College Catalog 1962-1964

State College of Iowa
1962-64
Catalog
Issue

STATE COLLEGE of IOWA
BULLETIN
ITEMS:

The 1963 Summer Session calendar has been changed from that listed in the College Catalog. Following are the significant dates:

June 12 - Wed.  Registration
           Regular 8-week session

June 12 - Wed.  Registration
           Long 11-week term

June 13 - Thur. Instruction begins
           Regular 8-week session

June 13 - Thur. Instruction begins
           Long 11-week term

July 4 - Thur.  Legal holiday

Aug. 7 - Wed.  Regular 8-week session ends

Aug. 8 - Thur.  Post Session begins

Aug. 21 - Wed.  Post Session ends

Aug. 28 - Wed.  Long 11-week term ends
State College
of Iowa
Bulletin

College Catalog
1962-1964

Effective Summer Session
1962

Issued Quarterly. Published by State College of Iowa. Entered as second-class mail matter, August 31, 1912, at the post office at Cedar Falls, Iowa, under the Act of August 24, 1912.

VOL. LXIII, No. 1, January 1962
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### Summer Session 1962

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>June 18</td>
<td>Mon. Registration, 8:00 a.m. to 4:00 p.m.</td>
</tr>
<tr>
<td>June 19</td>
<td>Tues. Instruction begins, 8:00 a.m.</td>
</tr>
<tr>
<td>July</td>
<td>Wed. Legal holiday</td>
</tr>
<tr>
<td>Aug.</td>
<td>Thurs. Commencement</td>
</tr>
<tr>
<td>Aug. 10</td>
<td>Fri. Session ends, 12:00 noon</td>
</tr>
<tr>
<td>Aug. 11-22</td>
<td>Post Session</td>
</tr>
</tbody>
</table>

### Fall Semester 1962-63

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 10-12</td>
<td>Mon.-Wed. Orientation and registration of new students, 8:00 a.m.</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>Wed. Registration of former students, 8:00 a.m. to 4:00 p.m.</td>
</tr>
<tr>
<td>Sept. 13</td>
<td>Thurs. Instruction begins, 8:00 a.m.</td>
</tr>
<tr>
<td>Nov. 9</td>
<td>Fri. End of first nine weeks</td>
</tr>
<tr>
<td>Nov. 21</td>
<td>Wed. Thanksgiving recess begins, 12:00 noon</td>
</tr>
<tr>
<td>Nov. 26</td>
<td>Mon. Instruction resumes, 8:00 a.m.</td>
</tr>
<tr>
<td>Dec. 19</td>
<td>Wed. Christmas recess begins, 12:00 noon</td>
</tr>
<tr>
<td>Jan. 3</td>
<td>Thurs. Instruction resumes, 8:00 a.m.</td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Mon. Examinations begin</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>Thurs. Examinations end</td>
</tr>
<tr>
<td>Feb. 1</td>
<td>Fri. Semester ends, 5:00 p.m.</td>
</tr>
</tbody>
</table>

### Spring Semester 1963

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Feb. 4</td>
<td>Mon. Registration, 8:00 a.m. to 4:00 p.m.</td>
</tr>
<tr>
<td>Feb. 5</td>
<td>Tues. Instruction begins, 8:00 a.m.</td>
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<tr>
<td>April 5</td>
<td>Fri. End of first nine weeks</td>
</tr>
<tr>
<td>April 10</td>
<td>Wed. Easter recess begins, 5:00 p.m.</td>
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<tr>
<td>April 16</td>
<td>Tues. Instruction resumes, 8:00 a.m.</td>
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<tr>
<td>June 3</td>
<td>Mon. Examinations begin</td>
</tr>
<tr>
<td>June 6</td>
<td>Thurs. Examinations end</td>
</tr>
<tr>
<td>June 7</td>
<td>Fri. Semester ends, 12:00 noon</td>
</tr>
<tr>
<td>June 7</td>
<td>Fri. 86th Annual Commencement</td>
</tr>
</tbody>
</table>
### CALENDAR

#### 1963

<table>
<thead>
<tr>
<th>S M T W T F S</th>
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#### 1964

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<td><strong>MARCH</strong></td>
<td><strong>APRIL</strong></td>
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<td>22 23 24 25 26 27 28 29 30</td>
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<td><strong>NOV</strong></td>
<td><strong>DECEMBER</strong></td>
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<tr>
<td>22 23 24 25 26 27 28 29 30</td>
<td>22 23 24 25 26 27 28 29 30</td>
</tr>
</tbody>
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### Summer Session 1963*

- **June 17** Mon. Registration, 8:00 a.m. to 4:00 p.m.
- **June 18** Tues. Instruction begins, 8:00 a.m.
- **July 4** Thurs. Legal holiday
- **Aug. 8** Thurs. Commencement
- **Aug. 9** Fri. Session ends, 12:00 noon
  - Post Session

### Fall Semester 1963-64

- **Sept. 9-11** Mon.-Wed. Orientation and registration of new students, 8:00 a.m.
- **Sept. 11** Wed. Registration of former students, 8:00 a.m. to 4:00 p.m.
- **Sept. 12** Thurs. Instruction begins, 8:00 a.m.
- **Nov. 8** Fri. End of first nine weeks
- **Nov. 27** Wed. Thanksgiving recess begins, 12:00 noon
- **Dec. 2** Mon. Instruction resumes, 8:00 a.m.
- **Dec. 20** Fri. Christmas recess begins, 8:00 a.m.
- **Jan. 6** Mon. Instruction resumes, 8:00 a.m.
- **Jan. 27** Mon. Examinations begin
- **Jan. 30** Thurs. Examinations end
- **Jan. 31** Fri. Semester ends, 5:00 p.m.

### Spring Semester 1964

- **Feb. 3** Mon. Registration, 8:00 a.m. to 4:00 p.m.
- **Feb. 4** Tues. Instruction begins, 8:00 a.m.
- **March 25** Wed. Easter recess begins, 5:00 p.m.
- **March 31** Tues. Instruction resumes, 8:00 a.m.
- **April 3** Fri. End first nine weeks
- **June 1** Mon. Examinations begin
- **June 4** Thurs. Examinations end
- **June 5** Fri. Semester ends, 12:00 noon
- **June 5** Fri. 87th Annual Commencement

*Dates for the Summer Session are tentative.

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5
The College and Its Program

State College of Iowa is a member of the American Association of Colleges for Teacher Education and is accredited, through the master's degree, by the North Central Association of Colleges and Secondary Schools, by the National Council for Accreditation of Teacher Education, by the National Association of Schools of Music, and by the National University Extension Association.

Created by act of the Iowa General Assembly, the institution opened on September 6, 1876, in the building now known as Central Hall. This structure had previously housed the orphaned children of Civil War soldiers. From this single building and forty-acre campus, the college has grown until it now embraces thirty principal buildings, a 427-acre campus, a faculty of approximately 300, and a student body in excess of 3,600. Originally named Iowa State Normal School, the institution was renamed Iowa State Teachers College in 1909. Under that name the college attained a national reputation as a leading institution in the field of teacher education. On July 5, 1961, by enactment of the Iowa General Assembly on the recommendation of the State Board of Regents, the name of the college was changed to State College of Iowa and its function redefined as follows:

The primary responsibility of the college shall be the preparation of teachers and other educational personnel for schools, colleges, and universities, and the provision of consultative and other services, including experimentation with instructional content, method, and materials, for the improvement of the educational programs of schools of the state.

The college may also offer programs of instruction in the liberal and vocational arts and such other educational programs as the State Board of Regents may from time to time approve.
Although teacher education remains the chief function of the college, it is now permitted to offer degrees to students who do not plan to teach. Thus the college can make its facilities available more widely and be of greater service to the state. State College of Iowa has two programs leading to the Bachelor of Arts degree, one with certification to teach and one without certification. On the graduate level, it offers the Master of Arts in Education degree and the Specialist in Education degree.

Together with the State University of Iowa and Iowa State University of Science and Technology, the State College of Iowa is governed by the State Board of Regents.
To Our Future Students

TO ONE unfamiliar with college programs and college terms, a college catalog may at first be somewhat hard to understand and difficult to use. The pages immediately following have been designed to orient you and to provide information that you will need to know at the outset.

Immediately below is a section dealing with COLLEGE TERMINOLOGY, which explains the meaning of terms you will frequently use. It is followed by a list of questions most frequently asked by students and THE ANSWERS to those questions. Next appears a listing of the STEPS IN PREPARING FOR ADMISSION.

College Terminology

The meaning of terms frequently used at the State College of Iowa.

Adviser, advisee— Your adviser or counselor is the instructor assigned by the college to help you with your problems. You are called his advisee.

Audit— To take a course without credit, (See Visitor). A course audited can never be used for credit.

Certificate— A document, issued by the Iowa State Department of Public Instruction, Division of Teacher Education and Certification, which states that you are qualified to teach and what you may teach. See p. 58.

Course— A particular subject being studied—thus, a course in English.

Credit— The numerical reward you receive for completing a college course. It is described in semester hours. The freshman student will ordinarily register for sixteen or seventeen hours of class work. A total of 130 hours of credit is required to graduate with a B.A. degree with certification to teach; a total of 124 hours is required for the B.A. degree without certification.
College Terminology

Curriculum—
The whole body of courses required for a degree.

Department—
A division of the college which offers instruction in a particular branch of knowledge: the Department of Music.

Elective—
A subject or course which you may choose to study as distinguished from a required course, which you must take.

Emphasis—
A concentration of work in an area not officially declared as your minor field. For example, a student whose major is Social Science may not minor in a social science field. He may, however, complete 20 or more hours in either history or government, or economics and sociology and have that emphasis indicated on his permanent record. (See Major and Minor.)

Extracurricular—
Those activities which are part of student life but are not part of the course of study. Debate, dramatics, and athletics are extracurricular activities. See page 20.

Fee—
A charge which the college asks you to pay for certain services it offers you; for example, a music fee, paid for private lessons in music. See p. 36.

General Education—
The knowledge, skills, appreciations, and attitudes that any well-educated person should possess. More than one-third of the work required for graduation consists of general education courses which are required of all students. See p. 44.

Grade-Points—
For reasons of simplicity in bookkeeping, grades are evaluated in terms of quality points. For every hour of A which you earn, you are credited with four grade-points; for every hour of B, three grade-points; for every hour of C, two grade points; for every hour of D, one. To figure your grade-point index divide the total number of grade-points by the total number of credit hours attempted.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Study—</td>
<td>Work beyond the bachelor's degree, usually toward a master's or doctor's degree.</td>
</tr>
<tr>
<td>I. D. Card—</td>
<td>Student identification card.</td>
</tr>
<tr>
<td>Load—</td>
<td>The total hours for which you are registered. The normal undergraduate load is 16 or 17 hours.</td>
</tr>
<tr>
<td>Major—</td>
<td>The subject or field of study which you decide to emphasize. If, for example, you plan to specialize in mathematics, you will be said to major in that field. If you choose to specialize in two such subjects you will have a double major.</td>
</tr>
<tr>
<td>Matriculation—</td>
<td>The act of enrolling for the first time as a student at the college.</td>
</tr>
<tr>
<td>Minor—</td>
<td>The field of your secondary emphasis. The hours devoted to your minor field are somewhat less than those allotted to your major. You may choose one or more minors.</td>
</tr>
<tr>
<td>Prerequisite—</td>
<td>The preliminary requirement which must be met before a certain course can be taken. Thus, English I is a prerequisite to all other courses in English and must be successfully completed before other English courses are taken.</td>
</tr>
<tr>
<td>Probation—</td>
<td>A status of trial for a student whose work or conduct is unsatisfactory. See p. 38.</td>
</tr>
<tr>
<td>Registration—</td>
<td>The act of enrolling in classes, usually at the beginning of a semester. This involves choosing your classes with the help of your adviser. See page 34.</td>
</tr>
<tr>
<td>Required Subjects—</td>
<td>Those subjects which are prescribed by the college for the completion of your program. You choose your electives; your required subjects are chosen for you.</td>
</tr>
<tr>
<td>Schedule—</td>
<td>A listing of the courses you are taking each semester. Your schedule is your program of studies.</td>
</tr>
</tbody>
</table>
Undergraduate— A student who has not yet obtained the bachelor's degree.

