

A HISTORY OF CORONAL INSTITUTE

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A HISTORY OF CORONAL INSTITUTE

THESIS

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A HISTORY OF CORONAL INSTITUTE

CHAPTER I

INTRODUCTION

Statement of Problem

The chief purpose of this thesis is to relate the History of Coronal Institute from its beginning until it was closed in 1918, also, to give something of what has happened to the grounds, buildings, and students up to the present.

Reason for Selecting This Problem

The writer, having lived in San Marcos a greater portion of his life and being associated with some of the ex-students and teachers of Coronal Institute, selected the subject because of personal interests. Also, since Coronal is only a memorial at present, this paper has been written in an attempt to help keep the memory of the school alive.

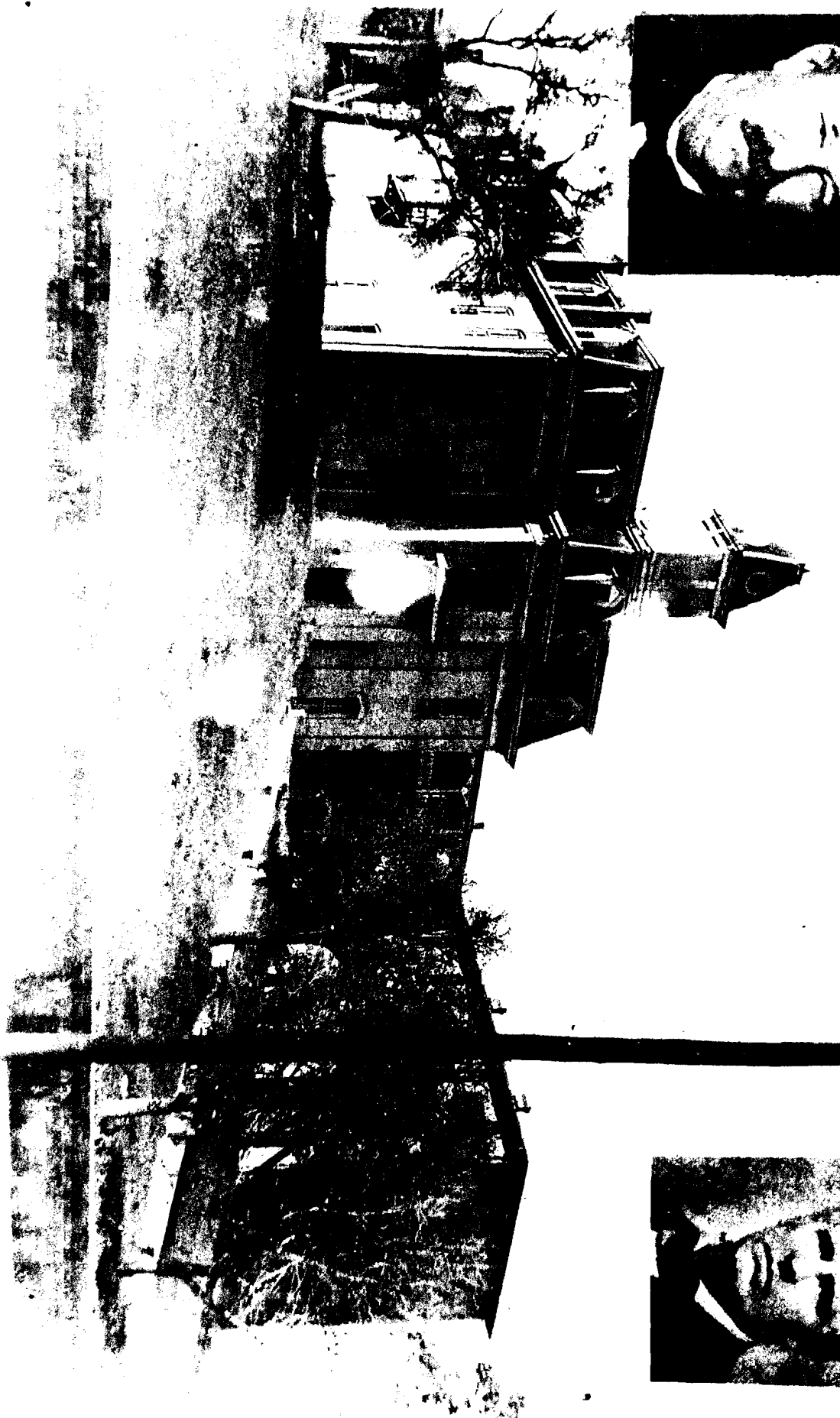
Collection of Data

Personal observation and interviews with ex-students and teachers supplied much pertinent material. The files of The

San Marcos Record, San Marcos Daily News, and The Hays County Herald were important in supplying data. A number of books on Methodism in Texas, and Catalogues and Bulletins of the school were also used.

Extent of Problem

Due to the extent of the problem, the writer chose only definite and specific topics to show the history and development of Coronal Institute, while realizing, that many interesting and significant phases of the activities of the school had to be omitted. A history of the evolution of the school under the various presidents, with a brief sketch of their lives, an outline of the course of study, rules and regulations of the school, and a history of the events connected with the school since it closed in 1918 are included.



CORONADO INSTITUTE

CHAPTER II

CORONAL AS A PRIVATE INSTITUTION

During the Civil War the effects on private schools varied; some were but slightly impaired, while a few new ones were actually established and continued to flourish; but most of them were completely destroyed. The attendance became irregular, since the number of pupils was greatly reduced and many of the teachers joined the army.¹ After the war was over the people turned again to private institutions for the training of their children.² Many of the old private schools reopened their doors, while a great number of new institutions were being founded.³ Among these new private schools established to meet the educational demands of Texas was Coronal Institute of San Marcos, Texas.

Coronal Institute was founded by Professor O. N. Hollingsworth, a capable teacher of considerable reputation, who opened a co-educational school, with military training for the boys. He named the institute, Coronal on account of its

¹Eby, Fredrick, The Development of Education in Texas, p. 151.

²Hayes, Arthur R., Seminar Paper, p. 1.

³Ibid.

situation crowning a beautiful hill overlooking the beautiful San Marcos Valley.⁴ This educator was born in Calhoun County, Alabama, on April 5, 1836. Upon the death of his father, he and his mother came to Texas in December, 1845, where they settled in Rusk County. In 1859-1860, he attended the University of Virginia, but did not remain long enough to graduate because of the war.⁵ When the war broke out between the States, he entered the Southern Army under Captain R. H. Cumby. He later rose to the rank of Captain. He was permanently disabled at Corinth, in 1862.

When the war was over, Captain Hollingsworth returned to Texas "and became interested in the cause of education--a cause in whose behalf he was to expend much pecuniary means and the best years of his life."⁶ He first established a private school in San Antonio where he taught for a few years.⁷ In 1866, Hollingsworth moved to San Marcos, Texas, where he took over a private school which had managed to exist throughout the war under Professor Charlton Yellowley, who was a graduate of the University of North Carolina.

Mr. Yellowley was practicing law in partnership with his cousin when he took pneumonia, which settled in his lungs,

⁴Phelan, Macum, History of Methodism in Texas, p. 162.

⁵Eby, Fredrick, The Development of Education in Texas, p. 190.

⁶Hayes, Arthur R., Seminar Paper, p. 1.

⁷Eby, Fredrick, The Development of Education, p. 190.

and was advised by doctors to go to a dry climate. Before coming to Texas he received a teaching position at Manor, Texas. Later coming to San Marcos he taught one entire year and began the second. By that time the Confederate cause was getting more and more desperate and near the close of the year every man able to bear arms was called into service. Mr. Yellowley was ordered to the recruiting camp, but while there took cold which affected his lungs, and he was sent home. After a few days of rest he assumed his work. He died in the middle of May, 1864, and the school was closed until fall, when Professor Edgar, who formerly taught at Mountain City, Texas, took charge.⁸

Mrs. M. T. Higgins said of Mr. Yellowley: He was the finest type of Christian gentleman I ever knew. He was refined, polished, learned, firm when necessary, but always kind and gentle; and he was universally honored and respected, and all his pupils loved him.⁹

For about three years Mr. Hollingsworth continued to hold school in the same place (now 730 Belvin Street, San Marcos, Texas).

By 1868, a two-story building of white stone, with the living and classrooms above and a large auditorium below, was erected. The barracks for the boys consisted of a row of one-story rooms, also of stone, and running at right angles to the main

⁸Letters from Mrs. M. T. Higgins, Bastrop, Texas, to Mrs. Wm. Morrow, Waco, Texas. Printed in San Marcos, Record, June 16, 1933.

⁹Ibid.

building. There were four finished barracks and, in addition, two with walls half way completed.¹⁰

Strong personal influence and widespread acquaintance and popularity were at this time the safest foundations for success in the building of a school.¹¹ Coronal Institute grew mainly because of the strong personal influence of Hollingsworth who dominated the school scene.

In person, Mr. Hollingsworth, is tall and erect, with well-shaped, intellectual head and clear blue eyes, and manners rather retiring, but frank, winning, and unaffected. Kindly and genial in private life, and exemplary in his relations to society and his fellowmen, he is the idol of his own household, while his sterling qualities of both head and heart cause him to be most loved by those who know him best. . . . Mr. Hollingsworth is a scholar and a patron of learning and education. . . .¹²

From 1866, the actual founding of Coronal Institute, to 1871, Mr. Hollingsworth did everything possible to make a success of the institution. However, money and scholars were scarce, his personal investment was heavy; and his faculty was too large for the student enrollment. These factors and his desire to practice law compelled him to consider the sale of

¹⁰San Marcos Record, September 25, 1936, Section 3, p. 2.

¹¹Eby, Fredrick, The Development of Education in Texas, p. 153.

¹²Hayes, Arthur R., Seminar Paper, p. 2. (from The Encyclopedia of the New West, p. 191)

the schools.¹³ At the time of the sale the enrollment was about 150 pupils.¹⁴

Miss Adice Harvey, a student under Mr. Hollingsworth, who is now in her eighty-eighth year, says that the school closed before the term was over because of the lack of funds.¹⁵

In 1871, O. N. Hollingsworth sold Coronal Institute to Reverend Robert Hixon Belvin. In 1873 Hollingsworth was chosen State Superintendent in the election which brought the Democratic Party to power. In 1875, when the Constitutional Convention abandoned the office of state superintendents, he was appointed secretary of the state board of education. In that capacity he served until 1883.

The task of reorganizing the schools after the reaction which took away the radical regime was difficult. No one ever entered an office in times less promising. In his first report to Governor Coke, Hollingsworth wrote:

Less than twelve months ago I entered without sympathy, without encouragement, upon the arduous and responsible duties of this department, surrounded on every hand by embarrassments, disorder, distrust, and worst of all, unsupported by adequate legislation.¹⁶

¹³San Marcos Record, September 25, 1936, Section 3, p. 2.

¹⁴Ibid.

¹⁵Hayes, Arthur R., Seminar Paper, p. 5.

¹⁶Eby, Fredrick, The Development of Education in Texas, p. 191.

By hard work in collecting information in regard to the loosely organized schools, by wise suggestions on legislation, he organized a fine school system. In 1880 he began the Texas Journal of Education. Through this journal he put out much valuable information. This journal, while financially a failure, gave the teaching profession its first medium of expression.

Hollingsworth's work was performed quietly, thoughtfully, and was directed more toward the teachers, than to the people as a whole. Since then many of his suggestions have finally been enacted, which shows that they were effective.¹⁷

Reverend Robert Hixon Belvin, a man of refinement and an Elder in the Methodist Church, became both owner and president of Coronal Institute. During Reverend Belvin's presidency, he gained the confidence of the public. Enrollment increased, since the money for free instruction of those children of scholastic age was turned over to the school. Thus, this institution served for a time in the place of a free public school. Military training, which had been required under Hollingsworth, was done away with.¹⁸

¹⁷Ibid., p. 191.

¹⁸Hayes, Arthur R., Seminar Paper, p. 6.

Robert Hixon Belvin was born in South Caroline in 1820. In 1845 he was licensed to preach in Texas and joined the Texas Conference in 1847. He continued in the work until 1855, when he cocated. He was re-admitted to the Rio Grande Conference in 1859 and placed on the Coliad district. In 1863 he was appointed to the San Antonio District, later engaging for a few years in school work. In 1879 he was appointed to the Corpus Christi District. He died at San Marcos, April 17, 1898,¹⁹ after giving forty years of service to the Methodist Church.²⁰

Macum Phelan reports:

He was a man possessed of a fine and well cultivated mind, of sound judgement, and was always an acceptable pastor and preacher.²¹

¹⁹Phelan, Macum, History of the Expansion of Methodism in Texas, p. 293.

