NORMAL COLLEGE CALENDAR

1920-1921

1920

September 28........Tuesday .............Registration
September 29........Wednesday ........Fall quarter classes begin
October 4............Monday .............Entrance examinations
November 25........Thursday ...........Thanksgiving Day
December 23........Thursday ...........Fall quarter closes

1921

January 3...........Monday ............Winter quarter begins
March 19............Saturday ............Winter quarter closes
March 21............Monday .............Spring quarter begins
June 5..............Sunday .............Commencement sermon
June 6..............Monday .............Alumni meeting
June 7..............Tuesday .............Graduating exercises
June 13.............Monday .............Summer quarter begins
August 14..........Sunday .............Commencement sermon
August 19..........Friday ..............Graduating exercises
BOARD OF NORMAL REGENTS

HON. A. C. GOETH, President................................. Austin
HON. A. B. MARTIN........................................ Plainview
HON. A. B. WATKINS........................................ Athens
HON. R. J. ECKHARDT........................................ Taylor
HON. JNO. MARSHALL......................................... Sherman
HON. M. O. FLOWERS......................................... Lockhart
HON. H. A. TURNER, Secretary............................. Austin

ADMINISTRATIVE OFFICERS

C. E. EVANS.................................................. President
A. W. BIRDWELL................................................. Faculty Dean
W. I. WOODSON.................................................. Dean of Students
MRS. LILLIE T. SHAVER...................................... Dean of Women
L. F. GARRETT.................................................. Superintendent Training School
C. E. FERGUSON.................................................. Registrar
C. E. CHAMBERLAIN............................................. Secretary
................................................................. Librarian
MRS. LUCY BURLESON........................................ Assistant Librarian
MISS ETHEL DAVIS........................................... Assistant Librarian
FACULTY

C. E. EVANS.................................................. PRESIDENT
B. A. Oxford College (Ala.), 1888;
M. A. University of Texas, 1906.

*H. A. NELSON................................................. AGRICULTURE
Graduate Southwest Texas State Normal School, 1909;
Student Iowa State College, 1915-16.

F. H. ROBERTSON.............................................. AGRICULTURE
B. S. in Ag. University of Tennessee, 1920.

MISS LILLIAN HOLMS JOHNSON................................. ART
A. B., B. S., in Ed. University of Missouri, 1909; Student Chicago
School of Applied Arts Summer 1910, 1911; Chicago
Academy of Fine Arts, Summer 1913.

C. S. SMITH.................................................. BIOLOGY
B. A. Baylor University, 1912; Graduate Student University of
Chicago; University of Paris, France, 1919.

C. E. CHAMBERLAIN.......................................... BUSINESS ADMINISTRATION

W. I. WOODSON.............................................. EDUCATION
B. S. D. Kirksville (Mo.) State Normal College, 1917; B. S. George
Peabody College for Teachers, Summer 1919.

BERTRAM HARRY.............................................. EDUCATION
Graduate Warrensburg (Mo.) Normal College, 1906; B. S. in Educa-
tion University of Missouri, 1917; A. M. University
of Missouri, 1918.

MISS ELIZABETH FALLS...................................... EDUCATION
B. S. Columbia University, 1907; Graduate Student University of
Chicago, Summer, 1915.

H. H. GOODMAN.............................................. EDUCATION
B. A. University of Texas, 1918; Graduate Student University of
Texas, 1919.

Gates Thomas............................English
B. S. Austin College, 1897; B. Lit. University of Texas, 1900;
Special Student University of Chicago, 1902; University
of Texas, 1903.

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

R. A. Mills................................English
B. A. University of Texas, 1914.

Miss Pearl Mahan.........................English
B. A. University of Texas, 1914.

Miss Chloe E. Tilden.....................French
Graduate Whitewater (Wis.) Normal School; B. A. University of
Wisconsin, 1915; M. A. University of Wisconsin, 1919.

A. H. Nolle................................German
A. B., B. S. in Ed. University of Missouri, 1911; M. A. University
of the South, 1912; Ph. D. University of Pennsylvania, 1915.

A. W. Birdwell............................History
M. A. George Peabody College for Teachers, 1916.

M. L. Arnold..............................History
Graduate North Texas State Normal College; B. A. University of
Texas, 1915; M. A. University of Texas, 1920.

Miss Retta Murphy.......................History
Graduate Texas Presbyterian College, 1904; B. A. University of
Texas, 1915; M. A. University of Texas, 1916.

Miss Maud E. Thompson.................Home Economics
Graduate Iowa State Teachers College, 1914; Ph. B. University
of Chicago, 1919.

Miss Leloiise Davis.....................Home Economics
Graduate Southwest Texas State Normal School, 1914; Ph. B.
University of Chicago, 1918.

Miss Lucy Rathbone.....................Home Economics
B. S. in Home Economics, University of Texas, 1919.

Miss Hazel Griffin.....................Home Economics
B. S. Coe College, 1918; Student Iowa State Teachers
College, Summer 1919.
Miss Helen M. Christianson ........................................... Kindergarten
Graduate Iowa State Teachers College; B. S. University of Chicago, 1919.

E. O. Tanner ................................................................. Latin
B. A. University of Texas, 1912;
M. A. University of Texas, 1913.

C. V. Denman ................................................................. Manual Training
Graduate Illinois State Normal University, 1913; Student Columbia University, Summers 1913 and 1914; University of Chicago, Summer 1916.

J. S. Brown ................................................................. Mathematics
B. S. University of Texas, 1903; M. A. University of Texas, 1906.

Miss Jessie A. Sayers ..................................................... Mathematics
B. S. Columbia University, 1914; Student University of Texas, 1900; Graduate Student Columbia University, 1915.

S. M. Sewell ................................................................. Mathematics
B. A. University of Texas, 1905; M. A. University of Texas, 1906;
M. S. University of Chicago, 1913.

C. E. Ferguson ............................................................... Mathematics
B. A. Southern Methodist University, 1908; Graduate Student University of Chicago, 1910.

Miss Mary Stuart Butler ................................................... Music
B. A. Western College for Women (Ohio), 1918.

Miss Burnyce LeClair Stevens ........................................... Music
B. M. Southwestern Conservatory of Music; Student in Piano with Mr. Albert von Doenhoff, New York; in Harmony and Counterpoint with Mr. A. W. Lilienthal, New York.

Miss Lula Hines ............................................................ Physical Education for Women
Graduate Sam Houston Normal Institute, 1883; Special Student University of Chicago, Summers 1901, 1903, 1905;
Chautauqua, N. Y., Summer 1907; Columbia University, Summer 1910.

O. W. Strahan ............................................................... Physical Education for Men
B. S. Drake University, 1914; Student University of Chicago, Summer 1914.
W. C. Vernon.................................Physics
B. S. University of Texas, 1905; M. S. University of Chicago, 19

G. H. Sholts..................Reading and Public Speaking
Graduate Milwaukee State Normal School, 1913; B. A. University of Wisconsin, 1916.

A. C. Burkholder.........................Sociology
B. A. Washington and Lee University, 1913; M. A. George Peabody College for Teachers, 1915.

*G. B. Marsh.................................Spanish
B. A. Southwestern University, 1913; Graduate Student University of California, 1916.

Miss Mabel Toles.........................Spanish
B. A. University of Chicago, 1918; M. A. University of Chicago, 1920.

TRAINING SCHOOL

Lynton F. Garrett........................Superintendent
Graduate Southwest Texas State Normal School, 1912; B. S. George Peabody College for Teachers, 1918.

Miss Mattie Allison...............Superintendent High School Mathematics
Supervisor High School Mathematics
Louisiana State Normal; George Peabody College for Teachers, 1916-17.

Mrs. Willie Ward Watkins..................Superintendent High School Spanish and Science
Graduate Southwest Texas State Normal College, 1917; B. A. Southwest Texas State Normal College, 1920.

Miss Ruby Henderson............Superintendent Fifth and Sixth Grades
Graduate Southwest Texas State Normal College, 1918.

Miss Edna Camm Campbell..Superintendent Third and Fourth Grades
B. S. George Peabody College for Teachers, 1918.

Miss Floy Lewis..............Superintendent First and Second Grades
Graduate Southwest Texas State Normal School, 1911; B. A. University of Texas, 1920.

Miss Evelyn Davidson: Principal Rural Training School
Graduate Southwest Texas State Normal School, 1917; Student University of Texas, Summer 1917; Student George Peabody College for Teachers, Summer 1918.

Miss Bessie Barnes: Supervisor Elementary Grades Rural Training School
Graduate Southwest Texas State Normal School, 1913; Student Chautauqua, N.Y., 1916; Student Colorado Teachers' College, Summer 1919.

Miss Edith Polsgrove: Supervisor Rural Training School for Spanish Speaking Children
Student Southwest Texas State Normal College, 1919-20.
SOUTHWEST TEXAS STATE NORMAL COLLEGE

CHIEF PURPOSE

It is the primary function of a Normal school to train teachers for service in the public schools of a State. It was to this end that the Legislature of the State of Texas established the Southwest Texas State Normal College. The entire machinery of the institution is organized for the accomplishment of this purpose. The courses of instruction offered contemplate the making of teachers well-balanced in academic and professional attainments, and having a degree of efficiency secured by actual practice in teaching in the Normal Training School under skillful direction. The College offers its highest and best service to the young men and young women of Texas who desire to prepare themselves for educational leadership and for training the minds and characters of the children of this generation.

HISTORY OF THE COLLEGE

The Twenty-sixth Legislature in 1899 enacted a law providing for the establishment of "The Southwest Texas State Normal School." The management and control was vested in the State Board of Education. The Twenty-seventh Legislature in 1901 authorized the State Board of Education to appoint a local board of three trustees to act under its direction in the management of the school. In 1911 the Thirty-second Legislature created the Board of Normal Regents, consisting of the State Superintendent of Public Instruction and four other regents appointed by the Governor, with the approval of the Senate, and vested in this board complete control over the normal schools of Texas. The Thirty-third Legislature in 1913 put into effect the constitutional amendment lengthening the terms of boards of directors of State institutions to six years, increasing the number of regents of State Normals from five to six, dividing them into three classes, and providing that two members should be appointed each biennial period. In the same year the normals were made junior colleges by the addition of two years’ work of college rank. In 1917 the Board of Regents raised the standard of the State Normals by authorizing the addition of two extra years of work of college rank, thereby making them standard senior colleges. In pursuance of this policy the Southwest Texas State Normal College gave the third year of college work in the session of 1917-18 and the fourth year in 1918-19, leading to the Bachelor’s Degree in Education.
LOCATION

The Southwest Texas State Normal College is located in San Marcos, a city of approximately six thousand inhabitants. It is situated on the Missouri, Kansas and Texas, and the International and Great Northern railways, fifty miles north of San Antonio, and thirty miles south of Austin. The school is situated on Normal Hill, an eminence beautiful in scenery, and commanding in its view of the surrounding country. San Marcos has an enviable reputation for healthfulness. It has been singularly free from epidemics of disease. As an educational center it has an excellent system of public schools, two well-organized denominational schools—San Marcos Academy and Coronal Military Academy—in addition to the Lone Star Business College and the State Normal College. The moral and religious atmosphere of the city is as wholesome as that of any other city in Texas.

PHYSICAL EQUIPMENT

The physical equipment of the College consists of a campus of twenty-four acres, six commodious brick or reinforced concrete buildings and three frame cottages, structures, all heated by steam and lighted by electricity. The school plant is amply furnished with school gardens, athletic field, courts for tennis, basketball, and volleyball, and a swimming resort.

Main Building. Erected of brick in 1903, containing the administration offices, a large auditorium, seven recitation rooms, the textbook library, the Normal Exchange, and the Y. W. C. A. rest room.

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

Library Building. Erected of brick in 1910, containing the reference library and general reading rooms, and large rooms on the ground floor used for the departments of Business Administration, and Public Speaking and Dramatics.

Manual Arts Building. Erected of reinforced concrete in 1912, containing ten rooms especially equipped for classrooms and laboratories for the classes in manual training and home economics. This equipment includes wood-work shop, kitchen and dining room, sewing room, and offices for teachers.

Education Building. Erected in 1918 of reinforced concrete at a cost of $85,000 including furniture and fixtures. This building is modern in all respects and contains an auditorium, a gymnasium,
eleven rooms for the use of the nine grades of the Normal Training School, seven rooms for classrooms of the teachers of educational subjects, a psychological laboratory, and officers for teachers.

**Power House.** Erected of brick in 1915, containing the boiler and engine rooms, a large battery room, and rooms equipped for the forging and metal-working shops of the Manual Training department, handball court, and shower baths.

**The Cafeteria.** A frame structure on the campus, amply supplied with attractive furniture and equipment for dining. It is under the general supervision of the Department of Domestic Science and in the immediate charge of a person experienced in cafeteria management. Wholesome, scientifically prepared meals will be served at actual cost, making it possible for students materially to reduce living expenses. The cafeteria is within easy access of the principal rooming houses about the college grounds.

Since the establishment of the cafeteria, it has grown in popularity to such an extent as to make necessary the enlargement of the dining room and kitchen space with a corresponding increase in other equipment. The proposed enlargement will furnish facilities to provide amply for the session of 1920-21.

**Practice Cottage.** The work in Vocational Home Economics has made it necessary to equip a practice cottage in which the students may apply the principles of housekeeping. It is confidently expected that this cottage will be ready for use at the beginning of the next session. It will be supplied with all equipment necessary for an ideal home, and the girls will be trained in the management of such equipment, in the principles and practices of home decoration, in home sanitation, and such other activities of home life as will make a better teacher of scientific and practical home-making and home-keeping.

**Hospital.** A frame cottage on the campus is being remodeled for hospital purposes. It is ideally located and will be ready for occupancy at the beginning of the session of 1920-21. It will contain a sun parlor and recreation room, and will be supplied with regulation hospital beds, chairs, and other necessary equipment. There will be rooms to accommodate about twelve patients at a time. All sick students will be moved to the hospital where they will receive the attention of a trained nurse. A general hospital fee of two dollars per session will be charged each student who matriculates. This will entitle him to the services of the hospital and nurse, but not to the services of a physician.

**Athletic Grounds.** Evans Field, consisting of five acres, for football, baseball, and track work, and containing a covered grandstand.
and bleachers sufficient to accommodate all crowds. There are also ample dressing rooms, shower baths, and lockers. On the campus are tennis, basketball, and volley ball courts sufficient to accommodate all students who desire to engage in these sports either for pleasure or for credit in physical education.

Riverside. This resort is the most popular feature of the Normal College plant. It consists of a plat of ground containing about two acres, located on the San Marcos River, a clear, cool, beautiful stream, with water shallow enough in places for children and others learning to swim and deep enough in other places for the experienced swimmer and the high diver. The pool is large enough to accommodate about two hundred swimmers at one time. It is provided with spring-boards, floats, platforms, trolleys, chutes, safety ropes, and such other apparatus as is found in all well-ordered resorts of similar type. The bathhouse is new and commodious and well supplied with dressing rooms and lockers. The resort is lighted by electricity from the college power plant and forms an admirable place for picnics and other evening parties.

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

Two-teacher Rural School. Located in the country, but easily accessible. This is a model school designed to afford the prospective rural school teacher opportunity for observation work and practice teaching under conditions approximating those he will find in actual teaching experience. The school building itself is a modern three-room building embodying the most approved modern methods of heating, lighting, and ventilating.

One-teacher Rural School. This school affords opportunity for observation work and practice teaching to the student who expects to teach in a community where there is a large Spanish-speaking population. The school lays special emphasis on training in American citizenship.

GOVERNMENT

Discipline. The Southwest Texas State Normal College believes that the high calling of teaching requires men and women of uprightness of conduct and integrity of life, and invites to its classrooms persons of good habits, strong character, and noble purpose only. Students of this type voluntarily conform to the regulations of the school, refrain from improprieties of conduct without com-
plaining, and counsel cheerfully and freely with the President and members of the faculty. Under these conditions the discipline in the college becomes a dignified appeal to worthy young men and women to maintain at all times the strictest fidelity to sound ideals of character, including diligence and conscientiousness in the discharge of school duties. In case there should be students of objectionable habits and incorrigible dispositions who enroll, they will be advised to withdraw. The Normal College is not willing to grant teachers' certificates to persons whose ideals and practices are known to be unsound. Upon enrolling in the school each student is required to sign the following pledge:

"I hereby subscribe myself a student of the Southwest Texas State Normal College, and, as such, I pledge myself to cheerfully comply, both in letter and spirit, with the regulations of the school, and to help sustain them; to be prompt, decorous, and moral; not to attend any social function nor engage in any other amusement nor engage in any conduct that, in the judgment of the President or the faculty, interferes with my work as a student or is injurious to the reputation of the school; nor to leave school without permission of the proper Dean or the President; nor to leave town without permission.

"I agree to resign my position as a student whenever requested to do so by the President of the faculty."

**Delinquents.** The student whose class work is unsatisfactory is given personal notice of the fact. Also, official notice of the character of his work is sent to the parent or guardian. If the work is extremely unsatisfactory, the student is put on probation and may at any time be dismissed from the college. While on probation he forfeits the privilege of engaging in any public game or contest.

Absence from class ten per cent or more of the number of recitations per quarter shall render a student liable to a reduction in term credit, to forfeiture of all credit, or to supplementary examinations before being entitled to credit. Absence immediately before the close of a quarter suspends credit for all courses, pending additional examination. Absence at the beginning of the second or third quarter works forfeiture of the privilege of attending classes until formal approval is given by the Dean or the President. Excuses for absences will not be considered unless presented promptly after the period of absence.

**General Regulations.** The regulations of the institution are for the protection of the students and do not abridge the freedom of those who conduct themselves as ladies and gentlemen, and who have due regard for law and order. They are as follows:
1. Students should obtain the approval of the Dean or the President before leaving San Marcos at any time. Permission will not be granted students to leave school before the Christmas holidays begin nor to re-enter tardily when the session is resumed. In case of withdrawal from school before the close of the term, students must file with the Dean or the President a statement of the cause for such withdrawal.

2. School will be in session from Tuesday to Saturday inclusive. All periods of the school day not used in recitation, and the hours of evening from 7 to 10 o'clock from Monday to Friday inclusive, are to be spent in the prosecution of school work. Students who are unwilling to meet this standard of application are not satisfactory members of the school and their membership may be discontinued at any time.

3. In the boarding houses, students are expected to be quiet, respectful, and polite, and, during study hours, not to engage in conduct that will interfere with the study of others, or with the comfort and rest of members of the family. Young men and young women are not permitted to board at the same house.

4. Students who are unwilling to be prudent and discreet in demeanor, to observe the ordinary rules of propriety of good homes, and, in general, to conduct themselves as ladies and gentlemen, should not enter a Normal School. The daily conduct of persons who expect to be teachers of boys and girls should be above criticism and reproach.

5. The use of tobacco in any form is prohibited in the buildings and on the grounds.

6. Every student is expected to take not more than five subjects, and not fewer than three, not counting physical education. Special approval of the President is required in all variations from this regulation. Any student dropping a subject without proper approval forfeits the privilege of attending any class until reinstated by the President.

