

1956

Annual Report of the Registrar 1955-1956

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IOWA STATE TEACHERS COLLEGE

ANNUAL REPORT

of the

REGISTRAR

1955 - 1956

Annual Report: This report follows patterns, a number of which have been followed for many years. It is issued largely for local use and much of its material is not printed in any other report. From time to time, additional material is added but not with the idea that it will necessarily appear in subsequent years. This year a study of minors and subject fields of graduates for the last seven years is included.

Comparisons Worth Noting

	<u>1953-54</u>	<u>1954-55</u>	<u>1955-56</u>
Total resident enrollment	3409	4209	4613
Total non-resident enrollment	654	1089	1550
Grand total students of college grade	3947	5125	5971
Master's Degrees	10	33	47
Bachelor's Degrees	307	330	376
Veterans under PL 16 (Rehabilitation)	7	8	10
PL 346 (World War II)	71	41	27
PL 550 (Korean)	209	432	625

MARSHALL R. BEARD

REGISTRAR

August 1, 1956

SUMMARY OF ATTENDANCE

Annual Report 1955 - 1956

	Academic Year September 6, 1955 to June 1, 1956			Full Year June 13, 1955 to June 1, 1956		
	Men	Women	Total	Men	Women	Total
A. ALL STUDENTS IN RESIDENCE	1531	1896	3427	1905	2708	4613
I. Graduate Students	149	103	252	433	340	773
II. Undergraduate Students	1381	1790	3171	1465	2356	3821
Seniors	282	200	482	329	326	655
Juniors	277	210	487	291	469	760
Sophomores	357	627	984	373	756	1129
Freshmen	465	753	1218	472	805	1277
III. Special Students	1	3	4	7	12	19
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B. STUDENTS NOT IN RESIDENCE				292	1258	1550
Correspondence Students				34	240	274
Extension Classes				92	776	868
Projected Registrations				3	1	4
Television Classes				4	227	231
Adult Evening Classes				164	80	244
C. GRAND TOTAL STUDENTS OF COLLEGE GRADE				2162	3809	5971

Detail studies - students included in above table

I. Two-year plan Students	10	899	909	14	1008	1022
Seniors	0	1	1	0	3	3
Juniors	0	22	22	1	45	46
Sophomores	2	389	391	5	456	461
Freshmen	8	487	495	8	504	512
<hr/>						
Graduate Students	149	103	252	433	340	773
Candidacy approved	38	10	48	94	24	118
Declared candidates	52	16	68	162	45	207
Non-candidates	59	77	136	177	271	448
Graduates of ISTC	78	50	128	236	192	428
Graduates of other Iowa colleges	43	18	61	136	82	218
Graduates of out-of-state colleges	28	35	63	61	66	127

ATTENDANCE BY QUARTERS

1955 - 1956

	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Summer Quarter 1955				665	1042	1707
Cedar Falls, regular session	610	810	1420			
Cedar Falls, workshops	47	152	199			
Post Session	96	53	149			
Springbrook	5	80	85			
Fall Quarter 1955				1282	1763	3045
Winter Quarter 1955-56				1267	1636	2903
Spring Quarter 1956				1269	1617	2886
Total for fall, winter, and spring quarters exclusive of duplicates				1531	1896	3427
Total in residence exclusive of duplicates				1905	2708	4613

FULL-TIME EQUIVALENCY ENROLLMENT

A new base for computing full-time equivalency enrollment was agreed upon by the state institutions and the State Auditor's office in the spring of 1956. Computation is made from the total credit hours for which resident students are enrolled during the third week of each quarter or semester and appropriate dates for summer sessions. The total hours for all sessions for the year are added together.

The total hours for undergraduate students are divided by 48 quarter or 32 semester hours. The total hours for graduate students is divided by 30 quarter or 20 semester hours. The sum of the two quotients is considered the full-time equivalent enrollment for determining cost per student.

Since this is a new base, calculations for the last four years are included in this report for comparative purposes.