²⁰Thrall, Homer S., A Brief History of Methodism in Texas, p. 263.

²¹Phelan, Macum, History of the Expansion of Methodism in Texas, p. 293.

CHAPTER III

CORONAL UNDER THE METHODIST REGIME

The various religious bodies looked upon Texas as a mission field of great importance. At the same time that the religious organizations began to establish churches they began to plan for schools.¹

It was during Robert Hixon Belvin's presidency that the Methodists of San Marcos District, under the leadership of the presiding elder, Reverend O. A. Fisher, decided to establish a school. Funds were raised and Coronal Institute was purchased by the Methodist Church from the Reverend Belvin.² Later in the same year it became the property of the San Marcos District Conference, with Professor J. H. Bishop as president.³

O. A. Fisher was born in Nashville, Illinois, July 4, 1831. He came to Texas in 1841 with his family. By March, 1856, he was licensed to preach and was admitted to the Texas Conference

¹Eby, Fredrick, The Development of Education in Texas, p. 128.

²Phelan, Macum, History of Expansion of Methodism, p. 163.

³San Marcos Record, September 25, 1936, Section 3, p. 1.

the same year. He served at Waco, Corpus Christi, Victoria, Lavaca, Texana, and as presiding elder on the Corpus Christi, San Marcos, Victoria, and San Antonio districts, not in succession, but at different periods. Reverend Fisher was known as a builder of churches, and in every place he worked he left his mark. He built a brick church at San Marcos and was chiefly instrumental in securing Coronal Institute for the church at San Marcos. He died in 1884, at Sabinal, Texas. He was the father of Reverend Sterling Fisher, of the West Texas Conference,⁴ who became president of Coronal in 1903.⁵

Under Major J. H. Bishop, who was popular and efficient, the school continued to grow. Major Bishop had a brother, John, and a sister, "Miss Clinnie," who assisted him on the faculty. He had a novel way of opening school with a large bass drum, instead of a bell as was the custom.⁶

THE CHARTER OF CORONAL INSTITUTE⁷

The State of Texas know all men by these county of Hays presents, that we O. A. Fisher, A. N. Denton, and J. H. Combs

⁴Ibid., p. 2.

⁵Phelan, Macum, A History of the Expansion of Methodism, p. 256.

⁶Phelan, Macum, History of the Expansion of Methodism in Texas, p. 163.

⁷Beauchamp, Tom L., Secretary of State, Austin, Texas Charter #1086, Record Book B., File Box #22, p. 168.

citizen of the County of Hays in the State of Texas do hereby associate ourselves together as a private corporation under the laws of this State, and do hereby recognize and adopt this instrument as the original charter of said private corporation _____

Section 1. The name of this corporation shall be "Coronal Institute."

Section 2. Said corporation is formed for educational purposes alone.

Section 3. The business of this corporation shall be transacted in the town of San Marcos, Hays, County, State of Texas.

Section 4. This corporation shall exist for the period of ninety-nine years from the date hereof.

Section 5. The number of trustees of this corporation shall be thirteen: and composed of the following named persons for the first year, to begin with the date hereof, namely: O. A. Fisher, A. N. Denton, J. H. Combs, C. C. Mitchell, A. B. F. Kerr, C. H. Briggs, L. J. Dailey, P. C. Woods, Thos. R. Fourquenean, I. B. Rylander, C. S. Cock, B. W. Smith, and Geo. L. McGehee all of whom reside in the county of Hays in the State of Texas.

In testimony where of, witness our hands at San Marcos this the 5th day of June, A. D., 1879.

O. A. Fisher

The State of Texas

J. H. Combs

County of Hays

A. N. Denton

Before me the undersigned authority personally appeared O. A. Fisher, A. N. Denton, and J. H. Combs who are each to me well known, and who each acknowledged the execution of the foregoing Instrument of writing date June 5th, 1879, and delivered the same as their finding act and deed for the purpose and considerations therein named.

In testimony whereof,

Witness my hand and official seal at my office in
San Marcos, this the 3rd day of June, A. D. 1879.

H. B. Coffeen

Notary Public in and for the county of Hays
the State of Texas.

Professor J. H. Bishop was followed by Dr. E. S. Smith in 1879, who served as president one year.⁸ Dr. Smith was born in Georgia the 13th of June, 1828, and died January 13th, 1908. Had he lived until the 13th of June he would have been eighty years old. When he was but a lad his family moved to Alabama, in which state he grew up and was educated. He was converted early in life and united with the Methodist Church when he was still a child. His father was a Methodist minister and three of Dr. Smiths brothers were Methodist ministers.

When Dr. Smith was hardly twenty he entered the Alabama Conference, in which he labored for many long years, rising to prominence and distinction. In 1874 he went to Missouri, expecting to spend the remainder of his life and ministry in that state, but the severe climate proved too trying, and in 1875 he came to Texas. During that long period, almost a

⁸San Marcos Record, September 25, 1936, Section 3, p. 3.

generation, he gave his life to the work of teaching and preaching, chiefly in the bounds of the Texas Conference, of which he was a member when he died.⁹

On coming to Texas Dr. Smith became President of the Andrew Female College in Huntsville, and then some years later he took charge of the Coronal Institute. Putting all his strength into the Christian training of the young people under him, he was honored by the people who put their confidence in him, by giving him the privilege of teaching their daughters both intellectually and spiritually. As a minister he occupied some of the most responsible stations and superintended some of the leading districts in the Texas Conference. At one time he was pastor of the Church in Huntsville and his last work was that of Presiding Elder of the Austin District. Many other important and strategic works were entrusted to his care, and it is said that every where he was faithful to the last degree.¹⁰ Southwestern University at Georgetown, in recognition of his splendid achievements, conferred upon him the title of Doctor of Divinity.¹¹

⁹Kone, Miss Florence and Mr. Sam R., Personal Interview, July 3, 1940.

¹⁰Ibid.

¹¹Ibid.

Dr. Smith's step-son, Professor R. O. Rounsavall, took charge of the school the following year, 1880. He was a very successful administrator and was ably assisted by his wife.¹²

Mrs. Rounsavall was a woman of charming personality and rare culture, in addition to having great musical ability.¹³ In every respect they developed a school that was modern and progressive, growing each year in numbers and popularity.

Rufus Osgood Rounsavall was born August 29, 1851, at Thompson, Georgia. He was a graduate of Bowling Green, Kentucky, Military School. It was the desire of Dr. E. S. Smith to bring his family together. In order to do this he had the trustees discharge him so that Mr. Rounsavall could take his place. Mr. Rounsavall was in poor health and needed the change of climate.¹⁴

In 1883 Mr. Rounsavall resigned to take charge of the Waco Female College, which he operated nearly twenty years. Around 1900 he sold this school to the Christian Church and retired. At that time the name of the school was changed to

¹²San Marcos Record, September 25, 1936, Section 3, p. 3.

¹³Ibid., p. 3.

¹⁴Kone, Miss Florence and Mr. Sam R., Personal Interview, July 3, 1940.

"Add Ran College," the predecessor of Texas Christian University now at Fort Worth, Texas. Mr. Rounsavall died July 20, 1904, at Waco, Texas. After his wife's death his remains were transferred to Winchester, Kentucky.

Professor John E. Pritchett of Glasgow, Missouri succeeded Mr. Rounsavall. He was supported by a strong faculty, and under his business-like management and fine executive ability the institution continued to grow and prosper.¹⁵

Professor Pritchett was born in Warren County, Missouri. He received his Bachelor of Arts and Master of Arts degrees from Pritchett Collège, Glasgow, Missouri.¹⁶ He did two years of graduate work at Johns Hopkins University, Baltimore Maryland, but was unable to finish. He majored in foreign language, studying under Professor Glidiesse. After leaving Johns Hopkins he taught Greek and Latin at Pritchett College, Glasgow, Missouri for two years.

He taught at Coronal Institute for one year and became president the following year. After one year as president, Professor Pritchett decided to take up the practice of law. In 1885 he was succeeded by Professor W. J. Spillman, who gave up the work at the expiration of two years.¹⁷

¹⁵San Marcos Record, September 25, 1936, Section 3, p. 3.

¹⁶Mrs. J. E. Pritchett, Personal Interview, July, 1940.

¹⁷San Marcos Record, September 25, 1936, Section 3, p. 3.

In 1888, the leadership of Coronal Institute passed into the hands of her first graduate, Professor A. A. Thomas. Professor Thomas was born in Fayetteville, Texas, in 1861, and received his Bachelor of Arts Degree from Coronal Institute in 1880. Later he received his Master of Arts Degree from Southwestern University at Georgetown, Texas.¹⁸

During his administration, on March 1, 1890, the building of Coronal Institute was destroyed by fire. A meeting was called by the Coronal board of trustees and the school was carried on in the different churches of the town, while the citizens opened their homes to boarding boys and girls. A mass meeting was held at the Court House, where the citizens raised ten thousand dollars to start rebuilding.¹⁹

Some of the old timers say this incident woke up the village of San Marcos. Realizing that the school was about their only asset, they not only built a larger Coronal, but the city council soon appropriated fifteen thousand dollars for the improvement of city streets. Times were good and many new homes were built.²⁰

¹⁸Mr. A. A. Thomas, Personal Interview, July, 1940.

¹⁹Houston Chronicle, Sunday January 21, 1940, Section VI, p. 4.

²⁰Ibid.

The Rosa Kendrick Hall was built in 1890, through the generosity of Mr. John B. Kendrick of Wyoming, in memory of his sister, Miss Rosa Kendrick, who was a member of the faculty several years. For a number of years Mr. Kendrick was United States Senator from Wyoming.²¹

In September, 1890, the new building was opened with Mrs. David Combs in charge of the boarding department, which she conducted several years. Mrs. Combs was a woman of excellent judgment and possessed a sympathetic understanding of the young people committed to her care.²²

Upon his resignation in 1901, Professor Thomas took charge of a school in San Antonio. Succeeding him Professor John E. Pritchett was again elected president, holding the position until 1903.

At this time he accepted the position as head of the Latin department in the Southwest Texas State Normal School, now Southwest Texas State Teachers College.²³ Professor Pritchett remained as head of the Latin department until his death in November, 1919.

²¹San Marcos Record, September 25, 1936, Section 3, p. 3.

²²Ibid.

²³San Marcos Record, September 25, 1936, Section 3, p. 3.

Reverend Sterling Fisher, another graduate of Coronal, succeeded Professor Pritchett as President and remained at its head until 1916. During his administration a two-story brick addition was erected on the east side and also a boys' dormitory, Fisher Hall, was built on Belvin street in 1906.²⁴

Reverend Fisher was born September 24, 1864, in the old town of Texana, Jackson County, Texas. He was educated at Coronal Institute. After joining the West Texas Conference of the Methodist Church, South, he served in the active ministry fifty-four years. He was secretary of the Conference forty-seven years. In 1920 he received the Doctor of Divinity degree from Southwestern University, Georgetown, Texas. Since retiring from the active ministry in 1937, he is at home in Austin, Texas.²⁵

Reverend V. A. Godbey, D. D., succeeded Reverend Fisher and conducted the school very successfully, but preferring the ministry to school work, he resigned at the end of one year.²⁶

In 1917, two young men, C. W. Moore of Wesley College, Greenville and Professor S. N. Jonakin, leased the property

²⁴Coronal Institute Bulletin, June 1, 1916, Vol. 1, No. 3.

²⁵Letter from Dr. Sterling Fisher, Austin, Texas July 13, 1940.

²⁶San Marcos Record, September 25, 1936, Section 3, p. 3.

from the Conference. The United States having entered the World War, many young men were taken out of all the schools of the country. In January, 1918, Messrs. Moore and Jonakin were unable to continue the school, since the State Norman School and the San Marcos Baptist Academy were both strong competitors--Coronal Institute, once the pride of Southwest Texas--had served her time.²⁷

²⁷Ibid.

