brooding, culling, diseases and insects.

45. Animal Husbandry. (Formerly 65.) (2-2). Credit, 3 hours. An introductory course designed to acquaint the students with the importance of the livestock industry. A study of the types and breeds; market classes and grades of such animals as beef cattle, swine, goats, horses, and sheep; attention will be given to breeding, judging, care and management.

61. Agrostology. (2-2). Credit, 3 hours. A study of grasses. Identification of the genera and species of economic importance in Texas will be stressed. Attention will be given to the economic value of the various grasses, their ecological significance, and to the distribution, propagation, and management of grasses.


73. Farm Shop. (3-3). Credit, 4 hours. 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, pipefitting, concrete work, rope and leather work and painting.

Credit: Four semester hours.

75. Forage and Pasture Crops. (2-2). Credit, 3 hours. The study of leading cultivated grasses, legumes, soiling crops, and silage crops as to production, harvesting, storing and uses. Special study will be given to temporary pastures.

77. Vegetable Gardening and Small Fruits. (2-2). Credit, 3 hours. 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.

79. General Horticulture. (2-2). Credit, 3 hours. A survey of the general field of horticulture; a study of the principles and practices of propagation; a study of the growth and fruiting habits of horticultural plants; and the culture, harvesting, handling and utilization of fruits.

83. Introduction to Agricultural Economics. (3-0). Credit, 3 hours. The history, principles, practices, and problems of the agricultural economy.
111. **Farm Power and Machinery.** (1-4). Credit, 3 hours. Construction, operation, adjustment, and servicing of farm engines and tractors. Adaptability, selection, economic utilization, construction, operation, and adjustment of the principal tillage, planting, cultivation, harvesting, and feed processing machines.

115. **Advanced Dairy Management.** (2-2). Credit, 3 hours. The selection and registration of animals; breeding, feeding, testing and general care of dairy cows; management of commercial herds.

117. **Farm Management.** (3-0). Credit, 3 hours. 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 cultural organizations, agriculture experiment stations and extension service.

121. **Range Management.** (2-2). Credit, 3 hours. A course dealing with the practical problems met in managing native pastures and range lands. Attention will be given to determining range condition and proper stocking rates, methods of handling livestock on the range, range reseeding, brush control and poisonous plants. The ecological and physiological response of range vegetation to grazing will be included.

123. **Advance Poultry Husbandry.** (2-2). Credit, 3 hours. 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, posting, caponizing, culling, and grading market birds and eggs.

125. **Feeds and Feeding.** (3-2). Credit, 4 hours. This course deals with the fundamentals of animal nutrition, with feeding livestock, composition and feeding values of feeds, feed requirements, digestion and assimilation. Mixing feeds and calculating balanced rations will be included.

**Prerequisite:** Junior standing in Agriculture, Chemistry 11, 12, Mathematics 11.

126. **Soil Science.** (2-2). Credit, 3 hours. A study of the fundamental principles of soil science to acquaint the student with some physical, chemical and biological properties of the soil.

**Prerequisites:** Chemistry 11, 12 and Junior standing in Agriculture.

127. **Soil Fertility and Fertilizers.** (2-2). Credit, 3 hours. A course for those desiring to study the principles underlying the maintenance of soil productivity. This course deals not only with those factors influencing the crop producing power of the soil, but also a study of the sources, nature and effects of various fertilizers on the plant and on the soil.

**Prerequisite:** Agriculture 126.
129. **Economic Entomology.** (2-2). Credit, 3 hours. 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.

131. **Diseases of Livestock** (2-2). Credit, 3 hours. The nutritional, infectious and non-infectious diseases of farm animals are to be studied as to cause, treatment and prevention.

Prerequisite: Agriculture 125.

145. **Advanced Animal Husbandry.** (2-2). Credit, 3 hours. This course includes problems in all phases of animal husbandry, pertaining to beef cattle, sheep, goats, swine, and horses.

151. **Marketing.** (3-0). Credit, 3 hours. This course consists of studying market demands of quality, types and grades; methods of packing, transporting and storing of farm products. Attention will be given to the marketing agencies and channels of distribution.

