Bulletin of Southwest Texas State Teachers College

San Marcos, Texas

FIFTY-SIXTH ANNUAL CATALOG 1958-1959

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# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Schedule, 1958-59</td>
<td>6</td>
</tr>
<tr>
<td>Air Force ROTC</td>
<td>7</td>
</tr>
<tr>
<td>College Calendar, 1958-59</td>
<td>9</td>
</tr>
<tr>
<td>Directions to Students</td>
<td>10</td>
</tr>
<tr>
<td>Fees and Expenses</td>
<td>11</td>
</tr>
<tr>
<td>State Board of Teachers College Regents</td>
<td>15</td>
</tr>
<tr>
<td>Officers of Administration</td>
<td>15</td>
</tr>
<tr>
<td>Assistants</td>
<td>16</td>
</tr>
<tr>
<td>Instructional Chairmen</td>
<td>17</td>
</tr>
<tr>
<td>The Faculty</td>
<td>18</td>
</tr>
<tr>
<td>The College</td>
<td>30</td>
</tr>
<tr>
<td>History</td>
<td>30</td>
</tr>
<tr>
<td>Location</td>
<td>30</td>
</tr>
<tr>
<td>College Plant</td>
<td>31</td>
</tr>
<tr>
<td>The Library</td>
<td>31</td>
</tr>
<tr>
<td>The Museum of Art and History</td>
<td>32</td>
</tr>
<tr>
<td>Huntington Statue</td>
<td>32</td>
</tr>
<tr>
<td>The Laboratory School</td>
<td>32</td>
</tr>
<tr>
<td>Public Service</td>
<td>34</td>
</tr>
<tr>
<td>The Ex-Students Association</td>
<td>34</td>
</tr>
<tr>
<td>General Public Service</td>
<td>35</td>
</tr>
<tr>
<td>Placement Bureau</td>
<td>36</td>
</tr>
<tr>
<td>Extension Division</td>
<td>37</td>
</tr>
<tr>
<td>The Summer Session</td>
<td>39</td>
</tr>
<tr>
<td>General Purpose of the College</td>
<td>40</td>
</tr>
<tr>
<td>Fundamental Principles and Policies</td>
<td>40</td>
</tr>
<tr>
<td>Administrative Organizations</td>
<td>42</td>
</tr>
<tr>
<td>Student Personnel Services and Opportunities</td>
<td>44</td>
</tr>
<tr>
<td>Housing</td>
<td>44</td>
</tr>
<tr>
<td>Counseling Service</td>
<td>47</td>
</tr>
<tr>
<td>Employment and Financial Aid</td>
<td>48</td>
</tr>
<tr>
<td>Scholarships</td>
<td>48</td>
</tr>
<tr>
<td>Loans</td>
<td>49</td>
</tr>
<tr>
<td>Student Activities and Organizations</td>
<td>50</td>
</tr>
<tr>
<td>Honorary Organizations</td>
<td>52</td>
</tr>
<tr>
<td>Recreational Facilities</td>
<td>56</td>
</tr>
<tr>
<td>Other Activities</td>
<td>56</td>
</tr>
<tr>
<td>Intramural Programs</td>
<td>56</td>
</tr>
<tr>
<td>Musical Organizations</td>
<td>56</td>
</tr>
<tr>
<td>Dramatics and Forensics</td>
<td>57</td>
</tr>
<tr>
<td>Publications</td>
<td>57</td>
</tr>
<tr>
<td>Assembly Programs</td>
<td>58</td>
</tr>
<tr>
<td>Driving and Parking Regulations</td>
<td>58</td>
</tr>
<tr>
<td>Car Registration Required</td>
<td>58</td>
</tr>
</tbody>
</table>
## CONTENTS

Admission and Graduation Requirements ........................................... 59
  Admission Requirements ......................................................... 59
  Standard of Work Required for Continuation in the College ........... 64
  Certificate Requirements ...................................................... 66

The College Curricula ........................................................................ 69
  Graduation Requirements in General Education ............................ 70
  Curriculum for Elementary Teachers Leading to the Degree of Bachelor of Science in Education ............................. 74
  Curriculum for Speech Correctionists and Hearing Therapists Leading to the Degree of Bachelor of Science in Education with Provisional Certification in these areas of Special Education ....................................................... 76
  Curriculum for Elementary Teachers Leading to the Degree of Bachelor of Science in Education with Endorsement for Teaching Mentally Retarded or Physically Handicapped Children ........................................................................ 77
  Curriculum for High School Teachers Leading to the Degree of Bachelor of Science in Education .................................................. 78
  General Curricula Leading to the Degrees of Bachelor of Arts and Bachelor of Science .......................................................... 79
  Curriculum Leading to the Degree of Bachelor of Science in Home Economics ................................................................. 81
  Curriculum Leading to the Degree of Bachelor of Science in Industrial Arts ............................................................ 83
  Curriculum Leading to the Degree of Bachelor of Science in Vocational Agriculture ......................................................... 84
  Curriculum Leading to the Degree of Bachelor of Science in Business Administration .................................................... 88
  Pre-Professional Curricula ......................................................... 88

The Graduate School .......................................................................... 91
  The Graduate Council ................................................................. 91
  Authorization .............................................................................. 91
  Objectives .................................................................................. 91
  Administration ........................................................................... 92
  Admission to Graduate Study ...................................................... 92
  Admission to Candidacy for Master's Degree ................................ 93
  Requirements for Master's Degree .............................................. 93
  Programs Leading to the Master of Arts Degree ............................ 96
    Option I .................................................................................. 96
    Option II .............................................................................. 97
  Curricula Leading to the Master's Degree ...................................... 98

Divisions of Instruction .................................................................... 98
  I. Division of Education and Directed Teaching ......................... 100
     Directed Teaching .................................................................. 100
CONTENTS

Courses in Education .........................................................................................101
Courses in Special Education and in Speech Correction
and Hearing Therapy ......................................................................................110

II. Division of English, Journalism, and Speech ......................................114
   English .......................................................................................................114
   Journalism ...............................................................................................120
   Speech ......................................................................................................123

III. Division of Fine Arts .............................................................................127
   Art ..............................................................................................................127
   Music .........................................................................................................131

IV. Division of Foreign Language ...............................................................137
   French .......................................................................................................137
   German .....................................................................................................138
   Spanish .....................................................................................................139

V. Division of Health and Physical Education ........................................142

VI. Division of Practical Arts .......................................................................154
   Business Administration ...........................................................................154
   Home Economics .....................................................................................158
   Industrial Arts .........................................................................................162
   Library Science ........................................................................................167

VII. Division of Sciences .............................................................................169
    Biology .....................................................................................................169
    Chemistry ................................................................................................172
    General Science .......................................................................................174
    Mathematics ............................................................................................175
    Physics ......................................................................................................180
    Vocational Agriculture ............................................................................182

VIII. Division of Social Sciences .................................................................188
    History ......................................................................................................189
    Economics ................................................................................................192
    Geography ...............................................................................................194
    Government .............................................................................................195
    Sociology ..................................................................................................197

IX. Division of Religious Instruction ..........................................................199

X. Division of Air Science, Air Force Reserve Training Corps ..............200

Degrees Conferred .......................................................................................202
   Regular Session, 1956-57 .......................................................................202
   Summer Session, 1957 ............................................................................202

Statistical Summary of Enrollment, 1956-57 ...............................................202

Degrees Conferred in 1957 .........................................................................203
   January 27, 1957 ......................................................................................203
   May 26, 1957 ............................................................................................204
   August 22, 1957 .......................................................................................206

Alpha Chi Membership, 1957-58 ................................................................210

Index ..............................................................................................................212
TERM SCHEDULE

1958-59

First Semester .......................................................... September 9-January 24
Second Semester .......................................................... January 27-May 30
First Summer Half-Term .................................................. June 2-July 13
Second Summer Half-Term ................................................ July 14-August 21

<table>
<thead>
<tr>
<th>JANUARY</th>
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An F-84G located at the Air Force ROTC Building at Southwest Texas State Teachers College. This plane, recently received from Randolph Air Force Base, is used as a training aid.

AIR FORCE ROTC
BASIC AND ADVANCED PHASES
AF ROTC OFFERS ADVANTAGES

The first two years of instruction in the Southwest Texas State Teachers College Air Force ROTC unit provide a foundation for leadership and Air Age Citizenship both to cadets who will complete the four year program and to those who will not. Enrollment in the basic phase, first two years, is open to any male student who meets the requirements for enrollment in the College and has at least two years of residence work remaining toward completion of a degree.

Advanced AF ROTC, the second two years of instruction plus four weeks of summer training at the end of the junior year, builds upon the foundations laid in the basic phase by further developing upper classmen who are under Air Force contract. Only male students who meet the requirements and are selected for an Air Force contract may enroll in advanced AF ROTC.

The AF ROTC Flight Instruction Program provides 35 hours of flight instruction for each AF ROTC senior who is a prospective military pilot. Successful graduates of this program will receive a Private Pilot’s Certificate.

Uniforms, air science textbooks, and other AF ROTC training equipment are provided AF ROTC students without cost. Advanced students also receive an allowance of $27 a month.
Pictured above are the cafeteria and two modern dormitories at Southwest Texas State Teachers College. Entrance of Retama Hall, women's dormitory, is shown below.
SOUTHWEST TEXAS STATE TEACHERS COLLEGE

COLLEGE CALENDAR, 1958-59

REGULAR SESSION

1958

September 9-11, Tuesday-Thursday: Freshman Orientation and Registration.
September 11, Thursday: College Entrance Examinations.
September 12-13, Friday-Saturday: Registration of all other students.
September 15, Monday: Classes begin.
October 18, Saturday: Alumni Meeting and Homecoming.
November 11, Tuesday: Mid-semester grades due.
November 24, Monday: Last day for filing applications for degrees to be conferred on January 25.
November 27-29, Thursday-Saturday: Thanksgiving Holidays.
December 20, Saturday: Last day of work before Christmas.

1959

January 5, Monday: Classes resume.
January 23, Friday: Last final examination in the Fall semester.
January 25, Sunday: Mid-Year Convocation and Graduating Exercises.
January 27-28, Tuesday-Wednesday: Registration for the second semester.
March 4, Wednesday: Last day for filing applications for degrees to be conferred on May 24.
March 26, Thursday: Mid-semester grades due.
March 27-30, Friday-Monday: Easter Holidays.
May 24, Sunday: Baccalaureate Service, 10:30 a.m., and Graduating Exercises, 2:30 p.m.
May 30, Saturday: Last final examination in the Spring semester.

SUMMER SESSION, 1959

June 2, Tuesday: Registration for first half summer session.
June 3, Wednesday: Classes begin.
June 13, Saturday: Last day for filing application for degrees to be conferred on August 21.
July 11, Saturday: First half session closes.
July 14, Tuesday: Second half session opens.
August 21, Friday, 7:30 p.m.: Baccalaureate Service and Graduating Exercises. Second half session closes.
DIRECTIONS TO STUDENTS

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

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

3. A student may not change his rooming or boarding place without consulting the appropriate Director of Housing.

4. Assemblies of students will be held periodically on special call.

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

6. All college property in possession of a student must be returned and all arrearages to the college including past due indebtedness to loan funds satisfactorily adjusted before the student is eligible for regular withdrawal, for readmission, for a transcript of credit, for certification, or for graduation. Moreover, continued failure to adjust such arrearage may make it necessary to deny a student the privilege of attending classes.

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

8. Students should watch bulletin boards for important notices.

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

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

<table>
<thead>
<tr>
<th>FEES</th>
<th>Per Semester (18 Wks.)</th>
<th>Per Year (36 Wks.)</th>
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</thead>
<tbody>
<tr>
<td>Matriculation Fee</td>
<td>$10.00</td>
<td>$20.00</td>
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<tr>
<td>Tuition</td>
<td>50.00</td>
<td>100.00</td>
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<tr>
<td>Building Use Fee</td>
<td>8.50</td>
<td>17.00</td>
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<tr>
<td></td>
<td><strong>$68.50</strong></td>
<td><strong>$137.00</strong></td>
</tr>
<tr>
<td>Textbooks and Supplies (approximate cost)</td>
<td>25.00</td>
<td>35.00</td>
</tr>
<tr>
<td>Trust Fund Deposit (refundable)</td>
<td>2.00</td>
<td>2.00</td>
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*Payment of Fees. All fees and deposits are payable at the time of registration, and a student is not registered until his fees are paid in full. Payment may be made in check or in money order payable to Southwest Texas State Teachers College. If checks or drafts are returned unpaid for any cause other than the admitted error of the bank, the student must pay in cash immediately or withdraw from the college. Students whose checks have been dishonored may be required to pay in cash thereafter.

The fee of $68.50 payable at the beginning of each semester includes the statutory tuition fee of $50.00; the building use fees of $8.50 and the matriculation fee of $10.00. The payment of these fees entitles the student to admission to classes in accordance with the provisions of this catalog, admission to auditorium and athletic attractions, subscription to the "College Star," use of the Student Union facilities, health services, Sewell Park facilities, and partial purchase of the "Pedagog." These fees also help provide funds for the Student Senate, Band, Orchestra, A Cappella Choir, Dramatics, Debate, and other student activities.

Tuition Fee for Non-Residents: Pursuant to provisions of House Bill 265, enacted by the 55th Legislature of Texas, and the action taken by the Board of Regents, tuition fees for students who are not residents of Texas have been established as follows:

1. For each semester $175.00, or $350.00 for a school year of nine (9) months.

2. For a summer term of six (6) weeks the fee shall be $90.00 or $180.00 for the twelve (12) weeks session.

Extension and Correspondence Instruction: Pursuant to the action taken by the Board of Regents, the fee for extension and correspondence

*The College reserves the right to change fees in keeping with the acts of the Texas State Legislature.
instruction is $10.00 per semester hour payable in advance. There is an examination fee of $2.00 for each correspondence course.

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

**Fee for Late Registration:** A late registration fee of $3 will be charged all undergraduate students who register after the first class day of any semester or of either half term of a summer session, provided that the Registrar may waive such fee if the late registration was dictated by circumstances deemed by him to be beyond the student's control.

**Fee for Schedule Changes.** A fee of $1 will be charged for each change in the schedule of an undergraduate student after that schedule has been filed, except when such change is dictated by circumstances deemed by the Registrar to be beyond the student's control.

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

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### FEES DEPENDENT ON SPECIAL COURSES

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

| General Science 111-112 | $1.00 per semester |
| Biology 113 | $2.50 per semester |
| Biology 119 | $3.00 per semester |
| Biology 221-222, 321-322 | $5.00 per semester |
| Other Biology Courses | $1.00 per semester |
| Chemistry Fee (not including breakage) | $1.00 per semester |
| Home Economics Fee | $1.00 per semester |
| Industrial Arts Fee (See course description) |  |
| Art Fee | $2.50 per semester |
| Air Science | $7.00 per long session |
| Typewriter Rental | $1.00 per semester |
| Scattered Practice Teaching (payable in full upon initial registration) | $50.00 per long session |
| Education 321-322 | $2.00 per semester |
| Education 273 | $1.50 per semester |
| Certificate (payable when applying for certificate) | $1.00 |
| Diploma Fee (payable when applying for degree) | $5.00 |
The Air Force R.O.T.C. fee of $7.00 payable at the time of the first registration for each long session is to help cover the cost of issuing, receiving, and record keeping of uniforms and books to students.

Refund of Fees. A student who withdraws officially, and submits a withdrawal card and registration receipt to the business office, during the first two weeks after the regular registration date is entitled to a refund of 80 per cent of his tuition and fees; during the third week, 60 per cent; during the fourth week, 40 per cent; during the fifth week, 20 per cent; and thereafter, no refund. No refunds will be made where the amount is less than $1.00.

The same time and percentage schedule will apply should a student reduce his semester hours registration sufficiently to be entitled to a refund.

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

No refund of tuition and fees will be made in cases where students are requested to withdraw.

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

### ROOM AND BOARD

<table>
<thead>
<tr>
<th>Dormitories for Women:</th>
<th>Per Installment (4 per semester)</th>
<th>Per Semester (18 wks.)</th>
<th>Per Year (36 wks.)</th>
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<tbody>
<tr>
<td>Beretta Hall (Upperclass)</td>
<td>$58.00</td>
<td>$232.00</td>
<td>$464.00</td>
</tr>
<tr>
<td>Commons Hall (Upperclass)</td>
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<td>Freshman Hall</td>
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<tr>
<td>Retama Hall* (Freshman)</td>
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<td>256.00</td>
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<th>Per Semester</th>
<th>Per Year</th>
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<td>Burleson Hall</td>
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<th>Per Semester</th>
<th>Per Year</th>
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<td>Harris Hall (Freshman)</td>
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<td>Harris Hall Annex*</td>
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<td>Sayers Hall (Upperclass)</td>
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<td>Smith, Thomas and Arnold Halls*</td>
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<td>256.00</td>
<td>512.00</td>
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Room and board are computed on the semester basis and may be paid by the semester or in four equal installments, as follows: For the fall semester, the first payment is required on or before the date of registration, and the other three payments on or before:

- October 10
- November 10
- December 10

For the spring semester the first payment is required on or before the day of registration and the other three payments on or before:

- February 20
- March 20
- April 20

Students not residing in College dormitories may secure board at the College Dining Hall at the rate of $160.00 per semester, payable in four installments in accordance with the schedule indicated above, or they may purchase single meals from the college cafeteria.

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

The evening meal is not served in the College cafeteria on Sundays.

All residence halls will be closed during the Thanksgiving, Christmas, and Easter holidays, as well as between semesters provided that the College may choose to keep the residence halls open in case the intermission is too short to justify closing.

Note.—Students who receive special permission from the Personnel Office to arrive at the College more than one day prior to the time they are expected to be here may secure their rooms at the rate of $1.00 per day and may purchase their food in the College cafeteria or elsewhere.

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

*Air-Conditioned. To be ready for occupancy by September or October of 1958.
Room and board charges continue until the student has officially changed his address. Any arrearages must be settled in accordance with this refund policy.

Married students may secure one, two, and three bedroom apartments at the Riverside Homes from $22.50 to $37.50 per month including utilities.

The College also has forty-eight all masonry one bedroom apartments under construction. These will be available in September or October of 1958. These unfurnished apartments will rent for $50.00 per month including utilities.

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1957-58

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Claude Isbell, Secretary _________________________________ Austin, Texas

Officers of Administration
GENERAL OFFICERS
1957-58

John Garland Flowers, Ph.D., President.
Alfred Henry Nolle, Ph.D., L.L.D., Dean of the College.
Claude Elliott, Ph.D., Dean of Graduate Studies.
Joe H. Wilson, Ph.D., Registrar.
Patrick Henry Norwood, Ph.D., Director of Public Service.
Martin O. Juel, Ph.D., Dean of Students.
J. Lloyd Rogers, Ph.D., Director of Teacher Training.
Jerome W. Stone, Ed.D., Associate Dean of Students and Director of Men's Housing.
Marjorie Ouitah Stewart, M.Ed., Associate Dean of Students and Director of Women’s Housing.

Sarah Luverne Walton, M.A., Associate Dean of Students and Director of Student Life.

Ernest Bryan Jackson, M.A., Librarian.

Charles W. Scheib, M.D., College Physician.

William L. Moore, M.D., College Physician.

John William Hall, Director of Maintenance.

Mina Elliott, Dietitian.

ASSISTANTS

Clara E. Taylor ............................................ Secretary to the President
Margaret Metcalf Wilson ................................. Secretary to the Dean of the College
Hattie Roberts, M.A. ...................................... Secretary to the Dean of Graduate Studies
Peggy B. Bartholomew ..................................... Secretary to the Registrar
Nora Gaines ................................................ Secretary to Director of Student Personnel
Blanche Olds Nix .......................................... Secretary to Director of Public Service
Helen Carleston ........................................... Secretary to the Business Manager
Barbara Wheeler ........................................... Secretary to the Publications Office
William E. Jordan, M.Ed. ................................. Auditor, Business Office
Delight M. Tassin, M.A. ................................. Auditor, Business Office
Charlene Jennings ......................................... Clerk, Business Office
Harry E. Philo ............................................. Bookkeeper, Business Office
Edith Gunn .................................................. Cashier, Business Office
Edward G. Cline .......................................... Purchaser, Business Office
Louise Northcutt .......................................... Clerk-Bookkeeper, Business Office
William T. Calloway, M.Ed. ............................. Property Custodian
Bob Kercheville .......................................... Manager of the Lair
Eleonore A. Evans ....................................... Clerk, Registrar's Office
Virginia Grandy .......................................... Clerk, Registrar's Office
Marlene Horesky .......................................... Clerk, Registrar's Office
Adeline Neighbors, B.L.S. .............................. Reference Librarian
Florence Harper, M.A. .................................. Cataloguer, Library
Isabelle Meyer, B.S. ..................................... Library Binder
Selma Ottmers, B.A. ...................................... Assistant Reserve Librarian
Mary Jo McDonald, B.L.S. .............................. Assistant Reference Librarian
Betty Phillips, B.A. ...................................... Assistant Librarian
Flora Baker, B.A. ........................................... Assistant Librarian
Grace Williams .............................................. Director of Museum
Hertha Kuehn Bowlin, R.N. ................................... College Nurse
Jeanette Reynolds .......................................... Director of Laurel Hall
Jewel Posey, B.D., B.A. ....................................... Director of Retama Hall
Helen Groom, B.S. in Ed. .................................. Director of Freshman Dormitory
Muriel Mason ................................................. Director of Commons Dormitory
Anna L. Pooley, B.A. ........................................ Director of Sallie Beretta Dormitory
Millie Henderson ........................................... Director of Helen Hornsby Hall
Otto Maeker, B.B.A. ......................................... Director of Sayers Hall
Charles Williams, B.S. in Ed. ......................... Director of New Men's Dormitory
E. A. Vincent .................................................. Director of Harris Hall
Helen Menne ................................................ Secretary to the Director of Maintenance
Johnnie Oliver ............................................... P.B.X. Operator
Annice Allen ................................................ P.B.X. Operator
Vitgie Key ..................................................... College Postmistress

**INSTRUCTIONAL CHAIRMEN**

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Tollie Raymond Buie, Ed. D. ................................ Agriculture
Verna L. Deckert, M.A. ..................................... Art
William Elmore Norris, Jr., Ph.D. ....................... Biology
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Carroll L. Key, Ph.D. ........................................ Chemistry
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Victor L. Bowers, Ph.D. ..................................... Industrial Arts
Preston P. Clark, Jr., M.J. (Acting) ..................... Journalism
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Mary G. Buchanan, M.A. (Acting) ....................... Music
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Oscar W. Strahan, M.Ed. .................................... Director of Physical Education for Men
Jean Amelia Smith, P.E.D. ................................. Director of Physical Education for Women
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James Taylor, Ph.D. ......................................... Social Science
John Lloyd Read, Ph.D. .................................. Spanish and French
Elton Abernathy, Ph.D. ..................................... Speech
The Faculty
1957-1958

John Garland Flowers, President.
B.A., East Texas State College; M.A., Ph.D., Columbia University.

Cecil E. Evans, President Emeritus.
B.A., Oxford College; M.A., The University of Texas; LL.D., Southwestern University.

Elton Abernathy, Professor of Speech.
B.A., Abilene Christian College; M.A., Ph.D., State University of Iowa.

William Carroll Akin, Instructor in Mathematics.
B.A., East Texas State College; M.A., The University of Texas.

Joe Earl Allen, Associate Professor of Education.
B.S., East Texas State College; M.A., The University of Texas.

Frank Edgar Amis, Instructor in Biology.
B.S. in Ed., Southwest Texas State Teachers College.

Benjamin Francis Archer, Instructor in English.
B.A., M.A.T., Indiana University.

William Price Baker, Associate Professor of English.
B.A., Texas Christian University; M.A., Tulane University; Ph.D., Harvard University.

John Roger Ballard, Assistant Professor of Industrial Arts.
B.S., M.A., Southwest Texas State Teachers College.

Bess Barnes, Assistant Professor of Home Economics.
B.S., Southwest Texas State Teachers College; M.S., Colorado State College.

James G. Barton, Associate Professor of Speech.

Anton John Bek, Associate Professor of Music.
B.M., M.M., De Paul University.

Willard Claude Booth, Instructor in Speech.

Victor Lee Bowers, Professor of Industrial Arts.
B.A., East Texas State College; M.A., Ph.D., Ohio State University.

Ira Renay Bowles, Associate Professor of Music.

Joe Max Braffett, Instructor in English.

Thomas L. Brasher, Assistant Professor of English.
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Onah Jacks, *Professor of Home Economics.*

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Daniel Hodges McCalib, Instructor in English.
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Alfred Henry Nolle, Professor of German and Dean of the College.
B.A., B.S. in Ed., The University of Missouri; M.A., The University of the South; Ph.D., The University of Pennsylvania; LL.D., East Texas Baptist College.
Donald Glen Norris, Teacher of Bible.
B.A., Baylor University; B.D., Southwestern Baptist Theological Seminary.
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Eileen O'Meara, Assistant Professor of English.
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B.S., Centenary College.
Archie Oliver Parks, Associate Professor of Chemistry.
B.S., Sul Ross State College; M.A., Southwest Texas State Teachers College; Ph.D., Louisiana State University.
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Suzanne Lois Pullon, Instructor in Speech.
Inez Wenzel Ramsey, Instructor in Education.
B.A., Southwest Texas State Teachers College.
John Lloyd Read, Professor of Foreign Languages.
B.A., M.A., Baylor University; Ph.D., Columbia University.
Otis Grant Reese, Instructor in Business Administration.
B.B.A., M.A., Southwest Texas State Teachers College.

Maynard L. Rich, Teacher of Bible.
B.S., M.S., Indiana State Teachers College; B.D., Drew University.

Everett Murl Richardson, Associate Professor of Education.
B.S., East Texas State College; M.A., Ed.D., The University of Texas.

James Lloyd Rogers, Professor of Education.
B.S. in Ed., Northeast Missouri State Teachers College; M.A., The University of Missouri; Ph.D., State University of Iowa.

Rufus R. Rush, Professor of Physics.
B.A., M.A., The University of Texas.

Elizabeth Renwick Seymour, Assistant Professor of History.
B.A., M.S., The University of Buffalo.

Carrie Hester Shepherd, Assistant Professor of Education.
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Gladys Short, Assistant Professor of Home Economics.
B.S., Texas Woman's University; M.S., The University of Texas.

Colette Odin Simons, Instructor in Foreign Languages.
Baccalauréat-es-Lettres, Lycee Fenelon; Licence-es-Lettres, Sorbonne.

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B.S., M.S., MacMurray College for Women; P.E.D., Indiana University.

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Henry Eli Speck, Teacher of Bible.
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B.A., Southeast Missouri State College; M.A., The University of Arizona; Ed.D., The University of Southern California.

Oscar William Strahan, Professor of Physical Education.
B.S., Drake University; M.Ed., The University of Texas.

Charles John Suckle, Assistant Professor of Art.
B.S., New Mexico Western College; M.A., New Mexico Highlands University.

Everette Swinney, Instructor in History.
B.A., Ohio Northern University; M.A., Pennsylvania State University.

Robert August Tampke, Professor of Music.
B.A., North Texas State College; B.M., Louisiana State University; M.A., Ph.D., The University of Texas.

James Taylor, Professor of History.
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B.A., Southwest Texas State Teachers College; M.A., The University of Texas.

*Lynn Hardyn Tulloch, Associate Professor of Mathematics.  
B.A., Baylor University; M.A., Brown University.

Helen Wier Van Gundy, Instructor in English.  
B.A., The University of Texas; M.A., Southwest Texas State Teachers College.

David Freeman Votaw, Professor of Education.  
B.F., B.S., Southwest Missouri State College; M.A., The University of Missouri; Ed.D., Stanford University.

Ural B. Walker, Assistant Professor of Mathematics.  
B.A., M.A., Southwest Texas State Teachers College.

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Ione Dodson Young, Assistant Professor of English.  
B.A., Texas Technological College; M.A., Ph.D., The University of Texas.

Leroy James Young, Professor of Agriculture.  
B.S., M.S., Ph.D., Agricultural and Mechanical College of Texas.

Empress Young Zedler, Professor of Special Education and Director of the Speech and Hearing Clinic.  
B.A., M.A., Ph.D., The University of Texas.

ASSISTANTS

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Elmer Courtney Whiddon, Jr., Assistant in Journalism.  
B.S. in Ed., Southwest Texas State Teachers College.

Jo Ann Cravens Ford, Assistant in Physical Education.  
B.S. in P.E., Southwest Texas State Teachers College.

Robert Lee Davis, Assistant in Mathematics.  
B.S., Southwest Texas State Teachers College.

THE COLLEGE LABORATORY SCHOOLS

San Marcos Public Schools

Joe C. Hutchinson, Associate Professor of Education and Superintendent of the College Laboratory Schools.
B.S. in Ed., M.A., Texas Technological College.

Yancy P. Yarbrough, Associate Professor of Education and Principal of the College High School.
B.S., Southwest Texas State Teachers College; M.A., The University of Texas.

Marvin L. Altenhoff, Principal of the College Southside Elementary School.
B.S. in Ed., Southwest Texas State Teachers College.

Bush N. Ewing, Principal of the College Campus Elementary School.
B.S., M.S., East Texas State College.

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

E. L. Williams, Principal of the College James Bowie Elementary School.
B.S. in Ed., The University of Florida; M.Ed., Southwest Texas State Teachers College.

Eugene B. Turner, Assistant Principal of the College High School.
B.B.A., M.A., Southwest Texas State Teachers College.


Lucile Adams, Supervisor, The College Junior High School.
B.S., M.Ed., Southwest Texas State Teachers College.

Martha A. Allen, Supervisor, The College Southside Elementary School.
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Mildred Allen, Supervisor in Business Administration, The College High School.
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B.S. in Ed., M.Ed., Southwest Texas State Teachers College.

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Marjorie Burnett, Supervisor in Mathematics, The College High School.
B.S., M. Ed., Southwest Texas State Teachers College.

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B.S. in Elem. Ed., Texas College of Arts and Industries.

B.S., North Texas State College; M. Ed., Trinity University.

Mary Turner Collier, Supervisor, The College Campus Elementary School.
B.S., Howard Payne; M. Ed., Southwest Texas State Teachers College.

B.S., Austin College.
Inez Smith Crews, *Supervisor, The College Campus Elementary School.*  
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Maxine Cunningham, *Supervisor, The College Campus Elementary School.*  
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B.S., M.Ed., Southwest Texas State Teachers College.

B.S., M.Ed., Southwest Texas State Teachers College.

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Mary Dodgen, *Librarian, The College High School.*  
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B.S., M.A., Southwest Texas State Teachers College.

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B.A., Southwest Texas State Teachers College.

Christine Elrod, *Supervisor, The College Junior High School.*  
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B.S. in Ed., Southwest Texas State Teachers College.

B.A., M.A., Texas Christian University.

B.S., M.A., Southwest Texas State Teachers College.

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B.S. in H.E., Southwest Texas State Teachers College.
B.S., M.A., Southwest Texas State Teachers College.

Muriel N. Hughes, Supervisor in Homemaking, The College High School.
B.S., Southwest Texas State Teachers College.

Roena Hughson, Supervisor, The College James Bowie Elementary School.
B.S. in Ed., Southwest Texas State Teachers College.

Mary Hutchinson, Supervisor, The College James Bowie Elementary School.
B.S. in Ed., Texas Technological School; M.Ed., Southwest Texas State Teachers College.


Muriel N. Hughes, Supervisor in Homemaking, The College High School.
B.S., Southwest Texas State Teachers College.

Roena Hughson, Supervisor, The College James Bowie Elementary School.

Mary Audrey Jackson, Supervisor, The College James Bowie Elementary School.
B.S., East Texas State College; M.A., Southwest Texas State Teachers College.

Enid G. Jennings, Librarian, The College Junior High School.
B.A., Howard Payne; M.A., Southwest Texas State Teachers College.

B.S., M.A., Texas Woman's University.

B.A., Mary-Hardin Baylor.

Eugenia Kelly, R.N., School Nurse.

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

B.S., Sam Houston State College; M.Ed., Texas Technological College.

B.S. in Ed., Southwest Texas State Teachers College.

Roland McFall, Supervisor in History, The College High School.
B.S. in Ed., M.Ed., Southwest Texas State Teachers College.

B.A., Southwest Texas State Teachers College; M.Ed., The University of Texas.

Olga McGhee, Supervisor, The College Junior High School.
B.A., M.A., Southwest Texas State Teachers College.

Verna S. Martin, Librarian, The College Elementary Schools.
B.S., Texas Woman's University; M.A., Southwest Texas State Teachers College.

Elizabeth Martindale, Supervisor, The College Campus Elementary School.
B.A., M.Ed., Southwest Texas State Teachers College.

B.A., M.A., Southwest Texas State Teachers College.

B.S., M.A., Southwest Texas State Teachers College.

Frank E. Mooney, Supervisor in Industrial Arts, The College Junior High School.
B.S., M.Ed., Southwest Texas State Teachers College.

B.A., M.A., Southwest Texas State Teachers College.

Bernice Musgrave, Supervisor, The College Campus Elementary School.
B.A., North Texas State College; M.A., Southwest Texas State Teachers College.

Petra Nicola, Supervisor, The College Southside Elementary School.
B.A., M.A., Southwest Texas State Teachers College.
Pearl Pettit, Supervisor, The College Junior High School.
B.A., Southwest Texas State Teachers College.

Weldon E. Polzin, Supervisor in Science, The College Junior High School.
B.S., M.A., Southwest Texas State Teachers College.

B.S., Southwest Texas State Teachers College.

Joyce Barnett Reasoner, Supervisor, The College Campus Elementary School.
B.S., M.A., Southwest Texas State Teachers College.

Ethel Newport Reed, Supervisor in Mathematics, The College Junior High School.
B.S., Southwest Texas State Teachers College; M.A., Colorado State College of Education.

Henriette Richan, Supervisor, The College James Bowie Elementary School.
B.S., M.Ed., Southwest Texas State Teachers College.

B.A., M.Ed., Southwest Texas State Teachers College.

Bernice Scrutchin, Supervisor, The College Campus Elementary School.
B.A., M.Ed., Southwest Texas State Teachers College.

Gertrude Seale, Supervisor, The College Campus Elementary School.
B.A., Our Lady of the Lake; M.A., The University of Texas.

Mary L. Shaw, Supervisor, The College Campus Elementary School.
B.S., Southwest Texas State Teachers College.

B.S., M.Ed., Southwest Texas State Teachers College.

Eleanor Simmons, Supervisor in Special Education, The College Junior High School.
B.A., Baylor University; M.A., Southwest Texas State Teachers College.

Alberta Smith, Supervisor in English, The College High School.
B.A., Southwest Texas State Teachers College.

Oscar Smith, Supervisor in English, The College High School.
B.A., Southwest Texas State Teachers College; M.Ed., Oklahoma University.

Ruth Spear, Supervisor, The College Campus Elementary School.
B.S., M.A., Southwest Texas State Teachers College.

Sam Stovall, Supervisor in Physical Education, The College High School.

B.S., M.A., Southwest Texas State Teachers College.

Marguerite Thompson, Supervisor, The College James Bowie Elementary School.
B. Mu. Ed., Southwest Texas State Teachers College.

Lucile Tramel, Supervisor, The College Southside Elementary School.
B.S., M.A., Southwest Texas State Teachers College.

Dorothy N. Turner, Supervisor, The College Campus Elementary School.
B.S. in Ed., Southwest Texas State Teachers College.

B.S. in Ed., Southwest Texas State Teachers College.

Catherine Wiegand, Supervisor, The College Campus Elementary School.
B.S., M.A., Southwest Texas State Teachers College.

Evelyn R. Wilks, Supervisor, The College Campus Elementary School.
B.A., M.A., Southwest Texas State Teachers College.

Mina Williams, Supervisor, The College Campus Elementary School.
B.A., The University of Texas; M.A., Southwest Texas State Teachers College.
B.S., M.A., Sam Houston State College.

B.S., M.A., Southwest Texas State Teachers College.

B.S., Southwest Texas State Teachers College; M.S., Agricultural and Mechanical College of Texas.

Merle Yarbrough, *Supervisor in English, The College Junior High School.*
B.S., Southwest Texas State Teachers College.

B.S., M.A., Southwest Texas State Teachers College.

Elizabeth Young, *Supervisor, The College Junior High School.*
B.A., East Texas State College.

Margaret Young, *Supervisor, The College Junior High School.*
B.A., Southwest Texas State Teachers College; M.A., The University of Texas.

B.A., Howard Payne College; M.Ed., Southwest Texas State Teachers College.
THE COLLEGE

HISTORY

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

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

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

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

LOCATION

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

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

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

Campus buildings, and equipment of the College are valued at over eight and one-half million dollars. Of this amount, approximately seven millions are in buildings; above one million, in equipment; and approximately $600,000.00, in campus and lands.

In addition to the fifty acres comprising the campus proper, the College has title to 443 acres of farm and ranch land and also to Sewell Park, a recreation park which measures several acres along the banks of the San Marcos River, and to a 125 acre campsite, located on the Blanco River in the Wimberley Hills.

There are approximately one hundred buildings on the college property. These may be classified into the following groups:

(1) Instructional Buildings

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

(2) Residence Halls and Apartments

Fifty-five different buildings on the campus provide residence facilities for men and women students. These facilities include residence halls for women, cooperative residences for women, residence halls for men, and approximately 225 furnished and unfurnished apartments for married students.

(3) Miscellaneous Buildings

In addition to the instructional buildings and dormitories and apartments listed, the college plant includes three dozen buildings inclusive of the President's home, the Infirmary, the Athletic Field House, the Bath House, and the Commons.

THE LIBRARY

The Library contains more than 90,000 volumes including bound periodicals and public documents. It is rich in materials relating to the fields of modern languages, history, government, travel, poetry, drama and bibliography.

The main reading room of the library is located on the first floor of the building. It seats 240 readers and contains on open shelves approximately 300 current periodicals, ten daily newspapers, a large number of reference books and bound periodicals. All books and periodicals have
been carefully selected by teachers and librarians with the view to facilitate instruction and research. Bibliographical aids and careful cataloging increase the usefulness of the Library. The cataloging department is also located on the first floor.

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

THE MUSEUM OF ART AND HISTORY

The College Museum assumes an important role in the educational program of the College. Materials are classified and arranged in meaningful displays which are of great value to grade school, high school and college students who are interested in Texas history, Texana in general, Texas natural history, and Texas costumes and household articles of the pioneer period.

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

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

HUNTINGTON STATUE

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

LABORATORY SCHOOL

The Public Schools of San Marcos are utilized as the Laboratory School of the College, according to an arrangement entered into in 1933 by formal contract between the San Marcos City Schools and the College. Directed Teaching at the elementary level is carried on in the three city elementary schools: The Campus Elementary School, which has an enrollment of approximately 670 pupils and 25 teachers and is housed in the Auditorium-Laboratory School Building; The Southside School, which has an enrollment of approximately 495 pupils and 14 teachers; James Bowie Elementary School, which has an enrollment of 723 pupils
and 27 teachers. Directed Teaching at the junior high school level is carried on in the Junior High School, housed in the City Junior High School Building with an enrollment of 702 pupils and 23 teachers. At the senior high school level, Directed Teaching is carried on in the City High School, with approximately 520 pupils and 31 teachers.