	Academic Year		Full Year	
	Quarter Hours	Full-time Equivalent	Quarter Hours	Full-time Equivalent
1952-53				
Undergraduate	95,751	1,995	110,654	2,305
Graduate	1,933	64	4,297	143
		<u>2,059</u>		<u>2,448</u>
1953-54				
Undergraduate	98,640	2,055	111,640	2,326
Graduate	2,091	70	5,096	170
		<u>2,125</u>		<u>2,496</u>
1954-55				
Undergraduate	116,765	2,433	130,144	2,711
Graduate	3,175	106	7,408	237
		<u>2,539</u>		<u>2,948</u>
1955-56				
Undergraduate	135,434	2,822	146,735	3,057
Graduate	2,887	96	8,104	270

DEGREES GRANTED 1955-56

MASTER OF ARTS IN EDUCATION	Summer		Fall		Winter		Spring		Total		Grand Total	
	M	W	M	W	M	W	M	W	M	W		
Business Education	1						1		2		2	
Guidance and Counseling	2							1	2	1	3	
Elementary Education	1	2		1					1	3	4	
School Admin & Supervision	4	3	1				3		8	3	11	
Speech	2								2		2	
Music	2						1	1	3	1	4	
Art											0	
English											0	
Mathematics	2	1							2	1	3	
Science	4		2				2		8		8	
Social Science	5	1	2		1	1			8	2	10	
TOTALS	23	7	5	1	1	1	7	2	36	11	47	
BACHELOR OF ARTS												Second Majors
Business Education	6	3			3		18	14	27	17	44	3
Elementary Education	1	12		2	1	1	4	9	6	24	30	1
Jr. High School Ed.	6	5	2	1	1		7	3	16	9	25	
Kindergarten-Primary Ed.		21		10		2		31		64	64	
Home Economics		2				1		10		13	13	
Industrial Arts	3		4		3		17		27		27	
Library Science		1						2		3	3	4
Physical Education	8	2	2	1	1	1	22	10	33	14	47	1
Speech	1	1		1			4	4	5	6	11	6
Music		1			1		11	9	12	10	22	
Art	1		1	1	1		2	5	5	6	11	2
English	2	1		3		1	2	6	4	11	15	3
Languages											0	
French											0	
Spanish											0	
Mathematics	1	2	3		1		6		11	2	13	
Science - Biology	1		1				3	1	5	1	6	
Chemistry	1						1		2		2	
Earth Sci.	1	1							1	1	2	
Physics	1				1		3	1	5	1	6	
Social Science	2	1	1		5		23	3	31	4	35	7
TOTALS	35	53	14	19	18	6	123	108	190	186	376	28
GRAND TOTAL	57	60	19	20	19	7	130	110	226	197	423	

SUMMARY OF VETERANS ATTENDANCE

Academic Year September 6, 1955 to June 1, 1956

	Not receiving VA aid			Under PL 16 or 894			Under PL 346			Under PL 550			All Veterans		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Graduates	53	0	53	0	0	0	3	0	3	43	0	43	99	0	99
Undergraduates	34	1	35	10	0	10	2	0	2	474	4	478	520	5	525
Seniors	12		12	3		3	1		1	125		125	141		141
Juniors	8		8	2		2				101		101	111		111
Sophomores	10	1	11	3		3	1		1	113	2	115	127	3	130
Freshmen	4		4	2		2				135	2	137	141	2	143
GRAND TOTAL	87	1	88	10		10	5		5	517	4	521	619	5	624

Full Year June, 1955 to June 1, 1956

Graduates	147	0	147	0	0	0	17	2	19	118	1	119	282	3	285
Undergraduates	40	1	41	10	0	10	7	1	8	500	6	506	557	8	565
Seniors	16		16	3		3	6		6	138	1	139	163	1	164
Juniors	9		9	2		2		1	1	106		106	117	1	118
Sophomores	11	1	12	3		3	1		1	119	3	122	134	4	138
Freshmen	4		4	2		2				137	2	139	143	2	145
GRAND TOTAL	187	1	188	10		10	24	3	27	618	7	625	839	11	850