Visitor— One who is enrolled in a course without credit. (See Audit.)

**Questions and Answers**

**SHOULD I ATTEND THE STATE COLLEGE OF IOWA?**

If you want what the college offers. If offers two programs leading to the Bachelor of Arts degree, one with certification to teach and one without certification. The teaching program prepares elementary, junior high, and secondary school teachers; teachers of special subjects; and school librarians. The B.A. without certification offers liberal arts, vocational, and pre-professional programs. See p. 51. Other factors which might affect your decision—cost, opportunities for self-support, social life, etc.—are discussed below.

**WHAT DOES IT COST?**

The over-all cost for basic fee, room, board, and books is approximately $966-$980 for the academic year:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Basic fee</td>
<td>$246</td>
</tr>
<tr>
<td>Board and room</td>
<td>$640-$654</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>$80</td>
</tr>
</tbody>
</table>

$966-$980

This does not include fees for applied music nor for the summer session. For a full statement of fees, see p. 36.

**ARE SCHOLARSHIPS AVAILABLE?**

Yes. See pages 18-20.

**WHAT ARE THE OPPORTUNITIES FOR SELF-SUPPORT?**

A number of part-time jobs are available both on the campus and in the Cedar Falls-Waterloo community. The majority of the on-campus jobs are in the food service. Approximately 35 per cent of the men students and 20 per cent of the women students earn money to defray part of their expenses. Students seeking part-time employment should address their enquiries to the Dean of Students or the Associate Dean of Students.

**MUST A STUDENT GO TO COLLEGE FOR FOUR YEARS TO BE ABLE TO TEACH?**

Yes.

**CAN A STUDENT ENROLL FOR THE FIRST TIME DURING THE SPRING SEMESTER OR SUMMER SESSION?**

Yes.
WHAT IS THE DIFFERENCE BETWEEN QUARTER AND SEMESTER HOURS OF CREDIT?

Under the quarter plan, a quarter hour of credit is based upon one hour per week for twelve weeks. Under the semester plan a semester hour of credit is based on one hour per week for eighteen weeks. Thus, a quarter hour is equal to two-thirds of a semester hour, or a semester hour is equal to one and one-half quarter hours. Since the summer of 1957, the college has operated on the semester plan.

WHERE MAY TEXTBOOKS BE SECURED?

Students are required to provide their own textbooks. Ordinarily the cost of these books will be $35 or $40 a semester. The Latta School Supply House, 909 West 23rd Street, located just across from the campus, sells both new and used books. A correspondence student may order his textbook by mail from the above firm.

HOW MANY HOURS OF CREDIT ARE NEEDED TO RENEW OR REINSTATE A CERTIFICATE?

Renewal and reinstatement requirements are established by the Iowa State Board of Public Instruction and are subject to change by this body at any time. The Division of Teacher Education and Certification distributes information concerning all changes in certification requirements to city and county superintendents and to the teacher-education institution. Information concerning the renewal or reinstatement requirements may be obtained from the Registrar of the College or from:

Department of Public Instruction
Division of Teacher Education and Certification
State Office Building
Des Moines 9, Iowa
Steps in Preparing for Admission

1. APPLICATION FOR ADMISSION
   Fill in form below and mail to the REGISTRAR.
   See pages 29, 112.

2. TRANSCRIPTS
   Have your high school principal send a Certificate of High School Credits
to the REGISTRAR. If you have attended another college, have an
official transcript of your college record sent to the REGISTRAR.

3. ROOM RESERVATIONS
   Send room contract and housing card with your application for admission.

1962-64
STATE COLLEGE OF IOWA
CEDAR FALLS, IOWA

C [ ] Mr. □ Date. .......................... 196...
H [ ] Mrs. □
E [ ] Miss □
K

Name ..........................................
Street and No. or RFD ........................ City ..........................
County ........................................ State ..........................
I am considering entering State College of Iowa ( ) FALL semester
( ) SPRING Semester ( ) Summer
Please send me: An application for admission to undergraduate study...( )
An application for admission to graduate study.....( )
A Graduate Bulletin (issued only in alternate years)..( )
I would like additional information concerning..........................

....................................................

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BUSINESS REPLY CARD
No Postage Required if Mailed in United States

POSTAGE WILL BE PAID BY—

STATE COLLEGE OF IOWA
CEDAR FALLS
IOWA

Office of the Registrar
General Information

Student Residence

WOMEN—ALL UNDERGRADUATE WOMEN STUDENTS WHO DO NOT LIVE IN THEIR OWN HOMES WITH THEIR PARENTS OR LEGAL GUARDIANS OR HUSBANDS MUST LIVE IN COLLEGE RESIDENCE HALLS. All special permissions to work for board and room in private homes or to live with relatives other than those named above must be secured from the Associate Dean of Students before registration day.

MEN—ALL UNDERGRADUATE MEN STUDENTS WHO DO NOT LIVE IN THEIR OWN HOMES WITH THEIR PARENTS OR LEGAL GUARDIANS OR WIVES MUST LIVE IN ONE OF THE RESIDENCE HALLS FOR MEN OR IN ROOMING HOUSES APPROVED BY THE DEAN OF STUDENTS. Exceptions to this regulation are made only rarely.

APPLICATIONS FOR ROOMS IN RESIDENCE HALLS—The application for a room reservation must be submitted with a contract for accommodations in one of the residence halls. A deposit fee of $15 must accompany the application. If an applicant for whom a room has been reserved finds it necessary to cancel the contract, the deposit fee is refunded if the cancellation reaches the Office of Student Personnel on or before the dates stated in the contract.

Assignment of rooms is made in the order in which applications are received, except that former students in residence are given precedence in assignment for the following year. Definite assignments for new students are made only after they have been admitted to the college. Notices are mailed before the opening of a semester.
OCCUPANCY—Residence halls will be open for occupancy one day before enrollment day and must be vacated by noon of the day following the close of the semester or summer session. If a reserved room is not occupied on the opening day of classes and arrangements have not been made for later occupancy, the reservation may be cancelled by the college.

RATES AND PAYMENT—Occupants of the residence halls pay a fee which includes both board and room, ranging from $640 to $654 for the academic year, depending on the dormitory in which the student lives. For specific details see p. 36. The entire fee may be paid on registration day at the beginning of the fall semester or in proportional amounts at the beginning of each semester or summer session. The combined cost of board and room in the college residence halls during the 8-week summer session is estimated at $156. These rates are subject to change.

If the contract is terminated before the expiration date, the plan of refunding as stated in the contract will be applied but the student will not be relieved of any financial liabilities incurred prior to the date of termination.

Women's Residence Halls

The three women's residence halls have been extended beyond normal capacity to accommodate increased student enrollment. All are equipped with such facilities as study rooms, shampoo rooms, pressing rooms, and recreational rooms as well as attractive lounges, music rooms, and libraries. Individual student rooms are furnished with lavatory, comfortable beds and mattresses, pillow, and one wool blanket, as well as dresser or chest, study desk, and chair.

BARTLETT HALL—Freshmen and their upperclass student counselors are housed in this hall. Students furnish their own bed linens, towels, and bedspreads. Draperies are furnished.

LAWTHER HALL—This residence hall houses sophomore and junior women. Students furnish bed linens, towels, bedspreads, and draperies.

CAMPBELL HALL—This residence hall, with its own dining facilities, is primarily for upperclass women. Graduate women are permitted to live in this hall if there is space. Facilities furnished include telephone, bedspreads, and draperies. Students furnish their own bed linens and towels.

Men's Residence Halls

GEORGE T. BAKER HALL—This building, formerly known as Seerley-Baker Hall, is equipped with every facility for the comfort and convenience of its residents. Each student is required to furnish bed linens, towels, and one blanket. The hall is divided into seven governmental units known as Houses, which are named after governors of the State of Iowa. The entire organization of 345 men is under the supervision of a director assisted by seven student head residents.

REGENTS HALL—The newest dormitory is named in honor of the State Board of Regents. It is a fireproof building, adequately equipped as a student residence hall. Each student is required to furnish bed linens, towels, blankets, and a study lamp. The hall is divided into eight governmental units.
known as Houses, which are named after governors of the State of Iowa. The entire organization of 408 men is under the supervision of a director assisted by eight student head residents.

Accredited Rooming Houses—A list of accredited rooming houses for men students will be furnished upon request, after the student has been admitted to the college. In all rooming houses students furnish their bedding and linens. The college is not a party to agreements made between students and landlords, although certain standards are enforced by the college.

Accommodations for Married Students

A limited number of housing facilities for married students are available. Students with children are given priority in making assignments, but applications are accepted and assignments are made to students without children. If interested, write to the Office of Student Personnel for details and application blanks.

The Commons

The Commons houses recreational facilities as well as the central food service department. Included in these facilities are the ballroom, student lounge, faculty lounges, and club rooms. These rooms are equipped to carry on the program of social education which is a distinctive part of campus.

Food Service

There is no food service on the campus other than that maintained for regular boarders. All students living in college residence halls are required to eat in the college food service departments. The fee for board and room for each semester is payable in the college business office at the time of registration, subject to the conditions stated in the contract.

Employment

Many students earn a part of their expenses while attending college. The Office of Student Personnel will give all possible help to students who need to secure part-time employment. However, until the class schedule has been arranged on registration day and the hours which the student will have available for work are known, definite employment arrangements cannot be made. No fee is charged for this service, but the student is required to maintain the college standards as to health and scholarship. Appointments to work on campus are made for one semester and must have the approval of the department supervisors for renewal.

A student is cautioned not to attempt much outside work during the first semester of residence. Full time is needed to make adjustment to the new environment, to engage in extracurricular activities, and to attain excellence in scholarship. Fifteen hours a week of outside work is considered the maximum. If outside work in excess of fifteen hours a week must be done, the
number of credit hours carried should ordinarily be reduced accordingly. A student should inform his adviser of his outside work since this information will help in arranging a suitable schedule.

Loan Funds

QUALIFIED students with at least one semester of resident credit at the State College of Iowa may apply for loans from the Aubrey and Winslow Grubb Loan Fund, the Seerley Loan Fund, the Student Loan Fund, or the Starbeck Memorial Loan Fund. Specific information on these loans may be secured from the office of the Dean of Students or the Director of Alumni Affairs.