In the teacher training program of the College, the supervisory staff consists of the Director of Teacher Training, a Director of Student Teaching on the elementary level and on the secondary level, the City Superintendent, the Principal of the High School, the Principal of the Junior High School, the Principals of the elementary schools, and the Public School Teachers. Some responsibility for the supervision of the work of student teachers is assumed by the members of the staffs of the various college departments. The student teachers are under the immediate direction of the classroom teachers to whom they are assigned by the Director of Student Teaching.

In addition to the cooperative arrangement between the public schools in San Marcos and the College, agreements have also been reached with various neighboring school systems whereby student teaching is carried on in those systems. Student teachers who are assigned to the neighboring school systems spend 9 weeks or a half semester in residence in the communities to which they are assigned and work under the joint supervision of the staff of the school to which they are assigned and supervisors from the College who visit them periodically.
PUBLIC SERVICE

THE EX-STUDENTS ASSOCIATION

This organization is known as The Ex-Students Association of Southwest Texas State Teachers College. All persons who have been enrolled in any of the regular college courses and who have been honorably dismissed or graduated are automatically members. To date there are more than 80,000 ex-students. Of these, 8,498 have been awarded the bachelor's degree and 2,068 the master's degree.

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

Plans have been projected for the formation of active county or branch organizations of former students at centers accessible to them with the service territory of the College.

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

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

The Ex-Students Association has adopted a long-range Greater College Development Program through which it envisions a series of specific projects to improve the school. Notable contributions have been made to date toward the installation of a memorial organ, equipping the Student Union Building, enlarging the Evans Field Stadium and furnishing a small chapel to be constructed on the campus.

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

Elected to serve as officers of the association during the year 1958-59 were:

President .................................................. Miss Jean Dugat
First vice-president .................................. Lawrence “Red” Jurecka
Second vice-president ............................... Miss Johnnie McCaughan
Executive secretary ................................. Pat H. Norwood
GENERAL PUBLIC SERVICE

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

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

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

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

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

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

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

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

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

Regular news releases are made to the daily papers in this part of Texas, covering all phases of college activities involving faculty and stu-
Journalism students are used as much as possible in this work and gain valuable experience through actually applying what they study about in books.

**PLACEMENT BUREAU**

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

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

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

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

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

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

**Vacancies.** Each spring all superintendents in this area are asked to send a list of their vacancies to this college. Other employers are likewise asked for their needs. In normal years three times as many calls are received as there are candidates seeking positions. In 1957 there were twelve times as many calls for employees as there were candidates available.
Follow-Up. Each spring the bureau sends a follow-up questionnaire to the administrator relative to each teacher he employed through this bureau for that year. Each teacher is rated in terms of classroom efficiency, knowledge of subject matter, community worth, general appearance, cooperation with school officials, and extra-curricular activities. This becomes a part of his permanent record. Studies of these reports aid greatly in planning for more effective guidance for teachers in training.

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

EXTENSION DIVISION

Philosophy. Realizing the desire and need of many teachers for opportunities for professional stimulation and advancement, the college has organized and maintains an extension division. This institution exists to serve the people of the state; and, where citizens can not come to the college, it welcomes the opportunity to take education to the people. It offers extension credit courses both by direct class instruction and by correspondence study methods.

General Regulations. No student who is registered as a full-time student in this or any other institution may be registered for extension credit work without written permission from the Dean of the College. Moreover, a student enrolled for extension work as offered by this College, whether by direct class instruction or by correspondence, must notify the Dean of the College when he is taking correspondence, extension or residence work in any other college or university. Students are held individually responsible for any violation of this regulation.

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

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

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

DIRECT CLASS INSTRUCTION

Location of Centers. Courses are offered in any center where there is sufficient demand. In recent years classes have been taught in Kenedy, San Antonio, Crystal City, Cuero, Pleasanton, Lytle, Mason, Menard,
Dilley, Poteet, Fredericksburg, Hallettsville, and Victoria. Hundreds of students have received training in these centers.

Courses Offered. Courses in English, History, Business Administration, Education, Physical Education, Government, and Sociology have been among those offered very satisfactorily in recent years. This division will offer any course found in the regular catalog if it is practicable to teach it by extension.

Fees. The fee for extension credit by direct class instruction work is $10.00 per semester hour payable in advance.

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

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

CORRESPONDENCE INSTRUCTION REGULATIONS

Correspondence courses taught by regular faculty members are available.

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

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

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

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

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

Fees. The fee for correspondence credit is $10.00 per semester hour plus a small examination fee. The course fee is payable in advance. The examination fee is payable at the time the final examination is taken.

Credits. Most correspondence courses offered carry three semester hours of credit. They have the same prerequisites as required for equivalent on-campus courses.
To Enroll. Persons wishing to enroll for correspondence work as offered by the College should address a request for a copy of the correspondence bulletin and for application blanks to the Director of Extension, Southwest Texas State Teachers College, San Marcos, Texas.

THE SUMMER SESSION

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

The first half-session of the Summer Session, 1958, will open June 3 and close July 12, the second half-session opens July 15 and closes August 22. A full schedule of graduate and undergraduate work will be offered, including workshops in elementary, secondary, and special education.
GENERAL PURPOSE OF THE COLLEGE

The Southwest Texas State Teachers College at San Marcos was founded by the Legislature in 1899 as an institution that would serve in the preparation of teachers for the public schools. During the early years of its history, its organization and plan was that of the normal school designed to prepare elementary teachers only. Before the coming of high schools, the level of preparation was that of Senior High School work and two years of college; then, as the teachers college movement gained momentum and as high schools took their place in all of our communities, the need for an institution to give high school preparation disappeared; the college became a standard four-year institution preparing both elementary and secondary teachers and administrators. A graduate program leading to the Master's degree was established June 1, 1936.

The undergraduate program of the college is largely teacher preparation; the graduate program is strictly teacher preparation. However, and because of the need to serve a geographic area, it has become necessary for the college to offer pre-professional training for young men and women who desire to enter professions other than teaching. Since the pre-professional program is precisely the same as it is for the preparation of teachers, this appears to be a good investment and a wise state policy. Notwithstanding the fact that the college renders this service to a small minority of persons, it should be remembered that the program is primarily that of preparing men and women for all types of positions which need to be filled in the public school system.

It frequently happens that there are students who do not aspire to teaching; they wish to procure a liberal arts degree and usually enter graduate universities. About 8% of our graduates complete their baccalaureate degree under this arrangement. This again, is an attempt to serve a need in an area. Usually, about 90% of our graduates have completed requirements for teaching or special services in the public schools and about 84% of those who graduate enter the profession immediately.

FUNDAMENTAL PRINCIPLES AND POLICIES

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

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

Clearly defined objectives should govern the administrative organization, classroom instruction, curriculum offerings, extra-class activities, and personnel procedures. These objectives should be justified in terms of functional value, effectiveness, and economy, and those persons engaged in administrative work, classroom teaching, or sponsors of activities should be influenced by worthwhile goals.
II. In order that students may gain a unified body of knowledge, with breadth and depth of information, the ultimate goal, the curriculum, and extra-curriculum of the college should be progressive, sequential and integrated.

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

III. The College should be so organized and administered as to promote the interests, needs, and welfare of prospective teachers, of those who pursue pre-professional programs of work and of a limited number who aspire to a program leading to a liberal arts degree.

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

IV. In order that all students may possess a broad cultural background in what is regarded as the basic areas of knowledge, a program consisting of 52 semester hours has been established to assure that the requirements of general education are met by all.

It is the belief of our administrative and teaching staffs that there should be basic courses required in such areas as the social sciences, the natural sciences, the humanities, communications, in health, and that some election should be allowed in these required areas. With this thought in mind, the general education program consists of the following areas:

Social Sciences .................................................................12 semester hours
Humanities .................................................................10 semester hours
Science and Mathematics ....................................at least 9 semester hours
Communications .......................................................9 semester hours
Health and Physical Well-Being .....................................4 semester hours

Other courses, to make the required total of 52 semester hours chosen ordinarily from the following fields: Humanities, Religion or Bible, Foreign Language, a second laboratory science (Biology, if the first was Chemistry or Physics and vice-versa).
V. The College accepts the principle that teaching should be considered a privilege, and only those qualified should prepare themselves for the profession.

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

VI. The teacher education division should be differentiated and expanded in accordance with the aims and organizations of the public schools served by the College.

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

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

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

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

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

ADMINISTRATIVE ORGANIZATION

Administrative Council. The college is organized for administrative purposes into four divisions: Instruction, Personnel, Business, and Public Service. These divisions are under the direction of the President of the College and the Administrative Council which is composed of the heads of various administrative divisions. The President, with the Administrative Council serving in an advisory capacity, formulates policies which have to do with the functional organization of the college.
**Instructional Division.** The heads of the subject-matter departments and divisions are organized into an Instructional Council with the Dean of the College, and Dean of Graduate Studies, and the Registrar ex-officio members. This division is concerned with the development of curricula, courses of study, teaching materials, and instructional procedures.

Students who wish advice or help in matters having to do with curriculum, courses, registration, advanced standing, instructional procedure and extra-class activities will consult with the Dean of the College, the Registrar, the department heads and extra-class activities advisers. Students will consult with the Registrar concerning all matters having to do with records, reports, credits, and schedules.

**Business Administration.** The Business Administration Division manages all financial matters and has direct control over and management of the College Plant.

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

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

HOUSING

The housing program is part of the over-all educational plan of the college. All unmarried undergraduate students, therefore, except those who live at home, are required to live in residence units. The Board of Regents has committed this college to maintaining full occupancy of all college-owned residences. As long as college housing is available, students will be required to live on the campus. If other living arrangements are desired, permission must be granted by the Personnel Office prior to commitment.

All living arrangements are made for one semester, and no changes may be made without permission from the Personnel Office.

Students who are on probation will not be granted permission to live off the campus. Permission may be revoked at any time for disciplinary reasons.

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

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

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

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

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

5. To develop the ability to share responsibility. This practice is particularly evident in Hornsby Hall and a new cooperative house where cooperative living is the pattern. Incidental to the valuable experience gained in sharing work and housekeeping duties is an appreciable reduction in living costs. Yet assignments under the sharing plan are not so heavy as to interfere with students' studies.
A. RESIDENCE HALLS

For Women: The Commons, Freshman Hall, Sallie Beretta Hall, Laurel Hall and Retama Hall provide exceptionally attractive accommodations for women. Retama Hall houses freshmen women and both Laurel and Retama Halls are air-conditioned. In addition, the college maintains two cooperative houses for women, Helen Hornsby Hall, and a new hall as yet unnamed. (See 5 above). These halls will accommodate a total of 749 women students.

For Men: There are four regular dormitories for men students. These are Harris Hall, which is a freshman dormitory, Men's New Dormitory, Sayers Hall, and a new air-conditioned dormitory as yet unnamed. These four dormitories will house approximately 666 men. Temporary quarters for the overflow of men students are maintained in other small college owned units. In addition, special housing is available in the new gymnasium for men students participating in the athletic program.

All rooms have single beds, either double or single study tables, a dresser and a closet for each resident. Ample bathroom facilities are provided on each floor. A few rooms in Hornsby Hall will accommodate three women; Harris Hall and Sayers Hall have some rooms which will accommodate three men. All other rooms in all buildings accommodate two residents.

Residents who wish to occupy rooms at less than full capacity must make arrangements with the Personnel Office and pay the additional cost to the Business Office.

Each student must furnish towels, sheets, pillow cases, blankets, bedspreads, etc. Radios and record players are allowed in the rooms, provided they are turned low enough not to disturb others. Television sets are not allowed in the bedrooms. The occupants of each room will be expected to keep their room clean and neat.

Laundry facilities, including tubs, automatic vending-type washing machines and dryers, irons and ironing boards, are available in each residence hall.

All applications for college housing should be addressed to the Office of Personnel. An application fee of $10 is required when the application blank is returned. It is requested that applications be made far enough in advance of the semester to insure adequate living accommodations. Reservation is not complete until both application and deposit have been received in the Personnel Office and the applicant is notified that a room has been reserved. The deposit is returnable if cancellation is received in the Personnel Office according to the following schedule:

Fall Semester—on or before August 15
Spring Semester—on or before January 4
Summer—1st 6 weeks—on or before May 15
Summer—2nd 6 weeks—on or before July 1

Workshops—One week prior to the first session of the workshop.

Withdrawal from the residence hall during a semester will ordinarily mean forfeiture of room deposit.

**B. APARTMENTS**

A large housing unit, Riverside Homes, consisting of furnished and unfurnished apartments of different sizes, easily accessible to the campus, furnishes housekeeping facilities at moderate rates. All applications for these apartments should be made to the Director of Riverside Homes, San Marcos, Texas.

In addition, the college has a limited number of apartments on the campus. Applications for these apartments should be made to the Business Office.

Information concerning apartments other than the college-owned apartments may be secured in the Personnel Office.

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

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

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

**Infirmary Office Hours**

<table>
<thead>
<tr>
<th>A. M.</th>
<th>8:30-11:30</th>
<th>Monday through Saturday</th>
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<tbody>
<tr>
<td>P. M.</td>
<td>1:30- 5:30</td>
<td>Monday through Friday</td>
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Office closes at noon on Saturdays and remains closed through Sundays, except in case of real emergency. Office also will close on all holidays.

A registered nurse and part-time assistants are on duty 24 hours a day at the infirmary. They administer much of the first aid and care for the hospitalized students in addition to serving as resources in the overall school campaign for more healthful living.

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

The building use and matriculation fees cover all the services, and the college urges all its students to make maximum use of the many facilities available for establishing and conserving health.

COUNSELING SERVICE

The college maintains counseling services available to students in several areas. General counseling is done by members of the Office of Personnel. Other areas of counseling include freshman orientation, dormitory counseling, and faculty counseling. A testing service and personnel records are also maintained.

Freshman Orientation. To enable freshmen and other new students to become familiar with their new college environment, the first few days of the semester are set aside for their orientation by student leaders and faculty members. Much valuable information will be made available at this time and all new students are strongly urged to participate fully in this program.

Dormitory Counseling. Mature women serve as head residents of the women's halls and married couples serve as head residents of men's halls. These head residents are available to the students residing in the dormitories as counselors and devote much of their time to counseling with students in matters of group living and on personal problems.

Selected upperclass students also serve as counselors in the residence halls. These students work with the head residents to improve group living, welfare, and morale.

Faculty Counseling. All students, freshmen and upperclassmen, are assigned faculty counselors early in their first semester in school. Assignments of faculty counselors are made on the basis of the student's major. The student remains with the counselor during his freshman and sophomore years unless a change of major is made. In that case a change of counselor is also made. When the student becomes a junior the head of his major department becomes his counselor. A certain number of faculty members devote their counseling time assisting those students
who do not have a major. Similar procedures are carried out in the case of transfer students. Students are expected to contact their counselors following notification of assignment.

**Testing.** All freshmen and transfer students are given psychological, proficiency, and aptitude tests to aid in classification and counseling. Students of sophomore rank are given general achievement tests. Opportunity for additional individual and group testing is provided through a testing service under the supervision of the director of testing. The group test results are interpreted to the student, at his request, by his faculty counselor. Special test results are interpreted to the student by the members of the testing service.

**Personnel Records.** In order to aid in the understanding and counseling of all students, the personnel folders are maintained in the Office of the Division of Student Personnel.

**EMPLOYMENT AND FINANCIAL AID**

**Student Employment.** The college provides many opportunities for student self-help. College offices, the cafeteria and the dormitories are among the places on the campus which employ a goodly number of college students. A student who is fortunate enough to receive one of these jobs must maintain a satisfactory academic record in order to hold that job. Such a condition is mandatory because of the many students who wish some form of employment. This student service is under the supervision of the Division of Personnel.

**Financial Aid.** The Dean of Students is chairman of the faculty committee on financial aid. All inquiries should be directed to the Dean of Students, Division of Personnel, unless otherwise indicated, and is available in the form of both scholarships and student loans.

**SCHOLARSHIPS**

**Freshman Scholarships.** A limited number of scholarships are available which provide in the main for tuition, fees and books. These scholarships are available to freshmen and range from $80 to $130. Students who are interested in making application for one of these scholarships should apply to the Dean of Graduate Studies for application blanks. A committee will award the scholarships on the basis of merit as evidenced by the information received in the application supported by the high school principal or high school counselor.

**Tuition Scholarships.** By act of the 1957 Texas Legislature, the tuition was increased by twenty-five dollars ($25.00) per semester for resident students. All state colleges were required to set aside a certain amount of money each semester to assist students who can demonstrate a particular financial need. This assistance is in the amount of twenty-five dollars per semester. Applications for this scholarship should be made to the Division of Personnel at least one month prior to the
semester in which they will be used and they will be acted upon by a committee. New applications must be made for each semester.

The Charles Spurgeon Smith Memorial Fund. This fund was established in 1952 by the friends of Dr. Charles Spurgeon Smith as a memorial fund, following his death in August of 1952. An award of fifty dollars is made annually in the spring of the year to an outstanding student majoring in Biology. Dr. Smith joined the Faculty of this College in 1913, and served as Head of the Biology Department from 1919 until his death.

High School Students Honor Scholarship. The Southwest Texas State Teachers College along with other state supported colleges affords a scholarship which covers the tuition fee to the valedictorian of each affiliated high school of the State. This scholarship must be used during the year immediately following graduation from high school. The names of those who are eligible for these scholarships are submitted to the Colleges by the Texas Education Agency.

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

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

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

LOANS

The Freshney-Shaver-Fenn Fund. The Fund was started by faculty members in honor of Alfred Freshney, B.S., Professor of Chemistry and Physics from 1903 until his death in November, 1906, and added to in honor of Carey C. Shaver, B.Litt., Assistant Professor of Mathematics, 1912-1914, who died in February, 1915, and Arthur L. Fenn, B.A., M.S., Assistant Professor of Physics from September, 1927, until his death in December of the same year.
The John E. Pritchett Memorial Fund. This fund consists of subscrip­tions from students, faculty, and other friends of John E. Pritchett, B.A., M.A., Professor of Latin in the College from 1903 until his death in November, 1919.

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

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

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

Ex-Students Association Fund. This Association has from time to time contributed to other Loan Funds of the College, but in 1929 it established an independent loan fund.

The Chamber of Commerce Loan Fund. In the regular Session of 1923-24 the San Marcos Chamber of Commerce established an emergency loan fund which is available to students who qualify for loans.

The Tabor Loan Fund. The fund created by Mr. G. G. Tansey of Smithville in memory of Lawrence R. Tabor is available to worthy students from Smithville, Texas.

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

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

STUDENT ACTIVITIES AND ORGANIZATIONS

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

Student Senate. Elected to this organization are thirty-three student representatives: president of the student body, vice-president,
recording secretary, corresponding secretary, treasurer, reporter, eight senators-at-large, eight class senators, two representatives from Inter-Hall Council, two representatives from Inter-Organizational Council, one representative from the Student Religious Council, two representatives from San Marcos, one representative from Riverside, one commuter representative, and two graduate representatives. This group, working with the Dean and Associate Dean of Students, meets every week to discuss matters which pertain to the general well-being of the student body.

**Inter-Hall Council.** In each residence hall, the members elect representatives to a house council which works with the head resident in providing for the physical, social, academic, and ethical welfare of all the residents. The president of the hall who is elected by the residents presides at each house council meeting and at all meetings of the entire hall.

The presidents of each residence constitute an Inter-Hall Council which meets regularly with the Director of Housing to decide and work on over-all policies for resident living.

**Student Inter-Organizational Council.** The presidents of all chartered organizations meet regularly to discuss policies designed to help all organizations function more smoothly and adequately. This group is called the Student Inter-Organizational Council and it works in close relationship with the Student Senate.

**Student Religious Council.** The Student Religious Council is composed of two elected representatives from each of the student religious groups on campus. The purpose of the Council is to foster the religious life of the campus community, to give encouragement to existing religious groups and to help with the organization of new groups as the need arises, and to plan and coordinate all college-sponsored, campus-wide religious activities, such as Religious Emphasis Week, Christmas and Easter services, chapel programs, and other special religious observances. Denominational groups now active on campus are Baptist Student Union, Canterbury Association, Christian Science Students Association, Gamma Delta, Lutheran Students Association, Newman Club, Presbyterian Student Fellowship, and Wesley Foundation.

**Student-Faculty Committees and Councils.** Many committees and councils, such as the Student Union Board of Directors and the committees for Homecoming and Frontier Day, are composed of both students and faculty and work on specific aspects of the activity program. The Student Senate appoints student representatives to these committees and the President of the college appoints the faculty members.

**Student Organizations.** The club program at this college provides many and varied opportunities for the student to participate in the organized extra-curricular life of the campus. Further professional and academic training is offered through the departmental and special interest clubs. There is also opportunity for the student to join existing social clubs or to help form new ones.
Students are urged to maintain a balance between club and class activities. Membership in chartered organizations may be maintained only if a C average is achieved. Students dropping below that average are to become inactive for the following semester or until such average is reestablished.

HONORARY ORGANIZATIONS

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

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

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

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

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

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

Pi Omega Pi. Organized June 13, 1923, at Northeast Missouri State Teachers College. Pi Omega Pi has grown over the years to eighty active chapters over the nation. The ideals of service and scholarship are stressed in the organization which was organized to honor outstanding business educators and business education students and to promote business education.

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

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

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

Alpha Muse is the music society for women students and its membership is composed of music majors and minors whose academic record meets a certain standard. The purpose of Alpha Muse is to stimulate interest in music among college students and in the community, to offer opportunities for betterment of musicianship of club members, and to give financial aid to worthy students.

Sigma Tau Delta. Omega Epsilon Chapter of Sigma Tau Delta, Professional and Honorary English Fraternity was established on the campus in February, 1952, and is one of more than 80 such chapters throughout the nation. Its purpose is to promote a mastery of written expression, to encourage worth-while reading, and to foster a spirit of fellowship among persons specializing in the English language and literature. Its motto is "Sincerity, Truth, Design." Membership is by invitation to those students who have indicated a high degree of interest in the English language
and literature, have maintained a consistently high grade average both in their English courses and in their general scholastic standing, and manifest a sincere desire to associate with others of like aspiration and to understand and appreciate more deeply the English language and literature.

Arnold Air Society. The Charles J. Kelly Squadron of the Arnold Air Society, a national honorary organization for advanced Air Force R.O.T.C. Cadets, was organized on the campus in 1951. The purpose of this society is to further the purpose, mission, tradition, and concept of the United States Air Force as a means of National Defense, promote American citizenship, and to create a close and more efficient relationship among the Air Force Reserve Officers' Training Corps Cadets. Membership in the society is by invitation only and is restricted to young men currently enrolled in the advanced phase of the Air Force R.O.T.C. Corps.

Angel Flight. The Angel Flight is the college girls' auxiliary to the Arnold Air Society, National Honorary Society for Air Force ROTC advanced cadets. It is designed to further the objectives of the Arnold Society, the Cadet Corps, and Southwest Texas State Teachers College. Members of the Angel Flight participate in parades and ceremonies and serve as usherettes at various college functions.

RECREATIONAL FACILITIES

Student Union. The Student Union, equipped with a variety of recreational equipment, is the common meeting place of all students. Here students chat, study, read magazines, dance, play games, listen to the radio, or view television programs. The club rooms, lounges, a ballroom and music room provide meeting places for various group activities. In the Union are located the offices of the Student Senate, the Student Religious Council, and the Director of Student Life. The Lair, college bookstore and coffee bar, is located on the first floor of the Union Building and is supervised by a director. Texts, school supplies, athletic goods, and other incidental needs are available in the bookstore at reasonable prices. The coffee bar is another popular meeting place for students and faculty where cold drinks, coffee, sandwiches, candy, and ice cream may be obtained.

The group responsible for the policies and program of the Union is the Student Union Board of Directors, a student-faculty board. Activities sponsored by this board include a cultural and foreign film service, coffeeorums, dances, and other social and recreational activities.

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

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

The swimming pool is well adapted to the needs of both beginners and experienced swimmers and is large enough to accommodate from two hundred to three hundred persons at one time. It is lined with concrete retaining walls and is adequately equipped with spring-boards, diving towers, and safety ropes. A huge concrete slab located on "The Island" is ideal for skating and dancing. A stone bath house is amply equipped with showers and dressing rooms.

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

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

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

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

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

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

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

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

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

The Tumbling Club, Modern Dance Club, and Aquatic Club are sponsored clubs, open to both men and women.

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

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

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

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

**Smaller Ensembles.** The College Music Department fosters ensembles in various fields, e.g., piano, string, woodwind, for pleasure to the participants as well as for performance at such occasions as service clubs, literary clubs, conventions on and off the campus.

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

**A Cappella Choir.** This organization is chosen from the student body by auditions only. Eligibility for membership in it is determined on the basis of musicianship, vocal ability, character, and scholastic standing. This organization is privileged to make concert tours of the State officially representing the College. Additionally, special performances are staged on and off the campus for many and varied professional civic organizations.

**Dramatics and Forensics.** This organization known as The College Theatre, closely affiliated with the Speech Department, offers excellent opportunities to students interested in literary interpretation and training in dramatics. The Speech Department, too, exercises sponsorship of debating, oratorical, and extempore speaking activities both intramural and intercollegiate.

**PUBLICATIONS**

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

**The College Star** is a weekly school news publication issued by the students of the College under the supervision of the Department of Journalism.

**The Pedagog,** which represents campus activities for the current year, is the yearbook of the College.

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

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

DRIVING AND PARKING REGULATIONS

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

CAR REGISTRATION REQUIRED

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

(2) When a car is registered, the driver will be given a gummed sticker with a permit number which must be placed in a convenient place on the inside of the front windshield where it may be seen at all times.

(3) The regular permit entitles the student to drive on the campus and to park his car in areas not "Restricted" or "Reserved."

(4) Faculty members and other full-time College employees are entitled to the "Special Permit" which entitles them to park their cars in the "Restricted Areas." Students with serious health problems may make application for the "Special Permit" in the Business Office.

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

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

(7) Violations of any of the driving and parking regulations will necessitate assessment of a fee of $1.00 which must be paid at the Business Office. Persistent violation will lead to revocation of permission to park on the campus.

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

ADMISSION REQUIREMENTS

Admission by Graduation from High School. Students of freshman classification will be admitted under the following conditions:

1. They shall have graduated from an accredited high school with at least 15 units including 3 units in English, 2 in mathematics, 2 in social science (including at least one unit in history) with electives sufficient to make 15.

2. All applicants for admission who rank in academic achievement in the upper one half of their high school graduating class and who have met the requirements under No. 1 will be accepted upon submission of their high school credentials.

3. All such applicants who, in academic achievement, fall in the lower one-half of their high school graduating class must present themselves in person with their high school credentials on the College campus prior to registration where they will be interviewed by an Admissions Committee to determine their qualifications for achieving a satisfactory college record. This committee may decide that, in the instance of a given student, a qualifying examination is necessary for admission.

4. All students who, in academic achievement, fall in the lowest one-fourth of their high school graduating class are not encouraged to apply for admission; if they do wish to apply, they must satisfactorily pass an examination prescribed by the Admissions Committee and, if admitted, be placed on probation subject to conditions to be agreed upon.

Note: High school graduates otherwise adjudged eligible to be admitted to the freshman class but who do not include in the 15 units described for admission one or two of the seven units specifically identified may be admitted conditionally, the condition to be absolved by the close of the freshman year, provided that those enrolling with less than two units of credit in mathematics will be expected, at the time of their initial enrollment in the College, to evidence competency in mathematics equivalent to the above stated entrance requirement to be demonstrated by tests on techniques and information in the subject. Students who fail thus to remove the entrance condition in mathematics may be required to offer toward graduation the credit earned in Mathematics 11 in addition to the 128 semester hours normally required for graduation.

High schools inspected and approved by the Texas Education Agency are listed in the annual directory issued by the Agency. Units offered for admission must be found in the directory of even dated years.

Admission by Examination. Applicants for college admission who do not present credentials from accredited high schools may absolve the
requirements by examination. Applicants who would take such examinations are invited to correspond with the Registrar for details.

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

**Admission Upon Individual Approval.** Applicants over twenty-one years of age may be admitted by special permission of the Registrar provided they present evidence of sufficient ability and determination to pursue college work. Students so admitted may satisfy their college entrance requirements by the completion of at least 30 semester hours of college work, of which six must be in English, six in the social sciences, and either six hours in physical science, or six hours in mathematics, and provided they make an average grade of "C" or above on the 30 hours of work completed.

**Admission of Veterans.** Any student who has served in the Armed Forces of the United States may be admitted by special permission of the Registrar subject to the regulation governing admission upon individual approval as it applies to other applicants, provided he is 18 years of age or over.

**Credits from Other Institutions.** Credit to be allowed for work done in any college or university is determined by the Registrar of the College upon the basis of a transcript of such work signed by the proper authority, provided that the applicability of such credit toward graduation will be determined by the Dean of the College in accordance with the requirements of the student's degree program. Moreover, the student must file separately a transcript of his high school credit unless such high school credit is entered on the official transcript of his college work.

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

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

The courses of study leading to graduation with the respective degrees are outlined in 'the section of the catalog captioned College Cur-
riculuma on pages 69ff. A candidate for graduation with an undergraduate degree must, moreover, be guided by the regulations and statements of policy that follow.

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

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

Semester's Work. The semester hour is the unit of credit. It is defined as one recitation per week (or its equivalent) for one semester of eighteen weeks requiring two hours' preparation thereby by the student of average ability. As a measure of credit the term "hour" is used in this catalog interchangeably with the term "semester hour."

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

The permissive maximum load for which a first-term freshman or any undergraduate student with an average grade of "C" on a minimum load of 15 hours in residence in the regular session immediately preceding one enrollment or on a minimum load of 12 hours in the summer session immediately preceding enrollment may enroll in any one semester of the regular session is 17 hours exclusive of a required course in Physical Education Activities. However, permission to carry such a maximum load will be granted only provided, (a) that the schedule exhibits not more than five courses exclusive of the course in such Activities or (b) that in the instance of a freshman or sophomore, the sixth course exclusive of the course in Activities is a one-semester hour course or that in the instance of a junior or senior, the sixth course is a one-semester hour course or a two-semester hour course.

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

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

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

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

**Course Numbers.** Courses numbered 1 to 49 are intended primarily for Freshmen; 50 to 99, for Sophomores; 100 to 199, for Juniors; 200 to 299, for Seniors. Courses numbered 200-299 marked by a star may be taken at the graduate level provided the requirement of twenty-four semester hours in the field is met by the student and provided that he does work in addition to that required of other students in the class. Those numbered 300 and above are for Graduates only. A numbered course carries credit of three semester hours unless otherwise indicated under its description. Courses represented by two numbers in series (e.g., History 11, 12) must be completed in their entirety before any part thereof may be accepted for credit toward a degree, unless the description of the course specifically makes exception to the contrary.

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

**Grade Symbols.** Semester grades of a student are determined by his daily oral and written work and by tests or quizzes, usually unannounced, given at intervals during the semester, by formal mid-semester quizzes, and by formal examinations given at the end of the semester. These grades are indicated by the following symbols: A represents excellent work; B, good; C, fair; D, passing; F, failure; I, incomplete; and W, withdrawn. In case the work of any student is incomplete during any semester he must complete such work by the time of an indicated deadline or, in the absence of such a deadline, during the first semester that he is again in attendance after the grade of "I" is received and not later than the end of the second semester following the one in which the incomplete grade was assessed. Otherwise, this incomplete grade may, at the discretion of the instructor, be changed to "F." In case of failure the student must take the entire work in class again.

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

**Note:** The provisions attending the assessment of the grade of I do not apply to the thesis course in the graduate school, in which instance, credit in the course may be redeemed at any time prior to graduation.
Students are expected to take their final examinations in accordance with the official schedule of examinations as announced at the end of each semester or term. Examinations may be taken off schedule only with permission of the Dean of the College.

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

**Quality Points.** To qualify for a certificate of any kind or for a degree, a student must make an average grade of at least C in all courses that he offers for credit toward the academic or, in the absence of an academic, the professional major required for such degree, provided that grades earned in physical education activities or in extra-curricular musical activities may not be used in computing such average. To make an average grade of C in any given number of courses, the equality of work thus represented must exhibit a scholastic index of 1.00, the quotient derived by dividing quality points by hours credit offered respectively, provided that not more than one-fourth of the total number of hours credit counted toward a degree or toward the major required for such degree, shall be of D rank.

In determining quality points the grade symbols have the following values:

- A — 3 Quality points per semester hour
- B — 2 Quality points per semester hour
- C — 1 Quality point per semester hour
- D — 0 Quality point per semester hour
- F — 0 Quality point per semester hour

In case a student transfers credit to the Southwest Texas State Teachers College as earned in another institution, he must not only make an average grade of C on the sum total of all courses that he offers for credit toward a certificate or degree or toward the major required for such degree, but also specifically on all courses thus offered as absolved in the Southwest Texas State Teachers College, provided that at least six hours of the advanced work included in the major must be done in residence.

**Scholastic Honors.** To earn a place on the honor roll at the close of any given term or semester a student must have earned a B average on a schedule of at least twelve semester hours of work, exclusive of the regular assignment in physical education, carried during the period of time in question.
To attain to membership in Alpha Chi, national College-wide honor society, the student must as a basic requirement rank in the upper ten per cent of the junior, senior, or graduating class to which he belongs.

A detailed description of Alpha Chi and of departmental honor societies appears on page 52.

Absences. An accurate record of each student's absences is kept by each of his instructors. Periodically absences incurred by freshmen and sophomores are reported to the Division of Personnel and any student who has an excessive accumulation of unexcusable absences will be considered a disciplinary case, and will be dealt with as such.

After a freshman or a sophomore has accumulated three absences in a class, he will be warned by the Personnel Office. When he has accumulated a fourth and/or subsequent absence, he will be barred from that class by the instructor and must report to the Personnel Office for reinstatement before he will be readmitted to that class. At the discretion of the Division of Personnel, a freshman or sophomore may be dropped from a course and thus forfeit all credit in that course.

Absences incurred by juniors and seniors are reported to the Personnel Office at the discretion of the student's instructors. If the student has been excessively absent from a given course he may at the request of the instructor with concurrence of the Division of Personnel be dropped from the course with the grade of F.

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

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

STANDARD OF WORK REQUIRED FOR CONTINUANCE
IN THE COLLEGE

Classification. For the purpose of computing scholastic probation, the following classification will be used: A first year student is one who has resided for a period of less than two semesters at a college or university. A second year student is one who has resided more than two and fewer than four semesters at a college or university. All other students, exclusive of those registered in the graduate school, are classified as third year students and above. Attendance at a six-week summer term counts as one-half of a semester in this classification.
Warning. Each student is responsible for knowing whether he has passed the minimum required work and whether he is eligible to continue in the college. An ineligible student who registers in the college shall be dropped by the Personnel Office, and the student shall not receive special consideration on his plea of lack of knowledge of his scholastic status.

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

A. SCHOLASTIC PROBATION—Failure of a student to achieve the minimum standard required for his classification at the end of a long-session semester or full 12 weeks summer session puts the student on scholastic probation for the next semester or term.

Minimum Standard Required—To avoid scholastic probation or being dropped from the rolls of the college, the student must meet the following minimum standard of work:

1. First-year students—A first-year student taking twelve or more semester hours must (1) pass at least twelve semester hours and (2) earn nine quality points. A first-year student taking fewer than twelve semester hours must (1) pass all hours taken and (2) earn as many quality points as hours undertaken.

2. Second-year students—A second-year student taking twelve or more semester hours must (1) pass at least twelve semester hours and (2) earn twelve quality points. A second-year student taking fewer than twelve semester hours must (1) pass all hours taken and (2) earn as many quality points as hours undertaken.

3. Third-year and above—A third-year student or above taking fifteen or more semester hours must (1) pass at least fifteen semester hours and (2) earn 15 quality points. A third-year student or above taking fewer than fifteen semester hours must (1) pass all hours taken and (2) earn as many quality points as hours undertaken.

NOTE: All courses for which credit may be earned, with the exception of directed teaching, shall be included when quality points are counted. The number of quality points required shall be reduced in proportion to the number of semester hours devoted to directed teaching. For example, a student enrolled for 15 semester hours of which 6 are in directed teaching, shall be required to earn 9 quality points.

B. INELIGIBILITY TO RE-ENROLL

1. Dismissal for failure to achieve minimum standard while on scholastic probation.

If at the end of a long-session semester or twelve weeks of summer school, during which a student has been on scholastic pro-
bation he fails to achieve the minimum standard required for his classification, he shall be ineligible to register for the following long session or summer session without special permission from the Probation Committee.

2. A student enrolled for 12 or more semester hours during a semester or 12 week summer session who earns fewer than six quality points will be ineligible to register for a subsequent semester or term, unless he obtains special permission from the Probation Committee.

3. Requests for hearing before the Probation Committee: A student who is not eligible to register for the next long session semester or summer term may petition the Probation Committee in writing for a hearing date. Evidence should be presented in the petition which would seem to justify the granting of a hearing.

C. Any case not covered by the above regulations shall be considered on an individual basis at the discretion of the Probation Committee.

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

CERTIFICATE REQUIREMENTS

Effective September 1, 1955

Teachers in Texas elementary and secondary schools are required by law to hold a valid Texas teacher’s certificate for the grade level, specialization area, or position to which they are assigned.

Any person who, prior to September 1, 1955, enrolled in a teacher education program leading to a bachelor’s degree in an institution of higher learning approved for teacher education by the State Board of Education, may continue the program and obtain the type certificate to which the preparation entitled him when his college program was started. These certificates then may be converted to the certificate most comparable under the new certification program.

Any person enrolling for the first time, subsequent to September 1, 1955, in a program of teacher education at an institution of higher learning approved for teacher education by the State Board of Education, may become eligible for either of two types of valid teachers’ certificates: the Provisional Certificate and the Professional Certificate. Each certificate will show on its face all the specialization areas in which the certificate holder has qualified at the time of issue. Both certificates are valid for life unless cancelled by lawful authority.

Provisional Certificate. To be eligible for the Provisional Certificate the applicant must meet the following requirements:
1. Hold a bachelor's degree from and be recommended by an institution of higher learning approved for teacher education by the State Board of Education.

2. For Vocational Trade and Industrial or Distributive Education, three years of recent work experience in the occupational field designated on the face of the certificate.

3. For Driver Education designation, the following additional requirements shall be met:
   a. Hold a valid Texas driver's license.
   b. Have a safe driving record.
   c. Have a broad background of experience in driving.

4. Have completed one or more of the approved programs in the following areas of specialization:
   - Elementary, grades 1-8 (includes kindergarten and grade 9 of junior high schools)
   - Junior High, grades 6-10
   - Secondary, grades 7-12
   - Special Subjects, all grades: Art, Health and Physical Education, Music, Speech-Drama

   Areas approved in the Minimum Foundation Program Act: Librarian, Teachers of Exceptional Children (blind, physically handicapped, deaf, retarded, speech correction), Vocational Agricultural Education, Vocational Distributive Education, Vocational Homemaking Education, Vocational Trade and Industrial Education.