154. **Soil and Water Conservation.** (2-4). Credit, 4 hours. Principles of agronomic and engineering practices as applied to soil and water conservation, including elementary surveying, runoff, terrace and terrace outlet design and construction; proper cultural and tillage practices and related topics.

161. **Rural Electrification.** (1-2). Credit, 2 hours. This course includes the fundamentals of electric current generators and transmission, farm applications, electric heating, lighting and power, wiring motors, power rates, meter reading, safety rules and regulation.

213. **Crop Improvement and Seed Production.** (2-2). Credit, 3 hours. A study of practical methods of crop improvement, seed production, curing, storing, cleaning, packing and distributing, and of seed certification. Visits are made to seed agencies and to well equipped seed farms.

Prerequisite: Biology 115 and Senior standing in Agriculture.

313. **Advanced Problems in Farm Crop Production.** (3-0). Credit, 3 hours. Intensive study of the latest research in the production and harvesting of crops. Also, there shall be a comparative study of the characteristics of the most recently recommended varieties of the chief farm crops grown in the State of Texas.

333. **Advanced Problems in Poultry.** (3-0). Credit, 3 hours. Intensive study of research in the newer principles and practices in the various specialized fields related to successful poultry production.
345. **Advances in Animal Husbandry.** (3-0). Credit, 3 hours. A comprehensive review of recent advances in research relating to the various phases of animal husbandry.

367. **Current Developments in Dairying.** (3-0). Credit, 3 hours. A comprehensive review of recent advances in research related to dairy production.

**COURSES IN AGRICULTURAL EDUCATION**

105. **Introduction to Agricultural Education.** (2-0). Credit, 2 hours. This course is designed to acquaint the student with the history, development, aims, and objectives of agricultural education. The methods and techniques of vocational guidance and their application are emphasized.

202. **Supervised Farming Program.** (2-0). Credit, 2 hours. This course includes a study of the aims, purposes, selection, and plans for a long-time supervised farming program. Emphasis is placed on the methods in keeping records and evaluating farming programs.

211. **Special Teaching Aids and Resources.** (3-0). Credit, 3 hours. This is a study of vocational agriculture equipment, shops, supplies, filing systems, and classroom facilities; of teaching materials and resources available to vocational agriculture teachers; of services and information available from the National F.F.A. Foundation, other agencies, institutions, business establishments, cooperatives and experiment stations; and of ways to use the press and radio as teaching aids. Emphasis is on the methods of effective use of these resources.

212. **Program Planning.** (2-0). Credit, 2 hours. This course includes the methods and techniques in making farm surveys, summer plans of work, plans for community service, plans for the organization and use of advisory councils, and long-time programs and annual teaching plans based on the needs of high school students, young farmers, and adult farmers in observation centers.

291, 292. **Teaching Methods and Directed Teaching.** Credit, 6 hours. These two courses constitute a six hour unit in planning for and teaching in approved high school departments of vocational agriculture. Prior planning and concurrent individual conferences are required. Prior planning and concurrent individual conferences are required. The two courses are scheduled during the first nine weeks of each semester to simulate the full itinerary of a vocational agriculture teacher.

320. **Recent Trends in Teaching Vocational Agriculture.** (3-0). Credit, 3 hours. Designed to give training in new techniques of teaching all-day Young-farmer and Adult-farmer classes. Emphasis will be placed on the research in these areas.
330. **Administration and Supervision of Agricultural Education.** (3-0). Credit, 3 hours. A study of the problems of organization, administration, and supervision of vocational education. Emphasis will be placed on vocational education in agriculture.

365. **Research Problems in Agricultural Education.** (3-0). Credit, 3 hours. A study of the research in agricultural education to develop an understanding of the techniques used. Emphasis is placed on research which will improve instruction in vocational agriculture.

399. **Thesis.** Credit, 6 hours.
VIII. DIVISION OF SOCIAL SCIENCES

Professor Taylor, Director

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-two 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
   - 12 hours — Elective in the social sciences including three hours in each of any two of the following fields: Economics, Geography, or Sociology.
   - 42 hours — (minimum requirement)

   Students enrolled under the curriculum for teachers will be expected to absolve History 233, Teaching the Social Sciences in the Public Schools, in addition to the minimum requirements as outlined.