National Defense Education Act loans are also available to students who are on a continuous program and who meet certain standards of scholarship. Further information may be secured from the office of the Dean of Students.

The Library

COLLECTIONS totaling more than 189,000 volumes, including more than 1,100 current periodical subscriptions and a well-selected reference collection of 5,000 volumes, make the library one of the strongest state college libraries in the country. The library has a rapidly growing collection of materials in microfilm (more than 5,000 reels) and microcard form, with complete, up-to-date equipment for their use. Of special interest to prospective teachers is a Youth Collection of 10,000 volumes—a representative elementary and secondary school library collection. As a depository for United States government publications the library adds hundreds of volumes annually to its present 12,000 volumes of such materials.

An "open stack" policy makes all library material directly available to all students. The more than 600 seats in the building include more than 100 individual study carrels. A separate typing room, with rental facilities, and a newspaper lounge, which contains approximately 50 newspapers currently received, are also provided. The library is open 88 hours per week.

Scholarships

STUDENT AID SCHOLARSHIPS are awarded each year to approximately three hundred young people who desire to teach in the public schools of Iowa; who are legal residents of the state; who possess those qualities of character, personality, and academic ability essential for success in college and in teaching; and who need aid in financing their college education. These scholarships reduce the amount a student pays for tuition and fees (excepting music fees) to as little as $46 a year. High school seniors and junior college sophomores are eligible to apply. The scholarships may be continued for as long as eight semesters.

Explanatory materials and application forms for these awards are mailed to school superintendents or principals in January and it is advantageous for
the student to file his application no later than March 15. Additional forms may be secured from the Director of Field Services.

To aid in determining academic ability, examinations are sponsored cooperatively by many of the senior colleges in Iowa. These tests are administered in about eighty centers in Iowa during October and November. Notices of the dates and places where these examinations will be given are mailed to the schools in the early fall.

The State Board of Regents has established the number of student aid scholarships that may be granted in any one year. There is no limitation on the number of awards that may be made to graduates of a particular high school or to students from any county.

**Alumni Scholarships** are made possible through gifts from alumni and friends of the college. They are primarily for entering freshman students and are awarded for one academic year. They may be renewed at the discretion of the Scholarship Committee. Applicants need not be residents of Iowa.

There are two types of awards: The Merit Award and the General Award. The Merit Award is based upon scholarship as evidenced by high school grades and success in the scholarship examination referred to under Student Aid Scholarships. The award is $50 and is made without reference to the financial need of the student. The General Award is based upon financial need, probable success as a student, participation in extracurricular activities, and the character and personality of the applicant. Interest in teaching will be considered, but it is not a requirement. The General Alumni Scholarship provides $100 a semester for two semesters.

Application for these grants should be made prior to March 15 on the form used for student aid scholarships.

**Art Fair Scholarships** are awarded annually to four high school seniors interested in becoming art teachers. These grants are made primarily on the basis of student work submitted during the Art Fair held each spring on this campus. Their value is the same as that of the Student Aid Scholarships.

**Science Fair Scholarships** are awarded to the four high school seniors exhibiting the best science projects at the Science Fair held each spring on this campus, providing that they are interested in becoming teachers. These grants provide Student Aid Scholarships for four years. The value of and regulations governing these awards are the same as for the Student Aid Scholarships.

**The Leslie I. Reed Memorial Scholarship** has been made available by the daughter of Leslie I. Reed. Mr. Reed was for many years Dean of Men at the college. This scholarship is awarded annually to a high school senior of outstanding ability who, it is hoped, will consider making education his career. The award amounts to $300 a year for two years.

**The Barker-Lillig Cello Scholarship** is awarded to a student specializing in cello in the Department of Music. The award is made possible
through a gift of Olive L. Barker and is sufficient to pay the fee for cello lessons.

**THE WILD AND WHITE AWARDS** are made to an upperclass student majoring in the Department of Physical Education for Women and to an alumna teaching physical education, who gives evidence of outstanding ability and interest in teaching.

A number of other scholarships and special awards are available. These include the Bartlett-Freeland Debate Award, the C. A. Boehmler and Katherine S. Boehmler Memorial Scholarship, the Fisher Foundation Scholarships, the Brindley Debate Scholarship, the Alice O. Gordon Bequest, the Furniss and Mary W. Lambert Scholarship, the Clinton Isaac Walton Scholarship, the Latta Scholarships, the Viking Scholarships, the Bertha Martin Memorial Scholarships, the Merchant Scholarships, the Anna M. Nielsen Music Scholarship, the Ann Moline Organ Scholarship, the Kindergarten-Primary Award, the Sigma Alpha Iota Awards, the Theta Alpha Phi Alumni Award, the Pi Gamma Mu Award, the Tau Sigma Delta Award, the Phi Mu Alpha Sinfonia Scholastic Award, and the Purple and Old Gold Awards. These are described in a special scholarship bulletin which may be obtained by writing the Director of Field Services.

### Extracurricular Activities

At THE State College of Iowa extracurricular activities are planned and fostered because of the significant contribution they can make to the education of the student. Experience in extracurricular activities aids materially in achieving the objectives of general education. For students on the teaching program, there is also considerable professional value in participating in such activities, since teachers are expected to aid in the extracurricular programs of the public schools. The college, therefore, maintains an extensive program of extracurricular activities including athletics, dramatics, publications, forensics, music, social life, lecture-concert series, student organizations, and interest groups. Faculty advisers help the individual student to plan a program of extracurricular activities that will supplement the curricular program so that each student may make maximum use of the opportunities the college has to offer.

**ATHLETICS**—A wide variety of intramural and intercollegiate sports is available. Women students do not compete in intercollegiate sports but for both men and women extensive programs of intramural sports are conducted.

The college engages in intercollegiate athletic competition in football, basketball, baseball, track, wrestling, tennis, and golf. Intercollegiate athletics are under the control of the Athletic Board, an eight-member faculty committee appointed by the president. For the non-participant in intercollegiate sports, it provides recreational value. For the participant, it provides general educational value and constitutes a laboratory for the preparation of future high school athletic coaches.
DRAMATICS—At least three college plays, sponsored by the Department of Languages, Speech, and Literature, are produced each year. Any student is eligible to try out for a part in these productions.

FORENSICS—The forensics program includes debate, discussion, and extemporaneous speaking. Participants engage in several meets with representatives of other colleges. This program is sponsored by the Department of Languages, Speech, and Literature and it welcomes participation of all students.

MUSIC—Musical activities include the marching band, the concert band, the symphony orchestra, various instrumental ensembles, the a cappella choir, the chorus, the women’s chorus, the men’s glee club, the madrigal singers, and an annual opera. Although these activities are sponsored by the Department of Music, any student may be eligible for participation.

SOCIAL LIFE—The social life at the State College of Iowa is an ever-changing, flexible program designed to meet the current interests and needs of the student body and the college community. Although there are some traditional events, each year new activities are added. The opportunities for social education are offered in many forms, including teas, dances, community service projects, a talent bureau, all-college play nights, student-faculty mixers, and fashion shows. Many of these activities take place in the Commons, which is the center of campus social life. The Social Program Council, a sub-committee of the Student League Board, is responsible for the development of this program.

STUDENT GOVERNMENT—Almost every student participates to some extent in student government. The student government associations include the Student League Board, the Associated Women Students, the Men’s Union, and the various associations of housing units.

THE STUDENT LEAGUE BOARD—This is an administrative group composed of representatives from the student governmental groups and approved chairmen of standing committees. The president and vice-president are elected from the student body at large. The Student League Board endeavors to promote cooperation between students and faculty, to seek solutions to student and college problems, and to represent the entire student body in matters affecting student interest. It carries on a program of work which gives students an opportunity to participate in the life of the college in such a way as to make it an experience in democratic living. The Student League Board sponsors the selection of outstanding seniors for the Purple Key honor awards.

THE ASSOCIATED WOMEN STUDENTS is an organization consisting of all women students enrolled at the college. It provides the self-governing structure for women students and makes provision for the social, recreational, and educational aspects of student life.

The AWS Community Council, together with the Inter-Residence Council and the Housing Unit Governments, carry out the program for women. This
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association encourages scholarship and service through the three women's honorary societies: Torch and Tassel, local honorary for senior women; Chimes, local honorary for junior women; and Purple Arrow, local honorary for freshman and sophomore women. The Associated Women Students is a member of the Intercollegiate Association of Women Students, national organization for college women.

There are four women’s housing units, which are organizations of all the students living in the women’s residence halls and a combined unit for those living in Cedar Falls and Waterloo. Each unit is represented on the AWS Boards and on the Student League Board.

THE MEN’S UNION—An organization of all men regularly enrolled in college, the Men’s Union tries to assist the students in a continuing adjustment to college responsibilities and to emphasize the importance of social development. The attainment of these objectives is sought through coordinated group participation in the solution of problems common to the men students of this college. Men’s Union sponsors two programs for recognizing outstanding men students: the Hall of Recognition honor award to freshmen, sophomores, and juniors for achievement in extracurricular activities and scholarships, and the Hall of Scholarship for all men for superior achievement in scholastic endeavor.

There are four men’s housing units in the student government structure. The men living in the residence halls are organized under the Association of Men’s Residence Halls; the men living off campus are organized separately according to their living areas: Sunset Village and College Courts, Cedar Falls; and Waterloo. Each unit has its own council and each strives to improve the welfare of its membership in relation to the total college community. Representatives from the various councils are members of the Student League Board and of the executive committee of Men’s Union.

INTEREST ORGANIZATIONS—Numerous organizations sponsored by departments and specialized interest groups provide students the opportunity to become better acquainted with other students and faculty as well as to explore and perpetuate interests outside the classroom. Many of the organizations have no membership requirements other than an active interest in the work for which the club exists and regular attendance at the meetings. Participation in such organizations broadens the individual and helps him to become acquainted with new ideas.

RELIGIOUS ORGANIZATIONS—The on-campus organization is the Student Council of Religious Activities, which provides a program and a fellowship that are open to every student in the college. The adviser to this organization is the Director of the Bureau of Religious Activities. The Council of Religious Activities is composed of a representative from each of the religious groups, most of which maintain student centers near the campus.
Honor Organizations—Superior achievement in various lines of educational work is recognized by membership in the following honor organizations:

- Alpha Phi Gamma (Journalism)
- Beta Beta Beta (Biology)
- Delta Sigma Rho ( Debate)
- "I" Club (Men's Physical Education)
- Chimes (Junior Women)
- Kappa Pi (Art)
- Kappa Delta Pi (Education)
- Kappa Mu Epsilon (Mathematics)
- Lambda Delta Lambda (Chemistry and Physics)
- Phi Mu Alpha Sinfonia (Music fraternity)
- Sigma Alpha Iota (Music sorority)
- Pi Gamma Mu (Social Science)
- Pi Omega Pi (Business Education)
- Purple Arrow (local scholastic honor group for first- and second-year women)
- Sigma Alpha Eta (Speech Correction)
- Theta Alpha Phi (Drama)
- Theta Theta Epsilon (Home Economics)
- Torch and Tassel (local honor group for senior women)

Social Organizations—There are eight local sororities and four fraternities on the campus, three of the latter having national affiliations. The purpose of these organizations is to create a desire in their members to become useful citizens of the college community and to strive for the social and personal development of their members. Each organization is sponsored by a member of the faculty. The activities of the sororities are coordinated through the Inter-sorority Council; those of the fraternities, through the Inter-fraternity Council.