PUPILS IN THE CAMPUS AND AFFILIATED SCHOOLS

1955 - 1956

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Campus School:			
Kindergarten	37	45	82
Primary Grades	101	80	181
Intermediate Grades	92	70	162
Junior High School	71	59	130
Senior High School	107	107	214
Sub-total	408	361	769
Affiliated schools in classes taught by student teachers:			
Hudson:			
Kindergarten-Primary	75	64	139
Intermediate Grades	43	50	93
Junior High School	31	34	65
Senior High School	42	48	90
Sub-total	191	196	387
Waterloo-Edison:			
Kindergarten-Primary	114	87	201
Intermediate Grades	41	38	79
Sub-total	155	125	280
Rural Demonstration School	14	5	19
GRAND TOTAL	768	687	1455

Supplement A -- A Study of Minors and Subject-Matter Fields of students who received baccalaureate degrees during the seven-year period 1949-1956.

The present baccalaureate degree curriculum liberalized the requirements for minors and the effect has been noticed in the decrease in the number of minors declared. Each quarter a study of the number of students having various minors is made. This study shows trends but is not always a true picture for these reasons: a. it includes many students who will never complete a curriculum and graduate here; b. many students drop minors even as late as the last quarter of the senior year; c. changing from one minor to another is quite common. Therefore it seemed worth the effort to study the minors students actually completed at time of graduation. The period includes the change to the present curriculum, which now appears to have reached some degree of stabilization.

This study is adversely affected by heavy veteran enrollments during the first years of the study. A higher proportion of men than normal are included in the earlier years, which are also the years of the older curriculum. This makes Business Education, Physical Education for Men, Biology, Economics and Sociology appear to have suffered more heavily than is probably the case. Secondly, this study is affected by the summer quarter graduates with majors in Education. These students have been allowed to graduate under old Balance Sheets based on earlier curricula even up to the present year. This factor has not been of importance in the Non-Education majors. Thirdly, any study is affected by the fact that students may complete enough courses to teach in a specific area without having declared a minor or subject field. This is particularly true in Science and Social Science and to some extent in English, but to only small extent in other areas. In actuality it could happen in any area. Statistics on teaching fields for certification begin with this past year when the college began the recommendation of teaching fields. Prior to that time the determination was always made by the State Department of Public Instruction and no data was available to the college.

The study was divided into two groups by majors: Non-Education majors and Education majors. By and large Non-Education majors take minors and Education majors take subject-matter fields. It became apparent that the Education majors should be sub-divided so as to let the Junior High School majors stand out separately.

Non-Education Majors Under the previous curriculum, two minors were required of each student except for majors in music, or where a double major was declared. In these cases one minor was accepted. Third minors were common, and fourth minors appeared occasionally. Under the present curriculum only one minor is required and no minor is required where a double major is declared. Fourth minors have disappeared completely and third minors are now rare. It is not surprising, therefore to find that in 1949-50 the average graduating senior had 1.87 minors, but in 1955-56 he had only 1.13 minors.

26 minors existed during this seven year period. Two were dropped during the period and a third at the end of the period. With the exception of School Journalism and for part of the period Agriculture these minors existed in fields which also supported majors. It can now be said that no minors exist in any area not supporting a major, although the minor may represent only part of the major field. This being the case, it is not necessary to have separate courses offered for minor students although some of this is done in two areas, English and Home Economics.

Table I shows the percent of graduates who each year had minors in the areas shown. The actual number of minors have been reduced to percents in order to make comparisons between minors possible. It should be noted that these are some very small minors and that during this seven year period there has been a considerable fluctuation. English and Art deserve notice since they have followed patterns unlike the other minors. With the exception of Art no minor has shown any consistent increase. Also no minor can be said to have been the one to suffer the sole loss from the change to a single minor requirement. All but Art and perhaps Speech have suffered.