7. A student who fails to make a passing grade in three or more subjects during any school term is subject to reclassification or may be advised to sever his connection with the school as the merit of each case warrants. A student who fails to do the work in any class to which he has been assigned may be transferred to a lower class.

8. The school fixes a standard of attendance. Sickness is a justification for absence, but not a release from work missed; avoidable absence is a violation of the letter and spirit of the requirements of the school.
9. Students should not request time from school for visiting friends and relatives. Such visits should be limited to week-ends, and then should occur only in rare instances.

10. All public exercises, contests, and athletic games are under the general direction of the faculty. No student is eligible to enter any public game or contest unless his conduct and class standing are satisfactory.

STUDENT ACTIVITIES

**Literary Societies and Clubs.** In order that the students may have an opportunity for development and training in the arts of expression, public speaking, and parliamentary usage, and at the same time improve themselves in some special line of civic, social, or cultural endeavor, seven literary societies are maintained: for the young men, the Chautauqua and the Harris-Blair; for the young women, the Shakespeare, the Pierian, the Idyllic, the Comenian, and the Everyday.

Besides the societies specifically literary there also exist the following organizations having more specialized objects: La Salamanca for the students of Spanish. Le Circle Fracais for students of French; Germanistische Gesellschaft, for the students of German; and the Komensky, for the Bohemian students. All of these have as part of their object, at least, the cultivation of a more intimate acquaintance with the literature, the music and the language of these nations. There is also the Country Life Club for those students that are interested in the problems of rural life.

The Rabbit's Foot Dramatic Club, for persons interested in literary interpretation and training in dramatics; the Administration Club for the prospective superintendents and high school principals; the Band and the Orchestra offering training in instrumental music and affording music for the various student activities.

**Athletics.** This branch of student activities is deservedly well stressed. The participation in athletic contests and the work on athletic teams bear the same relation to physical education that classroom work does to academic courses. Clean sportsmanship and co-operative team work are the immediate aims.

Among the principal forms of athletics for men are football, basketball, track, tennis, volley ball, baseball, and swimming. For the women basketball, volley ball, tennis, and swimming are offered.

Intercollegiate contests are scheduled with several of the most prominent schools and colleges, the schedules for which will appear in the daily papers.

Satisfactory class work is required of all students before taking
part in intercollegiate contests. No student is allowed to be a mem-
ber of regular athletic teams for a greater number of years than are
before him when he enrolls in the Normal College.

Religious Organizations. The Young Men's Christian Associa-
tion, and the Young Women's Christian Association have regular
organizations and meet weekly for devotional and social purposes.
They foster Bible and Missionary Study classes, encourage by prac-
tical means attendance at the preferred church and Sunday school,
emphasize habits of Christian living, and do whatever else seems
best to meet the social and spiritual needs of the students. They
have been quite successful in finding places in the school and the
town where students might secure work to help pay expenses. Both
associations send representatives to their respective State Conven-
tions. The Newman Club also maintains an efficient organization
for social and religious work.

Entertainments. Each year there is offered for the entertain-
ment and improvement of the students, and supported by them, a
strong Lyceum Course consisting of about six numbers. Some of
the features offered during the past three sessions were: the Madam
Scotney Company, Mrs. Bertha Kunz Baker, Maude Powell, Castal-
luci's Italian Orchestra, and other numbers of similar quality.

The various clubs and literary societies give social functions dur-
ing the session, and feature annually a colonial pageant on Wash-
ington's birthday.

A feature of student activity for the session of 1919-20 was the
presentation of a historic and patriotic pageant, "Luring a Nation—
From Roaming Herd to Flying Bird," during commencement week,
under the general direction of the Department of Dramatics. With
the most intense effect the history of our nation from the landing
of Columbus to the consummation of the great world war was pre-
sented by episode, dance and tableau. It was produced by a cast of
three hundred fifty students, at a cost of approximately one thou-
sand dollars, before an audience of one thousand five hundred people.

The College stresses the importance of such activities, regarding
them as necessary adjuncts to effective Americanization through
education.

Publications. The Senior Class publishes annually the Pedagog
which represents the activities and spirit of the student body for
the current year. The Normal Star is a student weekly that gives
the important school news and furnishes a medium for the creative
literary efforts of the students.
ALUMNI ASSOCIATION

This Association has a permanent organization, and holds its meetings annually during commencement. It seeks to promote fellowship among graduates and former students; to advance their professional interest; and to keep them in sympathetic touch with the interests, needs, and activities of the school. The Association endeavors to keep an accurate catalog of the names, addresses, and professional status of its members, to the end that their success and usefulness, as well as the ideals and services of their Alma Mater, may be duly appreciated.

The Annual Meeting of the Alumni Association on May 29, 1920, was one of unusual interest,—a landmark, in fact, in the history of the organization. It was home-coming year and a large number of the alumni revisited their Alma Mater. The regular meeting of the Association was characterized by great enthusiasm for the success of the College. Addresses were made by prominent alumni after which the following officers were elected for the coming year: Mr. Ralph Gardner, San Marcos, President; Mrs. Lalla Rookh Little Deats, San Antonio, Vice President; Miss Willie Word, San Antonio, Secretary; Mrs. Louetta McLendon Collier, San Marcos, Treasurer.

The visiting alumni enjoyed the pageant, the baccalaureate sermon, the meeting of the Alumni Association, a swimming party, the alumni banquet, an auto ride about the city, and the regular graduating exercises. All reported an enjoyable occasion, while the College did all it could to make the home-coming a success.

STUDENT HELP

Each year a limited number of students get some assistance in making their way in school. This help comes from one of three sources:

The Freshney-Shaver Memorial Fund, begun several years ago by faculty members in honor of Alfred Freshney, B. S., Professor of Chemistry and Physics in the Normal, who died in November, 1906, and added to in honor of Professor Cary C. Shaver, B. Lit., Assistant Professor of Mathematics, 1912 to 1914, who died in February, 1915, now amounts to several hundred dollars. This fund is loaned at a low rate of interest to students who, but for such aid, could not remain in school.

The John E. Pritchett Memorial Fund, in process of formation. The plan contemplates raising the sum of $50,000 by subscriptions from students, faculty, and friends of John E. Pritchett, recently
deceased Professor of Latin in the Normal College. As in the case of the Freshney-Shaver Memorial Fund, this will be used to assist worthy students who could not otherwise attend school, thereby perpetuating the most characteristic spirit of Mr. Pritchett, one of the best qualified and most loved members of the faculty.

The Alumni Association, which has from time to time contributed to the Freshney Memorial Fund by annual fees collected from members of the Association, as when the classes of 1917 and 1918 bought Liberty Bonds and donated the income from these bonds to this fund.

The Young Men's and Young Women's Christian Associations, which do what they can to find employment for deserving students by furnishing work in the Normal Exchange, a supply store for students, or by assisting them, where possible, to find work in town.

Students may also obtain work in the cafeteria, the library, the Registrar's office, and at the swimming resort.

STUDENT WELFARE COMMITTEE

The Normal College recognizes the students as a part of its administrative machinery. In order that they may be officially represented each class elects from among its number a student as a member of the Student Welfare Committee. This committee meets regularly with the President and with other members of the faculty to discuss such measures as pertain to the general well-being of the student body. Already much good has resulted from this form of closer co-operation between the faculty and the students, while it also gives an opportunity for initiative on the part of the student body as a whole, and offers incentives for the development of leadership on the part of individual students.
GENERAL INFORMATION

ROOM AND BOARD

Although the Normal College has no dormitories, it assures boarding students accommodations through its system of approved boarding houses and the cafeteria. To entitle a home to be placed upon the approved list, the householder agrees to the following conditions: to accept only students and instructors of the Normal College, not to board both men and women students in the same house, to keep rooms and premises comfortable and sanitary, and to cooperate cordially with college authorities in the enforcement of regulations essential to the welfare of boarding students. The list of approved boarding houses is revised in March and July of each year. The Normal College reserves the right to remove students at any time from a boarding house, the proprietor of which fails to cooperate in upholding the regulations of the institution.

Students are free to select their own boarding places from the approved list, and after the first two weeks of school may make changes only with the consent of the Dean in charge. In each instance, this consent must be obtained prior to the date of change.

Students cannot expect always to secure board and room in the same house or within one or two blocks of the Normal College. Many find highly satisfactory arrangements by taking rooms at one place and meals either at another home or at the Cafeteria. In some instances, economy of living is secured by such a plan. Reservations for rooms and board are not necessary but may be made at the discretion of the students. Bear in mind that the college anticipates the demands of attendance by ample provision for all young men and young women who may come. Students should not be influenced in the selection of boarding houses by solicitors at the station or on the street.

Rates of Board. The regular list of approved boarding houses printed July 3, 1920, shows rates ranging from $22 to $24 per month for meals, $5 to $8 per month for rooms, and $27 to $30 per month for board and rooms in the same house. Students will not find the cheapest rate of board in the houses nearest the Normal School campus. The rates specified are as cheap as can be obtained for the same quality of board in any other college in Texas. At the Cafeteria students should be able to obtain meals at an approximate monthly rate of $20, depending upon individual habits and tastes.
INCIDENTAL FEES

The incidental fee for the regular session is $15.00, payable in advance. Of this, $2.00 is a library deposit, and will be returned to the student at the end of the session or upon his withdrawal from school, if all books used by him are returned in good condition. This library deposit gives free use of all textbooks except English classics, which the student is required to buy. The hospital fee is $2.00 per session of three quarters. As stated elsewhere, this entitles the student to free use of the hospital, including the services of a trained nurse during temporary or protected illness. All students receiving diplomas will be charged a nominal diploma fee.

Upon the recommendation of almost a unanimous vote of the student body, the Board of Normal Regents in 1918 approved a blanket tax of one dollar per quarter for the support of student activities and for providing entertainment. In the session of 1919-20 the student body voluntarily raised the tax to $2.00 per quarter. The privileges secured by the payment of this tax are: admission to all athletic contests participated in by Normal teams on Normal grounds; free subscription to the Normal Star, the weekly newspaper of the students; tickets to lyceum courses and such other activities as may be agreed upon by the Student Welfare Committee and the President.

Qualifications. No person who is under sixteen years of age January 1, 1921, will be admitted. Students who have completed the equivalent of the ninth grade of a standard high school should be able to enter the Freshman class; students who have completed the equivalent of the tenth grade should be able to enter the Sophomore class; students who have completed fifteen or more admission units, should be able to enter the Junior class; graduates of high schools of the first, second, and third classes are given entrance credits on the basis of high school units satisfactorily completed.

The Classification Committees will be in session at the Normal Monday, September 27, and Tuesday, September 28, for the purpose of classifying. All students should confer with these committees before enrolling for work.
SUMMER QUARTER

The marked growth and success of the Summer School has assured its permanency. Many teachers while in public school service are taking advantage of the opportunities offered for Normal College training without losing any time from school work. Prospective teachers, and others desiring to complete courses for advanced college credit, and also students who are deficient in entrance requirements, will find classes suited to their needs. Graduates of Texas State Normal Colleges, under former courses, and other advanced students of college rank, by study in the Summer School can complete the additional work required for professional High School diplomas, or for the Bachelor's Degree. Summer Normal classes are conducted by capable instructors for those preparing for the State Examinations. The same requirements are made of students who attend the Summer School as are made of those in attendance during the regular session. The Summer Bulletin, which gives detailed information concerning the summer work, is issued on February 15 of each year. It may be had by addressing a request to the President.

ENTRANCE REQUIREMENTS

The following regulations govern the admission of students to the State Normal Colleges of Texas:

1. Uniform Requirements. The requirements for admission to the several classes of the State Normal Colleges of Texas are uniform as directed by the State Normal School Board of Regents.

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

3. Standard Admission Units. All claims for admission are reduced as far as possible to standard high school admission units, a unit being a year's work—180 recitations of forty minutes each—in an accredited high school.

4. Accredited High Schools. Accredited high schools are those approved by the State Department of Education, and work done in such schools when officially certified is accepted for admission as hereinafter explained, provided that for admission to college classes only affiliated units are accepted.

5. Credentials. Credentials entitling the holder to exemption from examination must be official statements signed by proper author-
ities. Promotion cards and diplomas from high schools and colleges must be accompanied by official statements of the work completed by students and signed by the superintendent, principal, or president. Work in a subject partially completed is not considered for admission credits.

ADMISSION TO CLASSES OF NORMAL SCHOOL DIVISION

6. First Year Class. Applicants for admission to the First Year class shall present a minimum of seven admission units as follows:

Algebra 1 or 2
English 2
Social Science 1' or 2
Electives sufficient to make 7

Students presenting credentials showing the completion of the ninth grade in a classified high school are admitted to the First Year class. Not more than two conditions may be allowed, and these conditions must be removed by the close of the fourth term after entrance.

7. Second Year Class. Applications for admission to the Second year class shall present ten admission units as follows:

Algebra 2
Geometry ½ or 1
Social Science 2
English 2
Electives sufficient to make 10

Students presenting credentials showing the completion of the tenth grade of a high school of the first or second class may be admitted to the Second Year class without examination. Graduates of high schools of the third class, who have completed a four-year high school course, may remove entrance conditions by one term's satisfactory work in the First Year class.

ADMISSION TO CLASSES OF THE NORMAL COLLEGE DIVISION

8. Freshman Class. Applicants for admission to the Freshman class shall present fifteen admission units as follows:

English 3
Social Science 2
Geometry 1
Electives sufficient to make 15

Graduates of affiliated high schools, who present fifteen units, including three units in English, two units in social science, two units in algebra, and one unit in geometry, are admitted to the Fresh-
man class; graduates of high schools accredited as first class but not
affiliated by subjects may satisfy requirements for entrance by one
term’s satisfactory work in the Second Year class and examination
at the close of term. Until further notice students are admitted con­
ditionally to the Freshman class with thirteen units only, but these
conditions must be removed within two years.

9. **Sophomore Class.** For admission to the Sophomore class, a
statement must be presented showing the completion of one year’s (45
term-hours) college work, including six term-hours in Education. (A
term-hour is one recitation per week for twelve weeks, requiring two
hours’ preparation therefor by student of average ability).

10. **Junior Class.** For admission to the Junior class, a statement
must be presented showing the completion of two years (90 term-
hours) of college work in a recognized Junior or Senior college.

11. **Senior Class.** For admission to the Senior class, a statement
must be presented showing the completion of at least three years’
(135 term-hours) college work in a recognized Senior college.

12. **Admission on Teachers’ State Certificates.** The following
admission credits are allowed to holders of State certificates:

**Second Grade Certificate:**
- English 1
- History ½
- Management ½
- Unspecified 2
- One or more year’s experience in teaching 1
- Total 5 units

**First Grade Certificate:**
- English 3
- Algebra 2
- Geometry 1
- Management ½
- Civics ½
- Ancient history 1
- Mediaeval and Modern History 1
- One or more year’s experience in teaching 1
- Total 10 units

**Permanent Primary Certificate:**
(a) *Built on a Second Grade Certificate.* The five units allowed
on the second grade certificate, and the following 4 units:
- English 3
- Civics ½
- Psychology ½
- Total 9 units

(b) *Built on a First Grade Certificate.* The ten units allowed on
the first grade certificate and the following 1½ units:
- English 1
- Psychology ½
- Total 11½ units
Permanent Certificate:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Civics</td>
<td>½</td>
</tr>
<tr>
<td>Management</td>
<td>½</td>
</tr>
<tr>
<td>Psychology</td>
<td>½</td>
</tr>
<tr>
<td>Unspecified</td>
<td>1 ½</td>
</tr>
<tr>
<td>One or more year's experience in teaching</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>15 units</td>
</tr>
</tbody>
</table>

13. **Electives.** List of subjects from which admission units may be chosen is as follows:

**Education:**
- Elementary Psychology ½
- School Management ½
- English 3 or 4

**History:**
- American 1
- Ancient 1
- English 1
- Mediaeval and Modern 1
- Civics ½

**Language:**
- Latin 2, 3 or 4
- French 2 or 3
- German 2 or 3
- Spanish 2 or 3

**Mathematics:**
- Arithmetic ½
- Algebra 2
- Plane Geometry 1
- Solid Geometry ½
- Trigonometry ½

**Science:**
- Biology 1
- Botany 1
- Chemistry 1
- Introduction to Science 1
- Physics 1
- Physiography ½
- Physiology and Hygiene ½
- Zoology 1

**Vocational:**
- Agriculture ½ to 2
- Bookkeeping ½ or 1
- Domestic Art ½ or 1
- Domestic Science ½ or 1
- Drawing ½ or 1
- Manual Training ½ or 1
- Music ½ or 1
- Stenography and Typewriting 1

14. **Admission by Examination.** Applicants who do not present credentials from accredited high schools for admission to the above-named classes may absolve the standard entrance requirements by examinations.

15. **Time of Examination.** Applicants for the First Year class must be examined upon entrance in all required subjects; applicants for admission to other classes must be examined upon entrance in the required English, history, mathematics, and science, and may defer examinations in other subjects to the middle of the session. These regulations apply to students from affiliated or accredited high schools, who may be admitted partly by examination, as well as to students who enter by examination solely.

16. **Admission of Mature Students.** Persons twenty-one years of age or over, who are not graduates of standard high schools, may at the discretion of the President of the Normal College, be admitted.
without examination to any of the classes below the Sophomore or fourth year. In the enforcement of this regulation especial consideration will be given to mature students whose training has been followed by successful experience in teaching, to students who have had other practical preparation, and to those who have made special attainments in some particular line. Students admitted in this manner will, upon the completion of the work of the Freshman class in English, history, mathematics and science with a grade of "C" be given credit for full admission in these subjects. Other admission units may be absolved in like manner. In all cases mature students and others must remove conditions and satisfy the admission requirements to the satisfaction of the Admission Committee not later than two years after admission, and before any certificate can be granted.

17. Credits from Other Institutions. Credits for work done in any college or university are determined by the President of the Normal College. Work completed satisfactorily in any one of the Texas State Normal Colleges is fully recognized by the others. Those completing the work of the first year in one normal college are admitted to the second year class in any State Normal College in Texas, and similarly to other classes; provided, that of the forty-five term-hours required for a certificate, at least fifteen must be made in the Normal College that issues the certificate, and provided also that of the entire forty-five term-hours required for Normal diploma thirty-six term-hours must be done in the Normal College that issues the diploma.

CERTIFICATES, DIPLOMAS, AND DEGREES

1. First Year Normal School. A student completing the work of the First Year class receives a second grade certificate valid for four years.

2. Second Year Normal School. A student completing the work of the Second Year class receives a first grade certificate valid for six years.

3. Freshman Normal College. A student completing the work of the Freshman class receives a first grade certificate, stating course pursued, and valid for seven years.

4. Sophomore Normal College. A student completing the work of the Sophomore class receives a diploma and a permanent certificate, stating the course pursued, which certificate is valid during good behavior. The diploma bears the seal of the college and is signed by the President.

5. Junior Normal College. A student completing the work of the Junior year is awarded an Advanced Diploma for elementary
teaching, or a Special Diploma for high school teaching. A state permanent certificate is also granted those students to whom such certificate was not granted at the close of the Sophomore year.