2. **Major in Economics, Geography, Government, History or Sociology.**

   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.
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 course in History required of 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 51, 52.

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; 100-199 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 prerequisites 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

Professors Taylor, Murphy, Elliott, Greene, Hahn
Associate Professor Pool
Assistant Professors Craddock*, Eakle
Instructor Maier

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

*On leave, 1953-54.
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.** (3-0). Credit, 3 hours each. 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.** (3-0). Credit, 3 hours each. 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.** (3-0). Credit, 3 hours each. A survey of the origins and evolution of the institutions and relations of the people of the United States.

71, 72. **History of England.** (3-0). Credit, 3 hours each. A survey of English history dealing with the development of institutional and cultural life of the English people. Emphasis is placed on the constitution, foreign problems, and current domestic affairs.

111. **History of Europe, 1871-1919.** (3-0). Credit, 3 hours. A study of the background, the course, and the results of World War I. Emphasis is placed on imperialism, militarism, diplomatic alliances and rivalries, and the Paris peace settlements.

112. **History of the United States, 1877-1920.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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.

115. **Economic History of the United States.** (3-0). Credit, 3 hours. See Economics 115.
121. **History of Texas, 1820-1875.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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.

133. **The American Constitution.** (3-0). Credit, 3 hours. See Government 133.

143, 147. **Hispanic American Nations Since 1820.** (3-0). Credit, 3 hours each. 143. **Mexico, Central America, and West Indies.** 147. **South America.** The development of the Latin republics of the Western Hemisphere and their problems of heritage and contacts. An important objective of the course will be the cultivation of a real acquaintance with and friendly interest in the peoples of these nations, in their affairs of government, economics, culture, and international relations.

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

*211. **History of Europe Since 1919.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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 problems.

215. **Diplomatic History of the United States.** (3-0). Credit, 3 hours. 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, the League of Nations, and the United Nations.

*223. **The Frontier in American History.** (3-0). Credit, 3 hours. The westward movement from the Appalachians to the Pacific; the Old Northwest; the Old Southwest; 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.

*227. Colonial North America. (3-0). Credit, 3 hours. A comparative survey of European 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 sovereign nations, the course presents much of the background of the present variety of ideals, cultures, and institutions in North America.

233. Teaching the Social Sciences in the Public Schools. (3-0). Credit, 3 hours. This course is designed for prospective teachers of the social sciences in the public schools. Emphasis is placed upon an analysis of the content of the social science courses currently offered in the elementary and high schools of Texas, 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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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.

321. Selected Problems in Texas History. (3-0). Credit, 3 hours. A seminar based upon selected topics in the history of Texas. Emphasis is placed upon the examination, evaluation, and utilization of primary and secondary source materials.

323. Selected Problems of the Frontier in American History. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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.
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 courses, 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.

67. Principles of Economics. (3-0). Credit, 3 hours. An introduction to the problem of economic order, a study of the intricate and far-flung organization by means of which modern Western society gets its living. An examination of elementary economic concepts and of the basic institutions of capitalism. Principles of the production, exchange, distribution, and consumption of goods. Value and distribution, the determination of prices, rent, interest, wages, and profits.

73. Economic Problems. (3-0). Credit, 3 hours. Economic problems in the modern social order. Labor, social security, population, money and prices and control, business cycles, international trade, distribution of income, public finance, government's relation to business. An examination of liberal capitalism and some alternatives: Socialism, Russian Communism, fascism and anarchism.

103. Economic Geography. (3-0). Credit, 3 hours. See Geography 103.

111. Money and Banking. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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 inter-regional trade.


133. Business Statistics. (3-0). Credit, 3 hours. See Business Administration 133.

143. Marketing. (3-0). Credit, 3 hours. See Business Administration 143.
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.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. An analysis of world distribution of fundamental occupations and commodities. Major producing and consuming areas are emphasized.

107. **Geography in Europe.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. A study of the problems involved in the use and conservation of our natural and agricultural resources.