CHAPTER IV

COURSE OF STUDY

The character and aim of the school as set up by the Catalogue for the session of 1917-1918 were as follows:

The school is essentially a preparatory school for boys and girls. The new management will continue the broad, liberal policy of offering such a thorough training in the fundamentals of education as shall prepare our students for admission to our leading universities and colleges, or for immediate entrance into the world of practical affairs. We do not propose to do college work, but we expect to make Coronal Institute an academy which for efficiency, for breadth of scope within the limits of high grade high school work, shall have no superior in all the Southwest. We insist on thoroughness in every sense of the word. We believe, too, that the building of character is just as important a function of the educational process as the gaining of knowledge from books. We strive both by precept and example to have the boys and girls who are placed under our care embrace the principles of Christian manhood and womanhood. We seek to inculcate in them in their relations to each other and to us a love of honor and truth in the smallest affairs of life. We propose to send our students from Coronal with proper manners and morals, an appreciation of what is best in life, a Christian ideal and the ability to think correctly and truly in the consideration of the affairs of their every day life. We shall regard our work a failure if it does not accomplish this. The life of the school is an intimate one and therefore, no student will be received without satisfactory recommendation as to health and character both of which must be good. The school is not at all designed for those who have made failures elsewhere,

those of vicious character, doubtful morals, or incorrigibles. Every student will be trusted so far as he shows himself worthy of trust but any student will be quietly dismissed whose behavior, on test, shows a disregard for the general welfare of the student body and such decision will be made on general evidence of conduct without a special infraction of the rules. We want boys and girls who are clean, honest, earnest and ready to do their part in making men and women; those who are reasonable in their submission to authority.¹

The first catalog of Coronal Institute was published in 1869. The school was co-educational and based upon the liberal elective system, where students could chose their subjects according to their own needs and finances and were not all sent through the same process. The catalog explains as follows:

It is believed that this system meets more fully the wants of that class of students who, having been deprived of advantages of instruction during the late war, now feel unable to complete a regular college course and desire to confine themselves to the more practical branches of education. . . . This sustem not only presents superior advantages to the class of students referred to, but also leaves the field open to those who desire an extended range of studies equal to that pursued in the older colleges of the country. . . .

The special schools are not embraced in the regular academic cause, but are designed as additional aids to those who desire more special and practical preparation for professional life.²

The catalog further outlines the following schools as they were set up by the Institute:

¹Catalogue of Coronal Institute, A First Class Academy, San Marcos, Texas, Session 1917-1918, p. 11.

²Semi-Annual Catalogue of the Professors and Students of the Coronal Institute, San Marcos, Hays County, Texas, Male and Female Departments, Session 1869-1870.

1. Preparatory School--This school is organized to meet the less advanced students, who are not prepared to enter any of the regular schools. The subjects embraced in this course of instruction are the usual elementary branches of education.
2. Academic Schools of:
 - a. Ancient Languages--The subjects taught in this School are the Latin and Greek languages and Literature.
 - b. Modern Languages--The subjects taught in this School are the French, German and Spanish Languages.
 - c. Mathematics--The subjects taught in this School include algebra, analytical geometry, and calculus.
 - d. Natural Sciences--This School is divided into three classes. The instruction in the Junior Class is designed to give a clear knowledge of the important facts and principles of General Physics, without the application of the higher mathematics. In the Senior Class the subject of Optics, Acoustics, Mechanics, and Astronomy, are taught by the use of the analytic and more scientific methods of investigation.
 - e. Moral Philosophy--This School embraces Mental Philosophy; Logic; Ethics, or Moral Philosophy proper; and the Evidences of Christianity.
 - f. History, Political Economy, General Literature and Rhetoric--This School is divided into the two distinct classes of History and Political Economy; and literature and Rhetoric.
3. Special Schools
 - a. School of Applied Mathematics--In this School are taught Land Surveying, Leveling, Shades, Shadows and Perspective with drawings; the construction of Roads, Railroads, Canals and Bridges; Theory and Use of Instruments.

- b. **Business School**--Instruction in this School embraces Penmanship, Business Forms, such as Invoices, Receipts, Bills of Lading, Checks, Promissory Notes, Negotiable Notes, Drafts, Accounts-Current, Accounts-Sales, Domestic and Foreign Bills of Exchange, Commercial Correspondence; Book Keeping, Single and Double Entry, applied to Farming, Mechanical, Commercial, and other Business pursuits; Changing of Books from Double to Single, and from Single to Double Entry, with calculations in Interest, Discount, Premium, Exchange, and Problems in settlement of Partnership Accounts, Equation of Payments, &c.

4. Law School

This School is organized with a view to acquaint the student familiarly and practically with the principles of his profession. Under the immediate supervision of the Professor, the student is required to pronounce opinions upon supposed cases; to devise and institute remedies by suit or otherwise; to conduct suits at Law and in Equity from their inception through all their stages; to draw Wills, Conveyances and other assurances; and in short to perform most of the functions of a practicing Lawyer.³

For satisfactory completion of the work required in those respective schools, appropriate degrees and diplomas were offered. Degrees offered by the Institute were as follows:

1. That of Master of Arts--conferred upon students who have graduated in Latin, Greek, and French, German or Spanish, Pure Mathematics, Natural Sciences, Mental and Moral Philosophy, and History and Literature.
2. That of Bachelor of Arts--conferred upon each student as have graduated in the Latin, French, or German or Spanish, Moral and Mental Philosophy, Mathematics, (except the Calculus) Natural Science, (except the Senior course) and History of Literature.

³Ibid., pp. 6-13.

3. That of Graduate in a School--conferred for satisfactory attainments in the leading subjects of instruction in that School, as for example, in the Latin Language, in the Greek Language, in the French Language, in the Spanish Language, Pure Mathematics, Natural Sciences, Moral Philosophy, History and Literature, Applied Mathematics, and the Business School.
4. That of Bachelor of Law--conferred for satisfactory attainment in all subjects of instruction in the School of Law. In the Female Department, no Degrees are conferred, except that of Graduate in a School. The course of study prescribed for the different Schools is some-what modified to suit the special wants of Females. Music, both vocal and instrumental, constitutes a prominent feature.⁴

A statement from the Catalogue of 1869 is as follows:

In the Female Department no degrees are conferred, except that of Graduate in a School.

Those words indicated that woman's place in society at that time was definitely circumscribed.

To execute this modern educational program, Captain Hollingsworth surrounded himself with a well trained faculty, composed mostly of ex-Confederate army officers. The first catalogue lists the following members of the faculty:

Captain O. N. Hollingsworth, Chairman of Faculty. Professor of Mental and Moral Philosophy.

General John C. Moore, Professor of Mathematics.

Major D. Trueheart, Professor of Natural Sciences.

Col. G. H. Snyder, Professor of History and Literature.

Dr. R. Wipprecht, a Graduate of the University of Wurzenberg, Professor of Languages.

⁴San Marcos Record, June 13, 1934, No. 38, Vol. 21.

W. G. Hutchison, Professor of Law.

Mrs. O. N. Hollingsworth, Instructress in Music.

Mrs. N. J. Taylor, Assistant in Female Department.⁵

Special schools were not embraced in the regular academic course, but were designed as additional aid to those who desired more special and practical preparation for professional life.⁶

The Annual Catalogue of Coronal Institute for the year 1883-1884 outlines the following course of study and the work in the primary and elementary grades corresponded with the same grades of the best regulated public schools of the state:

First Year High School

Eng. Grammar
Arithmetic
Composition
History of Texas
Latin Primer

Physiology
History of England
Elementary Algebra
Latin Reader and Grammar

Second Year High School

Algebra
Word analysis
Ancient History
Caesar

Mythology
Physics
Virgil
Latin Composition

⁵Semi-Annual Catalogue of the Professors and Students of the Coronal Institute, San Marcos, Hays County, Texas, Male and Female Departments, Session 1869-1870, p. 3.

⁶Ibid., p. 5.

Third Year High School

Plain and Solid Geometry
Rhetoric
Physical Geography
Cicero

Zoology
English Literature
Modern History
Horace

Fourth Year High School

Mental Philosophy
Trigonometry
Chemistry
Logic
Elements of Criticism

Christian Ethics
Botany
Astronomy
Evidences of Christianity
Geology

Pennmanship, Orthography, Elocution, and essays throughout the entire course.⁷

Coronal Institute Catalogue for the year 1903-1904, outlines the following course of study. In the classical course a full course in a modern language or in any of the special departments was substituted for Greek. In the modern language course a full course in any of the special departments was substituted for one modern language.

Classical Course

First Year

English Grammar
Ancient History
Beginners Latin
Arithmetic
Algebra

Modern Language-Scientific Course

First Year

English Grammar
Ancient History
Spanish I
Arithmetic
Algebra

⁷Annual Catalogue of Coronal Institute, San Marcos, Texas, Session 1883-1884, p. 12.

Second Year

Eng. Literature and Rhetoric
 Modern and Medieval History
 Caesar
 Algebra (1st. term)
 Geometry (2nd term)
 Physical Geography (1st term)
 Physiology (2nd term)

Third Year

Eng. Literature and Rhetoric
 Beginner's Greek
 English History
 Cicero
 Geometry
 Zoology (1st term)
 Botany (2nd term)

Fourth Year

Eng. Literature and Rhetoric
 Xenophon
 U. S. History and Civics
 Philosophy
 Virgil
 Trigonometry (1st term)
 Solid Geometry (2nd term)
 Physics

Second Year

Eng. Literature and Rhetoric
 Modern and Medieval History
 Spanish II
 Algebra (1st term)
 Geometry (2nd term)
 Physical Geography (1st term)
 Physiology (2nd term)

Third Year

Eng. Literature and Rhetoric
 English History
 German I
 Geometry
 Zoology (1st term)
 Botany (2nd term)
 Chemistry

Fourth Year

Eng. Literature and Rhetoric
 U. S. History and Civics
 German II
 Trigonometry (1st. term)
 Solid Geometry (2nd term)
 Physics
 Astronomy (1st term)
 Geology (2nd term)⁸

Primary Department

First, Second and Third Readers, Spelling, Writing
 Primary Arithmetic, Object Lessons, Oral History, and Primary
 Geography.

⁸Catalogue of Coronal Institute, San Marcos, Texas, Session
 1903-1904, p. 12.

Preparatory Department

Fourth Grade

Elementary Arithmetic, Fourth Reader, Geography, First Language Lessons, Spelling.

Fifth Grade

Elementary Arithmetic, Elementary Grammar, Texas History, Geography, Fifth Reader, Spelling.

Sixth Grade

Elementary Grammar, United States History, Complete Arithmetic, Manual of Geography, Reading, Spelling.⁹

The catalog of 1904-1905 outlines the following course of study:

1. Primary Department--First, Second and Third Readers, Spelling, Writing Primary Arithmetic, Object Lessons, Oral History, and Primary Geography.
2. Preparatory Department:
 - a. Fourth Grade--Elementary Arithmetic, Fourth Reader, Geography, First Language Lessons, Spelling.
 - b. Fifth-Grade--Elementary Arithmetic, Elementary Grammar, Texas History, Geography, Fifth Reader, Spelling.
 - c. Sixth Grade--Elementary Grammar, United States History, Complete Arithmetic, Manual of Geography, Reading, Spelling.
3. High School Department--Upon entering this department students will select either the Classical or Modern Language Course, and will pursue this course until graduation.

⁹Ibid., p. 11.

a. English

1. First Year--Whitney and Lockwood's School Grammar; Composition; Dictation. Daily recitations.
2. Second Year--Lockwood and Emerson's Composition and Rhetoric; Evangeline; Ivanhoe; Essays. Daily recitations.
3. Third Year--Lockwood and Emerson's Composition and Rhetoric; Vision of Sir Launfal; Merchant of Venice; Silas Marner; the Princess; Carlyle's Burns; Essays. Four recitations per week.
4. Fourth Year--Lockwood and Emerson's Composition and Rhetoric; Macaulay's Milton and Addison; Milton's Comus, Lycidas, L'Allegro and Il Penseroso; Macbeth; Burke on Conciliation; Essays. Three recitations per week.

This course in literature is planned to meet the requirements of college entrance examinations.

b. Reading Course--In addition to the careful study of the English classics, we have mapped out a three year's Reading Course, which is compulsory for the three upper grades.