6. **Senior Normal College.** Upon the completion of the Senior year a diploma conferring a degree, B. A. in Education or B. S. in Education, is awarded the student.

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

8. **State Normal Certificates.** Certificates granted by the State Normal College should not be confused with certificates obtained from summer normal institutes and county boards of examination.

9. **Building.** Certificates granted by the State Normal Colleges may be built upon for higher certificates, but the Normal Colleges do not grant certificates to applicants by simply “taking the additional subjects” for higher certificates.

10. **High School Work.** Standard high school work may be accepted and not repeated in the State Normal Colleges, and students may be allowed to elect other subjects in their stead, but credit for not more than fifteen term-hours may be counted in the requirements for a certificate.

11. **Residence Conditions.** A student completing two full terms’ work of a given class and meeting the resident requirement of two terms, may, upon passing a satisfactory examination in one term’s work of the next lower class, be granted the certificate of said lower class.

12. **Incomplete Work.** A student who has been in attendance three full terms and who fails in one or more subjects, may be granted the certificate of a lower class at the discretion of the faculty.

13. **Renewal.** A student who has at any time been granted a certificate from a Texas State Normal College, may, upon completion of two-thirds of the work required for the next higher grade of certificate, receive a certificate of the same grade formerly granted him.

14. **College Credits.** When students transfer academic credits from accredited colleges and attend a state normal college for work in Education only, they are recommended to the State Superintendent of Public Instruction for a first grade state certificate valid for four years. To be entitled to such certificate a student must complete four academic courses (36 term hours) and one course in Education (9 term hours).

15. **Irregular and Special Students.** Students may be admitted as special or irregular students and be permitted to pursue such
courses as they may elect and for which they are prepared, but all such students must become regular before receiving a certificate or degree.

DEFINITION OF TERMS.

1. **Term-Hour.** This is the unit of credit. It is defined as one recitation per week (or its equivalent) for one term of twelve weeks, requiring two hours' preparation therefor by the student of average ability.

2. **Equivalents.** The following are recognized equivalents:
   a. For the First and Second Year Classes, four recitations per week, requiring a total weekly preparation of five hours, are equivalent to three term-hours.
   b. Two hours of laboratory work per week, requiring one hour of preparation and subsequent completion of notes, are equivalent to one term-hour.
   c. Three hours of laboratory work per week, requiring no preparation and no subsequent work on notes, are equivalent to one term-hour.
   d. Subjects requiring little or no preparation for the recitation are given term-hour credits according to the total time required, based upon the principle in the above equivalents.

3. **Majors and Minors.** A major is a subject in which a student does his most intensive work. A major may consist of a minimum of 36 or a maximum of 45 term hours, provided, however, that the maximum hours for a major do not apply to the kindergarten-primary group or to the vocational groups under the Smith-Hughes Law. A minor may consist of a minimum of 18 or a maximum of 27 term hours.

4. **The Term's Work.** The work of a term is fifteen term-hours, exclusive of regular assignment in Physical Education.

DIPLOMAS AND DEGREES.

1. Upon completion of the work of the second year, the student is granted a High School Diploma.

2. Upon completion of the work of the Sophomore, the Junior, or the Senior class, the student is awarded an appropriate diploma, reciting the curriculum completed.

3. Upon those completing the work of the Senior class of the college, the degree of Bachelor of Arts in Education or Bachelor of Science in Education is conferred.
4. **Requirements for Diploma with Permanent Certificate.**
   - 15 units for admission
   - 18 term hours in Education
   - 9 to 18 term hours in English
   - 1 major of 18 term hours
   - Other college subjects to make 90 term hours.

5. **Degrees.** There are two degrees, the B. A. in Education, and the B. S. in Education.

6. **Degree Requirements.** Each candidate for a degree must elect one major, a first minor of twenty-four to twenty-seven term hours, and a second minor of eighteen term hours. The candidate for any degree must present eighteen term hours of English, nine term hours of social science, nine term hours of laboratory science, and not less than thirty-six nor more than forty-five term hours of Education. The candidate for the B. A. degree must include in his course twenty-seven term hours in foreign language, or eighteen term hours if credit in language has been submitted as part of the regular college admission requirements. (See detailed requirements for degrees.)

   In designating the requirements for the degree, it is meant that the work above the Second Year class shall be standard college work.

7. **Residence.** A residence of three terms, or thirty-six weeks, is required for a diploma or a degree.

**ORGANIZATION**

- Normal Training School...............Nine grades
- Normal School...............................Two years
- Normal College............................Four years

The **Normal Training School**, which comprises the first nine grades of work of the public school, and in which, under the direction of the Superintendent and Supervisors, all work in practice teaching is done. Graduation from the Training School admits one into the Freshman class of the Normal School without examination. The Training School includes a model two-teacher rural school, and a model one-teacher rural school for Spanish-speaking children, both located in the country, but easily accessible. Students preparing to teach in the rural schools of the State will do their practice teaching here under actual country conditions.

The **Normal School**, which comprises the first and second years of the school. Completion of the first year entitles one to a second grade State certificate valid for six years. Completion of the second year entitles one to a first grade State certificate valid for six years. Com-
pletion of this year’s work also entitles one to clear entrance to the Normal College.

The Normal College, which comprises four years of college work, Freshman, Sophomore, Junior, and Senior. Completion of the Freshman College year entitles one to a first grade State certificate valid for six years; completion of the Sophomore College year entitles one to a diploma and State permanent certificate; completion of the Junior College year entitles one to a special diploma for high school teaching or an advanced diploma for elementary teaching. Completion of the Senior College year entitles one to a B. A. or B. S. degree in Education.

SYSTEM OF GRADING AND CREDITS.

Grade Symbols. Term grades of a student are determined by his daily oral and written work, and by tests or quizzes, usually unannounced, given at intervals during the quarter. These grades are indicated by the following symbols: A represents excellent work; B, good; C, fair; D, passing, and F, failure. In case the work of any student is incomplete during any quarter, such student may be conditioned by the instructor, but such condition must be removed during the first quarter’s attendance after the condition is received. In case of failure the student must take the entire work in class again.

Grade Points. The issuance of a certificate of any grade is dependent upon the standing of a student as determined by what are called "grade points." That is, a student must make thirty grade points, or an average of C, before he can obtain a certificate. In determining grade points the grade symbols have the following values: A equals 4 grade points; B, 3 grade points; C, 2 grade points; D, 1 grade point. The student in any class who fails to make the required thirty grade points on the fifteen units of work of his class may take work in the next higher class until the thirty grade points are made, at which time a certificate will be issued. It is understood, of course, that in the next higher class, grade points cannot be counted twice. For instance, a Sophomore who finds it necessary to do some Junior work in order to get the required thirty grade points, would have to make sufficient grades in the remainder of his Junior work to fulfill the necessary conditions; or, he would have to get sixty grade points in all for the two years’ work.

CURRICULA REQUIREMENTS

Courses are organized so as to prepare teachers in kindergarten and primary grades, intermediate grades, high school grades, rural schools, and in special subjects such as foreign languages, music, art,
expression, physical education, manual training, home economics, commercial branches, etc. Each group offers opportunity for specialization for a definite line of teaching and at the same time assures accurate scholarship for general public school work. The diploma groups emphasize preparation for teaching in the primary and elementary grades; the degree groups emphasize advanced preparation for primary and elementary grades or proficiency for high school teaching. Courses prescribed are for the most part suggestive only; other courses of the same rank may be substituted upon proper approval.

Changes from one course to another frequently involve loss of credits, and are not advised.

All students are required to take Physical Education twice a week during the first two years of residence work. A student may elect and count towards a certificate, diploma, or degree, six term hours of Physical Education in addition to the two years required.

Students may be admitted as special or irregular students and be permitted to pursue such courses as they may elect and for which they are prepared, but all such students must become regular before receiving a certificate or degree.

Courses from 1 to 20 are elementary and given in the Normal School. Courses from 100 to 299 are usually given in the Freshman and Sophomore years. Courses from 301 to 499 are usually given in the Junior and Senior years. College credit cannot be given for elementary courses. Unless otherwise specified, a course is three term hours, which represents three recitations per week for twelve weeks, each period of recitation being fifty minutes in length.

DEGREE COURSES

Beginning with the session 1918-19 the Southwest Texas State Normal College offers courses in the College Junior and College Senior years, leading to the degrees of Bachelor of Science in Education and Bachelor of Arts in Education. Graduation under the four-year Diploma Course of the Texas State Normal Colleges, or the completion of two years' work of college rank, including the standard college entrance units, is prerequisite for admission to the Degree Division of the College.

REQUIREMENTS FOR DEGREES

General Rules

Degrees will be conferred publicly on Commencement Day.
No degree will be conferred without a residence of at least one year.
A candidate may receive only one of the two degrees offered by the Southwest Texas State Normal College.

**Bachelor of Science in Education**

**Requirements for Graduation**

In order to receive the degree of Bachelor of Science in Education (B. S. in Education) the candidate must meet the following requirements:

1. He must have been regularly admitted to the Degree Division of the College.

2. He must complete (preferably he should have completed during his Freshman and Sophomore years): (a) 18 term hours of English (including English 101 and 102, or their equivalent); (b) 9 term hours of social science (economics, history, sociology); (c) 9 term hours of biological science (botany, general biology, zoology); (d) 9 term hours of physical science (physics, chemistry).

The requirement in biological science may be waived if the student presents 2 units of biological science for entrance; the requirement in physical science, if the student presents 2 units of physical science for entrance.

Such exemptions do not excuse him from the requirement of total term hours stated in 4.

3. He must complete: (a) one professional major in Education of not less than 36 nor more than 45 term hours, including 3 term hours of advanced psychology, 3 term hours of principles of teaching, 3 term hours of history of education, and 9 term hours of practice teaching; (b) one academic major of not less than 36 nor more than 45 term hours, of which at least 18 hours must be from courses numbered 300 or above; (c) one academic minor of not less than 24 nor more than 27 term hours, of which not less than 9 term hours must be from courses numbered 200 or above; (d) one second academic minor of 18 term hours. The academic major and one academic minor may be made in the same group. A student is not permitted, however, to elect toward his minor courses from the department in which he has done the chief work for his major. Only one-half of the work done to meet the requirements in 2 may be included in counting up term hours for the academic major and minors.

**Groups.** The courses making up the academic major may be selected from any one of the following groups: home economics and manual training, languages (English and public speaking, Latin, French, German, Spanish), mathematical and physical sciences (chem-
istory, mathematics, physics), natural sciences (biology, chemistry, physics), social sciences (economics, history, sociology). The courses making up a minor may be selected from any one of the above groups or one of the following: agriculture, art, business administration, music (18 term hours), physical education.

4. He must have completed a total of at least 180 term hours.
5. He must have completed a total of 120 grade points.

Bachelor of Arts in Education

Requirements for Graduation

In order to receive the degree of Bachelor of Arts in Education (B. A. in Education) the candidate must meet in full the requirements as laid down for the Bachelor of Science in Education, with the exception that 27 term hours of the 180 required for graduation must be in foreign language (of which 9 hours must be from courses numbered 200 or above), unless the candidate has presented two or more units in foreign language for entrance, in which case he shall be required to take but 18 term hours in the subject.
## CURRICULUM GROUPS

### NORMAL SCHOOL

#### GROUP A

(For students from fully affiliated high schools.)

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>English 1, 2, 3</td>
<td>9</td>
</tr>
<tr>
<td>History 1, 2</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 3, 5, 6</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Related Electives</td>
<td>9</td>
</tr>
<tr>
<td>Free Electives</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
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</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 2</td>
<td>3</td>
</tr>
<tr>
<td>English 4, 5, 6</td>
<td>9</td>
</tr>
<tr>
<td>History 3, 4</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 20</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>Related Electives</td>
<td>9</td>
</tr>
<tr>
<td>Free Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

#### GROUP B

(For students from unclassified and partially affiliated high schools.)

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
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</tr>
<tr>
<td>Education 1</td>
<td>3</td>
</tr>
<tr>
<td>English 1, 2, 3</td>
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</tr>
<tr>
<td>History 1, 2</td>
<td>6</td>
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<tr>
<td>Mathematics 1a, 1b, 2</td>
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<tr>
<td>or Mathematics 2, 4, 20</td>
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<tr>
<td>or Mathematics 3, 4, 20</td>
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<tr>
<td>Science</td>
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<tr>
<td>Related Electives</td>
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</tr>
<tr>
<td>Free Electives</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 2</td>
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</tr>
<tr>
<td>English 4, 5, 6</td>
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<tr>
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<tr>
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<tr>
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<td>0 to 6</td>
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<tr>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

Students who present credits from standard affiliated high schools for any units included in Group A may, with proper approval, substitute other subjects.

Students noticeably deficient in penmanship, spelling, and practical English may be required to make up such deficiencies under the direction of a faculty committee.

A student who expects to receive a certificate at the end of the term must notify the Registrar by the fourth week of that term.

Upon the completion of the First Year, a second grade certificate is awarded; upon the completion of the Second Year, a High School Diploma and a first grade certificate are awarded.

Related electives shall be construed as meaning subjects in the same department or in related departments.
## CURRICULA GROUPS
Normal College

### Group for Teachers of Special Subjects

**Diploma**

#### FRESHMAN

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
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<tr>
<td>Education 111, 104, and 101</td>
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</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Subject</td>
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<tr>
<td>Music 9 hrs.</td>
<td></td>
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<tr>
<td>Drawing 9 hrs.</td>
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<tr>
<td>Commercial 9 hrs.</td>
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<tr>
<td>Physical Education 9 hrs.</td>
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<tr>
<td>Free Electives</td>
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**SOPIOMORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Education 212a, 212b, 204, and 106</td>
<td>12</td>
</tr>
<tr>
<td>English</td>
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<tr>
<td>Educational Sociology</td>
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<tr>
<td>Music 9 hrs.</td>
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<td>Drawing 9 hrs.</td>
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**Degree**

#### JUNIOR—SENIOR YEARS

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>English</td>
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<td>Education</td>
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<td>Social Science</td>
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<tr>
<td>Science</td>
<td>18</td>
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<tr>
<td>Foreign Language</td>
<td>27*</td>
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</tbody>
</table>

*Applicable only to candidates for the B. A. Degree.*
### Group for Rural School Teachers

**Diploma**

#### FRESHMAN

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>English</td>
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<tr>
<td>Education 111, 104, and 101</td>
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<td>History</td>
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<td>Agriculture</td>
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#### SOPHOMORE

<table>
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<tr>
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<td>English</td>
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<td>Agriculture</td>
<td>3</td>
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<td>Geography or Reading</td>
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<td><strong>Total</strong></td>
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#### Degree

**JUNIOR—SENIOR YEARS**

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<td>Science</td>
<td>15</td>
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<tr>
<td>Foreign Language</td>
<td>27*</td>
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</tbody>
</table>

Majors, Minors, and Free Electives to satisfy Degree requirement for total of 90 hours.

*Applicable only to candidates for the B. A. Degree.
Group for Kindergarten-Primary Teachers

Diploma

FRESHMAN

English 101, 102, 103 ....................................................... 9
Education 111, 120, 121 or ) ........................................... 9
Education 111, 107, 121 ) .............................................. 9
Drawing, Music, Kindergarten ............................................. 12
Related Electives ................................................................... 9
Free Electives ....................................................................... 6

45

SOPHOMORE

Hours

English 105 ................................................................. 3
Education 212a, 212b ..................................................... 6
Education 216, 207 or ..................................................... 6
Drawing, Music .............................................................. 9
Related Electives ............................................................. 9
Free Electives .................................................................... 12

45

Degree

JUNIOR—SENIOR YEARS

Hours

English ................................................................. 6
Education ............................................................. 15
Social Science ......................................................... 9
Science ............................................................ 18
Foreign Language .................................................... 27*

Majors, Minors, and Free Electives to satisfy Degree Requirements for
total of 90 hours.

*Applicable only to candidates for the B. A. Degree.
Group for Intermediate Grade Teachers

*Diploma*

**FRESHMAN**

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<tr>
<th>Subject</th>
<th>Hours</th>
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<tr>
<td>Education 111, 104, and 101</td>
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<td>Geography</td>
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**SOPHOMORE**

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<tr>
<td>Education 212a, 212b, 204, and 106</td>
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<tr>
<td>English</td>
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<td>History</td>
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<td>Science</td>
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<td>Related Electives</td>
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<td>Free Electives</td>
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*Degree*

**JUNIOR—SENIOR YEARS**

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<th>Subject</th>
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<td>Science</td>
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<td>Foreign Language</td>
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Majors, Minors, and Free Electives to satisfy Degree requirement for total of 90 hours.

*Applicable only to candidates for the B. A. Degree.
**Group for High School Teachers**

**Diploma**

**FRESHMAN**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>English 101, 102, 103</td>
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<td>Education 111, 104, and 101</td>
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<td>Teaching Subject</td>
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<tr>
<td>Laboratory Science</td>
<td>9</td>
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<tr>
<td>Social Science 9 hrs.*</td>
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<tr>
<td>Foreign Language 9 hrs.‡</td>
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<td>Free Electives 6-15 hrs.</td>
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**SOPHOMORE**

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<tbody>
<tr>
<td>English</td>
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<tr>
<td>Education 212a, 212b; 204 or 106</td>
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<tr>
<td>Laboratory Science</td>
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<tr>
<td>Social Science 9 hrs.†</td>
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<td>Foreign Language 9 hrs.‡</td>
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<td>Free Electives 0-18 hrs.</td>
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**Degree**

**JUNIOR—SENIOR YEARS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Education</td>
<td>18</td>
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</tbody>
</table>

Majors, Minors, and Free Electives to satisfy Degree requirement for total of 90 hours.

*May be deferred until Sophomore year.
†Unless absolved in Freshman year.
‡Applicable only to candidates for the B. A. Degree.
DEPARTMENTS OF INSTRUCTION

AGRICULTURE

MR. NELSON, MR. ROBERTSON

ELEMENTARY COURSES

1. Elementary Agriculture.
   A general course in agriculture designed to prepare the student to teach the subject in the one-teacher rural school, and to lay a foundation for further work in this subject.

3. Live Stock Feeding and Judging.
   This course consists of the study of the nutritive value of various feeds, the balancing of rations, and the consideration of the types of animals best suited for the dairy, for pork, for draft purposes, etc.
   Prerequisite, Agriculture 1 or its equivalent.

COLLEGE COURSES

101. Rural Economics.
   A study of the economic problems underlying the welfare of the farmer; factors of agricultural production; distribution of agricultural income, co-operation and marketing; principles of farm management; land values and land tenure; farmers’ organizations; rural taxation; rural credit; the maintenance of the social political, and economic status of the farmer. This course is required of students taking special work in agriculture, but may be chosen as a free elective by anyone. Same as Economics 101.

102. School and Kitchen Gardening.
   The principles of planning and managing the school garden and the kitchen garden will be studied and used in demonstration. The course is intended to prepare the student to plan rotation of vegetables that will furnish the table every week in the year.
   Prerequisite, Agriculture 1 or its equivalent.