   (Driver Education designations shall be in addition to one of the above teacher designations.)

5. Be of good moral character.

6. Be a citizen, or in the process of becoming a naturalized citizen, of the United States.

7. Believe in and uphold the Constitutions of the United States and the State of Texas.

8. Have completed in a Texas institution of higher learning, a course or courses in which the Constitution of the United States and of the State of Texas have been given special emphasis.

9. Have completed at least six semester hours in American History, or three semester hours of American History plus three semester hours of Texas History.

10. Pay an application fee of $2.00.
Approved programs leading to the Provisional Certificate are offered by the College in the following areas:

Elementary
High School
Physically Handicapped
Mentally Retarded
Speech Correction
Deficient Hearing
Vocational Agriculture Education
Vocational Homemaking Education
Art—All Level
Music—All Level
Health and Physical Education—All Level
Driver Education

Professional Certificate. To be eligible for the Professional Certificate the applicant must meet the following requirements:

1. Have completed an approved program of at least 30 semester hours of graduate work beyond the bachelor's degree requirements at an institution of higher learning approved for graduate teacher education by the State Board of Education.

2. Have had three years of teaching experience.

Students interested in pursuing a program leading to the Professional Certificate should consult with the Dean of Graduate Studies in reference to the specific requirements obtaining as they affect them.

The certificate requirements are set forth in detail in Bulletin No. 573, 1955, issued by the Texas Education Agency. It sets forth certain exceptions that obtain in the instance of the requirements for the Provisional Certificate to teach Vocational Trade and Industrial courses and for a teacher's certificate valid in the specialization area of the school nurse.

Approved programs leading to the Professional Certificate are offered by the College in the following areas:

Elementary
High School
Mentally Retarded
Speech Correction
Vocational Agriculture Education
Vocational Homemaking Education
Principal
Supervisor
Superintendent
Counselor
Health and Physical Education—All Level
Music—All Level
THE COLLEGE CURRICULA

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

In general, each curriculum emphasizes first, a cultural background which includes courses in the major fields of human knowledge, these designed to give a general cultural background during and after which specialized preparation is begun; second, specialized fields, usually termed majors and minors in which the student selects an area of subject-matter in which he has a particular interest or aptitude.

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

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

Specialized Fields. All college policies governing the academic preparation of professional workers require that a thorough command of subject matter be attained in the field, or fields chosen as their majors and minors. Particularly important is it that the teacher’s knowledge be comprehensive and thorough. Superior scholarship must be one of the primary considerations.

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

Reading. Courses in Reading are taught under the auspices of the Personnel Division. The program includes activities that could be classified as remedial, development or improvement, depending on the specific needs of the participating students as indicated by diagnostic tests. The aim in these courses is improvement in the rate of comprehension developed through the use of a variety of printed materials and the use of mechanical instruments. Classes are scheduled to meet for a fifty minute period three times a week. No homework, as such, is assigned; rather, the students are encouraged to utilize the reading skills and study habits discussed in the Reading Program in their day-to-day reading and studying activities.

Assistant Professor Shepherd, Director, Associate Professor McCanne

13. Reading I. Credit, 1 hour. To aid freshmen who lack sound reading and study habits as evidenced by scores on diagnostic tests. Practice opportunities will be given in the development of the following skills: word recognition, vocabulary development, rate of comprehension and effective study habits.

15. Reading II. Credit, 1 hour. For students of freshman and sophomore rank who, though not adjudged deficient in reading and study habits, desire to read faster and more efficiently. Training will emphasize rate of comprehension, reading for main ideas, discerning the author’s outline, reading to draw conclusions, techniques of improving vocabulary, and adjusting reading rate to the task.

101. Reading III. Credit, 1 hour. This course is designed for students of junior, senior, and graduate rank who wish to increase their ability to read competently. The objectives will be not only the acquisition of new reading skills, the techniques for increasing vocabulary and rate of comprehension, but the application of these skills to all types of reading, including critical reading.

GRADUATION REQUIREMENTS IN GENERAL EDUCATION

All candidates for graduation with the bachelor's degree (except to the extent contra-indicated under the curriculum leading to the degree of Bachelor of Science in Vocational Agriculture) are required to offer toward graduation a total of 52 semester hours of work in General Education—courses affording "common backgrounds and foundations of our social and cultural heritage"—distributed as follows:

I. SOCIAL SCIENCES, 12 semester hours:

History 31, 32. History of America. (3-0). Credit, 3 hours each.
Government 61, 62. **American Government.** Credit, 3 hours each.

II. **HUMANITIES,** 10 semester hours:
   
   A. Literature, 6 semester hours:
      
      English 61, 62. **Sophomore Literature.** (3-0). Credit, 3 hours each; or
      
      English 63, 64. **World Literature.** (3-0). Credit, 3 hours each; or
      
      English 67, 68. **Masterpieces.** (3-0). Credit, 3 hours each.
   
   B. The Arts, 2 semester hours:
      
      Humanities 113, **Interrelationships of the Arts I.** (2-2). Credit, 2 hours. The purpose of this course is to introduce students to representative achievements in the visual arts, music, and drama; to teach them what to look for in such humanistic works; how to analyze and to appreciate the inter-relationship of the individual works they examine, and to make intelligent and sensitive judgments concerning them.
   
   C. Philosophy or Religion or Bible, 2 semester hours:
      
      Humanities 101. **Philosophies Men Live By.** (2-0). Credit, 2 hours. In this course the great philosophical concepts which through the years have challenged the best thoughts of men and have contributed to the fulfillment of the good life will be examined. Emphasis will be placed upon the applicability of those concepts to human life in our time and to the development of intellectual perspective; or
      
      Any course in Religion or Bible offered by a Bible Chair with the endorsement of the College.

III. **SCIENCE AND MATHEMATICS,** at least 9 semester hours:
      
      Science, at least 6 semester hours. (See note.)
      
      Mathematics 11. **Algebra I.** (3-1). Credit, 3 hours.

Note: Students enrolled under the curriculum for elementary teachers will meet the graduation requirement in laboratory science by enrolling for Biology 57 and General Science 111, 112. All other students whose curricular requirements do not call for laboratory science in the fields of both the biological and the physical sciences will be expected to elect courses in science in accordance with the following regulations: Those who offer no credit in science in partial fulfillment of the requirements for entrance to college must enroll in courses in both the biological and the physical sciences; those
who offer credit in General Science may enroll for either a course in biological or a course in physical science; those who offer entrance credit in Biology only must enroll for a course in physical science; those who offer entrance credit in a physical science only must enroll for a course in biological science.

IV. COMMUNICATIONS, 9 semester hours:

- English 11, 12. Reading and Writing. (3-0). Credit 3 hours each.

V. HEALTH AND PHYSICAL WELL-BEING, 4 semester hours.

VI. OTHER COURSES, to make the required total of 52 semester hours, chosen from the following subjects or fields of subject matter:

- Humanities 102. Great Movements of Thought. (2-0). Credit, 2 hours. In this course great movements of thought will be examined which have taken the form of religious, scientific, or philosophical statements. Emphasis will be given to those ideals that prevail in our time and our world today more than to purely historical systems. There will be strong emphasis on value judgments and the development of a personal philosophy which will best serve the individual's needs in the contemporary world.

  Prerequisite: Humanities 101 with a grade of A or B and approval of the instructor.

- Humanities 115. Interrelationships of the Arts II. (2-2). Credit, 2 hours. The purpose of this course is to provide the student with opportunities to experiment in the visual arts, music, and drama so that he may recognize the creative process in himself and develop the ability to make intelligent and sensitive judgment of the humanistic work found in these arts.

- Humanities 117. Contemporary Living. (2-2). Credit, 2 hours. This course is an integration of the practical arts: Art, Home Economics, and Industrial Arts. It is developed around the facets of the home, and is designed to develop the practical aspects of one's general education.

Additional courses in Religion or Bible.
Foreign Language, 8 semester hours.
A second laboratory science (Biology, if the first was Chemistry or Physics and vice-versa).
The validity of credit earned in other subjects toward meeting the graduation requirement in General Education will be determined in terms of the total structure of the student's course of study at the time he has his degree outline made; e.g., credit earned in Economics 121, *Contemporary Economic Problems*, may be used toward meeting the requirement provided the student does not offer toward graduation credit earned in other courses in the same field.
CURRICULUM FOR ELEMENTARY TEACHERS LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

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

Sophomore year: Education 53, 67; English 63, 64; History 61, 62; Biology 57; Physical Education Activities, two semester hours; other subjects including, preferably, Government 61, 62 to make a total of 32 semester hours for the year.

Junior year: Education 147, 123; English 135; General Science 111, 112; Health Education 175; other subjects, including minors and, unless previously absolved, Government 61, 62 to make a total of at least 30 semester hours for the year.

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

Note: The electives must include Humanities 101 or a course in Bible or Religion, Humanities 113, and any additional courses needed to satisfy the requirement in General Education.

During the junior and senior years students will be expected to complete a total of 64 semester hours work, provided that of the 128 required for graduation 40 hours must be advanced. They will, moreover, be expected to offer in partial fulfillment of the requirements for graduation either (a) two concentrations or minors selected from the teaching fields listed below made up of the subjects respectively indicated, or (b) one such concentration and two courses selected from the following, if not included in the concentration chosen: Art 123, Biology 251, Industrial Arts 159, Mathematics 200, Music Education 57, Physical Education 115, Speech 157.

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

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


A. Health and Physical Education for Women: Four hours of physical education activities to be prescribed by the department in the freshman and sophomore years; Physical
Education 45, 115 (in the junior year), 149, 214 (in the senior year); and Health Education 24, 175 (in the junior year).

B. Health and Physical Education for Men: Physical Education 41, 42, 54, 113, 115, 251; Physical Education Activities, 6 semester hours.

C. Health and Safety Education: Physical Education activities, four semester hours; Physical Education 54; Health Education 138, 140, 148. (Health Education 175 for students majoring in Elementary Education); and two courses selected from the following: Physical Education 111, 137 (if preceded by Biology 51, 52, or 61, 62), 147; Industrial Arts 118, and Education 210.

IV. Music—Music 1, 2, (or 67); 11, 12; Applied Music, 4 semester hours (normally, Piano, 2 hours and Voice, 2 hours); Ensemble (normally Chorus) 2 semester hours; Music Education 107, 143; Humanities 113.

V. Science (and Mathematics)—Biology 57, General Science 111, 112, and either (a) nine semester hours of additional Science or (b) Mathematics 11, 200.

VI. Social Science—History 11, 12, 31, 32; Sociology 67; Geography 13; Government 61, 62; and (a) two advanced courses in history selected, preferably from History 111, 112, 121, 143, or (b) six semester hours of advanced work in Geography.

VII. Spanish—Spanish 13, 15, 71, 72, and six semester hours of advanced work additional.

VIII. Speech

A. Normal Concentration: Speech 13 (unless excused), 15, 18, 137, 157, 285, 287, and preferably, 57.

B. Auditorium or Elementary Speech Teacher: Speech 13 (unless excused), 15, 18, 57, 137, 157, 285, 287.

C. Speech Correction: Students who wish to make a concentration in the area of Speech Correction should enroll under the curriculum for Speech Therapists leading to the degree of Bachelor of Science in Education with provisional certification in Speech Therapy and in Elementary Education.

Art 123, Biology 251, Geography 13, Industrial Arts 159, Mathematics 200, Music Education 57, Physical Education 115, and Speech 157 are recommended as elective courses. Other elective courses must be chosen with the consent of the proper adviser.
CURRICULUM FOR SPEECH CORRECTIONISTS AND HEARING THERAPISTS LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION WITH PROVISIONAL CERTIFICATION IN THESE AREAS OF SPECIAL EDUCATION

Freshman year: English 11, 12; Speech 13 or 15, 31; History 11, 12; Art 13 or Music 11; Mathematics 11; Physical Education Activities, 2 semester hours; electives to make a total of 32 semester hours for the year.—Recommended elective for students not offering entrance credit in typing: Business Administration 23.

Sophomore year: Education 53, 67; English 63, 64; Speech 57, 61; History 61, 62; Biology 57; Music 11 or Art 13; Physical Education Activities, 2 semester hours.

Junior year: Education 147, 123; Speech 125, 167, 189; General Science 111, 112; Government 61, 62; Humanities 101 (or 2 hours in Bible or Religion), Humanities 113; Education 154 or English 135 or Health Education 175.

Senior year: Education 260 or 276, and 281, 282; Speech 267 and 161 or 201 or 269 or 271; English 119; other subjects, 12 semester hours, including, unless previously absolved, Education 154, English 135, Health Education 175, and any courses needed to satisfy the total graduation requirement in General Education.

On completion of the course of study as outlined the student will be entitled to receive a provisional certificate in the area of Speech Correction and also a provisional certificate to teach in the elementary schools of the State (grades 1-8) and in kindergartens and in grade 9 of the junior high schools provided (a) that the Directed Teaching required for certification must be done in the elementary grades in an area or areas other than Speech Correction and (b) that the student must meet also the provisions of Section 4 of the 1955 Law of Certification of School Personnel (Vernon's Ann. Civ. St. Article 2891b).
CURRICULUM FOR ELEMENTARY TEACHERS LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION WITH ENDORSEMENT FOR TEACHING MENTALLY RETARDED OR PHYSICALLY HANDICAPPED CHILDREN

Freshman year: English 11, 12; Speech 13; History 11, 12; Art 13; Music 11; Mathematics 11; Physical Education Activities, two semester hours; electives to make a total of 32 semester hours for the year. The electives should include, preferably, subjects selected from the following as dedicated by the student's choice of concentrations: Art 15; Physical Education 18, 19, 41, 42; Music 1, 2, 12; Geography 13; Spanish 13, 15; Speech 18, 31.

Sophomore year: Education 53, 67; English 63, 64; History 31, 32; Biology 57; Physical Education Activities, two semester hours; other subjects including, preferably, Government 61, 62 to make a total of 32 semester hours for the year.

Junior year: Education 147, 120, 123; English 135; General Science 111, 112; Health Education 175; other subjects including minors and, unless previously absolved, Government 61, 62, to make a total of at least 30 semester hours for the year.

Senior year: Education 281, 282, 284, 227; other subjects, including minors, to make a total of 128 semester hours required for graduation.

Note: The electives must include Humanities 101 or a course in Bible or Religion, Humanities 113, and any additional courses needed to satisfy the requirement in General Education. Students who wish to qualify for the provisional certificate (permanent) for teaching the mentally retarded must take Education 230 and Industrial Arts 159 and complete a total of 12 semester hours directly related to the teaching of exceptional children. Students who wish to qualify for the provisional (permanent) certificate for teaching the physically handicapped must take Physical Education 147 and Physical Education 137 or Speech 263.

Students who choose this curriculum may thus qualify for double certification if they make an early and careful selection of their elective courses. For further information on the choice of concentrations or minors, see the section on Curriculum for Elementary Teachers Leading to the Degree of Bachelor of Science in Education. Students who choose this route for entering the field of special education should contemplate additional work at the graduate level which will qualify them for the professional certificate in their respective field.
CURRICULUM FOR HIGH SCHOOL TEACHERS LEADING TO THE
DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Freshman year: English 11, 12; Speech 13; History 31, 32; Mathematics 11; Physical Education Activities, two semester hours; other subjects (including, preferably, biology, chemistry or physics as required six or eight hours) to make a total of 32 semester hours for the year.

Note: Students intending to make a major or minor of the Social Sciences are expected to enroll for History 11, 12 in the freshman year instead of History 31, 32.

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

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

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

Note: The electives must include Humanities 101 or a course in Bible or Religion, Humanities 113, and any additional courses needed to satisfy the requirement in General Education.

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

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

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

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

Of the 64 semester hours of work that the student will be expected to complete during the junior and senior years as part of the 128 hours required for graduation 40 hours must be advanced.
GENERAL CURRICULA LEADING TO THE DEGREES OF BACHELOR OF ARTS AND BACHELOR OF SCIENCE

Freshman year: English 11, 12; Speech 13; History 31, 32; Mathematics 11; Physical Education Activities, two semester hours; other subjects, to make a total of at least 32 semester hours for the year.

The student will be expected under the curriculum to absolve the following courses of freshmen and sophomore rank in addition to those in speech, English, history, mathematics, and physical education activities indicated: Biology 11, 12 (or 61, 62 if preceded by Chemistry 11, 12); Chemistry 11, 12 or Physics 11, 12; Government 61, 62; and (a) for the degree of Bachelor of Arts, 14 semester hours in one foreign language represented by courses 13 (or two high school units in the language), 15, 71, 72; or (b) for the degree of Bachelor of Science, eight semester hours in foreign language represented specifically by French 13, 15; or German 13, 15; and other subjects to make a total of at least 32 semester hours a year. Ordinarily, these courses should be absolved as a part of the work of the freshman and sophomore years, but for reason a student may postpone one of the required courses in science and Government 61, 62 until the junior year.

Note: Students intending to make a major or minor of History are expected to enroll for History 11, 12 in the freshman year instead of History 31, 32.

Sophomore year: English 61, 62 or 63, 64 or 67, 68; Physical Education Activities, two semester hours; other subjects, including Biology 11, 12 or 61, 62 or Chemistry 11, 12 or Physics 11, 12, to make a total of at least 32 semester hours for the year.

Junior year: Major, minor, and other subjects including Biology 11, 12, or 61, 62 (unless previously absolved); Chemistry 11, 12 or Physics 11, 12 (unless previously absolved); Government 61, 62 (unless previously absolved); other subjects, to make a total of at least 32 semester hours for the year.

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

Note: The electives must include Humanities 101 or a course in Bible or Religion, Humanities 113, and any additional courses needed to satisfy the requirement in General Education.

Majors and Minors. The courses making up the academic major offered in partial fulfillment of the requirements for the degree of Bachelor of Arts may be selected from any one of the following subjects provided that if the student intends to qualify for a certificate to teach the major must be a teaching major and the minor a teaching minor; art, business administration, economics, English, geography, German, government, history, journalism, mathematics, music, health and physical education (as a teaching major), sociology, Spanish, speech. The courses
making up the academic major offered in partial fulfillment of the requirements for the degree of Bachelor of Science must be selected from one of the following subjects provided that if the student intends to qualify for a certificate to teach, the major must be a teaching major and the minor a teaching minor; biology, chemistry, physics, provided that it may be Mathematics if the student makes the minor Biology or Chemistry or Physics.

The courses making up an academic minor may, in the instance of either degree, be selected from any one of the subjects authorized for a major or in industrial arts.

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

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

Of the 64 semester hours of work that the student will be expected to complete during the junior and senior years as a part of the 128 hours required for graduation, 40 hours must be advanced.
CURRICULA LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN HOME ECONOMICS

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

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

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

Satisfactory completion of the course of study outlined under Vocational Teacher Education curriculum leads to the provisional certificate at the secondary level and to the vocational homemaking certificate, commonly though erroneously referred to as "The Smith-Hughes Certificate".

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

A. Voca-tional Teacher Education Curriculum

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

Sophomore year: Education 53, 67; English 61, 62 or 63, 64 or 67, 68; History 31, 32; Chemistry 77; Biology 63; Home Economics 63, 67; Physical Education Activities, two semester hours.

Junior year: Education 157, Home Economics Education 143, Home Economics 103, 123, 132, 137; Economics 67; Government 61, 62, an additional subject to make a total of at least 30 hours for the year.

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

Advanced courses must total 40 semester hours.

Note: The electives must include Humanities 101 or a course in Bible or Religion, Humanities 113, and any additional courses needed to satisfy the requirement in General Education.

B. General Homemaking Curriculum

Freshman year: English 11, 12; Speech 13; Home Economics 11, 12, 21, 22; Chemistry 13; Biology 13; Mathematics 11; Physical Education Activities, two semester hours.
Sophomore year: Education 53; English 61, 62 or 63, 64 or 67, 68; History 31, 32; Chemistry 77; Biology 63; Home Economics 63, 67; Physical Education Activities, two semester hours; and an additional subject, preferably Economics 67, to complete a total of 34 semester hours for the year.

Junior year: Home Economics 123, 132, 137; Government 61, 62: other subjects, including a minor and, unless previously absolved, Economics 67, to make a total of at least 30 semester hours for the year.

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

Advanced courses must total 40 semester hours.

Note: The electives must include Humanities 101 or a course in Bible or Religion, Humanities 113, and any additional courses needed to satisfy the requirement in General Education. They may include either Education 67 or Education 157 (provided it is preceded by Home Economics 137) but no other courses in Education.
CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN INDUSTRIAL ARTS

Freshman year: English 11, 12; Speech 13; History 31, 32; Industrial Arts 13, 17, 21, 33; Mathematics 11; Physical Education Activities, two semester hours; additional work to make a total of at least 32 semester hours for the year.

Sophomore year: Education 53, 67; English 61, 62 or 63, 64 or 67, 68; biology, chemistry or physics, six or eight semester hours; Industrial Arts 15, 65, 75, 79; Physical Education Activities, two semester hours.

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

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

Note: The electives must include Humanities 101 or a course in Bible or Religion, Humanities 113, and any additional courses needed to satisfy the requirement in General Education.

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

Of the 64 semester hours of work that the student will be expected to complete during the junior and senior years as part of the 128 hours required for graduation 40 hours must be advanced.
CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN VOCATIONAL AGRICULTURE

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

Freshman year: English 11, 12; History 31, 32; Chemistry 11, 12; Agriculture 13, 33, 45; Mathematics 11; Physical Education Activities, two semester hours.

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

Junior year: Government 61, 62; Biology 113, 115; Agriculture 117, 125, 126, 129, 154; Agricultural Education 105.

Senior year: Agriculture 111, 151; 115 or 123 or 131 or 145; 121 or 127 or 213; 214 or 215; elective, 3 hours; Agricultural Education 202, 211, 212, 291, 292; Education 229.

Thirty hours of the work in Vocational Agriculture must be advanced.

If the student elects Air Science, it would be highly desirable that he plan to attend summer school some if he plans to complete both the complete vocational agriculture program and the Air Science program in four years. If the student electing Air Science is unable to attend summer school, it may be necessary that he take his degree without the vocational agriculture teaching certificate if he must finish in four years.

Note: Students majoring in Vocational Agriculture with exclusion of the courses in Education and Agricultural Education may substitute a free elective for Agriculture 111 and will be expected to satisfy the total requirement in General Education by including in the electives thus made available to them the 3-hour unit in Sophomore English (i.e., English 67 or 68) complementing the one otherwise required of them, Humanities 101 or a course in Religion or Bible, and Humanities 113.
CURRICULA FOR THE DEGREE OF BACHELOR OF MUSIC EDUCATION

A. Curriculum for Teachers of Vocal Music:

Freshman year: English 11, 12; Speech 13; History 31, 32; Mathematics 11; Music 1, 2, 11, 12; Ensemble 1, 3; Physical Education Activities, two semester hours; Applied Music (at least one hour each semester in the primary performance area) to make a total of at least 32 semester hours.

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

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

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

Note: The electives must include Humanities 101 or a course in Bible or Religion, Humanities 113, and any additional courses needed to satisfy the requirement in General Education.

The 12 semester hours of work in Applied Music required in the foregoing curriculum must be represented by (a) eight hours of work in a primary performance area (private lessons in piano, organ, voice or in a band or an orchestral instrument) and (b) four hours of work in a secondary performance area (private or class lessons in a field or in fields not represented by the primary performance area). The work in Applied Music and in Ensemble must be elected with the advice and consent of the Department of Music. The student may offer toward graduation, in addition to the minimum of 42 semester hours of work in Music required, 4 semester hours represented by credit earned in Music Education 127 or in ensemble or in Applied Music, e.g., courses 111a and 111b in the student's primary performance area. The maximum amount of work in Music, Music Education, and Applied Music permitted toward graduation with the degree of Bachelor of Science in Education thus becomes 46 semester hours.

Note: It is recommended that students who anticipate becoming candidates for the Master's degree with a minor in Music refrain from electing Music Education 127 on the undergraduate level.
Of the 128 semester hours of work required for graduation, 40 hours must be advanced.

To qualify for graduation with the degree of Bachelor of Music Education under the curriculum for teachers of vocal music instead of the degree of Bachelor of Science in Education, the student must complete all of the requirements for graduation with the latter degree with a major in Music and Music Education with inclusion of the permissive maximum of 46 semester hours of work in the subject, inclusive, moreover, of both Music Education 127 and courses 111a and 111b in the student's primary performance area, and in addition thereto, the following courses: Music 132, 139, 215; Music Education 223, 289.

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

B. Curriculum for Teachers of Instrumental Music:

Freshman year: English 11, 12; Speech 13; History 31, 32; Mathematics 11; Music 1, 2, 11, 12; Ensemble 1, 3; Physical Education Activities, two semester hours; Applied Music (at least one hour each semester in the primary performance area) to make a total of at least 32 semester hours.

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

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

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

Note: The electives must include Humanities 101 or a course in Bible or Religion, Humanities 113, and any additional courses needed to satisfy the requirement in General Education.

The 12 semester hours of work in Applied Music required in the foregoing curriculum must be represented by (a) eight hours of work in a primary performance area (private lessons in piano, organ, or in a band or an orchestral instrument) and (b) four hours of work in a secondary performance area (private or class lessons in a field or in fields other than voice not represented by the primary performance area). The work in Applied Music and in Ensemble must be elected with the advice and consent of the Department of Music. The student may offer
toward graduation, in addition to the minimum of 42 semester hours of work in Music and Music Education required, 4 semester hours represented by credit earned in Music Education 117 or in ensemble or in Applied Music, e.g., courses 111a and 111b in the student's primary performance area. The maximum amount of work in Music, Music Education, and Applied Music permitted toward graduation with the degree of Bachelor of Science in Education thus becomes 46 semester hours.

Note: It is recommended that students who anticipate becoming candidates for the Master's degree with a minor in Music refrain from electing Music Education 117 on the undergraduate level.

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

To qualify for graduation with the degree of Bachelor of Music Education under the curriculum for teachers of instrumental music instead of the degree of Bachelor of Science in Education, the student must complete all of the requirements for graduation with the latter degree with a major in Music with inclusion of the permissive maximum of 46 semester hours of work in the subject, inclusive, moreover, of both Music Education 117 and courses 111a and 111b in the student's primary performance area, and in addition thereto, the following courses: Music 132, 139, 215; Music Education 223, 289.

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

Note: For all-level certification, that is, to teach Music in all twelve grades of the public schools of Texas, the student is required at the time of his graduation with a major in Music and Music Education to be able to exhibit credit earned in Music Education 143, in one course in elementary education (Education 147, Child Growth and Development, unless given permission to substitute another course for it), and in Education 281, Directed Teaching (Elementary).
CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF BUSINESS ADMINISTRATION

Freshman year: English 11, 12; Speech 13; History 31, 32; Business Administration 21; 23 or 25 (not both); and either (a) 27 or (b) 31, 32 or (c) 43, 47; Mathematics 11, 19 or Biology or Chemistry or Physics as required, six or eight semester hours; Physical Education Activities, two semester hours.

Sophomore year: Education 53, English 61, 62 or 63, 64 or 67, 68; Business Administration 61, 62; Physical Education Activities, two semester hours; other subjects, including (unless previously absolved) Business Administration 27 or 57, Mathematics 11, 19, Biology or Chemistry or Physics, six or eight semester hours to make a total of at least 32 semester hours for the year.

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

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

Note: The electives must include Humanities 101 or a course in Bible or Religion, Humanities 113, and any additional courses needed to satisfy the requirement in General Education.

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

Of the 64 semester hours of work that the student will be expected to complete during the junior and senior years as a part of the 128 hours required for graduation, 40 hours must be advanced.

PRE-PROFESSIONAL CURRICULA

Students intending to prepare themselves for the study of medicine, law, dentistry, or nursing should enroll under the general curricula leading to the degree of Bachelor of Arts or Bachelor of Science with inclusion of courses as prescribed by specially appointed advisers conversant with their special pre-professional needs. Those deeming it impracticable to remain in college the length of time necessary to qualify for a Bachelor's degree before taking up work in the professional school of their choice, should from time of matriculation in the college conform to the course of study covering their respective pre-professional requirement, deviating from it only upon advice of the adviser, should the requirement for entering the professional school of the student's choice so recommend.
Medicine: Most medical schools require 90 hours for matriculation exclusive of credit in physical education activities; however, the majority of students accepted into medical school have completed the degree. A suggested program which will satisfy the pre-medical requirements is as follows: Chemistry 11, 12, 61, 111, 112; Biology 11, 12, 61, 62, 119, and any one or more of the following courses: Biology 111, 112, 115; Physics 11, 12; English 11, 12, 61, 62; Mathematics 11, 13, 17 (or Mathematics 63 in lieu of Mathematics 17 if trigonometry has been completed in high school); Government 61, 62; History 31, 32; Physical Education Activities, four semester hours; electives to make a total of 94 semester hours.

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

Dentistry: Most dental schools require two years of college work for entrance; however, many of the students accepted into dental schools have more work than this. Included in the required course for dental school are the following: Chemistry 11, 12, 111, 112; Biology 11, 12, 61, 62, 119 and any one or more of the following courses: Biology 111, 112, 115; Physics 11, 12; English 11, 12. It is recommended that students complete in addition to the above courses English 61, 62; Mathematics 11, 13, 17 (or Mathematics 63 in lieu of Mathematics 17 if trigonometry has been completed in high school); Chemistry 61; Government 61, 62; History 31, 32; Physical Education Activities, four semester hours; electives to make a total of 64 semester hours.

Nursing: The following course of study is basic to Nursing: English 11, 21, 61, 62 or 63, 64 or 67, 68; Biology 11, 12; Chemistry 11, 12; History 31, 32 or 61, 62; Government 61, 62; Sociology 67; Education 53; electives, 8 semester hours; Physical Education Activities, 4 semester hours.

Law: Recommended pre-law programs (patterned after that of the University of Texas): English 11, 12 and 61, 62 or 67, 68; Speech 13; courses 13, 15, 71, 72 in a foreign language; mathematics, six semester hours; Biology 11, 12; Chemistry (or Physics) 11, 12; social science, 36 semester hours including History 31, 32, 71, 72; Government 61, 62, Economics 67, and at least 15 semester hours of advanced social science; physical education activities, four semester hours; sufficient electives to make a total of 100 semester hours of pre-law work of which at least 24 semester hours must be advanced.

Pre-law students who have completed at least 100 semester hours of college work (the last 30 hours of which must be done in residence at the Southwest Texas State Teachers College) including (a) the usual
freshman-sophomore requirements for graduation, (b) the usual pre-law requirements and (c) minimum of 24 semester hours of advanced work, will upon successful completion of 28 semester hours of work in the School of Law at the University of Texas with a weighted average of at least 65 on all law work completed in the University in which a final examination was taken or upon successful completion of a similar amount of work with a comparable weighted average at another recognized law school be awarded the degree of Bachelor of Arts upon transferring such law credit back to the Southwest Texas State Teachers College, provided the quality point requirement has been met.

**Engineering:** Because of the diversity of choices of curricula open to students in the field of Engineering, pre-engineering students should from the time they first enroll, with the aid of the adviser designated for the purpose, select courses basic to the specific field of engineering in which they would specialize. The following course of study is basic to the last two years of work in Engineering as customarily offered by schools specializing in that field:

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

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

**Sophomore year:** English 61, 62 or 67, 68; Mathematics 111, 112, 113; Physics 63, 67; Chemistry 11, 12; Industrial Arts 90; Physical Education Activities, two semester hours; other subjects to make a total of 32 semester hours for the year.

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

The Graduate Council

1958-1959

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Leland E. Derrick, B.A., M.A., Ph.D., English
Leroy J. Young, B.S., M.S., Ph.D., Agriculture
Jean A. Smith, B.S., M.S., P.E.D., Health and Physical Education
J. Lloyd Rogers, B.S. in Ed., M.A., Ph.D., Education
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Empress Y. Zedler, B.S., M.A., Ph.D., Speech
Victor Lee Bowers, B.A., M.A., Ph.D., Industrial Arts
Alvin W. Musgrave, B.A., M.A., Ed.D., Business Administration
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John Garland Flowers, B.A., M.A., Ph.D., President
Alfred Henry Nolle, B.A., B.S. in Ed., M.A., Ph.D., L.L.D., Dean of the College
Joe H. Wilson, B.A., M.A., Ph.D., Education

AUTHORIZATION

The establishment of a Graduate School at Southwest Texas State Teachers College was authorized by the Board of Regents at its meeting on June 15, 1935. Work leading to the degree of Master of Arts was offered for the first time in the Summer Session, 1936. The program for the Master's degree was inaugurated in response to a growing demand on the part of school authorities and of classroom teachers generally. In 1950 the Board of Regents authorized the granting of the Master of Education degree in addition to that of Master of Arts. The program for each degree is specially designed to stress advanced training for administration, supervision, and more effective classroom teaching, and to that end provides for majors in the following fields of subject matter: Agricultural Education, Business Administration, Education, Industrial Arts, Health and Physical Education, History, English, and Speech and Hearing Therapy.

OBJECTIVES

The purpose of the Graduate School is identical with the main purpose of the undergraduate program of the College; that is, teacher education. The following objectives have been advanced with the view toward completing and broadening the academic and professional preparation received at the undergraduate level.
1. To re-enforce and supplement the student’s academic and professional equipment always with the view of improving professional efficiency.

2. To familiarize the student with current or recent research in his field, to acquaint him with the techniques of research, to enable him to interpret his own and current research, to derive the significant implications therefrom, and to apply the pertinent findings.

3. The above objectives are designed to challenge the student intellectually, and to direct him toward the goal of more effective classroom teaching and more alert administrative leadership.

ADMINISTRATION

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

ADMISSION TO GRADUATE STUDY

1. A. Degree Valid for Entrance: Graduates of Southwest Texas State Teachers College and of colleges or universities belonging to the American Association of Colleges for Teacher Education or to the Southern Association of Colleges and Secondary Schools or comparable Regional Associations are admitted to graduate study if the student’s grades are adjudged to be satisfactory.

   B. Examination Valid for Entrance: The Miller Analogies Test will be required for entrance of all whose record does not satisfy one of the following conditions: “B” average; “B” average on major or proposed major; “B” average on advanced work; or “A” and “B” grades on at least one-half of undergraduate work.

To complete entrance requirements those students who are admitted to the Graduate School must take the Miller Analogies Test for which a fee of $1.00 is charged, the fee to be collected at the time the examination is given.

2. Graduate Study Versus Candidacy: Admission to graduate study shall not be understood as implying admission to candidacy for the Master’s degree.

3. Admitted by the Dean of Graduate Studies: Admission to graduate study is granted by the Dean of Graduate Studies upon the presentation of the proper credentials by the candidate.

4. Transcript: An official transcript of all college work should be forwarded to the Dean of Graduate Studies in advance of the date of enrollment or should be presented at the time of entrance. Registration shall be considered tentative until all transcripts have been examined and approved.
ADMISSION TO CANDIDACY FOR MASTER'S DEGREE

1. Procedure

A. Degree Program: The student who expects to become a candidate for the Master's degree should confer with the Dean of Graduate Studies about an outline of his proposed degree program. This outline should be made prior to enrollment in the Graduate School.

B. Appointment of Major Professor or Counselor: The Chairman of the Division in which the student majors will appoint a major professor or counselor. The student should confer with his major professor or counselor as soon as possible after receiving notice of the appointment.

C. Final Approval: A formal application for candidacy for the Master's degree bearing the signature of the major professor, should be made upon completion of twelve to eighteen semester hours of graduate work, provided grades are satisfactory. This application, however, must be made not later than eight weeks prior to the commencement at which the student expects to have the degree conferred.

 REQUIREMENTS FOR MASTER'S DEGREE

1. Residence: One-Year Requirement: A residence of at least one academic year or its equivalent in summer sessions is required.

2. Credits by Transfer, Extension Study, or Correspondence: Not more than six semester hours obtained in a different but recognized institution may be transferred and credited to the Master's degree, provided that the work was of a graduate character, that it is appropriate to the degree program which the student adopts, and provided that acceptance of the transferred credit does not reduce the minimum residence period of one academic year.

Credit not exceeding six semester hours may be accepted from extension study, but such credit may not be applied to reduce on-campus residence.

Not more than a total of nine semester hours may be accepted from extension and transferred credits combined.

No credits toward a graduate degree may be obtained by correspondence study.

3. Student Work Limitation: Students holding full-time teaching positions will not be permitted to receive credit for more than six semester hours during any semester nor more than a total of nine semester hours in two successive semesters. This total of nine hours shall be reduced to six, i.e., to three semester hours per semester, unless the student has an exceptional undergraduate or graduate record.

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

5. Semester's Work: In order to encourage extensive reading, independent thinking, and appropriate individual research the graduate student shall be encouraged to register for no more than twelve semester hours of work in a semester of eighteen weeks, but in no case may a graduate student enroll for more than fifteen semester hours. Similarly, a professor teaching only graduate work shall be limited to twelve semester hours of classroom instruction or to nine semester hours if he is directing as many as five Master's theses.

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

7. Credit Limit: Credit for work done in a six or twelve weeks summer session shall not exceed six or twelve semester hours respectively, including the thesis course.

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

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

10. Ordinarily, except as noted, not more than six hours may be in courses open to juniors. Graduate students enrolled in junior courses for graduate credit shall be required to offer additional work above that required of the undergraduate.

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

12. Undergraduate Major: Ordinarily, an undergraduate major or its equivalent shall be required as a basis for a graduate major in any field. Likewise, an undergraduate minor or its equivalent shall be required as a basis for a graduate minor. Ordinarily, majors and minors in any phase of Education who, as undergraduates, did not complete observation and practice teaching will be required to include these courses in their program in addition to the regular requirements.

13. A senior who lacks nine or fewer semester hours toward graduation may take courses to be applied toward the Master's degree provided the number of semester hours applicable to the Master's degree shall not exceed the difference between fifteen semester hours (maximum load) and the number of hours needed for graduation, and provided further that at the discretion of the Dean of Graduate Studies students of demonstrated superior scholastic achievement who lack twelve hours for graduation may enroll for three hours of graduate work.

14. Grades in all courses taken for graduate credit must average "B," provided that no grade of "D" shall be valid, and provided further that a grade of "A" must be earned for each grade earned below that of
"B." An "A" grade earned at another institution may not be used to validate a grade of "C" earned at this college.

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

A. The thesis must demonstrate the student's capacity for research and independent thought. Two copies of the thesis, bearing the signature of the members of the committee, must be deposited with the Dean of Graduate Studies for final approval not later than ten days before the date of the commencement at which the degree is to be conferred.

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

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

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

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

16. Comprehensive Examination: A comprehensive examination either oral or written or both shall be passed by the candidate covering at least the field of concentration and the thesis if a thesis is required. A student may not take this comprehensive until he has to his credit at least eighteen semester hours of graduate work with satisfactory grades. He must, however, take the examination so that the grade may be in the Office of the Dean of Graduate Studies at least ten days prior to the date of the Commencement at which the degree is to be conferred. Arrangements for this examination may be made through the office of the major professor or the division head.

