Southwest Texas State Teachers College

SAN MARCOS, TEXAS

MEMBER OF
ASSOCIATION OF TEXAS COLLEGES
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Fiftieth Annual Catalog
for 1952-53

THE COLLEGE BULLETIN
Volume XVIII, No. 3
June, 1952

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SOUTHWEST TEXAS STATE TEACHERS COLLEGE

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# TERM SCHEDULE

## 1952-53

**First Semester**
- September 15 - January 23

**Second Semester**
- January 27 - May 27

**First Summer Half-Term**
- June 1 - July 10

**Second Summer Half-Term**
- July 13 - August 20

## 1952

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## 1953

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COLLEGE CALENDAR. 1952-53

REGULAR SESSION

1952

September 13, Saturday, 10:00 A.M.: Faculty Convocation.
September 15-17, Monday-Wednesday: Freshman Orientation and Registration.
September 17, Wednesday: College Entrance Examinations.
September 18, Thursday: Registration of all other students.
October 18, Saturday: Alumni Meeting and Homecoming.
November 11, Tuesday: Armistice Day.
November 13, Thursday: Mid-semester grades due.
November 20-22, Thursday-Saturday: Thanksgiving Holidays.
December 20, Saturday: Last day of work before Christmas.

1953

January 2, Friday: Classes resume.
January 20-23, Tuesday-Friday: Examinations for the first semester.
January 27, Tuesday: Registration for the second semester.
March 4, Wednesday: Last day for filing applications for degrees to be conferred on May 27.
March 26, Thursday: Mid-semester grades due.
April 2, Thursday: Sunrise Easter Service.
April 3-6, Friday-Monday: Easter Holidays.
April 21, Tuesday: Founders' Day.
May 24, Sunday, 8:00 P.M.: Baccalaureate Sermon.
May 21-25, Thursday-Monday: Examinations for the second semester.
May 27, Wednesday, 10:30 A.M.: Graduating Exercises.

SUMMER SESSION. 1953

June 1, Monday: Registration for First Half Summer Session.
June 2, Tuesday: Classes begin.
June 13, Saturday: Last day for filing applications for degrees to be conferred on August 20.
July 10, Friday: First half session closes.
July 13, Monday: Second half session opens.
August 20, Thursday, 7:30 P.M.: Baccalaureate Service and Graduating Exercises. Second half session closes.

REGULAR SESSION. 1953-54

September 14, Monday: First semester opens.
DIRECTIONS TO STUDENTS

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

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

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

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

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

6. All college property in possession of a student must be returned and all arrearages to the college including past due indebtedness to loan funds satisfactorily adjusted before the student is eligible for regular withdrawal, for 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 the Southwest Texas State Teachers College, exclusive of such variable items as clothing, railroad fare, etc., are tabulated below.

**Required Fees**

<table>
<thead>
<tr>
<th>Item</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>Student Service Fee</td>
<td>15.00</td>
<td>30.00</td>
</tr>
<tr>
<td>Textbooks and Supplies (approximate average)*</td>
<td>25.00</td>
<td>40.00</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>65.00</td>
<td>120.00</td>
</tr>
<tr>
<td>Trust Fund Deposit (Refundable)</td>
<td>2.00</td>
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*The College has discontinued the textbook rental system previously in effect. In keeping with the generally recognized better practice for colleges, students now buy their own textbooks.

**Room and Board**

<table>
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<tr>
<th>Item</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>$ 54.50</td>
<td>$218.00</td>
<td>$436.00</td>
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<tr>
<td>Freshman Hall (Women)</td>
<td>54.50</td>
<td>218.00</td>
<td>436.00</td>
</tr>
<tr>
<td>Commons Hall (Women)</td>
<td>54.50</td>
<td>218.00</td>
<td>436.00</td>
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<tr>
<td>Sayers Hall (Women)</td>
<td>54.00</td>
<td>216.00</td>
<td>432.00</td>
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<tr>
<td>Harris Hall (Men)</td>
<td>54.00</td>
<td>216.00</td>
<td>432.00</td>
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<tr>
<td>New Cooperative House (Women)</td>
<td>43.00</td>
<td>172.00</td>
<td>344.00</td>
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<tr>
<td>Other Cooperative Houses (Women)</td>
<td>38.00</td>
<td>152.00</td>
<td>304.00</td>
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<tr>
<td>Other Residence Halls (Men or Women)</td>
<td>50.00</td>
<td>200.00</td>
<td>400.00</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 made on the date of registering for the fall semester, and the other three payments on or before October 15, November 15, and December 15. For the spring semester, the first payment to be made on the date of registering for the spring semester and the other three payments to be made on or before March 1, April 1, and May 1. 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 Dining Hall and pay for each meal at that time.

Because of changing food prices the College reserves the right to increase or decrease the prices listed in this catalogue.
Married veterans may secure one, two, and three-bedroom apartments from the Federal Housing Administration at the Riverside Homes from $25.00 to $40.00 per month, which includes all utilities.

The required fee of $40.00 paid at the time of registration includes the statutory tuition fee of $25.00 per semester which is collected by all Texas State Colleges; and the $15.00 student service fee per semester which entitles the student to admission to auditorium and athletic attractions, subscription to the College Star, use of Sewell Park facilities, use of library, Student Union and laboratory school privileges and medical services.

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 can not 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.

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

1. For each semester $150.00, or $300.00 for a school year of nine months.

2. For the summer session of twelve weeks the fee shall be $100.00.

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

Students service fees will not be refunded; however, any student withdrawing officially during the first two weeks after the regular registration date is entitled to a refund of 80 per cent of his tuition; during the third week, 60 per cent; during the fourth week, 40 per cent; during the fifth week, 20 per cent; and thereafter, no refund.

In the summer session any student withdrawing officially during the first week after registration day will receive a refund of fifty per cent of his tuition only. A student who withdraws after the first week will not be entitled to a refund.
R.O.T.C. — 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.

A fee of $7.00 for both semesters of the Long Session will be charged Air Force R.O.T.C. students, to help cover the cost of issuing, receiving and record-keeping of Government uniforms issued to such students.

**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
- Biology Fee............................................................. 1.00 per semester
- Chemistry Fee (not including breakage)........................ 1.00 per semester
- Home Economics Fee................................................ 1.00 per semester
- Industrial Arts Fee (See course description)..................... 2.50 per semester
- Art Fee........................................................................... 2.50 per semester
- Air Science.................................................................... 7.00 per long session
- Typewriter Rental......................................................... 1.00 per semester
- Certificate Fee (payable when applying for certificate).............. 1.00
- Diploma Fee (payable when applying for degree)............... 3.00
- Diploma Fee (payable when applying for 2-year diploma)............. 1.50

The College Exchange 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.
STATE BOARD OF TEACHERS COLLEGE REGENTS

MEMBERS
1952-53

H. L. Mills, President................................................................................... Houston
Charles P. McGaha, First Vice-President.............................................Wichita Falls
Melvin C. Eidson, Second Vice-President.......................................Laredo
N. S. Harrell............................................................................................ Claude
Walter F. Woodul.................................................................................... Houston
Miss Emma Mae Brotze........................................................................ Marshall
W. L. Kerr............................................................................................... Midland
R. L. Thomas........................................................................................... Dallas
John C. Calhoun...................................................................................... Corsicana
Claude Isbell, Secretary.......................................................................... Austin

OFFICERS OF ADMINISTRATION

GENERAL OFFICERS
1952-53

John Garland Flowers, Ph.D..................................................................President
Alfred Henry Nolle, Ph.D.....................................................................Dean of College
Edward Orlando Wiley, Ph.D..................................................Director of Teacher Training
Claude Elliott, Ph.D.............................................................................Dean of Graduate Studies
J. Lloyd Read, Ph.D.............................................................................Registrar
Patrick Henry Norwood, Ph.D..................................................Director of Public Service
Jerome C. Cates, M.B.A..........................................................Business Manager
Henry Eli Speck, A.M........................................................................Dean of Men
Marian McBrair, Ed.D..........................................................................Director of Personnel
Martin O. Juel, M. Ed...........................................................................Health Coordinator
Ernest Bryan Jackson, A.M..........................................................Librarian
Maurice D. Heatly, M.D......................................................................College Physician
William L. Moore, M.D..................................................................Assistant College Physician
John William Hall, Jr...............................................................Director of Maintenance
ASSISTANTS

Clara E. Taylor.............................................................. Secretary to the President
Sarah Brassell, B.S............................................Secretary to the Dean of the College
Hattie Roberts, A.M. ........................................... Secretary to the Dean of Graduate Studies
Blanche Olds Nix....................................................Secretary to the Registrar
Peggy B. Bartholomew..............................Secretary to the Director of Personnel
Ann B. Hall.............................................................Secretary to the Director of Public Service
Mary Ellen Kirkman...........................................Secretary to the Business Manager
Ruth Noland..........................................................Secretary to the Publications Office
Delight M. Tassin, A.M...........................................Auditor and Bookkeeper
William E. Jordan, B.B.A..............................Assistant Business Manager
Nancy Arnn..........................................................Assistant Bookkeeper
Jewell C. Grier.........................................................Assistant Bookkeeper
June Hearn ........................................................................Clerk — Registrar's Office
Nora Gaines ........................................................................Clerk — Registrar's Office
Margaret Wilson........................................................Clerk — Registrar's Office
Adeline Neighbors, B.L.S...........................................Assistant Librarian
Della Lee McCann, M.A..............................................Assistant Librarian
Florence Harper, B.S...................................................Assistant Librarian
Isabelle Meyer, B.S....................................................Assistant Librarian
Frances Fisher, A.M................................................Assistant Librarian
Selma W. Ottmers, B.A................................................Assistant Librarian
Ethel Davis.....................................................................Textbook Librarian
Hertha Kuehn Bowlin, R.N..........................................College Nurse
Jeanette Reynolds.....................................................Director of Sayers Hall
Marion Mair, M.A......................................................Director of Sallie Beretta Dormitory
John Arnn........................................................................Director of Harris Hall
Margaret H. Patterson, B.S...........................................Director of Freshman Dormitory
Anna Ivey.................................................................Director of Commons Dormitory
Millie Henderson.......................................................Director of New Co-op
Blanche Esslinger........................................................Director of Pickard Hall
Lelia M. Mason........................................................Director of North Side Co-op
Kitty McLaughlin, B.S........................................................Dietitian
Lillian Thomas, A.B., B.S..............................Director of Museum
Gertrude E. Bryan, A.M............................................Director of Student Life
Johnnie Oliver..........................................................................................P.B.X. Operator
INSTRUCTIONAL CHAIRMEN
1952-53

Tollie Raymond Buie, M.S. ............................................................. Agriculture
Verna L. Deckert, A.M................................................................... Art
Charles Spurgeon Smith, Ph.D...................................................... Biology
Alvin W. Musgrave, Ed.D.............................................................. Business Administration
Carroll L. Key, Ph.D..................................................................... Chemistry
Edward Orlando Wiley, Ph.D........................................................ Education
Leonard N. Wright, Ph.D.............................................................. English
Alfred Henry Nolle, Ph.D.............................................................. German
Willa Vaughn Tinsley, Ph.D........................................................... Home Economics
Victor L. Bowers, Ph.D................................................................. Industrial Arts
Don Cude, A.M. (Acting)............................................................... Mathematics
Robert A. Tampke, Ph.D.............................................................. Music
Oscar W. Strahan, A.M................................................................. Physical Education for Men
Hiawatha Crosslin, Ed.D.............................................................. Physical Education for Women
Rufus R. Rush, A.M..................................................................... Physics
James Taylor, Ph.D..................................................................... Social Science
J. Lloyd Read, Ph.D..................................................................... Spanish
Elton Abernathy, Ph.D................................................................. Speech
THE FACULTY
1952-53

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.

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

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.

ILENE BROWN, B.S. in H.E., M.S. in H.E............Assistant Professor of Home Economics
B.S. in H.E., M.S. in H.E., University of Texas.

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

GERTRUDE E. BRYAN, A.B., A.M.............Assistant Professor of Education and Director of Student Life
A.B., Southwest Texas State Teachers College; A.M., Teachers College, Columbia University.
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. Associate Professor of Agriculture
B.S., East Texas State Teachers College; M.S., Agricultural and Mechanical College of Texas.

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 University.

JEROME (JACK) CURTIS CATES, B.B.A., M.B.A. Business Manager and 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.

LESTER J. CRANEK, B.S., A.M. Assistant Professor of Agriculture
B.S., Southwest Texas State Teacher College; A.M., Sam Houston State Teachers College.

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.

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.

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. . . . . . . Assistant Professor of Biology
B.S., Southwest Texas State Teachers College.

FRANK GENSBERG, B.S., A.M. . . . . . . Instructor 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 Agri-
culture and Applied Science.

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

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

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

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

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

MARY LOUISE HIGHTOWER, A.B., A.M. . . . . . . Assistant Professor of
English
A.B., Southern Methodist University; A.M., 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.

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. Associate 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.

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

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

MARIAN McBRAIR, B.A., M.A., Ed.D. Director of Personnel and Associate Professor of Education
B.A., Carroll College; M.A., Northwestern University, Ed.D., Teachers College, Columbia University.

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

BRUCE McIVER, A.B., B.D. Teacher of Bible
A.B., Baylor University; B.D., Southwestern Baptist Theological Seminary.

OLIVER MALLORY, JR., A.B., A.M. 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.

MARY LEE NANCE, A.B., A.M................................. Instructor in History
A.B., A.M., University of Texas.

TOM W. NICHOLS, A.B., A.M., M.B.A........................ 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............. Associate 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 College 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.

*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.

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.

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

CARRIE SHEPHEHD, 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.

RICHARD SHERLEY, B.S., A.M............... Instructor of Physical Education
B.S., A.M., Southwest Texas State Teachers College.

CHARLES SPURGEON SMITH, B.S., M.S., Ph.D........ Professor of Biology
B.S., Baylor University; M.S., Ph.D., University of Chicago.

EDWARD MANSON SMITH, B.S.A.E., M.S.A.E..... Instructor in Agriculture
B.S.A.E., University of Georgia; M.S.A.E., Kansas State College.

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

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. ......................... Instructor in 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.

WILLA VAUGHN TINSLEY, B.S., M.S., Ph.D. ....... Professor of Home Economics
B.S., Texas State College for Women; M.S., Colorado State College; Ph.D., University of Minnesota.

*ROLLA B. TODD, A.B., A.M. ..................... Assistant Professor of Physics and General Science
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. ..................... Instructor in Mathematics
A.B., A.M., Southwest Texas State Teachers College.

HARGIS WESTERFIELD, A.B., M.A., Ph.D. .... Associate Professor of English
A.B., M.A., University of Cincinnati; Ph.D., Indiana 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.