   The study of plants relative to heredity, environment, and improvement will be taken up in some detail. The class work will be supplemented and intensified by demonstration in the field and garden. Special work will be done in cotton classing relative to the standard grades.
   Prerequisite, Agriculture 1 or its equivalent.
206. **Farm Dairying and Creamery Management.**

The planning and management of the farm dairy, the economy of feed and labor, and the relation of the farm dairy to the maintaining of soil fertility will be studied. The handling of milk in the most sanitary manner, and the disposition of dairy and creamery products in the most profitable form will be discussed in detail. Demonstrations will be made with the Babcock milk tester and the cream separator.

Prerequisite, Agriculture 1 or its equivalent.

207. **Irrigation and Drainage.**

Practical rather than theoretical irrigation will receive most attention. The behavior of different plants and soils when receiving excess of water will be closely studied. Ditches, levees, power pumps, and water supplies will be considered in some detail. The department is equipped with a gas engine, irrigation pump, and an overhead system of applying water. Practically every phase of the irrigation problem may be seen in operation.

Prerequisite, Agriculture 1, and Physics 17 and 18 or their equivalent.

209. **Soil Physics and Management.**

The physical properties of soil will be closely studied with special stress on the texture and structure. The management of different soils relative to maintaining good aeration and sufficient moisture will be studied and demonstrated. Actual field experiments will be made.

Prerequisite, Agriculture 1, and Physics 17 and 18 or their equivalent.

308. **Farm Crops.**

The life history and improvement of the plants which constitute our standard crops will be studied and demonstrated under field conditions. It will be shown how special conditions of labor, location, and shipping facilities determine largely what crops can be profitably grown.

Prerequisite, Agriculture 1 and 104 or their equivalent.

310. **Public School Agriculture.**

It is the aim of this course to prepare teachers to introduce and promote successfully the study of agriculture to the public schools. The needs and facilities of different communities, from the one-teacher school to the agricultural high school, will be the basis for the work.

Prerequisite, Agriculture 1 and 102 or their equivalent.
ART

MISS JOHNSON

AIM

The aim of instruction in this department is to teach Art in its relation to everyday life, to teach it in such a way that the student will apply it to everyday problems and be able in his turn to present to his pupils the importance of Art in their daily lives.

ELEMENTARY COURSES

1. Drawing.
   Fundamental Art principles are emphasized. The problems selected are such as to give the student an opportunity to express himself skillfully in different media.

2. Drawing.

COLLEGE COURSES

101. Drawing.
   A beginning course for College students who have had no art training.

102. Crafts.
   A course for students who wish to learn such crafts as may be taught in Public School work—clay modeling, weaving, book binding, etc.

201. Kindergarten and Primary Drawing.
   A course in free hand drawing for those specializing in Kindergarten and Primary teaching.
   Prerequisite: Drawing 1 or 101.

   Intended for students specializing in Intermediate and Grammar Grade work.
   Prerequisite: Drawing 1 or 101.

204. Teaching of Drawing.
   This course emphasizes the presentation side of the work. It is intended primarily for those who expect to teach the subject in the schools.
   Prerequisites: Drawing 1 or 101, and 201 or 202.
205. **Design: Theory and Practice.**

Emphasis on the meaning of design in its broader sense. Problems in applied design, stencilling, block printing, batik, enamel, etc.

Prerequisite: Drawing 1 or 101.

206. **Interior Decoration.**

A practical course which aims to present the facts in such way that students can apply in their own homes the knowledge gained in this course.

Prerequisite: Drawing 1 or 101 or 205.

207. **Good Taste in Dress.**

A course intended to enable each student to make an individual study of her own characteristics with reference to good taste in dress.

Prerequisite: Drawing 101.

306. **Drawing for Supervisors.**

A course for supervisors with the emphasis of the organization and presentation of the material, and a discussion of personality as a factor in successful supervision.

Open to students only by consultation.

307. **Drawing for Superintendents and Principals.**

A course dealing with the educational values of drawing and the place of this subject in a general scheme of education. It is planned for superintendents and principals of schools and supervisors of drawing. It deals with classroom decoration and with school architecture; and does not require either work in or technical knowledge of, drawing.
Biology 2. Sanitation and Hygiene.
In this course attention is given to structure of tissues, the adaptation of structure to function, and sanitation.

This course is a study of the branches of the animal kingdom. Types as far as possible will be selected for study from insects injurious to man and to farm and garden crops.

Chemistry 1, 2. Elementary Chemistry.
These two units cover the ground usually considered in high school chemistry. A constant effort is made to relate the work to the daily needs of the pupils and to show the importance of this science in the industrial development of the nation.

Geography 1. General Geography.
This course is for the student of geography. It covers the whole field, but typical areas will be given a more intensive study. Map drawing, map reading, supplemental material, and the methods of teaching geography will be given special attention.

Geography 2. Physical Geography.
This course includes a brief review of descriptive geography and a study of the subjects usually covered in high school physical geography.

Biology 101, 102, 103. General Biology.
This year in general biology is offered to Freshman college students who desire to stress biology or agriculture.

Biology 204. General Biology.
An elementary course in general biology for students who need a general survey of biology in other subjects.
Biology 205. **Advanced Physiology.**
This is an advanced course in physiology which presupposes Biology 2 or its equivalent.

Biology 207. **Bacteriology.**
A strong course in classroom and laboratory bacteriology. This course presumes a good course in general chemistry and the equivalent of Biology 204 and 205 as a foundation for the work offered.

Biology 301, 302, 303. **Botany.**
An advanced course in botany planned to meet the needs of advanced students in science who desire to stress biology.

Biology 401. **The Teaching of Biology.**
A half term course in the teaching of biology. The equipment of a laboratory, securing of materials, and preservation of specimens for class use are discussed.

Chemistry 101, 102. **General Chemistry.**
These two units constitute the general chemistry for first year college students who have had little or no previous training in chemistry.

Chemistry 107, 108. **General Chemistry.**
These two units constitute the general chemistry for first year college students who have had high school chemistry or its equivalent.
Prerequisite, Chemistry 1, 2, or high school chemistry.

Chemistry 109. **Qualitative Analysis.**
This is an introductory course in qualitative analysis and with either 101 and 102 or 107 and 108 constitutes the first college year in chemistry.
Prerequisite, Chemistry 101 and 102 or 107 and 108.

Chemistry 201, 202. **Organic Chemistry.**
The aim of these two units is to present the groundwork of organic chemistry and to prepare the way for other work in the study of foods and physiological chemistry.
Prerequisite, 102 or 108.

Chemistry 203. **Physiological Chemistry.**
A course dealing with some of the fundamental problems of chemistry of the vital processes.
Prerequisite, Chemistry 202.
Chemistry 301, 302. Advanced General Chemistry.
A course in general chemistry taking up some of the most important problems of modern theoretical and physical chemistry.

Chemistry 303. Quantitative Analysis.
This is an introductory course in quantitative analysis. A series of carefully planned determinations will be made with a few selected substances.
Prerequisite, Chemistry 109.

Chemistry 304. Applied Chemistry.
This course gives attention to the practical applications of chemistry in the household and laboratory. Important applications of chemistry in industry will receive attention.

Chemistry 401. The Teaching of Chemistry.
A half term course in the teaching of chemistry. The equipment of a laboratory and other problems peculiar to chemistry will be discussed.

Geography 101. Geography of North America.
This is a general course in the geography of North America with special attention to the United States. A part of the time will be given to the methods of teaching geography in the grades and in rural schools. Attention will be given to supplemental and illustrative material.

Geography 105. Texas Geography.
A study of the topography of the State, its agricultural, mineral, and forest resources; its inhabitants; the interdependence of railroads, commerce, and education; its relation to the other states.

Geography 106. The Influence of Geography on American History.
This course is a study of the geographic conditions that have influenced American history. Special attention will be given to those factors that have influenced settlement, the westward movement of population, and the growth of the United States. A knowledge of the fundamental principles of geography and the main facts of American history is presupposed.

Geography 201. The Teaching of Geography.
The state course of study in geography furnishes the basis for the work. Exercises are given in map drawing, modeling, and charting. Emphasis is given to lesson planning and observation work.
BUSINESS ADMINISTRATION

MR. CHAMBERLAIN, MISS KERCHNER

The aims of the Department of Business Administration of the Normal College are twofold: first, to prepare teachers to organize and conduct commercial departments in the high schools; second, to offer elective courses to those who desire some business training in connection with their general education. The ability to keep accounts is a valuable acquisition to any individual, and the mastery of typing and shorthand is of inestimable value whether in a business or professional career.

ELEMENTARY COURSES

1, 2, 3. Shorthand and Typewriting.

The aim of the course is to master the principles of Gregg Shorthand and Touch Typewriting. Special attention is given to structure of outlines, shorthand penmanship, reading of shorthand plates and dictation exercises are given throughout the year's work.

Shorthand and Typewriting are offered together for full credit. No credit is given for either taken alone.


The aim of this course is to meet the needs of the student who wishes a knowledge of the fundamental principles of simple bookkeeping practice. The work of the course is planned so that it may be taken alone or followed by courses 5 and 6, making a full year's unit.

14. Farm and House Accounts.

In this course special attention is given to the accounts of the farm and household, such as private personal accounts, household accounts, live stock accounts, crop accounts, labor reports, feed records, etc.

5, 6. Bookkeeping.

This work includes many of the modern accounting principles. Actual business papers are used throughout the course, and both the practical and pedagogical sides are emphasized. It is planned especially for those students who aspire to become high school teachers. Individual instruction is given.

Prerequisite, Course 4, 14, or equivalent.
7. Typewriting.
This course is offered for the benefit of those who desire work in Typewriting without Shorthand.
The touch method is used. The students are trained to write rapidly and accurately. The term's work includes the mastery of the keyboard and the mechanical features of the machine; easy letter writing and dictation work.
No credit is given for Typewriting when taken alone.

This course embraces the principles of public school penmanship, and includes the mastery of good business writing together with the psychology of the teaching of writing in the grades. Special attention is given to the methods of teaching. No credit.

COLLEGE COURSES

101, 102, 103. Shorthand and Typewriting.
For beginning college students. The course covers the same ground as courses 1, 2, and 3, with sufficient additional work to make it of college rank.
The full year's work must be completed for credit.

201, 202, 203. Advanced Shorthand and Typewriting.
This work embraces the work of the second year, special attention being given to the reading of shorthand notes and to special phrase writing. Several books written in shorthand will be studied.

204, 205, 206. Elementary Accounting.
This course is designed to cover the principles of elementary accounting. The work embraces the following subjects: origin of bookkeeping, the theory and practice of single and double entry, assets and liabilities, classification of accounts, value of correct analysis of accounts, function of the books of original entry, controlling accounts, columnar journals, specially ruled ledgers, consignments, partnership accounts, corporation accounts, depreciation, revenue and capital, valuation of good will.
The full year's work must be completed for credit.

This course takes up the more advanced theory and practice of practical accounting, theory, and auditing. The purpose of this course is to prepare those thoroughly familiar with general accounting to advance to the position of certified public accountants. Auditing
is taken up in detail and the course covers the study of mergers, consolidations, and corporations,—special attention being given also to such special lines of business as the Board of Trade, Stock Brokers, building and loan associations, insurance companies, contractors, clubs, bank and trust companies, public service companies, governmental and institutional accounts. The course is designed to develop the analytical powers, the grasping of the salient points in problems, the elimination of unnecessary matters in the answer, and the distinction between true and superficial cause and effect.

Prerequisite, course 206 of its equivalent.

210, 211, 212. Commercial Law.

This course is designed to cover the subject of business law. It embraces the study of elementary law, contracts, sale of personal property, agencies, partnerships, corporations, negotiable instruments, real estate, bankruptcy, insurance, guaranty and suretyship, banks and banking.

214. Office Administration.

A course offered especially to superintendents and principals of schools to teach up-to-date organization of office accounting, filing, and clerical work.
101. Rural Economics.
A study of the economic problems underlying the welfare of the farmer; factors of agricultural production; distribution of agricultural income; co-operation and marketing; principles of farm management; land values and land tenure; farmers' organizations; rural taxation; rural credit; the maintenance of the social, political, and economic status of the farmer. This course is required of students taking special work in agriculture, but may be chosen as a free elective by any one.

102, 103, 104. Elementary Economics.
This course constitutes the work of three quarters. It is designed to give the student an insight into the principles of economics so as to place him in touch with the great economic movements of the day, to lay an adequate foundation for any advanced work in the subject, and to inculcate a sense of social justice. The field embraces studies in production, consumption, exchange, distribution of wealth, and some additional special topics.

This work may be taken by any student of college rank, but any one electing it to count toward a degree should complete the full three quarters' work. It is recommended that students who are leaving college to teach, take courses 102 and 103, followed by Sociology 201.

Prerequisites, 102 for 103, and 103 for 104.

A broad study of the economic development of the United States through its entire history. Some topics: our public land policy; development of slavery and its effect on agricultural industry; economic significance of westward expansion; tariff and commercial policies; development of internal transportation; rise of organized labor and labor problems; industrial combinations and trusts; government regulation and control; conservation of natural resources.
SOUTHWEST TEXAS STATE NORMAL COLLEGE

SOCIOMETRY

201. Educational Sociology.
A course which aims to acquaint the students with the origins and inter-relations of social movements and social institutions of the present time; to discover modern social ideals as the basis for social progress; to study and formulate methods of social progress; and to make a definite attempt to establish the relation of education to the problems of social control and progress. This course may be profitably elected by all students of college rank who are aspiring to become teachers. Courses 302 and 401 in addition to this, make a good year's work in sociology.

203. Constructive Rural Sociology.
A study of rural life conditions in the United States with special reference to Texas, looking to possible improvement. The attitude toward all phases of rural life will be sympathetic, but dynamic and constructive. Some special topics: rural and urban increase; advantages and disadvantages of rural life; rural credit; social aspects of land tenure and labor; inherent rights of land workers; socialization of rural institutions. Students preparing for work in the country or small towns and villages should take courses 201, 203, and 301.

302. Principles of Sociology.
A course to acquaint the student with the general principles of sociology through a study of such topics as, the general plan of social organization; motives leading to social organizations; development and function of the family, church, school, and state; social control; elimination of pauperism, crime, ignorance, and other social evils; heredity and acquired population traits; process of social evolution.

301. Community Activities and the Rural School.
A course of study for those persons preparing for rural leadership in any line, but especially for rural school teachers. Topics: function of the "community social engineer"; educational resources of the rural community; rural social mind; rural mental, moral, and physical health; vitalizing the rural school; coordination of school and community interests; organization of a rural community; the rural library; rural social center; community recreations; continuation schools for adults.
Prerequisite, 203.

401. Social Psychology.
Designed to give an acquaintance with the great facts and prin-
ciples of social behavior through a study of suggestibility, the crowd, mob mind, conventionality, custom imitation, interference and conflict, compromise, and public opinion.
  Prerequisite, Education 111 or its equivalent.
1. **School Management.**
   This course offers a brief introduction to the various problems of school management. Some of the general topics considered are: the qualifications of teachers, organizing and grading schools, classifying pupils, examinations, promotion, discipline, and the school as a social center.

15. **Rural School Management.**
   Particular attention will be given to the problems incident to the country school, such as organization, the daily schedule, classification, correlation and alternatives, community co-operation, and the relation of the course of study to the life of the community.

2. **Elementary Psychology.**
   The aim of this course is to make a practical study of the fundamentals of mental life, its nature and growth. Some applications are developed in reference to school room practice and everyday human relations. The work includes discussions, notes, readings, lectures, and reports on assigned topics.

### COLLEGE COURSES

101. **Management.**
   This course is arranged to meet the needs of students preparing to teach in the elementary schools. It deals with the organization and disciplinary phases of the classroom. Types of classroom exercises, student co-operation, hygiene of instruction, playground supervision, and professional ethics will be studied.
   Prerequisite, one course in psychology.

102. **Methods.**
   This course deals with special methods of teaching the elementary branches. It is arranged especially to meet the needs of those who will be called upon to teach in the grades or in the village and rural schools.
   Prerequisite, one course in psychology.
103. The Teaching of Reading and English in Intermediate Grades.

Topics: aims of reading in these grades; method adapted to the accomplishment of these aims; oral and silent reading; intensive and extensive reading; selection of varied reading material; study of selected literature; memorizing poems; purpose and plan of language study; child’s experience and activities a basis for language teaching; social motives for language; different types of language lessons; relative amount of oral and written work; use of the text; spelling; writing; observation and discussion of typical lessons.

Prerequisite, Education 104.

104. Principles of Teaching.

This course develops and formulates the fundamental principles underlying the general methods of teaching—aims, self-activity, apprehension, interest, organization, drill, instruction, deduction, individual differences in capacity. Observation of the application of these principles in the Training School; discussion of lessons observed; lesson plans.

Prerequisite, Education 111 or 106.

106. Advanced Educational Psychology.

This course combines the important topics of general and educational psychology, and thus forms the basis for specific courses in educational theory and practice. Emphasis is placed on instincts, habits, memory, association, and economy of learning.

Prerequisite, 2 or 111.

107. The Teaching of English in Primary Grades.

This course includes the teaching of reading, writing, spelling, and language in the primary grades. Observation and discussion of typical lessons is an important part of the course.

Prerequisite, Education 104.

108. Child Study.

This course deals with the problems of development, both physical and mental. It emphasizes the striking differences between children and adults, and shows that childhood is a transitional state. Both normal and abnormal phases of development will be considered.

Prerequisite, 2 or 111.


Selection of material suited to interests and comprehension of children; psychological versus chronological or mere logical organiza-
tion; specific projects worked out in class and presented for observa-
tion in Training School; illustrative handwork as an aid to the 
teaching of these subjects—sand table projects, posters, booklets, 
charts, etc.

Prerequisite, Education 104.

111. Educational Psychology.

Required of graduates from high schools. This course is adapted 
to the needs of students who enter from affiliated high schools, hav-
ing had no work in educational subjects. A careful study of un-
learned behavior as related to learned behavior will be made.

113. Adolescence.

This course will be particularly helpful to teachers in grammar 
grades and high schools. A careful study of the physical changes pe-
culiar to the child passing into manhood and womanhood and the 
significance of these changes on both mental and moral life will be 
made. It is held that a better and more scientific understanding of the 
physical condition and the emotional life of the adolescent youth will 
lead to a more sympathetic and helpful direction of his development.

Prerequisite, 111 or 106.

116. The Teaching of Literature and Composition in the Grammar 
Grades.

Topics: Types of literature adapted to these grades; basis for se-
lection; relation to other studies; geographical, historical, scientific, 
civic, and industrial readings in addition to "selected" literature; the 
teaching of a masterpiece; the preparatory period of a composition 
exercise—basis for choice of subject, attitude towards it, organization 
of material, development and use of the outline, ways to overcome 
expressional limitations, use of the model; the written and correction 
periods—methods of self correction; importance of oral composition; 
formal aspects of composition—writing, spelling, grammar, the teach-
ing of grammar in relation to needs in composition. Observation and 
discussion of typical lessons.