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

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

OPTION I:

PROGRAMS LEADING TO THE MASTER OF ARTS DEGREE

Plan A: Thirty semester hour plan

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

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

(3) This degree program must include:

(a) a major of eighteen semester hours, inclusive of the thesis, and two minors of six semester hours each or one minor of twelve hours, or

(b) a major of twenty-one semester hours, inclusive of the thesis, and a minor of nine hours.

Plan B: Thirty-six semester hour plan

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

(2) This degree program must include:

(a) a major of eighteen semester hours in elementary education, inclusive of the thesis, and

(b) a minor of eighteen semester hours in professional subject matter. In this curriculum not more than twelve semester hours may be at the junior level, and at least eighteen semester hours must be at the three hundred level.
OPTION II.

PROGRAMS LEADING TO THE MASTER OF EDUCATION DEGREE

Plan A: Thirty-six semester hour plan

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

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

Plan B. Forty-two semester hour plan

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

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

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

(1) Students who earned a baccalaureate degree in non-vocational agriculture may earn the Master of Education degree by completing a prescribed course of study including a maximum of forty-two semester hours of graduate work, provided this total number of hours may be reduced if warranted by work done by the candidate at the undergraduate level. To begin work toward this degree a student must have to his credit at least forty-five semester hours of technical agriculture.

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

The College offers the degree of Master of Arts and Master of Education.

The program of work leading to these degrees is designed to stress particularly advanced training for administration, supervision, and more effective classroom teaching, and to that end provides for majors in the following fields of subject matter: Agricultural Education, Business Administration, Education, Industrial Arts, Health and Physical Education, History, English, and Speech and Hearing Therapy.

DIVISIONS OF INSTRUCTION

I. Education and Directed Teaching
II. English, Journalism, and Speech
III. Fine Arts
   1. Art
   2. Music
IV. Foreign Languages
   1. French
   2. German
   3. Spanish
V. Health and Physical Education and Recreation
VI. Practical Arts
   1. Business Administration
   2. Home Economics
   3. Industrial Arts
   4. Library Science
VII. Sciences
   1. Biology
   2. Chemistry
   3. General Science
   4. Mathematics
   5. Physics
   6. Vocational Agriculture
VIII. Social Sciences
   1. History
   2. Economics
   3. Geography
   4. Government
   5. Sociology
IX. Religious Instruction

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

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

Note: The courses in Reading are taught under the auspices of the Division of Personnel. They are described on page 70. The courses in Humanities are offered inter-departmentally as a part of the program in General Education. They are described on pages 71ff.
I. DIVISION OF EDUCATION AND DIRECTED TEACHING

Professors Votaw, Rogers, Norwood, Wilson, Williams
Professors of Special Education Burgum, Zedler
Associate Professors McCanne, Allen, Bruce, Richardson
Assistant Professors Stone, Stewart, Walton, Shepherd, Lane, Jones

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

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

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

DIRECTED TEACHING

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

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

Students pursuing the elementary curriculum are required to take Education 281 and 282 in a six-hour block. They will do their directed teaching in grades one to seven, inclusive, or in the kindergarten or nursery school. Those pursuing the secondary curriculum are required to take Education 291 and 292 in a six-hour block. They will do their directed teaching in grades seven to twelve, inclusive. Such six-hour blocks involve a one-half-day assignment for 18 weeks which may be taken from nine to twelve in the morning or from one to four in the afternoon; or a full day assignment for 9 weeks.

In all directed teaching the students study children to locate their physical, social, and self-needs as a basis for careful instructional planning. They make and submit lesson plans, make careful preparation in the class being taught, especially emphasizing the organization of the subject matter and the application of method to it. They are expected to prepare each day's lesson so that at any stage they can take charge of the class and carry on the work, especially during the later stages of their assignment. The amount of independent teaching done by the student teachers will vary with the teaching power developed by the students.

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

COURSES IN EDUCATION

53. Educational Psychology. (3-0). Credit, 3 hours. A course dealing with the foundation laws and principles of living and learning. The following topics receive attention: motivation, emotions, the senses, observation, learning, thinking, personality problems, intelligence, and the form and functions of the nervous system. Psychological principles are applied to personality, vocational problems, adjustments, getting along with people, and social problems.

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

120. The Education of Exceptional Children. (3-0). Credit, 3 hours. A survey course designed to orient students to the program and problems related to the education of handicapped and gifted children. Consideration is given to the problems of the blind, the partially seeing, the deaf, hard of hearing, the crippled child, the child with lower vitality, the speech defective, the nervous child, and the child with a mental or social handicap. Current programs of special education are presented and visits are made to institutions located within the vicinity of San Marcos.

121. Curriculum Development in the Elementary School. (3-0). Credit, 3 hours. A course dealing with the basic principles of curriculum development and with the various plans of curriculum organization. Special emphasis is placed upon the selection and organization of materials for the various elementary subject matter areas.

123. Methods and Observation in the Elementary School. (3-2). Credit, 3 hours. This course provides information and background in the principles underlying the selection and organization of learning experiences for the elementary school. Methods and materials are discussed in the areas of Social Studies, Health, Science, Language Arts, Arithmetic, Creative Arts, and Evaluation. Opportunity is provided for observation and participation in the laboratory school as they are related to the topics under discussion.

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

147. Child Growth and Development. (3-0). Credit, 3 hours. This course deals with basic concepts of human development and behavior with particular reference to the physical, social, and self aspects of development. Direct study of children in the laboratory school supplements the class discussions.

148. Human Growth and Development I. (3-0). Credit, 3 hours. See Education 348 for description of this course.

149. Human Growth and Development II. (3-0). Credit, 3 hours. See Education 349 for description of this course.

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

157. Adolescent Growth and Development. (3-0). Credit, 3 hours. A course dealing with the physical, mental, emotional, social, moral and religious, and intellectual characteristics peculiar to the adolescent period of life. Attention is given to deviations from the normal, as in the cases of delinquency, emotional and intellectual deviations, and vocational misfits. A minimum number of observations will be required and opportunity for other professional laboratory experiences provided
in the public schools; additional experiences with adolescents in home and community situations are encouraged, and provided when possible.

163. Methods and Observation in the High School. (3-2). Credit, 3 hours. This course includes the study, observation, and evaluation of various methods of conducting the recitation in the secondary school, so that the prospective teacher may secure a better understanding of children's needs and may learn to adapt the curriculum to provide the optimum of development of the students. A minimum number of individual observations in the laboratory schools are required, usually related to the topic under discussion in the class; some group observation is done.

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

200. The Improvement of Reading Instruction. (3-0). Credit, 3 hours. This course attacks two problems: (1) the improvement of the basic reading program; (2) the correction of reading difficulties, in individuals or in groups. It therefore deals with such topics as the psychology of reading, the factors involved in reading, the characteristics of a good reading program; the determination of and the development of readiness; the development of basic reading abilities; the diagnosis of reading difficulties; the improvement of recognition techniques, vocabulary, comprehension, interest.

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

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

217. Pupil Personnel Problems and Guidance. (3-0). Credit, 3 hours. The aim of this course is to train for ability to administer the pupil personnel through a study of the character of the pupil population. Some of the topics of the course are the census, attendance, variability, classification, rate of progress, promotion, permanent and temporary records, reports to parent, and reports to the board of education. In the last part of the course the seminar method will be used in the study and application of researches, records, and reports to child development and guidance in both school and post-school situations. Special attention will be given to the work of counselors and home room teachers. The Laboratory School will be used as needed in connection with the problems of this course.
*219. School-Community Relations. (3-0). Credit, 3 hours. A course intended to aid in the development of concepts and methods that will be of value in bringing closer integration between the school and the community. The contribution of the teacher, supervisor, guidance worker, and administrator to the improvement of school-community relations will be studied. Emphasis will be placed upon: ways to promote better school-community relationships; bridges between the school and community; importance of community life in the educative process; role of the school in building better communities; and the community school concept—its meaning and outstanding examples of its practice.

*223. School Finance and School Plant Facilities. (3-0). Credit, 3 hours. One phase of this course deals with the fiscal administration of the school while the other deals with requirements of the school plant facilities. The course will include such topics as accounting, budget making, budget administration, bonding, insurance, school building, school sites, costs, scoring, financing, equipment, maintenance, operation, and custodial service.

226. Camping Education. Credit, 3 hours. A camping education course for elementary teachers. A three-weeks intensive course, all of which time will be spent at the college camp. For public school camping.

227. Seminar in Elementary Education. (3-0). Credit, 3 hours. A course intended to cover topics concerning elementary school methods and techniques not adequately treated in previous professional courses, such as the administration and interpretation of educational measurements; to synthesize course materials with experiences gained in directed teaching, and to give necessary laboratory experience to further implement theory.

229. Seminar in Secondary Education. (3-0). Credit, 3 hours. A course following student teaching with the objective of integrating theory and practice. The problems met in student teaching will furnish the bases of study and discussion. Supplementary laboratory experiences will be provided as needed.

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

250. Psychological Testing of Exceptional Children. (3-0). Credit, 3 hours. An overview of accepted psychological tests with special reference to their use in understanding and directing the behavior of various types of exceptional children. Students have practice in administering, scoring, and interpreting standardized tests such as the California Mental Maturity, Stanford-Binet, Wechsler, and Vineland Social Maturity Scale.
*253. The Secondary Curriculum. (3-0). Credit, 3 hours. This course includes (1) a brief history of curriculum development with special emphasis upon the Texas curriculum program, (2) the basic principles of curriculum making, and (3) the technique of curriculum construction and installation. In all three of these phases of study the aims and purposes of the curriculum as they function in perpetuating and improving democratic ideals will be emphasized. Also attention will be given to some of the most significant researches in curriculum development.

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

*260. Mental Hygiene. (3-0). Credit, 3 hours. A study of the principles governing the development of human behavior. Emphasis is placed upon the experiences within the family, neighborhood, and school which are common to all individuals. The last unit of the course deals with the mental hygiene needs of all college students as well as those majoring in special education.

*267. Supervision of the Secondary School. (3-0). Credit, 3 hours. This course gives consideration to such problems as the following: the organization of the Secondary School; problems of classification, promotion and progress; co-curricular activities; duties of the principal; school and community relations; in-service training and the guidance of teacher growth; supervisory principles and plans; standards for judging teaching; methods of improving instruction; methods of follow-up on both dropouts and graduates.

273. Audio-Visual Education. (3-0). Credit, 3 hours. This is a survey course designed to acquaint the student with the value of audio-visual aids in teaching-learning situations, with the materials and equipment so classified, and with sound principles for their use in his major field. It is a lecture-demonstration-laboratory type of course intended to develop competency in the production, selection, acquisition, processing, and utilization of such materials. Included are such visual materials as films, filmstrips, slides; such auditory materials as recordings, radio; such graphics as pictures, posters, graphs, globes, maps, museum objects.

*278. Organization and Administration of a Guidance Program. (3-0) Credit, 3 hours. This course covers practical problems in organizing, installing, and administering a guidance program. Included will be units on (1) principles and purposes underlying guidance; (2) the present status of guidance, (3) relationships between the administrator, guidance director, and counselors; (4) functions of the classroom teacher.
in the program; (5) supervision of the program; and (6) evaluation of the guidance program.

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

281, 281S, 282, 283, 284. Directed Teaching (Elementary) (1-6). Credit, 3 hours each. A series of courses providing opportunities for observation, participation and directed teaching for elementary curriculum students on the junior and senior levels.

Education 281 and 282 must be taken simultaneously by all students enrolled in the curriculum for elementary teachers, except in the instance of those eligible to enroll for Education 281S. In the regular session the student may take this work from nine to twelve in the morning or from one to four in the afternoon; or for all day if on a 9 weeks assignment.

281S. Directed Teaching (Elementary). (7½-0). Credit, 3 hours. This is a course for experienced teachers designed to satisfy the requirement of student teaching. It consists of research in materials, methods, and child development. The actual preparation of curriculum materials is required, along with some observation in the laboratory school. Offered on a six weeks basis in the summer session and on occasion as an in-service course extending through a regular school year. When offered as an in-service course, it necessitates payment of a special fee of $50.00.

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

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

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

291, 291S, 292, 293, 294. Directed Teaching (Secondary). 1-6. Credit, 3 hours each. A series of courses providing opportunities for observation, participation and directed teaching for students enrolled in the curriculum for high school teachers. Education 291 and 292 are required simultaneously of candidates for the permanent high school certificate, except in the instance of those eligible to enroll for Education 291S.
291S. Directed Teaching (Secondary). (7½-0). Credit, 3 hours. This is a course designed to satisfy the requirement of student teaching for experienced teachers. It consists of research in materials, and child development. The actual preparation of curriculum materials is required, along with some observation in the laboratory school.

Offered on a six weeks basis in the summer session only. When offered as an in-service course, it necessitates payment of a special fee of $50.00.

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

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

302. Vocational Guidance. (3-0). Credit, 3 hours. An introduction to the nature and use of occupational information in counseling and special group guidance classes. Sources of information, methods of developing information through job analysis and community surveys will be stressed.

306. The Principalship. (3-0). Credit, 3 hours. This course deals with the duties at both elementary and secondary levels. The class will study together those elements common to all, dividing for work in areas where functions are sharply differentiated at various levels. Consideration is given to such topics as: the place of the principal in the administrative organization, community relationships, his business and personnel functions, office management, scheduling, the administration of the curriculum, of the library and other auxiliary services, of the extra-curricular program, of the guidance program, of the school plant.

317. Supervision of Instruction. (3-0). Credit, 3 hours. A course including the fundamental problems of the supervision of instruction in the small and moderate sized public schools. Among the more important problems receiving attention are the following: The nature and organization of supervision; supervisory plans and principles; teacher participation in forming educational policies; effect of recent educational practices upon supervision, duties, relationship, and training of supervisory officials; standards for judging teacher; methods of improving instruction; case studies in supervision; the use of conferences, teachers' meetings, demonstration teaching, visitation, and research studies as supervisory agencies. The Laboratory School will be the laboratory for this course.

Education 321, 322. Workshops in Corrective Reading for Elementary Teachers. Credit, 3 hours each.

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

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

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

**330. Institutional Organization.** (3-0). Credit, 3 hours. This course emphasizes the work of public and private institutions in the care of handicapped and exceptional children. A review of the available literature is made for the purpose of acquainting students with the best practices throughout the nation. Visits are made to neighboring institutions to observe their programs in action.

**33. Advanced Seminar in Elementary Education.** (3-0). Credit, 3 hours. A course in which each student will be given an opportunity to choose for study special problems to fit his particular needs and interests. Some consideration will be given to such research procedures as are needed in the preparation of a thesis or other research report, and to demonstrate his mastery of these procedures, the student will be required to present a research paper on a selected problem.

**340. Workshop for Elementary Teachers in the Education of the Physically Handicapped.** Credit, 3 hours. A library-laboratory course, intended primarily for graduate students but open to others by special permission as Education 140, in which opportunity is given to initiate their preparation for teaching physically handicapped children in the elementary school. It makes provision for a thorough study of the Texas State program of special education; coordination of educational and medical programs; special school equipment; survey of institutions and agencies interested in the physically handicapped. Recommended as a survey course for special education teachers and for elementary teachers in school systems where exceptional children are taught in the regular classroom. Featured in the course are visual aids and lectures by visiting specialists.
343. **Advanced Seminar in Secondary Education.** (3-0). Credit, 3 hours. A course in which students are given an opportunity to study problems in secondary education in which they have special interest. Emphasis is placed on research procedure and a research paper is required of each student.

Required of all secondary education majors.

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

348. **Human Growth and Development I.** (3-0). Credit, 3 hours. The physical processes, affectional processes, and peer relationships.

349. **Human Growth and Development II.** (3-0). Credit, 3 hours. The socialization, self-developmental, and self-adjustive processes.

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

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

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

370. **Special Methods and Materials for Exceptional Children in the Elementary School.** (3-0). Credit, 3 hours. A study of the special techniques required for successfully teaching the various types of exceptional children in the regular class as well as in the special class at the secondary level. Adaptation of the curriculum; preparation of case records; special methods, materials, and therapies. Provision is made for individual or group study according to the area of interest.
376. **Counseling Techniques for Personnel Workers.** (3-0). Credit, 3 hours. This course covers techniques both for counseling of individuals and group counseling. The brief interview, the counseling interview, and psychological counseling are considered in the light of both directive and non-directive techniques. The use of supplementary aids such as records, reports, sociometric techniques, and referrals are discussed; techniques of group therapy, verbal and non-verbal, are evaluated. Throughout the course all procedures are studied in reference to practical situations.

379. **Principles and Practices in the Elementary School.** (3-0). Credit, 3 hours. This course is intended to define and interpret the newer trends in elementary school practices; it deals with the philosophy and objectives of the elementary school and with procedures for implementing these objectives. Such topics will be treated as: classroom organization and management, the principles of unified learning as applied to school experiences, procedures for planning and developing experiences, meeting individual needs, evaluation.

393. **Internship Practicum.** Credit, 3 hours. Offered separately for Supervisors, Principals, Superintendents, Counselors; will vary with the field chosen. In the case of a candidate for a Superintendent's Certificate of Approval, for example, he would be expected, under the joint supervision of a staff member and an active superintendent of schools, to observe various typical activities performed by the superintendent, to participate in some of these activities, and to assume responsibility for some duties. A practicum would be included for all like candidates, for planning purposes, for discussion, and for evaluation.

399. **Thesis.** Credit, 6 hours.

**COURSES IN SPECIAL EDUCATION AND IN SPEECH CORRECTION AND HEARING THERAPY**

The courses in Special Education and in Speech Correction and Hearing Therapy are designed to offer pre-service and in-service training for teachers and clinicians for handicapped persons. This college has been authorized by the Texas Agency to prepare qualified teachers of the following types of exceptional children: mentally retarded, speech disordered, deficient in hearing, and physically handicapped. A college student may prepare for administrative or teaching positions in one or more of these specific areas of special education or may become oriented to all of the areas.

Students working for a bachelor's degree with certification in one of the areas of special education should consult the appropriate faculty adviser for early and careful planning of their courses of study. A full major in speech and hearing therapy is offered at the undergraduate level. Students seeking to become candidates for the degree of Master of Arts or of Master of Education may obtain a full major of 18 to 24 semester hours in the combined areas of special education or in speech and hearing therapy.
In-service teachers and therapists who seek advanced (Professional) level of certification may do so in the areas of mental retardation and speech correction. The speech and hearing clinic of the college provides ample opportunity in both the regular and summer sessions for securing needed clock hours of clinical practice with clients of various types and ages, under a supervisor who holds advanced certification in the American Speech and Hearing Association. During summer sessions eminent guest professors and consultants participate in the cooperative educational and therapeutic program with teachers, clinicians, parents, and children in the four areas of special education emphasized at this college.

The physical equipment for observation, demonstration, lecture and therapy is modern and excellent. Opportunity for observation and Directed Teaching are available, not only in the public schools of San Marcos, which have a well-developed program of special education, but also, because of their geographical proximity to the college, in private and State special schools for exceptional children. Close affiliation with the medical profession is maintained through: (a) lectures by physicians, (b) maintenance of referral standards and (c) regular conferences with medical consultants. Student teaching and internship is available under medical supervision at nearby Gonzales Warm Springs Rehabilitation Foundation. The Hays County Treatment Center for Crippled Children and Adults is located on the college campus.

The program of the college for the training of teachers for exceptional children and of therapists for hospitals, clinics, and schools is based upon the principle that all "specialists" must understand how the "normal" child grows, develops, and learns. Therefore, students wishing to train in one or more areas of special education must plan a well-rounded curriculum with suitable electives.

COURSES IN SPECIAL EDUCATION

Dr. Burgum, Adviser

The courses in Special Education, all listed and described among the courses offered by the Department of Education, are the following: Education 120, 140, 170, 230, 250, 260, 280, 294, 330, 370.

COURSES IN SPEECH CORRECTION AND HEARING THERAPY

Dr. Zedler, Adviser

The following courses in Speech which fall in the area of Speech Correction and Hearing Therapy, are taught under the joint auspices of the Departments of Speech and of Education:

Speech 31. Introduction to Speech Correction. (3-0). Credit, 3 hours. The purpose of this course is to introduce the student to the area of remedial speech. It is required of all students planning to prepare for certification in speech and hearing therapy.

Speech 161. Disorders of Articulation. (3-0). Credit, 3 hours. This course will comprise a detailed study of the phonemes of American-English speech and the causes, evaluation, and correction of disordered articulation.

Speech 167. Clinical Methods and Practice in Speech Correction I. (3-4). Credit, 3 hours. Supervised practice in the clinic with persons of various ages and diverse types of speech disorders. Students may begin in this course to acquire the clinical clock hours required for state and ASHA certification. Two weekly lecture periods will emphasize principles and methods of testing, evaluating, and treating pupils with speech disorders in public schools.

Speech 189. Problems and Methods in Auditory Testing and Aural Rehabilitation. (3-0). Credit, 3 hours. This course introduces the student to basic audiology, anatomy of the hearing mechanism, and hearing disorders.

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

Speech 263. Speech and Language Problems Associated with Neurological Disorders. (3-0). Credit, 3 hours. A study of perceptive and productive linguistic difficulties associated with aphasia, poliomyelitis, and cerebral palsy.

Speech 267. Clinical Methods and Practice in Speech Correction II. (3-4). Credit, 3 hours. Continuation of two lecture periods a week and supervised clinical practice begun in Speech 167. Students completing their clock hours for certification are advised to arrange their schedules so that two weeks may be spent in residence at Gonzales Warm Springs Foundation, to acquire supervised clinical practicum in a medical setting.

Speech 269. Teaching Languages to the Hearing Impaired. (3-0). Credit, 3 hours. This is a course especially designed to train teachers in methods of developing associations between meaning and linguistic symbols in pupils with severe hearing losses.

Speech 271. Auditory Training and Speech Reading. (3-0). Credit, 3 hours. This is a course in methods of teaching those with hearing deficits to use their residual hearing and to visually comprehend the speech of others.

Speech 301. Seminar in Speech Pathology. (3-0). Credit, 3 hours. This course will provide graduate students who have had Speech 201
an opportunity to advance their knowledge in a specialized area of speech pathology such as stuttering, cleft palate, or voice disorders. This course may be taken only after conference with the director of the speech clinic to determine the needs of the student.

Speech 343. Advanced Clinical Practice in Speech and Hearing Therapy I. (3-4). Credit, 3 hours. This course is for graduate students who hold provisional certification in speech therapy and wish to increase their professional competence in clinical practice, leading to professional certification. Clock hours may be obtained with cases having types of speech and language disorders which stimulate an advanced level of specialized study.

Speech 345. Advanced Clinical Practice in Speech and Hearing Therapy II. (3-4). Credit, 3 hours. A continuation of Speech 343, in which the student will make a thorough study of one type of speech, language or voice disorder. Therapy with representative clients as well as research of the literature will be required.

Speech 361. Research Seminar in Speech and Hearing Therapy. (3-0). Credit, 3 hours. A critical and thorough investigation of an area of speech and hearing therapy with some original experimentation required. This course is required of all graduate students in speech and hearing therapy who are candidates for the degree of Master of Education.

Speech 399. Thesis. Credit, 6 hours.

NOTE: The following courses in Speech listed and described among those offered by the Department of Speech are also available for credit in the area of Speech Correction: Speech 125, 273, 285, 287.
II. DIVISION OF ENGLISH, JOURNALISM, AND SPEECH

ENGLISH

Professors Derrick, Houston
Associate Professors Taylor, Baker, Hightower
Assistant Professors Brasher, O'Meara, Young
Instructors Archer, Braffett, McCalib, Van Gundy, Smith*

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

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

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

Freshman year: English 11, 12; Speech 13; History 31, 32; Foreign Language, 6 hours; other subjects, including preferably Science, 9 hours; Physical Education Activities, 2 hours.

Sophomore year: Education 53, 67; English 61, 62; Government 61, 62 or History 71, 72; Foreign Language, 6 hours; other subjects (Science, if not previously absolved), 6 hours; Physical Educational Activities, 2 hours.

Junior-Senior years: English, 18 hours of advanced work, including English 117 and 145 and 6 hours selected from each of the following groups: (1) 123, 129, 143, 149, 241; and (2) 127, 133, 137, 147, 157, 163, 216, 233, 238; Education, 18 hours of advanced work in the secondary field, including 157, 163, 291, 292; Journalism 127; other subjects, sufficient to make the total of 60 hours of work required in the junior and senior years, including Foreign Language (if needed to absolve in full the language requirement described below) and Government 61, 62 and History 71, 72 unless these courses have been previously absolved.

Students must offer 12 hours in one Foreign Language in addition to two or more entrance units in the same language, provided that, be-

cause of the reorganization of the elementary courses in foreign languages, this requirement may be met by courses 13 (or two entrance units in the language) and 15 and 71, 72.

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

A minor in English will consist of the following: English 11, 12, 61, 62, 117, 145 or 135, and at least one advanced course in literature.

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

**FRESHMAN COURSES**

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

11. **Reading and Writing.** (3-0). Credit, 3 hours. This, the first course in English, seeks to improve the student's reading skills and to supply him with thought-provoking material on which to base his training in expository writing. The study of grammar and sentence structure in this half of the course will be integrated with the student's needs as he seeks to improve both his reading and writing skills. His outside reading will be devoted entirely to non-fiction materials, such as biography, popular science, social science, and all other books in which general information is stressed.

12. **Writing.** (3-0). Credit, 3 hours. The stress in this half of the course will be on the improvement of writing skills, with further practice in the pattern of longer exposition and some consideration of the materials and patterns of narration and description. Reading will be continued during this half of the term, but will be devoted to materials of a literary nature—the novel, the short story, the drama, and some poetry. A more intensive study of grammar will be undertaken with a view to further improvement in the correctness and precision of the student's writing.

Note—Freshmen who, upon examination, demonstrate language difficulties may be required to enroll in special sections of English 11. Such special sections will be identified in the printed schedule as English 11x. Students evidencing such language difficulties may be required also to enroll for Reading 13.

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

Required of all sophomores who propose to offer a major or minor in English in partial fulfillment of the requirements for graduation. Others may meet the sophomore requirement in English by absolving English 63, 64 or 67, 68.
61. Survey of English Literature from Beowulf to the Eighteenth Century. (3-0). Credit, 3 hours.

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

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

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

67, 68. Masterpieces. (3-0). Credit, 3 hours each semester.

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

67. Masterpieces in English Literature. (3-0). Credit, 3 hours.

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

68. Masterpieces in American Literature. (3-0). Credit, 3 hours.

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

83. Writing for Pre-engineers. (3-0). Credit, 3 hours. A study of exposition, adapted to the needs of students who have elected pre-engineering training. Practice in the planning and writing of reports and readings in modern scientific essays.

JUNIOR-SENIOR COURSES

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

113. Advanced Composition. (3-0). Credit, 3 hours. A practical course designed to help students in other fields who find occasion to write term papers, reports, reviews, and summaries. While the major portion of the course will be devoted to problems in expository writing, much attention will be given to the student's individual needs, and the work will be integrated, as far as possible, with his work in areas other than English.

117. English Grammar. (3-0). Credit, 3 hours. The course is designed chiefly to give the student adequate equipment for the teaching of English in the high school. The purpose is twofold: first, to acquaint the student with the grammar of Modern English, with major emphasis on syntax and grammatical nomenclature; second, to point out the influence of Anglo-Saxon and other languages on inflectional forms, word-order, and vocabulary of present-day English.
Required of all students majoring or minoring in English; elective to all others who wish further training in the English language.

119. **Elementary Semantics.** (3-0). Credit, 3 hours. Reading and discussion of some of the more elementary books on semantics, such as Hayakawa's *Language in Thought and Action*, Chase's *Tyranny of Words*, Walpole, Arnold, and possibly some of Korzybski's *Science and Sanity*. Practical exercises in word derivatives, the importance of context, and propaganda analysis will be included.

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

125. **A Laboratory in Writing.** (3-0). Credit, 3 hours. This course, which is also listed as Journalism 125, is designed for those Journalism students who wish to continue in the magazine article writing field and for those English students who are interested in the short story, the informal essay, and poetry as creative writing types. The course is cooperatively taught by the English and Journalism Departments as a workshop designed to meet the needs and interests of the individual student.

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

129. **Later American Literature.** (3-0). Credit, 3 hours. Study of the more important trends in American literature since the middle of the nineteenth century, with emphasis upon the Rise of Realism.

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

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

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

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

143. **Types of World Drama in English (Modern).** (3-0). Credit, 3 hours. The consideration of at least thirty significant examples of world drama in English from Ibsen to O'Neill and Anderson.

145. **Reading Materials in the Junior and Senior High Schools.** (3-0). Credit, 3 hours.
A study of selected readings based on a survey of reading materials suitable for use in the junior and senior high schools, and an introduction to publications of particular value to the high school teacher of English.

147. **The English Novel.** (3-0). Credit, 3 hours. A study of the history and development of the English novel from Defoe to the present, together with a reading of ten or more of the more significant English novels. A number of short critical papers will be expected from the student, both as a means of improving his writing skills and as a means of helping him form sounder critical judgments.

149. **The American Novel.** (3-0). Credit, 3 hours. A study of the history of the American novel from Cooper to the present, together with the reading of a number of the more significant novels and books of criticism in the field. Considerable writing of a critical nature will be expected of the student, largely in the form of short reviews of the novels.

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

157. **Significant Victorian Literature.** (3-0). Credit, 3 hours. Study of the more significant developments in Victorian poetry and prose as these apply to the student's cultural background.

163. **English Literature of the Eighteenth Century.** (3-0). Credit, 3 hours. A study of the prose and poetry of the period, with particular emphasis on the contributions of the principal writers to the analysis of modern problems.

**SENIOR-GRADUATE COURSES**

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

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

233. **Shakespeare and His Age.** (3-0). Credit, 3 hours. A more intensive study of several significant plays of Shakespeare not considered in English 133, with collateral reading from other dramatists of the age, and an attempt to realize Shakespeare as the most significant creator and revealer of his time.

*238. **Milton.** (3-0). Credit, 3 hours. Consideration of Milton's thought expressed in the longer poems and most important prose writings, especially as his thought affected the ideas of the writers and thinkers in the centuries following him.

241. **Modern Biography and the Essay.** (3-0). Credit, 3 hours. Studies in the biographies of men and women who have contributed to
the making of modern American culture as now understood together with the reading and study of current and contemporary essays interpreting that culture.

GRADUATE COURSES

311. Studies in American Poetry. (3-0). Credit, 3 hours. Prerequisite, 24 hours in English and graduate standing.

312. Studies in American Prose. (3-0). Credit, 3 hours. Prerequisite, 24 hours in English and graduate standing.

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

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

320. Studies in Eighteenth-Century Literature. (3-0). Credit, 3 hours. Prerequisite, 24 hours in English and graduate standing.

324. Studies in the English Romantic Movement. (3-0). Credit, 3 hours. Prerequisite, 24 hours in English and graduate standing.

325. Studies in Victorian Prose. (3-0). Credit, 3 hours. Prerequisite, 24 hours in English and graduate standing.

326. Studies in Victorian Poetry. (3-0). Credit, 3 hours. Prerequisite, 24 hours in English and graduate standing.

399. Thesis. Credit, 6 hours.
The Journalism program purports (1) to prepare teachers of journalism, (2) to train sponsors and supervisors for student publications in public schools, (3) to instruct public school administrators, teachers, and others in the fundamentals of sound public relations, and (4) to train students for professional journalism vocations.

Actual work on The College Star, student weekly newspaper, other college publications, and occasionally on professional daily and weekly newspapers constitute much of the laboratory activity for the courses in journalism. The location of the College makes possible field trips to several large Texas dailies and magazines. All Journalism majors and minors are required to work on one college publication each semester.

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

**Freshman year:** Journalism 13.

**Sophomore year:** Journalism 74, 83, 85.

**Junior year:** Journalism, 6 hours advanced; Economics 67; Sociology 67; English 117.

**Senior year:** Journalism, 6 hours advanced, including 217.

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

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

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

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

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

Prerequisite, 13.

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

Prerequisite or parallel, 13.

85. **News Editing II.** (3-2). Credit, 3 hours. In addition to laboratory experiences on The College Star to perfect the techniques studied in Journalism 83, this course emphasizes make-up problems, picture editing and layout, advertising layout, evaluation of news, and law of the press. Careful study is made of many daily and weekly newspapers and how they reflect or fail to reflect skill in editing.

117. **History of Journalism.** (3-0). Credit, 3 hours. This course presents the story of the origin of newspapers and their development to the present time. Emphasis is placed on the economic, social, and political factors which produced the modern newspaper in the United States, and due consideration is given the journalists who had vital parts in that production.

123. **Feature and Magazine Article Writing.** (3-0). Credit, 3 hours. This course is concerned with the techniques of writing and marketing special features and articles.

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

127. **The Supervision of Public School Publications.** (3-0). Credit, 3 hours. A study is made in this course of the problems of publishing various types of school publications including financing, staffing, and actual production activities. Consideration is given to techniques peculiar to the production of the printed, duplicated, and section-of-the-town paper types of school newspapers as well as the letterpress and offset annuals.

133. **The Press and Contemporary Affairs.** (3-0). Credit, 3 hours. Explanation and interpretation of current events as a function of the press is the chief concern of this course. A critical study is made of contemporary local, state, national, and international problems and how they are treated by newspapers and news magazines.

157. **Advertising.** (3-2). Credit, 3 hours. The fundamentals of advertising are considered and special attention is given to advertising techniques for the mass media. Copy preparation, headlining, use of
art work and layout theories for newspaper and magazine advertising will be stressed. Attention also will be given to direct-mail, radio, outdoor, and other types of advertising. This course may be taken as an elective in the Business Administration Department.

217. The Practicing Journalist. (3-0). Credit, 3 hours. This is a senior level course for Journalism majors who have completed 18 hours of their prescribed journalism courses. The student who plans eventually to seek employment with a newspaper is assigned to a newspaper in the San Marcos area for a prescribed number of hours of practical work. The student who plans to teach Journalism will be assigned to help supervise and publish the Rattler, official weekly publication of the San Marcos High School. Opportunities for other advanced assignments will present themselves, possibly in radio or public relations, through which the student may receive valuable practical experience in a real-life situation. In every instance, the instructor of the course will keep close liaison with the “employer” and will assist and instruct the “practicing” student journalist in every way possible.

221. Workshop in Practical Public Relations. (3-0). Credit, 3 hours. This course is designed to acquaint students with sound public relations theories and practices. Primary emphasis is placed on providing a practical knowledge of organizing and carrying out the various activities which would be embodied in a public relations program. Stress is given problems confronting public schools, the use of publicity media by schools, and the relationships between schools and their various publics. A comprehensive study dealing with the media of communications and how to place publicity material in them is included in the course.
A student electing to major in the Department of Speech must complete a minimum of twenty-four hours in the subject, including a minimum of twelve hours of advanced work. Specific courses to be taken will be determined in conference with the chairman of the Department.

Students who wish to minor in speech are also invited to choose their courses in consultation with the Chairman of the Department. Speech minors are particularly attractive to those whose major is English, elementary education, physical education, social science, or music.

NOTE: Courses in Speech that fall in the area of Speech Correction and Hearing Therapy are taught under the joint auspices of the Departments of Speech and of Education. They are listed and described among the courses offered by the Department of Education. They are: Speech 31, 61, 161, 167, 189, 201, 263, 267, 269, 271, 301, 343, 345, 361, 399. Also, Speech 125, 273, 285, 287, which are listed and described among those offered by the Department of Speech, are available for credit in the area of Speech Correction.

13. **Fundamentals of Speech.** (3-0). Credit, 3 hours. A first course in speech. Study aims at an understanding of speech fundamentals and practice in employing the techniques involved.

NOTE: Freshmen who, upon examination, demonstrate language difficulties may be required to enroll in special sections of Speech 13. Such special sections will be identified in the printed schedule as Speech 13x.

15. **Speaking and Reading.** (3-0). Credit, 3 hours. This course is designed, through lecture and laboratory practice, to acquaint the student with the fundamental techniques of public speaking and oral reading. Special attention is given to voice, pronunciation, visible action, the preparation and delivery of speeches, and the oral interpretation of literature.

18. **Introduction to Theatre Practice.** (3-2). Credit, 3 hours. An introductory course in the art and aesthetics of the theatre, required of all speech majors and minors, and strongly advised for those who may later be called upon to direct plays or those who wish to acquire drama appreciation. The course includes an introduction to play analysis, acting, stagecraft, directing, and production. Participation in college productions is a part of the course.

57. **Voice and Phonetics.** (3-0). Credit, 3 hours. This course pertains to the human voice and the sounds of speech. The student's own
voice and pronunciation will be the subject of attention, along with
study of regional divisions of American pronunciation. The International
Phonetic Alphabet will be used as a tool in transcribing speech.

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

75. **Acting.** (3-2). Credit, 3 hours. This course is a study of the
principles involved in forming a workable theory of acting, and the
application of these principles through the development of technical
skill. Participation in college production is a part of the course.

110. **Stagecraft.** (3-2). Credit, 3 hours. This course is intended to
give a working knowledge of the technical procedure in the mounting
of a play. Consideration is given to scenic design, construction, scene
painting, stage lighting, properties, and stage effects. Participating in
college production is a part of the course.

116. **Advanced Debate and Fundamentals of Logic.** (3-2). Credit,
3 hours. This course builds on the foundations of sound reasoning in
67, with additional attention being given to varied types of debate and
to the principles of logical thinking. It normally should follow 67,
except by special agreement with the head of the department.

120. **Advanced Public Speaking.** (3-0). Credit, 3 hours. This
course is designed to further the student's ability through the study of
speech theory and model speeches and through laboratory experience.

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

137. **Play Production.** (3-2). Credit, 3 hours. The emphasis of this
course is on directing the theatre production. Attention is given to
developing a working knowledge of all elements of play production.
Members of this class will direct one-act plays for presentation and
participate in college productions.

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

149. **Interpretive Reading.** (3-0). Credit, 3 hours. An advanced
study in the problems of oral interpretation. Consideration is given to
the interpretation of various types of literature. Experience with micro-
phone and other radio techniques will be offered. Members of the class
are encouraged to read in audience situations outside the classroom and
to take part in intercollegiate competition.

**NOTE:** This course is scheduled from time to time as Speech 149T.
As such, it is designed as a variant and as an alternative for and re-
stricted to mature students of junior and senior rank, notably, teachers
in service, who do not have credit on record for Speech 13.
157. **Creative Dramatics for Children.** (3-0). Credit, 3 hours. This course is designed for the study of creative drama in the elementary school, which has as its main objective total growth of the child. Opportunity for actual work with children in a creative dramatic situation will be given. Attention will also be given to Theatre for Children.

213. **Teaching of Speech.** (3-0). Credit, 3 hours. This course is designed to meet the needs of teachers of speech in the public schools. Emphasis is placed on a well-developed speech program for the grades and high school; and consideration of methods and materials for the diagnosing and improving of speech.

223. **American Oratory.** (3-0). Credit, 3 hours. This course is designed as a study of the representative speeches of great figures in American Oratory. Backgrounds are traced in order to better understand the historical significance of the speakers, and speeches are analyzed for content and structure. Oratorical theories of these speakers are examined and compared, and an original research project is carried through.

233. **The Development of the Theatre.** (3-0). Credit, 3 hours. This course affords students an opportunity to make a survey of the theatre from the primitive civilizations to the present. A study is made of the theatre and its place in the social and cultural evolution.