Education Majors A. Upper and Lower Grades Under the previous curriculum a student was required to have three subject-matter fields. The first one was 22½ hours in length and the other two 15 hours in length. Since there was no limitation on the courses to be used in making up these fields most students used History, English, and Biological and Physical Sciences since they already had some credit towards these from required courses. Under the present curriculum a student may not use any course required for general education or as a part of the major in making up the one required subject-matter field of 20 hours. In addition to this change, a number of new fields, some of which cross several department lines, were added to the choices.

Grade school majors had 18 different subject-matter fields available to them and used 15 of these. It can be questioned whether the three not used, Guidance, Community Leadership, and Art and Industrial Arts should remain in the Catalog. To drop them as fields will not cause the dropping of any courses, since the courses are all used for other purposes. With the increase of four year students as the two year program disappears the demands for these fields will increase numerically. However, there is no reason to assume that the distribution between fields will retain the same pattern as at present. In fact it would be difficult to predict the pattern, since the present graduates include so many who finished in summers and have taken scattered courses which they put together as best they can for graduation. If a sizable proportion of the student took four straight years with no intervening teaching and no wandering around to various summer resort schools, a quite different pattern in the use of subject-matter fields might develop. It does not seem out of place to suggest that a study of the fields available could be made with profit to see if these are the fields which are of the most value to future teachers. It must be remembered that this group of students has been slower to move over to present curricular requirements for graduation than the Non-Education majors. The complete move has not yet taken place. The average number of fields has now dropped to 1.57 but will drop to close to 1.00 within two years.

B. Junior High School Under the former curriculum the subject field pattern most nearly resembled that of the grade school majors. As time has passed it has come to more nearly resemble the non-education majors, in part because since these students receive secondary school endorsement, they must meet teaching approval standards at the secondary level. Some students now complete regular minor standards although they are carried statistically as having subject-matter fields. Actually the number of fields available to these majors is the sum of all the minors and the subject-fields. In Table 3 it will be noted that they used 22 fields and still had several others available to them.

It has been necessary to separate these students from the other graduates, largely because they confuse the picture for the other two rather than because their problem is so different. Table 3 shows all of the fields used by percent but it should be noted that the percents are based on a small total number of

graduates. Often 3-7 percent may mean only 1 student. In general the group seems to be moving toward the use of fields which will be of most help in secondary subject approval. The fact that many fields are available which are not much used is of no real significance.

Summary It is believed that this summary will be of interest to members of the faculty in showing what shifts have been taking place but that they do not point to much needed action. They confirm suspicions of what the changes have been in the change of curricular patterns. The change to the semester system will have no effect upon these patterns since minors and subject-matter fields were not changed significantly.

In the process of securing this data, tabulations were made by majors by years as to the minors taken by each group of major students. This is too much detail to be included in such a report but the data is available to any department which would like to study their own student patterns.

From a cost point of view, it does not appear that the College is maintaining minors which are an expense or a burden since by and large special courses are not maintained for minors or subject-matter fields. However, the statistics miss one point, scheduling. If a major has only few students, and the minor attracts only few students, required courses are inclined to be offered for small numbers of students in order that the few can complete the requirements. Where the number of major and minor students is small, it is uneconomical to have any required courses. It is likely to follow that the offered courses will be few in number and even though courses are not required, the equivalent of a requirement results from the very sparsity of courses. With the increase in enrollment expected in the next few years, it does not seem wise to suggest that the college is offering either majors or minors which should be dropped, but only that the departments should exercise the greatest of care in making requirements for majors and minors which results in the necessity to offer courses for small numbers of students.

Table 1 Percent of students graduating
from 1949-1956 with Non-Education majors
who had the following minors.