1. Second Year--Hawthorne's Twice-Told Tales (Selected from); Longfellow's The Courtship of Miles Standish; Scott's The Lady of the Lake; Burn's The Cotter's Saturday Night; Irving's The Sketch Book (selections from).
2. Third Year--Coleridge's The Rime of the Ancient Mariner; Cooper's The Last of the Mohicans; Dickens' David Copperfield; Hawthorne's The House of Seven Gables; Shakespeare's Julius Caesar; Tennyson's Enoch Arden.
3. Fourth Year--Addison's Sir Roger de Coverly Papers; Goldsmith's The Vicar of Wakefield; Pope's Iliad, Books I, VI, XXII, XXIV; Tennyson's In Memoriam; Poe's Prose Tales; Selections from the Southern Poets; Thackeray's Henry Esmond.

c. Greek

1. Third Year--Constant Drill in Writing and Repeating the Forms, Putting idiomatic English into Greek, and About forty pages of continuous Greek read. Daily recitation. Text: White's First Greek Book.
2. Fourth Year--Four books of the Anabasis; Grammar; Composition; Sight Translation. Daily recitations. Text: Goodwin and White's Xenophon's Anabasis.

d. History

1. First Year--Botsford's Ancient History for Beginners; Map Drawing. Daily recitations.
2. Second Year--Adams' Medieval and Modern History; Map Drawing. Daily recitations.
3. Third Year--Larned's History of England; Map Drawing. Three recitations per week.
4. Fourth Year--United States History and Civil Government.

e. Latin

1. First Year--a drill is given on forms, so that the case endings and the tenses of verbs may be quickly recognized. Selections translated; Composition. Daily recitations.
2. Second Year--Grammar; Composition; Selections for Translation; Sight Reading; Caesar. Daily recitations.
3. Third Year--Caesar; Grammar; Composition; Sight Reading; Cicero. Four recitations per week.
4. Fourth Year--Cicero; Virgil; Grammar; Composition; Sight Reading; Hexameter Verse. Four recitations per week.

f. Mathematics

1. First Year--Complete Arithmetic. Five recitations per week. Text: White's Complete Arithmetic. Algebra to Quadratic Equations. Five recitations per week. Text: Milne's Elements of Algebra.
2. Second Year--(1st Term)--Complete Algebra. Five recitations per week. Text: Well's Essentials of Algebra. (2nd Term)--Plane Geometry, Books I and II. Daily Recitation. Text: Wentworth's Plane Geometry.
3. Third Year--Plane Geometry, completed. Daily recitations. Text: Same as previous year.
4. Fourth Year--(1st Term)--Plane Trigonometry. Daily recitations. Text: Wentworth's Plane Trigonometry (with tables). (2nd Term)--Solid Geometry. Daily recitations. Text: Wentworth's Solid Geometry.

Elective--Book-keeping. A practical course in single and double entry, commercial forms, etc. Open to students who have completed second year Mathematics. Daily recitations. Text: Montgomery's Modern Book-keeping.

g. Modern Languages--Spanish

1. First Year--Elementary Grammar and Reading. Daily recitations.
2. Second Year--Spanish Syntax and Reading. Daily recitations.

German

1. Third Year--Careful study in the declensions, conjugations and word orders. Translation; Prose Composition. Daily recitations. Text: Joynes-Meissner's German Grammar; Hewett's German Reader. (Second Year English is Prerequisite.)

2. Fourth Year--Joynes-Meissner's German Grammar (Parts II and III). Prose Composition; Translation. Daily recitations. Text: Baumbach's Nicotiana; Schiller's Der Geisterseher; Riehl's Der Fluch der Schonheit; Heine's Die Harzreise.

h. Philosophy

1. Fourth Year--An introductory course in Psychology; Christian Ethics and Logic. Open to advanced students. Daily recitations. Text: True's Logic; Baldwin's Psychology; Hopkins' Law of Love; Fisher's Christian Evidences.

i. Science

1. Second Year--(1st Term)--Physical Geography. Daily recitations. Text: Tarr's New Physical Geography. (2nd Term)--Physiology. Daily recitations. Text: Martin's Human Body (Briefer Course).
2. Third Year--Biology--(1st Term)--Zoology. In connection with the text book, some laboratory study of specimens will be made. Daily recitations. Text: Jordan, Kellogg and Heath's Animals. (2nd Term)--Botany. Special attention will be given to the vital processes of living plants. Three recitations and two laboratory periods per week. Occasion field excursions. Text: Bergen's Elements of Botany. Chemistry. The fundamental facts of inorganic and organic chemistry. Two recitations and two laboratory periods per week throughout the year. Second year Mathematics prerequisite. Text: Williams' Elements of Chemistry.
3. Fourth Year--Physics. Four recitations per week, supplemented by problems and experiments. Third year Mathematics prerequisite. Text: Carhart & Chute's High School Physics. Astronomy (1st Term). Daily recitations. Text: Young's Elements of Astronomy. Geology (2nd Term).

Daily recitations. Text: Le Conte's Compend of Geology. Astronomy and Geology are open to students taking the Modern Language Scientific Course.¹⁰

The degree of Mistress of English Literature was conferred on any young lady who completed one of the above courses. The High School Diploma was given to young men for the same work.¹¹

The following piano course was offered:

- First Year. Explanation of instrument, names of keys, notes, and their various relations. Technic, Palmer's Primer, Piano School, Gustave Damm.
- Second Year. Technic, Piano School, Damm, Major Scales, Cadences, Prep. Octaves and Arpeggios, Kullak, Op. 62.
- Third Year. Technic, Major and Minor Scales and Arpeggios, Octave Studies, Kullak, Czerny, Op. 299, Schumann, Op. 68.
- Fourth Year. Technic, Czerny Op. 299, Bach, Twelve Small Preludes, Heller, Op. 47, Scales, Arpeggios, Octaves, Mendelssohn's Songs Without Words.
- Fifth Year. Technic, Bach Two and Three Part Inventions Czerny Op. 740, Heller Op. 46, Selections from Schumann Op. 82 and 28, Mendelssohn and Mozart.
- Sixth Year. Technic, Czerny Op. 740, Bach, Well-Tempered Clavier, Sonatas and Selections from the Masters.

¹⁰Catalogue of Coronal Institute, San Marcos, Texas, Session 1904-1905, pp. 11-17.

¹¹Ibid., p. 17.

Seventh Year. Technic, Well-Tempered Clavier, Bach, Schumann, Etudes Syphoniques, Beethoven Sonatas, Etudes of Chopin and Moscheles.¹²

Through instruction in Violin, Mandolin, Guitar and Banjo was given. In 1904-1905 the class music students numbered thirty-three.

A course of four years, beginning with a thorough grounding of breathing, tone placing, purity of quality, voice individuality, fineness of expression and enunciation was offered in voice. All voice pupils were trained in chorus singing. Public recitals were given as often as they were thought to be beneficial to the students.

In the Art Department instruction was individual and no student was held back or prevented from doing extra work. Instruction was given in pencil, pen and ink, charcoal, oil, water color, pastel and china. Also, if desired, some instruction in clay modeling, wood carving, pyrography and tapestry was given.

The purpose of Elocution was to develop individuality, correct bad habits of speech and gesture and make the body a fit instrument to serve the mind and soul. Articulation, quality, emphasis, pitch and voice were taught from a practical standpoint.¹³

¹²Ibid., pp. 20-21.

¹³Ibid., p. 23.

Course of Study for 1912-13 and 1914-15

The work in this school, beginning with the fourth grade, corresponded with the same grades of the public schools of the state and so far as possible the same texts were used. That year the first, second, and third grades were discontinued.

Academic and Junior College Course

The fifth year in this school corresponded to any first-year college course, and was officially recognized by Southwestern University.

Upon entering these departments, students selected either the classical or the modern language course and pursued the course selected until graduation.

Classical Course

First Year

English Grammar
Ancient or U. S. History
Arithmetic
Algebra
Latin

Second Year

English Composition
Modern History
Algebra
Physical Geography
Physiology
Latin

Modern Language Course

First Year

English Grammar
Ancient or U. S. History
Arithmetic
Algebra
Latin

Second Year

English Composition
Modern History
Algebra
Physical Geography
Physiology
Latin

Third Year

Eng. Literature & Rhetoric
 English History
 Geometry
 Botany
 Latin

Fourth Year

Eng. Literature & Rhetoric
 U. S. History & Civics
 Algebra
 Solid Geometry
 Chemistry
 Latin

College Freshman

Eng. Literature & Rhetoric
 History of Western Europe
 Trigonometry
 Algebra
 Physics
 Latin

Third Year

Eng. Literature & Rhetoric
 English History
 Geometry
 Botany
 Spanish
 German

Fourth Year

English Literature & Rhetoric
 U. S. History & Civics
 Algebra
 Solid Geometry
 Chemistry
 Spanish
 German

College Freshman

Eng. Literature & Rhetoric
 History of Western Europe
 Trigonometry
 Algebra
 Physics
 Spanish
 German¹⁴

The department of music offered piano, harmony and counterpoint, and history of music. Recitals were given as a regular part of the school work. Diplomas in music were conferred upon the completion of the course. Preparatory, intermediate, and advanced studies were given in violin.¹⁵

¹⁴Catalogue of Coronal Institute and Conservatory of Fine Arts, San Marcos, Texas, Session 1914-1915, p. 20.

¹⁵Ibid., p. 30.

Mrs. Peeples gave instruction on the pipe organ at the Methodist Church.

The aim of the Coronal Art Department was to encourage and assist amateurs, and to give to art students training, preparing them to do independent work and to enter advanced classes in the great eastern art schools. The following courses were offered:

First Year. Literature Study--Egyptian Art.

- (1) Charcoal Drawing. Simple forms from casts and objects.
- (2) Continuation of Course 1. Perspective Drawing.

Second Year. Literature Study--Greek and Roman Sculpture.

- (1) Drawing from still life and casts. Sketching from life.
- (2) Sketching from life. Designing in pen and ink. Drawing from objects.

Third Year. Literature study--Italian Renaissance.

- (1) Drawing and painting from still life. Sketching from life.
- (2) Continuation of Course 1.

Fourth Year. Literature Study--Modern Arts.

- (1) Portrait Drawing. Drawing and Painting from still life.
- (2) Continuation of Course 1. Outdoor Sketching.¹⁶

¹⁶Ibid. p. 33.

Expression and physical culture were offered to develop individuality, and correct bad habits of speech and gesture. Articulation, quality, emphasis, pitch and voice-production were taught from a practical stand point.¹⁷

Course of Study for 1915-1916

In 1915 the Institute became a Junior College. The following course of study was offered.

College Department

The courses embraced in the Freshman and Sophomore years in Class A colleges will be done in this department.

Fourteen units entrance credits are required for entrance, a unit meaning a subject pursued in academy or high school throughout a session of nine months, reciting five times a week, in recitation periods not less than forty minutes in length.

These credits may be offered in the following subjects according to the plan of the Educational Commission of the Methodist church.

English (3 to 4)	Botany (1)
*History (2-4)	Chemistry (1)
*Civics (1-2)	Physics (1)
Alg. and Pl. Geom. (2 1-2)	Physiography (1-2)
Solid Geom. (1-2)	Physiology (1-2)
Trigonometry (1-2)	Zoology (1)
Latin (2 or 4)	*Agriculture (1-2 or 1)
Greek (2 or 3)	*Bookkeeping (1-2)
French (2 or 3)	*Domestic Economy (1 or 2)
German (2 or 3)	*Drawing (1-2 or 1)
Spanish (2 or 3)	*Manual Training (1-2 or 1)
	*Sten. and Typewriting (1)

*Combined not to exceed 4

*Total number in vocational subjects not to exceed 2

¹⁷Ibid. p. 34.

In the college credit is based on the number of hours completed.

Four forty-five minute recitation periods per week throughout the school year will give three hours college credit in any subject. Thirty hours are necessary for graduation from the college

The following subjects are required:

English	6 hours
Foreign Language	6 hours
Mathematics	6 hours
History	3 hours
Philosophy	3 hours
Bible	3 hours
Science or Second Foreign Language	3 hours

Candidates for graduation must take also at least one-half year of Expression or Oratory, either private or class lessons.¹⁸

Academy

Courses in the Academy are arranged so that students may obtain the necessary units to admit them to the Freshman year in any of the colleges, and they correspond to the courses in the best high schools. Fourteen units are necessary to graduate from the Academy, and diplomas will be given upon finishing the work.

Two courses will be offered--the Classical and the Modern Language, as outlined below.

OUTLINE OF COURSE OF STUDY IN THE ACADEMY

CLASSICAL

¹⁸Catalogue of Coronal Institute, Academy, Junior College, and Conservatory of Fine Arts, San Marcos, Texas, Session 1915-1916, p. 20.

First Year.	English I Mathematics I History I Science I
Second Year.	English II Mathematics II History II Science II Latin I
Third Year.	English III History III Mathematics III Latin II Spanish I or German I
Fourth Year.	English IV History IV and Civics Mathematics IV Latin III Spanish II or German II or Science IV

MODERN LANGUAGE

First Year.	English I History I Mathematics I Science I
Second Year.	English II History II Mathematics II Science II German I
Third Year.	English III History III Mathematics III German II Spanish I

Fourth Year. English IV
 History IV and Civics
 Mathematics IV
 Spanish II
 Science IV¹⁹

The department of music offered piano, harmony and counterpoint, and history of music. Recitals were given as a regular part of the school work. Diplomas in music were conferred upon the completion of the course. Preparatory, intermediate, and advanced studies were given in violin.

In the department of voice study began with the fundamental work in diaphragmatic breathing. Tone-placing, purity of quality, voice individuality, fineness of expression and enunciation were stressed.²⁰

The aim of the Coronal Art Department, as before, was to encourage and assist amateurs, and to give to art students training, preparing them to do independent work and to enter advanced classes in the great eastern art schools. The following courses were offered:

First Year. Literature Study--Egyptian Art.