Station KYTC—A campus-carrier radio station which enables all students in the residence halls to hear college news, announcements, and student programs is located in the Annex north of Wright Hall. Station KYTC is operated by students under the general supervision of the Board of Control of the Student Broadcasting Association. The Station is on the air for a total of 56 hours per week; the staff includes more than 40 students.

Student Publishing Association—The Student Publishing Association is governed by the Board of Control of Student Publications consisting of five students and four members of the faculty. The College Eye, weekly newspaper, and the Old Gold, student annual, are edited by students under the supervision of the Director of the Office of College Relations and the Board of Control of Student Publications.

Lecture-Concert—Each year the college brings a number of nationally famous musicians and lecturers to the campus to appear on the lecture-concert series. A student-faculty committee determines the program for each year and attempts to arrange a variety of performances. In planning the program this committee keeps in mind the interests of the students and their general education needs. Students obtain season tickets for the lecture-concert series at a greatly reduced price.
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Special Services

ORIENTATION AND COUNSELING—Special orientation programs are provided for all new undergraduate students. In the days preceding the opening of the fall semester, upperclass students serve as guides to help new students familiarize themselves with college procedures.

Entering students are administered a series of tests designed to measure ability in reading, mechanics of English, mathematics, physical science, biological science, music, and speech. The test results are to (1) excuse students from certain general education courses, (2) help advisers and counselors assist the student in planning his academic schedule and future vocational choice, and (3) assist instructors in meeting the individual needs of students.

Students may also take a series of special aptitude and interest examinations to provide further assistance in selecting a suitable major or vocation. Counseling services, including specialized testing, are available to students who have problems of a personal nature.

THE EDUCATIONAL CLINIC, a part of the Department of Education and Psychology, is located in the basement of the Auditorium Building and, through its work with individuals and small groups, performs an important task in teacher training. It assists elementary, high school, and college students in a wide range of problems related to aptitude, academic achievement, and personality adjustment. The various functions may be classified as follows: remedial reading; intellectual achievement, and aptitude assessment; personality diagnosis; and vocational rehabilitation testing. Psychiatric referral for seriously disturbed students is made when warranted and conferences with parents are a usual procedure.

THE SPEECH AND HEARING CLINIC, located in the basement of the Auditorium Building, provides speech therapy for students possessing voice or articulation disorders or hearing problems. At the beginning of each semester all students entering the college for the first time are given a speech and hearing check. Those with problems which might interfere with a teaching career are referred to the clinic. Any other student who feels the need of help concerning a speech or hearing problem is encouraged to visit the clinic at any time.

The clinic also helps train speech correction majors by providing clinical practice with children and adults from the immediate vicinity who have speech or hearing problems.

STUDENT HEALTH SERVICE—Medical advice and treatment are provided students by the Health Director and his assistants without additional cost since a portion of the student fee is set aside for the purpose of defraying the expenses of this service. The Student Health Service affords educational and preventive care to the student body and does not compete with private medical services. It usually administers to acute conditions only and students with chronic ailments or conditions for which expensive, prolonged, or special
treatment is indicated will be referred to private physicians. The Health Service does not undertake major surgery and offers no dental service of any kind.

The Health Service maintains a well-qualified staff of physicians available to all students between 8:00 a.m. and 5:00 p.m. Monday through Friday, although emergency medical care is available 24 hours daily.

All students entering the college are required to present a health record prepared by their family physician; to be tested for immunity to smallpox; and to be given the Mantoux Tuberculin skin test once a year. Students entering the college for the first time may have the Mantoux test given by the home physician and have the results recorded on their required medical examination forms.

The college maintains a hospital for the benefit of its students. No specific hospital charge is made to a student for the first seven days in the hospital in any semester. After seven days the charge is $5 a day. The fee for a private nurse is paid by the patient. Any regularly authorized physician may be employed at the patient's expense.

**ACCIDENT AND SICKNESS INSURANCE**—Through the Repass Insurance Agency, Waterloo, the college maintains a group plan of Accident and Sickness Insurance available, on a voluntary basis, to all full-time registered students. For $14.50 a year students can secure insurance to cover injuries and illness beyond the benefits provided by the Student Health Service. Coverage extends throughout the year, including the summer and other vacation periods.

**IOWA TEACHERS CONSERVATION CAMP**—The State College of Iowa in collaboration with the State Department of Public Instruction and the State Conservation Commission conducts a field laboratory in conservation each summer for teachers at Springbrook State Park, Guthrie Center, Iowa.

Sessions are three weeks in length during each of which three hours of college credit can be earned. Field and laboratory work is given in conservation of soils, water, forests, and wild life. Emphasis is placed upon the adaptation of materials for teaching.

Students and instructors live in cabins in the park and meals are furnished at the Camp Dining Hall. Further information may be secured by writing to the Science Department, State College of Iowa, Cedar Falls, Iowa.

**IOWA LAKESIDE LABORATORY**—The three institutions, the State College of Iowa, State University of Iowa, and Iowa State University, jointly maintain a field laboratory station on Lake Okoboji. A scientific advisory board made up of a representative from each of the three state institutions has charge of the program. Unusual opportunities for field biological studies are available for students and teachers of biology, botany, and zoology. A variety of courses open to undergraduates and graduates is offered during the summer in two sessions of five weeks each. The Lakeside Laboratory Bulletin, available about March 1, lists the courses to be offered the following summer.
Registration is made through the Registrar's office at the State College of Iowa upon approval of the Head of the Department of Science.

The Curriculum Laboratory contains two major areas: printed curriculum materials and audio-visual materials. The Curriculum Materials Center has available courses of study, educational bulletins, textbooks, educational tests, and many other kinds of instructional materials. The Audio-Visual Center contains films, film-strips, recordings, and all the types of audio-visual equipment that might be found in the typical school situation.

All instructional materials housed in the Curriculum Laboratory are available for study and use (on campus) by the students, faculty, and teachers throughout the state. Facilities for study, group conferences, previewing of audio-visual materials, and practice in use of equipment are available during the entire day.

Conferences, Workshops, and Exhibits—Throughout the year conferences and workshops are held. Nationally-known leaders in the various fields of teacher education are brought to the campus for these events and many teachers and school administrators are invited to participate. College credit may be earned in some of the workshops that are conducted during the summer session.

Exhibits of art and instructional materials are held periodically. Certain departments of the college sponsor special days for high school students with particular interests.

Saturday and Evening Classes—As a service to persons in the vicinity of Cedar Falls, some resident college courses are scheduled for evening hours and for Saturday mornings. Some of these are especially for graduate students; others are open to junior and senior students; a few are available for freshmen and sophomores. While the selection of courses is made with teachers in service in mind, other courses are scheduled as the demand seems to justify.

Placement Bureau—Professional placement is an integral part of the teacher education program at the State College of Iowa. The primary function of the College Placement Bureau is to assist graduates and former resident students in obtaining an educational position. Consultative services are provided as an aid to students and former graduates who are seeking initial positions or opportunities for professional advancement.

Registration with the College Placement Bureau is a requirement for graduation for those on the teaching program. There is no fee assessed for initial or subsequent registration.

Radio-TV Service—The State College of Iowa serves the schools and the general public of Iowa, daily, by means of radio and television. Programs originating in the studios on the third floor of the Auditorium Building are broadcast over Radio Stations WOI, in Ames, and KXEL, in Waterloo. This educational service has been maintained without interruption since 1942. FM
Radio Station KTCF was activated by the College in 1960. Its coverage is limited to Waterloo and Cedar Falls.

Through the cooperation of Station WOI-TV in Ames, weekly television programs in Science and in Iowa History have been presented by members of the college staff since 1952. These Iowa TV Schooltime programs are also broadcast by several commercial TV stations in the State.

Extension Service

Schlicher, Director. Part-time: Ritter, Shepherd

In addition to the regular staff named above, selected members of various college departments serve each semester as members of the extension faculty.

Four types of extension service are available: consultative service, publications, extension credit work, and community classes.

I. CONSULTATIVE SERVICE—The services of members of the extension staff are available to teachers, administrators, and boards of education for the improvement of the public schools of Iowa and for the in-service education of teachers.

II. PUBLICATIONS—Two types of educational service publications are issued: the teaching aid series, and the research and survey series. These publications are distributed at cost; a list of the titles and prices is available at the Extension Office.

III. EXTENSION CREDIT WORK—Correspondence study and extension classes comprise the media by which extension credit may be earned. Definite limitations on the amount of extension credit which a student can earn have been set by the Iowa State Department of Public Instruction, Division of Teacher Education and Certification, and by this college. Students registering for extension credit are urged to familiarize themselves with these regulations, a copy of which may be secured by writing the Director, Bureau of Extension Service.

A. CORRESPONDENCE STUDY—Credit earned through correspondence study cannot be applied on the 30-hour minimum requirement for a master's degree. The fee for correspondence study is $14 per semester hour for both undergraduate and graduate students.

B. EXTENSION CLASS WORK—The conditions for admission to extension class work are the same as for admission to residence work. Not more than 6 semester hours of credit earned through extension class work may be applied toward a master's degree. Fee for extension work is $14 per semester hour.

NOTE: Not more than one-fourth of work required for an Iowa teaching certificate or the bachelor's degree may be earned in nonresident credit.
IV. Community Classes—As a service to individuals in the community who are interested in furthering their education but not in earning college credit, the Extension Service also offers Community Classes on the college campus. These classes are open to any mature person regardless of educational background. These classes carry no credit but if the course offered is listed in the college catalog it may be possible for a person who completes the community class to receive credit in the course by special examination. The fee for community classes is $12 per credit hour or approximation thereof.

For a list of courses offered either for extension credit or in community classes and for additional information on any aspect of extension service, write Dr. Raymond J. Schlicher, Bureau of Extension Service.
College Policies

Admission Procedures

A STUDENT should take the following steps in applying for admission to the college. These should be taken as far in advance as possible since most admissions are granted about six months in advance of the opening of the fall semester and two months in advance of the opening of the second semester and summer session.

A. Application for Admission and Health Record. Secure these forms from the Registrar, complete them carefully, and mail as indicated.

B. High School Record. Ask your high school principal to send a seven-semester transcript if you ARE still in school and a final report on graduation. If you are OUT of school ask your principal to send a complete transcript. If you have attended more than one high school, a single report is sufficient if it contains all your work; otherwise, a report will be needed from each high school attended.

C. College Transcripts. If you have attended another college an official transcript MUST be filed from EACH college attended. If still enrolled in another college, a partial transcript may be used for considering admission, but a full transcript will be required before first enrollment at this college.

D. Tests and Interview. All new undergraduate students are required to take the American College Tests given the fall preceding admission. The tests are given in most states from which State College of Iowa students come. Be certain to specify that your test record is sent to State College of
Iowa. Students who do not take the tests should write to the Registrar and arrange to take them before the orientation period. A visit to the campus is encouraged if convenient. In some situations the college reserves the right to ask for an interview or additional tests before considering an application. Students are notified by mail of this requirement should it exist.