JOE H. WILSON, A.B., A.M. ..................... Associate Professor of Education
A.B., Baylor University; A.M., Brown University.

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.

RUTH POMEROY YEARSLEY, Mus.B., M.M. ....... Instructor in Music
Mus. B., Beaver College; M.M., Westminster Choir School.

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

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

DIVISION OF AIR SCIENCE AND TACTICS
AIR FORCE RESERVE OFFICER TRAINING CORPS

Instructional Staff 1951-52

EARL W. LEWIS, Lt. Colonel..............Professor of Air Science and Tactics
B.A., West Texas State College.

LEONARD C. CALLAWAY, Major............Assistant Professor of Air Science
and Tactics
B.S., The Agricultural and Mechanical College of Texas.

BERNARD M. CAMPBELL, Major...........Assistant Professor of Air Science
and Tactics
A.B., King College, Tennessee.

CHARLES J. KELLY, Major..................Assistant Professor of Air Science
and Tactics
B.S., Louisiana Northwestern State College.

THE COLLEGE LABORATORY SCHOOLS
(SAN MARCOS PUBLIC SCHOOLS)

FRED KADERLI, A.B., A.M..........................Professor of Education and
Superintendent of the College Laboratory Schools
A.B., Southwest Texas State Teachers College; A.M., University of
Texas.

BUFORD W. WILLIAMS, B.S., A.M., Ed.D.........Professor of Elementary
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.

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

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

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

WILLETTE E. BARBEE, B.S....................Supervisor in Music, The College
Elementary School, The College Junior High School
B.S., George Peabody College for Teachers.

HELEN H. BARBER, A.B., A.M...........Supervisor in English, The College
High School
A.B., A.M., Southwest Texas State Teachers College.
IDA MAY BERNHARD, A.B., A.M...........Supervisor in Mathematics, The College High School
A.B., A.M., University of Texas.

BERNICE BOULDIN, B.B.A., A.M...........Director of Guidance, The College High School
B.B.A., A.M., Southwest Texas State Teachers College.

DORIS R. BOULIGNY, B.S................Supervisor in Special Education and Speech, The College Elementary School, The College Junior High School
B.S., Southwest Texas State Teachers College.

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

JOSEPH M. BRANOM, B.S., M.Ed........Supervisor in Industrial Arts, The College High School
B.S., East Texas State Teachers College; M.Ed., The Agricultural and Mechanical College of Texas.

JAMES R. BOYD, B.S....................Supervisor in Mathematics, The College High School
B.S., Trinity University.

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

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

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


SAM B. DEVALL, B.A................Supervisor in Mathematics, The College Junior High School
B.A., Southwest Texas State Teachers College.

JEANNE DIBRELL, A.B., A.M........Supervisor of Social Studies, The College High School
A.B., University of San Antonio; A.M., Southwest Texas State Teachers College.


WALLACE DOCKALL, B.S., M.A........Supervisor in Physical Education, The College Junior High School
B.S., M.A., 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., University of Texas.

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

CLAUDE T. 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.

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

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.

EDWIN D. GUNTER, B.S., A.M. Supervisor in Music,
The College High School
B.S., Stephen F. Austin State Teachers College; A.M., Southwest Texas State Teachers College.

MARILYN GRIER, B.A. Supervisor in Physical Education,
The College Junior High School
B.S., Southwest Texas State Teachers College.

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

RUTH M. HARGUS, A.B., A.M. Supervisor in English and Spanish,
The College High School
A.B., A.M., Southwest 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.

WILLIE HIGGS, B.A. Supervisor in Music, The College Junior High School,
The College High School
B.A., Southwest Texas State Teachers College.

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

MARGARET HORSTMANN, B.S. Supervisor in Home Economics,
The College High School
B.S., Southwest Texas State Teachers College.
FRANCYS M. HOUSTON, A.B., A.M..................Supervisor in English, The College High School
A.B., Texas Christian University; A.M., Southwest Texas State Teachers College.

ALLIE PEARL HOWELL, B.S., A.M................Supervisor, The College Elementary School
B.S., A.M., 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.

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

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

ANNA McELLIGOTT, B.A.........Supervisor, The College Elementary School
B.S., North Texas State Teachers College.

OLGA EVANS McGEHEE, A.B., A.M................Supervisor, The College Elementary School
A.B., A.M., Southwest Texas State Teachers College.

ELSIE L. MADDUX, B.A..........Supervisor, The College Elementary School
B.A., Texas State College for Women.

VERNA S. MARTIN, B.S., A.M.....................Supervisor, 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.......Supervisor, The College Elementary School
B.A., North Texas State Teachers College.

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

FANDEE YOUNG PARKE, B.S., A.M.................Supervisor, The College Elementary School
B.S., A.M., Southwest Texas State Teachers College.
WILLIAM B. PARKER, B.B.A., A.M. Supervisor in Business Administration, The College High School
B.B.A., A.M., Southwest Texas State Teachers College.

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

WILLYNNE E. RABB, B.S., A.M. Supervisor, The College Elementary School
B.S., A.M., Southwest Texas State Teachers College.

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

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

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

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

ARTHUR SPEAR, B.A. Supervisor in Mathematics and Safety, The College Junior High School
B.A., Southwest Texas State Teachers College.

EUGENE TURNER, B.B.A., A.M. Supervisor in Distributive Education, The College High School
B.B.A., A.M., Southwest Texas State Teachers College.

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

ELEANOR M. WILDMAN, B.S., M.Ed. Supervisor in Social Studies, The College High School
B.S., Southwest Texas State Teachers College; M.Ed., University of Texas.

HELEN B. WILEY, B.A. Supervisor, The College Elementary School
B.A., Southwest Texas State Teachers College.

MINA C. WILLIAMS, A.B. Supervisor, The College Elementary School
A.B., University of Texas.
EVELYN R. WILKS, B.A., A.M. Supervisor, The College Elementary School
B.A., A.M., Southwest Texas State Teachers College.

MARGARET A. WILSON, B.S. Supervisor in Home Economics,
The College Junior High School
B.S., North Texas State Teachers College.

LOIS BLUDWORTH WOOD, 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 P. YOAKUM, B.S., A.M. Supervisor in Social Studies,
The College High School
B.S., A.M., Southwest Texas State Teachers College.

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

- Main Building
- Science Building
- Language-Arts Building
- Business Administration Building
- Industrial Arts Building
- Industrial Arts Building Annex
- Education Building
- Allie Evans Practice Cottage
- Evans Auditorium-Laboratory School
- Library Building
- Men's Gymnasium
- Lula Hines (Women's) Gymnasium
- Fine Arts Building
- Student Union Building
- Agriculture Farm Shop Building
- Air Science Building

(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.

(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 69,000 volumes and many pamphlets 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.

Occupying 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 this 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 that 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 directors of student teaching. In addition to the cooperative arrangement between the public schools of 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.
PUBLIC RELATIONS

THE EX-STUDENTS ASSOCIATION

This organization is known as The Ex-Students Association of Southwest Texas State Teachers College. All persons who have been enrolled in any of the regular college courses and who have been honorably dismissed or graduated are automatically members. To date there are approximately 50,000 ex-students. Of these, 6,206 have been awarded the bachelor’s degree and 916 the master’s degree.

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

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

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

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

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

All former students 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 1952 were:

President........................................Otha Grisham
First vice-president........................Mrs. Margaret Young
Second vice-president........................Walter Richter
Executive secretary..............................Joe Vogel
The College is often called upon for certain extra services. Arrangements for such services and assistance may be made through the Department of Public Relations. There are several activities which are often requested.

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

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

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

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

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

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

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

College News Service. A very important part of the public relations department is the division of College News Service. Its chief function is to interpret the college and its program to the public. This it endeavors to do through the various college publications, such as The College Star, through special bulletins which are released from time to time, and through occasional 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-
students. Weekly releases to town and country papers carry items of local interest about the activities of students while here in college.

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

**PLACEMENT BUREAU**

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

This office also has good contacts with business and industrial organizations which employ secretaries, chemists, counselors, recreation directors, dietitians, and other personnel. Each year many of the graduates of this college are placed in responsible non-teaching positions.

The office is working closely with the branch offices of the United States Employment Service. Complete records of those enrolled with the office will be available to prospective employers seeking employees through the government's employment service. Ex-service men, as well as other former students are invited to avail themselves of this service, which is without cost to them.

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

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

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

**Vacancies.** Each spring all superintendents in this area are asked to send a list of their vacancies to this college. Other employers are likewise asked for their needs. In normal years three times as many calls are received as there are candidates seeking positions. In 1949, there were six times as many calls for employees as there were candidates available.
Follow-Up. Each spring the bureau sends a follow-up questionnaire to the administrator relative to each teacher he employed through this bureau for that year. Each teacher is rated in terms of classroom 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.

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.

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

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

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

4. The registration fee for each correspondence course is seven dollars for each semester hour of work plus an examination fee of one dollar. All fees are payable in advance.

5. Textbooks for correspondence courses must be furnished by the student. The fee for extension credit by direct class instruction work is $7.00 per semester hour payable in advance.

**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**

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

**REGULATIONS**

The following regulations are excerpts from the more detailed ones to be found in the correspondence bulletin obtainable from the Department of Extension.
student. These may be obtained from the College Exchange on the cam­

pus.

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, 1952, will open June 2 and close July 11; the second half-session opens July 14 and closes August 21. A full schedule of graduate and undergraduate work will be offered, including Workshops in elementary, secondary, and special educa-
tion.
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:

- English ........................................ 12 semester hours
- Social Science ................................. 12 semester hours
- Science ........................................... 6 semester hours
- Speech ............................................ 3 semester hours
- Orientation .................................... 3 semester hours

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.

Personnel Division. In order to provide for the maximum physical, mental, social, and spiritual development of each individual student, the college has established the Personnel Division.

The coordinating of the various services which are dedicated to the development of the student as a whole person is the responsibility of the Director of Personnel. This administrative officer, in turn, works with the Personnel Council which represents all aspects of the college personnel program; a group of faculty members who serve as freshman orientation counselor-teachers; and the department heads who serve as upper-class advisers.

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 for Men and Women. The college housing arrangements are part of the overall educational plan of this institution, therefore all students whose homes are not in San Marcos are required to live in approved units. 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 character. To this end an atmosphere of real home life is achieved in the residence halls through placing in charge of each of the units a mature, well-qualified head resident.

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 competency. The residence hall as well as the classroom is a place where the intellect has an opportunity to grow through informal discussions.

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

B. Residence Halls for Women: The Commons, Freshman Hall, Sayers Hall, and Sallie Beretta Hall provide exceptionally attractive living accommodations for women. Freshman Hall is reserved for freshmen and their student counselors. Harris Hall, Austin Hall, and Wray Hall furnish living accommodations for men students. The Bobcat Halls provide living facilities for the athletes.

C. Apartments. The college has available apartments for married couples.

D. Approved Housing. Men students who cannot be accommodated in residence halls will be assisted in finding living accommodations in approved housing.
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 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 take their meals in the college cafeteria. This food service, a part of the personnel program, 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 special dining room, which is 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. Four 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 the daily sick call (3:30-5:30 each day, except Saturday and Sunday) and are available for private consultation. 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

Orientation and Faculty Counseling. 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.

Freshmen are assigned to faculty counselors who become their orientation course teachers. This course, described below as Orientation 13, attempts to help these students with their academic, social, vocational, health, personal, and ethical adjustments. These orientation teachers serve as counselors until their students are transferred to academic advisors, generally sometime during the sophomore year.

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 Director of Personnel.

13. Freshman Orientation. A course dealing with the personal and immediate problems of the entering student, including orientation to college life, methods of study, life goals and values, methods of achieving sound mental health and a balanced personality, analysis of the student's interests, and other problems related to vocational and educational planning. Emphasis throughout is upon self-appraisal and self-direction by the student.

Note: Orientation 13 is taught under the auspices of the Personnel Division.
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.

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 Council.** 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 Council. 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; it makes recommendations to the president of the college.

**Inter-House 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 hall constitute an Inter-House Council which meets regularly with the Director of Personnel to decide and work upon over-all policies for resident living. This group elects one of its members to serve as president for one term.

**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 Student Service Fund, assembly programs, Easter Sunrise Service, and other related activities.

**Student Faculty Committees and Councils.** Committees composed of students and faculty work upon specific aspects of the college program. The Student Council appoints the student representatives to these committees and the President of the College appoints the faculty members. These committees include: The Student Union Board of Directors, The Health Council, The Camp Council, and the Foreign Student Committee which works upon the selection, counseling, and scholarship of foreign students.

**Clubs.** The club program at this college provides an opportunity for the student to pursue further professional and academic training through departmental clubs. There is also an opportunity for students to join existing social-interest 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 Students Inter-Club Council and it works in close relationship to the Student Council.

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 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 Council, the Student Religious Association, and the Director of Student Life. The Student Exchange with its Soda Bar is located on the first floor of the Union Building and is supervised by the Director of the Exchange. In the Exchange one may obtain school supplies, athletic goods, and other incidental needs at reasonable prices. The Soda Bar provides a meeting place for all and offers a wide selection of sodas, sundaes, sandwiches, etc. The profits of the Exchange and Soda Bar are set aside for the support of student activities.

The group responsible for the policies and program of the Union is the Student Union Board of Directors over which a student chairman presides.

**College Camp.** The college has a 125 acre campsite located on the Blanco River in the Wimberley hills. Student 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. Since the water varies less than four degrees over a period of twelve months, year-round swimming is possible.

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, handball 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.
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 Program. The college feels that intra-mural sports provide an outlet for the desire for competition which young men possess and for which inter-collegiate sports is not the answer. The average young man who is not of varsity calibre is thus given a chance to satisfy this need. In addition, the program serves as laboratory for the skills taught in the required P. E. classes. As a result, a wide variety of activities have been offered through the intra-mural sports program. Game competition is provided in touchfootball, basketball, volleyball, table tennis, tennis, swimming, golf, softball, and track and field.

Ten permanent clubs have been formed, which compete against each other in the sports mentioned. While winning is important, a greater emphasis is placed upon participation. The greatest possible number of men students are encouraged to participate in some activity in the program.

Officials for the various activities are furnished by the officiating class of the P. E. department and other members of various P. E. classes. Equipment is furnished in most cases by the P. E. department.

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

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

**ASSEMBLY PROGRAMS**

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

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

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

DRIVING AND PARKING REGULATIONS

All students and faculty members are requested to observe all driving 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 registration. 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 necessitate a fee of $1.00 which must be paid at the business office.