- (1) Charcoal Drawing. Simple forms from casts and objects.
- (2) Continuation of Course 1. Perspective Drawing.

¹⁹Ibid., pp. 21-22.

²⁰Ibid., p. 36.

Second Year. Literature Study--Greek and Roman Sculpture.

- (1) Drawing from still life and casts. Sketching from life.
- (2) Sketching from life. Designing in pen and ink. Drawing from objects.

Third Year. Literature study--Italian Renaissance.

- (1) Drawing and painting from still life. Sketching from life.
- (2) Continuation of Course 1.

Fourth Year. Literature Study--Modern Art.

- (1) Portrait Drawing. Drawing and Painting from still life.
- (2) Continuation of Course 1. Outdoor Sketching.

Course of Study for Expression and Physical Culture

First Year. Correct breathing; fundamental work for freeing and developing the vocal instrument; basic principals of position and gesture; walking and standing; extemporaneous speaking; class work in standard literature; repertoire; attention given to individual faults.

Second Year. Voice placing and control; pantomime; gesture; public speaking; diction and pronunciation; poise; theory; of expression; class work with masterpieces; repertoire.

Third Year. Voice and gesture work; problems in pantomime; universal laws of Expression applied to expressive movements of the body; mind activities manifested in facial expression; suggestiveness; public reading; Shakespearean scenes; impersonation; interpretation of the Bible; repertoire; cutting and arrangement of readings.

Fourth Year. Review of fundamentals; philosophy of expression; impersonation; representation of plays; lyrics; psalms and modern verse; theory of expression and pronunciation; preparation of an entire program; criticism.²¹

In 1917 the school became essentially a preparatory school for boys and girls. It was the intention to make Coronal Institute an academy which would have no superior in all the Southwest.

PLAN OF WORK AND OUTLINE OF COURSES

For graduation eighteen units are required, of which the following are prescribed:

English, four units
History, three units
Mathematics, three units
Latin, three units, or
German, two units
and
Spanish, two units
Science, two units

The time required to complete this course will depend somewhat on student. Thoroughness is demanded but opportunity will be given to all, who show themselves worthy, for as rapid promotion as possible in accordance with their preparation. Students who do not make their grades will not be promoted.²²

²¹Ibid., p. 37.

²²Catalogue of Coronal Institute, A First-Class Academy, San Marcos, Texas, Session 1917-1918, p. 22.

The additional units required for graduation were selected at will from the remainder of the course of study.

The department of music offered piano, harmony and counter-points, and history of music. Recitals were given as a regular part of the school work. Diplomas in music were conferred upon the completion of the course.²³

In the department of voice study began with the fundamental work in diaphragmatic breathing. Recognition of correct tone formation and production was insisted upon. Three essentials were given particular attention--breathing, study of vowels and placing of the voice.

Expression and Physical Culture--in connection with their other work young ladies were given physical culture in class work.²⁴

In the department of art, portrait, figure, still life, landscape, design, art history, wood carving, clay modeling, china, tapestry and other decorative work taught. Some manual training was also taught.²⁵

²³Ibid., p. 30.

²⁴Ibid., p. 31.

²⁵Ibid., p. 32.

CHAPTER V

EXTRA CURRICULA ACTIVITIES AND MISCELLANEOUS INTERESTS

Literary Societies

The Rosa Kendrick Literary Society was maintained by the girls, and the Coronal Debating Society by the boys. The former generally made a very close study of some of the classics. Grace of expression, freedom and clearness of thought, and ease before an audience were the objectives. The Coronal Debating Society had a regular program in which declamations, orations, and debates were held. Force of thought, correct parliamentary usage, and proper delivery were stressed.

Jointly, the societies publish the Coronal Courier, a monthly magazine consisting of essays, stories, poems, etc., together with the budget of school news, all prepared by students.¹

Library and Reading Room

The institute had a library with many of the standard works, historical, biographical and literary. An ample supply

¹Coronal Institute Catalogue, San Marcos, Hays County, Texas, Session, 1903-1904, p. 5.

of papers and magazines for the use of the students, and new books were purchased as fast as funds could be secured for this purpose. The Alumni Association undertook the enterprise of building up the library. The Coronal Catalogue of 1915-1916 stated the library contained one-thousand volumes.

Each student in the Academic Department was charged a small fee of one dollar per term. In this way the library was made self supporting. Gifts, either in books or money, for the library were always appreciated.²

Uniforms

One uniform, cap and dress, not to cost more than fifteen dollars, were required of all girls boarding in the Institute. Until these uniforms were ready the girls wore only inexpensive clothing, such as was suitable for ever-day wear. Also to avoid extravagance in dress on the part of some, and humiliation to others, and to reduce the school expense to a minimum, the young ladies were required to wear uniforms on all public occasions. The spring uniform cost approximately seven dollars and fifty cents.³

Buildings and Grounds

²Catalogue of Coronal Institute and Conservatory of Fine Arts, San Marcos, Texas, Session 1914-15, p. 10.

³Coronal Institute Catalogue, San Marcos, Hays County, Texas, Session 1904-15, p. 11.

The main building housed the teaching departments and the boarding department for young ladies. The buildings were of brick, three-stories, and the boarding department took care of one hundred young ladies, two occupying a room. Basketball and tennis courts were provided on the grounds.

Fisher Hall, at present the Memorial Hospital, was the young men's boarding hall. It was a three-story brick building, standing in the middle of the campus of nine acres, situated five blocks from the main building in the western part of the town. The campus afforded an excellent field for athletics and the boarding hall had room for sixty boys, two boys occupying a room.⁴

Religious Culture

No system of education is complete which does not provide for spiritual culture. True manhood and womanhood is Christian manhood and womanhood. In all our intercourse with students we seek to impress them with the supreme importance of definitely committing themselves to Christian faith and ideals. Though the institution is under the control of the Methodist Episcopal Church, South, it is in no true sense sectarian. The students attend the church preferred by their parents. The teachers are required to be members of some Protestant Church. Regular attendance is required at church and Sunday school. A Young Women's Christian Association and a Young Men's Christian Association are maintained in the school, and have been productive of much good.⁵

⁴Catalogue of Coronal Institute, Academy, Junior College and Conservatory of Fine Arts, San Marcos, Texas, Session 1915-1916, p. 9.

⁵Catalogue of Coronal Institute and Conservatory of Fine Arts, San Marcos, Texas, Session 1914-1915, p. 10.

Entertainments

Recitals and entertainments were given at regular intervals by the teachers and students of the departments. These recitals accustomed the students to appear in public, and cultivated self control. The students had the opportunity of attending many of the best entertainments on the lyceum platform, and of hearing many noted artists.⁶

Government

All students who entered the institute had to present a certificate of good character signed by a minister or former teacher, unless they were personally known to the president or principal. They were put on their honor and were expected to sign a pledge that they would obey the regulations of the school. Boys of the boarding hall were required to sign a special pledge that they would not be absent from the hall at night without permission. Violation of such pledge made the students liable to expulsion. The school had as few regulations as possible and expected the boys and girls to conduct themselves as young men and young ladies should. The faculty assumed this of the students until they proved themselves other-wise. They believed the true object of discipline was

⁶Ibid., p. 12.

not merely to secure decent behavior and obedience to rules, but to develop in the pupils the power to govern themselves. Self-respect, self-reliance, and self-control were constantly encouraged by putting upon the students every responsibility they could bear, and granting the largest liberty consistent with good order and thorough work. Privileges were withdrawn only when abused. Punishments were inflicted when necessary, but only after persuasion and appeal failed. Boarding girls were not permitted to leave the campus except when accompanied by a chaperon. Loitering about the streets and public places was strictly forbidden. Students were required to be obedient and respectful to the teachers at all times.

The faculty endeavors to use the same kindly admonition towards the student as they should receive in their homes, and we act towards them as we should have others act towards a son or daughter under similar conditions. We expect our patrons to give us their sympathy and support in these efforts, and, for the time being to delegate their authority and control to us.⁷

Athletics

For the boys, football, baseball, track, basketball, and tennis were provided. For the girls, basketball, tennis, and other healthful sports were maintained. In order to finance

⁷Catalogue of Coronal Institute and Conservatory of Fine Arts, San Marcos, Texas Session 1912-1913, p. 15.

these undertakings and provide means for maintaining these various teams, an athletic fee of \$5 per year, was charged each student, and in return for this fee he received a card which admitted him to every contest that took place on the Coronal Field.

It was the aim of the school to make the athletic training as general as possible and include every boy and girl. To this end all students were urged to spend their recreation hours on the campus in whatever form of athletics they were most interested.

Students had to make a passing grade in at least three subjects before playing on any team. They had to conduct themselves properly at all times and when trips were made out of the city, they were accompanied by a member of the faculty.

The school felt that athletics were essential in school life for several reasons, the first and most important of which was the effect upon the students. It gave them a profitable source of occupation during their spare time and, besides building up the physical body it developed them morally and mentally. Secondly, it was a means of drawing the students closer together by giving them common interests and by arousing school spirit.⁸

⁸Catalogue of Coronal Institute, Junior College Academy and Conservatory of Fine Arts, San Marcos, Texas, Session 1915-1916, p. 13.

The aim of the school was to develop character as well as strong bodies, and to do this the school encouraged and permitted only fair, clean sport.

General Regulations

All students must be prompt in the discharge of duty and respectful toward their teachers.

All students in high school are required to observe study hours at night. The parents in town are earnestly asked to co-operate in this.

All students are required to be present at devotional exercises in chapel each morning.

No pupil, having entered upon a course, shall discontinue a study without the consent of the President or Principal.

All communications, either by letter, telegram, or telephone, concerning the students, should be addressed to the President or Principal.

When a student enters school, it is assumed that both pupil and parent agree to endorse its methods and observe its rules.

Intoxicants, profanity, obscenity and cigarettes are positively prohibited on the campus or any of the school buildings.

Certificates and Diplomas will not be granted to any student until all accounts are settled.

All out of town students are required to live in the boarding hall.⁹

⁹Catalogue of Coronal Institute, A First-Class Academy,
San Marcos, Texas, Session 1917-1918, p. 17.

Requisites

Each teacher and boarding pupil had to furnish two rugs, one blanket, sheets, pillow cases and one light counter-pane, towels, napkins, and napkin-rings, toilet articles, a tablespoon, teaspoon, glass and knife, for use in the room. They also had to have a workbasket, furnished with scissors, needles, and thread. Waterproof overshoes, umbrella, and a Bible were required.

All articles of clothing had to be marked with the owner's full name before entering the laundry, and one dozen pieces were washed weekly for each person. Five cents extra was charged for every article entering the laundry unmarked.¹⁰

Special Regulations

1. Boarding-pupils will keep their own rooms in order, and do their own mending.
2. They will study in the Study Hall each evening, under the direction of a teacher.
3. Students are not allowed to leave the premises without permission of the teacher in charge. They will not be allowed to visit in town without special permission. We cannot allow boarders to spend the night out. Parents and friends will please not ask it.

¹⁰Catalogue of Coronal Institute and Conservatory of Fine Arts, San Marcos, Texas, Session 1912-1913, p. 17.

4. Every student must show uniform respect and politeness to teachers, obey their directions and answer all bells promptly,

5. No student will be allowed to leave the dining-room unless excused by the proper person.

6. Boarding-pupils will receive all friends in the parlor.

7. They must attend church and Sunday-school unless excused by the teacher in charge, and no trivial excuse will be accepted.

8. No student will be allowed to leave town to go home or elsewhere without written permission from the parent, approved by the President.

9. No pupil, having entered upon a course, shall discontinue a study without the consent of the President.

10. Visitors from the homes of students must bring letters of introduction, unless personally known to the President.

11. All communications, either by letter, telegram or telephone, concerning the students, should be addressed to the President.

12. Students will not be allowed, under any circumstances, to use the telephone without permission.

13. Students must not make accounts in town.

14. Teachers or pupils who have visitors for more than one day will pay for them at the rate of 75¢ per day.

15. We are not responsible for money or other valuables, except when deposited with the President.

16. Students are held responsible for the unnecessary damage to rooms and furniture. All boarding-pupils will make a deposit of \$2.50, which will be returned to them if no damage has been done.

17. Pupils must not ask the President to lend them money. They should make a deposit with him, to be called for as needed.

18. Certificates and Diplomas will not be granted to any student till all accounts are settled.

19. All boarding pupils are received upon the same conditions. It is necessary that all shall be treated alike. We cannot grant special privileges to any.

20. The young men are expected to conduct themselves as gentlemen on all occasions, in public and private. They are allowed to visit town one day in the week, so long as their conduct is satisfactory, but are not allowed off the premises at night. Scuffling in the halls or rooms and boisterous conduct of any kind is prohibited.