Prerequisite, Education 104.


This is a course that deals with some of the largest and most inter-
esting present day problems in the entire field of education. Some of 
the topics to be studied are: growth of the vocational education 
movement; meaning and purpose of prevocational education; the 
Smith-Hughes Law and its operation; meaning and purpose of voca-
tional guidance. This course will be of special interest to superintendents and principals and to any teacher who has an interest in helping boys and girls to an intelligent choice of a life work.

204. **History of Education in Modern Times.**

This course considers the institutions and educational theories of the past only in their relation to the present. Some of the topics studied are the evolution of our present day tendencies from the Renaissance to Rousseau; and the contributions to education by Erasmus, Luther, Herbart, Locke, Froebel, Rousseau, Pestalozzi, and living educators.

205. **History of Elementary Education.**

The aim of this course is to trace the origin of the problems of elementary education through the history of the past. The influence of Rousseau, Pestalozzi, Herbart, Froebel, and Lancaster will be stressed. The present condition of elementary education in different civilized countries will receive consideration.

207. **Industrial Studies in Primary Grades.**

Topics: Place and value of social and industrial studies in Kindergarten-Primary; subject matter in relation to the child’s interests, environment, and development; how the work vitalizes the formal subjects and provides for expression through handwork; its relation to language, literature, and nature study. Much of the time is given to projects in handwork.

Prerequisite, Education 104.

212a. This course is intended to introduce the student to the problems of classroom management and teaching. The student is led to assume one responsibility after another, progressing as rapidly as possible from the simple to the more complex duties of room control. Among the duties to be mastered are the following: Keeping attendance records, keeping the room neat, collecting illustrative material, care of boards, grading papers, supervising study, supervising play, giving individual instruction, and teaching an entire class. One period each day is devoted to this work. The student may select work in any of the following departments: Kindergarten, primary, intermediate, grammar grade, junior high school, or rural school. All the work is under the immediate direction of a grade supervisor.

Prerequisites, 104 and one course in special methods.

212b. In this course the student is expected to assume control of a class and be largely responsible for the management and teaching of
one group of children for a term. From forty-five to fifty periods should be spent in teaching by each student during the course. The student is held responsible for organizing subject matter, making and executing lesson plans, and managing an entire room. Resourcefulness and initiative on the part of the student teacher are encouraged. As far as practicable the student teacher is held responsible for the general progress of a group of pupils in the subject taught.

Prerequisite, 212a.

216. The Teaching of Arithmetic and Nature Study in the Primary Grades.

Arithmetic Topics: The child's number interests, number through counting, measuring, construction work, plays, games, and school and home activities; objective teaching, motivation, rationalization, gradation, drills; course of study.

Nature Study Topics: Selection and organization of material; topics in connection with gardening, other home and school activities, and seasonal changes.

Prerequisite, Education 104.

301. Public School Systems.

The purpose of this course will be to acquaint the student with the institution in which he most probably will work. It includes the development of the public school idea, the evolution of the institution, present status of the profession of teaching, ways of improving the profession, means of financing, relation of state, county and community to the public school, and a comparison with private schools.

302. The High School Curriculum.

This course includes a comparison of the modern high school curriculum with the older curricula, a critical study of the curriculum, the modern tendencies toward utilitarian subjects, the relation of the course of study to retardation, elimination, and expense of maintaining the high school.

304. Course of Study for Kindergarten and Grades 1 and 2.

This course is for teachers of experience and advanced students. Topics are: Factors that determine the making of the curriculum for the Kindergarten-Primary; organization of activities and subject matter that unifies and simplifies both the curriculum and the daily program, character of independent seat work and its relative proportion to the recitation period. Emphasis will be placed upon point of contact between subject matter and the child's interests and activities.
305. Mental and Educational Measurements.

This course will consider the recent standards of educational measurements and their value. Students will be familiarized with the system of mental tests employed for detecting mental defectives and as a basis for vocational guidance.

Prerequisite, 111 or 106.

401. Practice Teaching.

This course is required of all candidates for degrees. Observation of classroom management and instruction will furnish the basis for considerable class discussion. Students will be required to make lesson plans, conduct recitations, and write criticisms on the recitation.

402. Supervision and Administration.

This course trains teachers for service in organizing and supervising city and town schools. Subjects along the following lines will be developed: measuring educational products, efficiency standards, qualities of merit and causes of failure in teachers, selection of teachers, and relation of teachers to community.

403. Principles of High School Education.

Fundamental principles of high school organization; reorganized high school; relation of high school to a state system and to a community; articulation with lower and higher institutions; teachers; student organizations; psychology as applied to high school subjects.

404. The Psychology of Learning.

In this course two days per week of double periods will be required for laboratory work and two days for class work. Experiments will be conducted by all students in ways of learning. Especial emphasis will be given to transference, fatigue, and interference. General applications of principles worked out will be made to the learning process in school education.

Prerequisite, 106 or 111.

413. History of Education in the United States.

This course is designed to give a full history of the growth of American education from various ideas brought by the colonists from different European countries. It shows how the European institutions were first transplanted into America and how they were transformed to suit the new conditions of the undeveloped country. It represents the factors that have ever tended to secularize education, shows the origin of our public free school systems, and the rise of our colleges and universities. It pays special attention to America’s greatest educators, and to the work accomplished by the educational societies and organizations.
KINDERGARTEN

120. Plays and Games, Story-Telling.
A study of the physical and social values of organized play will lead to a consideration of the various types of games suited to the interests and development of children in the kindergarten and primary grades. Simple rhythmic plays, traditional or folk games, gymnastic games, and games involving the use of toys will be played and discussed from the standpoint of presentation.

A survey of the field of child literature will be made for the purpose of selecting material suitable for use in kindergarten and primary grades. Emphasis will be placed upon the technique of story-telling.

121. Kindergarten Principles and Methods.
An introductory course in kindergarten-primary education. Students will study and observe the natural play activities and interests of little children in the different periods of development. Consideration of the instincts and impulses manifested through play, and the relation of play to work will culminate in a study of play as the chief instrument of early education and a selection of play materials best adapted for educative purposes. Class observations and discussions will lead to a development of principles in regard to the use of these materials.

220. The Kindergarten Curriculum.
The kindergarten curriculum consisting of community life, nature study, manual and art activities, music, physical education, language, and literature will be studied from the standpoints of content and organization. A brief survey will be made of the development of the kindergarten program. Students will make teaching plans. This course should be preceded or paralleled by a course in practice teaching in the kindergarten.

Prerequisites, 120 and 121.
The aim of the instruction in English is to train the student to habits of accurate thought-getting and effective thought-presentation, and to acquaint him with the development of the literature and the language. All along, stress will be laid on the necessity of all the English work functioning intelligently in the teaching process.

**ELEMENTARY COURSES**

1. **Grammar.**
   Instruction in the fundamentals of English grammar, with special attention to analysis and synthesis of sentences. Oral and written reports on as much easy narrative prose and verse as the needs of the class and the time of the instructor justify.
   Text: Kittredge and Farley’s *Advanced English Grammar*, Parts 1, 2, 3.

2. **Literature, Composition.**
   Practice in sentence synthesis; incidental instruction in the elements of English composition, especially the sentence and the paragraph as they apply practically to letter writing, business correspondence, and such reproduction work as the student will find necessary in making oral and written reports on the following, which will constitute the main material of the course: (1) selected readings in Greek, Roman, and Scandinavian myths; (2) selected readings in Old Testament narratives; (3) selections from English literature from Shakespeare to Goldsmith.

3. **Literature, Composition.**
   A continuation of English 2, with stress on the reading and reporting on of as many representative selections of English Literature from Burns to Kipling as the instructor deems necessary. Should follow English 2.

4. **Elementary Exposition.**
   Instruction and practice in the organization of expository themes, outlines, reports, summaries, and such readings as the instructor may deem necessary for illustration and practise.
   Text: Canby and Opdyke’s *Elements of Composition*.
   Prerequisite, English 1, 2, 3, or their equivalent.
5. Elementary Argumentation.

This course complements English 4, which is prerequisite to it. Its subject matter is informal argumentation and debating. Stress will be laid more on the determining of the issues and the finding and the ordering of the material than on the actual writing out of formal argument.

Text: Canby and Opdyke's *Elements of Composition*.

Prerequisite: English 4 or its equivalent.

6. Elementary Narration and Description.

This course complements English 4. In it instruction and practice in narrative and descriptive writing will be given, and some consideration will be had of narrative and lyric poetry.

Text: Canby and Opdyke's *Elements of Composition*.

Prerequisite, English 4 or its equivalent.

7. Business Correspondence.

This course is adapted to the needs of those students who wish to take stenography and typewriting. In it the principles of composition as they apply practically to business and office correspondence will be studied, and the student will be afforded abundant and varied practice in business correspondence that demands an application of the four forms of composition. May be taken in the place of English 6 or as an elective.

Prerequisite, English 4 or its equivalent.

14. Types of Literature.

This course may be substituted for English 6 or may be taken as a free elective. Its subject matter will be abundant reading in one or more types of literature, supplemented by class discussions, written reports, and reviews. The material to be studied will be determined by the needs of the class and will vary from term to term.

Prerequisite, English 4 or its equivalent.

17. Fundamentals of Oral English. (See Reading 1.)

101. Exposition.

This course is designed to ground the student in the theory, the materials, and the principles of English composition, and to give him practice in expository writing and in making plans, outlines, reports, abstracts, reviews, appreciations, and such other practical work as he will need to know in pursuing his work in this and other departments.
Required of all College Students. Prerequisite to any College Course in English.

Text: Canby's *English Composition in Theory and Practice*.

102. **Argumentation.**

Complements English 101, with stress on the materials and processes of argumentation, especially informal argumentation.

Prerequisite: English 101. Required of all College Students who have not had English 5 or its equivalent. The latter may, upon consent of the Department, substitute English 113 for English 102.

Text: Canby's *English Composition in Theory and Practice*.

113. **Narration and Description.**

Complements English 101, with the stress on the materials and processes of narrative and descriptive writing and abundant practice in original writing of those kinds.

Prerequisite, English 101. Open as an elective to all College Students, and as a substitute for English 102 to such students as have had English 5 or its equivalent, and have the consent of the Department to the substitution.

Text: Canby's *English Composition in Theory and Practice*.

103. **Representative American Literature.**

A survey of the development of American literature, with as much actual reading and class discussion as is practicable.

Prerequisite, English 101, and, preferably, one other course in composition.

Text: Boynton's *American Literature*.

104. **Public Speaking and Dramatics.**

For a description of the material of this course see Reading 104.

105. **Child Literature.**

For kindergarten, primary, and intermediate grade teachers. The course covers a critical survey of child literature including Mother Goose, folk and fairy-tales, fables, myths, hero-tales, realistic stories, nature and animal stories, Bible stories, and poetry; sources and standards for selection of material for different grades; acquaintance with juvenile magazines.

207. **English Literature from Shakespeare to Thomson.**

A study of the development of English literature from Shakespeare to Thomson, with as much actual reading and class discussion of the literature studied as is practicable.

Prerequisite: English 101 and either 102 or 113.
208. **English Literature from Thomson to Browning.**

A continuation of English 207, which should precede it. As much actual reading of typical selections of the period as is practicable, supplemented by class discussions, reports, criticisms, reviews, appreciations.

Prerequisite, English 101 and either 102 or 113.

203. **English Literature of the Last Half-Century.**

A continuation of English 208, which should precede it. A study of the trend of the most noteworthy new or recent poetry and fiction. The work will be based on Cunliffe's *English Literature of the Last Half-Century*, and will consist of as much actual reading of the literature of the period as is practicable.

Prerequisite, English 101 and either 102 or 113.

204. **Argumentation and Debate.**

This course is designed primarily for those who wish to take part in the debating activities of the institution. For fuller description see Reading 204.

301. **Advanced Composition.**

A constructive course in written and oral composition designed to train the student in the application of the principles of composition to such publicity work as will fall to him to do in his work as teacher, such as newspaper reports and reviews, papers and demonstrated talks before professional associations and social and literary clubs.

Prerequisite, English 101 and either 102 and 113 or their equivalent.

311. **History of English Syntax. Old English.**

This course should reveal the bearing of Old English on Modern English syntax. The work will be based on Smith’s *Old English Grammar* and a rapid survey of Nesfield’s *English Grammar, Past and Present*.

Required of all students who are majoring in English.

Prerequisite, English 101 and either 102 or 113 or their equivalent.

312. **History of English Syntax. Middle English.**

A continuation of English 311, which should precede it. Special attention to the reading of Chaucer and to the development of Modern English syntax.

Required of all students majoring in English.

303. **American Poetry Since 1900.**

A study of the trend of American poetry since 1900, with especial
consideration of the work of Frost, Sandburg, Robinson, Masters, Lindsay, Amy Lowell, Sara Teasdale, and others.

Prerequisite, English 301 and two (2) courses in literature of College rank.

313. The American Short Story.
A consideration of the trend of the American short story since 1900, with abundant reading of selected specimens.
Prerequisite, English 103, 301, and 113.

401. The Drama Before Shakespeare.
A study of the origin and development of the drama, with as much reading of typical specimens as is practicable.
Prerequisite: English 311.

402. Shakespeare.
Reading and study of selected comedies and tragedies not studied in the previous courses.
Prerequisite, English 312.

403. Modern Drama.
Types of dramatic art from Ibsen to the present.
Prerequisite, English 301.

406. The Teaching of English.
A professional course for those who wish to teach the subject in the high school or the grades, involving a study of the place of the English teacher in the schools, his problems and some proposed solutions of them, and the collection and arrangement of non-text-book material that may be of practical use to him in meeting the demands made upon him.
While the reading of carefully chosen, inspiring texts is emphasized, the aim in each German course is to provide as much training as possible in all the disciplines of modern language study: reading, grammar, conversation, and composition. In a general way the student is expected to gain ability to read with fair fluency, a better understanding of the grammatical structure of both the English and the German languages, some ability to speak and understand German, some knowledge of the literature, the history, the manners and customs of Germany and the Germans. In each course after the first year a definite amount of outside reading will be assigned. Learning to sing German songs will form a part of the work in all the courses.

The aim of the instruction in French is the acquisition of a ready personal command of the language both spoken and written. With this aim in view, constant stress is laid on the acquirement of fluency in reading, writing, and speaking French. As far as practicable, the elements of grammar will be taught through the medium of the language itself.

GERMAN

ELEMENTARY COURSES

1, 2, 3. First Year German.

This course in German for beginners comprises elementary grammar and easy reading, with practice in speaking and writing German. a. Grammar: Drill in the elements of grammar, the use of the cases, the declension of nouns and adjectives, the conjugation of weak and strong verbs, the use of prepositions. b. Reading: Easy readers, short poems, folk songs. c. Composition: Oral and written exercises based on grammar study and reading.

4, 5, 6. Second Year German.


Prerequisite, 1, 2, 3, or their equivalent.
101, 102, 103. Beginning Course in German.

201, 202, 203. German Reading, Syntax, and Composition.
    Prerequisite, 101, 102, 103, or their equivalent.

301. Advanced Reading, Syntax, and Composition.
    A continuation on a more advanced basis of the language discipline of courses 101-203; introduction to difficult modern German prose.
    Prerequisite, 201, 202, 203, or their equivalent.

302. Masterpieces in Modern German Drama and Lyrics and Novel.
    An introduction to the study of and aesthetic appreciation of German literature on the basis of an intensive and critical study of works representative of the three main fields of literature—the lyric, the epic (novel), and the drama.
    Prerequisite, 201, 202, 203, or their equivalent.

303. Heine.
    Selected lyrics and prose writings.
    Prerequisite, 201, 202, 203, or their equivalent.

401. Lessing.

403. Schiller.

405. Goethe.
    Selected lyrics and dramatic and prose writings.

407. Goethe.
    Faust.

408. The German Drama of the Nineteenth Century.

421. The Teaching of German.
    New methods and their application to pronunciation, grammar, and reading. Textbooks.

    Any other courses in German language and literature will be arranged if the needs of the students require it.
FRENCH

COLLEGE COURSES

101, 102, 103. First Year French for College Students.

201, 202, 203. Second Year College French.
   Advanced reading, composition, and conversation.
   Prerequisite, 101, 102, 103.

301. The Classical Drama.
   Prerequisite, 201, 202, 203.

302. Romanticism.
   Prerequisite, 201, 202, 203.

303. Drama.
   From 1850 to the present time.
   Prerequisite, 201, 202, 203.

304. The Short Story.
   Selections from Maupassant, Daudet, Mérimée, Balzac, and others.
   Prerequisite, 201, 202, 203.

   Prerequisite, 201, 202, 203.
HISTORY

MR. BIRDWELL, MR. ARNOLD, MISS MURPHY

ELEMENTARY COURSES

1. United States History to 1789.
   A careful survey of the colonial and revolutionary periods of American history. Close attention will be given to the proper methods of studying history. Simple library problems will be attempted.

2. United States History from 1789 to the present time.

3. Civics.
   A course in practical citizenship. Special attention will be given to the ordinary community institutions and the student’s relation to them. The course will be made practical, students being required to give attention to live community problems.

   This course will begin with the French Revolution and will cover the more important problems of European states during the nineteenth century, special attention being given to those problems whose influence is operative in the affairs of the United States.

5. Modern Problems.
   This course may be elected in place of History 4 or in some cases in addition thereto. It will be an effort to get acquainted with the elementary phases of live public problems as revealed in current literature. Special attention will be given to the use of the library and the ordinary guides and indexes. Students will be taught some of the simpler principles of historical workmanship and will be expected to write a paper showing a thorough study of some question.

   This course will cover the period from the Discovery of America to the French Revolution. It may be elected in place of History 4, or, in some cases, in addition thereto.

COLLEGE COURSES

102. The History of Greece.
   This course will comprise a brief survey of the oriental nations and a careful study of the institutional life of the Greeks. Much attention will be given to their artistic and literary achievements.
103. The History of Rome.
A thorough study of the political achievement of the Roman people. The big social, economic, industrial, and political problems of the Roman people will be carefully considered.

104. Medieval History.
The object of this course is to give students a broad, sympathetic insight into the lives of their ancestors from the fourth century to the end of the fifteenth. A considerable amount of collateral reading will be demanded and a thorough study of the rise of national states in western Europe will be undertaken.

105. Current History.
A study of present day problems. Open to all college students, but can be offered only one time for credit. The best methods of historical workmanship will be developed. The aim of the course is to prepare for intelligent leadership in the solution of live and pressing problems.

106. Industrial History of Modern Europe.
This course will consist of a careful study of the industrial problems confronting the people of western Europe during the past hundred years, special attention being paid to the industrial development of England, France, and Germany.

109. Texas History.
This course will be a comprehensive study of the making of Texas. While the narrative will not be lost sight of, yet a serious effort will be made to investigate the development of the institutional life of the State, the social and industrial problems confronting our people today, and the most intelligent method of solving these problems. The main object will be to fit the future teachers of Texas for constructive leadership.