7. There is no fee for car registration.

Note: The College is working on a plan for zone parking which will be instituted as soon as possible.
ADMISSION AND GRADUATION REQUIREMENTS

ADMISSION REQUIREMENTS

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

- English, 3.
- Mathematics, 2.
- Social Science, 2, including at least one unit in History.
- 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 absolved by the close of the Freshman year, provided that those enrolling with less than two units of credit in mathematics will be expected (a) to evidence competency in mathematics equivalent to the above entrance requirement to be demonstrated by tests on techniques and information in the subject or (b) to offer in partial fulfillment of the requirements for graduation under the respective curriculum under which they enroll credit earned in Mathematics 11 absolved in the first or second semester of the freshman year.

High schools inspected and approved by the 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 absolve 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 student must file separately or have included in the transcript a copy of his high school record also.

Student Conduct. The Southwest Texas State Teachers College invites to its classrooms only persons of good habits, strong character, and noble purposes. Students of this type voluntarily refrain from improprieties of conduct, and counsel freely with the President and members of the faculty. Under these conditions the discipline of the College becomes a dignified appeal to worthy young men and women to maintain at all times the strictest fidelity of character. It should further be understood that a teachers' college is not required to grant certificates to students whose character is unsound.

REQUIREMENTS FOR GRADUATION

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

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

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

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

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

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

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

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

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

**Note:** The general curricula leading to the degrees of Bachelor of Arts and Bachelor of Science are outlined on page 67.

**Bachelor of Science in Education.** Students wishing to qualify for the degree of Bachelor of Science in Education will follow either the curriculum for elementary teachers or the curriculum for high school teachers outlined on pages 64 and 65, and on page 66, respectively.

**Bachelor of Science in Home Economics.** Students wishing to qualify for the degree of Bachelor of Science in Home Economics will follow the curriculum outlined on page 68.

**Bachelor of Science in Industrial Arts.** Students wishing to qualify for the degree of Bachelor of Science in Industrial Arts will follow the curriculum outlined on page 69.

**Bachelor of Science in Vocational Agriculture.** Students wishing to qualify for the degree of Bachelor of Science in Vocational Agriculture will follow the curriculum on page 70.

**Bachelor of Business Administration.** Students wishing to qualify for the degree of Bachelor of Business Administration will follow the curriculum outlined on page 72.

**Bachelor of Music Education.** Students wishing to qualify for the degree of Bachelor of Music Education will follow the curriculum outlined on pages 71 and 72.

**Master of Arts.** Candidates for the degree of Master of Arts will follow the course of study outlined on page 80.

**Master of Education.** Candidates for the degree of Master of Education will follow the course of study outlined on page 81.
Diplomas. The requirements for diplomas based upon two-year curricula in vocational or general education are described under the respective curricula.

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

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

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

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

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

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

Students expecting to qualify to teach are expected to enroll under the curriculum leading to specialization in the fields of their respective interest with inclusion of the courses in Education therein prescribed as outlined on pages 64-72.

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.

CREDITS AND STANDARDS

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

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

The Semester's Work. The work of a semester is normally fifteen hours, exclusive of the regular assignment in physical education. A student may not enroll for fewer than twelve hours, nor more than sixteen hours of work, exclusive of the regular assignment in physical education, except with special approval of the Dean of the College. If contingencies in scheduling make it desirable for an adviser to permit a student whose prior
record would normally not entitle him to do so to enroll for more than 16 hours of work, exclusive of the regular assignment in physical education, the net value toward graduation of the total amount of credit thus represented, exclusive of the credit earned in physical education, shall be 16 hours.

Course Numbers. Courses numbered 1 to 49 are intended primarily for Freshmen; 50 to 99, for Sophomores; 100 to 199, for Juniors; 200 to 299, for Seniors. Courses numbered 200-299 marked by a star may be taken at the graduate level provided the requirement of twenty-four semester hours in the field is met by the student and provided that he does work in addition to that required of other students in the class. Those numbered 300 and above are for Graduates only. A numbered course carries credit of three semester hours unless otherwise indicated under its description. Courses represented by two numbers in series (e.g., History 11, 22) must be completed in their entirety before any part thereof may be accepted for credit toward a degree, unless the description of the course specifically makes exception to the contrary.

Numbers in parentheses following a course title indicate the clock hours per week spent in lecture and laboratory respectively.

Late Registration. The total credit for students who enter late shall not exceed one semester hour for each week of attendance. This rule need not be applied to students who for adequate reasons enter not later than the seventh calendar day of either semester of the regular session, or not later than the third calendar day of any term of less than a semester.

Grade Symbols. Semester grades of a student are determined by his daily oral and written work and by tests or quizzes, usually unannounced, given at intervals during the semester, by formal mid-semester quizzes, and by formal examinations given at the end of the semester. These grades are indicated by the following symbols: A represents excellent work; B, good; C, fair; D, passing; 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 quality of work thus represented must exhibit a scholastic index of 0.66 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 48.

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

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

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

**Probation and Failures.** It is the policy of the College to encourage students in every way possible to the end that their careers at this institution may be successful. Special attention will be given to students who for one reason or another are not doing satisfactory work in the College. However, any student who fails in two or more courses or earns five or fewer quality points in any one semester automatically places himself on probation, and may enroll in the College at the beginning of the succeeding semester or term with special approval only.

In order that students may know their standing in their several courses, formal quizzes are given at the middle of each semester, and students who are then earning the grade of D and F in any course are given due notice to that effect.

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

It should be recognized that any college which has for its major purpose the professional education of teachers on all levels, should have clearly defined aims and purposes to control and limit its offerings. Although the Southwest Texas State Teachers College has for its primary aim, the preparation of teachers, and its administrative organization and curricula have been designed with the needs of the profession of teaching in mind, it has become necessary that this college serve persons other than those preparing to teach. Consequently, it has also organized curricula designed (a) to lead to baccalaureate degrees intended for those who do not intend to teach, (b) to give pre-professional training for the various professions, and (c) to provide a general college in which a student may earn a diploma on two years of work.

In general, each curriculum emphasizes first, a cultural background which includes courses in the major fields of human knowledge, these designed to give a general cultural background, after which specialized training is begun; second, specialized fields, usually termed majors and minors in which the student selects an area of subject-matter in which he has a particular interest or aptitude. Professional, pre-professional, and vocational curricula, moreover, make provision for courses, laboratories, and experiences designed to impart knowledge and skill required to give vocational competency.

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

These basic courses, required of all students, are so arranged that specialization is cumulative and progressive, insuring greater unity in any curriculum chosen. Since the aim of courses commonly known as cultural background are designed to give a correct understanding of the problems of contemporary life, the student, after such study, is better able to decide which fields have the greatest interest and appeal for intensified study, and which profession or vocation he should follow.

Specialized Fields. All college policies governing the academic preparation of professional workers require that a thorough command of subject matter be attained in the field, or fields chosen by them as their major or minor. Particularly important is it that the teacher's knowledge be com-
prehensive and thorough. Superior scholarship must be one of the primary considerations. Without such preparation the teacher will not have the necessary margin of knowledge needed to stimulate intellectual curiosity in his pupils.

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

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

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 112; other subjects, including Government 61, if not previously absolved, and minors, to make a total of 30 semester hours for the year.

Senior year: Education, 12 semester hours of advanced work dealing with the elementary field including Education 281, 282, 227; other subjects, including minors, to make a total of 30 semester hours for the year.

During the junior and senior years students will be expected to complete a total of 60 semester hours of work, provided that of the 124 required for graduation 40 hours must be advanced. They will, 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 (a) that one of the concentrations should be in the field of Art or Health and Physical Education or Social Science, and (b) that with special approval the secondary concentration may be a modification of one of those listed (as instanced in the case of Music) 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): Physical Education 43, 98 (in the Sophomore year); 112, 115 (in the Junior year); 57, 123, 137; Physical Education Activities 1, 2, 4, 6, 9.

Health and Physical Education (For Men): Physical Education 41, 42, 57, 111, 112, 115, 123, 153; Physical Educational Activities, four semester hours.

IV. Library Science—113, 117, 123, 127.
V. Music

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

Vocal (as a second concentration): Music 1, 2; 11; Music Education 57; Voice 1, 3; Piano 1, 3; Ensemble, 2 semester hours.

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

Note: Equivalent credit in private lessons in voice or piano may in any one of the concentrations be substituted for the respective class lessons indicated.

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 would consist of 13, 15, 157, 285, 287, and 3 additional hours.

For the person who desires to be an elementary auditorium or speech teacher the program should contain: 13, 15, 157, 137, 119, 213, 285, 287, and 225 or 37.

For the person who desires to be an elementary speech correctionist the program would be: 13, 15, 57 or 285, 119, 225, 243, 245, 287.

Art 123, Geography 13 and 57, Industrial Arts 159, Mathematics 200, Music 57, Physical Education 115 and Sociology 67 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: Orientation 13; Speech 13, English 11, 12; History 11, 12; Physical Education Activities, two semester hours; other subjects (including, preferably, biology, chemistry or physics, 6 or 8 hours) to make a total of 32 semester hours for the year.

Sophomore year: Education 53, 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 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 a total of 30 semester hours for the year.

The courses making up the teaching major must be selected from any one of the following fields: art, biology, business administration, chemistry, English, German, journalism, mathematic, 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.

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

Completion of the course of study as outlined leads to a permanent high school certificate.
GENERAL CURRICULA LEADING TO THE DEGREES OF BACHELOR OF ARTS AND BACHELOR OF SCIENCE

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

The student will be expected under this curriculum to absolve the following courses of freshman and sophomore rank in addition to those in Orientation, Speech, English, and History and Physical Education Activities indicated: Mathematics, 3 semester hours; Biology 11, 12 (or 61, 62 if preceded by Chemistry 11, 12); Chemistry 11, 12 or Physics 11, 12, to make a total of 32 semester hours for the year.

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

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

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 Home Economics or Industrial Arts or Library Science.

Of the sixty semester hours of work that the student will be expected to complete during the junior and senior years as a part of the 124 hours required for graduation forty hours must be advanced.
CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN HOME ECONOMICS

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

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

 Junior year: Education 157; Home Economics Education 143; Home Economics 103, 123, 137; Sociology 67 (unless previously absolved); Economics 67 (unless previously absolved); History 51, 52; Government 61; elective, three semester hours.

 Senior Year: Home Economics Education 193, 291, 292; Education 229; Home Economics 113, 132, 133; Industrial Arts 115; other subjects to make a total of 30 semester hours for the year.

 Advanced courses must total forty semester hours.

 Completion of the course of study as outlined leads to a legal special permanent certificate in home economics. Candidates receiving satisfactory professional rating by the faculty may also be granted a vocational home economics certificate of approval issued by the State Board for Vocational Education.
CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN INDUSTRIAL ARTS

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

Sophomore year: Education 53, 67; English 61, 62 or 63, 64, or 67, 68; Government 61, 62; Industrial Arts 15, 65, 75, 79; Physical Education Activities, two semester hours; other subjects including biology or chemistry or physics, 6 or 8 semester hours, to make a total of 32 semester hours for the year.

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

Senior year: Education, 12 semester hours of advanced work dealing with the secondary field including Education 291, 292, 229; Industrial Arts 6 semester hours including Industrial Arts 127; other subjects including, preferably, a teaching minor, to make a total of 30 semester hours for the year.

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

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

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: Orientation 13; Speech 13; English 11, 12; Chemistry 11, 12; Agriculture 13, 33, 43; Mathematics 21; Physical Education Activities, 2 hours.

Sophomore year: History 61, 62; English 67; Biology 11, 12; Agriculture 61 or 75, 67, 69, 73, 77 or 79; Physical Education Activities, 2 hours.

Junior year: Education 53; Government 61; Biology 113, 115; Agriculture 125, 126, 153; Agriculture, elective, 6 semester hours; Agricultural Education 105.

Senior year: Agriculture 117, 151; Agriculture, elective, 6 semester hours; Agricultural Education 202, 211, 212, 291, 292; Education 229; Free electives, 3 semester hours.

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

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

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

Senior year: Education 157 (unless previously absolved), 163 (unless previously absolved), 291; Music Education 127, 163, 273 and 271 or 275; Music 133, 157; Applied Music (Primary) 112a, 112b; Woodwinds or Brass 1, 3; Percussion 1, 3; Ensemble 13, 15.

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

On completion of the course as outlined the student will be entitled to a Permanent Special School Music Certificate (entitling the holder thereof to teach Vocal Music in all of the grades of the public schools), and the degree of Bachelor of Music Education.

B. Curriculum for Teachers of Instrumental Music

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

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

Junior year: Education 157 or 163; Music Education 107 and 143 or 163; Music 131, 132; Music 137, 139; Applied Music (Primary) 111a, 111b; Woodwinds 1, 3; Chamber Music 113, 115; Ensemble 9, 11; Government 61, 62.

Senior year: Education 157 (unless previously absolved), 163 (unless previously absolved), 291; Music Education 117, 153, 277; Music 133, 157; Applied Music (Primary) 112a, 112b; Percussion 1, 3; Voice 1, 3; Ensemble 13, 15; other subjects to make a total of 30 semester hours for the year.

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

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

On completion of the course of study as outlined the student will be entitled to a Permanent Special Public School Music Certificate (entitling the holder thereof to teach Instrumental Music in all of the grades of the public school), and the degree of Bachelor of Music Education.

**CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF BUSINESS ADMINISTRATION**

Freshman year: Orientation 13; Speech 13; English 11, 12; History 11, 12; Business Administration: three courses including 23 or 25 chosen from the following: 19; 23; 25; 31, 32; 43; 57; Physical Education Activities, two semester hours; other work to make a total of 31 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 43 or 57 or 77 and 61, 62; Physical Education Activities, two semester hours.

Junior year: Economics 67, 73; Business Administration 161, 162 plus six semester hours of advanced Business Administration; Government 61, 62; electives, 6 semester hours.

Senior year: Business Administration, 12 semester hours of advanced work; other subjects to make a total of 30 semester hours for the year.

The student is expected to choose advanced business administration courses with the approval of the Director of the Department of Business Administration.

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

Note: The above degree outline is intended primarily for those students who do not plan to qualify for a teacher's certificate. It is recommended that students who plan to teach business subjects become candidates for the Bachelor of Science in Education Degree with a major in Business Administration. Those students who desire to do so, however, may become candidates for the Bachelor of Business Administration degree with a teacher's certificate provided they complete all education courses required for a certificate in addition to the courses outlined above and provided further that such a student completes six semester hours of shorthand (three semester hours in the case of a student who has had one year or more of high school shorthand) or a teaching minor outside the Business Administration field.
Ordinarily, students intending to prepare themselves for the study of medicine, law, dentistry, or nursing should enroll under the General Curricula outlined on page 67, 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 requirements for entering the professional school of the student's choice so recommend.