E. Application Deadlines. Applicants for admission must submit the required applications for admission and the necessary official transcripts and other required documents to the Registrar at least ten days prior to the beginning of orientation for the session for which the student is applying. Applications for admission from students who are required to take entrance examinations will not be considered unless the examinations can be completed at least five days before the beginning of orientation. This regulation may be waived by the Registrar only for adequate reasons.

F. Advanced Fee Payment (Fall semester only). In conformity with the action of the Association of Iowa College Presidents, this college requires an advanced fee payment of $50. The payment may be made at the time of application or upon receipt of notice of eligibility for admission. The advanced fee payment will be credited to your account and will reduce later fee charges by the amount paid in advance. The entire amount paid in advance will be refunded if the college denies admission or if you notify the Registrar's Office of cancellation of your application not later than August 15.

II General Admission Standards of the State Board of Regents

A. ADMISSION OF FRESHMAN STUDENTS

A student desiring admission must meet the requirements in this section and also any special requirements for the curriculum, or major of his choice.

He must submit a formal application for admission and must have the secondary school provide a certificate of high school credits, including a complete statement of the applicant's high school record, rank in class, scores on standardized tests, and certification of high school graduation. The applicant must also submit any other evidence such as a certificate of health that may be required by the individual institution of higher learning.

1. A GRADUATE OF AN APPROVED IOWA HIGH SCHOOL who has the proper subject-matter background, who is in the upper one-half of his graduating class, and who meets specific curricular requirements will generally be admitted upon certification of graduation, if he applies for admission.
A candidate who is not in the upper one-half of his graduating class may be required to take special examinations and may after a review of his entire record and at the discretion of the Admissions Office: (1) be admitted unconditionally, (2) be admitted on probation, (3) be required to enroll for a tryout period during a preceding summer session, or (4) be denied admission.

2. A Graduate of an Accredited High School in Another State must meet at least the same standards as a graduate of an Iowa high school. The options for admission by probation or tryout enrollment may not be open to these students. The college reserves the right to demand higher standards from graduates of out-of-state high schools.

3. A Graduate of a Non-Approved High School must submit all data as required above and in addition must take examinations which will demonstrate his general competence to do successful college work.

4. An Applicant Who is Not a High School Graduate must submit all data required above in so far as it exists and must take examinations to demonstrate competence to do college work. Evidence of specific competence for admission to a given curriculum will also be required.

B. ADMISSION OF UNDERGRADUATE STUDENTS BY TRANSFER FROM OTHER COLLEGES

1. Students from Accredited Colleges and Universities—Transcripts of record are given full value if coming from colleges or universities accredited by the North Central Association of Colleges and Secondary Schools or similar regional associations. For schools not regionally accredited the recommendations contained in the current issue of the Report of Credit Given by Educational Institutions published by the American Association of Collegiate Registrars and Admissions Officers will be followed.

a. Each applicant shall submit an official transcript bearing the original seal and signature of the official in charge of records from each college or university which the student has attended previously. The student will also submit any other records or letters which the college may require to support his application for admission.

b. A transfer applicant shall be expected to have maintained a "C" average (2.00 based on an "A" grade being 4 points) for all college work previously attempted and not be under suspension from the last college attended. Students who are not residents of Iowa may be expected to have maintained a 2.25 grade index.

c. A student who is below the above standard may be permitted to take entrance examinations. If the applicant successfully completes the examinations he may be admitted on probation.

d. In general transfer applicants under academic suspension from the last college attended will not be considered for admission during the period of suspension or if for an indefinite period, until six months
have passed since the last date of attendance. When eligible for consideration the applicant will be considered as in "c" above.

e. A transfer applicant under disciplinary suspension will not be considered for admission until a clearance and a statement of the reason for suspension is filed from the previous college. When it becomes proper to consider an application from a student under suspension, the college must take into account the fact of the previous suspension in consideration of the application. Applicants granted admission under these circumstances will always be on probation and their admission subject to cancellation.

f. Applicants for admission by transfer who do not meet the standards may be denied.

g. Transfer credit from a junior college will not be accepted if that credit is earned after the total number of hours of credit accumulated by the student at all institutions attended exceeds one-half the number of hours needed for the earning of a baccalaureate degree.

2. Students from Non-Accredited Colleges—A college may refuse to recognize credit from a non-accredited college or may admit the applicant on a provisional basis and provide a means for the validation of some or all of the credit. The validation period shall not be less than one semester and will ordinarily be a full academic year. The college will specify to the student the terms of the validation process at the time of provisional admission. Each student from a non-accredited college will be considered on his merits and his admission or rejection is at the discretion of the admissions officer.

III. Admission Policies for Undergraduate Students

A student must have filed an application for admission with the required transcripts and other supporting material, have met all conditions named in Parts I and II above, and been issued an admission statement by the Director of Admissions and Registrar before he is permitted to register in the college. In considering an application, consideration is given to scholarship, health, character, and personality. Individual students may be required to come to the campus for interview and tests. Those who do not give reasonable promise of success as college students may be denied.

Teaching Curricula

Applications for approval in a teacher education program may be filed after a student has earned at least 24 semester hours credit. The student must pass such tests and meet such other standards as may be prescribed by a teacher education committee. For full approval, a student must have at least a 2.20 grade index at this college. The committee may grant provisional approval for students in exceptional cases but may not grant full approval until all standards have been met. Normally a student will be expected to meet full
approval by the beginning of the junior year if he wishes to complete requirements in the minimum time. Transfer students cannot earn full approval before the end of the first semester enrolled at SCI.

A student may, at the time of admission to the college, declare an intent to enter a teaching program and be assigned a teaching adviser from his first enrollment. The college must give special consideration to scholarship, health, character, personality, and quality of potential leadership of an applicant for a teaching curriculum.

IV. Admission Requirements for Graduate Students

A graduate of a college or university accredited by the National Council for Accreditation of Teacher Education or by the North Central Association of Colleges and Secondary Schools or a corresponding regional agency will be granted admission to graduate study if his application for admission has been approved by the Registrar.

A graduate of a college or university that is not accredited may be granted conditional admission at the discretion of the Registrar. Admission to graduate study does not guarantee admission to candidacy for an advanced degree.

Preparation for College

_for admission to the State College of Iowa one does not need to have chosen a particular course in high school. However, it is expected that the record of the student seeking admission will be in conformity with the following suggested pattern:

I. Graduation from an approved high school shall ordinarily precede admission to college. The student who applies for admission to an institution of higher learning shall, in general, have:

A. Completed a balanced program of studies designed to insure a well-rounded background of knowledge in basic fields.
B. Developed proficiency in the use of the English language in reading, writing, and speaking.
C. Acquired proficiency in basic mathematical skills.
D. Developed effective study skills and work habits.
E. Developed an adequate intellectual, physical, moral, and social maturity.
F. Developed a sincere interest in further formal education.

II. Those planning to enter college shall be guided by the following standards in completing their preparatory academic work.

A. ENGLISH—Since the ability to write clearly and to read with understanding and appreciation are essential to success in college, it is highly desirable that the student complete at least three and preferably four units in English, with strong emphasis on writing.

B. MATHEMATICS—Mathematics has much to offer not only as a tool to further learning but as a means of providing basic education. Two and
one-half years of such study should be the minimum for those planning to attend college. Students planning to specialize in the sciences or in engineering should complete at least two and one-half units and preferably three units or more in mathematics in high school.

C. SOCIAL STUDIES—Social Studies—such as history, civics, government, economics, sociology, and geography—are basic to the understanding and solution of contemporary problems in the community, in the nation, and in the world. From two to four units may well be devoted to this area by the prospective college student.

D. THE SCIENCES—This field is rich in possibilities for understanding the modern world. A minimum of two units in science is recommended. For those who plan to emphasize science or engineering in college, three units would be helpful.

E. FOREIGN LANGUAGES—The prospective college student should develop a basic reading or speaking knowledge of a foreign language, classical or modern. For most students this would suggest a minimum of two years of study; three or four would be preferable.

F. ART AND MUSIC—This field offers opportunity for development in an important area of general education which can contribute much toward individual growth.

G. OTHER SUBJECTS—None of the foregoing statements should be interpreted as meaning that other subjects—agriculture, commercial subjects, home economics, industrial arts, speech, etc.—should be avoided by the student who is planning to attend college. Such subjects, when properly studied, contribute materially to the educational growth of the individual and prepare him for continued study as well as for the more general activities of living. The college-bound student, however, should give the primary emphasis to English, Mathematics, Science, Foreign Languages, and Social Studies.

Enrollment and Registration

ORGANIZATION BY SEMESTERS—The college operates on the semester basis. This means that the work during the academic year is divided into two semesters of approximately eighteen weeks each.

SUMMER SESSION—The summer session is eight weeks long.

COLLEGE OFFICE HOURS—From the end of the spring semester to the beginning of the fall semester the college administrative offices are open from 7:30 a.m. to 4:30 p.m. on Mondays to Fridays inclusive. During the remainder of the year the offices are open from 7:50 a.m. to 4:50 p.m. on Mondays through Fridays.

Students and their parents are invited to come to the campus to make arrangements for college entrance. Such visits should be made on MONDAYS THROUGH FRIDAYS ONLY, since all college offices are closed on Saturdays and Sundays.
All college offices are also closed on the following holidays:

<table>
<thead>
<tr>
<th>1962</th>
<th>1963</th>
<th>1964</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year's Day</td>
<td>Mon., Jan. 1</td>
<td>Tues., Jan. 1</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Wed., July 4</td>
<td>Thurs., July 4</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Mon., Sept. 3</td>
<td>Mon., Sept. 2</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Thurs., Nov. 22</td>
<td>Thurs., Nov. 28</td>
</tr>
</tbody>
</table>

**Enrollment Days**—Dates of enrollment are given on pages 4, 5. A fee of $5 is charged for late enrollment. The opening days of the fall semester are set aside for the orientation of students enrolling at this college for the first time. All such students, whether freshmen or upper classmen, should be present at 8:00 a.m. on the dates indicated. On the first day of the fall semester, the spring semester, and the summer session all students enroll and register if they have not registered during the advance registration period. A new student may enroll on the designated registration day at the start of any semester. An undergraduate who has not previously been enrolled in this college is not permitted to register at a time of advance registration.

Specific directions on the steps of enrollment and registration are furnished each student when he reports to the college. Each student is assigned to a faculty counselor who will advise him in the registration process and other matters throughout the freshman year. At the end of the freshman year, each student is assigned to a faculty adviser in the particular area in which he wishes to specialize.

**Physical Examination**—Each student enrolling for the first time or after an absence from school for two or more consecutive semesters is required to have a physical examination by a college physician. This examination is made by appointment during the first semester of enrollment at a time designated by the Health Director. Subsequent examinations are made as indicated by the student's health record or at the student's request. Health examination before graduation is recommended.