265. **Problems in Forensics.** (3-0). Credit, 3 hours. This course is designed to give actual supervised experience to qualified people in studying and/or directing such speech activities as debate, oratory, extemporaneous speaking, declamation, etc.

273. **Teaching Oral English as a Second Language in the Elementary Classroom.** (3-0). Credit, 3 hours. This is a course in methods of teaching the rhythm, intonation, and sound elements of spoken English to pupils with a foreign home language.

275. **Problems in Dramatics.** (3-0). This course is designed to give supervised experience to qualified people in some of the problems encountered by the high school director of dramatics.

279. **Directing Speech Activities.** (3-2). Credit, 3 hours. This course is designed to assist any teacher, whether of speech or some other subject, in directing the speech activities which may be turned over to him. During the course those in the class will actually direct debate, plays, declamation, and other activities.

285. **Methods in Phonics for the Elementary Teachers.** (3-0). Credit, 3 hours. This course is designed for the elementary teacher who wishes to study the phonetic approach to word analysis. It emphasizes the development of auditory recognition of and discrimination between the sound elements in American-English speech. Research will be encouraged to investigate the relationship between the teaching of phonetics and improvement in written spelling and in independent word recognition in the elementary grades.
287. **Speech Correction for the Classroom Teacher.** (3-0). Credit, 3 hours. This is a non-clinical course dealing with the speech handicaps of elementary school children. It is designed to help classroom teachers and school administrators deal with the 5 to 10% of the general school population who have speech disorders. Parents of children with speech problems may enroll to audit the course.
The objectives of the Art Department are:

1. To prepare students for the teaching of art and crafts in the public schools.
2. To develop a consciousness of art as an integral part of the life of the nation.
3. To stimulate and to encourage creative expression in art and crafts.
4. To enrich the general educational and cultural program of the students.
5. To develop an interest and appreciation of the arts and crafts.

**Major in Art Education**

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

- **Freshman year**: Art 13, 15, and 17.
- **Sophomore year**: Art 53, 57, 63, and 73, provided that Government 61 and 62 may be postponed until the junior year.
- **Junior year**: Art 127, 137 (or 129, 139), and 173.
- **Senior year**: Art 117, 183 and 223.

Students majoring in Art Education are encouraged to elect six hours from the following courses: Art 123, 163, 165, or 170.

All art majors must have their programs approved by the Director of the Department. In addition to meeting the course requirements art education majors are expected to participate in department exhibits and other departmental activities.

There is a fee of $2.50 for all art courses. Students furnish own supplies and pay field trip expenses.
To qualify for all-level certification, that is, to teach Art in all grades of the public schools of Texas, the student must be able to exhibit at the time of graduation credit earned in one course in elementary education (Education 147 unless granted permission to substitute another course for it) and in Education 281, Directed Teaching in the Elementary Grades, provided that Art 123 must be offered as a prerequisite to it.

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

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

17. **Survey of Arts.** (3-0). Credit, 3 hours. This is an introductory course in the arts of the past and present and their relation to the life of the period. The intent is to aid the student in realizing the need of art in the development of happier human relations and a fuller enjoyment of life in general.

This course is open without prerequisite to all students.

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

Art 27 is open without prerequisite to all students.

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

This course is open without prerequisite to all students.

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

Prerequisite: Art 13 and 15 or equivalent.

59. (Formerly 57) **Graphic Arts.** (0-6). Credit, 3 hours. Techniques of block printing, lithography, and etching.

Prerequisite: Art 13 or 15 and 53 or equivalent.

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

Prerequisite: Art 13 or 15.

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

Field trips.
Approval of the director of the department.

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

Field trips.

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

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

Field trips.

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

Prerequisite: Junior standing.

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

Prerequisite: Art 127.

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

Prerequisite: Junior standing.

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

Prerequisite: Art 137.

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

Field trips.

Prerequisite: Six hours in art and Junior standing.

165. **Metal and Lapidary Work.** (0-6). Credit, 3 hours. Creative design problems in metal, such as copper, brass, and silver, and the selection, cutting, polishing, and mounting of semi-precious stones.

Prerequisite: Art 53 and 63 or equivalent.

170. **Watercolor Painting.** (0-6). Credit, 3 hours. Subject matter unrestricted; individual and group criticisms.
Prerequisite: Art 53 or approval of director of the department.

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

Field trips.

Offered in alternate even years.

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

Field trips.

Offered in alternate odd years.

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

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

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

Field trips.

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

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

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

A student wishing to qualify to teach vocal music in all of the grades of the public schools may do so by enrolling under the curriculum for teachers of vocal music outlined on page 85.

A student wishing to qualify to teach instrumental music in all the grades of the public schools may do so by enrolling under the curriculum for teachers of instrumental music outlined on page 85.

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

Students wishing to materialize a concentration or minor in music under the curriculum for elementary teachers will be expected to follow the prescriptions for such a minor outlined on page 74.
All others wishing to offer music as a minor in partial fulfillment of the requirements for graduation will be expected to meet requirements for such a minor as prescribed for them in conference with the head of the department.

FRESHMAN ADMISSION

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

TRANSFER STUDENTS

All work in Music transferred to this College must be validated by successful completion in this College of more advanced courses in each of the several areas of instruction included in the respective curriculum under which the student proposes to graduate.

ENSEMBLES

All Music curricula require participation in an ensemble: Band, Orchestra, Chorus, or Choir. One hour of credit per semester is granted toward graduation for such participation. A student may participate simultaneously in more than one ensemble, depending on his course load; he may not, however, use toward graduation more than one hour of such credit earned in one and the same semester.

A student making a major of Music may count a maximum of 8 such hours of credit as part of the total hourage required for graduation; but all others, only 4 hours of such credit. But not fewer than 2 hours may be so counted in any one ensemble.

Courses in ensembles carrying credit are numbered 1, 3, 5, 7, 9, 11, 13, 15; those carrying no credit are numbered 0. In enrolling for an ensemble the student is expected to identify it on his schedule by the name of the field it represents and the sequence in which elected, e.g., Chorus 1, 3, 5, etc.

APPLIED MUSIC FOR MAJORS IN MUSIC EDUCATION

Private Lessons

Courses numbered 11, 12, 61, 62, 111, 112, 161, 162 are the number designation of the courses in applied music (private lessons in Piano, Organ, Voice, or a band or orchestral instrument) for the Music Education major. Courses thus numbered indicate 2 lessons and 8 hours of practice per week and carry 2 hours of credit per semester. Courses thus numbered may, however, be enrolled for as courses 11a, 11b, etc. When thus divided and numbered, they indicate respectively one lesson and 6 hours of practice per week and carry one hour of credit per semester.
Class Lessons

Courses numbered 1, 3, 5, 7 designate class instruction in Piano, Organ, Voice, Strings, Brass, Woodwinds, and Percussion. These courses are offered primarily to assist the student in preparing to meet the minimum requirements in secondary Piano, Organ, Voice, or band or orchestral instrument. Two one-hour meetings and 4 hours of practice per week are required; one hour of credit per semester is granted.

NOTE.—In enrolling for a course in applied music the student is expected to identify it by the name of the field it represents and the sequence in which elected, e.g., Voice 11a, 11b, etc.; Piano 1, 3, 5, etc.

APPLIED MUSIC FOR THE GENERAL STUDENT

Private Lessons

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

E1 designates one lesson and 6 hours of practice per week and carries one hour of credit per semester.

E2 designates 2 lessons and 8 hours of practice per week and carries 2 hours of credit.

O1 designates one lesson and 6 hours of practice per week and carries no credit.

O2 designates 2 lessons and 8 hours of practice per week and carries no credit.

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

Class Lessons

Class instruction in Piano, Organ, Voice, and in band and orchestral instruments, though primarily for Music majors and minors, is available to the general student.—See the section on applied music for majors in Music Education.

In the case of the general student not fewer than 2 hours of credit in applied music earned by class instruction may be counted toward graduation as earned in any one area nor a total of more than 4 hours of such credit.

MUSIC FEES

Fees for 11-12, 61-62, 111, 112, 161, 162 and E2, and O2.

Two lessons per week

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<tr>
<th>Lesson Fee</th>
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<td>Practice Fee</td>
<td>2.00 per semester</td>
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FEES FOR 11A, 11B, E1, AND O1.

One lesson per week

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<th>Lesson Fee</th>
<th>Practice Fee</th>
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<tr>
<td>$18.00</td>
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Fees for class lessons except ensembles numbered 1, 3, 5, etc.

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

For the General Student

<table>
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<tr>
<th>Lesson Fee</th>
<th>Practice Fee</th>
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<td>$8.00</td>
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**RECITALS**

Regularly scheduled student recitals are held. Majors in Music are encouraged to present a public recital (solo, group, or assistant) in the junior or senior year.

**COURSES IN MUSIC (THEORY)**

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

1, 2. **Survey of Music Literature.** (2-0). Credit, 1 hour each. A study, through listening to recordings and personal performance, of the characteristic examples of music literature with emphasis on greater enjoyment and understanding. The aim of this course is to provide a rich background of experience with music in order that theoretical and applied study may be more meaningful.

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


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


67. **Music History and Appreciation.** (3-0). Credit, 3 hours each. A study of the origin and development of the chief vocal and instrumental
forms of music literature representative of the various epochs of musical history, designed to net the student a greater appreciation of the many types of music that he hears today.

Open to all students of at least sophomore standing, but not for credit for students majoring in music except by special permission of the Director of Music.

131, 132. Form Analysis. (2-0). Credit, 2 hours each. Analysis of the structure of the chief musical forms from simple binary and ternary forms through the sonata form. Homophonic and polyphonic analysis. Creative writing for illustrative purposes.

The first half of this course may be elected for credit independently of the second half.

137, 139. The History of Music. (2-0). Credit, 2 hours each. A study of the development of music from the earliest historical records to the present time.

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

215. Orchestral and Choral Arranging. (3-0). Credit, 3 hours. Designed to acquaint the student with principles of orchestral and choral writing and arranging, to enable him to read orchestral and vocal scores, and to edit vocal and instrumental music with emphasis upon music suitable for the public schools.

COURSES IN MUSIC EDUCATION

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

Excellent opportunities for observation of experienced teachers are provided in the College Elementary School.

107. Fundamentals of Conducting. (2-0). Credit, 2 hours.

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

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

143. Music Methods and Materials in the Elementary Grades. (3-0). Credit, 3 hours. A study of the five phases of the music program in the elementary grades: singing, playing, listening, creating, and reading; the selection of materials and their presentation in the light of recent trends in music education. Prerequisite, twelve semester hours in music or the consent of the instructor and of the Director of Music.
153. **Instrumental Organization: Problems, Methods, and Techniques.** (3-0). Credit, 3 hours. The study of all phases of the instrumental music program.

163. **Music Methods and Materials in the Junior and Senior High Schools.** (3-0). Credit, 3 hours. A study of the vocal, instrumental, and theoretical phases of the high school music program with emphasis upon selection of material and methods of presentation.

223. **Tests and Measurements in Music Education.** (3-0). Credit, 3 hours. An examination of the available achievement and prognostic tests in music for the purpose of evaluating them for use in the public school music program.

289. **Supervision of the Public School Music Program.** (3-0). Credit, 3 hours. A course planned primarily for music supervisors and for music teachers who are assigned to more than one grade or level of teaching. Open also to school superintendents and principals who desire to become familiar with music problems in the public schools. Attention will be given to the organization and administration of the public school program from kindergarten through high school in all of its phases—vocal, instrumental, and theoretical. Among the problems to be discussed are the following: plans for developing a music program, cost of operation, selection of teachers, sources of materials and equipment, and scheduling of special groups (orchestras, glee clubs and choruses, instrumental classes, and bands).
IV. DIVISION OF FOREIGN LANGUAGE

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

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

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

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

FRENCH

Professor Read
Associate Professor Buckner
Instructor Simons

13, 15. Beginners' Course in French. (3-2). Credit, 4 hours each. An intensive course for students who have had no previous instruction in French. Emphasis will be placed on accuracy of pronunciation, knowledge of the essentials of grammar, and the acquisition of reading knowledge.

71, 72. Conversation and Readings in French Literature. (3-0). Credit, 3 hours each. The first half of this course is designed to insure accuracy of pronunciation, a more nearly complete knowledge of grammar, and improvement of oral skills. French 72 will continue attention to pronunciation, grammar and oral skills, but will have as primary objectives the ability to read with ease French of average difficulty and an acquaintance with some of the more important trends of French literature and contemporary thought.

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

171, 172. French Literature in English Translation. (3-0). Credit, 3 hours each. These two courses are designed to acquaint the student with
some of the more important contributions of French literature to the progress of human thought and aesthetics. No knowledge of French is required. The work of the first semester will be based on some of the outstanding works from the beginnings of French literature to the end of the eighteenth century. The work on the second semester will deal with French literature from the beginning of the nineteenth century to the present.

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

Prerequisite: Junior standing.

**GERMAN**

Professor Nolle

Instructor Simons

13, 15. **Beginners' Course in German.** (3-2). Credit, 4 hours each. Intensive drills on pronunciation and grammatical forms. Daily oral and written composition designed to teach grammatical principles. The work of the first semester will include extensive reading of simple prose; that of the second semester extensive reading of prose of intermediate difficulty including collateral assignments designed to individualize the instruction for students of science and others with specialized interests. Conducted in German as far as practicable.

71, 72. **Masterpieces in Modern German Literature.** (3-0). Credit, 3 hours each. Intensive study of a number of carefully selected modern German dramas, lyric poems, novels and short stories. Parallel readings and reports.

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

Prerequisite: 13, 15 or equivalent.

113. **Outline Course in German Literature.** (3-0). Credit, 3 hours. This course is designed to acquaint the student with the most important works and movements in the evolution of German literary life.

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

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

123. **Modern German Lyric and Drama.** (3-0). Credit, 3 hours. A survey of the development of German verse from Klopstock to the present time including a study of the Volkslied as a literary genre and its influence upon the German lyric.
Intensive study of selected dramas by Hebbel, Otto Ludwig, Hauptmann and other representative modern German dramatists.

127. Modern German Novel and Short Story. (3-0). Credit, 3 hours. Intensive study of the novel as represented by Fontane, considered as the pioneer of the modern German novel, and by more recent novelists, and of the short story, notably as represented by the four acknowledged masters of the novelle in Germany—Storm, Heyse, Keller and Meyer. For collateral assignments, works of fiction are chosen that serve as exponents of new literary movements, that reflect interesting phases of life and thought or that embody tendencies characteristic of certain periods.

171, 172. German Literature in English Translation. (3-0). Credit, 3 hours each. The work of the first semester will be devoted to the study in English translation of works representative of the classical period in German literature, with special reference to Lessing, Goethe, and Schiller; that of the second semester, to a similar study of works representative of more recent authors, notably the short story, novel, and drama of the nineteenth century. No knowledge of German required.

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

Prerequisite: Junior standing.

SPANISH

Professor Read
Associate Professor Buckner

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

13, 15. Beginners' Course in Spanish. (3-2) Credit, 4 hours each. The work includes the fundamentals of grammar, a reasonable amount of reading, and a great deal of practice in oral and written composition. Three hours of class work and two hours of laboratory a week.

71, 72. Conversational Spanish. (3-0). Credit, 3 hours each. It is the primary purpose of this course to give the student an opportunity to develop an accurate oral use of the language, based on a sound understanding of structure. Reading will be incidental to the oral objective.

Prerequisite: 13 and 15 or three years of high school Spanish.

Completion of Spanish 71, 72, or equivalent, is prerequisite to any course bearing a number above 100.

131, 132. Modern Spanish Novel. (3-0). Credit, 3 hours each. The work of the first semester will include a study of the novel from the beginning of the costumbrista movement in the nineteenth century to
the Generation of 1898. The work of the second semester will continue
the study of the novel to the present time.

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

141. **Advanced Grammar and Composition.** (3-0). Credit, 3 hours.
The work of the course is intended to perfect the student's knowledge
of grammar and phonetics and to give the greatest possible facility in
the use of Spanish as a medium for original expression. It will involve
extensive work in oral and written composition based largely on mater-
ial of value as a background for teachers of Spanish.

171, 172. **Spanish Literature in English Translation.** (3-0). Credit,
3 hours each. Two courses planned to give an opportunity for study of
certain masterpieces of Spanish literature to students whose curricula
have not permitted preparation for study of those works in the original
language. No knowledge of Spanish required. The work of the first
semester will deal with the Renaissance period, the Golden Age, and
a few authors of the eighteenth century. The work of the second semes-
ter will deal with the period from the beginning of the Romantic move-
mment to the present.

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

**Prerequisite:** Junior standing.

213. **Survey of Spanish Literature from Its Beginning through the
Eighteenth Century.** (3-0). Credit, 3 hours. Emphasis will be placed on
the works and authors that are the most adequate expressions of the
thought and culture patterns of their times and that have projected
their influence into subsequent periods.

*217. **Modern Spanish Poetry and the Modernista Poets of Spanish
America.** (3-0). Credit, 3 hours. A study of the poetry of Spain from
the beginning of the nineteenth century to the present, and of Spanish
America from the precursors to the modernista movements to the pres-
ent. Conducted in Spanish.

223. **Modern Drama of Spain.** (3-0). Credit, 3 hours. From the
beginning of the Romantic movement to the present. Some of the
more important representative works of Spanish American dramatists
will be included for purposes of comparative study. Conducted in
Spanish.

*227. **The Spanish American Novel.** (3-0). Credit, 3 hours. Em-
phasis will be placed on novels that present reliable interpretations of
Spanish-American life and that have the highest level of aesthetic
value. Both aesthetic and sociological factors will be stressed.

251. **Modern Spanish and Spanish-American Essays.** (3-0). Credit,
3 hours. This course involves a rather comprehensive survey of the
modern essay in Spain and Spanish America and an intensive study of some of the essays in Spanish and will emphasize student discussion relatively more than lectures.

261. Studies and Problems in Spanish and Spanish-American Literature of the Nineteenth and Twentieth Centuries. (3-0). Credit, 3 hours. The work of this course is designed primarily to encourage graduate students who would make a minor of Spanish in the pursuit of studies in keeping with individual interests and initiative. Because of the individualized nature of the studies, the course may be taken more than once for additional credit.
V. DIVISION OF HEALTH AND PHYSICAL EDUCATION

Professor Strahan
Associate Professors Smith, Jowers, Juel
Assistant Professors Gensberg, Parker, Gamble
Instructors McDonald, Karr, Stillman, Deupree

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

The major purpose of the division is to prepare teachers of health and physical education and coaches of athletics for the public schools; however, there are many other opportunities for those interested in this field. Opportunity for physical therapy is increasingly important; the field of testing and research is expanding rapidly; public health is receiving wider recognition, and there is an increasing need for camp counselors and recreation leaders.

A course in physical education activities is required of all students enrolled in the college for the first four semesters of residence work. The following students may, however, at their discretion, substitute credit earned in other courses for that which they would be expected normally to attain in physical education activities: (a) students twenty-three years of age or over at the time of their initial matriculation in the College, (b) married women with children, and (c) veterans. Persons who have served six months or less in the Armed Service will not be considered as exempt from the requirement. Further, the exemptions do not apply to students who are taking a major or minor in health and physical education, who will be expected to meet in full the requirements in physical education activities called for under the respective curriculum under which they are enrolled. Sophomore students may defer activities for the Summer Terms, provided all work is completed to date.

All women students other than those taking a major or minor are expected to absolve Physical Education 1 sometime during their freshman year, and men students are expected normally to enroll for course 21. During the freshman and sophomore years a woman student must take a course in rhythmics, in an individual sport, and a team sport. The selection of the courses to be taken must be made with the consent of the department. A student may enroll in a course in Physical Education Activities during each semester that he is in residence and thus may offer toward graduation a total of eight hours of credit earned in such courses, provided that, unless he is making a major or minor of Physical Education, he may not receive credit for two such courses in the same semester.
Credit earned in Physical Education Activities 13 or 16 may not be used to absolve the 4-semester hour requirement in Physical Education Activities except with special approval.

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

Curriculum for Men. Men wishing to major in health and physical education may do so by enrolling under either the Curriculum for High School Teachers leading to the degree of Bachelor of Science in Education or under the curriculum leading to the degree of Bachelor of Arts with the inclusion of the courses required to qualify for a provisional high school certificate, with inclusion under the respective curriculum of a teaching minor and the following courses in Physical Education and related fields and the other subjects required for graduation, distributed as follows:

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

Sophomore Year: Biology 51, 52; Physical Education 53 and 54, Physical Education Activities 21, 22, provided that Government 61, 62 may be postponed until the junior year.

Junior Year: Physical Education 111, 112; Physical Education Activities (electives), two semester hours.

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

NOTE: For all-level certification, i.e., to teach Physical Education and Health Education in all grades of the public schools of Texas, the student must be able to exhibit at the time of graduation credit earned in one course in elementary education (Education 147 unless granted permission to substitute another course for it) and in Education 281, Directed Teaching in the Elementary Grades. They must be able to exhibit credit also earned in Physical Education 115.

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

Physical Education 41 or 42, 54, 101 or 191 or 192, 111, 113, 117, 251; Physical Education Activities, six semester hours.

Men enrolled under the curriculum for elementary teachers wishing to offer toward graduation a minor in physical education will be expected to absolve the following courses:
Physical Education 41, 42, 54, 113, 115, 251; Physical Education Activities, six semester hours.

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

**Curriculum for Women.** Women wishing to major in health and physical education may do so by enrolling under either the Curriculum for High School Teachers leading to the degree of Bachelor of Science in Education or under the curriculum leading to the degree of Bachelor of Arts with the inclusion of the courses required to qualify for a provisional high school certificate, with inclusion under the respective curriculum of a teaching minor and the following courses in Physical Education and related fields and the other subjects required for graduation, distributed as follows:

**Freshman Year:** English 11, 12; Speech 13; History 31, 32; Mathematics 11; Chemistry 43, 47; Health Education 24; Physical Education 45. A minimum of four physical education activity courses will be prescribed following a testing program and an interview.

**Sophomore Year:** Education 53, 67, English 61, 62; or 63, 64; or 67, 68; Government 61, 62; Biology 51, 52; Physical Education 55; a minimum of four physical education activity courses will be prescribed following a testing program and an interview.

**Junior Year:** Education 157, 163; Physical Education 109, 110, 115; 136, 137, 149; Health Education 138, 140; other subjects to make a total of 16 semester hours per semester.

**Senior Year:** Education, twelve semester hours of advanced work designed to meet the requirements of the desired certificate, including Education 229 and 6 hours of practice teaching; Physical Education 214, 251W; Health Education 148; other subjects, to make the total of 128 semester hours required for graduation.

Women wishing to prepare for a coaching career may elect to take advanced skill courses and the coaching courses in addition to the prescribed major or minor course outline.

**NOTE:** For all-level certification, i.e., to teach Physical Education and Health Education in all grades of the public schools of Texas, the student must be able to exhibit at the time of graduation credit earned in one course in elementary education (Education 147 unless granted permission to substitute another course for it) and in Education 281, Directed Teaching in the Elementary Grades.

Women enrolled under the curriculum for high school teachers wishing to offer toward graduation a minor in physical education will be expected to absolve the following courses, preferably in the sequence indicated:
Physical Education 109, 110, 136 (in the junior year); 149, and 214 (in the senior year); Health Education 24; four hours of physical education activities to be prescribed in each of the freshman and sophomore years).

Women making a major of speech or special education and wishing to minor in physical education will be expected to absolve the following courses, preferably in the sequence indicated:

Physical Education 137 (preceded by Biology 51, 52, or 61, 62), 147, and 115 or 124 (in the junior year), 214; Health Education 24, 175 (in the senior year); four hours of physical education activities to be prescribed in each of the freshman and sophomore years.

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

Physical Education 45, 115 (in the junior year), 149, 214 (in the senior year); Health Education 24, 175 (in the junior year); four hours of physical education activities to be prescribed in the freshman and sophomore years.

PHYSICAL EDUCATION ACTIVITY COURSES

1. Freshman Course in Physical Education for Women. (0-3). Credit, 1 hour. The course presents ten weeks of health orientation for college-living. The remainder of the course is devoted to study and participation in body mechanics and conditioning exercises. This course is to be taken during the freshman year.

2. Individual Sports. (0-3). Credit, 1 hour. Classes at the beginning level will be offered in the following sports: (a) archery and badminton, (b) bowling, (c) track and field activities, (d) tennis. A student may not repeat a sport.

3. Dual and Individual Sports for Women. (0-3). Credit, 1 hour. Highly organized team sports activities will be taught as follows: (a) beginning basketball, (b) advanced basketball, (c) fieldball and soccer, (d) field hockey, (e) volleyball and softball.

A student may not repeat a section of sport.

5. Special Activities in Tumbling and Trampolining. (0-3). Credit, 1 hour. Tumbling stunts and self-testing activities. The course includes participation in stunts and tumbling and trampolining. Emphasis on developing the physical conditioning of the students is stressed. Attention is given to the planning of programs.

6. Swimming. (0-3). Credit, 1 hour. A. Beginning swimming; B. Intermediate swimming; C. Advanced swimming. The American Red Cross progressive lessons are followed in swimming and diving. The course is offered in summers only.
7. **Folk and National Dancing.** (0-3). Credit, 1 hour. This course provides students opportunity to participate in a wide variety of folk and national dances from other lands. Students will gain knowledge of cultural background and characteristic costumes of the countries included. Progression will be from dances of a very simple technical nature to those requiring more in the way of grace, poise, beauty, and skill. (Open to Men and Women).

8. **Modern Dance I.** (0-3). Credit, 1 hour. This course presents the techniques and theory of fundamental body movements as used in dance. Students are given experience in dance composition. The course seeks to develop self-confidence, poise, grace, and ease of movement in individuals as well as a broad cultural background of dance as an art form. Note: A special section will be set aside for students majoring in drama and music.

9. **American Country and Square Dancing.** (0-3). Credit, 1 hour. The purpose of this course is to develop skills in the folk art of square dancing. Emphasis is placed on couple dances, mixers, contra-dances and those done in square formation. The theory and background of this dance form is stressed to develop an appreciation of it as an American Folk art. (Open to Men and Women).

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

11. **Recreational Games for Women.** (0-3). Credit, 1 hour. This course consists of recreational activities such as table tennis, shuffleboard, croquet, darts, table and box games. Opportunities for learning recreational activities which could be used in social recreation, in school, and on the playground.

12. **Golf.** (0-3). Credit, 1 hour. This course includes instruction in the various strokes and in golf rules and etiquette. At least once each week students will play golf on the municipal course, for which a small fee is charged. (Open to men and women).

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

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

21. **Required Activities for Men.** (0-3). Credit, 1 hour. Swimming, tennis, handball, volleyball, basketball, softball, boxing, tumbling and
touch football are taught throughout the year. Certain standards of achievement are required of all men in their first activities before being entitled to release from the requirements in physical education. Activities are run concurrently so that a student may learn an activity needed for completion of requirements, or if completed, he may choose another activity in which he may be more interested. (This course may be repeated).

21R. Restricted Activities for Men. (0-3). Credit, 1 hour. This course is designed for those men who have physical disabilities which prevent them from taking the regular course. After conferences with the health service, activities are prescribed which are within the range of the disability of the individual.

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

This course may be repeated.

23. Social Dance. (0-3). Credit, 1 hour. This course presents the techniques and background of such social forms of dance as the fox trot, waltz, swing, rumba and the tango. Poise and self-confidence are expected results of the development of skill in this dance form. Men students are eligible to enroll.

26. Modern Dance Club. (0-3). Credit, 1 hour. Eligibility for membership is determined on the basis of ability to perform and upon the consent of the director. Members of this organization are privileged to make concert performances both on the campus and off the campus.

29. Adapted Activities for Women. (0-3). Credit, 1 hour. This course is open to students upon the recommendation of the department or the college physician. The purpose of the course is to provide activities which will be of therapeutic value to each student.

PHYSICAL EDUCATION COURSES

41, 42. Teaching Physical Education Activities. (3-3). Credit, 3 hours. Method courses for men, the object of which is teaching the basic skills of the important activities of a school program. Course 41 deals with volleyball, handball, softball, touch football, soccer, and tumbling; 42 with boxing, wrestling, tennis, swimming, lead-up games, and calisthenics.

45. Camp Leadership. (1-4). Credit, 2 hours. This course is planned to meet the needs of those who are preparing for positions in summer camps. The work includes an extensive study of literature on camping, group discussion of camp problems, and actual participation in the various activities of camps. Each student will devote a portion of his
time to a specific camping problem, and those with similar problems will be encouraged to work together in small informal groups.

53. **Sports Officiating for Men.** (2-2). Credit, 3 hours. This course is designed to teach the rules of various sports with major emphasis on football, basketball, track and softball. Standard practices and techniques of officiating will be examined. Opportunities for practical demonstrations in rules knowledge and officiating procedure will be utilized.

54. **Accident Prevention and First Aid.** (3-0). Credit, 3 hours. A lecture and laboratory course designed to cover Home Accidents and Prevention and to fulfill requirements for an instructor's rating in first aid by the American Red Cross.

55. **The Theory and Practice of Officiating.** (1-3). Credit, 2 hours. Instruction and practice will be given in officiating badminton, tennis, basketball, and volleyball. National, state or intramural ratings may be earned. Opportunities are provided for experience in intramurals in college and tournaments in high school.

101. **Athletic Coaching.** (3-3). Credit, 3 hours. This is a course in the coaching of football, basketball, and track for students who would like to assist in these sports but who prefer to emphasize phases of physical education other than coaching. Methods of coaching are studied through lectures, demonstrations, practice, and reading of present day literature on the sports. Not open during the regular session to those who have taken or who plan to take 191 or 192, but open for credit in the summer session to men who have been coaching during the regular school year.

102. **Instructor's Course in Physical Education.** (3-0). Credit, 3 hours. A practice and theory course for instructors in tennis, baseball, tumbling, boxing and field games.

109, 110. **Theory and Techniques of Teaching and Coaching Sport Activities.** (3-3). Credit, 3 hours each. Study and presentation will be made of materials and sport activities which form the basic curriculum in physical education. Special emphasis will be made on teaching aids, sport equipment, class organization, control and management, and classification of students. Individual sport activities studied are archery, badminton, golf, tennis, track and field activities, tumbling and trampolining. Team sport studies are basketball, fieldball, hockey, soccer, softball, and volleyball. Prerequisite: Successful completion of the activity courses in the sport areas described above or the equivalent.

111. **Administration of Health Education.** (3-0). Credit, 3 hours. In this course, the complexities of administering and integrating a complete health education program are revealed and ways are studied through which the several phases may be coordinated. Some specific items are health examinations, daily observations, health handicaps, health rules and fallacies, weight and growth, and sanitary surveys. Several courses of study will be examined and evaluated.
113. Organization and Administration of Physical Education. (3-0). Credit, 3 hours. The scientific selection of activities for a public school program; the placement, time allotment, and the rotation of students on courts and fields; general and routine administration of the school program; facilities with which to conduct the program; general procedures and policies.

115. Content and Methods in Physical Education for Elementary Teachers. (3-3). Credit, 3 hours. This course, with Health Education 175, is designed to fulfill Texas Education Agency requirements in health and physical education for the classroom teacher. This course includes a study of the principles, content, methods, and program planning for physical education in the first six grades. A laboratory period provides opportunity for the student to acquire skill in teaching physical education to the elementary school child.

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

136. The course is designed to give a student with previous experience in the specified dance forms an opportunity to develop the techniques of effective teaching. The dance forms to be stressed are modern, social, square and folk. Completion of a regulation course in each of these forms is a prerequisite for the course.

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

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

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


161. Theory and Technique of Coaching Girls’ Tennis. (1-3). Credit, 2 hours. Intensive study and practice of the analysis of skills,
methods and techniques of coaching, presentation of team management, training program, methods of evaluation, techniques of scouting, ethics of coaching, organizing and conducting tournaments, and care and selection of equipment. Prerequisite: Permission of the department.

163. Theory and Technique of Coaching Girls' Basketball and Volleyball. (1-3). Credit, 2 hours. Intensive study and practice is made of the analysis of skills, methods and techniques of coaching, presentation of team management, training program, methods of evaluation, techniques of scouting, ethics of coaching, organizing and conducting tournaments, and care and selection of equipment. Prerequisite: Permission of the department.

183. Recreational Leadership. (2-2). Credit, 3 hours. This is essentially a course to prepare leaders for recreational enterprises both in the school and in the community. A study is made of the theories of play, the present-day trends in recreation, and the contribution of physical education to community recreation. Emphasis is placed on the co-ordination of recreational facilities, the content of programs for various groups in relation to age and interest, and the administration and evaluation of community recreation. When practicable, Sewell Park and the City Recreation are used as laboratories for this course.

191. Football Coaching. (3-3). Credit, 3 hours. Open to men who have been on a collegiate football squad for at least one full season prior to entering the course. Students must also take part in the regular football practice while enrolled in the course. In the classroom, a thorough study will be made of the phases of the game that pertain to coaching a team.

192. Basketball and Track Coaching. (3-3). Credit, 3 hours. Prior to entering this course, at least one collegiate season of participation in basketball, track or football is required. Regular practice will be required of all members of the class while enrolled in the course. In the classroom, a thorough study will be made of all phases of the sports that pertain to coaching basketball and track. A student eligible to take this course may substitute it for 101 if he so desires.

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

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

214. The Organization and Administration of the Physical Education Program for Girls. (3-0). Credit, 3 hours. The course covers practical problems in organizing and administering a physical education program
in grades one through twelve. Among the more important problems receiving attention are curriculum development, supervision of facilities, the extended program, program planning, routine administrative duties, and relationship with general education.

251. **Tests and Measurements in Health and Physical Education.** (3-0). Credit, 3 hours. A study will be made of tests in health, physical fitness, and skills. Practice will be given in statistical procedures useful to the physical educator and in the understanding of test results.

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

304. **Psychology for Motor Learning.** (3-0). Credit, 3 hours. Intensive study is made of the nature of the scientific method, theories of behavior development, learning and the acquisitions of motor skills, empirical principles of learning in relation to motor learning, and structural, physiological and other factors in relation to motor skill performance.

305. **Advanced Course in Tests and Measurements in Health and Physical Education.** (3-0). Credit, 3 hours. Intensive study is made of existing tests in health and physical education and of the methods of test construction. Laboratory experiences are provided.

306. **Seminar in the Philosophy and Principles of Physical Education.** (3-0). Credit, 3 hours. The studies of the principles and philosophy of physical education is based upon scientific and philosophical truths. Opportunity is given to survey social changes and implications to the physical education program.

321. **Workshop for Teachers of Physical Education.** (3-0). Credit, 3 hours. This workshop will deal with problems in physical education such as intramurals, curriculum, public relations, and athletics.

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

346. **Literature and Research in Health and Physical Education.** (3-0). Credit, 3 hours. This course contains directed reading and reports and discussions of the literature in the fields of health and physical education, a critical analysis of research techniques, and the location and securing of information, together with the steps necessary to the solution of research problems in this field.
347. **Problems in Health and Physical Education.** (Hours and credit are arranged.) This course follows Physical Education 346 and may be taken by a student who desires to work on a research problem. He gathers pertinent data and submits a report on the results of his research.

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

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

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

**HEALTH EDUCATION**

Those students wishing to minor in health and safety education will be expected to absolve the following courses, preferably in the sequence indicated: Physical Education 54; Health Education 138, 140, 148 (Health Education 175 for those students majoring in elementary education). The remaining courses, to make a total of 18 hours, should be selected from the following: Physical Education 111, 137, 147, Industrial Arts 118, and Education 210.

**HEALTH EDUCATION COURSES**

24. **First Aid.** (1-2). Credit, 1 hour. A lecture and laboratory course in First Aid Procedure. Opportunity is given for completion of requirements for the American Red Cross Standard and Advanced Certificates.

138. **Personal Hygiene.** (3-0). Credit, 3 hours. A fundamental course in principles and problems of healthful living as they apply today.

140. **Community Hygiene.** (2-0). Credit, 2 hours. A survey of the science of sanitation and its application to food, milk, and water sup-
ply. Study of environmental conditions in the community, home, school and the control of communicative diseases.

148. **Principles and Methods of Health Education.** (2-0). Credit, 2 hours. A study of the development of school health education. Instructional units for the secondary level will be developed, methods and materials explored, and problems will be discussed.

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

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

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

BUSINESS ADMINISTRATION

Professor Musgrave
Associate Professors Nichols, Cates, Erickson, Parr
Assistant Professor Howard
Instructors Devig, Whittenberg, Reese

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

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

Students specializing in business administration who do not plan to teach will qualify for the degree of Bachelor of Business Administration by following the curriculum outlined on page 7. Students who plan to become business teachers in high schools may follow this same curriculum provided they complete courses in Education required for a teacher's certificate. As a general rule, however, it is deemed advisable for students who plan to become business teachers to become candidates for the degree of Bachelor of Science in Education with a major in Business Administration distributed as indicated:

Freshman year: B.A. 21 (unless excused by the Head of the Department of Business Administration); 23 or 25 (not both); and at least one course selected from the following: 27, 31, 32, 43, 57; and provided the student must offer a minimum of three first-year courses in business administration; and, preferably, Mathematics 19.

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

Junior year: Business Administration 161, 162.

Senior year: Business Administration: 6 semester hours of advanced work elected with the advice and approval of the Head of the Department of Business Administration, and any additional courses needed to make a total of at least 30 hours of work in the subject.
Students who present one or more units in shorthand or stenography in partial fulfillment of admission requirements may not enroll for Business Administration 23 or 31 for credit. Such students should enroll for Business Administration 25 or 32, or with special permission, for 43. Similarly, students who present a full unit in typewriting in partial fulfillment of admission requirements may not enroll for Business Administration 23 for credit.

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

21. Introduction to Business. (3-0). Credit, 3 hours. A basic course in the fundamentals of business. The course is intended to give an overview of business and to develop an intelligent understanding of the realistic problems and practices of business. It includes a study of business organization and operation, business functions, and various areas of business.

23. Typewriting I. (3-3). Credit, 2 hours. This course is aimed at a mastery of the techniques of touch typewriting, including the attainment of a high degree of accuracy and reasonable speed. Students who present typewriting in partial fulfillment of entrance requirements may not register for this course for credit.

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

27. Office Practice. (3-0). Credit, 3 hours. Function of the office; office routines and systems; clerical procedures; filing; office machines; practical office problems.

31, 32. Shorthand. (3-2). Credit, 3 hours each. A detailed study of Gregg shorthand with special attention given to the structure of outlines, shorthand penmanship, and the reading of shorthand notes. In course 32, emphasis is placed up on dictation and transcription. The class meets five hours a week, two hours of which are devoted especially to remedial instruction.

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

43. Dictation. (3-2). Credit, 3 hours. In this course the student who has fairly mastered Gregg shorthand theory has an opportunity to increase his speed in taking dictation. A review of the principles necessary for speed building is given as preparation for the rapid dictation which follows.
Ordinarily this course will be offered in the fall semester only. Pre-requisite, 32 or equivalent. It is open by special permission to high school graduates who hold a credit in stenography.