**Medicine:** Most medical schools require 90 semester hours for matriculation. A suggested program follows: Chemistry, 22 semester hours; Biology, 12 semester hours; English, 12 semester hours; Physics, 8 semester hours; Mathematics, 6 semester hours; electives to make 90 semester hours; Physical Education Activities, 4 semester hours.

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

**Law.** Most reputable law schools admit persons who have satisfactorily completed 90 semester hours of college work acceptable for the Bachelor's degree. The following is a suggested program: English, 12 semester hours; History, 6 semester hours; Government, 6 semester hours; Chemistry or Physics, 8 semester hours; Biology, 6 semester hours; Business Administration, 6 semester hours; Social Science, 12 semester hours; electives to make 90 semester hours; Physical Education Activities, 4 semester hours.

**Dentistry.** Most schools of Dentistry require two years of college work for entrance. Included in the required courses are the following: Biology, 12 semester hours; Physics, 8 semester hours; General Chemistry, 8 semester hours; Organic Chemistry, 8 semester hours; English, 6 semester hours; electives to make 60 semester hours; Physical Education Activities, 4 semester hours.

**Nursing.** The following course of study is basic to Nursing: English 11, 12, 61, 62 or 63, 64 or 67, 68; Biology 11, 12; Chemistry 11, 12; History 61, 62; Government 61, 62; Sociology 67; Education 53; electives. 8 semester hours; Physical Education Activities, 4 semester hours.
Engineering. Because of the diversity of choices of curricula open to students in the field of Engineering, pre-engineering students should from the time they first enroll, with the aid of the adviser designated for the purpose, select courses basic to the specific field of engineering in which they would specialize. The following courses of study is basic to the last two years of work in Engineering as customarily offered by schools specializing in that field:

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

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

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

Students enrolling under this curriculum should recognize the additional load imposed by a field as specialized as Engineering. Thus, to qualify for unconditional admission to the Junior year of given curriculum in Engineering a student may find it necessary also to attend college for one Summer Session to absolve certain subject matter specifically required under it, e. g., American History and American Government.
TWO-YEAR CURRICULUM IN GENERAL EDUCATION

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

First year: Orientation 13; Speech 13; English 11, 12; History 11, 12; other subjects including a concentration (described below) and preferably a 6 or 8 hour course in Science to make a total of 32 semester hours for the year.

Second year: Art 73 or Music 67; Physical Education Activities, two semester hours; other subjects, including the required concentration and a 6 or 8 hours 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                        | Industrial Arts |
| Agriculture                | Mathematics     |
| Biology                    | Music           |
| Business Administration*   | Physics         |
| Chemistry                  | Social Science: Economics and Geography, Economics and Sociology, Government and History, History |
| English, Journalism, or Speech | Spanish      |
| German                     |                |
| Health and Physical Education |            |
| Home Economics             |                |

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

(a) for training in secretarial science, Business Administration 23, 25, 27, 31, 32, 57;
(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, 25, 27, 31, 32, 57;
(d) as cognate electives, Mathematics 18, 19; Economics 67, 73.
THE GRADUATE SCHOOL

THE GRADUATE COUNCIL

1951-52

CLAUDE ELLIOTT, B.S., A.M., Ph.D., Dean of Graduate Studies
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WINFRED M. HARDING, B.S., A.M., Ph.D., Chemistry
MARTIN O. JUEL, B.A., M.Ed., Health and Physical Education
ROBERT A. TAMPKE, A.B., B.Mus., A.M., Ph.D., Music
WILLA VAUGHN TINSLEY, B.S., M.S., Ph.D., Home Economics
EDWARD ORLANDO WILEY, B.S. in Ed., A.M., Ph.D., Education
LEONARD N. WRIGHT, A.B., A.M., Ph.D., English
Ex-Officio:
JOHN G. FLOWERS, A.B., A.M., Ph.D., President
ALFRED H. 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: 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, which acts through the Dean of Graduate Studies.

ADMISSION TO GRADUATE STUDY

1. Degree Valid for Entrance: Graduates of the Southwest Texas State Teachers College and of colleges or universities belonging to the American Association of Colleges for Teacher Education or to the Southern Association of Colleges and Secondary Schools or comparable Regional Associations are admitted to graduate study. 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 list the graduate courses which he proposes to include in his work for the Master's degree.

   D. Signature of Major Professor: This form with all 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, provided that such work must be done with the Southwest Texas State Teachers College, and may not be done with another institution.

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

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

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

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

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

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

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

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

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

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

13. **Undergraduate Major:** Ordinarily, an undergraduate major or its equivalent shall constitute the basis for a graduate major in any field. Likewise, an undergraduate minor or its equivalent shall be required as a basis for a graduate minor. 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 offered toward the graduate degree must average "B," provided that no grade of "D" shall be valid, and provided further that an "A" grade earned at another institution may not be used to validate a grade of "C" earned in this college. Furthermore, a student whose undergraduate record is below a "B" average, or whose average in the field in which he proposes to major is below a "B" average, may not use a "C" grade on the Master's degree.

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

17. A. The thesis must demonstrate the student's capacity for research and independent thought. 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.

18. Application for the Degree: The candidate must file application for the degree not later than three weeks preceding the date of the commencement at which the degree is to be conferred.
19. **Recommendation for the Degree**: Upon completion of all requirements for the Master's degree, candidates are certified for graduation by the Dean of Graduate Studies. Degrees are publicly conferred at the close of the fall semester, of the spring semester, and of the summer session.

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

**Option 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.
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: Orientation 13 (Freshman Orientation) is taught under the auspices of the Personnel Division. The course is described on page 44.

Course numbers are explained on page 59.
I. DIVISION OF EDUCATION AND DIRECTED TEACHING

Professors Wiley, Votaw, Rogers, Burgum, Norwood, Williams
Associate Professors Wilson, Bruce, Yarbrough, McCane, McBair
Assistant Professors Allen, Bryan, Henderson, Shepherd, Richardson

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

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. For details of this plan, see the respective faculty adviser; also the Guide for Organization of Special Education for Exceptional Children (Bulletin 520) published by the Texas Education Agency.

Courses in education will be taken in the order shown in the outlines for the various curricula. Courses in directed teaching will come in the 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.

Note: Students enrolled under the curriculum leading to degree of Bachelor of Science in Home Economics or 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.

Students pursuing the elementary curriculum are required to take Education 281 and 282 in a six-hour block, and those pursuing the secondary curriculum, to take Education 291 and 292 in a six-hour block. This six-hour block involves a one half-day assignment, and may be taken from nine to twelve in the morning or from one to four in the afternoon.

In all directed teaching the students keep observational records of children to locate their physical, social, and self-needs as a basis for careful instructional planning. They make and submit lesson plans, make careful preparation in the class being taught, especially emphasizing the organization of the subject matter and the application of method to it. They are expected to prepare each day's lesson so that at any stage they can take charge of the class and carry on the work. The amount of independent teaching done by the student teachers will vary with the teaching power developed by the students.
Certain conferences with student teachers are conducted each semester. Some of these conferences are conducted with all student teachers in one assembly, some with departmental groups, and some with individual classroom supervisors. A minimum of one such scheduled conference is conducted each week.

Upon ruling of the 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, 276, 278, 283, 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 399 may count as a course in Administration or in Methods as determined by the nature of the work done in the respective course.

Approval of candidacy for admission to any course in Education in advance of Education 53 and Education 67 and again to admission to Directed Teaching will be granted only to those who show evidence of potential professional competence in the following areas: scholarship, character, personality, physical and mental health, intelligence, and definite intention to teach.

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.
For ready reference, a list of the courses in Education with course numbers in numerical order by rank is given below together with designation of the field or fields in which the respective course falls.

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.
120. The Education of Exceptional Children. Sp.
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.
227. Seminar in Elementary Education. Elem., Meth.
229. Seminar in Secondary Education. Meth., Sec.
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<td>399</td>
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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.

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.

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. Students are taught to use the Handbook and to interpret and apply the findings 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 organization, the selection of curriculum experiences, the planning of various types of units, an overview of curriculum outcomes in various areas, guiding 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 elementary school; problems of classification, grouping, promotion and progress, school and community relations; the principal's routines; in-service training and the guidance of teacher growth; the improvement of other factors in the teacher-learning situation.

379. **Principles and Practices in the Elementary School.** (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 experiences, 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.

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

139. **Administration of the Evaluative Criteria for Secondary Schools.** (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 delinquency, emotional and intellectual deviations, and vocational misfits. In so far as possible professional laboratory experiences will be provided for the students to study the adolescent's environment including the home, the school, and the community.

163. **Method and Observation in the High School.** (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, learn-
ing, and behavior and also to acquire skill in securing, recording and organiz¬
ing information about a particular child or group of children through obser¬
vation 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. (3½-0). 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.

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. 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.

138. **Administration of the Evaluative Criteria for Elementary Schools.** (3-0). Credit, 3 hours. See Education 338 under Courses in Elementary 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 purposes 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 facilities. The course will include such topics as accounting, budget making, budget administration, bonding, insurance, school building, school sites, costs, scoring, financing, equipment, maintenance, operation, and custodial service.

*253. **The Secondary Curriculum.** (3-0). Credit, 3 hours. This course includes (1) a brief history of curriculum development with special emphasis upon the Texas curriculum program, (2) the basic principles of curriculum making, and (3) the technique of curriculum construction and installation. In all three of these phases of study the aims and purposes of the curriculum as they function in perpetuating and improving democratic ideals will be emphasized. Also attention will be given to some of the most significant researches in curriculum development.

*257. **Public School Administration.** (3-0). Credit, 3 hours. A course dealing with the overall principles of administration of public
schools, preliminary to the courses with more intensive study of specific problems. Emphasis is placed upon the function of the superintendent and principal. Topics included are the superintendent's relations with the board of education, problems concerning the school plant, business and finance, pupil personnel activities, the curriculum, supervision of instruction, personnel, and public relations.

*276. Counseling Techniques for Personnel Workers. (3-0). Credit, 3 hours. This course covers techniques both for counseling of individuals and for group counseling. The brief interview, the counseling interview, and psychological counseling are considered in the light of both directive and non-directive techniques. The use of supplementary aids such as records, reports, sociometric techniques, and referrals are discussed; techniques of group therapy, verbal and non-verbal, are evaluated. Throughout the course all procedures are studied in reference to practical situations.

*278. The Organization and Administration of a Guidance Program. (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 Education 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 teaching; methods of improving instruction; case studies in supervision; the use of conferences, teachers' meetings, demonstration teaching, visitation, and research studies as supervisory agencies. The Laboratory School will be the laboratory for this course.

333. Advanced Seminar in Elementary Education. (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.

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, 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.

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. **Direct 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.

291, 292, 293. **Direct 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 Elementary 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.

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 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 376, Counseling Techniques; Speech 125, Vocal Anatomy; Speech 157, Creative Drama; Speech 287, Speech Correction for the Classroom Teacher; Physical Education 137, Therapeutics; 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 lowered vitality, the speech defective, the nervous child, and the child with a mental or social handicap. Current programs of special education are presented and visits are made to institutions located within the vicinity of San Marcos.

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.

280. **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.

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

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

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.

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 program 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.

361, 362. A Workshop in Child Development. Credit, 3 hours each. This workshop is designed to provide teachers and administrators with opportunities for the study and synthesis of scientific knowledge about children; the securing and analyzing of case records; the developmental levels, tasks, and capacities of individual pupils; and the operation of socializing agencies.

Offered in one half-term of the summer session only. Graduate students may enroll for Education 361 the first three weeks independently of Education 362 for three hours credit or may attend the full six weeks thus complete both courses for six hours credit.
II. DIVISION OF ENGLISH JOURNALISM, AND SPEECH

ENGLISH

Professors Wright, Derrick*, Snellings, Houston*
Associate Professors Taylor, Lueders, Westerfield
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, activating, and enriching experience, actual or imaginary. Its purpose is therefore to train the student to habits of accurate thought-getting and effective thought-presentation and to give him an acquaintance with the resources of his language and its literature.

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

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

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

Sophomore year: Education 53, 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, 229; 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.

83. **Writing for Pre-engineers.** (3-0). Credit, 3 hours. A study of exposition, adapted to the needs of students who have elected pre-engineering training. Practice in the planning and writing of reports and readings in modern scientific essays. The course may be selected by students other than pre-engineers, but it may not be offered in lieu of sophomore courses in literature in fulfilling minimum requirements for English.

87. **Creative Writing.** (3-0). Credit, 3 hours. Practice in original composition both as creative experience and as an aid to the application of literature. The course will be devoted primarily to free form in poetic expression, the informal essay, the short story, and the one-act play. Those students whose work shows promise may advance to more formal poetic techniques, the novelette, and the three-act play.

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

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

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

113. **Advanced Composition.** (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 an 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.**
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. 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, provided that a student may earn one hour of such credit in one semester, or a total of two hours credit for such work. Such credit will be recorded as Journalism 1 and 2.
13. **Reporting I.** (3-2). Credit, 3 hours. This is a course in fundamentals 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 elementary 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 type of news stories, including reviews, criticisms, and feature interviews. It is primarily a laboratory course designed to perfect the student's writing skills and techniques. Attention is also 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 in perfecting the techniques learned in Journalism 83, this course considers editorials, editorial and other newspaper policy, evaluation of news, and the law of the press. Careful study is made of many daily and weekly newspapers and how they reflect or fail to reflect skill in editing.

117. **History of Journalism.** (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 Department 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 San Marcos weekly newspapers for a prescribed number of hours of practical work. The student who plans to teach journalism will be assigned to help supervise and publish the Rattler, official weekly publication of the San Marcos High School. Perhaps opportunities for other advanced assignments will present themselves, possibly in radio or public relations, through which the student may receive valuable practical experience in a real-life situation. In every instance, the instructor of the course will keep close liaison with the “employer” and will assist and 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 should 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.
A student electing to major in the department of speech must complete a minimum of twenty-four semester hours of work in the subject including the following courses: 13, 15, 57, '67, 119, 137, provided the major must include a minimum of 12 hours of advanced work. Should he desire recommendation as a teacher of speech, normally 119, and 213 would be required in addition to those courses listed above. The chairman of the department will advise other courses, to coincide with the special interests of the student.

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

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 hour. 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. (Formerly Speech 17 and 19). **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. Part of the laboratory time will be especially devoted to voice training.

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 Pronuncia-
tion with emphasis upon the International Phonetic Alphabet as a tool for recording and transcribing speech.

65. **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.

67. **Public Discussion and Debate.** (3-0). Credit, 3 hours. Course 67 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.