21. They must not have in their possession any firearms, or deadly weapon of any kind; cards, intoxicants, profanity, obscenity, and cigarettes are positively prohibited.

Disregard of these prohibitions will lay the offender liable to immediate dismissal.¹¹

The object of giving the graduates of Coronal Institute is to give an idea of the radius of the country from which they came. The first diplomas were given in 1880.

Graduates of Coronal Institute¹²

1880

Miss Maggie Teller Illinois
Professor A. A. Thomas San Antonio

1881

Mrs. Berta Belvin Pritchett San Marcos
Mrs. Kate Everett Taylor San Antonio
Mrs. Fannie Fisher Simpson Edna
Mrs. Ella Killough Oliveer Staples
Miss Dora Mayfield Karnes City
Mrs. Julia McLeod Malone Houston
Mrs. Willie Rowland Thomas Temple

¹¹Ibid., pp. 18-19.

¹²The Graduates of Coronal Institute, taken from Catalogue of Coronal Institute, A First Class Academy, San Marcos, Texas, Session 1917-1918, pp. 35-47.

1882

Mrs. Eugenia Cocke Nichols Houston
 Rev. Sterling Fisher, Ex-President of Coronal
 Institute San Marcos
 J. A. Gillett, Esq. El Paso
 W. J. Richardson, M. D. Greensboro, N. C.
 Mrs. Ola Lee Wright Hopkins Lagarto

1883

Mrs. Anna Barber Carlsbad, N. M.
 Mrs. Katie Billingsley Rock Woodville
 Mrs. Maggie Dibrell Moore San Antonio
 Mrs. May Joyce Kelso San Antonio
 Mrs. Emily Joyce Stanfield San Marcos
 Mrs. Lucy Northcraft Burleson San Marcos
 James Storey San Marcos
 Mrs. Bennie Walker Banks Temple
 Mrs. Jeffie Woods King Throckmorton

1884

Mrs. Mary Combs Dubose Beaumont
 W. G. Barber, Esq. San Marcos
 H. D. Kone Rockdale
 Mrs. Annie Dial French Jacksonville, Fla.
 Eugene Garrison San Marcos
 Mrs. Sallie Green Duncan Bastrop
 Mrs. Fannie Howard Wiggins San Antonio
 John Killough Waco
 Mrs. Lillie McBride Thorne Fort Worth
 Frank Wash, Esq. San Antonio
 Mrs. Sallie Richardson Wytche Greensboro, N.C.
 W. P. Rowland Temple

1885

Mrs. Minnie Barbee McNaughton San Marcos
 Mrs. Fannie Barbee Ivey San Marcos
 Miss Ruby Fourqurean Valentine
 Mrs. Fannie Iglehart Giesen San Marcos
 Mrs. Rowena Lilly Killough Center Point
 Mrs. Della Mathews Perry San Antonio
 Lawrence McBride, Esq. Cameron

1886

Mrs. Mamie Franklin McIlhenny San Antonio
 Mrs. Leila Gillett Wassenich Bartlett
 Mrs. Ada Harkness Henning Del Rio
 Willie Joyce Los Angeles, Cal.
 Mrs. Lula McGehee Beall San Marcos
 Mrs. Fannie McLellan Palmer Roseland, La.
 Mrs. May Mooney Gambrell Lockhart
 Walter Vest San Marcos

1887

N. H. Browne Karnes City
 Mrs. Ida Brockett Otey Huntsville
 Mrs. Blanche Barber Burns San Marcos
 Mrs. Nola Blackaller Hiler Frio Town
 Mrs. Mary Cocke Kiker Blum
 Dr. J. W. Combs Port Arthur
 Mrs. Fannie Garth Pettit San Marcos
 Miss Sue Goree Thomason Huntsville
 M. S. Gardner Oklahoma
 Mrs. Nellie Harper Bass San Marcos
 A. C. Hamilton, Esq. Laredo
 John H. Ragsdale San Antonio
 Miss Ella Storey San Marcos
 James S. Steele, M. D. San Antonio
 Mrs. Lizzie Williamson Wood San Marcos
 Mrs. Lillie Westmoreland Bookman Madisonville

1888

Mrs. Pearl Barber Jackson Natchez, Miss.
 Dr. D. A. Combs Lockhart
 T. M. Cox, Esq. Beeville
 Mrs. Alice Garth Pettit San Marcos
 D. F. Hardy San Marcos
 J. R. Killian, Esq. Denver, Colo.
 S. D. Killough Center Point
 Mrs. Medie McKie Smith State College, N. Mex.
 Mrs. Carrie Myers Peel Seguin
 Mrs. Jennie Northcraft Lunsford San Marcos
 Mrs. Willie Pitchford Adair Taylor
 Mrs. Lillie Ragsdale Griffin Itasca
 Mrs. Lula Thompson Watt San Francisco, Cal.
 Mrs. Lula Woodward Sellers Houston

1889

Kenner Biggs San Marcos
 Miss Iola Beckman Oakville
 Mrs. Leila Cllet Spragins
 H. S. Combs, M. D. Bastrop
 Mrs. Cornelia Dailey Ramsey San Marcos
 Mrs. Fannie Dailey Yoakum San Marcos
 Mrs. Mary Dailey Terrell San Marcos
 Thomas Dailey El Dorado, Okla.
 Miss Minnie McDaniel Belton
 Mrs. Hattie Pegues Stanley San Marcos
 Mrs. Annie R. Rogers Kyle
 Mrs. Mary Steele Blackaller Frio Town
 Miss Blanche Storey San Marcos

1890

Mrs. Alice Blackaller Vest San Marcos

1891

Walter H. Baxter Seguin
 Mrs. Etta Conally Sherill San Marcos
 Mrs. Maud Daugherty Ivey Corpus Christi
 Mrs. Lula Montgomery Carlton Fort Davis
 Edgar Montgomery Skidmore
 Mrs. Nettie Smith Everett Kerville
 DeWitt Taylor San Marcos
 Mrs. Mary Vest Eldman Bay City

1892

Miss Musie Adams San Marcos
 Mrs. Irma Carlton Allison San Diego, Cal.
 Mrs. Beulah Cardwell Storey Lockhart
 Mrs. Nora Combs McGehee San Antonio
 Mrs. Carrie Francis Williams Staples
 Mrs. Lucy Holmes Tighe Sour Lake
 Mrs. Callie Long Beagle Magdalena, N. M.
 Mrs. Mary Stanfield Gardner San Antonio
 Mrs. May Traylor La Bauve Edna
 Miss Adah Gibbons Bandera

1893

Mrs. Sadie Allen Robertson Gonzales
 James Brown, Esq. Beeville
 Miss Nellie Caldwell Dallas
 Mrs. Annie Jones Ewell Fort Davis
 Miss Addie Luby San Diego
 Mrs. Alma Montgomery Taylor San Marcos
 Mrs. Lizzie Saner Rose Del Rio
 James Strkey Kerrville
 Merton Swift San Marcos
 Mrs. May Talbot San Marcos

1894

Rush Dudgeorn, M. D. Waco
 Mrs. Winnie Graham Cook Yoakum
 Mrs. Ola Hutchins Groebe Gonzales
 Miss Hannah Ross Shafter

1895

Mrs. Alma Allen Cocke
 Scudder Biggs Sanderson
 Rev. Albert Cocke Provident City
 Guy Combs San Antonio
 Herbert Passmore Goliad
 Mrs. May Rylander Kyle San Marcos

1896

Kay Alexander Revelstoke, B.C., Canada
 Mrs. Byrd Brown Hudson Beaumont
 Mrs. Mary Beall Taylor San Marcos
 Fielding Crump Sempronius
 Miss Lollie Hill San Marcos
 Mrs. Ethel Hone McNaulty San Marcos
 Miss Ione Storey San Marcos
 Mrs. Maud Talbot King Abilene
 Mrs. Inda Thornton Bunton Marfa

1897

Mrs. Katy Barnes Jarrot Fort Worth
 Mrs. Blanche Browne Bell San Antonio
 Phil Baker Cheapside

Arthur Buford Columbus
 Dr. James Combs Gonzales
 Mrs. Ella Holmes Bennett Little Rock, Ark.
 Miss Bessie Harris Llano
 Rufus Hardy San Marcos
 Hammett Hardy Fort Worth
 James Heard Ganado
 Mrs. Nellie Jackman Hogan Minco, Okla.
 Mrs. Etta Johnson Holtermann San Marcos
 Reece James San Marcos
 Mrs. Jessie Kircheville Sledge Kyle
 Miss Margie Lake St. Louis, Mo.
 Miss Lilly McFarland El Paso
 Mrs. Eva Putnam Coopwood Lockhart
 David Peel Corpus Christi
 Frank Pittman San Antonio
 Mrs. Dolfie Raynolds McCutcheon Waco
 Miss Johnnie Smith San Marcos
 Mrs. Blanche Talbot Hafer Waco

1898

Mrs. Ruth Allen Smith Kingsville
 Bennie Baker Columbus
 Mrs. Mary Burford Haerston Independence
 Miss Althea Graham Alice
 Miss Eola Hudgins Hungerford
 Mrs. Eddie Hill Ratliff Welmer
 Miss Marie Harrison, Coronal Institute San Marcos
 Joel Pitt Carley, Miss.
 Mrs. Etta Pegues Adams California
 Miss Susie Passmore Cotulla
 Mrs. Nellie Williamson McDonald Yoakum

1899

Miss Roe Watkins Fort Davis
 Frank Allen Corpus Christi
 Arthur Hutchins Wharton
 Mrs. Bessie Matthews McIntyre San Marcos
 Miss Kate Powers Yoakum
 Mrs. Vee Rogers Oliver Beaumont
 Miss Ola Rogers Kingsville
 Tim Talbot, M. D. New Orleans, La.
 Mrs. Edna Warren Barcus San Antonio
 Charles Montgomery San Marcos
 Carlos Samaniego San Marcos
 Mrs. Nettie Northington Westmoreland Eagle Lake

1900

Mrs. Sula Adams Goolsby Sour Lake
 Frank Danforth, M. D. Texas City
 Harry Earnest Millett
 Robert Alley Hale Center
 Hal Brown, Esq. San Antonio
 Marvin Combs, D. D. S. San Marcos
 Felton Walker Belton
 Miss Fannie Fisher San Marcos
 Mrs. Lola Huebner Brown Schulenberg
 Professor Clarence W. Morris Corsicana
 Henry Orton, M. D. Ashtown, Ark.
 Paul Phillips, M. D. Ashtown, Ark.
 Miss Vera Simpson Columbus
 Mrs. Zadie Skull Martin Lavernia
 Miss Mary Peel San Marcos
 Lloyd Barbee Austin

1901

Miss Alma Allen Campbellton
 Miss Bonie Carpenter New Mexico
 Will Dailey San Marcos
 Mrs. Laura Donaldson Wallace Kyle
 Oscar Gardiner Uvalde
 Robert Graham Torreon, Mex.
 Miss Bessie Jacobs San Antonio
 Sidney Jackman San Marcos
 Will Jones Bisbee, Ariz.
 Miss Florence Kone San Marcos
 Miss Lavonia Merritt Staples
 John Oliver, M. D. Houston
 Miss Mary Oldham Wimberly
 Miss Ida Pritchett San Marcos
 Roy Taylor Oklahoma
 Mrs. Georgia Talmadge Roberts Taylor
 Miss Cornelia Wallace Kyle
 Miss Alice Warren Comstock
 George Woods, M. D. Devine

1902

Dudley C. Johnson San Marcos

1903

Mrs. Charlotte Brown Barkley Houston
 Ripley Jacobs U. S. Army
 Mrs. Mabel Kone Fly Dallas
 Ralph McLellan Boston, Mass.
 Miss Mary Belle McKenzie San Antonio
 Mrs. Anne Monkhouse Smith Hondo
 Miss Julia Pritchett San Marcos
 Mrs. Fandee Young Parke Kyle

1904

Enos Gary Ganado
 Miss Jean Fisher San Marcos
 Charles Hoch, M. D. La Grange
 Miss Janie Harrison San Marcos
 Lloyd Johnson San Marcos
 Miss Bessie Palmer Ardmore, Okla.
 Thomas Johnson, Esq. San Marcos
 Mrs. May Barrow Cardwell Lockhart
 Carl Raetzsch, M. D. San Marcos
 Miss Estelle Reedy Dallas
 Frank Dailey
 Mrs. Laura Reynolds Parke Kyle
 Mallie Sorrels Devine
 Mrs. Ethel Morris Maean Richmond, Va.
 Oscar Taylor Oklahoma