**FEES**

<table>
<thead>
<tr>
<th>I. Basic Fee</th>
<th>Academic Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Year</td>
</tr>
<tr>
<td>A. Undergraduates</td>
<td>$123</td>
</tr>
<tr>
<td>a. Partial schedule:</td>
<td></td>
</tr>
<tr>
<td>1-8 hours, per hour</td>
<td>14</td>
</tr>
<tr>
<td>1-5 hours, per hour</td>
<td>.</td>
</tr>
<tr>
<td>b. Minimum fee</td>
<td>28</td>
</tr>
<tr>
<td>Graduates</td>
<td>138</td>
</tr>
<tr>
<td>a. Partial schedule:</td>
<td></td>
</tr>
<tr>
<td>1-8 hours, per hour</td>
<td>16</td>
</tr>
<tr>
<td>1-5 hours, per hour</td>
<td>.</td>
</tr>
<tr>
<td>b. Minimum fee</td>
<td>32</td>
</tr>
</tbody>
</table>
II. RESIDENCE HALL FEES (Board and Room)

<table>
<thead>
<tr>
<th>Hall</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker Hall (men)</td>
<td>320</td>
<td>640</td>
<td></td>
</tr>
<tr>
<td>Regents Hall (men)</td>
<td>320</td>
<td>640</td>
<td></td>
</tr>
<tr>
<td>Bartlett Hall (freshman women)</td>
<td>320</td>
<td>640</td>
<td>156*</td>
</tr>
<tr>
<td>Lawther Hall (sophomore women)</td>
<td>320</td>
<td>640</td>
<td></td>
</tr>
<tr>
<td>Campbell Hall (junior and senior women)</td>
<td>327</td>
<td>654</td>
<td></td>
</tr>
</tbody>
</table>

*Halls to be used in a given summer will be designated later and fee determined later. Figure quoted is for Summer 1961.

III. OTHER FEES

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Advanced Fee Payment (fall semester only)</td>
<td>$50.00</td>
</tr>
<tr>
<td>B. Applied Music</td>
<td></td>
</tr>
<tr>
<td>1. Regularly enrolled college students, one half-hour lesson per week per semester</td>
<td>20.00</td>
</tr>
<tr>
<td>2. All others</td>
<td>40.00</td>
</tr>
<tr>
<td>3. Organ rental per semester</td>
<td>4.50</td>
</tr>
<tr>
<td>C. Change of Registration (each change)</td>
<td>2.00</td>
</tr>
<tr>
<td>D. Credit by Examination, per hour</td>
<td>3.00</td>
</tr>
<tr>
<td>E. Correspondence, extension class and television, per semester hour</td>
<td>14.00</td>
</tr>
<tr>
<td>F. Community class, per credit hour or approximation thereof</td>
<td>12.00</td>
</tr>
<tr>
<td>G. Late enrollment fee</td>
<td>5.00</td>
</tr>
<tr>
<td>H. Visitors, by the week (by course, same as credit hour fee)</td>
<td>8.00</td>
</tr>
<tr>
<td>I. Transcripts per copy</td>
<td>1.00</td>
</tr>
<tr>
<td>J. Health Insurance (voluntary) per year</td>
<td>14.50</td>
</tr>
<tr>
<td>K. Hospital care (after 7 days) per day</td>
<td>5.00</td>
</tr>
<tr>
<td>L. Thesis binding fee (graduate students only)</td>
<td>6.00</td>
</tr>
</tbody>
</table>

*All fees subject to change by the State Board of Regents.*

WITHDRAWAL REFUNDS

The following percentage is refunded if student has been enrolled for:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Semester</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>1-3 days</td>
<td>2 days or less</td>
</tr>
<tr>
<td>90%</td>
<td>4-7 days</td>
<td>3-4 days</td>
</tr>
<tr>
<td>80%</td>
<td>8-15 days</td>
<td>5-8 days</td>
</tr>
<tr>
<td>70%</td>
<td>16-22 days</td>
<td>9-10 days</td>
</tr>
<tr>
<td>60%</td>
<td>23-30 days</td>
<td>11-14 days</td>
</tr>
<tr>
<td>50%</td>
<td>31-37 days</td>
<td>15-17 days</td>
</tr>
<tr>
<td>40%</td>
<td>38-45 days</td>
<td>18-20 days</td>
</tr>
<tr>
<td>No refund</td>
<td>9 weeks or more</td>
<td>4 weeks or more</td>
</tr>
</tbody>
</table>

If credit is earned during the period, there is no refund. For any two- or three-week session there is no partial refund.
ACADEMIC PROGRAM—The registration of every student is subject to the approval of his counselor.

The regular work of an undergraduate student for the fall or spring semesters consists of 16 or 17 hours.

An undergraduate student may not register for less than 10 hours without special permission from the Dean of Instruction.

During the academic year an undergraduate student who has a cumulative grade index of at least 2.5 may register for a maximum of 18 hours. An undergraduate student who has a grade index of at least 3.0 may register for a maximum of 20 hours. No student may be enrolled for more than 20 hours. Teachers in service may not register for more than 6 hours of academic work during either semester.

The regular work of an undergraduate student for the eight-week summer session is 8 hours.

For each hour of credit for which a student is enrolled, he may expect to devote three hours a week in class or study.

CLASSIFICATION OF STUDENTS

<table>
<thead>
<tr>
<th>Classification</th>
<th>Earned Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>up to 31</td>
</tr>
<tr>
<td>Sophomore</td>
<td>32-63</td>
</tr>
<tr>
<td>Junior</td>
<td>64-95</td>
</tr>
<tr>
<td>Senior</td>
<td>96 and over</td>
</tr>
</tbody>
</table>

VETERANS—Veterans may be excused from the required activity courses in physical education upon filing a copy of a DD214 form with the Registrar.

College credit may be assigned for certain types of specialized training. A maximum of 8 semester hours of credit for basic military training may be assigned but not in addition to credit for specialized training.

ABSENCES AND THE MAKING UP OF WORK—Work lost by late enrollment may not be made up for credit except with the consent of the Dean of Instruction.

Work lost by change of registration after the first three days of classes in any semester may not be made up for credit without the consent of the Dean of Instruction unless the change was due to a notification of error in registration.

To receive credit for the work a student is required to be in attendance for the full semester. Exceptions to this rule are rarely made.

Work left incomplete at the end of a semester or summer session will be reported as a Failure unless permission is obtained from the Dean of Instruction to have it reported as Unfinished. If a course is reported as Unfinished, this does not prevent the student from registering for another course for which the unfinished course is prerequisite. Work reported as Unfinished may not be completed after the expiration of six months from the time at which the report was made. If the work reported as Unfinished is not made up within six months, it is automatically entered as a Failure on the student’s record.
CLASS ATTENDANCE—The responsibility for attending classes rests with the student. As the citizens of Iowa have every right to assume, students at this college are expected to attend class. This idea is neither novel nor unreasonable.

Students are expected to learn and observe whatever attendance rules each individual instructor may require for the course(s) he teaches. Caution, therefore, must be exercised lest needless absenteeism affect the quality of work expected by the instructor.

Instructors will help students to make up work whenever a student has to be absent for good cause. Here again the matter lies between the student and instructor. Students should realize that an hour missed cannot be relived, that work can seldom be made up 100 percent, and that made-up work seldom equals the original experience in class.

Instructors will notify the Student Personnel Office in case a student's attendance is such that his membership in a class is in doubt. Failure to make such reports often puts the college in an embarrassing position with the Veterans Administration, parents, or with the students themselves.

Marks and Grade Points

The marks A, B, C, D, F (Failed), and U (Unfinished) are used in indicating quality of work. Courses dropped between the end of the third week and the end of the sixth week of a semester are indicated on the student's record by W (withdrawn). Courses dropped after the end of the sixth week are recorded as automatic failures.

The time for dropping classes in the summer is proportionately shorter and dates are given in the summer schedule of classes.

Grade points are awarded as follows: For each hour of credit work marked A, 4 grade points; B, 3 grade points; C, 2 grade points; D, 1 grade point; F, 0 grade points.

PROBATION—At the end of each semester or summer session the faculty Committee on Admission and Retention examines the record of each student whose grade index is below 2.00. The committee also reviews the records of those students admitted on probation and of those who have been referred to the committee by a member of the faculty. While each student's record is examined individually, the committee is usually governed by the following rules:

Freshmen whose grade-point average is less than 1.50 will ordinarily be placed on probation. Those with a grade-point average below 2.00 but above 1.50 are warned. Normally freshmen are not suspended during an academic year, but they may be if the situation seems to warrant such action.

Sophomores whose grade-point average falls below 1.75 at the State College of Iowa are usually placed on probation. Those whose grade-point average falls below 2.00 but above 1.75 are warned.

Juniors and seniors are usually placed on probation when the grade-point average falls below 2.00.
SUSPENSION—Students who due to failures or the dropping of courses have not reached the classification they should according to the length of time they have been enrolled may be considered for suspension on the basis of the classification they should have earned, had they passed normal schedules.

Any student is suspended at the end of a semester or summer session in which he does not pass at least half the work for which he originally enrolled.

Suspensions are for either definite or indefinite periods of time. Students who have been suspended for a definite period may return at the end of the period stated without further permission. Students who have been suspended for an indefinite period may be re-admitted only after appealing in writing to the Committee on Admission and Retention. Readmissions are seldom granted before the end of a six-months period. The Committee will need assurance that a better quality of work can be expected. Students who are permitted to return after suspension are on probation and their progress is checked regularly. If there is no such progress, the suspension becomes permanent.

Transfer students who are admitted on probation must earn a 2.00 grade-point average for the period specified at the time of admission.

While scholarship gives the Committee on Admission and Retention its greatest concern, it must also consider health, character, and personality. The Committee on Teacher-Education Standards and Practices, which is instructed by the faculty to consider the suitability of those who are candidates for the teaching profession, must give special consideration to these qualities as well as to scholarship.

Independent Study

Senior students of outstanding ability and achievement may be permitted to earn not more than six semester hours of credit by independent study.

This method of study follows the pattern of an investigation undertaken by a graduate student, although in miniature form. It involves independent thinking, the drawing of conclusions, the summarizing of evidence, or creative work. Whenever possible, the result of the investigation is summarized in a scholarly paper or report, prepared and documented in approved fashion.

Independent study should not involve work available through regular college courses; neither should it be confused with individual instruction, or the tutorial method. Individual instruction is provided on rare occasions for instruction in a college course not currently being offered.

Application for independent study should be made to the head of the department in which the student is pursuing a major during the last semester of the junior year and not later than the middle of the first semester of the student's senior year. The student's program of independent study will be under the immediate supervision of one or more faculty members and under the general supervision of the Dean of Instruction, to whom applications should be sent at least one-half semester before the project is begun.
Workshop and Study Tours

From time to time, and especially during the summer session, opportunities are offered for earning credit under the workshop plan. Workshops provide residence credit but a maximum of 6 semester hours may be applied toward graduation.