68. **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.

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 given 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.

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.

245. **Speech Clinic II.** (3-4). Credit, 3 hours. A continuation of the clinical work undertaken in Speech 243.

256. **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 all the problems encountered by the high school director of dramas.

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 correctionists 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
Instructor 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 post 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. Renaissance Art. A study of the Renaissance Art in Italy and in Northern and Western Europe.

   Field trips.

   Offered in alternate even years.

183. **History of Art III.** (3-0). Credit, 3 hours. Modern Art. Analysis of the important trends and movements in art from 1800 to the present day.

   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
Assistant Professor Lembo
Instructor Yearsley

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 curriculum emphasizing instrumental music includes (1) preparation for teaching preparatory band and orchestral instruments, (2) training and directing beginning and advanced orchestras and bands, and (3) teaching courses in theory, history, and appreciation.

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

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

1. **Major in Music Education**, a professional degree in which a first minor must be taken in applied music (voice, piano or a band or orchestral instrument), leading to the degree of Bachelor of Music Education and a permanent certificate. See pages 71 and 72.

2. **Major in Music**, a non-professional degree in which a major may be taken in theory, literature, or applied music, leading to the degree of Bachelor of Arts, but no certificate. See page 67.

3. **Minors in Music**.
   A. For those taking the degree of Bachelor of Science in Education with a major in Elementary Education or some other field. See pages 64-66.
   B. For those taking the degrees of Bachelor of Arts. See page 67.

   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 of page 122.

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

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

A. Music Majors

Where training has been insufficient, students will be required to attend a remedial section in theory until such deficiency has been made up. In applied music the student will be required to pursue his study in preparatory courses until the deficiency is made up. These preparatory courses carry credit, but such credit may not be included in the 124 hours required for graduation. The student's placement at entrance and his advancement in the applied music major will be determined by jury audition. See page 120 for courses and requirements in applied music.

B. Music Minors

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

TRANSFER STUDENTS

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

ENSEMBLES

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

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

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

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

APPLIED MUSIC

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

Students majoring or minoring in music must meet certain course re-
quirements 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 120f.

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

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

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

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

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

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

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

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

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

3. Courses numbered 1, 3, 5, 7, 9, 11, 13, 15 designate class instruction in voice, piano, strings, brass, woodwinds, percussion, and ensemble. These courses are offered to assist the student in preparing to meet the minimum requirements in secondary voice, piano, or orchestral 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.

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

Class meetings, two hours a week and one hour of practice per week.

Credit: One hour per semester.

APPLIED MUSIC FOR THE GENERAL STUDENT

1. Courses E1, E2, O1, and O2 are available to the general student.

E1 designates one lesson and six hours of practice per week and carries one hour of credit per semester.

E2 designates two lessons and eight hours of practice per week and carries two hours of credit.

O1 designates one lesson and six hours of practice per week and carries no credit.

O2 designates two lessons and eight hours of practice per week and carries no credit.
Students registered in courses O1 and O2 will be asked to withdraw when the required practice is below minimum or when progress is not satisfactory.

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

**REQUIREMENTS IN APPLIED MUSIC**

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

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

If the primary performance medium is **piano** the student on entrance to Applied Music 11 should be able to play acceptably music of the difficulty of a classical sonata or sonatina, to read reasonably well at sight, and to have developed some facility in playing major and minor scales and arpeggios. On completion of Applied Music 122 the student should have in his repertoire representative piano compositions, should have gained familiarity with the special techniques and problems of the piano, should be able to read at sight compositions of moderate difficulty, and to have developed some ability in playing a sympathetic accompaniment.

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

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

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

**MUSIC FEES**

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

Two lessons per week

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<tr>
<td>Lesson Fee</td>
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<td>Practice Fee</td>
<td>2.00 per semester</td>
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Fees for 111a, 111b, 112a, 112b, and S1, E1, and O1.

One lesson per week

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

For Music Majors and Minors, practice fee only, $2.00 per semester.

For the General Student

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<tr>
<td>Lesson Fee (for those not enrolled concurrently for private instruction in applied music)</td>
<td>$8.00</td>
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<tr>
<td>Practice Fee</td>
<td>2.00 per semester</td>
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Fees for Chamber Music 113, 115, $2.00 per semester.

**RECITALS**

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

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

Regularly scheduled student recitals will be held.

**TEACHING MINOR IN MUSIC EDUCATION**

(For those majoring in Elementary Education or some other field)

**A. Vocal**

Music 1, 2; 11, 12; Music Education 107; 143 or 163; 273 or three hours of class instruction in orchestral instruments; Voice 1, 3, 5, 7; Piano 1, 3; appropriate ensemble to total four hours.
B. **Instrumental**

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

**MINOR IN PIANO, VOICE, VIOLIN OR OTHER ORCHESTRAL INSTRUMENT**

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

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

**MUSIC REQUIREMENTS FOR PART-TIME TEACHERS OF MUSIC**

"Teachers in junior and senior high schools whose schedules are occupied up to but not more than one-half time with music (including orchestra, chorus, band or glee clubs) must present a bachelor's degree with a minimum of 24 semester hours in music."—Bulletin, 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 or 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; must parallel 61, 62.

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 purposes of teaching.

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 Organizations: 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 holds 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.
SOUTHWEST TEXAS STATE TEACHERS COLLEGE

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. (3-0). 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 German 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 Shiller. 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 ex­
tensive 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 se­
mester 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 of the modernista movements to the present.
Conducted in Spanish.

223. Modern Drama of Spain. (3-0). Credit, 3 hours. From the be­
ginning 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. Em­
phasis 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 mod­
ern 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 Lit­
erature 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. Be­
cause 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
Assistant Professor Mellert
Instructors Gensberg, Garner, Dulin, Sherley

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, and (b) married women with children. These exemptions do not, however, apply to students who are making a major or minor in health and physical education, who will be expected to meet in full the requirements in physical education activities called for under the respective curriculum under which they are enrolled. Sophomore students may defer activities for the Summer Terms, provided all work is completed to date.

Men students are expected normally to enroll for course 21, women students for courses 1 and 2 in the freshman year, and thereafter in courses that are elective. A student may enroll in a course in Physical Education Activities during each semester that he is in residence and thus may offer toward graduation a total of eight hours of credit earned in such courses, provided that he may not receive credit for two such courses in the same semester.

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

For all women interested in voluntary participation in a wide variety of clubs and 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 certain other required subjects distributed as indicated:

Freshman year: Chemistry 43, 47; Physical Education 43; Physical Education Activities 1, 2; and (preferably) Music 11.

Sophomore year: Biology 51, 52; Physical Education 98; Physical Education Activities 4, 6, provided that Government 61, 62 may be postponed until the junior year.

Junior year: Physical Education 112, 114, 115; Physical Education Activities 3 and 5 or 7 and 9.

Senior year: Physical Education 57, 58, 124, 163 or 183, 204; Physical Education Activities 8 and 10 or 12 and 13.

Students wishing to specialize in Camping and Recreation or Therapeutics and Physical Diagnosis or Public Health will be expected in conference with the Director of the Department of Physical Education for Women to modify their course of study accordingly.

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:

Physical Education 43, 57, 58, 98, 112, 114, 123, 124, 137; Physical Education Activities 1, 2, 4, 6.

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 or 58; 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, 153 and (a) 101 (or 192 if eligible) and 102 or (b) 191 and 192; Physical Education Activities, two semester hours.

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

Activity courses carry one semester hour of credit each; all other courses carry credit of three semester hours each unless otherwise indicated under the respective course description.

1.2. **Freshman Orientation Course in Physical Education for Women.** (0-3). Credit, 1 hour each. This is the orientation course in Physical Education Activities during the freshman year. The student may take either half of the year’s work first. Physical Education 1 offers Individual, Dual, and Rhythmic Activities such as swimming, 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 Sports for Women.** (0-3). Credit, 1 hour. Highly organized activities for groups of two or four individuals, such as tennis, archery and handball. Through participation in this course the student acquires the knowledge of rules and develops skill in playing the game. Much time is devoted to the practice of the fundamental technique and to class tournaments. These activities are very valuable for out of school life.

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.

6. **Swimming and Water Activities.** (0-3). Credit, 1 hour. This course affords opportunity for more advanced work in swimming, diving, and boating; teaching experience is also provided for those who are entering the field of Physical Education or Recreation. Use of the rowboat and other water activities such as water polo, are also included. Certificates may be earned.

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 knowledges 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.** (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 experience in dancing may enroll for this course. Ballroom dancing includes fundamental steps and rhythms of the fox trot, tango, and recent steps. Principles of body position, correct leading and following are stressed. In country dancing are included reels and long-ways dances from the East, Cowboy and Square dances from the West, and play-party games of rural America, and other recreational activities typical of American civilization and culture.

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 is made up of recreational activities such as badminton, shuffleboard, table tennis, horseshoes, croquet, darts, table and box games. These activities require a moderate amount of energy and may be taken safely by students whose physical condition will 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.

20. **Therapeutic Activities.** (0-3). Credit, 1 hour. Activities are suggested by the College Health Service in conjunction with the Health and Physical Educational staff for those students, who because of physical disability, are unable to enroll for regular activity classes.

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 concur-
rently 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.

43. **Team Sports.** (3-0). Credit, 3 hours. This course (for women) includes soccer, speedball, fieldball, volleyball, basketball and softball. It is designed to present for each activity methods of teaching team sports, including lead-up games, analyses, drills and skill tests. Other phases covered of each sport are the history and development, class organization and management, the planning of instruction, motivation, measurement of results, and the conduct of tournaments.

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.

58. **Water Front Activities.** (3-1). Credit, 2 hours. This course consists of water safety and the use of small crafts—canoeing and boating. Certificates from the college and the American Red Cross may be earned upon satisfactory completion.

98. **Individual and Dual Sports.** (3-3). Credit, 3 hours. This course (for women) deals with the various methods, officiating, and techniques suitable for the analyzing and teaching of the following sports: archery, badminton, golf, handball, shuffleboard, squash, swimming, small crafts, table tennis, tennis.

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

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.

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

114. **Sports Officiating.** (3-3). Credit, 3 hours. Rules and regulations in basketball, volleyball, softball, soccer, speedball, swimming and tennis. National, state or intramural rating may be earned in officiating. Experience in intramurals in college and tournaments in high schools provided. Required of women majoring in physical education. May be repeated for credit since only three of the sports are taught each semester. Prerequisite: Junior standing.

115. **Content and Methods in Physical Education for Elementary Teachers.** (3-3). Credit, 3 hours. This course, with Physical Education 112, 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.

123. Methods in Teaching of Rhythmic Activities for the Elementary Grades. (0-6). Credit, 3 hours. Methods, materials and laboratory experience in rhythmic fundamentals including the relation of music to movements, the technique of percussion for the age levels of the elementary field.

Prerequisite: Junior standing.

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. Therapeutics I. (3-0). Credit, 3 hours. This course aims to give the student interest in physio-therapy as a profession a background in technical knowledge of human anatomy and kinesiology as applied to the field. Emphasis is placed on recognition of deviation from normal body alignments in individuals.

147. Therapeutics II. (3-2). Credit, 3 hours. This is a course in Corrective Physical Education, a continuation of 137, designed to give the student ability to recognize by simple testing methods, postural or other physical disabilities. It further aims to present proper techniques of massage and elementary physio-therapy.

153. Tests and Measurements in Health and Physical Education. (3-0). Credit, 2 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.

163. Camp Leadership. (3-0). Credit, 3 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.

175. The Workshop in Health Education for the Elementary School. (3-0). Credit, 3 hours. The materials in this course are of particular interest to administrators who are anxious to keep abreast of the current trends; and to coaches and principals who have not had time to work with health education in the elementary field.

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 recreational facilities, the content of programs for various groups in relation to age and interest, and the administration and evaluation of community recreation. When practicable, Sewell Park and the City Recreation Park are used as laboratories for this course.

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.

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

204. The Administration of High School Activities for Girls. (3-0). Credit, 3 hours. This course is designed to equip the teacher of physical education with information which attempts to provide competency in the administration of activities for high school girls. The phases considered in Part I are: appraisal of activities; problems in program planning; programs in physical education; facilities for the program; equipment and supplies; care of the plant. Other aspects necessary to include are the protection program; the schedules; the budget; departmental policies and rules. Part II will emphasize preliminary preparations for the year; administering the program; the matter of marks; the place of competition; and the conduct of sports, both competitive and non-competitive.

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 demand.

Prerequisite: Senior standing.

243. Principles of Physical Education. (3-0). Credit, 3 hours.

244. History of Physical Education. (3-0). Credit, 3 hours.

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.
311. **Organizations 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 organization 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 locations 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 teacher in the educational process; the concept of the teacher as a community member; and suggestions for the improvement of the quality of professional education.
VI. DIVISION OF PRACTICAL ARTS

BUSINESS ADMINISTRATION

Professor Musgrave
Associate Professors Nichols, Cates, Allgeier
Assistant Professor Parr

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 72. 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: Three courses in Business Administration including 23 or 25 chosen from the following: 19, 23; 25; 27; 31, 32; 43; 57.

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

Junior year: Business Administration 161, 162.

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

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.

10. **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. **Typewriting II.** (2-3). Credit, 2 hours. This course emphasizes the development of speed and accuracy. Attention is given to tabulation, business letters, carbon copies, legal documents, manuscript typing, and stencil cutting. This course is open only to students who have completed the beginning course or who have had equivalent training in typewriting.

27. **Office Practice.** (3-0). Credit, 3 hours. Office procedure; function of the office; systems and routines; planning and layout; filing; problem typing; 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.

77. **Office Machines.** (3-0). Credit, 2 hours. Accounting, duplicating, posting, calculating, dictating, and miscellaneous machines; practice in the operation of adding, calculating, and accounting machines.

111, 112. **Advanced Accounting.** (3-3). Credit, 3 hours. This course is open to those who have an understanding of the principles of constructive accounting. It includes a thorough study of the more unusual phases of accounting theory and practice, installment sales, and the making of statements of affairs and statements of the application of funds. Special attention is given to C.P.A. problems.

Credit may be obtained for 111 independent of 112.

Prerequisite, 61 and 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, sale, negotiable instruments, insurance, partnerships, and corporations. The C. P. A. requirements in the field of business law are taken into consideration in this course.

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. **Personal 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.
It is the purpose of the home economics department to provide training that will closely parallel the developing life-needs of young women in our present society who are going to teach home making, associate with people, marry and have families, and make decisions as free agents in a democracy. Some of these activities overlap in the lives of many women at least some of the time.