57. Secretarial Training. (3-0). Credit, 3 hours. This course is designed to prepare the student for actual service as a commercial stenographer or a secretary. A thorough study of filing and indexing is included, and a series of practical problems is assigned.

This course presupposes an adequate knowledge of shorthand and typewriting.

61, 62. Elementary Accounting. (3-2). Credit, 4 hours each. The work of this course is planned to acquaint the student with the fundamental principles of constructive accounting. The course will include such topics as the balance sheet, the profit and loss statement, adjusting and closing entries, books of original entry, and the work sheet. Attention is given to the accounting problems of the three chief forms of organization of the present day—the single proprietorship, the partnership, and the corporation.

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

Credit may be obtained for 111 independent of 112.

Prerequisite, 61, 62.

133. Business Statistics. (3-0). Credit, 3 hours. A study of the collection, organization, and analysis of data relative to units of measurement; classification and presentation; averages, index numbers; and other similar data. Emphasis is placed upon the application of statistics to business problems.

143. Marketing. (3-0). Credit, 3 hours. This course is planned to give the student a thorough understanding of the principles of marketing, and presents the problems of marketing agricultural products, raw material, and manufactured goods. Special attention is given to retailing methods in department stores, chain stores, and mail order houses. As far as practicable, problems of marketing which concern the citizens of Texas will be included.

153. Business Communication. (3-0). Credit, 3 hours. A course designed to give practice in writing general correspondence of business and training in assembling and writing of business reports. Special emphasis is placed upon the sales letter for the purpose of acquiring not only correct technique in composition, but also the securing of some acquaintance with the principles of salesmanship and advertising. The letter of application will be included as a part of the general instruction and as practical personal help.
This course presupposes a fair knowledge of touch typing.

157. Salesmanship. (3-0). Credit, 3 hours. Fundamentals of personal salesmanship; procedures in the selling of goods and services; psychological factors in selling; the salesman in relation to his company, to the product or service sold, and to the prospective buyer; sales management.

161, 162. Business Law. (3-0). Credit, 3 hours each. The purpose of the course is to give the student an understanding of the laws governing the more familiar business transactions and relationships. Special attention is given to contracts. Attention is also given to the subjects of agencies, sales, negotiable instruments, insurance, partnerships, and corporations. The C. P. A. requirements in the field of business law are taken into consideration in this course.

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


235. Problems of Business Management. (3-0). Credit, 3 hours. A study of the basic problems involved in the successful management of a business enterprise which does not represent large amounts of invested capital. The course will include such phases as the following: Securing the necessary capital, location of the site, dealing with the public, buying, handling of inventories, selling, employment, etc.

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

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

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

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

Offered ordinarily in the summer session only. Open only to graduate students or to seniors by special permission.
333. **Problems in Business Administration.** (Hours and credit to be arranged). The student is here given the opportunity to work in the field of his special interest, particularly in the subjects of accounting, business law, marketing, statistics, finance, and insurance. The course will be conducted by conferences between the student and instructors concerned. Problems will be assigned to provide as early as possible for the needs of the individual student.

**HOME ECONOMICS**

Professor Jacks  
Associate Professor Coleman  
Assistant Professors Barnes, Little, Short

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

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

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

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

**COURSES IN HOME ECONOMICS**

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

12. **Buying and Management for Personal and Family Needs.** (3-0). Credit, 3 hours. With emphasis on clothing and textile consumer buying problems. Management of time, effort and money.

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

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

63. **Special Meal Planning and Food Preservation.** (3-2). Credit, 3 hours. Emphasis on (1) psychological, sociological, and aesthetic aspects of food and nutrition at different income levels; and (2) preservation and storage of food under different family situations.
67. *Pattern Study and Garment Construction.* (3-2). Credit, 3 hours. Study of commercial patterns; construction of foundation pattern; problems in clothing construction, including tailoring.

100. *Consumer Buying.* (3-2). Credit, 3 hours. Selection, use and care of consumer goods; evaluation of buying practices, advertising and labeling; study of available consumer services.

Offered in alternate even years.

103. *Preparation for Home and Family Life.* (3-0). Credit, 3 hours. A specific study of the elements of successful homemaking in the modern family with particular emphasis on responsibilities of family members in establishing a home, on preparation for parenthood, and on methods of incorporating units on family relationships in elementary and secondary school curriculums.

105. *Clothing for the Family.* (3-2). Credit, 3 hours. Selection, construction, renovation, and care of clothing for infants, pre-school, and elementary grade children, teen-agers, and adults in the family.

107. *New Trends in Textiles.* (3-2). Credit, 3 hours. Designed to give training in reviewing new textiles and their uses in household and family clothing; ready made garments for all members of the family; and in planning to incorporate these new learnings in the teaching of youth and adults.

109. *Home Improvement.* (3-2). Credit, 3 hours. Designed to give practical training in the skills necessary in planning, decorating, (including landscaping), furnishing, and remodelling and prolonging the life of houses and homemaking departments on the basis of family living.

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

113. *Applied Dress Design and Advanced Construction.* (3-2). Credit, 3 hours. Analysis of personality and figure differences; applications of design principles to costume planning and selection; advanced problems in clothing construction including draping; survey of history of costume.

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

Credit: (One or two semester hours.)
Offered in the summer only.
123. **Nutrition.** (3-2). Credit, 3 hours. Fundamentals of human nutrition with special attention given to improvement of eating habits among children; development of critical judgment with regard to food fads and quackery; scientific standards for meal planning and selection.

132. **Home Management.** (3-2). Credit, 3 hours. A study of management of time, energy and money in homemaking; selection, use and care of household equipment, furnishings and appliances in relation to family values; care and protection of family members.

133. **Home Management Residence.** (3-2). Credit, 3 hours. At least six weeks of supervised experience in application of principles of management in home residence. In lieu of residence in the home management house, married students maintaining a home in the community and mature experienced homemakers with the permission of the head of the department, may work on personal managerial problems under supervision.

137. **Child Development.** (3-2). Credit, 3 hours. Development of the total child and the responsibilities of family members in promoting this development; observation and participation in nursery school, parent education, and home visitation.

175. **Nutrition and Health.** (3-0). Credit, 3 hours. This course is designed to afford those enrolling for it an appreciation of the relationship of diet to physical, mental, and emotional health as well as to economic well-being and of the part that food plays in the progress of schools, communities, nations, and the world, with emphasis upon the essentials of an adequate diet, the functions of those essentials, and the nutritive properties of common food materials.

This course is open as an elective to all students of junior or senior rank except those enrolled under the curriculum leading to the degree of Bachelor of Science in Home Economics. It has special relevancy for those making a major of Elementary Education or Health and Physical Education.

209. **Food and Nutrition Problems.** (3-0). Credit, 3 hours. A review of recent research in foods and nutrition, a survey of current food and nutrition problems of families, and a study of methods of helping families increase their information and improve their skills in managing more effectively their food and nutrition problems.

250. **New Trends in Clothing Construction.** (3-2). Credit, 3 hours. Designed to give training in new techniques and skills in sewing and the unit method of clothing construction and in planning to incorporate these new learnings in the teaching of youth and adults.

**COURSES IN HOME ECONOMICS EDUCATION**

143. **Observation and Methods in Vocational Home Economics.** (3-2). Credit, 3 hours. (Prerequisite to student teaching.) Introduction to objectives and mechanics of teaching and of evaluating results; develop-
ment of illustrative materials; observation in school and community homemaking projects; formation of a workable philosophy of homemaking education.

193. **Methods and Problems in Teaching Homemaking.** (3-0). Credit, 3 hours. (Parallel with student teaching). Treatment of individual teaching problems relating to specific situations in the development of a functioning homemaking program in school and community.

213. **Evaluation in Home Economics.** (3-0). Credit, 3 hours. A study of the principles and techniques of evaluation; construction of new-type tests and other evaluation devices for use in measuring achievement in all phases of homemaking.

Offered in alternate even years.

217. **New Trends in Teaching Homemaking.** (3-0). Credit, 3 hours. Particular emphasis given to the teaching of family relations, child development, consumer buying, and home management.

219. **Homemaking for Out of School Youth and Adults.** (3-0). Credit, 3 hours. Designed primarily for students with teaching experience who wish to work under supervision on homemaking education for out of school youth or adults.

225. **Curriculum Development.** (3-0). Credit, 3 hours. Year-round programs of homemaking for different age groups, using materials developed under the direction of Home and Family Life Service of the Texas Education Agency.

Offered in alternate even years.

291, 292. **Student Teaching in Homemaking Education.** Credit, 6 hours. These courses provide opportunity for student teachers in home economics education to observe and participate in the total school program, and do student teaching in the homemaking department of the high school. During the student-teaching experience, the college student spends the full day for one-half semester or the equivalent of one-half day for an entire semester in the teaching center. If teaching is done off-campus, the student lives in the local community. Guidance in student teaching is a joint responsibility of both local supervisory homemaking teachers and college teacher-trainers.
INDUSTRIAL ARTS

Professors Bowers, Deck
Associate Professor Harris
Assistant Professor Ballard

The general objectives of the industrial arts department are:

1. To prepare industrial arts teachers for elementary, junior and senior high school teaching.

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

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

4. To provide service courses for other departments of the college. Students planning to major in industrial arts will be expected to enroll under the curriculum leading to the degree of Bachelor of Science in Industrial Arts found on page 75.

A student wishing to make a minor of industrial arts will be expected to complete a total of 24 semester hours of work in the field represented by the following courses: Industrial Arts 17, 21, 117, 127, and sufficient electives selected through conference with the director of the department to total 24 semester hours including 12 of advanced work.

13. Drawing I. (3-3). Credit, 3 hours. The purpose of this course is to provide industrial arts, pre-engineering, and other students electing the course primary information and laboratory experience in drafting. Tools and techniques utilized in the preparation of various working drawings for use in industry and business are emphasized. Assignments include lettering, geometric construction, sketching, lines and symbols, orthographic, isometric, perspective, oblique, and cabinet drawings, measuring and dimensioning. Special problems are introduced to afford practice in shop sketching, reading orthographic drawings, and preparing required working drawings for wood, metal, electrical, aircraft, piping, and machine tool industries. Maximum material charge: $3.00.

NOTE: Sections of this course designed as drawing for engineers are scheduled as Industrial Arts 13en. The sections thus identified require 6 instead of 3 hours of laboratory work per week.

15. Drawing II. (3-3). Credit, 3 hours. This course is a continuation of Drawing I. Students are afforded opportunity to gain additional experience in the preparation of working drawings representative of basic industrial activities. Essentials of industrial arts design are studied
and applications of these principles are made in special problems selected by students and teachers. Maximum material charge: $3.00.

17. **Woods I.** (3-3). Credit, 3 hours. Furniture and other smaller objectives selected to be made in the course will afford practice in all the hand tool operations used in bench woodwork. A study of the growth and structure of the tree, kinds of wood and their properties, use and care of hand tools, and the art of finishing will be stressed. Maximum material charge: $5.00.

19. **Descriptive Geometry.** (3-6). Credit, 3 hours. Principles of descriptive geometry and their applications to problems of engineering and architecture. Includes auxiliary views, developments, intersections, double-curved and warped surfaces in addition to point, line, and plane problems. Maximum material charge: $4.00.

21. **Metals I.** (3-3). Credit, 3 hours. This is an introductory course in metals. Emphasis is given to study and discussions of common metals utilized by industry. Students will complete laboratory work involving the basic processes of oxy-acetylene, arc and heliarc welding, forging, founding, metal spinning, ornamental iron, and foundry. Maximum material charge: $5.00.

33. **Photography I.** (2-2). Credit, 2 hours. The use of modern camera equipment; essentials of photographic composition; the procedure of making pictures from exposed sensitive materials to the finished print by demonstration and experience. This course is open to all students and is basic for advanced courses in this field. Maximum material charge: $6.00.

53. **Photography II.** (2-2). Credit, 2 hours. A continuation of Photography I with emphasis on the chemistry of photography and enlarging technique. This course with the prerequisite is designed to develop sound darkroom practice, a familiarity with cameras and lenses, an understanding of lighting and a knowledge of essential characteristics of photographic materials. Maximum material charge: $6.00.

65. **Printing I.** (3-3). Credit, 3 hours. This course is designed to give the student an introduction to the printing industries, and composition, proof reading, make-up, press work, together with other processes involved in letterpress printing are studied. Students are introduced to offset printing methods, silk screen work, and bookbinding. Individual projects and school projects are completed. Maximum material charge: $4.00.

75. **Woods II.** (3-3). Credit, 3 hours. The course emphasizes the use, maintenance, and repair of woodworking machinery. Detailed studies, demonstrations, and reports made in connection with each piece of equipment. Safeguards for guidance in machine operation are stressed. Additional emphasis is placed on proper finishing techniques. Visits to factories and stores are planned. Students construct suitable advanced projects. Maximum material charge: $10.00.
79. Metals II. (4-4). Credit, 4 hours. This course introduces the student to machine shop practice. Lectures and demonstrations center around the various operations done at the lathe, the drill press, and the shaper. Students observe certain procedures in milling machine work. Precision tools and measurement techniques are demonstrated. Related technical information is given through lectures and student reports. Visits are made to industries to observe production techniques. Maximum material charge: $5.00.

87. Electricity and Radio. (3-3). Credit, 3 hours. This course will deal with the fundamental principles of electricity as applied in the fields of communication, lighting, heating, testing, transmission, and generation. It will also deal with the principles of radio as applied to reception and transmission, wiring, and simple testing procedures, and will afford practice in the reception and transmission of wireless code.

Open without prerequisite to students of sophomore rank and above.

90. Shop Practice for Engineering Students. (3-6). Credit, 3 hours. This course is designed to furnish the engineering student with information and shop practice involving selected manufacturing processes. Content includes techniques of manufacturing articles of metal; pattern-making; foundry methods; principles of matching; fitting, assembling, and welding of manufactured machine parts. Maximum material charge: $5.00.

113. Laboratory of Industries. (3-3). Credit, 3 hours. This course is taught in a shop containing six different areas. It will provide prospective teachers with opportunity to gain additional knowledge about the operation, organization, and maintenance of the modern junior high school industrial arts shop. Students will complete projects typical of junior high school industrial arts activities. Opportunity will be given for the student to gain primary experiences in a variety of crafts hitherto unoffered in the courses planned for industrial arts teachers. Consideration will be given to practical problems in personnel organization, shop equipment, and fostering experimental and investigational projects within the interest and scope of junior high school students. Maximum material charge: $5.00.

115. Maintaining the Modern Home. (3-3). Credit, 3 hours. Lectures and laboratory work will deal with such areas as: upholstery, painting and refinishing, care and simple maintenance of household appliances, and miscellaneous aspects of home operation and care.

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

117. Principles and Practices in Industrial Arts Teaching. (3-0). Credit, 3 hours. A study of contemporary philosophies and procedures in industrial arts education including a careful study of the program outlined for use in the secondary schools of Texas. Inspection visits are made to schools to observe the program in action. Students develop source units for laboratory areas. Maximum material charge: $2.00.
118. **Driver Education.** (3-3). Credit, 3 hours. This course is designed to help students become aware of traffic problems, determine limitations of drivers, develop positive driver attitude, study traffic laws and regulations, develop or improve driving skills, and train teachers in driver training. Laboratory fee: $10.00.

119. **Electricity II.** (3-3). Credit, 3 hours. This course is designed to give the prospective industrial arts teacher opportunity to develop additional knowledge and skill in the content recognized as applicable to industrial arts laboratories. Some attention will be given to an interpretation and exploration of the specific role of electricity with reference to the field of aeronautics, communication, and transportation.

121. **Metals III.** (3-3). Credit, 3 hours. This course affords the student opportunity to continue the study and use of machine shop equipment. Lectures and demonstrations are given relative to advanced operations for lathe and shaper. Emphasis is given to milling machine procedures and grinding techniques. Proper maintenance of tools and equipment including the sharpening of mill cutters is included. Students complete projects that build up skills in machine work and further knowledge of machine metalwork. Maximum material charge: $5.00.

125. **Metals IV.** (3-3). Credit, 3 hours. This course provides advanced experiences in metalwork including advanced experiences such as art metal, sheetmetal, foundry, and heat treating. Students work on individual basis. Maximum material charge: $5.00.

127. **Laboratory Planning and Equipment Election.** (3-0). Credit, 3 hours. This course is designed to give prospective teachers practice in planning, equipping, and organizing the school laboratory. Principles of planning and equipment selection are discussed. A check sheet for appraising school shops is developed and used in connection with visits to school laboratories. Students develop plans, equipment and tool lists. Source of supplies and proper nomenclature for requisitioning are discussed. Maximum material charge: $2.00.

133. **Woods III.** (3-3). Credit, 3 hours. This course provides opportunity for the student to develop additional skill in furniture and cabinet making. Lectures and demonstrations will include new materials available for use in woodwork, elements of upholstery, and trends in modern furniture design. Factories and stores will be visited. Students will complete a research paper on some phase of the wood industries. Maximum material charge: $15.00.

135. **Drawing III.** (3-3). Credit, 3 hours. This course provides study and laboratory experiences in architectural drafting and home planning. Consideration is given to selection of lot, exterior and interior design of the home, essentials of heating, lighting, ventilation, and legal aspects of home building. Complete plans for a cottage will be made by each student. Study will be made of various systems of house construction developed in the last decade as a partial solution to the American housing problem. Maximum material charge: $3.00.
159. Industrial Arts for Teachers of Elementary Grades. (3-3). Credit, 3 hours. This course is designed to afford elementary teachers an opportunity to gain experience in the use of tools, materials, and projects adapted to the manual skills of the elementary child, and thus to qualify them to make a practical, inexpensive addition to the activity center of an elementary school room. Maximum material charge: $2.00.

Open without prerequisite to students of junior rank and above.

165. Printing II. (3-3). Credit, 3 hours. This course gives the student opportunity to develop additional skill in letterpress, planographic, and Intaglio printing. Photo-engraving, plate-making, engraving, and lithography are studied. Advanced projects in printing are selected on an individual basis. Maximum material charge: $4.00.

175. Problems in the Graphic Arts. (3-3). Credit, 3 hours. A course designed to meet the needs of teachers who plan to add a unit in graphic arts to their present industrial arts activities. This course also will serve students who wish to develop abilities in some specific phase of the graphic arts for its application in such fields as journalism, art, or business.

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

210. Safety Education. (3-0). Credit, 3 hours. This course will deal with education for safety in the home, in the school building, on the playground, in industry, on the farm, on the highway, in recreation and in play; liability and responsibility; first-aid.

223. Problems in Industrial Arts. (3-0). Credit, 3 hours. This course affords graduate students opportunity to do additional research in industrial arts. The course is offered by conference. Students are allowed to choose a problem based upon individual needs and interests. Professional, technical and industrial problems may be proposed for study. Maximum material charge: $2.00.

233. Modern Industries. (3-0). Credit, 3 hours. This course is designed to assist teachers of industrial arts with the problem of guiding high school students to sources of information relative to technical, social, and economic aspects of modern industries. Individual and group studies will be made. Results will be submitted in a form suitable for publication.

321. Industrial Methods and Production Technique. (3-0). Credit, 3 hours. This course will furnish industrial arts teachers with some selected information regarding the complicated structure of modern manufacturing methods and techniques. Students will gain some insight into enlightened industrial practices. Selected examples will be studied by individuals with a view toward identifying the technology of a specific
industry and analyzing its methods so that basic principles of production and selected techniques may be brought to students in the typical school situation.

**322. Housing and Industrial Arts.** (3-0). Credit, 3 hours. A study of policies and practices in the construction and allied industries and their relationships to the production of housing. The development of teaching materials dealing with selected aspects of housing as a community, family, and individual problem. The determination of housing studies within the framework of industrial arts. Identification of areas of investigation where cooperative work with other teachers may be developed. Utilization of community resources. Socio-economic considerations.

**330. Evolution of the Industrial Arts Concept.** (3-0). Credit, 3 hours. A graduate course designed to afford teachers in service and advanced students an opportunity to gain appreciation and understanding of the origins and development of Industrial Arts as an area in our present school system.

**333. Technical Problems in Industrial Arts.** (3-3). Credit, 3 hours. This course is planned for the industrial arts teacher in the field who needs to become acquainted with newer developments within the many areas of the industrial arts curriculum and for the graduate student who desires to strengthen certain experiences initiated in undergraduate courses. Plans will be developed upon an individual basis. Results will be submitted in a form suitable for publication. Maximum material charge: $5.00.

**340. Workshop in Industrial Arts.** (3-0). Credit, 3 hours. This course has been planned to afford experienced Industrial Arts teachers with an opportunity to work on professional and curriculum problems directly related to their positions and interests. Work may be accomplished on an individual basis, but reports, discussions, and jury appraisal will be characteristic of group studies. Findings will be reported in a professional manner. Graduate students with no experience who are planning to complete the requirements for the master's degree may be admitted to the course through conference with the director of the department.

**LIBRARY SCIENCES**

Professor Jackson

Library science is offered in this college for the following purposes: (1) to familiarize students with the fundamentals of standard library practice so as to aid them in their other college work, and (2) to train teacher-librarians for librarianship in a school library. Problems are studied which place emphasis on the practical side of the technical library processes. High school library work is stressed, although a limited time is spent on elementary and junior high school libraries.
113. **Administration of School Libraries.** (3-3). Credit, 3 hours. A study of the functions of the school library; the elements of library organization and administration, including budgeting, ordering, accessioning, accounting and circulation systems; administrative problems of the school library, library personnel, standards, equipment and housing, book binding and repair. Special problems in the use of books and libraries, history of libraries, and the development of the school library in America.

117. **Cataloging and Classification.** (3-3). Credit, 3 hours. Principles of cataloging and classification of library books; detailed study of Dewey Decimal classification system. Special topics included are the unit card system; author, title and subject cataloging and self listing. A model catalog is prepared, hence a knowledge of typing is advantageous.

123. **Reference and Bibliography.** (3-0). Credit, 3 hours. Designed to give the student a working acquaintance with the various types of reference materials such as encyclopedias, dictionaries, periodical indexes, bibliographies, atlases, and the use of the vertical file. The class period is devoted to lectures and to problems based on the books studied.

127. **Book Selection.** (3-0). Credit, 3 hours. A study of book selection standards and criteria and their application in appraising books of non-fiction and fiction. Careful examination of standard selection aids, including trade lists and bibliographies. Outstanding books are read and book reports, reviews, and annotations are made.

135. **Reading Materials in the Elementary Grades.** (3-0). Credit, 3 hours. See English 135.

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

BIOLOGY

Professors Norris, Gary
Assistant Professors Davis, Edwards
Instructors Emery, Amis

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

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

An undergraduate major in biology consists of twenty-six (26) hours of work represented normally by the following courses: Biology 11, 12; 61, 62; and any of the following courses: 111, 112; 113, 114; 115, 119; 221, 222, 231, 232. A student majoring in biology must absolve sixteen (16) hours of chemistry (Chemistry 11, 12; 111, 112); eight (8) hours of Physics (Physics 11, 12); and six (6) hours of mathematics (Mathematics 11, 13). A teaching major is also expected to absolve General Science 200. It is suggested that students who anticipate immediate graduate work in science refrain from absolving Biology 221, 222; and Biology 231, 232 on the undergraduate level.

Pre-medical students and others will, with proper authority, be permitted to make such modifications in the foregoing program as may be dictated by their eventual professional requirements.

11, 12. General Biology. (3-3). Credit, 3 hours each. A general course dealing with the principles of biology including considerable study of the structure and function of plant and animal life. Biology 11 is primarily concerned with the study of biological principles and botany. The anatomy and physiology of the plant groups are studied in the laboratory as are biological principles.

Biology 12 includes the study of the animal kingdom, human organ systems, and heredity. Examples of the various animal groups and the dissection of the frog are studied in the laboratory.
13. **Elementary Physiology.** (3-3). Credit, 3 hours. This course includes a study of the human skeletal, respiratory, circulatory, digestive, and endocrine systems as well as principles of metabolism and nutrition. Designed for Home Economics majors.

Credit in this course must be validated by completion of Biology 63.

51, 52. **Physiology and Anatomy.** (2-3). Credit, 3 hours each. A course in human physiology and anatomy intended primarily for students making a major or minor in health and physical education.

Lectures, two hours; laboratory, three hours.

57. **Introduction to Human Biology and Development.** (3-3). Credit, 3 hours. The major concepts dealing with the nature of life, human reproduction, development and heredity as related to educational problems.

This course is intended primarily for students enrolled in the curriculum for elementary teachers, of whom it is required.

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

A year of chemistry or biology should be completed prior to registering for this course.

63. **Physiology and Hygiene.** (3-4). Credit, 4 hours. This course includes a study of the human muscular, nervous, and reproductive systems, and elementary inheritance patterns. A survey of bacteria, yeasts, and molds is included. Designed for Home Economics majors.

101. **The History and Philosophy of Science.** (3-0). Credit, 3 hours. A course which treats the literature devoted to records of the life and times of the outstanding philosophers in the fields of science. The course is designed to create an appreciation of the philosophy of science, the value of the scientific method, and the part science has had in the evolution of human institutions.

This course is not designed primarily for science majors. It is open to any student with one year of science and at least junior standing.

111, 112. **Histology and Embryology.** (3-6). Credit, 4 hours. The first semester is primarily a laboratory course in microtechnique and histology. The second semester deals with the early phases of comparative embryology; the development of the amphioxus, frog, chick and mammal. It is urged that Chemistry 111, 112 be completed or taken concurrently with this course.

Either half of this course may be elected for three semester hours of credit independent of the other.
113. **Bacteriology.** (2-6). Credit, 3 hours. Principles of bacteriology; morphology, physiology, and taxonomy of representative groups of non-pathogenic bacteria. Laboratory methods are stressed and detailed studies are made of pure cultures. Laboratory analysis is made of water, soil, and milk. A brief preview of food bacteriology, public health services, and immunization is included. It is advisable that some chemistry be completed, preferably some organic chemistry, prior to registering for this course.

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

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

115. **Genetics.** (3-3). Credit, 3 hours. The course embraces a study of plant and animal genetics. The subject matter deals with inheritance patterns in domestic plants and animals and in the human family.

Breeding experiments are conducted in the laboratory utilizing Drosophilia to illustrate principles of heredity.

The course is presented to meet the needs of students of biology, agriculture, and general education.

119. **Comparative Vertebrate Anatomy.** (3-6). Credit, 4 hours. This course embraces a study of the comparative structural evolvement of the vertebrate body.

The laboratory work consists of dissection and study of Amphioxus, Lamprey, Dogfish, Necturus, a reptile, a bird and/or a mammal.

This course is designed to suit the needs of biology majors and minors, pre-medical and pre-dental students. Pre-laboratory technicians and pre-nurses may find this course desirable.

163. **Advanced Human Physiology.** (3-3). Credit, 3 hours. This course places emphasis on the skeletal and muscular systems and goes further into certain selected aspects of the circulatory, respiratory, digestive, and nervous systems.

The laboratory includes a study of human anatomy (stressing the above systems) and various experiments and measurements relating to these systems.

This course is designed specifically to meet the needs of physical education majors or minors.

*221, *222. **Ecology.** (3-3). Credit, 3 hours each. The class work involves a study of the basic principles of ecology while the laboratory gives the student an opportunity to study the natural history of the plants and animals of central Texas under field conditions. The location of the Federal Fish Hatchery, the State Fish Hatchery, and the great natural springs of this area having a uniform temperature throughout the year
furnishes the College with an unusual outdoor laboratory for the study of fresh water biology at the very edge of the campus. Moreover, the semi-desert conditions prevailing in the hills to the north of the springs, and the fertile valley of the San Marcos River to the south furnish wide opportunity for the study of plant and animal ecology.

Either half of this course may be elected for three semester hours of credit independent of the other.

*231, *232. General Physiology. (3-3). Credit, 3 hours each. Biology 231 considers principles basic to cell physiology (colloidal systems, surface phenomena, osmotic pressure, permeability, etc.) and culminates in a discussion of protoplasm. Biology 232 is partially devoted to methods applicable in general physiological investigations and selected topics (frequently including some intermediary metabolism).

Either half of this course may be elected for three semester hours of credit independent of the other.

251. Nature Study. (3-3). Credit, 3 hours. Planned for elementary teachers who wish to use nature materials in the teaching of elementary science. The use of the local environmental resources is stressed. This course includes the study of birds, insects, trees, flowers, and elementary astronomy.

310. Problems in the Biological Sciences. Credit, 3 or 6 hours. This course is open to graduate students on an individual basis at any time by arrangement with the faculty member concerned. This course may not be taken by students who will do Biology 399.

399. Thesis. Credit, 6 hours.

CHEMISTRY

Professor Key
Associate Professors Harding, Parks
Instructor Hopson

It is the aim of the chemistry department to give the student fundamental training in Chemistry in order that he will be prepared for teaching, the study of medicine, dentistry, engineering, and for employment in the field of industrial chemistry.

A teaching major in Chemistry consists of Chemistry 11, 12, 61, 62, 111, 112, and six semester hours of advanced work additional elected with the advice and approval of the head of the Department of Chemistry, and, in addition thereto, Biology 11, 12 or 61, 62; Physics 11, 12; six semester hours of Mathematics, and General Science 200.

A non-teaching major in Chemistry consists of Chemistry 11, 12, 61, 62, 111, 112, 211, 212. A student majoring in the subject will be expected also to absolve courses in Mathematics extending through the Calculus. Minors in the other sciences should be absolved.
11, 12. **General Chemistry.** (3-4). Credit, 4 hours each. The fundamentals of general chemistry are studied. The year's work includes a simplified presentation of the general theories of chemistry; and the preparation, properties, and uses of the more common elements and some of their compounds. A part of the second semester is devoted to general qualitative analysis and to the study of carbon compounds.

13. **Chemistry for Students of Home Economics.** (3-3). Credit, 4 hours. This course is designed to cover the fundamental principles of inorganic chemistry considered to be most helpful in homemaking and in the study and teaching of home economics. Home applications are stressed.

Credit in this course must be validated by completion of Chemistry 77.

43, 47. **Chemistry for Students of Physical Education.** (3-2). Credit, 3 hours each. Chemistry 43 is designed to cover those fundamental principles of inorganic and organic chemistry needed for the understanding of the chemistry of foods, muscles, blood, respiration, urine, hormones and other selected topics considered in Chemistry 47. Chemistry 43 may not be taken for credit by those who previously have absolved Chemistry 11, 12.

61, 62. **Quantitative Analysis.** (3-8). Credit, 4 hours each. The first semester is devoted to general theory of volumetric analysis and practice in acidimetry, precipitation, oxidation-reduction titrations, and determination of nitrogen by Kjeldahl method.

The second semester is given to the theory and practice of iodimetry, general precipitation analysis, separation analysis of brass or limestone, and colorimetry.

77. **Physiological and Food Chemistry.** (3-3). Credit, 4 hours. The aim of this course is to acquaint the student with the chemistry of foods and their physiological functions.

111, 112. **Organic Chemistry.** (3-4). Credit, 4 hours each. The general principles, theories, reactions, synthesis and preparations of elementary organic chemistry are presented. Special emphasis is laid on the classification, characteristics and structures of compounds. Laboratory work offers opportunity to study many typical reactions and to learn techniques of value in industrial chemistry. Premedical requirements are met in this course.

211, 212. **Physical Chemistry.** (3-3). Credit, 3 hours each. The work of the first semester constitutes a study of the theory of gases, liquids, and solids; properties of solution, colloids, elementary principles of thermodynamics and thermochemistry. In the second semester, a study is made of equilibria, chemical kinetics, phase rule, electrochemistry and quantum mechanics.

223. **Qualitative Analysis.** (3-4). Credit, 3 hours. This is an advanced course in organic analysis. The work of the course consists of a
study of analysis and detection of cations and anions with special emphasis on general analysis of ores, complex salts, alloys and commercial products. Experience is gained in the use of semi-micro technique.

225. Advanced Inorganic Chemistry. (3-0). Credit, 3 hours. This course includes the study of atomic structures and properties related to the structures, periodicity of properties, chemical bonding, transition elements, complex ions and coordination compounds, and an extension into non-aqueous systems of the concept of acids and bases.

227. Organic Preparation. (3-3). Credit, 3 hours. A study of and the application of the more important processes in organic synthesis is made. The purification of samples and the yields obtained is of importance. Procedures used and techniques acquired are of value to the student who desires to enter graduate work. Some time is given to glass blowing.

231, 232. Biochemistry. (3-2). Credit, 3 hours each. The first semester is devoted to a study of the chemistry of carbohydrates, lipids, proteins, vitamins and other cellular constituents; the second semester, to a study of digestion, absorption, intermediary metabolism and respiration. Emphasis is placed on the importance of enzymes in these processes.

The course is intended for students majoring in biology or chemistry and minoring in the other.

Prerequisite: Chemistry 111, 112 and six semester hours of biology.

313. Problems in Chemistry.

Credit: Six semester hours.

327. Qualitative Organic Analysis.

399. Thesis.

GENERAL SCIENCE

Professors Key, Gary

111, 112. Methods and Materials in Science for Teachers of the Elementary School. (3-2). Credit, 3 hours each semester. A laboratory course designed to acquaint prospective elementary teachers with materials and methods necessary for the teaching of fundamental concepts of science to children of elementary grades.

200. Teaching the Sciences. (3-0). Credit, 3 hours. This course, required of all students who are candidates for graduation with a teaching major in biology, chemistry, or physics, will stress the principles and methods of teaching the sciences in all levels in the public schools.
The courses offered by the mathematics department are specifically designed to meet the needs of the following classes of students:

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

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

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

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

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

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

A major in Mathematics consists of 30 semester hours of work represented by Mathematics 11, 13, 17, 63, 111, 112, 115 plus 9 semester hours of advanced work which, if Mathematics is to be a teaching major, must include Mathematics 203.

A teaching minor in Mathematics consists of 24 semester hours of work represented by Mathematics 11, 13, 17, 63, 111, 112, 115, 203; a non-teaching minor, of 21 semester hours of work represented by Mathematics 11, 13, 17, 63, 111, 112, 123.

Note: Plane Geometry and Solid Geometry, unless offered for entrance credit, are required of all pre-engineers, majors, and minors. If thus required, such students must enroll for Mathematics 11P instead of Mathematics 11 and for Mathematics 15, provided that the course in Solid Geometry must be in addition to those otherwise specified for a major or a minor, respectively.

A student may not use toward graduation more than nine semester hours of credit in courses in Mathematics of freshman rank, exclusive of the course in Solid Geometry, which may be additional.

Mathematics 115 must be taken before or parallel with Mathematics 203, and Mathematics 203 must be taken before or parallel with Education 291 if directed teaching is in mathematics.

A student who majors in mathematics is strongly urged to complete a minimum of 24 hours in physics and chemistry.

Note: First term Freshmen who plan to make a major of Mathematics or Physics or to enroll under the pre-engineering curriculum are advised to earn credit in Mathematics U5, 13, 17, in the summer session immediately preceding the regular session in which they plan to enroll.

11. **Algebra I**. (3-1). Credit, 3 hours. A course dealing with the fundamental notions of elementary algebra and the arithmetic necessary for a complete understanding thereof. This course is required as the first course in mathematics of all students enrolling for the subject except those excused by special permission of the head of the department.

Note: In the first semester of each year a variant of Mathematics 11 to be identified as Mathematics 11P to meet five times per week for 3 hours credit will be offered with inclusion of the elements of plane geometry for those students who have not earned entrance credit in the subject in high school.

13. **Algebra II**. (3-0). Credit, 3 hours. The content of this course consists of the consideration of the material usually included in a semester's course in college algebra. As it is recognized that the needs of students differ, the topics are presented in such a way as to make the course as flexible as possible. Considerable effort is devoted to the development of those essentially algebraic topics necessary for further successful work in mathematics.

15. **Solid Geometry**. (3-0). Credit, 3 hours. An elementary course in solid geometry which covers the following topics: properties of the plane, regular polyhedrons, prisms and cylinders, pyramids and cones, the sphere, and the traditional topics of the first course.

Prerequisite or parallel: 11 (preceded by high school credit in plane geometry) or 11P.

17. **Plane Trigonometry**. (3-0). Credit, 3 hours. The principles, derivation of formulae, and applications of plane trigonometry. This course consists of a study of the trigonometric functions, trigonometric identities, related angles, radian measure, graphs of the trigonometric functions, functions of multiple angles, logarithms, right triangles, oblique triangles, inverse trigonometric functions, complex numbers.

19. **Business Mathematics**. (3-0). Credit, 3 hours. A course designed for business administration students. A brief review of fundamental processes is followed by the study of simple and compound interest, the
problems of trade and cash discount, retailing, ownership and corporate securities, social security, personal and business insurance, property tax, home ownership and similar topics. Particular emphasis is placed on the technique of practical problem solving.

63. **Analytic Geometry.** (3-0). Credit, 3 hours. A first course in analytic geometry of two dimensions, covering the following general topics: the point, loci, the straight line, the circle, conics, tangents, transformation of coordinates, parametric equations, and polar coordinates.

Prerequisites: 13 and 17.

65. **Mathematics of Finance.** (3-0). Credit, 3 hours. The course presents an introduction to the mathematical principles of finance, including a study of simple and compound interest, discount, equations of payment, annuities, perpetuities, amortization, and sinking funds, depreciation, capitalization, and evaluation of bonds.

111, 112. **Differential and Integral Calculus.** (3-0). Credit, 3 hours. A first course in the differential and integral calculus. The process of integration is introduced early in the course, together with its application to the sciences. A wealth of theory, illustrative material, and applications are combined. The application of the calculus to the problems of natural science is especially stressed. While the applications of the calculus are not in any sense neglected, the course is sufficiently rigorous that the student of pure mathematics is enabled to secure a background which is entirely adequate for successful work in this field.

Mathematics 111 counts as advanced only if preceded by Mathematics 13, 17, 63, and 65. It must be preceded by Mathematics 63.

115. **Modern Geometry.** (3-0). Credit, 3 hours. This is a study in modern geometry with emphasis upon the triangle and circle. It deals with the body of geometric truth which students of mathematics ordinarily have no chance of learning. All students who expect to teach high school mathematics should enroll for the course.

119. **The Theory of Equations.** (3-0). Credit, 3 hours. This course is intended for students who have completed the first course in calculus. Complex numbers and elementary functions of the complex variable are stressed. Many problems are solved both graphically and analytically. Angles that cannot be trisected and regular polygons that cannot be inscribed by the methods of Euclidian geometry are included. The fundamental theorem of algebra is considered both from the geometric and algebraic standpoint.

Mathematics 119 counts as a senior course, 219, when preceded by six semester hours of advanced courses in Mathematics.

123. **Differential Equations.** (3-0). Credit, 3 hours. A study of the more common types of ordinary differential equations, especially those of the first and second orders, with emphasis on geometrical interpretations, and applications to geometry, elementary mechanics, and physics.
Prerequisite: Six hours of calculus.

Mathematics 123 counts as a senior course, 223, when preceded by six semester hours of advanced courses in mathematics.

127. **Elementary Mathematics from an Advanced Standpoint.** (3-0). Credit, 3 hours. This course presupposes six (6) hours of calculus. It is devised to give the student a comprehensive orientation in the field of pure and applied mathematics. The fundamental concepts of pure mathematics are vitalized by appealing to the student's space perception. The comprehension of the sum total of elementary mathematical science as a great connected whole is the unifying idea through this course.