Occasionally departments of the college may arrange extensive study tours for credit. These trips are open to graduate and undergraduate students. Plans for this type of study and the number of hours of credit which may be earned are announced through college publications. During recent summers, several study tours were conducted by departments of the college.
Curricula

At the undergraduate level the State College of Iowa offers the Bachelor of Arts degree. Major goals in the program leading to this degree are the advancement of humane learning and the preparation of young men and women to cope intelligently, effectively, and reasonably with the complex changing conditions of life in modern society. To attain these goals students are expected to make significant progress while in college toward:

1. understanding themselves and the society in which they live,
2. developing the ability to read, write, and speak their own language well and to appreciate its literature,
3. gaining an acquaintance with the literature of another language and the culture of its people, preferably in the original but certainly through the study of translations,
4. securing a thorough grounding in the history and cultural traditions of the modern world with a special sympathetic understanding for the economic, social, and political problems of our time,
5. acquiring an understanding of the principles and methods of the natural sciences and mathematics and the part they play in modern society,
6. developing the ability to perceive the values of the arts and derive an enjoyment from them,
7. acquiring a knowledge of how to care for their own health and to take an intelligent interest in the health of the community in which they live,
8. growing in the desire to secure knowledge.

To achieve these ends the students are obliged to take a variety of courses drawn from among the arts, humanities, philosophy, mathematics and lan-
guage; from among the biological, physical and social sciences. Concentration in a major field enables a student to engage in intensive study, to think for himself, and to exercise discriminating judgment. It prepares him for more advanced work if he decides to go on to graduate and professional school, or in some instances for immediate employment. This emphasis on the academic program is not to exclude the contributions made by other parts of the college life to the substantial development of a student's personality—social and athletic activities, public speaking and dramatic arts, music, art, public affairs, or other programs.

The desired result of this degree program is not an individual who conforms to society as it is or sees his own vocation within the narrow confines of his day to day occupation, but rather a person enriched in mind and spirit and so stimulated that he will seek with eagerness to contribute to the benefit of the world in which he lives. Such a program is desirable for all students whatever their future professions may be.

For those who plan to become teachers, additional work is required in professional education. This work seeks to enhance the student's interest in teaching, to instill loyalty toward the profession, and to encourage the desire for continuous professional growth. He learns the skills, techniques, and understandings necessary to good teaching. He studies the recent knowledge concerning the physical and mental growth of the child, the ways children learn, and the guidance of that learning to its fullest potentials in each child. The student explores the mutual relationships and responsibilities of the school, community, and the teacher.

The prospective teacher must also spend a significant part of his time in the area of learning in which he chooses to concentrate. His mastery of the subject matter of this area, its closely related fields, and the skills to present it effectively are essential aspects of successful teaching.

The teaching program requires more hours to complete than the non-teaching program in order to include the necessary professional work and to approximate, as far as possible in a four-year period, the other major goals listed above. Students on the teaching program especially are encouraged to continue their education beyond the bachelor's degree.

State College of Iowa offers both undergraduate and graduate curricula.

I. Undergraduate Curricula

Two programs leading to the Bachelor of Arts degree are available.

A. BACHELOR OF ARTS WITH CERTIFICATION TO TEACH—130 semester hours.

On this program students are prepared as:

1. Secondary teachers of art, business education, geography, English, foreign languages, home economics and vocational home economics, industrial arts, mathematics, music, physical education, science, social science, and speech.

2. Special teachers of art, industrial arts, music, physical education, speech correction; and as school librarians.
3. Elementary teachers, kindergarten through sixth grade.
4. Junior High school teachers in all usual areas of instruction.

B. BACHELOR OF ARTS—124 semester hours.

On this program students are prepared in the following areas:

1. Liberal Arts—Art, English, foreign language, mathematics, music, speech, social science, and science.
2. Vocational—Business, home economics, industrial arts, and physical education.
3. Joint Programs
   a. Acceptance of credit from professional schools of medicine, dentistry, and law toward meeting part of degree requirements:
      A student who has completed three years or more of college work, of which at least the last 30 hours of work was completed at the State College of Iowa before admission to an accredited professional college, may present up to 30 hours of professional credit to apply on a baccalaureate degree. The student shall have completed all of the specific requirements for the degree at SCI and the requirements of a major at this college.
   b. Acceptance of credit from a professional school of Medical Technology toward meeting part of degree requirements:
      A student who has completed three or more years of college work, of which at least the last 30 hours of work was completed at the State College of Iowa may present up to 30 hours of professional credit from an approved school of Medical Technology. The student shall complete all of the specific requirements for the degree at SCI and the prescribed courses for a major in Science. The student shall successfully complete the examinations of the Registry of Medical Technology of the American Society of Clinical Pathologists.

For details of these programs, see pages 51-57.

C. OTHER PROGRAMS

1. Pre-professional—Suggested programs are available for those planning to transfer into Law, Medicine, Dentistry, and Engineering. These may be requested in advance from the Registrar.
2. Cooperative Programs—The college cooperates with Allen Memorial School of Nursing to offer the freshman year academic work. Admission to the program is a joint action of the School of Nursing and the college. Applications should be made to the School of Nursing.
   The college also cooperates with Allen Memorial School of Medical Technology to offer the first three years of work; the School of Medical Technology offers the fourth year. Applications should be made to the Registrar of the College and a copy of the combined program requested.
A student who expects to transfer to another institution should declare his special interest at the time of admission. He will be assigned to an adviser who is familiar with the type of program which he seeks. Before seeing his adviser for the first time, the student should secure a copy of the catalog of the college to which he wishes to transfer, and know its requirements thoroughly. If he remains more than one year at the State College of Iowa, he must clear his program with the Coordinator of Counseling at the beginning of the sophomore year.

Change of Degree Program

Students who change from one degree program to the other will be held for all specific requirements of the program on which they expect to graduate. There will be little difficulty in making such a change if it is made not later than the beginning of the junior year. However, if the change is made later than that, there is no assurance that the student will be able to complete the work required for graduation within the usual four-year period.

II. Graduate Curricula

The State College of Iowa offers two graduate degrees:

A. Master of Arts in Education—30-38 semester hours.
   1. School Administration and Supervision
   2. Guidance and Counseling
   3. Elementary Teaching
   4. Secondary Teaching

B. Specialist in Education—Minimum of 30 semester hours beyond the master's degree.
   1. School Administration
   2. Curriculum and Supervision
   3. Student Personnel Services

For a description of the graduate curricula, see pages 111 to 129. Those interested in graduate study should write to the Registrar for the Graduate Bulletin and the necessary application forms.

Undergraduate Curricula

General Education Requirements

All candidates for the Bachelor of Arts degree on any curriculum are required to take the following courses unless competency has been demonstrated to the satisfaction of the department offering the course:

<table>
<thead>
<tr>
<th>Communication</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>62:21 English I</td>
<td>3</td>
</tr>
<tr>
<td>62:22 English II</td>
<td>2</td>
</tr>
<tr>
<td>50:26 Fundamentals of Speech</td>
<td>3</td>
</tr>
</tbody>
</table>

44
Curricula

Mathematics
80:20  Mathematics for General Education  .................. 3

Science
82:20  The Physical Sciences I  ............................ 3
82:22  The Biological Sciences I  ......................... 4

Social Science
90:23  Man in Society I  ................................. 4
90:24  Man in Society II  ................................. 4
90:25  World Resources  ................................ 3

Humanities
68:21  Ancient Times through the Reformation  .......... 4
68:22  From the Seventeenth Century to the Present  .. 4
60:20  Man and Materials  ................................ 2
52:20  Exploring Music  ................................ 2
65:121 Introduction to Philosophy or
64:120  The Heritage of the Bible  ....................... 2

General Education total  .................. 43

THE FRESHMAN SCHEDULE

Each freshman is assigned a faculty adviser at the time of enrollment and
this adviser helps the student plan his program of classes. Freshman students
normally take the following courses: English 62:21, 22; Speech 50:26, Hu-
manities 68:21, 22, and Physical Education 1 or 6. Other courses that are
commonly included in the typical freshman program are: Mathematics 80:20,
Art 60:20, Music 52:20, Science 82:20, and 82:22. Most students during
their first year in college take at least one or two foundational courses in the
particular area in which they plan to specialize.

I. Bachelor of Arts with Certification to Teach

All candidates on this program will choose one of the following patterns not
later than the beginning of the sophomore year:

A. Preparation for teaching in the secondary school or in special subjects.

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education  43</td>
</tr>
<tr>
<td>Common professional sequence  22</td>
</tr>
<tr>
<td>Physical education 1  4</td>
</tr>
<tr>
<td>Major, Minor, Electives  61</td>
</tr>
<tr>
<td>130</td>
</tr>
</tbody>
</table>

45
B. Preparation for teaching in the junior high school (grades 7, 8, and 9).

Semester Hours

- General Education ........................................ 43
- Common professional sequence .......................... 22
- Physical education 1 ....................................... 4
- Additional specified requirements ...................... 10
- Subject fields and electives ............................ 51

Total ..................................................... 130

C. Preparation for teaching in the elementary school (kindergarten, and grades 1-6).

Semester Hours

- General education ........................................ 43
- Common professional sequence .......................... 22
- Physical education 1 ....................................... 4
- Additional specified requirements ...................... 17
- Subject Field ............................................. 15
- Professional Semester .................................... 17
- Electives .................................................. 12

Total ..................................................... 130

THE COMMON PROFESSIONAL SEQUENCE

All candidates for the Bachelor of Arts with Certification to Teach are required to take the courses in the common professional sequence as outlined below and in addition one departmental methods course (190-199).

Semester Hours

- 21:14 The Teacher and the Child ......................... 5
- 20:16 Psychology of Learning ............................ 5
- 21:118 Social Foundations of Education ................ 4
- 28:1- Student Teaching* ................................ 8

Total ..................................................... 22

*Course number in Teaching denotes area in which experience is gained: 28:134, 136, 137, 138.

MAJORS AND MINORS

Each student preparing to teach in the secondary school or in a special subject will choose not later than the beginning of the sophomore year one major and at least one minor, or two majors. If the student has a single major, two minors may be recommended in order that the student may be prepared for teaching in several fields. The majors and minors will be chosen from the fields listed below. The specific requirements of each will be found at the beginning of the appropriate department’s section in the chapter entitled Courses of Instruction.

If a student has only one minor, it may not be in the field of his major; if he chooses two minors, the second may be in his major field.

Some majors in Art, Home Economics, Music, Science, and Social Science will not choose a minor.
MAJORS

Art
Business Education
English
Foreign Languages
French
German
Home Economics
Industrial Arts
Library Science
Mathematics
Music
Physical Education (Men)
Physical Education (Women)
Science
Social Science
Speech

MINORS

Art
Biology
Business Education
Chemistry
Economics and Sociology
English
French
Geography
German
History
Home Economics
Industrial Arts
Latin
Library Science
Mathematics
Music
Physical Education (Men)
Physical Education (Women)
Physics
Political Science
Russian
Safety Education
Spanish
Speech

To be approved for teaching in a minor area a student must make satisfactory grades in that area and pass such tests as the area department may require. A student may be held for additional work if he fails to demonstrate competence.

Major in Junior High School Education

In addition to the work in general education, the common professional sequence, and physical education, the junior high school major shall consist of the following:

SPECIFIED REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20:116 Psychology of Adolescence</td>
<td>2</td>
</tr>
<tr>
<td>21:172 Problems in Reading in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>21:178 The Junior High School (prerequisite 20:116)</td>
<td>5</td>
</tr>
</tbody>
</table>

HIGHLY RECOMMENDED ELECTIVES

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20:181 Group Evaluation Techniques</td>
<td>3</td>
</tr>
<tr>
<td>21:182 Introduction to Guidance and Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
SUBJECT FIELDS

One subject field chosen from the following:

- Art
- Business Education
- Home Economics
- Industrial Arts
- English
- Foreign Language
- Library Science
- Mathematics
- Music
- Physical Education (Men)
- Physical Education (Women)
- Science
- Social Science
- Social Science—Language Arts (core program)
- Speech

Course patterns in each subject field for the junior high school major will be found with the departmental listings, pp. 62 to 110. A methods course in teaching the subject field at the secondary level is required. A significant segment of the course will emphasize teaching problems unique to the junior high school.