Students planning to major in Home Economics will be expected to enroll under the curriculum leading to the degree of Bachelor of Science in Home Economics found on page 68. This curriculum meets the requirements for certification under the Smith-Hughes and George-Deen Acts and also for a Legal Special Certificate in Home Economics and a permanent High School Certificate set up by the Texas Education Agency.

Students not majoring in home economics may elect any of the various courses in the major curriculum upon recommendation of the head of the department. Students planning to pursue training here towards a major elsewhere in dietetics or nutrition should take Chemistry 11, 12, 111, 112 instead of Chemistry 13, 77.

11, 12. **Clothing, Buying, and Management for Personal and Family Needs.** (3-3). Credit, 3 hours. Emphasis on (1) selection, construction, and care of clothing; (2) consumer buying; and (3) management of time, effort, and money.

21, 22. **Foods, Relationships, and Development for Personal and Family Needs.** (3-3). Credit, 3 hours each. Emphasis on (1) meal planning, preparation, and service; food purchasing and care; (2) personal, family, and community relations including health of the family and home care of the sick; and (3) child behavior problems at various age levels.

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.** (3-3). Credit, 3 hours. Designed to give training in new techniques and skills in short cuts in sewing and the unit method of clothing construction; in reviewing new textiles and their uses in household and family clothing; in exploring visual aids and illustrative materials available at little or no cost; in selecting and purchasing
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. 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.

HOME ECONOMICS EDUCATION

Professor Tinsley
Associate Professor Jacks
Assistant Professor Brown

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. (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.

INDUSTRIAL ARTS

Professor Bowers  
Associate Professor Deck  
Assistant Professor Harris

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 69.

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.

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 objects selected to be made in the course will afford practice in all the hand tool operations used in bench woodwork. A study of the growth and structure of the tree, kinds of wood and their properties, use and care of hand tools, and the art of finishing will be stressed. Maximum material charge: $5.00.

19. **Descriptive Geometry.** (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. This course emphasizes the use, maintenance, and repair of woodworking machinery. Detailed studies, demonstrations, and reports made in connection with each piece of equipment. Safeguards for guidance in machine operation are stressed. Additional emphasis is placed on proper finishing techniques. 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 operation, organization, and maintenance of the modern junior high school industrial arts shop. Students will complete projects typical of junior high school industrial arts activities. Opportunity will be given for the student to gain primary experiences in a variety of crafts hitherto unoffered in the courses planned for industrial arts teachers. Consideration will be given to practical problems in personnel organization, shop equipment, preparation of teaching aids, development of costs and records system, and fostering experimental and investigational projects within the interest and scope of junior high school students. Maximum material charge: $10.00.

115. Maintaining the Modern Home. (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 metal-work. 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, foundry, and heat treating. Students work on individual basis. 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 appraising school shops is developed and used in connection with visits to school laboratories. Students develop plans, equipment and tool lists. Sources of supplies and proper nomenclature for requisitioning are discussed. Maximum material charge: $5.00.

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: $12.00.

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: $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, lithographic printing, block printing in monochrome and color, photomechanics, photoengraving, and bookbinding. 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.)
VII. DIVISION OF SCIENCES

BIOLOGY

Professor Smith
Associate Professor Norris
Assistant Professors Gary, Davis

Owing to its location this college offers an almost ideal place for the study of biology. Situated as it is on the edge of the Edwards Plateau there is easy access to both the fertile coastal plain to the south and the broken hilly semi-desert to the north. The fault-line which divides these two areas has tapped many underground streams which provide large clear lakes and rivers rich in rare animals and plant life waiting only for the biologist. In fact, it has been said that the student of ecology here finds himself in the midst of a veritable vivarium.

The courses offered in biology are primarily designed to prepare students to teach biology in high schools and in the elementary grades. They are also planned to aid students majoring in agriculture, home economics, physical education, and chemistry. They are fundamental for students desiring to do graduate work in the biological field; and for those wishing to study medicine, dentistry or nursing, for they develop various techniques and skills in these related fields as well as stress the underlying biological principles.

An undergraduate science major with emphasis on 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 putting emphasis on 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 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 includes the dissection of the frog and a study of biological principles. Biology 12 considers the structures and life history of plants and animals and the principles of heredity.

13. Elementary Physiology. (3-2). Credit, 3 hours. This course in-
cludes a study of digestion, circulation, and the nervous system.

Lectures, three hours; laboratory, two hours.

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.

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

61, 62. **Physiology and Hygiene.** (3-3). Credit, 3 hours each. A course in physiology devoted to the study of digestion, metabolism, glands of internal secretion, respiration, circulation, and the muscles and nervous system in which emphasis is placed not only on the scientific aspects of the topics considered, but also on their application to health and hygiene.

Chemistry 11, 12 should be completed prior to registering for this course. Lectures, demonstrations, laboratory.

63. **Physiology and Hygiene.** (3-4). Credit, 4 hours. This course includes a study of metabolism, bacteria, yeast, molds, and human reproduction.

111, 112. **Histology and Embryology.** (3-4). 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. Detailed studies are made of pure cultures as well as bacteriological analysis of water, soil, and milk. It is advisable that some chemistry be completed, preferably some organic chemistry, prior to registering for this course.

114. **Bacteriology.** (2-6). Credit, 3 hours. A study of pathogenic bacteria and the relationship of bacteria to disease. Consideration of the principles of immunology and serology.

This course is open to students who have completed Biology 113 or its equivalent.

115. **Genetics.** (3-3). Credit, 3 hours. The course embraces a study
of plant and animal genetics. The vinegar fly is used in the laboratory work in the course.

119. **Comparative Anatomy.** (3-0). Credit, 4 hours. This course includes dissection of amphioxus, dogfish, a reptile and a bird or mammal.

221, 222. **Ecology.** (3-3). Credit, 3 hours each. This course is designed to familiarize the student with the more common plant and animal life indigenous to the locality in which the College is situated. The 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. **Experimental Physiology.** (3-3). Credit, 3 hours. This course considers special experimental problems in digestion, metabolism, excretion, muscles, the nervous system, and cellular physiology.

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 simplified presentation of the general theories of chemistry; and the preparation, properties, and uses of the more common elements and some of their compounds. A part of the second semester is devoted to general qualitative analysis and to the study of carbon compounds.

13. **Chemistry for Students of Home Economics.** (3-3). Credit, 3 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.** (3-3). 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, 3 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. Especial emphasis is laid on the classification, characteristics and structures of compounds. Laboratory work offers opportunity to study many typical reactions and to learn techniques of value in industrial chemistry. Premedical requirements are met in this course.

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 kinetics, phase rule, electromotive force and quantum mechanics.

The work of the first semester may be taken as an independent course for three semester hours credit, but that of the second semester is dependent upon that of the first.
223. **Qualitative Analysis.** (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 Preparations.** (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.** (3-4). 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 minoring 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.**

**MATHEMATICS**

Professor Speck  
Associate Professors Cude, Tulloch  
Assistant Professor Porter  
Instructor Walker

The courses offered by the mathematics department are specifically designed to meet the needs of the following classes of students:

1. To prepare teachers of mathematics on the elementary, junior high and senior high school level.

2. To provide the mathematics courses required of pre-engineers.

3. To make available to students of the sciences, notably physics and chemistry, mathematics courses necessary not only for a successful study of these fields, but courses which will enable such students to pursue further work in these sciences with a secure mathematical background so necessary in this work.

4. To give to the student of pure or applied mathematics a solid
and substantial background in undergraduate mathematics that he can maintain a successful grade of work in case he elects to do further graduate work in mathematics or related field.

5. To provide for those students who study mathematics for the broad cultural benefits derived therein, since it is realized that since mathematics has been so interwoven with the destinies of men through the ages that no one who aspires to real culture could do so without some knowledge of mathematical ideals and principles.

6. To provide related mathematics courses for other departments of the college.

A major in mathematics consists of 30 semester hours of work represented by Mathematics 11, 13, 17, 63, 111, 112, 115, 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 completed 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, 21. 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, or 21, and those excused by special permission of the head of the department.

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.

21. **Mathematics of Agriculture.** (3-2). Credit, 3 hours. An elementary course designed to fit the needs of persons interested in agriculture. Topics considered include: mathematical operations, percentage, equations, lengths, areas, volumes, ratio and proportion, the right triangle and trigonometry, averages, graphs, special applications of practical measurements, exponents, and logarithms.

63. **Analytic Geometry.** (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. (Formerly 79). **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 comprehension of the sum total of elemental mathematical science as a great connected whole is the unifying idea through this course.

Mathematics 127 counts as a senior course, 227, when preceded by six semester hours of advanced courses in mathematics.

133. **Analytical Mechanics.** (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.
Prerequisite: 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, Perspective, 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 Indus-
trial Art 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.

**GENERAL SCIENCE**

Professors Smith, Key

Assistant Professor Gary

111, 112. **Methods and Materials in Science for 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 fundamentals 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, physics, or general science, will stress the principles and methods of teaching the sciences in all levels in the public schools.
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.

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.

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**VOCATIONAL AGRICULTURE**

Professor Gregg
Associate Professor Buie
Assistant Professors Young, Cranek
Instructor Smith

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.

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**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 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.


69. **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.

Prerequisite: Chemistry 11, 12.

73. (Formerly 71). **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.

Prerequisite: Mathematics 21.

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.
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.

Prerequisite: Mathematics 21.

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.

Prerequisite: Agriculture 125 and Biology 115.

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, caaponizing, culling, and grading market birds and eggs.

Prerequisite: Agriculture 125 and Biology 115.

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 21.

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.
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.

135. **Sheep and Goat Production.** (2-2). Credit, 3 hours. This course involves the use of the latest data from experiment stations in the care and management and breeding problems of sheep and goats. Attention will be given to the grading and marketing of wool and mohair.

Prerequisite: Agriculture 125 and Biology 115.

151. **Marketing.** (3-0). Credit, 3 hours. This course consists of studying market demands of quality, type and grades; methods of packing, transporting and storing of farm products. Attention will be given to the marketing agencies and channels of distribution.

153. **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.

Prerequisite: Mathematics 21.

204. **Swine Production.** (2-2). Credit, 3 hours. The economic importance of the swine industry. Feeding the breeding herd, feeding for pork production, care and management of swine, control of parasites and diseases, swine improvement and breeding, maintenance of a purebred herd.

Prerequisite: Agriculture 65, 125, Biology 115.

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.

216. **Beef Cattle Production.** (2-2). Credit, 3 hours. Methods in producing both range and farm beef cattle will be studied, including the care of beef cattle feeding, breeding, control of diseases and parasites and the maintenance of a purebred herd.

Prerequisite: Agriculture 65, 125 and Biology 115.

220. **Soil and Water Conservation.** (2-2). Credit, 3 hours. Advanced study of the design and construction of terraces, outlet channels and other structures used for soil and water conservation. Principles of farm drainage and irrigation.
COURSES IN AGRICULTURAL EDUCATION

Two calendar years of farm experience after the age of fourteen are required to those who wish to qualify to teach vocational agriculture. Also, at the time he proposes to enroll for courses in agricultural education he must have a grade point average of 2.5, and must have the special approval of the head of the department of agriculture.

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 qualifications and duties of agriculture teachers; and the history, purposes, organization, and operation of the F.F.A.

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 keeping farm records, and on evaluating, supervising, and making reports on the supervised farming programs.

211. Special Teaching Aids and Resources. (2-0). Credit, 2 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.

212. Program Planning. (2-0). Credit, 2 hours. This course includes directed practice 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. The two courses are scheduled during the first nine weeks of each semester to simulate the full itinerary of a vocational agriculture teacher.
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-eight nor more than fifty-four semester hours in the Social Sciences distributed as follows:

   24 hours — History (including History 11, 12)
   6 hours — Government 61, 62
   3 hours — Economics 67
   3 hours — Geography 13 or 57
   3 hours — Sociology 67
   9 hours — Elective in Economics, Geography, Government, or Sociology.

   48 hours — (minimum requirement)

   Students enrolled under the curriculum for high school teachers will be expected to absolve History 233, Teaching the Social Sciences in the Junior and Senior High School, in addition to the minimum requirements as outlined.

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 provided that a student enrolled under the curriculum for high school teachers will be required to absolve History 233 in addition to the minimum requirement of twenty-four hours or as part of the permissive thirty hour maximum.

History 11, 12, History of Western Civilization, is the basic course for all the Social Sciences and should be taken in the freshman year.

The 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. The major and minor requirements may be altered for R.O.T.C. students with approval of the head of the division.

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, Henderson
Instructor Nance

To bring about an understanding and appreciation of the present through knowledge of the past and to furnish some guidance in solving today's problems are the objectives of history. The story of what man has achieved through the painful process of trial and error constitutes its theme and subject matter. A knowledge of history with an application of its lessons can greatly aid the peoples of the various nations to avoid the pitfalls of the past and to achieve greater happiness, peace, and prosperity for those living in the present or who may live in the future. The purpose of the history department is to arrive at these objectives through a varied course of study.

11, 12. **History of Western Civilization.** (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, 1871-1918.** (3-0). Credit, 3 hours. A study of the background, the course, and the results of World War I. Emphasis is placed upon imperialism, militarism, diplomatic alliances and rivalries, and the Paris peace settlements.

112. **History of the United States, 1877-1920.** (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.


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 Junior and Senior High School.** (3-0). Credit, 3 hours. This course is designed for prospective teachers of the social sciences in the secondary schools. Emphasis is placed upon an analysis of the content of the social science courses currently offered in the Texas high schools, and the methods employed in instruction.

Required of all majors in the Social Sciences for Teachers who have not had public school teaching experience. Offered only in the regular session in the spring semester.

311. **Selected Problems in European History.** (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.

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.


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.

113. **Labor Problems.** (Formerly 213). (3-0). Credit, 3 hours. The position of the laborer in modern industrial society, with special reference to the United States. History of trade unionism in the United States. Types of labor organization, aims, methods, leadership, and policies. The American Federation of Labor and the Congress of Industrial Organization. The National Labor Relations Act, its interpretation and application. The attempts of labor, of employers, and of government to solve the labor problem.

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 the capacity of the student to function as an intelligent, well-disposed citizen valuing his rights and cheerfully accepting his responsibilities; (4) to suggest to students having an aptitude for public service the opportunities and requirements for making such service a career.

Government 115 is recommended especially for teachers of civics and social studies. Government 119 should be of particular interest and value to students specializing in educational administration.

61, 62. American Government. (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, countries, and cities; the national and the state judiciary; foreign relations; and services and functions of government in the fields of business, labor, social welfare, etc. The functions observed are both national and state, with special reference to Texas.

115. American Local Government. (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 Organization 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 Nations.