117. **Political Geography and Geopolitics.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. A study of selected regions of the continent of Asia.
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 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.

61, 62. American Government. (3-0). Credit, 3 hours each. 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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. This course, which is a continuation of 61, includes a study of American territories, counties, and cities; the national and 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. (3-0). Credit, 3 hours. 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. International Organisation and Administration. (3-0). Credit, 3 hours. 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 States.

*On leave, 1953-54.
123. **Introduction to International Law and Politics.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours each. 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. **The American Constitution.** (3-0). Credit, 3 hours. 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.

**SOCIOTOY**  
Professor Grusendorf  
Instructor Schultz*

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.** (3-0). Credit, 3 hours. 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 influences 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

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*On leave, 1953-54.*
divorce are topics to be studied. Open to any student with sophomore standing.

67. Introduction to Sociology. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. A study of some of the most important ethical theories and their application to contemporary social problems.

119. Social Psychology. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. A study of the principal means of social control, including folkways, mores, propaganda, public opinion, and education.

137. The Family. (3-0). Credit, 3 hours. This course comprises a study of the family as the primary social institution and its status in present-day social structure. This course may be taken as an advanced elective without previous training in Sociology.

143. Criminology. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. 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. (3-0). Credit, 3 hours. A study of recent trends in rural life, and of urbanization as a modern social phenomenon.

237. Sociology of Education. (3-0). Credit, 3 hours. 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.
IX. DIVISION OF RELIGIOUS INSTRUCTION

Mr. McIver, Teacher of Bible

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.

BIBLE

67. **Survey of the Old Testament.** (3-0). Credit, 3 hours. 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.** (3-0). Credit, 3 hours. 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.

121. **The Spread of Christianity.** (3-0). Credit, 3 hours. A study of the development and spread of Christianity from the time of the death of Christ through the first century. Special attention is given to the life and writings of the apostle Paul.
X. DIVISION OF AIR SCIENCE

AIR FORCE RESERVE OFFICERS TRAINING CORPS

Instructional Staff for 1953-54

Professor of Air Science
Lt. Col. Earl W. Lewis

Assistant Professors of Air Science
Capt. James M. Brown
1st. Lt. Paul W. Adams
1st. Lt. Alton W. Willms

11, 12. First Year Basic. (2-2). Credit, 2 hours each. Introduction to Air Force ROTC; Introduction to Aviation; Fundamentals of Global Geography; International tensions and security organization; Instruments of National Military Security; Leadership Laboratory—Basic Military Training.

61, 62. Second Year Basic. (2-2). Credit, 2 hours each. Elements of Aerial Warfare; Introduction; Targets; Weapons; Aircraft; Air Ocean; Bases; Forces. Careers in the United States Air Force. Leadership Laboratory—Cadet Non-Commissioned Officers Training.

111, 112. First Year Advanced. (4-2). Credit, 4 hours each. These courses consist of a study of the following: The Air Force Commander and his Staff Problems Solving Techniques; Communications Process and Air Force Correspondence; Military Law, Courts, and Boards.


Note: Following the completion of the Junior Year (AS 111, 112) each Cadet is required to attend a six (6) weeks Summer Camp at some active Air Force Base. While at Summer Camp Cadets receive training in the following: Individual Weapons; Familiarization Flying; Field Exercises; United States Air Force Base Activities and Equipment; Air Base Problems; Physical Training; Leadership.

211, 212. Second Year Advanced. (4-2). Credit, 4 hours each. This course includes a study of the following: Principles of Leadership and Management (Seminar); Career Guidance; Military Aspects of World Political Geography; Military Aviation and the Art of War; Briefing for Commissioned Service; Leadership Laboratory—Cadet Commissioned Officer Training.