A rather comprehensive study of the problems of colonial America. An effort will be made to determine the physical and spiritual endowments of the Europeans who found homes on the American continent, and how through stress of difficult circumstances such endowments were transformed into American ideals.

111. American History—Formation of the Union.
A study of the American Revolution and of the growth of nationalism, comprehending the period from 1763 to 1828.
206. **English History.**

   This course covers the period from the earliest time to the death of Queen Mary, emphasis being laid on the development of England's social and political institutions.

207. **English History.**

   From the accession of Queen Elizabeth to the present time. In this course, special attention is given to the growth of the present English system of parliamentary government, with frequent comparisons between the English and the American practice.

208. **Modern Europe.**

   Eighteenth century Europe; the evils of the ancient regime in France; the decline of the French monarchy; the Diplomatic Revolution; the growing power of Prussia; the world-wide dominion of England; European background of the American Revolution; the French Revolution and the Napoleonic Period.

209. **The Teaching of Elementary History.**

   In this course an earnest effort will be made to find the place of history in the elementary school curriculum and the results in terms of life and conduct that follow a course in elementary history. A rather extensive survey of the literature bearing on the teaching of elementary history will be made. Special attention will be given to the reorganization of the subject matter of history to adjust it to the needs of the elementary school.

301. **Modern Europe—From 1815 to the present.**

   A critical study of nineteenth century European history. The many points of contact of this wonderful century and the Great War will be stressed and carefully studied. The jealousies and resulting friction, the peculiar educational systems and their purposes, the different types of efficiency of the various European nations, will furnish an abundance of interest.

312. **American History. The Period of Sectionalism.**

313. **American History. The Period Since the Civil War.**

   History 312 and 313 are meant to be comprehensive studies of the periods indicated. Much collateral reading will be demanded. History 313 will inquire into the industrial development of the United States within the past twenty-five years, and a careful study will be made of how the people of the nation have tried to solve their manifold economic, social, and industrial problems.
302. **European Institutional History.**
Such a study of the economic, political, and social institutions of European nations, and especially England, as will make the institutions in America have a greater significance to students of American history.

415. **Political Science.**
A careful study of the fundamental principles of government. National, state, and municipal problems will be considered.

416. **The Teaching of History.**
A careful survey of the literature on the subject of the teaching of history; the elementary principles of historic criticism; directions and practice in historic workmanship; the problem method of presentation, etc. In addition, each student will be required to make an intensive study of a limited period of American history and work out a careful method of presentation. Much attention will be given to history in the grades.

417. **The Old South.**

418. **The New South.**
History 417 will give attention to the economic and industrial institutional life of the South which differentiated it from other sections. Special attention will be given to the South’s contribution to the life of the nation. The culmination of the course will be an exhaustive study of the development of the mental situation in both North and South which made the Civil War inevitable.

History 418 will undertake to comprehend the reorganization, the transformation, the redemption of every phase of Southern life.

419. **Latin America—Colonial.**
A study of Spanish and Portuguese discoveries, explorations, and colonizations in the Western Hemisphere, the development of a colonial system, and the transplanting of Latin civilization and its institutions from the Old World to the New.

420. **Latin America—Revolutionary and Independent.**
A comprehensive view of the Latin-American countries, extending from their general movement for independence at the beginning of the nineteenth century, through their stages of national development, and ending with their present problems and prospects.

History 419 and History 420 are of peculiar interest and value to students of today in view of the fact that the cultivation of closer relations with the nations south of the United States is now one of the chief concerns of the American people.
HOME ECONOMICS

MISS THOMPSON, MISS DAVIS, MISS RATHBONE, MISS GRIFFIN

ELEMENTARY COURSES

1. Clothing.
   An elementary study of clothing, selection and construction including hand and machine problems.

2. Foods.
   An elementary study of foods from the standpoint of selection, care, production, and preparation.

3. The Home.
   Its care. Location, furnishing and care of the rooms of the home.

COLLEGE COURSES

103. Home Decoration.
   House planning; theory of color and its application in home decoration; furnishings from a sanitary and artistic standpoint.

110. Clothing.
   An elective course in sewing, emphasizing selection and construction of simple undergarments and a wash dress.

111. Foods.
   An elective course in Foods where selection, preparation, and serving are considered.

201. Clothing.
   Continuation of course 110. Problems are fancy wash dress, tailored waist, and hand problems, using original designs.

211. Foods.
   Continuation of course 111. Presenting more advanced problems in selection and preparation.

151. Foods.
   A detailed experimental study of Foods and the general principles of cookery.

152. Foods.
   Continuation of course 151.
153. **Foods.**
Continuation of course 152. The latter part of the course is given to a study of selection, marketing food products, and invalid cookery.

154. **Clothing.**
This course deals with the fundamental principles of selection and construction. It gives practice in hand and machine sewing, the use of drafted and commercial patterns, in the making of undergarments. The hygienic, economic, and related textile problems are studied.

251. **Clothing.**
Continuation of course 154. The problems are a waist, tailored skirt, and a simple wash dress.

252. **Clothing.**
The problems are Hofflin suit and a serge dress.

253. **Clothing.**
Problems are a silk waist, a study of children’s and infants’ clothing, and renovated problems.

254. **Foods.**
A course in elementary Dietaries and Meal Planning. Planning, preparation, and serving of meals for the family with relation to cost and nutritive value of the foods, time and labor involved in preparation and service.

255. **Theory of Teaching Home Economics.**
Consideration of the function of Home Economics in elementary and secondary schools from the standpoint of equipment, courses of study, and methods of presentation.

351. **Textiles.**
A study of fabrics from the standpoint of the consumer, with microscopic and chemical analysis of fabrics, dyeing, laundry, and special problems.

352. **Costume Design.**
A study of dress from the artistic, historic, economic, and hygienic standpoint. Application of principles of design to silhouette, proportion, line, and color.

353. **Advanced Clothing.**
A study of intensive work in cutting and fitting. Problems are a wash tailored suit and a fancy dress.
354. **Nutrition and Dietaries.**
A study of the processes of digestion, metabolism, and the nutritive requirements of the body. A study of food requirements of individuals and families, with special consideration to the food of children and the problem of malnutrition.

355. **Nutrition and Dietaries.**
This course continues the work of course 354 with special reference to diet in disease.

356. **Food Chemistry.**
Study of the chemistry of fats, carbohydrates, proteins, ash constituents, with special emphasis upon the composition and nutritive value of such foods as meat, flour, milk, butter, etc. The laboratory work is partly qualitative and partly quantitative.
Prerequisite, Organic Chemistry.

451. **Sanitation.**
A study of the sanitary conditions of the home and its surroundings.

452. **Household Management.**
A study of the elements of successful home making; the woman and the standard of living; her rôle of spender, with budget studies. Her responsibility to the family and the community.

453. **Practice House.**
At periods during the year senior students will live in the practice house in order to work out problems of household management. The work of the household will be divided among students in residence. This arrangement will provide for practice in each of the following duties: hostess, cook, waitress, maid, laundress. The purpose of the work will be to give practical experience in buying, household accounting, planning and serving meals, and other problems in the management of a home.

454. **Experimental Cooking.**
This course offers an opportunity to study special problems in food preparation.

455. **House Planning and Furnishing.**
The aim of this course is to give the student standards by which to judge modern homes and furnishings.

456. **Millinery.**
Selecting, designing, and constructing appropriate hats. Renovation of materials and trimmings; remodeling old hats. Care of hats. Millinery as a trade for women.
### COURSES OF STUDY IN VOCATIONAL HOME ECONOMICS

#### COLLEGE FRESHMAN

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Clothing (Sewing and Textiles)</td>
<td>3</td>
</tr>
<tr>
<td>Foods (Preparation and Cooking)</td>
<td></td>
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<tr>
<td>English (Exposition, Argumentation, Public Speaking, and Dramatics)</td>
<td>9</td>
</tr>
<tr>
<td>Chemistry (General)</td>
<td>6</td>
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<tr>
<td>Education (Educational Psychology)</td>
<td></td>
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<tr>
<td>Elementary Design</td>
<td>3</td>
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<tr>
<td>Household Physics</td>
<td>3</td>
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<tr>
<td>Biological Science (General Biology)</td>
<td>6</td>
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<tr>
<td>Elective</td>
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#### COLLEGE SOPHOMORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Clothing (Dressmaking and Drafting)</td>
<td>9</td>
</tr>
<tr>
<td>Foods (Elementary Course in Dietetics)</td>
<td>3</td>
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<tr>
<td>Chemistry (Organic, Physiological)</td>
<td>9</td>
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<tr>
<td>English (Advanced Composition, Contemporary Literature)</td>
<td>6</td>
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<tr>
<td>Designing</td>
<td>3</td>
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<tr>
<td>History (Industrial History of Modern Europe, American History Since the Civil War)</td>
<td>6</td>
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<tr>
<td>Education (Principles of Teaching)</td>
<td>3</td>
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<tr>
<td>Elective</td>
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#### COLLEGE JUNIOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Theory of Teaching Home Economics (Equipment, Methods, Course of Study)</td>
<td>3</td>
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<tr>
<td>Clothing (Textiles and Tailoring)</td>
<td>9</td>
</tr>
<tr>
<td>Foods (Dietetics, Invalid Cookery)</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry (Quantitative Analysis)</td>
<td>6</td>
</tr>
<tr>
<td>Education (History of Education in Modern Times)</td>
<td>3</td>
</tr>
<tr>
<td>Psychology (The Psychology of Learning)</td>
<td>6</td>
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<tr>
<td>Bacteriology (Classroom and Laboratory Bacteriology)</td>
<td>6</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Course</td>
<td>Hours</td>
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<tr>
<td>Household Management (Theory and Practice of Furnishing)</td>
<td>9</td>
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<tr>
<td>Practice Cottage (Application of Household Management)</td>
<td>9</td>
</tr>
<tr>
<td>Sanitation</td>
<td>9</td>
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<tr>
<td>Dietaries and Nutrition</td>
<td>9</td>
</tr>
<tr>
<td>Practice Teaching in Home Economics</td>
<td>9</td>
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<tr>
<td>Sociology (Constructive Rural Sociology, Principles of Pure Sociology)</td>
<td>6</td>
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<tr>
<td>Millinery (A Study of the Practical and Artistic in Millinery)</td>
<td>3</td>
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<tr>
<td>Elective</td>
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LATIN

Mr. Tanner

ELEMENTARY COURSES

1, 2, 3. Bennett's First Year Latin.

4, 5, 6. Caesar.
   Selections from the Gallic Wars, with grammar and prose composition.

COLLEGE COURSES

101. College Course for Beginners.
   Inflections and easy translations.
   Prerequisite, Freshman college standing.

102. Continuation of Beginners' Course.
   Elementary syntax, reading, and composition.
   Prerequisite, 101 or equivalent, with Freshman college standing.

103. Selections from Caesar and Other Latin Writers.
   Accompanied by composition and by drill on inflections and syntax.
   Prerequisite, 102 or equivalent, with Freshman college standing.

   Designed for those who present only two entrance units in Latin and who feel their need of reviewing the essentials of the elementary courses; also for those who have completed courses 101, 102, and 103.
   Students who satisfactorily complete this course will be permitted to take Latin 106, but without credit for 105.

105. Cicero.
   Selected orations with grammar and prose composition. Designed for those who present three entrance units in Latin and for those who have completed Latin 6. Students presenting only two entrance units will be admitted to this course only upon the approval of the head of the department.

106. Cicero and Sallust.
   The history of the Catilinian conspiracy as presented in selections from the above authors. Regular exercises in prose composition accompany the translation.
   Prerequisite, 104 or 105.
107. Virgil.
Books I and II of the Aeneid, with study of scansion and mythology.
Prerequisite, 106.

110. Mythology.
The myths of Greece and Rome constitute the major part of this course, but a few lessons are given in the myths of other nations.
College credit will be given for this course, but it will not absolve three of the eighteen hours in a foreign language required for the B. A. Degree in Education. It is required of all students majoring in Latin.
No Latin prerequisite. Offered only in the Winter term.

201. Virgil.
Books III, IV, and V of the Aeneid, with scansion.
Prerequisite, 107 or four entrance units in Latin.

202. Virgil and Ovid.
Book VI of the Aeneid and selections from Ovid.
Prerequisite, 201.

203. Horace.
Odes and Epodes.

204. Composition and Grammar.
Designed for prospective teachers of Latin. Meets once a week throughout the year. Three term-hours credit.
Prerequisite, 107 or four entrance units in Latin.

205. The Latin Short Story.
Stories from Cicero, Aulus Gellius, and Apuleius. Offered only in the Spring term.
Prerequisite, 106 or equivalent.

301. Horace.
Satires and Epistles.

302. Latin Historians.
The selection of authors for reading varies from year to year, the range of choice including Livy, Sallust, Nepos, and Caesar.

303. Cicero.
De Senectute and De Amicitia.

401. Latin Plays.
Selected plays from Plautus and Terence.
402. Tacitus.
   Agricola and Germania.

403. Catullus.
   Select Poems.

404. Teacher's Course in Caesar, Cicero, and Virgil.
   Offered in Spring and Summer terms.
   Prerequisite, 201 or equivalent.
The purpose of this department is to prepare teachers of Manual Training for the schools of the State, and to give training along industrial lines to such other students as desire it. The department is unusually well supplied with equipment for teaching the work outlined, and an effort is made to prepare students to meet the problems they will find in the rural and city schools of Texas. The equipment for wood work includes the following: 18 benches, with general and individual tools for 54 students, 6 motor head lathes, universal saw bench, 36-inch band saw, 12-inch jointer, 24-inch surfacer, hollow chisel mortiser, belt sander, electric glue heater, and material and equipment for assembling and finishing work. The machines are all driven by individual motors and are equipped with modern guards. The equipment for metal work includes down draft forges, benches, hand tools, and machines for handling a class of 12 students in general metal work. In the drafting room 24 tables are provided with drawing boards, instruments, and lockers for 72 students. The courses in this department are open to women as well as to men.

ELEMENTARY COURSES

1. **Mechanical Drawing.**
   A beginning course for those who expect to take further work in Manual Training, as well as for students from other departments. The ground covered will include lettering, geometric constructions, and working drawings of the kind usually taken up in high school courses.

2. **Bench Woodwork.**
   A beginning course consisting of instruction and practice in the use of common woodworking tools and the simpler forms of construction. Special attention will be given students electing woodwork for only one or two terms as well as students taking all the work offered.

3. **Mechanical Drawing and Bench Work.**
   The work of this term will include the design and construction of individual problems. A further study is made of the materials and tools used, and some outside reading will be required. Some previous training in both bench work and mechanical drawing will be required.
   Prerequisites, 1 and 2.
   A beginning course for teachers of rural schools where no manual training work is offered but where it could be conducted on a limited scale. A study of necessary tools and materials will be made, a suitable course of study worked out, and some bench work done.

5. Elementary Woodwork.
   This course is designed to meet the growing demand for practical construction work in the fifth and sixth grades. The problems will include simple and mechanical toys, doll and playhouse furniture. This is an interesting course and may be elected without prerequisites.

COLLEGE COURSES

101. Mechanical Drawing.
   This course is offered to first year college students who have had little or no experience along this line. The work given will be similar to that offered to first year students in engineering courses.

102. Bench Work in Wood.
   This is a course in beginning woodwork. It consists of the study of hand tools and hand tool processes. The work will deal largely with the problems of high school teaching. Special attention will be given to the demonstrations and methods of presentation. Daily readings will be required.

103. Advanced Benchwork and Wood Turning.
   This course will consist of the study of simple problems of joinery, the construction of simple furniture, and the study and practice of wood-turning processes.
   Prerequisite, 2 or 102, or equivalent.

   A study of the methods of representing standard details will be made and both detail and assembly drawings of some simple machines will be required. Students will be taught the best methods of drafting room practice.
   Prerequisite, 101.

   A study of the principles of pattern making, such a shrinkage, draft, finish, coring, split patterns, and loose patterns, and the construction of typical patterns. Sufficient experience with molding will be provided to give meaning to patternmaking practice.
   Prerequisite, 101 and 102.
203. Furniture Construction.
A course dealing with the problems of design, construction, and finishing of furniture. The care and use of woodworking machinery will be taught. The course is planned for those who wish to teach in high schools or trade schools or classes.
Prerequisites, 101 and 102, or equivalent.

The problems of planning courses, selecting and installing equipment, ordering and caring for supplies, organizing teaching material and presenting work to different classes of students will be taken up. Plans for work in special types of schools will be studied. Demonstration and observation work will be provided.
Prerequisites, 101, 102, and 203.

An elementary course in woodworking based on the problems which arise in the home. Information and practice will be given in the repairing and finishing of furniture and in treatment of floors and interior woodwork. The work will consist largely in the making of labor saving devices for the home.

206. Architectural Drafting.
This course consists of architectural lettering, study of types of buildings and roofs, study and drawing in details of construction, architectural perspective, and individual planning of modern homes.

301. Tools and Materials.
A study of woodworking tools, their care and use, and how to sharpen them; woods, their characteristics and uses; finishes and their application; and the sources of supply for construction materials. There will be laboratory work in the sharpening of tools and in setting up of machines. The lectures will be illustrated.

302. General Metal Working.
This course is designed to meet the growing demand for greater variety of work in the high school, and to give to students a little experience with materials other than wood. Elementary work will be given in forging, bench metal, and sheet metal. This type of work is recommended for a unit's work in the high schools where elaborate equipment is not available for machine shop.

303. Carpentry.
A course intended to give information and practice in the principles of house and barn framing. Typical structures will be built.
Prerequisite, 102 or equivalent.
1a. **Elementary Algebra.**
For beginners.

1b. **Elementary Algebra.**
Continuation of 1a.

2. **Elementary Algebra.**
A review of the elementary principles of algebra, factoring, simultaneous equations, graphs, square root, radicals, quadratics, and theory of exponents.
Prerequisite, the completion of one year's algebra in an approved high school, or satisfactory examination in algebra to simple indeterminates.

4. **Elementary Algebra.**
A continuation of 2 with advanced work in factoring, fractions, radicals, the binomial theorem for positive integral exponents, linear and quadratic equations with graphing, ratio and proportion.

3. **Plane Geometry.**
Book I.

5. **Plane Geometry.**
Book II and Book III to constructions.

6. **Plane Geometry.**
Completed.

7. **Plane Trigonometry.**
A high school course in Plane Trigonometry.

8. **Solid Geometry.**
A high school course in Solid Geometry.

9. **Advanced Algebra.**
A high school course in Advanced Algebra.

20. **Advanced Arithmetic.**
A course in which rapidity and accuracy of calculation are stressed.
In this course reciprocal and converse theorems are emphasized and much attention is given to the solution of original exercises.

Prerequisites, 4 or 9 or their equivalents.

107. Plane Trigonometry.
Course 109 should be taken up before 107, but by special permission of the teacher, 4 or 9 may be accepted as prerequisite.

112. Teaching Arithmetic.
This course considers the best methods of presenting certain fundamental subjects required in the eight grades of the elementary school, with the application of arithmetic in modern business life. The aim is to relate the arithmetic to the child’s every-day life and to his future needs.