119. Public School Law and Government in Texas. (3-0). Credit, 3 hours. Through a study of important statutes and of court decisions in cases that have arisen under constitutional and statutory provisions regarding public schools an analysis is made of the philosophy of public
education in Texas and of the law, organization, and fiscal arrangements under which the state public-school system functions.

This course may be used in partial fulfillment of the requirements for an Administrator's Certificate.

123. **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.


**SOCIOLOGY**

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, psycho-
logical, 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
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 so-
cial 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 personal-
ity; 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 minor-
ity 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 pres-
tent-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, re-
form, education, probation and parole. Means of crime prevention are em-
phasized.

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 edu-
cation 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.

112. **The Life and Teachings of Paul.** (3-0). Credit, 3 hours. A study of the life of Paul, with special emphasis on his missionary journeys, constitutes the first part of this course. The latter part includes a study of his teachings based on material found in his letters.
X. DIVISION OF AIR SCIENCE

AIR FORCE RESERVE OFFICER TRAINING CORPS

Instructional Staff for 1951-52

Professor of Air Sciences and Tactics
Lt. Col. Earl W. Lewis

Assistant Professors of Air Science and Tactics
Major Leonard C. Callaway
Major Bernard M. Campbell
Major Charles J. Kelly

11, 12. First Year Basic. (2-2). Credit, 2 hours each. Fundamentals of World Political geography designed to show the relation of air power to the earth's material resources, factors of space, history, economics, and government; leadership, drill and exercise of command.

61, 62. Second Year Basic. (2-2). Credit, 2 hours each. Fundamentals of map projection and aerial photographs; aerial navigation; meteorology; aerodynamics and propulsion; applied air power; organization for the defense of the USA; personal maintenance; leadership, drill and exercise of command.

111, 112. First Year Advanced. (Administration and Logistics). (4-2). Credit, 4 hours each. Fundamentals of air operations; elementary Air Force supply procedures; military publications; special administrative responsibilities; Air Force Administration; individual records; organizational records; non-appropriated funds; transportation; logistics; leadership, drill and exercise of command; specialized administration and logistics.

121, 122. First Year Advanced. (Flight Operations). (4-2). Credit, 4 hours. Fundamentals of air operations; elementary Air Force supply procedures; military publications; leadership, drill and exercise of command; specialized training in flight operations.

211, 212. Second Year Advanced. (Administration and Logistics). (4-2). Credit, 4 hours each. Fundamentals of military administration; Air Force inspection systems; military teaching methods; military law and boards; military management; career development; logistics, leadership, drill and exercise of command; specialized Air Force Administrative practices.

221, 222. Second Year Advanced. (Flight Operations). (4-2). Credit, 4 hours each. Fundamentals of military administration; Air Force inspection systems; military teaching methods; military law and boards; military management; career developments; logistics; leadership, drill and exercise of command; specialized training in flight operations.

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, 1950-51

Freshmen (men 286, women 243) .................................................. 529
Sophomores (men 245, women 189) ........................................... 434
Juniors (men 222, women 189) .................................................. 411
Seniors (men 236, women 197) .................................................. 433
Graduates (men 190, women 232) ............................................. 422
Post Graduates (men 25, women 20) .......................................... 45
Specials (men 2, women 1) ......................................................... 3
Total college (men 1206, women 1071) ...................................... 2277
Extension Students (men 84, women 272) .................................. 356

GRAND TOTAL LONG SESSION ............................................. 2633

Summer Session, 1951

Freshmen (men 68, women 67) ................................................... 135
Sophomores (men 75, women 102) ........................................... 177
Juniors (men 116, women 175) .................................................. 291
Seniors (men 150, women 258) .................................................. 408
Graduates (men 319, women 355) ........................................... 674
Post Graduates (men 45, women 54) ........................................... 99
Specials (women 24) ................................................................. 24
Total college (men 773, women 1035) ....................................... 1808

Correspondence Students
(September 1, 1950 to August 31, 1951) ....................................... 259
## DEGREES CONFERRED

### Regular Session, 1950-51

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
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<tbody>
<tr>
<td>Master of Arts</td>
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<td>Master of Education</td>
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<tr>
<td>Bachelor of Science</td>
<td>75</td>
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<tr>
<td>Bachelor of Arts</td>
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<tr>
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<tr>
<td>Bachelor of Science in Education</td>
<td>68</td>
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<tr>
<td>Bachelor of Science in Vocational Agriculture</td>
<td>14</td>
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<tr>
<td>Bachelor of Music Education</td>
<td>8</td>
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<tr>
<td>Bachelor of Science in Industrial Arts</td>
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<tr>
<td>Bachelor of Science in Home Economics</td>
<td>12</td>
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<td><strong>Total</strong></td>
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### Summer Session, 1951

<table>
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<th>Degree</th>
<th>Number</th>
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<tr>
<td>Master of Arts</td>
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<tr>
<td>Master of Education</td>
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<tr>
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<td>68</td>
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<tr>
<td>Bachelor of Arts</td>
<td>7</td>
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<tr>
<td>Bachelor of Business Administration</td>
<td>10</td>
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<tr>
<td>Bachelor of Science in Education</td>
<td>58</td>
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<tr>
<td>Bachelor of Science in Vocational Agriculture</td>
<td>11</td>
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<tr>
<td>Bachelor of Music Education</td>
<td>1</td>
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<tr>
<td>Bachelor of Science in Industrial Arts</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor of Science in Home Economics</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>312</strong></td>
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</table>
DEGREES CONFERRED in 1951

REGULAR SESSION

January, 1951

Bachelor of Science in Education

Andrews, Wayne Reese
Ciochetti, Edmund H.
Dodgen, Elizabeth Faith
Forrest, James Lee
Fouche, Leary Garner
Jackson, Jack Phillips
Krause, Norman Dee
McDavid, Dorothy
Montalvo, Henry

Obenhaus, Jake Groven
Rodriguez, Richard
Simmons, Grady Daniel
Smothers, Henry Leon
Sullivan, Alman
Tipton, Edward, Jr.
Trevino, Emma
White, Lloyd, Jr.
Witte, Lillian Louise

Bachelor of Arts

Boubel, Gladys Sue
Clayton, Charles Edward
Cutshall, Lella Eugenia
Flatt, Wyverne Leonard
McBryde, Evelyn Mae Gerland

Rushing, Jesse M.
Smitherman, Anna Louise
Stockton, Marian Elizabeth
Wray, Robert Douglas

Bachelor of Science

Baxter, James Murry
Boomer, Alfred Otto
Clark, Bessie Mae
Deal, Frances Jean
Edwards, Arthur P.
Elder, Dorothy Jean
Feiger, Ray Val
Fina, Nathanial Edward
Gandre, James William
Gregory, Robert Bruce
Griffin, George M.
Haines, Andrew Joseph
Hall, Julian Kennis

Hopper, Jesse Langston
Howe, Myrtle Arnold
Johnson, William Joseph
Jones, Thomas Neal
Marmalejo, Noe Jaime
Mzyk, Fred Joseph
Rutherford, Elmer Ray
Smith, Thelma B.
Terrell, Margie
Vance, Margaret Cordelia
Weinheimer, Ophelia Nielsen
Wood, Eimer Donovan, Jr.

Bachelor of Science in Home Economics

Horlen, Lyla Fay

Smith, Rose Anna

Bachelor of Science in Industrial Arts

Cavender, Richard Milton

Martin, Darroll Moore

Bachelor of Science in Vocational Agriculture

Jung, Paul Harvey
Muelker, William W.

Von Minden, Leon Fred

Bachelor of Music Education

Nowotny, Oliver Fischer

Bachelor of Business Administration

Adams, Vahn N.
Caraway, Loren Charles
Churchill, W. Joe
Hinkle, George Edward
Kelley, Wilma Oleta

Kilpatrick, Kenneth Lindell
Pfeil, Eva Caroline Williams
Satsky, Roy Gene
Simpson, Harold Von
Simpson, Joe Bailey

Master of Arts

Blair, Mary Sue Lee
King, Evelyn Wootten

Richter, Tellmond H.
Schuchard, Beestie Liddell
Master of Education

Fuchs, John P.  Owens, Millard Mack
Guess, Ben Reynolds, Jr.  Small, Charles Riley
Kocian, George  Wood, Joe Perry
McGrath, William Edward

May, 1951

Bachelor of Science in Education

Alexander, Martha Jane  Lewis, Peggy Randolph
Altenhoff, Darvin Lee  Loewe, Harold H.
Ashberry, Ellen  Martin, Beverly Faith
Bartholomew, James R.  Matkin, Joyce Marie
Beasley, Edward Maurice  Munden, Frances Lee
Branom, Jessie Franklin  Owen, Barbara Jean
Buffington, Delta Mae  Peavy, Zella M.
Burkholder, Dennis L.  Rother, Johanna
Corley, Melvin Eugene  Rother, Louise
Drake, Charles Francis  Rowell, Martha Louise Henderson
Frankum, Margaret Sue  Bumley, Charles Monroe
Frazier, Jack  Sanders, Barbara Gay
Gilbertson, Richard J.  Scott, Floyd Wayne
Griffin, Dennis W.  Scott, Nelda Jean
Hogue, Cora Williams  Scrimpsher, Gene Dewaine
Jackson, Lelia Alice  Segler, Russell David
Jett, Eleanor Grace  Shields, Loretta
Jordan, Wilbur James  Talk, Bobbie Rose
Kinney, Ray Lamar  Terrill, James Charles
Kirk, Nolan Ray  Thurman, John Johnston
Klett, Robert August  Waldrop, Robert Lee
Kneese, Allen  Welgand, Karl Herman
Kolodzie, Dora Dell  Willard, Howard Edward
Lackey, Louise Lavonne  Williams, Josie Laree
Leonard, James Ross  Willms, Margaret Sue

Bachelor of Arts

Alderson, Doris Hunziker  Lewis, Grace Lorene
Cheyney, Trent  Lightfoot, Rowena Buckner
Dibrell, Raymond Allen, Jr.  Martens, Robert William
Ellison, Gordon Fitch  Pirtle, Elizabeth Ann
Gorrell, Gordon Raymond  Rodriguez, Soila Sandoval
Guerrero, Dora Lozano

Bachelor of Science

Adcock, Jennings B.  Locke, Shirley Irene
Barkley, Jeffie Smith Estes  McCoy, Bobby Eugene
Boney, Debert David  McGeehee, Delia Bea
Bouigny, J. E.  McKean, Richard Allen
Bracken, Annie Bell  Martin, Alvin James
Buell, Annabel G.  Martin, Patricia Jean
Burge, Paul Clark  Mellenbruch, Jane Ellen
Corbitt, June Ernestine  Mohrke, Erich William, Jr.
Davidson III, James Madison  Motal, Ignac J.
Deavill, Samuel B.  Payne, Christine
Dietert, Margaret Lane  Pratt, David Richard
Dietz, Elgin Max Conrad  Rawlings, Vernon Alton
Dittmar, Rubis Pearl  Reeth, Albert F.
Ewing, Margaret Leona  Renteria, Clementine
Finnie, Clarence Herbert, Jr.  Reyes, Christina V.
Fischer, Elva Rae  Seay, Hazel Mae
Garner, Freda Elaine  Selph, Melvin Leon
Garvey, Frank Lee  Simpson, Patricia Lee
Gillis, James Fulton  Soté, George Benjamin, Jr.
Grier, Marilyn  Storm, Pat Glick
Henk, Mary Tidwell  Taylor, Marian C.
Johnson, Edna Earl  Teboom, Melba Eppler
Knapik, Robert Joseph  Thames, Elaine Vivian
Krause, Victor Paul Conrad  Wiegand, John David
Lindemann, Alfred Otto, Jr.
Bachelor of Science in Home Economics

Douglass, Martha Ruth
Fehrenkamp, Bernadine Elizabeth
Glaeser, Betty Ann
Harris, Lou Beth
Horstmann, Margaret Arlen

Hunter, Thelma Mitchell
Key, Mary Frances
Moore, Nelwyn Barnard
Rich, Anita Elizabeth
Williams, Eva Louise Harris

Bachelor of Science in Industrial Arts

Daniels, Joseph Harold
Reynolds, James Edgar
Spigelhauer, Edward O.

Tuller, Vernon G. Jr.
Waldo, Aaron Wayne

Bachelor of Science in Vocational Agriculture

Allison, Don Craft
Baker, Audrey
Boultinghouse, Jimmie Elmo
Elliott, Dale Floyd
Evans, Eutah Carroll
Mogford, Wilford Leon

Montez, Juan Portirio
Nelson, Loy Wesley
Reeves, Bob, Jr.
Rogers, Thomas Jefferson, Jr.
Shafer, Watson Hubert

Bachelor of Music Education

Bland, Freddye Beth
Casco, Anthony Marie
Corgey, Billie Colleen
Davanay, Janice Maurine

Hurley, Wanda Faye
Tiggeman, Floyd Harmon
Upshaw, Marilyn

Bachelor of Business Administration

Allison, Alan
Brown, George James
Burrow, Edgar Anderson
Cole, Guy Blanchard
Freels, Ray A.
Glazener, James Vernon, Jr.
Hanacek, Laddie Francis
Holton, Ruby Marie
Jennings, Edith Pate
Kuenzler, Frank Lloyd
Lewis, James Conner

Miller, Vernon Lewis
Ory, Jackie Lee
Pankratz, Hilton Roger
Phelps, Naomi McNitt
Ploeger, Clarence Lee, Jr.
Sawyers, Edwin Glenn
Tidwell, Ruby Lou
Title, James Claude, Jr.
Voges, Kenneth R.
White, Andy L.

Master of Arts

Adams, Odelle Saunders
Baas, Mary Charles
Bernheim, Nicole
Browder, Eddie Wilson
Burlingame, George M.
Cameron, Sue Allen
Dolezal, Wilma M.
Erben, Alfred Roy

Frisbie, Lucille Hollan
Graham, Marie Henry
Nelson, Annie Ruth
Patterson, Grace Fauver
Parker, Beatrice T.
Renfree, Nonnie T.
Sager, Estella I.
Williams, Caroline Miller

Master of Education

Bergner, Hans Erich
Blakeney, Lorenz Lane
Dobbs, William Edwin
Dominguez, Olga A.
Dotson, Evelyn Marie
Hollingsworth, Damon Reid
Hughes, Ada B.
Lehnhoff, Fritz W.