Note: The amount of credit in Air Science that a student will find it practicable to use toward graduation will be determined by the curriculum under which he proposes to graduate, by his choice of major and minor, and by the number of electives available to him.
STATISTICAL SUMMARY

Enrollment

Regular Session, 1952-53

<table>
<thead>
<tr>
<th>Class</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>283</td>
<td>195</td>
<td>478</td>
</tr>
<tr>
<td>Sophomores</td>
<td>198</td>
<td>165</td>
<td>363</td>
</tr>
<tr>
<td>Juniors</td>
<td>160</td>
<td>143</td>
<td>303</td>
</tr>
<tr>
<td>Seniors</td>
<td>147</td>
<td>171</td>
<td>318</td>
</tr>
<tr>
<td>Graduates</td>
<td>121</td>
<td>176</td>
<td>297</td>
</tr>
<tr>
<td>Post Graduates</td>
<td>12</td>
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<td>Specials</td>
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<tr>
<td>Total college</td>
<td>922</td>
<td>887</td>
<td>1809</td>
</tr>
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Extension Students (men 21, women 126).......................... 147

Summer Session, 1953

<table>
<thead>
<tr>
<th>Class</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>40</td>
<td>42</td>
<td>82</td>
</tr>
<tr>
<td>Sophomores</td>
<td>56</td>
<td>63</td>
<td>119</td>
</tr>
<tr>
<td>Juniors</td>
<td>77</td>
<td>134</td>
<td>211</td>
</tr>
<tr>
<td>Seniors</td>
<td>90</td>
<td>174</td>
<td>264</td>
</tr>
<tr>
<td>Graduates</td>
<td>221</td>
<td>304</td>
<td>525</td>
</tr>
<tr>
<td>Post Graduates</td>
<td>42</td>
<td>67</td>
<td>109</td>
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<tr>
<td>Specials</td>
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<td>23</td>
<td>24</td>
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<td>Total college</td>
<td>527</td>
<td>807</td>
<td>1334</td>
</tr>
</tbody>
</table>

Correspondence Students

(Sept. 1, 1952 to August 31, 1953).............................. 152
## DEGREES CONFERRED

### Regular Session 1952-53

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
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<tbody>
<tr>
<td>Master of Arts</td>
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<tr>
<td>Master of Education</td>
<td>34</td>
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<tr>
<td>Bachelor of Science</td>
<td>4</td>
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<tr>
<td>Bachelor of Arts</td>
<td>9</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>16</td>
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<tr>
<td>Bachelor of Science in Education</td>
<td>124</td>
</tr>
<tr>
<td>Bachelor of Science in Vocational Agriculture</td>
<td>15</td>
</tr>
<tr>
<td>Bachelor of Music Education</td>
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</tr>
<tr>
<td>Bachelor of Science in Industrial Arts</td>
<td>8</td>
</tr>
<tr>
<td>Bachelor of Science in Home Economics</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>234</strong></td>
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</table>

### Summer Session 1953

<table>
<thead>
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<th>Degree</th>
<th>Number</th>
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<tbody>
<tr>
<td>Master of Arts</td>
<td>27</td>
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<tr>
<td>Master of Education</td>
<td>125</td>
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<tr>
<td>Bachelor of Science</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>10</td>
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<tr>
<td>Bachelor of Science in Education</td>
<td>80</td>
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<tr>
<td>Bachelor of Science in Vocational Agriculture</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor of Music Education</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor of Science in Industrial Arts</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Science in Home Economics</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>263</strong></td>
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</tbody>
</table>
DEGREES CONFERRED IN 1953
January 25, 1953

Bachelor of Science in Education

Altenhoff, Sarah Conner
Barre, Chester Ralph
Boulin, Paty
Brown, Betty Jane
Caldwell, Allen Ray
Caldwell, Shirley R.
Cerrone, Doris Stewart
Chaffin, Leo Marcus
Coopwood, Kate Ellis
Dubois, Jean-Dickson Reddington
Dwyer, Johnston W.
Elof, Jimmie Sue Easley
Everett, Frances McCord
Farr, Cleburne Loyd
Frazier, Ann Northen
Frazier, Garnett Townsend
Hannan, Jack A.
Hensley, Ina Ruth
Hyatt, Cecil J.
Ivicle, Clifford Neal