1905

Earl Newton, M. D. Yancedy
 Mrs. Ethel Hudgins Ferguson Hungerford
 Miss Jennie Hudgins Hungerford
 Mrs. Cordie Lee Parr Drumm Beeville
 Mrs. Winnie Dunlap Jacobs Danielson, Conn.
 Miss Julia Harris San Marcos
 Mrs. Norma Montgomery Thompson Fort Davis
 Mrs. Myrtle Barrow Borden San Antonio
 Miss Fannie Daniel Tulia
 Miss Lizzie Huffmeyer San Marcos
 Mrs. Mary Lee Fisher Kone Utopia
 Mrs. Allie Porter Taylor Oklahoma
 Ed. Sims Mangum, Okla.
 Rev. Elias Rordiguez Austin
 Huber Waldrip San Marcos

1906

Miss Armour Heppenstall Lockhart
 Miss Willie Ellison Lockhart
 Miss Ortell Booth Alice
 Miss Mary Perry San Antonio
 Mrs. Mamie Griffin Wade San Marcos
 Miss Elizabeth Schtt Staples
 Miss Olivia Eastwood San Marcos
 Miss Pearle Killough San Marcos
 Miss Mary McGehee San Marcos
 Miss Katie Taylor Shawnee, Okla.
 Mrs. Bessie Caldwell Cook Houston
 Mrs. Ina Rylander Foruquarean San Marcos
 Rev. Fisher Simpson Poteet
 Hollis Gary Ganado
 Harris Parsons Waco
 Zed Nixon, M. D. Kingsville
 Word Evins Luling
 Ed. Christian San Antonio

1907

Miss Abbie Graham Alice
 Mrs. Velma Wilson Yancey
 Miss Linda Washington Austin
 Mrs. Alice Beretta McSpadden El Paso
 Mrs. Mary Guyler Albright Austin
 Mrs. Lois Mohle Trigg Lockhart
 Mrs. Esse Slemans Morris Pearsall
 Mrs. Mary Williams Johnson Sinton
 Miss Bess Nipper Uvlade
 Miss Mary Rather Belmont
 Mrs. Mary Hons King San Marcos
 Mrs. Georgie Fisher Wheeler Aransas Pass
 Miss Louise Johnson San Marcos
 Mrs. Ella Fourquerean Lyle San Marcos
 Mrs. Estelle Johnson Veal Birmingham, Ala.
 Mrs. Mary Cock Rylander San Marcos
 Mrs. Ethel Blair Garrett San Marcos
 Mrs. Grace Fisher Woods San Marcos
 Oscar Cuplepper Smiley
 Maury Perkins, M. D. Alice
 Leroy Morris San Marcos

1908

Miss Elizabeth Anderson Staples
 Mrs. Mayde Johnson Mckenzie Fort Stockton
 Miss Sue Stanford Missionary to China
 Miss Alva Crain Moore
 Mrs. Josephine Browne Wilson San Antonio
 Mrs. Mary Simpson Ledbetter Harrisburg
 Mrs. Sophie Raetzsch Ward Yoakum
 Miss Kate Saathoff D'Hanis
 Miss Lonei Oelkers San Marcos
 Mrs. Alice Pieper Raetzsch San Marcos
 Mrs. Minnie Dillard Dilley
 Mrs. Lillian Brown Moore Fort Worth
 William Montgomery San Marcos
 Douglas Edwards, M. D. San Antonio
 Richard, Yarrington San Marcos

1909

Milton Bell Nickel
 Miss Mamie Brown San Marcos
 Mrs. Mary Brown Sledge Kyle
 Miss Susie Coates Edna
 Albert Donaldson San Marcos
 Mrs. Cornelia Davie Dawson San Antonio
 Miss Flora Davie San Marcos
 Mrs. Louise Hutchinson Nance Kyle
 Miss Annie Hutchison San Marcos
 Robert Harrison San Antonio
 Miss Louise Jones Kenedy
 Miss Viola Montgomery Kingsland
 Mrs. Hallie Noxon McAnnally Yancey
 Ben Neal Lytle
 Miss Mae Partk San Marcos
 Mrs. Maggie Smith Hassell Overton

1910

Miss Mary Holloway Austin
 Miss Willie Fly Hondo
 Mrs. Margaret Butler Brown Seadrift
 Miss Alma Johnson San Marcos
 Miss Adeline Neighbors San Marcos
 Miss Lucy Johnson San Marcos
 Miss Kate Kone San Marcos

George Marsh	San Marcos
Montgomery Ellison	Marfa
Henry Griffin	San Marcos
Marshall Barrow	Martindale
Belvin Pritchett, M. D.	San Marcos
Clifford Montgomery	San Marcos
Walton Williams	Sandia

1911

Miss Martha Onderdonk	Georgetown
Miss Dawn Brown	Lytle
Miss Clara Rylander	Port Lavaca
Miss Ruth Westmoreland	Eagle Lake
Miss Florence Fisher	Alto
Miss Mary B. Herndon	San Marcos
Miss Margaret Finne	San Marcos
Mrs. Nellie Withers Page	Lockhart
Miss Myrtle Park	San Marcos
Miss Mary McNaughton	San Marcos
Ben Johnson	San Marcos
Groves Kuykendall	Cherokee
Tom M. Neal	Lytle
Sloss Wilson	San Marcos
Jesse Felder	Austin
Bostain Jones	Belton
Edwards Oelkers	San Marcos
Ninus Shands	San Marcos
Louis Kuykendall	Llano
Stuart Somons	Edna
Harmon Lowman	Staples
Briggs Vest	San Marcos

1912

Mrs. Inez Biggs Howell	Belmont
Miss Bessie League	Martindale
Mrs. Gladys Morris Gary	Canado
Miss Mary Helen Stanford	Georgetown
Miss Foldine Rylander	San Marcos
Fred Francis	Lake Victor
H. T. Harper	Canado
James Williams	San Marcos
Stanley Coughran	Floresville
Joseph Coughran	Floresville
Gaston Groos	Kyle
Emmett Kuykendall	LLano

Lyle Fordyce Eagle Lake
 Leslie Boone Corpus Christi
 Cleveland Summers
 Ward Wilson Beeville
 Edwin Hunsucker Staples
 Abner Sikes Hallettsville
 Jeff McKinney Stockdale

1913

Miss Ruth Johnson San Marcos
 Mrs. Laurie Ballard Growe Dallas
 Miss Bertha Withers Lockhart
 Miss Louis Foster San Marcos
 Mrs. Bernadine Brevard DeSteigner San Marcos
 Miss Etoy Sikes Stockdale
 Miss Nellie Parr ... Glen Flora
 Mrs. Nita Sikes Park Stockdale
 Miss Tennessee Harris Georgetown
 Miss Fannie Simpson Edna
 Miss Bertha Carter Sanderson
 Miss Suella Fisher San Marcos
 Miss Gertrude Williamson San Marcos
 Robert L. Harris Fulshear
 Clyde LaBauve Edna
 Marvin Deviney Martindale
 Rev. Edwin A. Hunter Corpus Christi
 H. J. Shands San Marcos
 Roy E. Seale Floresville
 Prescott Williams Sinton
 Joe Gordon Mathis
 Sam Johnson San Marcos
 Luther Terry Dilley
 Carroll Thomas San Marcos
 Tom Edwards San Marcos

1914

Miss Mable Dailey San Marcos
 Miss Fay Keeton Marlin
 Miss Vivian Johnson San Marcos
 Miss Mary Neighbors San Marcos
 Miss Fannie Caldwell San Marcos
 Miss Lorene Rogers San Marcos
 Lael Chapman Lockhart
 I. N. Carter Cuero
 Joseph Sassman Creedmoor

Willaim King	Glen Flora
Joseph Sassman	Hondo
John Price	San Marcos
Orceneth Fly	Hondo
William Johnson	San Marcos

1915

Miss Bessie Appling.....	Luling
Miss Henri Daily	San Marcos
Miss Ima Dent	San Marcos
Miss Ouida DeShields	San Marcos
Miss Lucile Garrett	Del Rio
Miss Julia Fisher	Austin
Miss Ola Fisher	Hondo
Miss Lou Beth King	Glen Flora
Miss Gussie Sikes	Stockdale
Miss Burnyce Stevens	San Marcos
Leonard Allen	Austin
Osburne Chancey	Hondo
Olin Carter	Westhoff
Arthur Culver	Aransas Pass
Sterling Fly	Hondo
Jesse Frester	Goldthwaite
William Park	San Marcos
Wilbur Rylander	San Marcos
Clement Sherrill	San Marcos
Frank Smith	Aransas Pass
Clyde Vaughan	Liberty Hill

1916

Sterling Fisher	Austin
Sterling Fly	Hondo
Perle Hamilton	Georgetown
Bessie Hampe	New Braunfels
Berta Lowman	Staples
Lura Stanford	Unknown
Clement Sherrill	San Marcos
Lillian Walton	Jourdanton
Grady Lowrey	Senora
Robert Lindsey	Llano
Patton King	Glenflora

1917

Marie Williamson	Carrizo Springs
Alice Johnson	Martindale
Hilda Muennink	Hondo
Mittie Matthis	Gonzales
Cornelius Pugsley	Victoria
Malcolm Sherrill	San Marcos
Seidel Weber	Nixon
Gilmer Brown	Nixon
Stanton McGary	Hondo
Rufus Smith	San Marcos
Fruth Owens	Manchaca
Merriman Rendleman	Austwell
Edward Acklin	Manor
Julius McKinney	Nopal

CHAPTER VI

CORONAL SINCE JANUARY 1918

In 1918 the War Department rented the property and used it as barracks and drill grounds for the Student Army Training Corps. After the close of the War the building was turned into an apartment and rooming house.¹

A few years ago the Methodist Conference deeded the school to the San Marcos Methodist Church, which assumed the indebtedness. In 1926 the San Marcos public school board purchased this property and it is still in their hands.²

In 1918 a plan was begun to erect a convalescent hospital for the United States Army out of the main building and Fisher Hall of Coronal Institute. The following letter was written to the committee in San Marcos by Wm. E. Hawkins:

Gentlemen:

In San Antonio, on last Saturday I had, with Gen. Holcomb, Commanding the Southern Department, and his Chief Surgeon, whose name I cannot recall at this moment, a very pleasant interview, in which I suggested the advisability of converting the Coronal Institute property, including the main buildings and Fisher Hall,

¹San Marcos Record, September 25, 1936, Section 3, p. 3.

²Ibid.

into a convalescent hospital for the United States Army. The suggestion seemed to impress General Holcomb quite favorable, whereupon he called in the Chief Surgeon, with whom I discussed the matter in more detail, and to whom I gave, at his request, certain descriptive information.

The Chief Surgeon stated that the policy of the government is not to establish such hospitals with less than one thousands beds; and he added that he doubted whether the proposition would meet the approval of the Surgeon General. However, he promised to make a personal inspection of the property and report to the government on the subject. I gave him your names, and told him that you would supply conditions, etc. My idea was that thus the Board of Trustees of Coronal Institute and the people of San Marcos would be represented in the matter.

Upon further reflection it occurs to me that it might be well for your city council and county commissioners' court to join the Board of Trustees of Coronal Institute in this movement, by resolution or other wise, and that probably the council or the citizens of San Marcos can offer to the government special inducements in park and bathing privileges. It probably will be well, also, for the Board of Trustees to meet and consider the project, and, if they think favorably of it, to authorize someone to act for the Board in handling the entire matter.

I hope to see Senator Sheppard somewhere in Texas within the next few days, and would like to be able to present the matter to him in such a way as to challenge his interest in it. I will be glad for you gentlemen to confer with one another about this matter at once, and give me the result of your conclusions. I can run down to San Marcos to-morrow, and will do so if you think my presence there would assist in this movement. I will thank some one of you to telephone me immediately after your conference.

I do not know just when the Chief Surgeon will visit San Marcos, but am hopeful that the matter may be whipped into shape meanwhile, so that the matter may be presented to him in its most favorable aspects.³

³Letter from Wm. E. Hawkins to Committee in San Marcos (Rev. D. E. Hawk, Mr. DeWitt Taylor, Judge Will G. Barber), July 22, 1918. In possession of Arthur R. Hayes, San Marcos, Texas.

This letter of recommendation was sent to the Chief Surgeon, Southern Department, U. S. A., to back the request for the location of a convalescent hospital in San Marcos.

Dear Sir and friend:

After thinking over the questions you asked me this morning in our conversation with reference to the health conditions in Hays county, I thought it might be more satisfactory for me to write you with reference to same. Hays county, as you know, is situated in the arable section of our State, between Austin and San Antonio, the county seat of this county; there are a number of colleges and school located at San Marcos, hence the question of health and living conditions is a paramount one to people who patronize or expect to patronize the various colleges and institutions of learning located in this little city. San Marcos is located on the San Marcos River, about midway between Austin and San Antonio, among the hills which border on the river; this river is one of the most beautiful streams in all the State of Texas, affords an abundant supply of potable water. The head of this river is not far distant from the city, it springs from the foot of the mountains in a gushing, bold stream of as fine water as I ever saw. The city of San Marcos occupies a conspicuous place in that it set the example for Texas in caring for its sewage in one of the most modern and efficient plants in the South. The effluent from this plant, when examined by our State Bacteriologist, made the most satisfactory showing in the country.