Mahon, Doris
Marlatt, Belva Boyer
Merren, Malvin K.
Moellering, Victor A.
Shelton, Howard Ray
Straton, Helen E.
Young, Dawn
SUMMER SESSION

August, 1951

Bachelor of Science in Education

Alexander, Mary Elizabeth
Allison, Danna Rogers
Bednar, Joyce
Bodemann, Alice Schulz
Callaway, William T.
Carleton, Colmar Morris
Carrillo, Refugio Del Rio
Clark, Carrie
Clem, Elizabeth Stanney
Dannely, Thomas Edward
Davis, Estelle King
Dentler, Ruby Frieda
Dubois, Francis Samuel
Eichman, Alvin Louis
Farquhar, Florence Johnny
Faith, Joyce Katherine
Gant, Louella Scruggs
Gaubatz, Johanna Elizabeth
Giesenschlag, Josie Bass
Goode, Robert Leslie
Green, Mollie Palmer
Greenway, May
Groce, Viola Newcomb
Hendrick, Betty Love
Herrman, Lula William
Higgs, Doris Mae
Icke, Margaret B.
Jordan, Elsie Baumann
Knox, Max Albert, Jr.

Bachelor of Arts

Allen, Ruth Disosway
Elizondo, Refugio G.
Hays, Vera Gower
Keir, Jerome Bell

Bachelor of Science

Atkins, Irene Curi
Bailey, Irma Watson
Baker, Olga Schaeg
Barnard, Norma Blanche
Bell, Charles Preston
Blakemore, Ethel Meiss
Bomham, Johnnie Rhodes
Bridges, Thelma Grisham
Brumblow, Emmett
Buxton, Elsie Ann
Campbell, Joe M.
Chaffin, Susie Mae
Clark, Robert Nye
Cole, Inez Duty
Connor, Sarah Elizabeth
Davis, Bertran, Jr.
Ewing, Mabel Barber
Ezell, Maudow Robinson
Fletcher, Louise
Foster, Madeline Ledger
French, Grace Batley
Galbreath, Mary Sue
Gillis, Janet Whitley
Gray, Sanna Lambrag
Groll, Elmo Jerome
Harp, Annie Beth
Hawkins, Joe S.
Hernandez, Estela
Hinderer, Helmut Erwin
Holder, Lula Daniel
Holst, III, George Daniel
Jeter, Dorothy Casey
Jordan, Ona Lee

Lackey, Maurne
LaForge, Paula Kae
Lewis, Benny Garnett
Lopes, Nicholas Anthony
Lowery, Evelyn Palmer
McCuilough, Elsie Bothe
McEntyre, J. C.
McGehee, Betty Joan
Machemehl, Dessie Jean
Mapes, Evangeline Cleopatra
Martin, Grace Evelyn
Martinez, Donaciana V.
Nelson, Ralph Waren
O'Banion, Max Lynn
Pasc, Charlene Frieda
Perez, Julia
Phillips, Lillian Frank
Ramirez, Eustolia M.
Rippee, Rachel Murrah
Ross, Norma Sue
Seiler, Lucille Rohan
Shelton, Tillie King
Taylor, William Douglas
Timm, Mary Jacqueline
Voges, Mary Jacqueline
Webb, Mildred Slots
Werner, Elaine Belle
White, Marian Virginia Bray
Wiley, Dorothy Melton

Kelley, Edie Medford
Kieke, Clinton
Kubecka, Josephine B.
Light, Alleen
Lipscomb, Joel Nelson
Lozano, Eliza H.
McDonald, Annie
Marsh, Adele Kaltwater
Martin, Miller B.
Mercer, Dixie Lee
Merrem, Lydia Mae
Nave, Margaret
Ohm, Raymond Charles
Priest, Lorine Kneten
Purser, Bernadine Linnaeaeider
Pyland, Viola Jean
Read, Katie Marshall
Rodgers, Bess Ward
Roepke, Alva Marie
Seay, Alta Sutherland
Serna, Olfa
Shaw, Mary Elise Hodge
Short, Carl
Shriver, Zelma
Smith, Roseglen I.
Stiles, Samuel O.
Thiede, Bonnie Oakes
Van Horn, Elizabeth Jeffrey
Weeks, Patsy Landry
Wells, Ruth Elizabeth H.
Wilkinson, Lowe Henderson
Wood, Clydene DeFoor
Young, Julia Mae
Bachelor of Science in Home Economics

Bailey, Frances
Boultinghouse, Greta Noble
Brand, Bernice Falla
Burrus, Lucy May
DePoe, Margaret Dell
Easty, Billie Lu
Evans, Beaiah Kathleen Bonnet
Lemoine, Marilyn Jean
Siler, Patricia Auvern
Taylor, Edna Ernest
Thompson, Mary Albers
Titsworth, Alleen Doris
Whitt, Gwen Dell

Bachelor of Science in Industrial Arts

Burrows, Sherman Douglas
Galloway, Clifton E.
Lagrange, Donald D.
Sevier, William F.

Bachelor of Science in Vocational Agriculture

Colgin, Charles K.
Cox, W. J.
Crozier, Robert Harrell
Dykes, Cecil James
Golson, James L.
Hemby, Sammie Gerald
Lightfoot, Tom Farrow
Lott, Charles Milton
Muecker, John Vernon
Pitney, Clarence Earl
Schlageter, Philip E., Sr.

Bachelor of Music Education

Schmidt, Everett Paul

Bachelor of Business Administration

Barrett, Doris Kathryn
Dannelly, Nelda Gomillion
Gentry, Philip Francis
Janak, Edward F., Jr.
Knuston, Octie Lee
McCull, Patricia Ruth
McDonald, R. L.
McLaughlin, William Stancel
Troell, Richard Alonso
Williams, Maurice Eugene

Master of Arts

Autrey, Ada Carothers
Ball, Lois E.
Ballard, John Roger
Bankston, Jessie Hensley
Burleson, Emma Kyle
Burt, Emma K.
Bynum, Weldon
Champion, Charles O.
Cornellius, Roland Waync
Dean, Marjorie L.
Eills, H. C., Jr.
Frenzel, Rufus E.
Garza, Edward Daniel
Glazner, Max Wilson
Gregory, Robert B.
Hancock, Russell G.
Harper, Joe Weldon
Karras, Herselle Edwin
Harrison, Robert Mateer
Heinemeler, Martin Frederick
Hill, Nina B. St. Clair
Hodges, Beaiah C.
LaGrone, Emma Ruth
Magee, Annie Thispen
Marshall, Thomas Clyde
Mills, Helen Rixinger
Mooney, Marion S.
Moyer, James E.
New, Charles W.
Parsons, Leonard Garth
Plietz, Byron Joe
Prutt, Dorothy Hale
Richter, Ruth Hudson
Riddle, Laura
Sanders, David C.
Sparks, Nelle Casimir
Stanphill, Roy D.
Thoms, Rose Lee
Timm, Alva Maurine
Titsworth, Harvey Roy
Turner, George Emmett
Weldon, Robert Oscar
Wheat, Florine Elder
Whitmill, R. C.
Wills, Gordon G.
Young, Walter F., Jr.

Master of Education

Anderson, Clarence B.
Bailey, Augusta
Banks, Gary M.
Barnes, James Leroy
Barta, Alma
Benold, H. B.
Black, Jewel Clements Dickson
Blakeney, Justin R.
Brasher, Flora Della
Bridges, Thomas Dee
Brown, Robert Harold
Brown, Ruth Williams
Burke, Hattie Hodges
Carrol, Adeline B.
Carter, Chester Elton
Carter, Edgar Lots
Carter, Josie
Cooper, Maggie Foster
Davis, Raymond F.
Del Cueto, Lilla G.
DePasqual, Francis R.
Early, John Edmond
Etheredge, Lilla M.
Etzel, Esther Emily
Farr, Melba Loveless
Finch, Pete Glyn
Finnell, Ivan
Floyd, Walter E.
Ford, Katherine Falls
Ford, Lewis Vernon
Foster, Fannie Mae
Galley, Jo Ann
Glasscock, Della
Goetzl, Kenneth W.
Greco, Irma Elena
Greer, Mary Baumruck
Grisham, Byron J.
Guerrero, Nelda Jean
Guerrero, Rudolph L.
Haas, Herbert Emil
Hadsell, Jack Hoskins
Hamilton, Luther Monroe
Harris, John L.
Hartmann, Karl A.
Hasler, Nellie Mae
Henry, Golda
Hicks, J. M., Jr.
Hodges, Nancy
Howell, Henrietta Hornburg
Hunt, Kay
Jacoby, Reuben A.
Kyle, Ariel Wilson
Leonard, Kittie Clyde
Losty, Ann Walton
Loveless, Ozelle
Low, Mildred Almeda
McFarland, Silas
Magee, Dora Perry
Mahaffey, Billy Mark
Manka, Anthony
Martin, Calvin C.
Migli, Joseph John
Mikeska, Selma Viola
Mohr, Charles W.
Moore, Jerry Lloyd
Neffendorf, Irene Caroline
Newman, Inez
Olson, Nina Mae
O'Neall, Myrtle Vivian
Parr, Opal Mitchell
Parsons, Erna Anna Seekatz
Parsons, Marie McMunn
Patlan, Vicente Ramirez, Jr.
Peters, Mary Watson
Pierce, Eisle Hauptfleisch
Pridgen, Effie E.
Reding, Faustine Williamson
Rees, Marie G.
Rimes, Sherman T.
Rinn, Bernadine Petty
Schlameus, Floyd
Scholier, Herbert G.
Scrutchin, Bernice Gabriel
Sisti, Thomas L.
Smith, Craig Woods
Stobaugh, Earl W.
Thompson, Ludie Nell
Tiller, Mildred Louise
Truetl, Gneida Roberts
Turner, Mary Ed Burrow
Turner, Raymond M., Jr.
Vilven, Cathlynn Vogel
Waldschmidt, Hertha
Wier, Elvie H.
Wildenthal, Adele
Wray, Lois B.
### ALPHA CHI MEMBERSHIP

**Graduate Membership Spring, 1951**

<table>
<thead>
<tr>
<th>Andrews, Wayne Reese</th>
<th>Branom, Jessie Franklin</th>
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<tbody>
<tr>
<td>Clayton, Charles Edward</td>
<td>Finnie, Clarence Herbert, Jr.</td>
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<tr>
<td>Grier, Marilyn</td>
<td>Jackson, Lelia Aleita</td>
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<tr>
<td>Kinney, Kay Lamar</td>
<td>Lewis, Grace Lorene</td>
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<tr>
<td>McBryde, Evelyn Mae Gerland</td>
<td>Martens, Robert William</td>
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<tr>
<td>Rother, Johanna</td>
<td>Rother, Louise</td>
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<td>Scott, Floyd Wayne</td>
<td>Smitherman, Anna Louise</td>
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<td>Storm, Pat Glick</td>
<td>Taylor, Marian C.</td>
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<tr>
<td>Teebken, Melba Epier</td>
<td>Terrell, Margie</td>
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<tr>
<td>Terrill, James Charles</td>
<td>Thurman, John Johnston</td>
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<td>Weigand, Karl Hermann</td>
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**Graduate Membership Summer, 1951**

<table>
<thead>
<tr>
<th>Allen, Ruth Disoway</th>
<th>Bodeman, Aileen Schulz</th>
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<td>Evans, Beulah Kathleen Bonnet</td>
<td>Gaukatz, Johanna Elizabeth</td>
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<td>Greenway, May</td>
<td>Hernandez, Estela</td>
</tr>
<tr>
<td>Hinderer, Helmuth Erwin</td>
<td>McCall, Patricia Ruth</td>
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<tr>
<td>McDonald, R. L.</td>
<td>Phillips, Lillian Frank</td>
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<td>Schmidt, Everett Paul</td>
<td>Seller, Lucille Rohan</td>
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<tr>
<td>Sevier, William F.</td>
<td>Weeks, Patsy Landry</td>
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<td>White, Marian Virginia Bray</td>
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</table>

**Regular Session, 1951-52**

**Senior Membership**

<table>
<thead>
<tr>
<th>Connor, Mimi</th>
<th>Devassie, Harry M.</th>
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</thead>
<tbody>
<tr>
<td>Ewing, Mrs. Mary</td>
<td>Hargrove, Mrs. Marie</td>
</tr>
<tr>
<td>Haby, Ernen</td>
<td>Kirchoff, Gilbert O.</td>
</tr>
<tr>
<td>Leath, Alta Joan</td>
<td>Leath, Alta Joan</td>
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<tr>
<td>Moses, Ruth Ellen</td>
<td>Murray, Mrs. Mercedes B.</td>
</tr>
<tr>
<td>Pickett, Clifford, Jr.</td>
<td>Porter, Juanita</td>
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<tr>
<td>Southern, Jo Nell</td>
<td>Tatsch, Mrs. Elayne</td>
</tr>
<tr>
<td>Watts, Marla</td>
<td>Wierth, Mrs. Erna</td>
</tr>
<tr>
<td>Wieser, Imogene</td>
<td>Younger, Ernest A.</td>
</tr>
</tbody>
</table>

**Junior Membership**

<table>
<thead>
<tr>
<th>Bales, Mrs. Lila G.</th>
<th>Brantley, John D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bretzke, Jeanette</td>
<td>Burnett, Kathleen</td>
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<tr>
<td>Crenshaw, Maxine</td>
<td>Curnette, Mary Sue</td>
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<tr>
<td>Dilleshaw, Joyce</td>
<td>Henderson, Carolyn</td>
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<tr>
<td>Herrington, Wendell Grace</td>
<td>Hodges, William B.</td>
</tr>
<tr>
<td>McKenzie, Marlene</td>
<td>Manske, Roland</td>
</tr>
<tr>
<td>Mason, Dixie Ann</td>
<td>Mason, Dixie Ann</td>
</tr>
<tr>
<td>Montgomery, Patsy Joy</td>
<td>Norwood, Thelma Claire</td>
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<tr>
<td>Sanders, Eugenia Maxine</td>
<td>Smith, Mrs. Normadale</td>
</tr>
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<td>Spencer, Frances Adele</td>
<td>Tamalemus, John T.</td>
</tr>
<tr>
<td>Teinert, Theresa Jane</td>
<td>Walker, Donald A.</td>
</tr>
</tbody>
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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 drill 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 and Tactics

Activated July 1, 1951, the College Air Force ROTC graduated its first class of Second Lieutenants in May, 1953. The number of cadets in the 1953-54 corps is expected to be almost double the initial enrollment of 200 in 1951.

Classes have increased in size each year as more young men learned of the unique opportunity afforded under this program to earn a college degree and a commission in the armed forces at the same time.

Applications of 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 devoted to Basic Training and two years of Advanced Training.

2. High school graduates who are eligible for admission to college may be admitted to basic training.

3. Veterans who have one year of service to their credit may be admitted to advanced training if adjudged to be officer material.

4. College students who have to their credit two years of ROTC instruction at a federally recognized institution may be admitted to advanced training.

5. All Air Force ROTC courses carry academic credit.