Janecek, Betty Jane
Jirick, Jimmy John
Lewis, Dorothy Jeanette
Liao, Florine Ruth
Loeffler, Frederick
McAlpin, James L.
Moreno, Rosabel
Norwood, Thelma Claire
Parker, James Arnold
Peterson, Jefferson B., Jr.
Payne, Marie Alene
Peoples, Clyde Marion, Jr.
Reagan, Nanabeth
Rother, Edna
Sanders, Eugenia Maxine
Shearer, Iva Jean Armour
Stavinoha, Mary Elizabeth
Stone, Nadeane Adele
Williams, Nora Mary
Wood, Martha Beulah

Bachelor of Arts

Allen, Hubert Ammuel
Brantley, John David

Reagan, J. C.

Bachelor of Science

Schmidt, Emerit E.

Bachelor of Science in Home Economics

Hancock, Marceil McCoury
Park, Polly Ann
Slaughter, Agnes Louise

Bachelor of Science in Industrial Arts

Breihan, Theodore William
Laughlin, Guy Raymond
Shostack, Walter Martin

Bachelor of Science in Vocational Agriculture

Arn, John Wesley
Baker, Willis Autry
Harris, Joe Kenneth
Roberts, John Edward

Bachelor of Music Education

Bauerschlag, Marguerite Catherine
Dozier, Eddie M.

Bachelor of Business Administration

Blaylock, Hulen Allen, Jr.
Robertson, George Earl
Stewart, Robert Bryce
Suhr, Wilfred Frank
Teal, Charles Houston
Young, Arthur G.

Master of Education

Barron, Ethel
Baumruck, Adela Lydia
Forqueran, Gladys Sikes
Jacob, Loyse Emmitt
Johnson, Vera Iona Farris
McDonald, Peggy
Oehler, Esther
Seidenberger, Max E.
White, Leona G.
Wimberley, Mary Edith Walton
May 27, 1953

Bachelor of Science in Education

Acuff, Betty Jean Stroup  
Allen, Dorothy Lynn  
Barrington, Billy R.  
Barton, Barbara  
Basse, Mary Frances  
Bettis, Cedric W.  
Bloomquist, Bobbie Dean  
Bradshaw, Eleanor Wett  
Britt, Iris Wilsie  
Burke, Rosemary  
Chapa, Christina  
Clarida, Wilma Lee  
Davenport, Joseph Eugene, Jr.  
DeBerry, Dorothy  
De La Paz, Antonio, Jr.  
Dickens, Bettie Louise  
Dickey, Betty Faye  
Dilleshaw, Joyce  
Donaldson, Joyce Weldon  
Ellison, Kaleen  
Ellis, Hazel Patema  
Glarease, Walter Lewis  
Gobble, Bonnie Lou  
Graham, Doris Ann  
Grote, Helen Marguerite  
Harber, Ernest Joe  
Hendricks, Juanita Lea  
Hernandez, Beatriz de Leon  
Hunter, Jack  
Johnson, Mannon Allen, Jr.  
Johnson, Juanita  
Jordan, Walter Fritz, Jr.  
Junek, Shirley Ann  
Kirchoff, Martha Altenhoff  
Kramar, Ruth  
Lackey, Curtis Wendell  
Lehmann, Mildred Evelyn  
Lewis, James Richard  
Martinez, Frank Celistino  
Mason, Dixie Ann  
Mitte, Joann  
Mitte, Roy Frank  
Montgomery, Betty Lou  
Nichols, Edward Giles  
Nickelson, Clara Jean  
Nixon, Rosemary  
O'Banion, James Shelton  
Oehler, Francis Sue  
O'Toole, Gloria Jean  
Parks, Robert Eilon  
Patschke, Arlice Fay  
Porter, Elizabeth Ann  
Porter, George Harold  
Prine, Joanne  
Reese, Gertrude  
Rodriguez, Carlos G.  
Rodriguez, Maige M.  
Roe, Jane Davis  
Rumley, Donald David  
Salinas, Sara Alicia  
Sanders, Dorothy Avev  
Schahn, Frank William  
Secrest, Oscar V.  
Sloan, Dana Jean  
Smith, Gladys Moore  
Stark, Dolores Ann  
Talley, Leslie R.  
Telhert, Theresa Jane  
Thigpen, Arnold Bernard, Jr.  
Thomas, Mary Lou  
Thompson, Marilyn Shirley  
Trebyig, Kathryn Lucille  
Turner, Dorothy Nugent  
Vaughan, Scottie Florene  
Walker, Patricia Jean  
Whiteley, Thomas Edward  
Wie-gand, Lela Mae  
Wilcox, William Howell  
Wilson, Billie Frances  
Wilson, Howard N.  
Wolf, Richard D.  
Wood, Marye Frances  
Zedler, Annazell