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

133. **Analytical Mechanics.** (3-0). Credit, 3 hours. A course in technical mechanics which satisfies the requirements of engineering schools of a three semester hour course in Statics. Topics covered include: addition and resolution of vectors, equilibrium of a particle, equilibrium of a rigid body, equilibrium of framed structures, graphic statis, equilibrium of flexible cords, motion, motion of a particle, center of mass and moment of inertia, work, energy, fields of force and the Newton potential, motion of a system of particles, impulse and momentum, periodic motion.

Designed primarily for pre-engineers and physics students and open to others only by special permission of the chairman of the department.

Prerequisites: Physics 11, and credit or registration in Mathematics 112.

200. **Materials and Methods in Arithmetic for Elementary Teachers.** (3-0). Credit, 3 hours. A professionalized course dealing principally with the fundamental topics in arithmetic, designed primarily for those preparing to teach arithmetic in the elementary grades. The course affords a background for the meaningful teaching of the beginning number concepts and counting, and the fundamental processes and their applications in problem solving.

Prerequisite: Senior standing.

203. **Materials and Methods of Secondary Mathematics.** (3-0). Credit, 3 hours. A course designed primarily to assist the high school teacher in breaking down, analyzing, and presenting the operations and procedures of basic high school mathematics. The objectives, content, and development of the high school algebra, plane trigonometry, and plane geometry are considered.

Prerequisite: 111, 112, 115, or parallel.

209. **The Theory of Determinants.** (3-0). Credit, 3 hours. A study of the elements of the theory of matrices and determinants. The course includes the consideration of such topics as fundamental operations of
matrices, definition and properties of determinants, Cauchy and Laplace expansions, multiplication of determinants, application of determinants to solutions of systems of equations, application of determinants to geometry, determinants of special form, and Jacobians.

Prerequisite: Six semester hours of advanced courses in mathematics, or consent of instructor.

213. Advanced Calculus I. (3-0). Credit, 3 hours. A study of limits and continuity, derivatives, differentials, functions of several variables, partial differentiation, definite integrals, multiple integrals, and line integrals. A valuable course for those persons who intend to do further work in mathematical analysis, chemistry or physics, and for pre-engineers.

215. Advanced Calculus II. (3-0). Credit, 3 hours. A second course in advanced calculus consisting of the consideration of the following topics: infinite series, power series, application of power series, improper integrals, elliptic integrals, Beta and Gamma Functions, implicit functions, Fournier series, Jacobians, and similar topics. Materials will be adapted to the specific needs of the class.

216. Projective Geometry. (3-0). Credit, 3 hours. This course includes a study of the elementary processes of projection and section by the synthetic process. The following topics are included: The Elements and Primitive Forms, Principle of Duality, Perspectivity, Harmonic Sets, Theorems of Pascal and Brianchon, Projectivity Related Primitive Forms, Theory of Involution, Focal Properties of Conics, and Polarity.

Prospective teachers of geometry, engineers, and students of industrial arts will find this course both helpful and interesting.

Prerequisite: Six hours of advanced mathematics and the consent of the instructor.

217. Foundation of Geometry. (3-0). Credit, 3 hours. This course consists of a study of the elements of geometry, the axioms as arranged in groups, and a deduction from these axioms of the most important geometrical theorems. Particular attention is given to the theory of proportion, plane areas, and to the Theorems of Desargues and Pascal. An attempt is made to help students and teachers of geometry by increasing breadth of geometrical concepts and intuition of space while demonstrating the logical development of geometrical principles.

Prerequisite: Six hours of advanced mathematics.

225. Vector Analysis. (3-0). Credit, 3 hours. An introduction to vector analysis. A mathematical maturity on the part of the student which may be expected of one who has completed a first course in calculus is assumed. Applications of a wide and diverse nature are considered, with special emphasis on the applications to geometry and mechanics. The course is, however, mathematical in its treatment, and attempts to present in as simple a manner as possible the introduction to vector analysis which will lead naturally to its extension, Tensor Analysis.
273. **Theory of Functions of Real Variables.** (3-0). Credit, 3 hours. This course pre-supposes such knowledge as the student will have who has completed the usual undergraduate course in mathematics, including a year's course of calculus and preferably an elementary course in differential equations or a course of advanced calculus. The purpose of the course is to discuss those topics which will enable the student to obtain a better grasp of the fundamental concepts of the calculus of real variables and to learn something of the more recent developments of this branch of analysis.

Prerequisite: Consent of the instructor.

**PHYSICS**

Professor Rush
Instructor Spear

The courses offered by the Physics Department are designed primarily to meet the need of those students who are preparing to teach the subject in the high schools of Texas. The content of the courses also covers the requirements for students who are preparing for a study of medicine or dentistry, and those preparing to enter the various fields of engineering. Completion of a major in physics will give the student a good foundation for advanced courses in his graduate work.

Requirements for a major or a minor in physics:

Major: Twenty-eight (28) semester hours in physics. For a teaching major the student will be expected also to absolve General Science 200.

Minor: Eighteen (18) semester hours in mathematics, including six (6) hours in calculus.

Physics majors should choose elective courses from the fields of chemistry, biology, industrial arts, French and German.

11, 12. **General Physics.** (3-3). Credit, 4 hours each. Physics 11 includes a study of the mechanics of solids, liquids and gases and of heat; Physics 12, of magnetism and electricity, sound and light. Considerable emphasis is placed on the successful performance of laboratory experiments. Group demonstrations by the instructor and problem solving by the student are a part of this course.

63. **Light and Sound.** (3). Credit, 4 hours. In this course a theoretical and experimental study is made of the phenomena of light and sound. Application of light and sound to modern instruments are given attention. Special problems in spectroscopy and acoustics constitute a part of the course.

Prerequisites: Physics 11, 12 and Mathematics 13, 17.

67. **Magnetism and Electricity.** (3-3). Credit, 4 hours. This course makes a study of the laws governing the production, distribution and
uses of direct and alternating current. Emphasis is given to the accurate measurement of electrical quantities in the laboratory.

Prerequisites: Physics 11, 12 and Mathematics 13, 17.

113. **Heat and Mechanics.** (3-2). Credit, 3 hours. This course gives consideration to the classical and modern problems in these fields of physics. A study is made of selected topics of somewhat advanced nature in these branches.

117. **Modern Physics.** (3-0). Credit, 3 hours. This course deals with recent advances in physics. Modern theories concerning the structure of matter and various applications of electronic devices are considered. The classroom work is supplemented by collateral reading and reports from students.

133. **Analytical Mechanics.** (3-0). Credit, 3 hours. See Mathematics 133. Credit will not be given to the same student for Mathematics 133 and Physics 133.

Prerequisite: Physics 63, 67 and credit or registration in Mathematics 112.

145. **Electronic Circuits.** (3-0). Credit, 3 hours. The course covers selected topics in electrical and electronic circuits. Credit for or enrollment in the calculus is advisable as prerequisite.

161. **Mechanics.** (3-0). Credit, 3 hours. The course is designed to meet the needs of an approach to the field of mechanics in physics.

Prerequisite: Credit for 6 hours of the calculus. Credit for or enrollment in differential equations is desirable.
VOCATIONAL AGRICULTURE

Professors Buie, Gregg, Young
Associate Professor Elliott
Instructors Champagne, Pinkerton, Moore

The courses offered by the Department of Agriculture are designed to meet the current needs of farmers, ranchers, teachers of vocational agriculture, and other teachers of rural communities and small towns. Thus the department has for its main objectives: (1) to train teachers of vocational agriculture and other agricultural workers; (2) to assist in training other teachers for rural communities and small towns to have a deeper understanding and appreciation of the problems of farmers and ranchers; (3) to train men and women in the practical methods of farming and ranching in Southwest Texas; (4) to serve as a center to carry on activities of Future Farmers of America and 4-H Club members, e.g., livestock and poultry shows, judging contests, etc., (5) to provide technical information and agricultural leadership for farmers and ranchers; (6) to cooperate with all agricultural agencies in promoting more progressive methods of farming and ranching.

To graduate with a major in agriculture a student will be expected to enroll under the curriculum leading to the degree of Bachelor of Science in Vocational Agriculture.

COURSES IN AGRICULTURE

13. Field Crops. (2-2). Credit, 3 hours. This is a general survey of field crop production dealing with the importance of each crop and special cultural practices in growing them. The laboratory work affords the student an opportunity to handle and become acquainted with the various crops.

33. Farm Poultry. (2-2). Credit, 3 hours. A general course in poultry, including types, breeds, poultry houses and construction, breeding, feeding, incubation and brooding, culling, diseases and insects.

45. Animal Husbandry. (Formerly 65). (2-2). Credit, 3 hours. An introductory course designed to acquaint the students with the importance of the livestock industry. A study of the types and breeds; market classes and grades of such animals as beef cattle, swine, goats, horses, and sheep; attention will be given to breeding, judging, care and management.

61. Agrostology. (2-2). Credit, 3 hours. A study of grasses. Identification of the genera and species of economic importance in Texas will be stressed. Attention will be given to the economic value of the various grasses, their ecological significance, and to the distribution, propagation, and management of grasses.

67. Dairying. (2-2). Credit, 3 hours. A study of the dairy breeds, secretion of milk, composition of milk and milk products, cream
separation, butter making, sanitary methods of handling milk and its products. The care and management of the dairy herd and its relation to soil fertility.

73. Farm Shop. (3-3). Credit, 4 hours. Identification, selection, care, use, sharpening and fitting hand tools. Planning and calculating bills of materials for farm buildings and equipment; wood work, sheet metal, blacksmithing, pipefitting, concrete work, rope and leather work and painting.

75. Forage and Pasture Crops. (2-2). Credit, 3 hours. The study of leading cultivated grasses, legumes, soil crops, and silage crops as to establishment, seed production, production, harvesting, storage and uses. Special study will be given to the introduced grasses and legumes for range use and temporary pasture.

77. Vegetable Gardening and Small Fruits. (2-2). Credit, 3 hours. A study of the planning and management of the home garden, size, varieties, soil preparation, planting, cultivation, harvesting and control of diseases and insects. Attention will be given to quality, grading, and packing for market.

79. General Horticulture. (2-2). Credit, 3 hours. A survey of the general field of horticulture; a study of the principles and practices of propagation; a study of the growth and fruiting habits of horticultural plants; and the culture, harvesting, handling and utilization of fruits.

83. Introduction to Agricultural Economics. (3-0). Credit, 3 hours. The history, principles, practices, and problems of the agricultural economy.

111. Farm Power and Machinery. (1-4). Credit, 3 hours. Construction, operation, adjustment, and servicing of farm engines and tractors. Adaptability, selection, economic utilization, construction, operation, and adjustment of the principal tillage, planting, cultivation, harvesting, and feed processing machines.

115. Advanced Dairy Management. (2-2). Credit, 3 hours. The selection and registration of animals; breeding, feeding, testing and general care of dairy cows; management of commercial herds.

117. Farm Management. (3-0). Credit, 3 hours. The art and business of managing a farm. This will include the study of choosing suitable major and minor enterprises that will provide a profitable business; such as selecting a farm, using proper kinds and amounts of labor and capital, simple and accurate cultural organizations, agriculture experiment stations and extension service.

121. Range Management. (2-2). Credit, 3 hours. A course dealing with the practical problems met in managing native pastures and range lands. Attention will be given to determining range condition and proper stocking rates, methods of handling livestock on the range, range reseed.
ing, brush control and poisonous plants. The ecological and physiological response of range vegetation to grazing will be included.

123. **Advance Poultry Husbandry.** (2-2). Credit, 3 hours. A study of the special problems and skills in breeding, feeding, and housing poultry commercially. Special emphasis will be given to disease and pest control, including diagnosis, prevention and treatments, practice in blood testing, posting, caponizing, culling, and grading market birds and eggs.

125. **Feeds and Feeding.** (3-2). Credit, 4 hours. This course deals with the fundamentals of animal nutrition, with feeding livestock, composition and feeding values of feeds, feed requirements, digestion and assimilation. Mixing feeds and calculating balanced rations will be included.

Prerequisite: Junior standing in Agriculture, Chemistry 11, 12, Mathematics 11.

126. **Soil Science.** (2-2). Credit, 3 hours. A study of the fundamental principles of soil science to acquaint the student with some physical, chemical and biological properties of the soil.

Prerequisites: Chemistry 11, 12 and Junior standing in Agriculture.

127. **Soil Fertility and Fertilizers.** (2-2). Credit, 3 hours. A course for those desiring to study the principles underlying the maintenance of soil productivity. This course deals not only with those factors influencing the crop producing power of the soil, but also a study of the sources, nature and effects of various fertilizers on the plant and on the soil.

Prerequisite: Agriculture 126.

129. (Formerly 69). **Economic Entomology.** (2-2). Credit, 3 hours. A study of the most common insects of field crops, fruits, vegetables, and farm animals as to life history, method of attack, damage, means of combating; collection and mounts of insects will be made; insecticides will be mixed and applied for controlling insects.

131. **Animal Physiology and Hygiene.** (2-2). Credit, 3 hours. A consideration of physiology and anatomy essential to an understanding of the diseases of farm animals. The laboratory portion deals with livestock sanitation and the prevention, control, and eradication of diseases of farm animals.

145. **Advanced Animal Husbandry.** (2-2). Credit, 3 hours. This course includes problems in all phases of animal husbandry, pertaining to beef cattle, sheep, goats, swine, and horses.

151. **Marketing.** (3-0). Credit, 3 hours. This course consists of studying market demands of quality, types and grades; methods of packing, transporting and storing of farm products. Attention will be given to the marketing agencies and channels of distribution.
154. **Soil and Water Conservation.** (2-4). Credit, 4 hours. Principles of agronomic and engineering practices as applied to soil and water conservation, including elementary surveying, runoff, terrace and terrace outlet design and construction; proper cultural and tillage practices and related topics.

213. **Crop Improvement and Seed Production.** (2-2). Credit, 3 hours. A study of practical methods of crop improvement, seed production, curing, storing, cleaning, packing and distributing, and of seed certification. Visits are made to seed agencies and to well equipped seed farms.

Prerequisite: Biology 115 and Senior standing in Agriculture.

214. **Seminar in Animal Science.** (1-0). Credit, 1 hour. Important current developments in animal science and related topics. Review of current literature and presentation of papers on selected topics.

215. **Seminar in Plant Science.** (1-0). Credit, 1 hour. Important current developments in plant science and related topics. Review of current literature and presentation of papers on selected topics.

261. **Rural Electrification.** (2-2). Credit, 3 hours. This course includes the fundamentals of electric current generators and transmission, farm applications, electric heating, lighting and power, wiring motors, power rates, meter reading, safety rules and regulation.

310. **Conservation of Agricultural Resources.** (3-0). Credit, 3 hours. A study of resources as related to farm and community life. Emphasis will be placed upon the conservation of soil, native vegetation, water, wildlife, health, and food. Farm, community, and school safety will also be stressed. Research papers will be required on the organization and administration procedures or the methods and techniques used in conservation programs.

313. **Advanced Problems in Farm Crop Production.** (3-0). Credit, 3 hours. Intensive study of the latest research in the production and harvesting of crops. Also, there shall be a comparative study of the characteristics of the most recently recommended varieties of the chief farm crops grown in the State of Texas.

333. **Advanced Problems in Poultry.** (3-0). Credit, 3 hours. Intensive study of research in the newer principles and practices in the various specialized fields related to successful poultry production.

345. **Advances in Animal Husbandry.** (3-0). Credit, 3 hours. A comprehensive review of recent advances in research relating to the various phases of animal husbandry.

367. **Current Developments in Dairying.** (3-0). Credit, 3 hours. A comprehensive review of recent advances in research related to dairy production.
COURSES IN AGRICULTURAL EDUCATION

105. Introduction to Agricultural Education. (2-0). Credit, 2 hours. This course is designed to acquaint the student with the history, development, aims, and objectives of agricultural education. The methods and techniques of vocational guidance and their application are emphasized.

202. Supervised Farming Program. (2-0). Credit, 2 hours. This course includes a study of the aims, purposes, selection, and plans for a long-time supervised farming program. Emphasis is placed on the methods in keeping records and evaluating farming programs.

211. Special Teaching Aids and Resources. (3-0). Credit, 3 hours. This is a study of vocational agricultural equipment, shops, supplies, filing systems, and classroom facilities; of teaching materials and resources available to vocational agriculture teachers; of services and information available from the National F.F.A. Foundation, other agencies, institutions, business establishments, cooperatives and experiment stations; and of ways to use the press and radio as teaching aids. Emphasis is on the methods of effective use of these resources.

212. Program Planning. (2-0). Credit, 2 hours. This course includes the methods and techniques in making farm surveys, summer plans of work, plans for community service, plans for the organization and use of advisory councils, and long-time programs and annual teaching plans based on the needs of high school students, young farmers, and adult farmers in observation centers.

291, 292. Teaching Methods and Directed Teaching. Credit, 6 hours. These two courses constitute a six hour unit in planning for and teaching in approved high school departments of vocational agriculture. Prior planning and concurrent individual conferences are required. The two courses are scheduled during the first nine weeks of each semester to simulate the full itinerary of a vocational agriculture teacher.

320. Recent Trends in Teaching Vocational Agriculture. (3-0). Credit, 3 hours. Designed to give training in new techniques of teaching all-day Young-farmer and Adult-farmer classes. Emphasis will be placed on the research in these areas.

330. Administration and Supervision of Agricultural Education. (3-0). Credit, 3 hours. A study of the problems of organization, administration, and supervision of vocational education. Emphasis will be placed on vocational education in agriculture.

340. Methods of Organizing and Teaching Farm Mechanics. (3-0). Credit, 3 hours. This course is designed to aid teachers with farm problems such as making plans for vocational agriculture buildings, securing and arranging proper kinds of shop equipment, determining needs, making shop budgets and inventories. Special emphasis will be given to the development of instructional materials and methods of instruction.
350. **Young Farmer and Adult Farmer Classes.** (3-0). Credit, 3 hours. This course is designed to aid teachers in organizing and conducting classes of young farmers and adult farmers. Instructional techniques, materials, and supervision of farming programs will be stressed. Special emphasis will be given to problems of low income farm families.

365. **Research Problems in Agricultural Education.** (3-0). Credit, 3 hours. A study of the research in agricultural education to develop an understanding of the techniques used. Emphasis is placed on research which will improve instruction in vocational agriculture.

399. **Thesis.** Credit, 6 hours.
The Social Sciences, which include the specialized fields of economics, geography, government, sociology, and history, comprise an area of knowledge in which the relations between man and his physical and social environments are revealed. Study in these fields familiarizes the student with the main forces—economic, social, political, intellectual—which influence the individual and his society at any given moment in history, thus promoting an understanding of contemporary civilization. Equally important, the Social Sciences, by increasing the student's knowledge of past and present cultures, assist him in developing the balanced perspective necessary for intelligent judgment and action in an era of rapid change and conflict.

The division offers courses comprising majors designed for (1) teachers of the Social Sciences in the junior and senior high school, and (2) general college students in the specialized fields of the Social Sciences.

A major in the Social Sciences for teachers consists of not fewer than 42 nor more than 54 semester hours in the Social Sciences distributed as follows: History: 24 semester hours, including History 11, 12, and 31, 32; six hours chosen from History 111, 113, 123, 149, 151, 211; and six hours chosen from History 112, 115, 116, 118, 121, 133, 136, 138, 143, 147, 215, 223, 227; Government 61, 62, and electives, 12 hours in the Social Sciences other than History, including three hours in each of the following fields: Economics, Geography, Sociology.

Students enrolled under the curriculum for teachers will be expected to absolve History 233, teaching the Social Sciences in the Public Schools, in addition to the minimum requirements as outlined.

Candidates for the degree of Bachelor of Arts wishing to make a major in some one of the Social Sciences will be expected to absolve a total of 24 hours of work in a major field (inclusive of History 11, 12, 31, 32 if History be the major), and 18 hours of work in two additional fields of the Social Sciences, inclusive of Government 61, 62 and History 31, 32, if Government or History respectively do not constitute the field of the major, provided that the total amount of work in the Social Sciences offered toward graduation may not exceed 54 hours.

A teaching minor in the Social Sciences must include a minimum of 24 semester hours (six hours thereof advanced), including Government 61, 62, and at least 12 hours in History, including History 31, 32 or, preferably, History 11, 12 and 31, 32.
HISTORY

Professors Taylor, Elliott, Hahn, Pool
Associate Professor Craddock
Assistant Professor Seymour
Instructors Herzog, Conrad, Swinney

The history of man is a colorful and varied story which begins before the development of written records and continues through thousands of years to the present. One of the aims of history is to acquaint the student with major events and trends of the past, thus developing the historical perspective necessary for an intelligent approach to problems in the modern world. More important, the study of history encourages private reflection and stimulates intellectual inquiry, thereby aiding the student in achieving a wiser and more compassionate understanding of the world and the culture in which he lives.

11, 12. History of Western Civilization. (3-0). Credit, 3 hours each. A general survey course of Western civilization from earliest to contemporary times. The aims of the course are to present a balanced perspective of the origin and evolution of the social, economic, cultural, and political customs and institutions of the peoples of the West.

31, 32. History of the United States (3-0). Credit, 3 hours each. A general survey of the history of the United States from its settlement to the present, with emphasis on the colonial period, early national development, sectionalism and Civil War, and post-Civil War growth of the United States into world power and leadership.

61, 62. History of the United States Since 1492. (3-0). Credit, 3 hours each. A survey of the origins and evolution of the institutions and relations of the people of the United States.

A student may not receive credit for both History 31, 32 and the sophomore course in United States History, History 61, 62. Both History 31, 32 and History 61, 62 meet the Legislative requirement for six semester hours of American History.

71, 72. History of England. (3-0). Credit, 3 hours each. A survey of English history dealing with the developing of institutional and cultural life of the English people. Emphasis is placed on the constitution, foreign problems, and current domestic affairs.

111. History of Europe, 1871-1919. (3-0). Credit, 3 hours. A study of the background, the course, and the results of World War I. Emphasis is placed on imperialism, militarism, diplomatic alliances and rivalries, and the Paris peace settlements.

112. History of the United States, 1877-1920. (3-0). Credit, 3 hours. An examination of the development of big business, the growth of trusts and their regulation, the organization of labor, the problems of the farmer, urbanization, the United States as a world power, progressivism (political and social), and World War I.
113. **The Far East Since 1500.** (3-0). Credit, 3 hours. A study of the development and results of Western contacts with and interest in China, Japan, Korea, Eastern Siberia, Southeastern Asia, and the islands of the Western Pacific. The course includes the internal history of each of these countries in so far as is necessary for the understanding of international relations and of past and present national aims.

115. **Economic History of the United States.** (3-0). Credit, 3 hours. See Economics 115.

116. **Social and Intellectual History of the United States, 1607-1860.** (3-0). Credit, 3 hours. A historical view of the development of American culture, with emphasis on the influence of changing religious, aesthetic, political, social and philosophical (intellectual) ideas.

118. **Contemporary United States Since 1919.** (3-0). Credit, 3 hours. A broad survey of the social, political, and economic history of the period between the two great wars; an appraisal of the philosophy of inaction of the 1920's; a critical analysis of the New Deal; its theory, its technique, its legislative program, its foreign policy, and its achievement; a study of the involvement and participation of the United States in the global war, and post-war problems.

121. **History of Texas, 1820-1875.** (3-0). Credit, 3 hours. This course is designed to stimulate an interest in local history, and to give an appreciation of Texas as a cultural unit.

123. **The Near and the Middle East Since 1500.** (3-0). Credit, 3 hours. A study of the principal modern problems and contributions arising from India, Western Asia, Northeastern Africa, and the region of the Dardanelles and the Bosporus. The course directs attention to the peoples and institutions of these countries, old and new imperialism there, the great international Eastern Question in each area, and the rise of new nationalism, with accompanying new problems for the actions involved and for Western interests.

133. **The Constitution of the United States.** (3-0). Credit, 3 hours. See Government 133.

136. **Social and Intellectual History of the United States, 1860 to the Present.** (3-0). Credit, 3 hours. A study of the development of the United States after 1865, with emphasis on the social, political, economic, aesthetic, and philosophical (intellectual) ideas that have influenced contemporary American culture.

138. **Colonial North America and the Expansion of Western Europe.** (3-0). Credit, 3 hours. A study of the colonial period of American History with special reference to the voyages of discovery and conquest leading to the establishment of Spanish, French, Portuguese, and British colonial empires in the western hemisphere and Asia; the rival imperial systems of the 17th and 18th centuries; the wars for colonial supremacy; and the significant characteristics of the old British Empire with emphasis on the background to the American Revolution.
143. **Mexico and the Hispanic-American Borderlands.** (3-0). Credit, 3 hours. A survey of the pre-Columbian Indian cultures of meso-America; the Spanish conquest of Mexico and southwestern North America; the colonial background to the war of independence; the 19th century struggle between the federalists and the centralists; the rule of Díaz; the revolution of 1910; and the significant problems confronting contemporary Mexico.

147. **South American and the Carribean Islands.** (3-0). Credit, 3 hours. A study of the Spanish and Portuguese colonial empires in South America and the West Indies; the English interlopers in the Caribbean islands; the political, economic, social, and religious problems of the national period with special reference to Argentina, Brazil, and Andean republics, and the West Indies.

149. **Renaissance and Reformation.** (3-0). Credit, 3 hours. A study of the cultural, political, and economic changes that marked the transition from the Middle Ages in Europe to the modern period. Special attention is paid to the decline of the medieval church, the rise of the Protestant Reformation and the Catholic Counter-reformation.

151. **Medieval Civilization.** (3-0). Credit, 3 hours. A study of the development of the social, economic, cultural, and political institutions of Europe in the Middle Ages. An introduction to the ancient civilizations of the Mediterranean World is included.

*211. **History of Europe Since 1919.** (3-0). Credit, 3 hours. An examination of the rise of Communism, Fascism, and Nazism; the background of World War II; and the post-war problems of peace.

215. **Diplomatic History of the United States.** (3-0). Credit, 3 hours. A survey of the diplomatic history of the United States to the present time, with special reference to the development of foreign policies pertaining to neutrality, the Monroe Doctrine, Pan-Americanism, imperialism, World War I and II, the League of Nations, and the United Nations.

*223. **The Frontier in American History.** 3-0). Credit, 3 hours. The westward movement from the Appalachians to the Pacific; the Old Northwest; the Old Southwest; the Great Plains; the New Southwest; the Pacific Northwest; the exploration of the Far West; the fur trade transportation; the cattle industry; influence of the frontier on American life and institutions; the passing of the frontier.

233. **Teaching the Social Sciences in the Public Schools.** (3-0) Credit, 3 hours. This course is designed for prospective teachers of the social sciences in the public schools. Emphasis is placed upon an analysis of the content of the social science courses currently offered in the elementary and high schools of Texas, and the methods employed in instruction.

Required of all majors in the Social Sciences for teachers who have not had public school teaching experience. Offered only in the regular session in the spring semester or in the summer term.
311. **Selected Problems in European History.** (3-0). Credit, 3 hours. A seminar based upon selected topics, periods, or areas in the history of Europe since 1870. The investigations will be exercises in examining, criticizing, and utilizing primary and secondary source materials.

315. **Selected Problems in The Diplomatic History of The United States.** (3-0). Credit, 3 hours. A seminar based upon selected topics in the diplomatic history of the United States. Emphasis is placed upon the examination, evaluation, and utilization of primary and secondary source materials.

316. **Selected Problems in the Social and Intellectual History of The United States.** (3-0). Credit, 3 hours. A seminar based upon selected topics in the social and intellectual history of the United States. Emphasis is placed upon the examination, evaluation, and utilization of primary and secondary source materials.

319. **Selected Problems in the History of the Far, Near, and Middle East.** (3-0). Credit, 3 hours. A seminar based upon selected topics in the history of Japan, China, India, and the Middle and Near Eastern nations. Emphasis is placed upon the examination, evaluation, and utilization of primary and secondary source materials.

321. **Selected Problems in Texas History.** (3-0). Credit, 3 hours. A seminar based upon selected topics in the history of Texas. Emphasis is placed upon the examination, evaluation, and utilization of primary and secondary source materials.

323. **Selected Problems if the Frontier in American History.** (3-0). Credit, 3 hours. A seminar based upon selected topics in the history of the frontier in American development. Emphasis is placed upon the examination, evaluation, and utilization of primary and secondary source materials.

343. **Selected Problems in the History of Mexico and Latin America.** (3-0). Credit, 3 hours. A seminar based upon selected topics in the history of Mexico and the South American nations. Emphasis is placed upon the examination, evaluation, and utilization of primary and secondary source materials.

**ECONOMICS**

Professor Erickson

The courses offered in economics are designed to serve the following purposes: 1. To give the student an appreciation and understanding of our economic system which will assist him in becoming an intelligent citizen and a responsible member of the world community, one who can judge intelligently and participate effectively in public affairs. 2. To enable the student to satisfy and, at the same time, to stimulate further, his intellectual curiosity concerning economic life. 3. To provide knowledge and understanding of our business system (which will assist the student in attaining competence in his vocational life).
Economics 67 and Economics 73 constitute the basic course and should precede, except as indicated, all other courses in economics.

67. Principles of Economics. (3-0). Credit, 3 hours. An analysis of the institutional organization and functions of the American economy: an examination of elementary economic concepts and basic institutions of capitalism; the measurement and determination of national income; the nature and role of money and credit in modern society; the organization, control, and financing of business; the economic role of government; behavior of prices.

73. Economic Problems. (3-0). Economic Problems in the modern social order. Emphasis is given to problems of pricing and distribution of income, labor organization, international economic relations, economic growth and stabilization, and of economic changes as exemplified by the development of different economic systems.

103. Economic Geography. (3-0). Credit, 3 hours. See Geography 103.

111. Money and Banking. (3-0). Credit, 3 hours. Principles of money, banking and credit. The nature and functions of money; monetary and banking development in the United States; central banks; the Federal Reserve System and its operation; the control of credit; theories of the value of money, bimetallism, the gold standard, managed currency, and other monetary standards and systems.

112. Corporation Finance. (3-0). Credit, 3 hours. The financing of modern business enterprise. The nature and organization of the corporation and of other forms of business enterprise. Relations of corporations with banks and investment houses; underwriting; current and long-time financing; bonds and stocks; dividend policy; problems of promotion and expansion, of failure and reorganization. Social aspects of corporate enterprise.


115. Economic History of the United States. (3-0). Credit, 3 hours. Economic history of the United States from colonial times to the present. A study of the economic factor in our national life, the origin and development of our economic institutions. Emphasis is placed on the attempt to explain and understand our present economic problems by an analysis of their historical background and development.

117. Economic Organization of the Southwest. (3-0). Credit, 3 hours. A survey of the economic resources of the Southwest, with emphasis on
population and occupational characteristics, utilization of resources, development of industrial and financial structure, and problems of agriculture and inter-regional trade.

121. Contemporary Economic Problems. (3-0). Credit, 3 hours. A description of the basic economic institutions of American society, an introduction to economic reasoning, and an examination of the problems of economic growth, economic security and stability, agricultural prices, and conservation of natural resources. Open to students of junior standing.


133. Business Statistics. (3-0). Credit, 3 hours. See business Administration 133.

143. Marketing. (3-0). Credit, 3 hours. See Business Administration 143.

GEографY

Associate Professor Sterry

The purpose of courses offered in the Department of Geography is (1) to give specific aid to those preparing to teach geography or related social sciences; (2) to provide elements of cultural education for a better world understanding and hence develop world citizenship; (3) to assist in the motivation of reading for individual improvement.

13. Principles of Geography. (3-0). Credit, 3 hours. A course in the study of basic interrelations of human life and the natural environment. Emphasis is placed upon description and explanation of earth features, man's distribution upon the earth, and upon maps and other tools of geography.

This is the beginning course in geography.

103. Economic Geography. (3-0). Credit, 3 hours. An analysis of world distribution of fundamental occupations and commodities. Major producing and consuming areas are emphasized.
107. **Geography in Europe.** (3-0). Credit, 3 hours. A regional treatment of the continent with emphasis upon the cultural pattern in the various natural regions. The European role in the world affairs is noted.

108. **Hispanic-America.** (3-0). Credit, 3 hours. A study of the patterns of occupational adjustment in the various geographic regions of Latin-America. The distinctive role of each country in current world affairs will be noted.

109. **Anglo-America.** (3-0). Credit, 3 hours. A regional study of United States and Canada. Natural conditions, and the occupational and cultural pattern of the major geographical regions will be considered. Intergenral and international aspects of each will be given stress.

This course may be elected as a beginning course in geography.

113. **Natural Resource Use and Planning.** (3-0). Credit, 3 hours. A study of the problems involved in the use and conservation of our natural and agricultural resources.

124. **Political Geography and Geopolitics.** (3-0). Credit, 3 hours. See Government 124.

127. **Geography of Asia.** (3-0). Credit, 3 hours. A study of selected regions of the continent of Asia.

129. **Geography Field Trip.** (3-0 or 6-0). Credit, 3 hours or 6 hours. A first-hand study of geographic regions, historical sites, and population centers of North America. A comprehensive report of the trip is required of all students. Offered only during the summer terms as announced. The trips generally will be scheduled on alternate years to the West and to the East. Fees for the course will vary with the nature of the itinerary. The field trip portion of the course is normally about 3 weeks and carries 3-hours credit. By completing the remainder of the six weeks term in residence an additional 3-hours credit may be earned.

**GOVERNMENT**

Associate Professor Henderson  
Instructor DeShazo

Courses offered in the Department of Government are designed to provide a basic understanding of the principles and processes of government in order that the student may formulate opinions and reach decisions in such areas as citizenship, public affairs, and international relations.

A major or minor in government can be shaped to serve as vocational preparation for several fields, such as: (1) the teaching of political or social science; (2) preparation for entry into law school; (3) training for government service; (4) careers in journalism, radio, or television where political reporting is an important undertaking; and (5) preparation for a political career.
61. **Principles of American Government.** (3-0). Credit, 3 hours. A survey of the fundamental principles of political science; the origins and development of the American federal system of government; citizenship and civil rights; political parties and elections; the legislative process, both national and Texas; and the Constitution of the State of Texas. This course satisfies the legislative requirement of a course in the constitutions of the United States and Texas for teacher certification. Prerequisite: Sophomore standing.

62. **Functions of American Governments.** (3-0). Credit, 3 hours. A study of the executive and judicial branches of government, both national and Texas; foreign relations; American territories; and services and functions of government in the field of business, labor, agriculture, social welfare, and conservation. The functions examined are both national and state, with special reference to Texas. Prerequisite: Principles of American Government or equivalent.

107. **Parties and Party Politics.** (3-0). Credit, 3 hours. An intensive study of the American political party system, including its history and organization, suffrage, nominations and elections, campaigns; and the related areas of public opinion and pressure group activities.

115. **American Local Government.** (3-0). Credit, 3 hours. In this course a study is made of both county and municipal government and administration, with special attention to the principles, practices, and relationships underlying local government, particularly as related to Texas.

117. **International Organization and Administration.** (3-0). Credit, 3 hours. A critical study of the origins and development of international institutions and agencies. Attention is directed towards past and current organizations working for world peace, with emphasis on the United Nations; international law; and the peaceful methods for the settlement of international disputes.

123. **Introduction to International Relations.** (3-0). Credit, 3 hours. A general survey of the principles and problems encountered in the study and practice of international relations. Issues are studied in their historical, political, economic, geographic, and cultural context. Consideration is given to the foreign policies of selected states with emphasis being placed on that of the United States, and the role which it plays in world affairs.

124. **Political Geography and Geopolitics.** (3-0). Credit, 3 hours. A study of contemporary international problems with respect to their geographical environments. Territorial structure, resources and relationships are considered. A world point of view is the aim of the course.

125. **Comparative Governments of Europe.** (3-0). Credit, 3 hours. An examination of the organization, procedures, and problems of the governments of Great Britain, France, Germany, and the U.S.S.R. Emphasis is placed upon comparisons of principles and practices among these governments, and between them and the United States government.
Primary attention is given to Great Britain and the Soviet Union as representative examples of democratic and totalitarian governments.

127. Public Finance. (3-0). Credit, 3 hours. See Economics 127.

130. Recent Political Theory. (3-0). Credit, 3 hours. A study of the development of modern political ideas. Attention is directed particularly to the meaning and relationships of the significant politico-economic ideologies of our time: democracy, capitalism, the welfare state, socialism, fascism, and totalitarian communism.

133. The Constitution of the United States. (3-0). Credit, 3 hours. An intensive study of the origins, development, and interpretation of the Constitution of the United States. Attention is given to the precedents established by custom and usage in the practical operations of the United States government, as well as constitutional law established by the decisions of the U.S. Supreme Court. Emphasis is placed upon recent trends in such areas as: the power relationships between the national government and the states, and civil rights.


SOCIOMETRY
Professor Grusendorf

The purpose of the courses in Sociology is to train the student in the understanding and appreciation of the factors that are basic in social behaviour and in the problems, techniques, and forces inherent in society. Courses are designed especially for prospective teachers in public schools and for those students who wish to become professional social workers.

Sociology 67 is the basic course and should be completed in advance of any others except 55.

55. Marriage and the Family. (3-0). Credit, 3 hours. This is a general course intended to give students a better understanding of marriage and family problems as they are affected by various biological, psychological, and social factors. Differences between men and women, and the influences of tradition, upon them, preliminaries to marriage, the courtship process, choice of mate, influence of social change, personality adjustment in marriage, economic problems, the use of leisure time, and the problem of divorce are topics to be studied. Open to any student with sophomore standing.

67. Introduction to Sociology. (3-0). Credit, 3 hours. This course gives consideration to basic sociological concepts as a foundation for an understanding of collective behavior, the process involved, and relation of human nature and culture to social personality.

109. Social Problems. (3-0). Credit 3 hours. An examination of some of the major social problems in American society today. Special at-
tention will be given to crime and delinquency, industrial relations, public education, ethnic relations, population changes, and social planning.

117. **Social Ethics.** (3-0). Credit, 3 hours. A study of some of the most important ethical theories and their application to contemporary social problems.

119. **Social Psychology.** (3-0). Credit, 3 hours. This is the basic course in social psychology. Attention is focused upon the nature of the individual and of society; the process of socialization; the human personality; personality and social adjustment; and social interaction.

127. **Racial and Other Minority Groups.** (3-0). Credit, 3 hours. In this course the nature and the problems inherent in racial and other minority groups are examined, with special reference to the American scene.

133. **Social Control.** (3-0). Credit, 3 hours. A study of the principal means of social control, including folkways, mores, propaganda, public opinion, and education.

137. **The Family.** (3-0). Credit, 3 hours. This course comprises a study of the family as the primary social institution and its status in present-day social structure. This course may be taken as an advanced elective without previous training in Sociology.

143. **Criminology.** (3-0). Credit, 3 hours. In this course special consideration is given to the various theories of crime, the causes of crime, areas of crime, treatment of criminals through the courts, punishment, reform, education, probation and parole. Means of crime prevention are emphasized.