208. Solid Geometry.

Introductory course in plane analytical geometry.
Prerequisite, 107.

214. Plane Surveying.
Prerequisite, 107.

216. Descriptive Astronomy.
In connection with the descriptive part of the course some of the simple astronomical calculations and some telescopic observations will be made.
Prerequisite, 107.

310, 320.
An intensive course in plane analytical geometry.
Prerequisite, 107 and 109.

313. The Teaching of Secondary Mathematics.
Lectures, discussions, and practical work designed to give the prospective teacher the best methods relating to high school arithmetic, algebra, geometry, and trigonometry.
314. **Advanced College Algebra.**

This course is a continuation of 109, giving more intensive work in the theory of equations, complex numbers, series, and graphing special curves.

411, 421, 431. **Elementary Differential and Integral Calculus.**

In 431 special attention is given series and definite integrals. No credit will be given toward a degree for less than two units in calculus.

Prerequisites, 210 or 310.

413. **History of Mathematics.**

A study in the development of the various branches of mathematics. 
Prerequisites, at least one term in analytics.
MUSIC

MISS BUTLER

ELEMENTARY COURSES

1. **First Course in Music.**
   In this course the text used presents material suitable for the first, second, and third grades of the Public Schools. It is studied both technically and pedagogically. A considerable amount of victrola music will be given for its art value.

2. **Rote Songs.**
   This course offers training in songs suitable particularly for primary and elementary grades, together with methods in their presentation.

3. **Continuation of 1.**
   In addition, sight reading of songs written for soprano and alto, study of the structure of major scales and their relative minors, chromatics, and their methods of representation.
   Continued work in music appreciation by means of victrola and other music.

4. **Rote Songs.**
   This course offers training in songs suitable for intermediate grades together with method and practice in presentation.
   Not more than two units of music may be counted for credit in the First and Second years of the Normal School.

COLLEGE COURSES

In partial fulfilment of the requirements for graduation, a student may offer a total of not more than twenty-four term hours in music; he may offer a minor of eighteen term hours in music, and may in addition offer for credit six term hours for work in the band, orchestra, glee club, or Liberty Chorus, or in instrumental music as offered under the auspices of the department of music. Work in the band, orchestra, glee club, or Liberty Chorus, or in instrumental music may be offered for credit only when offered as free electives; all other courses may be offered for credit as free or related electives or as credit toward a minor in music.
101. **Beginners’ College Course in Music.**
   Review of fundamental principles of singing, sight reading, scales, etc. This course is especially designed for college students who have had no previous training in Public School Methods. Texts will cover the work of the first five grades of Public Schools.

103. **First College Course in Music.**
   This course uses many of the world's best ballads and simpler arias from operas. It forms an introduction to music anthology through works of recognized song writers of all nationalities.
   Prerequisite, 1, 3, or 101.

104. **Second College Course in Music.**
   This is an advanced course in sight reading, using all keys. Choruses in three and four parts.
   Prerequisite, 3 or 101.

205. **Music History.**
   This course begins with the work of Bach and Handel, and concludes with work of present day composers. The work of each composer will, when practicable, be illustrated by means of victrola records, piano, violin, and vocal solos.

206. **Music History, Ancient and Medieval.**
   This course considers origins of music, music of ancient and medieval periods. Illustrated when practicable.

207. **Advanced Course in Rote Songs.**
   Rote songs for all grades of Public Schools, together with methods and practice in presentation.

208. **Glee Club.**
   Open to those boys who have at least moderately good voices and who have had some practice in part singing. The Glee Club will rehearse once a week throughout the year. This work will constitute a full unit.

209. **Liberty Chorus.**
   Chorus work of advanced nature. Membership may be had only upon consultation with music director. The chorus will meet once a week throughout the year. This work will constitute a full unit.

**Band and Orchestra.**
Both a band and an orchestra will be organized with work on same
basis as that of Glee Club and Liberty Chorus. All who have band or orchestra instruments should bring them when coming to the College.

210. **Orchestral Work.**

One rehearsal each week throughout the year. This course will constitute a full unit and *may be chosen as an elective.*

211. **Band Work.**

One rehearsal each week throughout the year. This course will constitute a full unit and *may be chosen as an elective.*

307. **Professional Course in Rote Songs.**

This course uses class in Music 207 for purposes of illustration.

308. **Brief Course in Harmony and Composition.**
DEPARTMENT OF PIANO

MISS STEVENS

COURSE OF STUDY

**Elementary:** Matthew’s Graded Studies, books I and II; Czerny, School of Velocity, op. 299, Book I; Sonatinas by Dussek, Kuhlaw, Clementi and others; Easier compositions of Bach; Compositions by Lynes, Heller, Schumann, Schubert and others of the classic and modern schools.

**Intermediate:** Czerny, op. 299 continued; other studies by Dubernoy, Loeschorn, Heller, Beringer; Bach, Two and Three Part Inventions, also Eighteen Little Preludes and Fugues; Sonatas by Mozart, Haydn and Beethoven; Compositions by Mendelssohn, Chopin, Grieg, Moszkowski, Shubert, Schumann, Debussy, Saint Sæns and others.

**Advanced:** Czerny, op. 740; Cramer; von Bulow; Clementi, Gradus ad Parnasum, Joseffy, School of Advanced Piano Playing; Bach, well-tempered clavichords, sonatas and concertos by Mozart, Beethoven, Schubert. Concert compositions by masters of the classic and modern schools.

Recitals will be given each month to accustom pupils to playing in public.

The progressive Series of Instruction will also be used.

Terms: Per month, two lessons a week, one-half hour each, $10.00, payable in advance.

The Board of Regents does not make provision for instruction in instrumental music. The Normal College, however, recognizes the place that such instruction may rightfully claim in its curriculum; upon authority granted it by the Board of Regents, it therefore makes provision for instruction in piano for those who are willing to pay the tuition fee necessitated under this arrangement.

For successful completion of a term's work as provided for under this arrangement, a student will receive one term-hour's credit. Courses are open to both College and Sub-College students.

Miss Stevens has taught large classes the past five years and all of her pupils make unusual progress. Since receiving her degree from the Southwestern Conservatory of Music, where she studied piano with Mrs. K. B. Peeples, she has supplemented her work in Piano with Mr. Albert von Doenhoff, New York City, and in Harmony and Counterpoint with Mr. A. W. Lilienthal, also of New York. Both of these teachers commend her most highly as a capable and thorough teacher.
PHYSICAL EDUCATION FOR MEN

MR. STRAHLAN

The purpose of the course is to prepare and equip students for work in Physical Education either as a specialty or in combination with other teaching subjects. Especial emphasis is laid on preparation for coaching football, basket ball, baseball, and track teams.

In athletics the Normal College is represented in the following sports: Football, Basket Ball, Baseball, and Track. In addition class games are organized and played in the following sports: Football, Basket Ball, Baseball, Track, Handball, Tennis, and Volleyball.

Physical Education is required for the first two years of residence work, two hours per week. One may choose from any of the above sports or from P.E. 1, 2, or 3. One third credit per term is given for this work. Six credits in all are required. Regular members of the college football, basket ball, baseball, and track teams are allowed two-thirds credit for each sport.

   Apparatus work, free gymnastics, and setting-up exercises. Practice work in conducting the class.

2. Games and Playground Supervision. Spring Term.
   Athletics for any sized school. Basket Ball, Volleyball, Handball, Track, and Recess Games. Recommended for those who are going to teach before obtaining their degree.

3. Swimming. Fall and Spring Terms.
   One of the requisites of a man is to know how to swim. Men who are unable to swim will be taught how.

101. The Principles of Physical Education. Fall Term.
   History, aims, systems, management, etc.

   Covers such portions of the subject as are most closely related to physical development. Charts, skeletons, and living models are used. An animal, such as a cat, will be dissected by the class. Massage and Anthropometry to be considered.

   Presents the essential physiological facts with reference to their application in athletics and exercise.
301. The Theory of Football. Fall Term.
   The object of the course is to instruct men how to coach a football team as a unit and how to coach for the individual positions. Fundamental points are explained so far as possible by actual playing and physical demonstration. Prerequisite, some knowledge of the game gained by playing.

302. The Theory of Basketball and Baseball. Winter Term.
   The course covers all the essentials of the games in theory and practice. Some knowledge gained through playing is a necessary prerequisite.

303. The Theory of Track and Field Work. Spring Term.
   The course is designed to teach prospective coaches methods used in coaching a track team. The work will consist of theoretical study of all events and of practical demonstrations studying the form in execution, pointing out the mistakes and showing the methods for correction. No previous knowledge of track work is necessary.

   A student may elect and count towards a certificate, diploma, or degree six term hours of Physical Education in addition to the two years required.
Physical education is required of all students during the first two years of attendance in school, and is marked and credited as are other subjects. Those who are temporarily disabled or physically unfit for certain parts of the work are expected to be present and gain some knowledge of it by observation.

Students will not be permitted to engage in strenuous exercises that are beyond their strength, but will be encouraged to take part in the games that are adapted to them. All work is planned to be of educational and recreative value. The purpose is to produce poise, control, lightness, strength, and relaxation.

All courses consist of two classes a week, and receive one-third of a unit's credit each.

1. **Games.**

   This course consists of a study of the educative value of play, and gives to the student teacher a series of indoor and outdoor games suitable for different grades and ages. A collection of "still," rainy day, seat, and gymnastic games will be emphasized, and much attention will be given to playground organization.

2. **Games and Gymnastics.**

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

3. **Games and Gymnastics.**

   Continuation of course 2, and folk dancing.

   Prerequisite, 2.

4. **Folkdancing.**

   Folkdancing, esthetic and rhythmical exercises.

   Prerequisite, 3.

5. **Folkdancing.**

   Continuation of course 4.

   Prerequisite, 4.

Courses from 2 to 5 are arranged to follow one another in regular order and to fit the student through gradual development to do a high grade of work and to know something of the origin and history of the different games and dances.
6. **Swimming.**

The swimming pool at "Riverside" will be open to students for pleasure, when the weather will permit, in the fall and spring quarters. It will be open for credit in the summer quarter.

7. **Basket Ball.**

Regular practice twice a week during fall and winter quarters.

8. **Volley Ball.**

9. **Tennis.**

10. **Cross Country Walking.**

11. **Archery.**

Bows and arrows furnished by the school.

Teams are organized each quarter in the courses 9 to 13, but students will be encouraged to continue in the work chosen until some degree of proficiency has been attained.

101. **Classic Dancing.**

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

Prerequisite, 2, 3, 4, 5.

102. **Classic Dancing.**

A continuation of course 101.

In both of these courses special attention will be given to the psychology of the dance.

121. **The Principles of Physical Education.** Fall Term.

History, aims, systems, management, etc.

221. **Anatomy.** Winter Term.

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

222. **Applied Physiology.** Spring Term.

This course is designed to present the essential physiological facts with reference to their application in physical training.

321. **Theory.** Spring Term.

This course is designed to meet the needs of those who desire to prepare themselves for physical education teachers either as a specialty or in combination with other teaching subjects. Definite attention will be given to: Playground Conduct and Management; Principles of Coaching and Training; First Aid to the Injured; Technique of Athletics.
PHYSICS

MR. VERNON

ELEMENTARY COURSES

1. Mechanics and Electricity.

2. Heat, Light and Sound.
   These courses include the material usually given in a First Course in Physics.

3. The Gasoline Automobile.
   The subject matter of this course is the theory, construction, and action of stationary and automobile engines. Students are required to do practical work with engines, motors, dynamos, storage batteries, etc.; and to understand the principles of physics applied in each case.
   Prerequisite, 1 or its equivalent.

COLLEGE COURSES


102. Heat, Light, Sound.

103. Electricity and Magnetism.
   These three units make up the first college year in this subject. Much laboratory work of quantitative nature is required and the student is helped to an appreciation of the character of physics as an exact science. Much attention is given to the practical applications of the principles studied, and an effort is made to lay a real foundation for further work in physics.

201. Heat.


   These three units in physics deal with the subjects studied in a more advanced way than is attempted in the courses 101, 102, 103. The work is rigidly quantitative in character, and the problems investigated are such as demand application of the principles of mathematics and of exact measurements to the study of physical relations and phenomena.
208. General Physics.
A course in Physics introductory to Physics 404, for students who are required to take Household Physics but have had no previous training in Physics.

These courses are especially planned to meet the needs of students majoring in home economics. The principles of heat, mechanics, light, and electricity as applied in the modern home, will be studied; for example, hot water systems, fuels, stoves, independent light and power plants, plumbing, vacuum cleaners, electric motors, etc. The laboratory work consists of the study and actual operation of these modern household appliances.

301. Automobile Ignition, Lighting, and Starting.
Our laboratories are equipped with high tension magnetos, battery ignition systems, generators, motors, storage batteries, stationary engines, automobile engines, and all other equipment necessary to give a comprehensive course in both the theory and practice of all the units in the electrical equipment of the modern automobile. Juniors and Seniors who wish to take this course are advised to precede it with at least one term's work in electricity.


303. Storage Batteries.
These courses have for their object the training of students to understand and to operate all machinery in small electric light and power plants (both direct and alternating current), motors, generators, batteries, switchboards, etc. Students will be required to study the installation and operation of moving picture machines. Also a careful study is made of the theory and action of the Edison and the lead-sulphuric acid storage batteries. Students build and repair automobile batteries in course 106.

402. The Teaching of Physical Science.
This course will consider the problems of planning courses, equipping laboratories, selection of apparatus, and some of the more significant problems of management as they apply especially to the work of the science teacher in the high school.
The laboratories are already fairly well equipped for the successful presentation of the courses in physics and such new equipment is being added as the demands of the courses seem to justify.
Reading and Public Speaking

Mr. Sholts

Instruction in this department will afford the students training in speaking the English language distinctly and correctly; in interpreting good literature intelligently and effectively; in addressing an audience easily, naturally, and forcefully; and in getting some insight into general methods so that they may make oral exercises in the classroom intelligent and pleasing.

Elementary Courses

Reading 1. Fundamentals of Vocal Expression.

This course will consider the fundamentals of vocal expression as exemplified in reading and speaking. In it the student will be trained in the art of getting the thought from the printed page, interpreting it intelligently, and presenting it effectively. Theories will be presented through lectures and text books and their application made plain by correlated class recitations.

College Courses

Reading 104. Practical Public Speaking.

This is an elementary course in public speaking and is adapted to the needs of those who have had little or no experience in speaking before an audience. The course deals with lectures and discussions upon the principles of thought, composition, and delivery, and sufficient practice in original speaking to enable the student to think upon his feet. A program of prepared speeches on specific occasions is carried out. Little of the work in this course is written. (Also listed as English 104.)

Reading 201. Dramatic Problems.

A study of the problems involved in staging plays in the grammar grades and the high school. Specifically it will deal with the selection of suitable plays, the principles governing staging, make-up, costuming, with an examination of modern theories regarding stage scenery and settings. The class will have opportunity to apply these theories in actual presentation of parts. Several short plays or one long play will be presented at the close of the term.

Reading 202. Dramatic Club.

A year's work in the dramatic club is credited with one unit credit
provided that the member's participation in the club activities is satisfactory to the club advisor.

Reading 203. Critical Readings.
An advanced course in reading intended for teachers engaged in high school English or for students who are doing special work in English or oratory. It consists of a study of the aesthetic and rhetorical principles of style as related to the vocal interpretation of great literature. The work will be based upon the study of selections from English and American masterpieces in prose and verse.

Reading 204. Advanced Public Speaking and Debate.
This course is designed for those who expect to take part in the oratorical and debating activities of the institution, and for those who expect to have charge of similar work in the high schools. Its aim is the development of ability to appear before an audience and present ideas clearly and forcibly. The beginning of the course is given to declamation in order that good form may be secured. Later, original speeches are made upon a great variety of topics popularly discussed. The principles of public speaking are presented through lectures, reports, and a study of the speeches of great orators. (Also listed as English 204.)

Reading 205. Community Drama and Pageantry.
An advanced course in dramatic principles applied to communities. A study of the history and the development of the pageant as a community recreation is made, representative pageants are read and studied, and a laboratory attempt at simple pageant construction is carried out. Whenever practicable, a small pageant is produced for public presentation.

Reading 301. Advanced Debate.
Advanced debate designed primarily for advanced students who expect to take part in intercollegiate debates.
SPANISH

Mr. Marsh

Mr. Marsh, Miss Toles

Students in Texas should have a special interest in the language, history and literature of Spain and Spanish America. There are sufficient reminders of the Spanish basis of Texas history. The reasons for a study of Spanish are many and compelling. The increasing commercial relations with Spanish America, the need of a sympathetic understanding of our Spanish speaking neighbors demand now more than ever before a correct as well as a practical knowledge of Spanish. With these facts in view the following courses for Spanish are offered:

ELEMENTARY COURSES

1, 2, 3. Beginners' Course in Elementary Spanish.
Careful attention to pronunciation; insistence on a knowledge of the essentials of grammar; easy conversation; reading; composition, dictation, study of verb forms.

4, 5, 6. Intermediate Courses in Spanish.
A study of selected texts; discussions on assigned topics, grammar, supplementary reading.
Prerequisite, 1, 2, and 3.

COLLEGE COURSES

101, 102, 103. Beginners' Course in Spanish for College Students.
Planned for students of college rank who have not had Spanish in high school.

201, 202, 203. Intermediate College Courses.
Conducted as far as possible in Spanish. Composition, conversation, dictation, reading of selected texts.

301, 302, 303. Literature of the Nineteenth Century.
Rapid reading and discussions of representative works. Lectures and reports from members of the class.
Prerequisite, 201, 202.

304. Commercial Correspondence and Practical Spanish.
Prerequisite, 201 and 202.
401. **Spanish Literature.**
A study of the main currents of Spanish Literature. Lectures to the class. Reports and discussions.
Open to students who have completed courses 301, 302 or the equivalent.

402. **Spanish Literature.**
Continuation of 401, with emphasis on the Golden Age.
Prerequisite, same as 401.

403. **Introduction to Spanish American Literature.**
A study of the Literary History of Spanish America. Reports and reviews.
Prerequisite, 401 or 402.

404. **Drama of the Golden Age.**
A study of the works of Lope de Vega, Tirso de Molina, Alarcón and Calderón. Open to those who have completed 401 or its equivalent.

405. **Conversation and Composition.**
This course is planned for those who desire practice in conversation and writing. Open to those who have completed courses 301, 302 or their equivalent.

409. **The Teaching of Spanish.**
A course planned for those who desire to teach Spanish. Open to those who have completed courses 301, 302, 303, 401, or to others by special permission.

406. **The Modern Drama.**
A study of the development of the drama of today. Lectures, reports and rapid reading of the important works of such authors as Benavente, the Quinteros and Sierra. Open to those who have completed 401 or its equivalent.

407. **Spanish American Literature.**
A study of the literary movements in the principal countries of Spanish America. Reading of representative works in prose and verse.
Prerequisite, Spanish 403.

408. **The Modern Novel.**
A study of the principal novelists of Spain. Reading of the more important works of such men as Valera, Galdos, Valdes, Pereda, Blasco Ibanez, or Pio Baroja.
Prerequisite, 401 or 402.