The people of San Marcos are progressive and enlightened; this is shown by having located in their midst the various colleges and schools with which you are familiar. The health reports from Hays county compare favorably with those from any county in the State. I have been surprised that our National Government in going over our State hunting for cities at which to locate training camps and cantonments has passed by San Marcos. (To sum up its merits, will say that its citizenship is as enlightened as you will find any where in the country; its health conditions are almost perfect; practically free from malaria, and owing to the topography of the country diseases commonly caused by soil pollution are practically unknown. The climatic conditions are especially favorable to outdoor exercises; its railroad facilities are exceptionally good, and the citizenship of the town and county enjoy the reputation of being law-abiding and law-upholding people.

I understand that in the great struggle which is now going on between the allied nations and the Teutonic herdes of Europe, Hays county "went over the Top" in Liberty Bonds and War Saving Stamps. She has also furnished a large proportion of volunteer sons in the army, -manifesting in very way its patriotism and loyalty.)

It affords me pleasure to say what I have said about your city and county. I feel that I have uttered only solemn truth. If I can at any time serve you, you have only to command me.⁴

Soldiers, Sailors, and Marines Memorial Hospital

Although there was some discussion of establishing a hospital before the war, no definite steps were taken until September, 1921. At a luncheon on September 6, with Tom C. Johnson toastmaster, given by the Hays County Medical Association, a motion was made to erect a hospital as a memorial to the men of Hays County who lost their lives in the World War. The money for the hospital was to be raised under the direction of Mrs. Peter Vogelsang as general chairman and was to amount to \$50,000.⁵

At this luncheon J. E. Wilson was named general chairman of the next meeting which was held on October 5, 1921, to forward the movement. J. W. Gantt was elected secretary and A. L. Davis, treasurer in charge of the movement. The various chairmen with

⁴Letter to Wm. E. Hawkins from W. B. Collins, State Health Officer, giving report of healthful location of San Marcos. Copy sent to Mr. DeWitt Taylor. In possession of Arthur R. Hayes, San Marcos, Texas, July 23, 1918.

⁵San Marcos Record, September 25, 1936, Section 3, p. 6.

their respective committees named were: Dr. L. L. Lee, organization; Dr. L. L. Edwards, finance; Dr. W. C. Williams, building and grounds; Mrs. J. R. Morton, publicity.⁶

A charter giving the name Soldiers, Sailors, and Marines Memorial Hospital, was prepared and submitted to the Secretary of State for approval on October 29, 1921. The first board of directors were as follows: A. W. Birdwell, president, J. W. Gantt, L. L. Davis, Tom C. Johnson, Dr. L. L. Lee, Will G. Barber, Charles D. Wallace, Dr. E. P. Shelton, Mrs. Anna Kyle, A. L. Blair, Mrs. C. S. Smith and Mrs. J. E. Pritchett.⁷

The first drive for funds was begun on January 25, 1922, when the sum of \$20,000 was raised. This amount having been raised, Mr. Birdwell, president of the board of directors, appointed a committee which selected 4.1 acres on which the old Coronal boys' dormitory, Fisher Hall, was located. \$7,098 was paid for the property, with a down payment of \$618.⁸

In August, 1922, a contract was let to Coers, Zunker, and Kenedy for the remodeling of the Coronal Boys' dormitory into the hospital, on a bid of \$19,952.60. Roy Thomas of Austin

⁶Ibid.

⁷Ibid.

⁸Ibid.

drew the plans. Ed. Turner of San Marcos was awarded the plumbing contract for \$2,400. G. B. Smith was given the electrical contract on a bid of \$674. On November 27, the women in the home of Mrs. H. C. Storey, gave a shower, where linens for the hospital were donated.⁹

The ten day final drive was begun on March 28, 1923, to collect the balance of the pledges. Under the direction of J. E. Wilson buttons were sold at a dollar each. At the close of the drive only \$15,632.42 had been collected, plus \$2,975 realized from the button sale. Mr. Wilson advanced \$1,000 without interest, rather than solicit more money for the building fund.¹⁰

The hospital was opened with Miss Laura Wilkinson of San Antonio serving as superintendent. Dr. W. C. Williams and Mrs. Peter Vogelsang, who each had a private hospital, closed their institution and gave their equipment to the new hospital. The Southwest Texas teachers College closed its sanitarium in 1926 with an agreement to send its patients to the hospital. Until 1927 a nurse training school was operated, but it was discontinued as impractical.¹¹

⁹Ibid.

¹⁰Ibid.

¹¹Ibid.

From time to time the hospital has undergone improvements, the most comprehensive of which were made in 1932, when the operating room and kitchen were completely refinished. Many improvements were made also in the rest of the building.

Coronal Demolished

In January, 1932, the San Marcos Post of the American Legion appointed a committee to urge the tearing down of the Old Coronal Institute buildings as a means of relieving the local unemployment situation, and secured the support of other civic organizations in furthering this move.

The Legionnaires argued that the buildings were constantly deteriorating in value and falling down, while if the work were started at once several hundred hours of employment would be furnished local men who needed the work. At the same time they kept the work down to a very low cost.

It was estimated that the salvaged materials in the old building were worth from \$5,000 to \$15,000 and the Legion felt that enough of this material could be sold at once to pay all salvage cost.

About the first of December, 1932, the city began work tearing down the building. George L. Kennedy was in charge of this work and had fifteen men working under him on this job

under the government unemployment relief fund. Only three days of work a week was given to a man at one dollar a day.¹²

A committee consisting of O. C. Smith, A. C. Feltner, and L. J. Berry, agreed to have the old stone wing of Coronal Institute wrecked, in addition to the west and east wing.¹³ Stone from the buildings was to be used to erect a wall on the east side of the athletic field to be located on the grounds. If possible the field was to be evacuated and leveled.

Charles Morton, who at that time was attending the University of Texas, was to be employed in making the plans and specifications for a gymnasium (to be situated on the vacant lot north of old San Marcos High School), which was to be constructed in a very short time.

Great care was taken so that the loss of material was small when the buildings were torn down. As much material as could be used was intended to go into the construction of the new public school building.¹⁴

In June, 1931, Harvey P. Smith of San Antonio drew a perspective of the plans of an ultra-modern public school plant which was to be located on the Coronal grounds.

¹²San Marcos Record, December 2, 1932, No. 10, Vol. 10, p. 1.

¹³Ibid., December 9, 1932.

¹⁴Ibid.

It is hoped that there shall stand on Coronal Hill a structure in which every citizen of San Marcos shall take just pride.¹⁵

A group of women, former teachers of Coronal, and students got together in July, 1931 and suggested naming the new school Coronal High School.¹⁶

These projects never materialized, as the consolidation movement stopped the plans for a public school bond issue which had started in the early thirties.¹⁷

The Consolidation Movement

Early in 1933 a consolidation movement was begun in San Marcos. According to Dr. C. E. Evans, President of Southwest Texas Teachers College, the ordinary college demonstration school was inadequate to take care of the demonstration teaching. If it were made fully adequate the cost would have been more than the legislature would be willing to finance. Under the present plan of cooperation between the schools and the college demonstration teaching will be more complete. Dr. Evans also stated that it would make for better cooperation between the college and the town.¹⁸

¹⁵Ibid., June 12, 1931, Vol. 19, No. 37, Section 1, p. 1.

¹⁶Ibid., July 10, 1931, p. 7.

¹⁷Ibid., June 9, 1933, No. 37, Vol. 20, p. 1.

¹⁸Ibid., June 16, 1933, No. 38, Vol. 20.

By the first of June, 1933, the final passage of the San Marcos Public Schools-Demonstration School merger was completed, the two systems to cooperate for a two-year trial period. The city was given full administrative powers, according to the plans which were submitted to the city officials and Board of Regents of the College. Dr. E. O. Wiley, formerly Superintendent of the Demonstration School, took charge of all teacher training.

The San Marcos High School building was refinished and became the senior high school.¹⁹ The Education building at the College became the elementary and junior high school, which was maintained by college funds.

All college recreation parks and the gymnasium were to be used by the public school students when they were not occupied by college classes.²⁰

The colleges agreed to pay \$12,000 per year toward teachers' salaries. The two schools agreed to share alike in the elimination of supernumeraries.

In 1939 the city took action to wreck the remainder of the Coronal buildings. The buildings were sold to a used building materials dealer in Austin. The old Coronal students expected

¹⁹San Marcos Daily News, September 18, 1933, Vol. 2, No. 96, p. 1.

²⁰San Marcos Record, June 9, 1933, No. 37, Vol. 20, p. 1.

to have a formal opening of the old corner stone, but due to the workmen getting the time confused, the old corner stone was opened without ceremony.

The only Coronal graduate who was present when the corner stone was moved was Dr. M. B. Combs, son of the late Dr. J. H. Combs. Practically no information was gathered from the old corner stone. A part of the Christian Advocate, a hymnal, a book of church discipline, the Hays County Times, a little Chautauqua leaflet, and a Bible were found, but these were falling to pieces. A box containing papers was removed, but the papers were so water soaked that they could scarcely be read.²¹

Coronal Reunion and Club

For some years the ex-students and faculty members of Coronal Institute have held annual reunions in San Marcos. The last regular meeting of this group was held in June, 1940. Former Coronal students from many parts of Texas and several other states were present. Many ex-students who were unable to come sent letters and telegrams of regret.

²¹Houston Chronicle, Sunday, January 1, 1940, Section 6, p. 4.

The affair was the culmination of an idea which originated at a spend-the-day party held January 24, 1932, when eleven co-eds of "Old Coronal" organized a Coronal Club and held open the membership roster until Wednesday, June 8, 1932, before the first reunion was held on the 9th.²²

The following ex-students organized the club: Mrs. Willie Williamson Rogers, at whose suggestion the organization was created, Mrs. Fannie McLellan Palmer, Mrs. Lizzie Williamson Wood, Mrs. Jennie Woods Whaley, Mrs. Minnie Barbee McNaughton, Mrs. Fannie Barbee Ivey, Mrs. Jennie McKie Johnson, Mrs. Julia Bost Jackson, Mrs. Mellie Harper Bass, Mrs. Mamie Peeples Morrow of Waco, and Mrs. Janie Allen Malone of San Antonio.²³

The first officers of the club were: Mrs. W. C. Johnson, President, Mrs. C. T. Bass, Vice President, Mrs. G. A. Rogers, Secretary, Mrs. I. W. Woods, Treasurer, and Mrs. E. L. Thomas, and Mrs. S. W. Stanfield were co-chairmen of the registration committee.²⁴

The present officers of the club are: Mrs. Mamie Peeples Morrow of Waco, President; Miss Sadie McLelland, Vice-President;

²²San Marcos Record, June 10, 1932, No. 37, Vol. 20, p. 1.

²³Ibid, June 16, 1933, p. 2.

²⁴Ibid., June 10, 1932, No. 37, Vol. 20, p. 1.

Mrs. Jack Syers, Secretary; Mrs. I. W. Wood, Treasurer; Mrs. Manford Dailey, Assistant treasurer; Mrs. G. A. Rogers, Historian.²⁵

At each reunion a museum of relics and keepsakes of Coronal Institute days has been arranged by Dr. M. B. Combs and is always interesting to the large group. The chapel bells, autograph albums, graduation essays, the old pump, diplomas, school annuals, catalogues, and even the original cook book used in the kitchen for the boarding students, are put on display. There were report cards of students, pictures of Coronal debating society for various years, of graduating classes, and of the Main Building. There were also on exhibit long letters filled with historical data concerning the school in its early days.²⁶

The Coronal Club on Wednesday June 5, 1940, under the presidency of Mrs. Callie Hutchins Bouldin of Luling, erected a bronze plaque on the original cornerstone of the old main building, erected in 1890. Now that all the old Coronal buildings have been razed, this stone stands on the grounds of the Methodist Church in San Marcos. The old stone, marking Kendrick Hall, which was built in 1896, is also preserved at the church. The bronze plaque on the cornerstone reads: "The Influence of Coronal Will Live Forever in our Hearts."²⁷

²⁵Mrs. I. W. Wood, Personal Interview, July, 1940.

²⁶San Marcos Record, June 14, 1933, p. 2.

²⁷The Hays County Herald, June 7, 1940, Vol. VI, No. 7, p. 1.

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