147. **Juvenile Delinquency.** (3-0). Credit, 3 hours. This course is a study of delinquency in modern society, basic factors and conditions of juvenile delinquency, and the problem of delinquency control.

153. **The Community.** (3-0). Credit, 3 hours. A study of recent trends in rural life, and of urbanization as a modern social phenomenon.

237. **Sociology of Education.** (3-0). Credit, 3 hours. A study of education as a process through which society seeks to attain its objectives. Special consideration is given to the cultural and social determinants of education.
IX. DIVISION OF RELIGIOUS INSTRUCTION

Messrs. Rich, Norris, and Speck, Teachers of Bible

The College, by arrangements through its Academic Council and by approval of the Board of Regents, gives credit for courses offered in Bible by various denominational groups. The courses must be approved by the Instructional Council of the College, and the staff employed by religious groups must be given the approval of the administrative officers.

BIBLE

67. Survey of the Old Testament. (3-0). Credit, 3 hours.
Prerequisite, sophomore standing or special permission of the instructor.

68. Survey of the New Testament. (3-0). Credit, 3 hours.
Prerequisite, sophomore standing or special permission of the instructor.

111. The Life and Teachings of Jesus. (2-0). Credit, 2 hours.

131. Selected Studies in the Old Testament. (Genesis, Psalms, the Prophets). (2-0). Credit, 2 hours.


RELIGION

121. The Spread of Christianity. (2-0). Credit, 2 hours.

137. The Christian Faith. (2-0). Credit, 2 hours.

139. The Church and Family Life. (2-0). Credit, 2 hours.
DIVISION OF AIR SCIENCE
AIR FORCE RESERVE TRAINING CORPS

Instructional Staff for 1957-58
Professor of Air Science
Lt. Col. Albert E. Hughes

Assistant Professors of Air Science
Major Graham G. Kyle
Capt. John L. Webb
Capt. Glen E. Thompson
1st Lt. Dan R. Skinner

BASIC COURSE: FOUNDATION OF AIR POWER

A general survey of air power designed to provide the student with an understanding of the elements of air power and basic aeronautical science.

11, 12. First Year Basic. 11. (2-1). Foundations of Air Power. A general survey of air power designed to provide the student with an understanding of the elements and potentials of air power to include: fundamentals of air power; military air power of the world; military research and development; air vehicle industries; airlines, and airways; general aviation; elements of an aircraft; and aerodynamics.

12. (2-1) Foundations of Air Power. A general survey of air power to include: control and navigation; propulsions systems; space vehicles; military instruments of national security; and professional opportunities in the United States Air Force.

61, 62. Second Year Basic. (2-1). (Elements and Potentials of Air Power). Credit, 2 hours each. Elements of Aerial Warfare; Introduction; Targets; Weapons; Aircraft; Operations; Bases. Careers in the United States Air Force. Leadership Laboratory—Cadet Non-Commissioned Officer Training.

ADVANCED COURSE: AIR FORCE OFFICER DEVELOPMENT

111, 112. First Year Advanced. (4-1). (The Air Force Officer in the Air Age). Credit, 4 hours each. These courses consist of a study of the following: Introduction to advanced AFROTC; the Air Force Commander and his staff; Creative Problem Solving; Communicating in the Air Force and Instructing in the Air Force. Military Justice System; Navigation; Weather; Air Force Base Functions; Preparation for summer training. Leadership Laboratory—Cadet Non-Commissioned Officers Training.

NOTE: Following the completion of the Junior Year (AS 111, 112) each Cadet is required to attend a four (4) weeks Summer Training Unit at some active Air Force Base. While at Summer Training Unit
Cadets receive training in the following: Individual Weapons; Familiarization Flying; Field Exercises; United States Air Force Base Activities and Equipment; Air Base Problems; Physical Training; Leadership; A Career in the United States Air Force.

211, 212. Second Year Advanced. (4-1). (Leadership and Air Force Concepts). Credit, 4 hours each. This course includes a study of the following: Principles of Leadership and Management (Seminar); Career Guidance; Military Aspects of World Political Geography; Military Aviation and the Evolution of Warfare; Briefing for Commissioned Service; Leadership Laboratory—Cadet Commissioned Officer Training.

NOTE: In accordance with a directive issued by Headquarters, Air Force ROTC, Air University, Maxwell Air Force Base, Alabama, certain existing courses in the college, as presently offered or with minor modification, which meet the over-all objectives of the Air Force ROTC program, may be substituted for certain portions of the Air Force ROTC curriculum. The Division of Air Science of the college will exercise the prerogative of modifying the Air Force ROTC curriculum as outlined above, accordingly.
### DEGREES CONFERRED

**Regular Session, 1956-57**

Bachelor of Science in Education ......................................................... 121  
Bachelor of Arts ............................................................................... 9  
Bachelor of Science ................................................................. 16  
Bachelor of Science in Home Economics ......................................... 10  
Bachelor of Science in Industrial Arts ........................................... 11  
Bachelor of Science in Vocational Agriculture .............................. 11  
Bachelor of Music Education .......................................................... 3  
Bachelor of Business Administration .............................................. 29  
Master of Education ................................................................... 16  
Master of Arts .............................................................................. 9  
**Total** ......................................................................................... 235  

**Summer Session, 1957**

Bachelor of Science in Education ......................................................... 94  
Bachelor of Arts ............................................................................... 2  
Bachelor of Science ................................................................. 13  
Bachelor of Science in Home Economics ......................................... 5  
Bachelor of Science in Industrial Arts ........................................... 5  
Bachelor of Science in Vocational Agriculture .............................. 18  
Bachelor of Business Administration .............................................. 15  
Master of Education ................................................................... 87  
Master of Arts .............................................................................. 18  
**Total** ......................................................................................... 257  

### STATISTICAL SUMMARY

#### Enrollment

**Regular Session, 1956-1957**

- Freshmen (men 460, women 356) .................................................. 816  
- Sophomores (men 354, women 214) ............................................ 568  
- Juniors (men 302, women 202) .................................................. 504  
- Seniors (men 249, women 173) .................................................. 422  
- Graduates (men 146, women 127) .............................................. 273  
- Post-Graduates (men 37, women 15) ........................................... 52  
- **Total college (men 1548, women 1087)** ................................... 2635  
- Extension Students (men 29, women 159) .................................... 188  
- **Total** ......................................................................................... 2823  

**Summer Session, 1957**

- Freshmen (men 81, women 96) ................................................... 177  
- Sophomores (men 112, women 120) .......................................... 232  
- Juniors (men 169, women 162) .................................................. 331  
- Seniors (men 249, women 228) .................................................. 477  
- Graduates (men 217, women 247) .............................................. 464  
- Post-Graduates (men 41, women 67) .......................................... 108  
- **Total college (men 869, women 920)** ................................... 1789  
- Correspondence Students (Sept. 1, 1956 to August 31, 1957) .......... 153
DEGREES CONFERRED IN 1957

January 27, 1957

Bachelor of Science in Education

Bartz, Bonnie R.                           Lynn, Earl Cole
Beyer, Douglas Allen                      Lyssy, Thomas P.
Bingaman, Pauline                         Mangold, Otto Carl, Jr.
Black, Sue Frances                         Miller, Billy Max
Bohuslav, Gilbert Raymond                 Ontiveros, Margarito
Campbell, Peggy Merle                      Palmer, La Joy May Clary
Caraway, Helen Joyce                      Reynolds, Bobbie Jean Clark
Corbett, Shirley Dedeke                   Rhodes, Margaret M.
Dickens, Jimmie Dick                       Segrest, Nettie Faye
Farris, Joe Weldon                         Slayter, Dorothy Jean
Griffiths, Joan Ann                        Storey, Jack Edward
Groom, Helen M.                             Thompson, Vernon Baine
Haby, Lillian Marie                        Whiddon, Elmer Courtney, Jr.
Kasch, Milton Edward                       Zamzow, Geneva Treybig
Kendall, Clyde Hugh

Bachelor of Arts

Long, Frederick Roland                    Vandiver, Darrell A.
Reeves, Mildred Allene                    Wilson, Barbara Janell

Bachelor of Science

Davis, Grady Carlton                     Merijanian, Aspet
Gliddon, Charles M.

Bachelor of Science in Home Economics

Barron, Nelda Fern                        Yates, Retha Keith

Bachelor of Science in Industrial Arts

Boening, Harold Lee W.                    Kraft, James Kenneth
Constance, Donald Paul                    Mendez, Celestino, Jr.
Holt, Lynn L.

Bachelor of Science in Vocational Agriculture

Leath, Donald A.

Bachelor of Business Administration

Baker, Lester Lee                          Goodrum, John Albert
Beck, Calvin A.                             Jobs, John Francis
Calhoun, Rufus L.                           Jones, Nelda Maxine
Cox, Laurel Dean                           Nolan, Phil O'Donoghue, III
Evans, Charles David                       Petty, Tanis Ionia
Foss, Clarence D.                          Simons, George Stuart
Galbreath, J. C.

Master of Education

Collier, Julia Scrivener                   Johnson, Wilbur W.
Fisher, Harry Calvin                      Sippel, Walter John, Jr.
Johanson, Dale L.

Master of Arts

Eastwood, Alma Susanne Smith               Lozano, Eloy Raymond
May 26, 1957

Bachelor of Science in Education

Aaron, George Bernard
Allen, Grace Louise
Allen, Peggy Ann
Amaya, Rosa Maria
Austin, Jo Ann
Baker, Walter E., Jr.
Baldwin, Wilma Lee
Banks, William E.
Barremore, Esther Brown
Barton, Wynette Word
Beauford, Ronald Dale
Block, Wilfred Henry
Brown, Clifton Holmes, Jr.
Chachere, Theo White, Jr.
Chambliss, Gene O.
Cole, William James
Contreras, Jose
Cox, Joe Burton, Jr.
Creel, Laurie Lorraine
Donegan, Patricia
Fetter, Sallie Harrison
Fife, Shirley Paine
Foster, Jerry Dale
Frase, Leland Leo
Gaenslen, Elizabeth C.
Gary, William W.
Geffert, Harry, Jr.
Graves, Cecil Clyde
Gray, Travis Lee
Griffin, Myra Beth
Hall, Alfonso D.
Hall, Charles Ira
Hannon, Herbert Herrick
Hans, Louis Edward
Harding, Burniece Rogers
Hasse, William Robert
Hatley, Richard Dale
Hernandez, Frank Tapia
Hipp, Joyce Eloise
Hoffman, Keith F.
Hollenburg, George Ann
Horner, Aubrey Dean
Hoyer, Thomas Henry
Huggins, Kent M.
Icenogle, Earl H.
Jordan, Helen Marie
Kelley, Floyd Carl
Kindrick, Clarence Samuel
Klaevemann, Jacqueline
Kopecky, Jo Ann
Krueger, William Marvin
Lancaster, Shirley Mae
Lee, Dorothy
Leinneweber, Patricia Ann
McCreary, Lucretia Clarece
Mang, Louis Ray
Marshall, Virginia W.
Massey, Florrie Avant
Meadows, Nelda May Adare
Meek, Anna Lee Williams
Mickler, Robert W., Jr.
Miller, George Randolph
Moreau, Lois
Neffendorf, Erna Witt
Owen, Walter D.
Parks, Marlene Ruth.
Polan, Genie
Porter, Sylvia Nell
Prewitt, Susan Alice Farrington
Pullin, Ruth Marian
Reese, Virginia Edelle
Roberts, Elizabeth Anne
Rock, Martha
Rutledge, Helen Margo Kleespies
Schauer, Martha Jane
Schulte, Allan Ray
Smith, Johnnie Edith
Smith, Lela Sanders
Southern, Joyce Louise
Stafford, James Wilburn
Stewart, Bennie Lowell
Storlie, Suzanne Lee
Stulting, Donald Claude
Sullivan, Iola Echols
Tolle, Gladys Jean
Vincent, Duane T.
Weber, Robbie H.
Weber, Sadie Fox
Westphal, Marilyn Georgene
Wicker, Carlin Dale
Williams, Charles N.
Youngblood, Carol Jean
Bachelor of Arts
Burnett, Mary Maude
Downey, James Caleb
Kennedy, James Keith
Machac, Karen Glenna
Stobaugh, Willard Elwyn

Bachelor of Science
Brandt, Royce Gus
Dailey, David Manford, Jr.
Flowers, Kenneth H.
Flugrath, Marvin Willie
Freer, Jerry Herbert
Gann, James Neal
Johanson, Lamar
Lacker, David K.
Lambert, Clarence Ermine
Latchford, John Belton, Jr.
Meneley, E. Tyson
Meyer, Daniel E.
Roszel, Patrick Eldon

Bachelor of Science in Home Economics
Calicutt, May Foreman
Fisher, Mary
Manz, Joy Frances
Munger, Dianne Lea
Reese, Betty Glenn
Ruble, Emma Jewel
Wentz, Helen Lucile
Williams, Dorothy Estelle

Bachelor of Science in Industrial Arts
Edge, Carroll C.
Fairchild, James Gladstone
French, Delmon Bryan
Nabers, William Joel
Sample, Bobby James
Smith, Roy Lee

Bachelor of Science in Vocational Agriculture
Alexander, Roger Allen
Beverly, Kenneth Carlton
Crockett, William R.
Dennis, George Tipton
Floyd, John Christopher
Glass, William Bryan
Hennig, Jack Franklin
Jordan, James Richard
Mayfield, Ellison Worth
Vesper, Robert Bernhardt

Bachelor of Music Education
Eickenroht, Ralph Alvin
Hardin, Clarence Cullen, Jr.
Piland, Merrill Zilman, Jr.

Bachelor of Business Administration
Barber, William Pattillo
Basse, Roland Robert
Brent, Billy Joe
Chapman, Robert Byron
Chollett, Al Gene
Crow, Bevin Ann
Evans, Calvin C.
Garza, Orfelio Quintanilla
Gaston, Thomas Elliot
Grant, Don Dalva
Kirk, Billy Don
Lucas, Donald Joe
Maier, William Donald
Mitchell, Wallace Arthur
Range, Robert Louis
Stover, Billie Wayne
Master of Education

Buffington, Roy L.
Dannelly, Thomas Edward
Finsley, Irma Guerrero
Hall, Mortimer Lee
Hannon, Monette Simpson
Hunt, Janis Homeyer

Kirk, Annette Owens
Lozano, Rodrigo
Oliver, Billy Joe
Reese, Claytie Woods
Wilson, Myers H.

Master of Arts

Brown, Doris Clifton
Chunn, Prentis W., Jr.
Muenzler, Lee B.
Naegelin, Margaret Wilkins

Schulze, Howard Dean
Suffel, Fannie Whittenburg
Wright, Julia Marie

August 22, 1957

Bachelor of Science in Education

Ables, Jessie Mae
Anderson, Mildred Lundblad
Armstrong, Jim Ed
Baca, Ellenora S.
Ballard, Donald Dean
Blacklock, Clyde Nolan
Boothe, Ora Willis J.
Bowes, Dorothy
Bruton, Homer R.
Canales, Ygnacio Pedro
Carver, Elizabeth Elder
Castillo, Raquel
Christensen, Mary Dandy
Clark, Molly Ann
Clark, Patricia Harding
Clifton, Martha Alice
Cooper, Mildred Jane
Cordova, Pedro
Counts, Dorothy Allen Ayers
Crumbley, Lee Ann Marie
Davidson, Ruth Williams
Davis, Owen U.
Davis, Robert L.
Dunlop, Darrell Ray
Dusek, Beatrice Jane
Eben, Dolores Overby
Farrington, Nancy Marie
Flood, Ethel E.
Fly, Melba M.
Fossler, Carol Barton
Fraser, Johnny Lee
Garcia, Antonio Daniel
Gilbreth, William Edward
Glass, Sally Sue Neubauer
Graeber, Gloria Fay
Hanks, Burl E.
Harborth, Ruth Patricia
Hayes, John Harold
Hill, Sydney Edmiston
Howell, Jane Ruth
Huffman, Minor S., Jr.
James, Gerald C.
Johnson, Howard Smith
Jowers, Thelma Wright
Knuth, Calvin
Kocian, Franklin Louis
Krum, Ray Helen
Kubala, Mae
Landrum, Victor Eugene
Leak, Betty Jean
Linebarger, Nell F.
Lorenz, Olga Schmidt
McDuff, Barbara
Matlock, Wesley Glenn
Meyer, Lu Beth
Meyer, Rubie Mae
Midkiff, Martha Wilson
Milligan, Anna Lou Cameron
Morgenroth, Francis Lau
Muenzler, Jo Ann
Nash, Theresa Slaughter
Neal, Edward Andrew
Netardus, Jimmie Joyce Bures
Nisson, Patsy Domangue
Pepper, Clifton Gail
Philebar, Martha Vivian
Philp, Jaunell
Porter, Norman F.
Posey, Patsy LaRue
Preiss, Daniel Robert
Pruessner, Alice Trebus
Randow, Mary Sue Albrecht
Reasoner, Harolyn Elizabeth
Rice, Ralph Marion, Jr.
Roberts, Bobby Lee
Rogers, Alice Louise
Rogers, Ollie Jeffries
Rojo, Daniel, Jr.

Salinas, Jesse R.
Schomerus, Lynette
Selby, Evelyn Carleton
Shears, Socorro
Shenkir, Dorothy J.
Taylor, Penny Smith
Thomas, William Ernest, Jr.
Townsend, Paul Edgar
Turner, Barbara Hunt
Turner, Fredericka Champion
Vanek, Lad J.
Ware, Beverly
Webber, Mable Louise
Weber, Margaret Goehring
White, William Harold
Yena, Louise Marie Cowen

Bachelor of Arts
Hunter, June
Sills, Mark Whitney

Bachelor of Science
Berglund, Jack
Clark, Charles Rogers
Cochran, Lynn Maurice, Jr.
Finnie, Ima Gene
Franke, Jack Edward
Kirksey, Kenneth Laverne
Lancaster, James B.
League, Milford E.
Leifeste, Donald Kenneth
Lewis, Don Leslie
McGehee, Alex G.
Merritt, Ivan J., Jr.
New, Gordon Kenneth

Bachelor of Science in Home Economics
Borchardt, Della Mae
Geck, Normandie Gwendolyn
Roberts, Marilyn Y.
Tschoerner, Darlene Bernadette
Wright, Sue Pearl

Bachelor of Science in Industrial Arts
Black, Norval Lee
Dyer, David Hugh
Montague, Staton Lee
Pyka, Herbert Louis
Wofford, Thomas A.

Bachelor of Science in Vocational Agriculture
Allison, Charles I.
Bush, Dorman Dale
Callaway, John William
Cobb, Clarence Collins
Cryer, Murris N.
Czichos, Michael P.
Dickey, Jesse E.
Elliott, Hurvey Charles
Hargrove, V. Neal
Johnson, Don Ross
Peebles, James B.
Ray, Willie Glen
Sanders, Billy Tom
Saul, John Russell
Shult, Richard Samuel
Taylor, Kenneth Earl
Vesper, Joseph Cook
Woolbright, J. Marvin
Bachelor of Business Administration

Berry, Alton Thomas
Cauthen, Janet Rylander
Cox, Carl B.
Ezell, Dorothy Wesley Elliott
Holt, Dale Dwight
Koehn, Elliott Friederich
Marshall, Hines Melton
Martin, Roy S.
Pappas, Mike
Patton, William Charles
Pirkey, James Robert
Wagner, James Edward
West, Lynn R.
Worley, Henry Mc Clellan
Young, Warren Roy

Master of Education

Adams, Jimmie Gail
Andrews, Wayne Reese
Barrera, Josie Casas
Barta, James F.
Beeman, Samuel David
Bode, Wilma Barnett
Bogisch, Harold J.
Bonorden, Violet
Bounds, Odie Lee
Breeding, Vivian Alice
Bryant, Myrtle Jane
Buckner, Roland Grey
Carson, James L.
Cavness, Maurine Sweeten
Cerrone, Doris Stewart
Chafin, Leo Marcus
Coleman, Alma Thetford
Coleman, Corinne Love
Contreras, Eduardo Lucio
Cooper, Vernon Giles, Jr.
Courtney, Richard A.
Dezelle, Walter, Jr.
Dibrell, Carter Mooney
Dismuke, Kenneth L.
Dollahite, Loise S.
Donop, Mary
Dyer, Ruby B.
Ferrero, Herbert H.
Fine, Nathaniel Edward
Fox, Lois E.
Garcia, Gonzalo
Garrett, Gene T.
Graham, Netta M. Scott
Guttery, James W.
Hageman, Juanita Cockerell
Hahn, Irene A.
Hale, Tennie Hickox
Hardee, Bryson E.
Haynes, Elizabeth Proctor
Hazlett, William Glenn
Hernandez, Estela
Hill, James R.
Hunter, John Templeton
Johnson, William M.
Jordan, William Edwin
Kelley, Hershel Glendon
Klaus, Monroe Walter
Knebel, Julius F.
Krejci, Adonna Stone
Lamb, Gordon O.
LeFors, Bernice Peterson
Levy, Sarah Culver
Lewis, Marie
McCaughan, Helen
Michac, Glenna M.
Martin, Audry Alma
Martin, Fred William
Martin, Judy Clift
Martin, Marjorie Grissom
Moore, Michael Redding
Paasch, Charleen F.
Patterson, Etta B.
Paxton, Richard G.
Pearson, Solomon Earl
Peoples, Clyde Marion, Jr.
Peterson, Clarence Eugene
Porter, Iris Brite
Putnam, Lucille Cathrene
Rawlings, Paul Edison
Read, Doris
Reeh, Albert F.
Rehmann, Herbert H.
Richardson, Berniece Belle
Rodriguez, Richard
Schlaht, Alice McGehee  
Segler, Russell D.  
Sheppard, Celia  
Steele, Greta Bonnie  
Stoepler, Billie Jean  
Stolte, Leola H.  

Talley, Leslie R.  
Teague, Marvin Odell  
Tolston, Irene  
Trant, William I.  
Vissotzky, Henry Joseph  
Weber, Pete J.  
Wood, Gertrude Smith

**Master of Arts**

Broxton, Cleo Cook  
Bugg, Bertha Warden  
Butler, James Elmer, III  
Crider, Anne Trigg  
Doss, Alma T.  
Duey, Clarence James, Jr.  
Dunham, Nettie E.  
Gonzalez, Maria  
Grebe, Martha Ellis  

Harber, Ernest Joe  
Holmes, Everett  
Holt, Helen Dreibelbis  
Jordan, Jack Clifton  
Knauth, Lee Roy  
Marshall, Joe Reily  
Pearcy, Ruby Tracy  
Sessions, Louise Hale  
Tubbs, Janie Stroud
### ALPHA CHI MEMBERSHIP

**January, 1957**

**Graduate Membership**

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bingaman, Pauline</td>
<td>Segrest, Nettie Faye</td>
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<td>Long, Frederick Roland</td>
<td>Wilson, Barbara Janell</td>
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<td>Rhodes, Margaret M.</td>
<td></td>
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</table>

**May, 1957**

**Graduate Membership**

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
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<tbody>
<tr>
<td>Allen, Grace Louise</td>
<td>Hannon, Herbert Herrick</td>
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<tr>
<td>Beauford, Ronald Dale</td>
<td>Harding, Burniece Rogers</td>
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<td>Brandt, Royce Gus</td>
<td>Porter, Sylvia Nell</td>
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<td>Burnett, Mary Maude</td>
<td>Ruble, Emma Jewel</td>
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<td>Chapman, Robert Byron</td>
<td>Schauer, Martha Jane</td>
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<td>Cox, Joe Burton, Jr.</td>
<td>Sullivan, Iola Hochs</td>
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<td>Eickenroht, Ralph Alvin</td>
<td>Tolle, Gladys Jean</td>
</tr>
<tr>
<td>Grant, Dalva Don</td>
<td>Youngblood, Carol Jean</td>
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</table>

**August, 1957**

**Graduate Membership**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Ballard, Donald Dean</td>
<td>Davis, Robert L.</td>
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<tr>
<td>Bowes, Dorothy</td>
<td>Dunlop, Darrell Ray</td>
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<td>Castillo, Raquel</td>
<td>Harborth, Ruth Patricia</td>
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<td>Christensen, Mary Dandy</td>
<td>Huffman, Minor S., Jr.</td>
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<tr>
<td>Clark, Patricia Harding</td>
<td>Lewis, Don Leslie</td>
</tr>
<tr>
<td>Counts, Dorothy Ellen</td>
<td>Randow, Mary Sue Albrecht</td>
</tr>
<tr>
<td>Crumbley, Lee Ann Marie</td>
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</table>

**Regular Session, 1957-58**

**Senior Membership**

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Anderson, Patricia</td>
<td>Jedlicka, Charles R.</td>
</tr>
<tr>
<td>Baulch, Joe R.</td>
<td>Krauskopf, Hewitt</td>
</tr>
<tr>
<td>Bravenec, Peggy</td>
<td>Krauskopf, Patsy</td>
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<tr>
<td>Burgum, David</td>
<td>Lahrman, Norma Jane</td>
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<td>Darby, Alan</td>
<td>Martin, Edna Rose</td>
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<td>Dry, Mary Jo</td>
<td>Patterson, Charles</td>
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<td>Gaines, Mary</td>
<td>Pogue, Joyce</td>
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<td>Heider, Ruth Ann</td>
<td>Remington, Robin</td>
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<td>Hirons, Billie Anne</td>
<td>Rivera, Irma</td>
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<td>Hoegenauer, Alice</td>
<td>Sanders, Jeff</td>
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<td>Horton, Bob</td>
<td>Sheldon, Ann</td>
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<tr>
<td>Hotz, Roy</td>
<td>Striedel, Elridge</td>
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<tr>
<td>Name</td>
<td>Name</td>
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<tr>
<td>Sullivan, Carol L.</td>
<td>Welch, Erma Jo</td>
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<tr>
<td>Symm, Richard</td>
<td>Wilcox, Bess</td>
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<tr>
<td>Todd, Patricia</td>
<td>Williams, Johnny Lou</td>
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<tr>
<td>Watts, Harold</td>
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</table>

**Junior Membership**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Bird, Virginia</td>
<td>Lankford, Carolynn</td>
</tr>
<tr>
<td>Black, Sarah</td>
<td>Lee, Patricia</td>
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<tr>
<td>Blanton, Sally</td>
<td>Luersen, Carolyn</td>
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<tr>
<td>Charlton, Laura</td>
<td>Rogers, Norma Sue Pagel</td>
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<tr>
<td>Cofer, Debs</td>
<td>Park, Joseph Arch, Jr.</td>
</tr>
<tr>
<td>Dedeke, Helen</td>
<td>Peiser, Donald</td>
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<tr>
<td>Dockall, Gerald W.</td>
<td>Porter, Glen Dale</td>
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<tr>
<td>Doerr, Roy Frederic</td>
<td>Rauch, Yvonne</td>
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<tr>
<td>Everett, Billy</td>
<td>Saldivar, Alejandro</td>
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<tr>
<td>Fain, Robert Charles</td>
<td>Shows, Warner</td>
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<td>Gammans, William James</td>
<td>Turner, Charles</td>
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<tr>
<td>Graves, Charles</td>
<td>Vance, Mary Elizabeth</td>
</tr>
<tr>
<td>Hickman, Donald Charles</td>
<td>Wilson, McBride B., Jr.</td>
</tr>
<tr>
<td>Knight, Gayle</td>
<td>Zarnow, Tommy Ruth</td>
</tr>
</tbody>
</table>


INDEX

Absences ........................................................................................................... 64
A Cappella Choir ............................................................................................... 57
Administration, Officers of ........................................................................... 15
Administrative Organization ........................................................................... 42
Administrator's Certificate (Requirements) ................................................... 66
Admission Requirements ................................................................................. 59, 92
Agriculture ....................................................................................................... 182
Air Force Reserve Officer Training Corps .................................................. 200
Air Science ....................................................................................................... 200
Alpha Chi .......................................................................................................... 52, 210
Alpha Muse ...................................................................................................... 53
Alumni (Ex-Students' Association) ................................................................. 34
Angel Flight ...................................................................................................... 54
Apartments ........................................................................................................ 46
Applied Music ................................................................................................... 131
Arnold Air Society .......................................................................................... 54
Art ....................................................................................................................... 127
Assembly Programs .......................................................................................... 58
Assistants .......................................................................................................... 16
Athletics .............................................................................................................. 56
Band .................................................................................................................... 57
Bible ................................................................................................................... 199
Biology ............................................................................................................... 169
Board of Regents .............................................................................................. 15
Buildings ........................................................................................................... 31
Bureau, Placement ............................................................................................ 36
Business Administration .................................................................................. 154
Calendar ............................................................................................................ 9
Car Registration Required .............................................................................. 58
Campsitite ......................................................................................................... 54
Certificate Requirements ............................................................................... 66
Chairmen, Instructional ................................................................................... 17
Chemistry .......................................................................................................... 172
Chorus ............................................................................................................... 57
Church (See Religious Life) ............................................................................ 30
College, The ..................................................................................................... 30
College Star, The .............................................................................................. 57
College Camp .................................................................................................... 54
College Plant ..................................................................................................... 31
Commerce (See Business Administration) .................................................... 61
Conduct: Rules and Obligations ..................................................................... 60
Continuance in the College ............................................................................ 64
Cooking (See Home Economics) ..................................................................... 38
Correspondence Instruction Regulations ...................................................... 38
Counseling Service .......................................................................................... 47
Course Numbers .............................................................................................. 62
Credits ................................................................................................................. 60
INDEX

Curricula:
Curriculum for Elementary Teachers Leading to the Degree of Bachelor of Science in Education .................................................. 74
Curriculum for High School Teachers Leading to the Degree of Bachelor of Science in Education .................................................. 78
General Curriculum Leading to the Degree of Bachelor of Arts ........................................................................... 79
General Curriculum Leading to the Degree of Bachelor of Science ........................................................................... 79
Curriculum Leading to the Degree of Bachelor of Science in Home Economics ................................................... 81
Curriculum Leading to the Degree of Bachelor of Science in Industrial Arts ................................................... 83
Curriculum Leading to the Degree of Bachelor of Science in Vocational Agriculture ................................................... 84
Curricula for the Degree of Bachelor of Music Education ........................................................................... 85
Curriculum Leading to the Degree of Bachelor of Business Administration ................................................... 88
Pre-Professional Curricula ........................................................................... 88
Curriculum Leading to Degree of Master of Arts ........................................................................... 96
Curriculum Leading to the Degree of Master of Education ........................................................................... 97

Debating ........................................................................... 57
Degrees Conferred ........................................................................... 202
Degree Requirements (See Curricula)
Delta Psi Kappa ........................................................................... 52
Dentistry ........................................................................... 89
Direct Class Instruction ........................................................................... 37
Directed Teaching ........................................................................... 100
Directions to Students ........................................................................... 10
Discipline (See Pledge)
Divisions of Instruction ........................................................................... 100
Dormitory Life ........................................................................... 45
Dramatics ........................................................................... 57
Dressmaking (See Home Economics)
Driving and Parking Regulations ........................................................................... 58
Economics ........................................................................... 192
Education ........................................................................... 101
Employment and Financial Aid ........................................................................... 48
Engineering ........................................................................... 90
English ........................................................................... 114
Enrollment ........................................................................... 202
Entertainment (See Assembly Programs)
Entrance Examinations ........................................................................... 59
Entrance Requirements (See Admission Requirements)
Epsilon Pi Tau ........................................................................... 53
Expenses ........................................................................... 11
INDEX

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex-Students Association</td>
<td>34</td>
</tr>
<tr>
<td>Extension Division</td>
<td>37</td>
</tr>
<tr>
<td>Faculty</td>
<td>18</td>
</tr>
<tr>
<td>Failures</td>
<td>65</td>
</tr>
<tr>
<td>Fees and Expenses</td>
<td>11, 133</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>49</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>127</td>
</tr>
<tr>
<td>Food Service</td>
<td>46</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>137</td>
</tr>
<tr>
<td>Forensics</td>
<td>57</td>
</tr>
<tr>
<td>French</td>
<td>137</td>
</tr>
<tr>
<td>Fundamental Principles and Policies</td>
<td>40</td>
</tr>
<tr>
<td>General Education</td>
<td>70</td>
</tr>
<tr>
<td>General Public Service</td>
<td>35</td>
</tr>
<tr>
<td>General Science</td>
<td>174</td>
</tr>
<tr>
<td>Geography</td>
<td>194</td>
</tr>
<tr>
<td>German</td>
<td>138</td>
</tr>
<tr>
<td>Government</td>
<td>195</td>
</tr>
<tr>
<td>Government of Students</td>
<td>54</td>
</tr>
<tr>
<td>Grade Symbols</td>
<td>62</td>
</tr>
<tr>
<td>Graduate School</td>
<td>91</td>
</tr>
<tr>
<td>Graduates</td>
<td>203</td>
</tr>
<tr>
<td>Graduation Requirements (See Curricula)</td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>142</td>
</tr>
<tr>
<td>Health Service</td>
<td>46</td>
</tr>
<tr>
<td>History</td>
<td>189</td>
</tr>
<tr>
<td>History of the College</td>
<td>30</td>
</tr>
<tr>
<td>Home Economics</td>
<td>158</td>
</tr>
<tr>
<td>Honorary Organizations</td>
<td>52</td>
</tr>
<tr>
<td>Hospitalization</td>
<td>46</td>
</tr>
<tr>
<td>Housing</td>
<td>44</td>
</tr>
<tr>
<td>Humanities</td>
<td>71</td>
</tr>
<tr>
<td>Huntington Statue</td>
<td>32</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>162</td>
</tr>
<tr>
<td>Infirmary</td>
<td>46</td>
</tr>
<tr>
<td>Instructional Chairmen</td>
<td>17</td>
</tr>
<tr>
<td>Intramural Programs</td>
<td>56</td>
</tr>
<tr>
<td>Journalism</td>
<td>120</td>
</tr>
<tr>
<td>Kappa Delta Pi</td>
<td>53</td>
</tr>
<tr>
<td>Laboratory School</td>
<td>24</td>
</tr>
<tr>
<td>Late Registration</td>
<td>62</td>
</tr>
<tr>
<td>Law</td>
<td>89</td>
</tr>
<tr>
<td>Library</td>
<td>31</td>
</tr>
<tr>
<td>Library Science</td>
<td>167</td>
</tr>
<tr>
<td>Living Accommodations</td>
<td>45</td>
</tr>
</tbody>
</table>
## INDEX

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loans</td>
<td>49</td>
</tr>
<tr>
<td>Location of College</td>
<td>30</td>
</tr>
<tr>
<td>Majors</td>
<td>70</td>
</tr>
<tr>
<td>Manual Training (See Industrial Arts)</td>
<td></td>
</tr>
<tr>
<td>Master's Degree (See Curricula)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>175</td>
</tr>
<tr>
<td>Medicine</td>
<td>89</td>
</tr>
<tr>
<td>Minors</td>
<td>70</td>
</tr>
<tr>
<td>Museum</td>
<td>32</td>
</tr>
<tr>
<td>Music</td>
<td>131</td>
</tr>
<tr>
<td>Musical Organizations</td>
<td>57</td>
</tr>
<tr>
<td>Negative Credit</td>
<td>64</td>
</tr>
<tr>
<td>Nursing</td>
<td>89</td>
</tr>
<tr>
<td>Officers of Administration</td>
<td>15</td>
</tr>
<tr>
<td>Orchestra</td>
<td>57</td>
</tr>
<tr>
<td>Organization, Administration</td>
<td>42</td>
</tr>
<tr>
<td>Orientation</td>
<td>47</td>
</tr>
<tr>
<td>Other Activities</td>
<td>56</td>
</tr>
<tr>
<td>Parking Regulations</td>
<td>57</td>
</tr>
<tr>
<td>Pedagogy, The</td>
<td>58</td>
</tr>
<tr>
<td>Personnel Division</td>
<td>44</td>
</tr>
<tr>
<td>Personnel Services</td>
<td>44</td>
</tr>
<tr>
<td>Philosophy</td>
<td>71</td>
</tr>
<tr>
<td>Physical Education</td>
<td>142</td>
</tr>
<tr>
<td>Physics</td>
<td>180</td>
</tr>
<tr>
<td>Phi Mu Alpha</td>
<td>52</td>
</tr>
<tr>
<td>Pi Omega Pi</td>
<td>53</td>
</tr>
<tr>
<td>Piano (See Applied Music)</td>
<td></td>
</tr>
<tr>
<td>Placement Bureau</td>
<td>36</td>
</tr>
<tr>
<td>Plant, College</td>
<td>31</td>
</tr>
<tr>
<td>Practical Arts</td>
<td>154</td>
</tr>
<tr>
<td>Principles and Policies</td>
<td>40</td>
</tr>
<tr>
<td>Probation</td>
<td>65</td>
</tr>
<tr>
<td>Professional Certificates</td>
<td>68</td>
</tr>
<tr>
<td>Provisional Certificates</td>
<td>66</td>
</tr>
<tr>
<td>Public Service</td>
<td>34</td>
</tr>
<tr>
<td>Publications</td>
<td>57</td>
</tr>
<tr>
<td>Purpose of the College</td>
<td>40</td>
</tr>
<tr>
<td>Quality Points</td>
<td>63</td>
</tr>
<tr>
<td>Reading</td>
<td>70</td>
</tr>
<tr>
<td>Recreational Facilities</td>
<td>54</td>
</tr>
<tr>
<td>Regents, Board of</td>
<td>15</td>
</tr>
<tr>
<td>Registration Dates</td>
<td>9</td>
</tr>
<tr>
<td>Religious Instruction</td>
<td>199</td>
</tr>
<tr>
<td>Religious Life</td>
<td>51</td>
</tr>
</tbody>
</table>
INDEX

Residence ........................................................................................................ 45, 61
Room and Board .......................................................................................... 13
ROTC ............................................................................................................. 7
Rules and Obligations Governing Conduct .................................................. 58
Scholarships ................................................................................................ 48
Scholastic Honors ....................................................................................... 63
Sciences ......................................................................................................... 169
Semester Hour Defined ................................................................................ 61
Semester's Work Defined ............................................................................ 61
Service Bureau ............................................................................................ 36
Sewell Park .................................................................................................... 54
Sewing (See Home Economics) ....................................................................
Sigma Tau Delta ............................................................................................ 53
Social Sciences ............................................................................................. 188
Sociology ...................................................................................................... 197
Spanish .......................................................................................................... 139
Speech Education .......................................................................................... 110
Speech ........................................................................................................... 111, 123
Standards ..................................................................................................... 64
State Board of Teachers College Regents ..................................................... 15
Statistical Summary ..................................................................................... 202
Stenography (See Business Administration) ................................................
Student Activities and Organizations ......................................................... 50
Student Senate ............................................................................................... 50
Student Help (Employment) ........................................................................ 48
Student Organizations .................................................................................. 50
Student Personnel Services and Opportunities ............................................ 44
Student Union ............................................................................................... 54
Summer Session ........................................................................................... 39
Term Schedule ............................................................................................... 6
Time Limit ..................................................................................................... 58
Union (See Student Union) ..........................................................................
Veterans ........................................................................................................ 59
Violin (See Applied Music) ..........................................................................
Vocational Agriculture .................................................................................. 182
Voice (See Applied Music) ..........................................................................
Workshops ..................................................................................................... 104