Other courses will be given on demand of a sufficient number of students.
A Training School is a very necessary department of any normal school. It bears the same relation to the professional training of teachers as a laboratory bears to the training of scientists, or a workshop to the training of artisans. An opportunity is here afforded to the student to observe actual teaching by experienced teachers, to do practice teaching under the supervision of experts, and to see the administrative details of school organization in operation. It serves further as a laboratory in which new educational theories may be tested by experiment, and where proposed methods may be adapted to the various conditions under which the student will be required to teach.

The Training School of the Southwest Texas State Normal College has its home in the new Education Building. It is organized with six grades in the Elementary Department and three grades in the Junior High School. Graduates from the ninth grade are prepared to enter the first year class of the Normal proper. Nine supervisors are employed,—two for the Model Rural School, three for the Elementary Department of the regular Training School and four for the Junior High School. With these nine supervisors under the general direction of a trained superintendent rare facilities for student teaching and observation work are offered.

The supervisor is responsible for the order and discipline of the room, and at the same time directs the observation and teaching of the student teacher. Written plans of all lessons are made by the student teacher and submitted to the supervisor for approval before they may be taught. The student is allowed as much freedom and originality in both method and management as is consistent with sound educational principles.

The theory of education taught in the Normal College is connected with practice in the Training School by the supervisor. She instructs the student in the general principles of class room procedure and then requires reports on their practical application as observed in the work of the supervisor. Not until these reports show clearly that the student understands thoroughly the principles taught is he placed in charge of a room to do his own teaching.

In order that the observation and practice work of the student teacher in the Training School may function properly in actual teaching in the schools of Texas, the grading and courses of study
are made to conform as closely as possible to the organization of the best schools of the State. It must not be inferred, however, that this precludes the introduction of the latest and best ideas in educational theory and practice. Only a substantial equivalent will necessarily be maintained.

**STUDENT TEACHING**

Observation work and student teaching will be under the direction of the superintendent and supervisor in charge of the work to which the student has been assigned. *Students should note the following:*

1. Education 212 is open only to Sophomore college students who are applicants for diplomas.
2. No student will be permitted to take this course who has not completed Education 104, at least one unit in psychology beyond Education 2, and one unit in either special or general methods.
3. The number of student teachers taking this course during any one quarter will be limited approximately to one-third of the total number of students completing the year’s work in which the course is offered.
4. All assignments for work in the training department and all changes in assignments are made by the superintendent.
5. All students registering for this course must reserve a double period for observation, teaching and conferences.
6. The work in this course includes teaching, writing reports, observing, criticising, lesson planning, assisting the teacher, attending conferences, and keeping records. An endeavor is made to place the student in the atmosphere of a real school with as many of the responsibilities peculiar to the teacher in charge as possible. The student will be allowed as much freedom and initiative as is consistent with the best pedagogical principles.
7. Students will be held responsible for the progress of their pupils in the subjects they teach. To this end they should visit the home and confer with parents when such conference will make for the interest of the child and school.
FIRST GRADE

Language.
(1) Spontaneous self-expression is secured through conversation based on the child's personal experience at home and in school; stories, myths, poems, and dramatizations.
(2) Correct speech is cultivated through imitation, memorizing choice selections, and oral reading by the teacher.
(3) Habits of speech are fixed by imitation, repetition, and games in phonics.
(4) A few of the common uses of capitals and punctuation marks are taught, but no formal written composition is attempted.
(5) Phonics and words are studied through imagining main words, action play with verbs, visualizing exercises, and word-building with phonograms.

Reading.
First lessons are in script from the black-board. The sentences used are made by the children in expressing orally their experiences. The books used are Playmate's Primer, Art Literature Primer, Hill's First Reader, Lee's First Reader, and Art Literature, Book I.

Spelling.
Lists of easy words from conversation and reading lessons during the last half of the year are spelled orally and in writing.

Numbers.
Children count by ones, fives, and tens to one hundred, and by twos, threes, and fours as far as they are able. Easy denominate numbers, and the forty-five combinations through fours are learned, as well as the signs needed, and some easy fractions and their symbols.

SECOND GRADE

Language.
Oral expression of observations, retelling of stories, stories from pictures, and games for correcting errors, are employed in this grade. Christmas, Easter, St. Valentine, and other holidays are used to incite an interest in the child for written composition work.

Reading.
Increased attention is given to the mechanics of reading and the expression of thought. A wide range of selected reading matter is used to this end.
Spelling.

Oral and written spelling is correlated with the reading and language work; also selected lists of words from the adopted speller are used.

Numbers.

The work of the First Grade is reviewed and continued, the forty-five combinations completed, denominate numbers taught concretely, and easy fractions continued and concretely illustrated by paper folding and cutting. The multiplication tables of twos, threes, fours, fives, tens, and elevens are learned.

Nature Study.

The aim in this work is to give the child in the simplest and most graphic form, the fundamental facts about the world in which he lives. The means employed are observation and experience, under the guidance of the teacher. He is taught the cardinal and semi-cardinal directions, accurate ideas of the mile, half-mile, hour, week, month and year; also the common plants, birds, and insects, are named and studied. Weather conditions such as winds, temperature, fog, rain, dew, and clouds, are observed and recorded.

THIRD GRADE

Language.

The work in this grade includes the study of paragraphs, formation of possessives, use of quotation marks and exclamation point, with some of the common uses of the comma, correction of frequent errors in speech, memorizing of select poems, and reproduction of stories. “Our Language, First Book,” forms the basis of the work.

Reading.

Selections from the following books are used: Hill’s Third Reader, Art Literature, Book III, Horace Mann and Elson’s Third Readers.

Spelling.

The words spelled are those found in daily composition and reading. Special drills are given in the words commonly mispelled, and selected lists from all sources.

Arithmetic.

Pupils are drilled to count by twos, threes, fours, sixes, and sevens; also in the multiplication and division tables, including the sevens. Long division is not attempted until the latter part of the year.
drills have as their end the fixing of habits. Many problems employing the principles taught are solved and analyzed. Sutton and Bruce, Lower Book, is used as a text.

Geography.

The first part of the year is devoted to home geography and land and water forms, taught by observation, the sandboard, maps, etc. The last part of the year includes work in the adopted text-book.

Writing and Drawing.

Children are taught easy free-hand drawing. The large form of writing of the lower grades is reduced somewhat under the direction of the teacher.

FOURTH GRADE

Language.

This grade studies the kinds of sentences, parts of sentences, and parts of speech. Original stories from pictures, word lists, and the child's experience, are first told orally and then written. "Our Language, Second Book," to page 109 is used as a text.

Reading.

Hill's, Elson's, and the Horace Mann Fourth Readers are the basis of the work.

Spelling.

There are drills on words used in composition, geography, reading, and conversation. The adopted speller will be used as a supplementary text.

Arithmetic.

The tables are reviewed and short and long division with larger numbers are practiced, along with constant drills in fundamental principles for speed and accuracy. Denominate numbers and common fractions are studied further. The writing of decimals is begun and practiced to two places. The adopted text is used.

Geography.

The first book of "World Geography" is completed. The study of each country is supplemented with stories from geography readers and elsewhere.

Writing and Drawing.

These studies are directed by the teacher. The writing and drawing are correlated with studies in geography and the handicrafts.
FIFTH GRADE

Language.
The kinds of sentences, phrases, clauses, the parts of speech and their properties, and punctuation, are carefully studied; also the meter and rhyme of simple poetry. Composition work on familiar subjects is continued, including the writing of social letters.

Reading.
Attention is given to the literary merit of the selections read with a view to create a love for a good class of reading. Hill’s and Elson’s Fifth Readers are used.

Spelling.
Frequent drills are given in the spelling of difficult words in daily use by the child. Attention is given to the part of the word most liable to be misspelled. The adopted speller is also used.

Arithmetic.
The “Lower Book” is completed in the Fall and Winter Term, and “The Higher Book” is studied in the Spring Term. Special drills are given in the “three step” form of solving problems. Many problems are made by pupils and teacher to illustrate principles, arouse interest, and to relate the work to actual life.

Geography.
The second book of “World Geography” is begun. The text-book studies are supplemented with readings from many sources.

History.
This grade begins the study of the history of the United States in an informal way giving attention to biography and to interesting stories of our American life. Estill’s Beginners’ U. S. History is used as a basis.

Writing and Drawing.
This is a continuation of the work of the former grade under the direction of the teacher.

SIXTH GRADE

Language.
A little more formal grammar is taught in this grade. Voice, inflection, phrases, clauses, and the different kinds of sentences are further studied, but it is not made stiffly formal. Literature is made an important part of the work. “Our Language, Third Book,” is used as a text.
Arithmetic.
Tables of denominate numbers are reviewed, and mensuration with practical application is studied. Daily drills are given in rapid mental work with special reference to common fractions, and their application to percentage. Studies are continued in the "Higher Book."

History.
Texas history is studied in this grade. Special emphasis is placed on local history with reference to stories of the life and experiences of the oldest settlers, of the Spanish, and of the Indians. The interest of the child is increased by the collection of relics of the native Indian and the Spanish explorer. The text used as an outline is Barker, Potts, and Ramsdell.

Geography.
The "World Geography, Second Book," is completed.

Spelling.
The words spelled are largely selected from the daily lessons and from composition work. The adopted speller is used as a supplementary book.

Writing and Drawing.
This is a continuation of the work of the former grade under the guidance of the teacher.

SEVENTH GRADE

English.
In this grade, grammar, literature, and composition are correlated. Among the studies in literature are included Christmas Carol, Legend of Sleepy Hollow, Evangeline, Courtship of Miles Standish, Sir Galahad, Crossing the Bar, The Recessional, Abou Ben Adhem, The Last Leaf, The Chambered Nautilus, To a Waterfowl, and selections from the myths of Greece and Rome. Smith's Grammar is used as a basis for the studies in grammar.

Arithmetic.
A special feature in this grade is the application of the principles of percentage and mensuration to the problems of every day experiences. "The Higher Book" is completed.

Science.
Three days a week are devoted to elementary studies in agriculture. School gardening is a special feature of the Spring Term. The text used is Ferguson and Lewis.
Spelling.
This is a continuation of the work of the former grade. Considerable attention is given to the stems, prefixes, and suffixes of the words spelled.

History.
This grade studies United States history from the first settlements to the close of the Civil War, omitting the details of the war. The European background of history is studied and also the social and industrial phases are made prominent.

Writing and Drawing.
This is a continuation of the work of the former grade. It is expected that every pupil shall reach a certain standard in writing with reference to quality and speed.

Eighth Grade

English.
Grammar and composition is continued through this grade. Literature is correlated with this. Frequent compositions are required based on literature, history, personal experiences, and life work topics. Stress is laid on correct form, spelling, paragraphing, unity, and coherence. Herrick and Damon is the textbook.

Mathematics.
The entire year is devoted to the study of elementary algebra.

History.
One third of the year is given to the completion of United States history. The rest of the year is given to the study of Ancient history to the time of Charlemagne. Special emphasis is placed on the life, customs, institutions, and religion of the ancients, and their contributions to modern civilization.

Science.
Three days a week are devoted to studies in physiology. Hygiene and sanitation are given much attention. The text studied is Hartman and Bibb's "The Human Body and Its Enemies." This is supplemented by charts and specimens from the butcher shops.

Foreign Language.
The pupils may elect Spanish, German, or Latin.
English.
Grammar, composition, rhetoric, and literature are correlated through the year. The pupils are expected to read widely under the direction of the teacher. Herrick and Damon continues to be used as a basis for the formal studies.

Mathematics.
This grade continues the study of algebra through the whole year.

History.
Medieval and Modern history is studied, beginning with the reign of Charlemagne. Much supplementary reading is assigned from the library.

Science.
Three days a week are given to the study of physical geography. The textbook is Tarr’s New Physical Geography.

Foreign Language.
The Spanish, German, or Latin of the former grade is continued through this year.
# Register of Students, September, 1919-June, 1920

## College Seniors

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<tr>
<th>Name</th>
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## College Juniors

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Jones, Fennie ..................................... Nueces  
Jones, Jackie .................................... Matagorda  
Jones, Maggie ..................................... Bexar  
Jones, Tommie ................................... Nueces  
Jordan, Lillie .................................... Hays  
Keir, Howard ...................................... Ft. Bend  
King, Frances Willard ......................... Hale  
Kniker, Irma D ................................. Guadalupe  
Koester, Lydia ................................. Lavaca  
Krause, Arthur .................................... Burnet  
Lancaster, Paul ................................. Hays  
Landrum, Pinckney .......................... Nacogdoches  
Lockhart, O. P .................................. Bell  
Logan, A. W ...................................... Hays  
Logan, Kate ...................................... Leon  
Lowman, Terry ................................. Guadalupe  
Lyons, Imogene ................................. Burleson  
Lindsey, Mamie .................................. Hays  
McClenney, Inez ............................... Runnels  
McDermett, Gladys .......................... Coleman  
McGaughy, Non Douglas ......................... Hays  
McLane, Josephine .............................. Wilson  
Machen, Mrs. J. O ............................. Jim Wells  
Marshall, Irene .................................... Llano  
Martin, James ................................... Hill  
Mathis, Ola ..................................... Lee  
Milligan, Claude ............................... Hays  
Mitchell, Thelma .............................. Runnels  
Murdock, Annie Laurie .......................... Leon  
Newton, Thomas E ............................. Hays  
Norwood, Henry O ............................. Bandera  
Parker, Oma ...................................... Leon  
Payne, Myrtle .................................... Burleson  
Pedigo, May ...................................... Tyler  
Pickens, Hodge J ............................... Baylor  
Pope, Juanita ..................................... Kerr  
Preslar, Zelma .................................. Williamson  
Prinzinger, Helen .................................... Kerr  
Reams, Jewell .................................... Nueces  
Regen, Ewing ..................................... Hays  
Remmers, Ella .................................... Lavaca  
Richards, Cornelia ............................. Bandera  
Robison, Annabel ............................. Leon  
Roehl, Antoinette .................................. Brazoria  
Roller, Lillian .................................... Comal  
Ross, Mrs. Lora Lee .............................. Bell  
Russell, Kate .................................... Gregg  
Russell, Zelma .................................... Gregg  
Schumir, Emilia .................................... Hidalgo  
Schmid, Millie .................................... Austin  
Shaw, Aileen ..................................... Leon  
Shelton, Polk ..................................... Travis  
Simmons, Norine .................................... Lee  
Smith, A. L .................................... Gonzales  
Smith, Eula ..................................... Caldwell  
Stanley, Lucile .................................... Hays  
Stansby, Mollie .................................... Fayette  
Stevens, Cecile .................................... Jim Wells  
Stevens, Talbot .................................... Hays  
Stockburger, Garner .......................... Coryell  
Stoddard, Mable ................................... Coryell  
Storey, Jack ...................................... Hays  
Stubblefield, Zelma .......................... Williamson  
Stuermer, Lillian .................................... Fayette  
Suttle, Inez ..................................... Limestone  
Suttle, Shirley .................................... Limestone  
Suttle, Ruth ..................................... Limestone  
Swayze, Mary ..................................... Kerr  
Thomas, Sidney .................................... Milam  
Todd, Lucile ..................................... Caldwell  
Tolbert, Ernest L .................................... McLennan  
Tomkins, Rachel .................................... Hays  
Vaughan, Era ..................................... Mills  
Vickers, Alma .................................... Grimes  
Walker, Ellaiose .................................... Burnet  
Watkins, Lillian .................................... Caldwell  
Weir, Ira ......................................... McLennan  
Wells, Naomi ..................................... Limestone  
Wenzel, William C .............................. Kendall  
Wheat, Willie ..................................... Hays  
Wheelis, Virginia .................................. McLennan  
White, Ada ......................................... Jackson  
Whitfield, Elna .................................... Brath  
Whitehead, Gabe .................................. Gonzales  
Williams, Edgar C ............................. Hays  
Wilson, Lela ..................................... Bell  
Wilson, Thomas .................................... Rogers  
Wimberley, David .................................... Hays  
Womack, Adele .................................... Hays  
Wood, Louise ..................................... Caldwell  
Wren, Jamie ...................................... Bell
FRESHMAN

Atkinson, Hugh E. .......... Jim Wells
Autrey, Pearl ............... Bandera
Avey, William ............. Hays
Baker, Rachel .............. Guadalupe
Biggs, James .............. Hays
Box, James E .............. Llano
Briggs, Mamie Sue .......... Frio
Bryan, Mattie Blanche ...... Hays
Byars, Gussie ............. Brazos
Bragg, Thelma ............ Hays
Clark, Lucy ............... Hays
Cleveland, Annie .......... Orange
Cole, S. L ................ Angelina
Cox, Ural ................ Bell
Crabill, Faith ............. Hays
Crabill, Mrs. Omar J ....... Hays
Cole, Willie .............. Cooke
Cox, Millie ............... Bell
Danchak, Edward .......... Ft. Bend
Davis, Susie .......... Bandera
Dark, Melba .............. Runnels
Denkler, Mary Lucy ....... Fayette
Dobie, Myrtle ............ Live Oak
Dowell, Una ................ Burleson
Flintrock, Mildred M ...... Harris
Fore, Hester ............. Hays
Gary, Bessie ............. Hays
Germany, Elizabeth ...... McCulloch
Grayson, Florine ......... Freestone
Green, Claire ............. Bexar
Hamilton, J. M ........... Milam
Harmon, Davis .......... Hays
Harmon, Dilla Mae ......... Hays
Hayes, Bernice .......... Hays
Hillers, Martha .......... De Witt
Hooker, Hall ............. Mitchell
Hopson, Herschel .......... Hays
Hurley, Alice ............. Atascosa
Ingram, Sibyl ............. Hays
Ivey, Frank E .......... Hays
Jolly, John C .......... Hays
Jordan, Freda .......... Hays
Kallus, Adele .......... Fayette
Kopulos, Gregory ....... Hays
Lea, Bess ................ Gonzales
Leach, Mattie .......... Brown
Long, Mrs. Loretta ....... Hays
McClenny, Lena .......... Runnels
Meiners, Louise .......... Lavaca
McDonald, Ellen .......... Atascosa
Mobley, Tom R .......... Bastrop
Moon, Opal .............. Medina
Parriss, H. J .............. Hays
Phillips, Lottie Mae ...... Austin
Pollinsky, William ........ Wharton
Renfro, J. R .............. Angelina
Reuser, Frances .......... De Witt
Rickerson, Olga .......... Llano
Ricks, Edward .......... Montague
Servoss, Aileen .......... Hays
Sherrell, Dudley .......... Hays
Sherrell, Mrs. Eva Lillian ... Hays
Smith, Marian .......... Johnson
Summers, Mildred ....... Jackson
Swift, Merton .......... Hays
Walker, Margaret ......... McLennan
Whatley, Maydelle ...... Grimes
Williams, Burleson ....... Hays
Williams, Irene .......... Matagorda
Woolson, Martha .......... Hays
Wren, Maxine .......... Caldwell

SUMMARY

ENROLLMENT 1919-1920

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