Bachelor of Arts

Burnett, Kathleen Ann  
Gordon, Geraldine  
Joy, Tommy Lorraine  
Lewis, Hugh Lloyd  
Taylor, I. T.  
Wieser, Bernice

Bachelor of Science

Nowak, Matthew A.  
Riney, Shirley Ann  
Yager, Billy J.

Bachelor of Science in Home Economics

Ackerman, Frances McNabb  
Andrews, Mary Joanne  
Brown, Carolyn Ivey  
Hopper, Lois Irene  
Kirschke, Doris Ann  
McCoy, Alta Jean  
Manske, Ruth Agnew  
Pfulliam, Joann E.  
Schorlemer, Verlyn Loy  
Scott, Claryce Mae  
Sykes, Betty Gwendolyn  
Turner, Betty Kate

Bachelor of Science in Industrial Arts

Dulin, James R.  
Howerton, Leland F.  
Morris, Robert H.  
Scott, Harvey Halley  
Warburton, Bruce Lane
Bachelor of Science in Vocational Agriculture

Ellis, Cecil Bryan
Grote, Walton Edward
Hardt, Lloyd Emmett
Harper, Dan L.
Klaus, Monroe Walter
Morgan, Leonard Berry

Pratt, Joseph Neal
Sey, Earl E.
Taber, John Whitaker
Wiegand, Kenneth A.
Yager, Herbert Mayette

Bachelor of Music Education

Chvojka, Mary Ann

Bachelor of Business Administration

Crockard, Gayle
Donaldson, John E.
Hodges, William B.
Holt, Joseph P.
Jones, Richard Jabez

Konvicka, Veronica Agnes
Magee, Billy Henry
Reinhart, Royce Lynn
Ulcek, August
Welch, Malcolm Wade

Master of Arts

Fricks, William Lafe
Lawrence, Evelyn W.
Musgrave, Bernice McDaniel

Roberts, Virgie K.
Van Gundy, Helen Wier

Master of Education

Adams, Jesse M.
Bartholomew, James R.
Edwards, Louise
Estes, Mary Pauline
Estell, Alton R.
Felger, Ray Val
Flory, Kenneth
Fox, Rex E.
Griffin, Vivian Louise
Guilford, Dorothy Comella
Hamm, Lloyd Albert
Klippenbach, Ernst Karl

Knopp, Anthony Paul
Kramer, Lillian H.
Lewis, Russell Thomas
Miliard, Ola Mae Smith
Pappas, JoAnn Jennie
Pedigo, Norris E.
Priest, Ernest Elton
Reed, Clara Maye
Robuck, Myrtle Ruth
Stiles, Edith
Sunday, Ima P.
Wyatt, Edwin Earle

August 20, 1953

Bachelor of Science in Education

Aschen, Lela
Ballard, Josephine
Bennett, Estella M.
Bonham, Wilma Lou
Bowman, Shirley Stevens
Cabaza, Irma
Cain, Annette Koenig
Casey, Avis Wynell
Cavazos, Paulita P.
Coker, Lottie J.
Crocket, Lizzie Raborn
Davis, Charles Lowell
Diver, Kay Wilson
Edgar, May Mangham
Edwards, Ruth Ann
Fizer, Blanch Heiligbrodt
Ford, Martha Lee
Garcia, Andret S.
Gillet, Alma Sutorius
Grant, Ruth Ann
Gray, Loralva
Guerra, Lubina
Hall, Jack W.
Harris, Bernadene
Hartman, Muriel Byram
Henke, Marie

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Dillon, Mary Ann
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James, Mona Evelyn
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Tennant, Rose
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Scott, Eddy Joe

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Sailors, Jack, Jr.