	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56
15 Business Educ	11	11	8	5	4	3	5
30 Safety Education	20	21	23	24	16	18	23
31 Home Economics	2	3	2	1	2	0	1
33 Industrial Arts	6	6	6	2	4	1	2
35 Library Science	1	1	1	1	1	*	1
38 Phys Ed Men	10	5	5	4	1	1	4
39 Phys Ed Women	2	4	1	0	*	0	0
50 Speech	6	4	7	5	9	6	7
52 Music	3	3	3	4	1	6	3
60 Art	1	1	2	2	4	2	5
62 English	15	13	16	18	23	26	15
66 Journalism 72, 74, 76, 78	0	*	2	1	2	0	*
All languages	10	6	12	7	6	6	2
80 Mathematics	13	13	13	12	12	7	8
83 Agriculture	6	10	9	6	4	4	2
84 Biology	20	25	21	20	11	19	9
86 Chemistry	4	2	1	1	3	0	1
87 Earth Science	8	6	6	5	*	1	1
88 Physics	9	10	6	5	4	2	3
93 Econ & Sociol	19	13	13	9	7	9	7
94 Government	2	2	1	1	2	0	*
96 History	26	18	11	13	9	6	10
Number of minors per student	1.87	1.76	1.70	1.46	1.29	1.21	1.13
Number of graduates	566	423	364	281	209	206	260

* less than $\frac{1}{2}$ of 1 percent

Table 2. Education Majors - Upper and Lower Grades
 Percent of students graduating 1949-1956 with Elementary
 Majors who had subject-matter.

	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56
17 Special Ed.	--	--	--	1	4	3	7
18 Guidance	--	--	--	--	--	0	0
19 Community Lead.	--	--	--	--	--	0	0
24 Nursery School	--	--	--	2	2	6	7
31 Home Economics	--	--	--	--	--	1	2
35 Library Sc.	--	--	--	--	0	1	2
36 Recreation	--	--	--	--	0	4	11
37 Phys Ed & Health	5	0	3	9	2	1	1
50 Speech	--	--	--	--	1	3	4
52 Music	11	13	10	6	8	5	7
60 Art	20	14	21	22	11	11	11
61 Art & Industrial Arts	--	--	--	0	0	0	0
62 English	86	88	85	84	68	53	28
80 Mathematics	5	9	7	11	10	5	4
85 Biol & Phys Sci.	50	51	64	46	51	45	30
87 Earth Science	32	34	17	20	21	16	5
90 Social Science	--	--	1	7	10	15	14
96 History	88	91	88	76	70	42	22
Number of fields per student	2.98	3.00	3.00	2.83	2.59	2.20	1.57
Number of graduates	76	86	97	82	84	100	96

--not available * less than $\frac{1}{2}$ of 1 per cent.

Table 3 Education Majors - Junior High School only
 Percent of students graduating 1949-1956 with Junior
 High School major who had a minor or subject-matter
 field listed below.

	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56
15 Business Ed	5	11	11	4	7	0	0
30 Safety Ed	15	7	8	4	7	18	4
31 Home Economics	0	0	3	0	7	0	0
33 Industrial Arts	5	11	6	0	0	0	0
35 Library Science	0	4	6	0	7	0	0
37 Phys Ed & Health	5	0	0	0	0	0	0
38 Phys Ed Men	5	7	6	12	0	5	23
39 Phys Ed Women	0	0	3	0	7	0	0
50 Speech	15	11	8	0	7	9	8
52 Music	15	7	3	4	7	0	4
60 Art	5	4	14	8	0	5	4
61 Art & Ind Arts	0	0	0	4	0	5	0
62 English	80	30	61	52	57	59	62
78 Spanish	0	0	3	4	7	0	0
80 Mathematics	20	41	19	20	36	32	27
83 Agriculture	0	0	0	0	0	0	4
84 Biology	25	33	33	12	14	0	0
85 Biol & Phys Sci	10	11	8	40	29	55	50
87 Earth Science	10	37	39	40	14	27	31
90 Social Science	0	0	19	76	50	73	69
94 Government	0	4	0	0	0	0	0
96 History	75	82	50	16	43	9	15
Number of fields per student	2.90	3.00	3.00	2.96	3.00	2.86	3.00
Number of graduates	20	27	36	25	14	22	26