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Usner, Alley Otto
Webb, James I., Jr.
Williams, Edwin L., Sr.
Williams, Ettie Elizabeth McClane
Wilson, Margaret Ann
Wimberley, Albert Stanley
## ALPHA CHI MEMBERSHIP

### January, 1953

**Graduate Membership**
- Arnn, John Wesley
- Brantley, John David
- Farr, Cleburne Loyd
- Frazier, Virginia Ann
- Norwood, Thelma Claire
- Sanders, Eugenia Maxine

### August, 1953

**Graduate Membership**
- Ballard, Josephine
- Cain, Annette Koenig
- Crook, Lizzie Raborn
- Edgar, May Mangham
- Fizer, Blanche Helligbrodt
- McCanlies, Linda
- Mogford, Riley Franklin
- Mullins, Tavali E.
- Oates, Cordelia R.
- Rasor, Mildred E.
- Tennant, Rose

### May, 1953

**Graduate Membership**
- Brite, Iris Wilise
- Burnett, Kathleen Ann
- Clarida, Wilma Joyce
- Dilleshaw, Joyce
- Elixon, Kaleen
- Hodges, William B.
- Hopper, Lois Irene
- Lewis, Hugh Lloyd
- Nowak, Matthew A.
- Patschke, Artice Fay
- Porter, Elizabeth Ann
- Roe, Jane Davis
- Salinas, Sara Alicia
- Teinert, Theresa Jane

### Regular Session, 1953-54

#### Senior Membership
- Armentrout, Jane
- Billings, Herbert
- Bishop, LaNell
- Bohlmann, Laura
- Cleckler, Kathryn
- Cook, Helen
- Cordes, Jeannette
- Cryer, Billie Jo
- Hancock, Hazel
- Hollek, Elizabeth
- McCaughn, Melba
- McElroy, John
- McEnnis, Patricia
- Mullenix, Duane
- Preece, William B.
- Schneider, Leroy
- Steen, Mary Lou
- Smith, Cherrie Ann
- Smith, Faye Ann
- Thompson, Charles M.
- Uecker, Warren W.
- Wahler, Alyce

#### Junior Membership
- Beckman, Dorothy M.
- Bingaman, Ruth
- Box, Virginia
- Dominy, Mavournee
- Gillespie, Loretta
- Graham, H. Patricia
- Gregg, Mary Lou
- Kelly, Nena
- Kuehl, LaNell
- McDaniel, Patricia A.
- March, Dorothy Snyder
- Moses, Peggy Lou
- Ramadell, Kathleen
- Schier, Dorris Ruth
- Seidensticker, Irene Faye
- Shannon, Barbara Ann
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Typical of the type of young men enlisted in the Air Force ROTC unit at Southwest Texas State Teachers College are these cadet officers who headed the corps during its first year.

Uniforms are worn only during the weekly leadership laboratory period. All uniforms, textbooks, and other training equipment needed are provided by the Air Force. Advanced students are paid an allowance of $27 a month.

Cadets who maintain scholastic and military standards may be deferred from the draft. Further information concerning the Air Force ROTC program may be found on the back of this page.
AIR FORCE ROTC

LT. COL. EARL W. LEWIS, USAF

Professor of Air Science

Activated July 1, 1951, the College Air Force ROTC unit in its first year enrolled almost 200 young men who were attracted by the unique opportunity afforded under this program to earn a college degree and a commission in the armed forces at the same time.

Applications or requests for information are welcomed. Those interested should write Lt. Col. Earl W. Lewis.

Some basic facts concerning the Air Force ROTC program are given below:

1. Air Force Reserve Officers Training Corps Program is a four-year course of instruction, two years being devoted to Basic Training and two years to Advanced Training.

2. High school graduates who are eligible for admission to college may be admitted to basic training.

3. College students who have to their credit two years of ROTC instruction at a federally recognized institution may be admitted to advanced training.

4. All Air Force ROTC courses carry academic credit.