GENERAL ELECTIVES OR ADDITIONAL SUBJECT FIELD

The student may complete a secondary minor in an area other than his subject field. He may also utilize his electives to strengthen his academic preparation in one field, or to strengthen his preparation in general education, professional education, or psychology. With the exception of the broad fields of Science and Social Science, at least 10 semester hours must be elected from courses outside the subject field.

Major in Elementary Education

The student will complete the work in general education, the common professional sequence, and physical education, except that 37:13 will be substituted for 2 hours of 39:1, and in addition the following work:

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Additional academic requirements:</td>
</tr>
<tr>
<td>Elective in geography or American history</td>
</tr>
<tr>
<td>Elective in science</td>
</tr>
<tr>
<td>21:44 Children’s Literature</td>
</tr>
<tr>
<td>86:130 Foundations of Arithmetic</td>
</tr>
<tr>
<td>Elective in Art</td>
</tr>
<tr>
<td>52:102 Foundations of Music</td>
</tr>
<tr>
<td>20:100 Child Psychology</td>
</tr>
<tr>
<td>20*</td>
</tr>
<tr>
<td>II. Subject Field (detailed below)</td>
</tr>
<tr>
<td>III. Professional Semester</td>
</tr>
<tr>
<td>21:146 Reading and Language Arts</td>
</tr>
<tr>
<td>80:134 Teaching of Arithmetic</td>
</tr>
<tr>
<td>21:101 Elementary Methods and Materials</td>
</tr>
<tr>
<td>17</td>
</tr>
</tbody>
</table>
IV. Electives ............................................. 12**

*Students who choose a subject field other than modern foreign language will have one course which will count in this area and also in the subject field.

**The subject field in modern foreign language usually requires 24 hours and thus includes the hours otherwise available for electives.

SUBJECT FIELDS

Students choosing a major in elementary education complete one of the following subject fields. The work shall be in addition to requirements in general education, but may include one course from the group of additional academic requirements.

**SOCIAL SCIENCE**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>One required:</td>
<td></td>
</tr>
<tr>
<td>96:14 American History to 1877</td>
<td>4</td>
</tr>
<tr>
<td>96:114 American History since 1877</td>
<td>4</td>
</tr>
<tr>
<td>One required:</td>
<td></td>
</tr>
<tr>
<td>98:58 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>98:156 General Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Required:</td>
<td></td>
</tr>
<tr>
<td>Elective in geography</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional courses from the Department of Social Science, except 90:190, to make a total of 15 hours.

**SCIENCE**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>One required:</td>
<td></td>
</tr>
<tr>
<td>82:122 The Biological Sciences II</td>
<td>3</td>
</tr>
<tr>
<td>84:34 General Zoology</td>
<td>4</td>
</tr>
<tr>
<td>84:36 General Botany</td>
<td>4</td>
</tr>
<tr>
<td>84:104 Iowa Conservation Problems B</td>
<td>4</td>
</tr>
<tr>
<td>84:105 Iowa Conservation Problems A</td>
<td>3</td>
</tr>
<tr>
<td>84:160 Field Zoology of Vertebrates</td>
<td>4</td>
</tr>
<tr>
<td>84:166 Plant Taxonomy and Ecology</td>
<td>4</td>
</tr>
<tr>
<td>84:170 Entomology</td>
<td>3</td>
</tr>
<tr>
<td>One required:</td>
<td></td>
</tr>
<tr>
<td>82:120 The Physical Sciences II</td>
<td>3</td>
</tr>
<tr>
<td>86:61 Applied Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>86:63 Applied Organic and Physiological Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>87:180 Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>87:184 General Geology</td>
<td>3</td>
</tr>
<tr>
<td>88:52 Principles of Physics</td>
<td>3</td>
</tr>
<tr>
<td>88:108 Astronomy</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional courses from the above lists to make a total of 15 hours.
**STATE COLLEGE OF IOWA**

### LANGUAGE ARTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>62:31</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>62:162</td>
<td>The American-English Language of Today</td>
<td>3</td>
</tr>
<tr>
<td>21:44</td>
<td>Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>One required:</strong></td>
<td></td>
</tr>
<tr>
<td>50:31</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>50:130</td>
<td>Creative Dramatics for Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>One required:</strong></td>
<td></td>
</tr>
<tr>
<td>62:40</td>
<td>Major British Writers</td>
<td>3</td>
</tr>
<tr>
<td>62:50</td>
<td>Major American Writers</td>
<td>3</td>
</tr>
<tr>
<td>62:148</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>

### MATHEMATICS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>80:45</td>
<td>Elementary Analysis I</td>
<td>5</td>
</tr>
<tr>
<td>80:46</td>
<td>Elementary Analysis II</td>
<td>5</td>
</tr>
<tr>
<td>80:130</td>
<td>Foundations of Arithmetic</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>One required:</strong></td>
<td></td>
</tr>
<tr>
<td>80:54</td>
<td>Mathematics of Measurement</td>
<td>3</td>
</tr>
<tr>
<td>80:107</td>
<td>Mathematics of Finance</td>
<td>2</td>
</tr>
<tr>
<td>80:153</td>
<td>Probability Theory</td>
<td>3</td>
</tr>
<tr>
<td>80:172</td>
<td>Fundamentals of Statistical Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

### ART AND INDUSTRIAL ARTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>33:183</td>
<td>Industrial Arts for the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>60:10</td>
<td>Art Fundamentals A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>One required:</strong></td>
<td></td>
</tr>
<tr>
<td>33:15</td>
<td>General Wood</td>
<td>3</td>
</tr>
<tr>
<td>33:30</td>
<td>General Metal</td>
<td>5</td>
</tr>
<tr>
<td>33:155</td>
<td>General Graphic Arts</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Additional courses in Art, except 60:95, 191, and 195, to complete 15 hours.</td>
<td></td>
</tr>
</tbody>
</table>

### MODERN FOREIGN LANGUAGE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>70:191</td>
<td>Teaching Foreign Languages in the Elementary School</td>
<td>2</td>
</tr>
</tbody>
</table>

Students should plan their program so as to complete nearly all of their required work before the Professional Semester. This should come either the
second semester of the junior year or the first semester of the senior year. The Professional Semester is followed by the Student Teaching Semester, during which the student normally also schedules 21:118, either 65:121 or 64:120, and 20:100.

A student may emphasize preparation for the lower elementary grades by enrolling in Y sections of professional semester courses and 37:13 or emphasize upper elementary grades by enrolling in Z sections of the same courses.

Students who completed a two-year elementary program or who have had their program towards a degree with a major in elementary education interrupted will be given an adjusted set of requirements, in part recognizing older curriculum patterns and in part recognizing newer patterns. This concession will be made for students who complete their major and degree by June 1965. Thereafter the newer pattern will apply to all students.

FAMILY LIFE EDUCATION—The college does not offer a major, minor, or a subject-matter field in Family Life Education. However, a student may wish to have a notation on his placement papers to indicate that he is qualified to teach Family Life Education. Such a student should be certain his program includes the pattern of courses listed below. The notation that a student is qualified to teach Family Life Education will be made on the placement papers only with the approval of the head of the department in which the student has his major.

**Semester Hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20:140</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>98:58</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>31:51</td>
<td>Personal Relationships</td>
<td>2</td>
</tr>
<tr>
<td>31:152</td>
<td>Family Relationships, or</td>
<td></td>
</tr>
<tr>
<td>98:119</td>
<td>The Family</td>
<td>2</td>
</tr>
</tbody>
</table>

At least 5 hours selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20:100</td>
<td>Child Psychology</td>
<td>2</td>
</tr>
<tr>
<td>20:108</td>
<td>Psychology of Personality</td>
<td>3</td>
</tr>
<tr>
<td>20:116</td>
<td>Psychology of Adolescence</td>
<td>2</td>
</tr>
<tr>
<td>20:112</td>
<td>Mental Hygiene</td>
<td>2</td>
</tr>
<tr>
<td>21:148</td>
<td>Parent Education</td>
<td>3</td>
</tr>
<tr>
<td>21:182</td>
<td>Introduction to Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>31:176</td>
<td>Family Finance</td>
<td>2</td>
</tr>
<tr>
<td>31:150</td>
<td>Child and the Home</td>
<td>4</td>
</tr>
<tr>
<td>84:140</td>
<td>Genetics and Evolution</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Bachelor of Arts

All candidates on this program will complete the following pattern:

**Semester Hours**

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education (See pages 44-45)</td>
<td>43</td>
</tr>
<tr>
<td>Additional required courses</td>
<td>9</td>
</tr>
<tr>
<td>Courses outside the major</td>
<td>8</td>
</tr>
<tr>
<td>Physical education 1</td>
<td>4</td>
</tr>
<tr>
<td>Major, Minor, Foreign Language, Electives</td>
<td>60</td>
</tr>
</tbody>
</table>

| Total                                  | 124   |
ADDITIONAL REQUIRED COURSES

20:8 General Psychology—3 hours
A total of six semester hours chosen from any two of the following categories (hours in excess of six may be used to meet the recommended eight outside the major except where major requirements are involved):

a. 62:31 Introduction to Literature—3 hours
b. 96:114 American History since 1877—4 hours
c. 60:147 Oriental Art—3 hours
68:123 Oriental Civilization—3 hours
96:170 Russia—4 hours
96:185 The Far East—3 hours
96:187 Modern Chinese History—3 hours
97:165 Geography of Asia—3 hours
97:167 Geography of Africa—3 hours

Not later than the beginning of the sophomore year, each student enrolled on this program will choose one major from the list below. In addition, he must elect eight semester hours from outside the major, to be chosen from the fine arts (including drama and the dance), languages, literature, mathematics, philosophy, psychology, religion, the natural sciences, speech (except speech correction), the social sciences, and other specially designated courses. These eight hours need not be taken in the same discipline. A minor is also required for those majoring in geography, mathematics, or physics. Although a minor is not required of majors other than those listed above, minors are available in most fields of study, and it is recommended that students take work in some area or discipline other than the major sufficient to carry them beyond introductory courses. If the student's minor has not been specifically designated by his major department, and if the minor is in one of the fields designated above for the eight hours of elective work outside the major, the student will be considered as having met the eight-hour elective requirement. A knowledge of a foreign language is required for those majoring in art, English, geography, history, social science, or speech. (Specific information regarding the foreign-language requirement will be found with the departmental listings.) A student who satisfies the foreign-language requirement will be considered as having met the requirement of eight elective hours outside the field of his major unless the student's major is in foreign language. It is recommended that the student include in his electives a course in the literature of some language or languages other than English (in translation if not in the original).

Comprehensive Examination: After September 1, 1963, satisfactory fulfillment of a departmental comprehensive examination will be required during the senior year.

MAJORS AND MINORS (B.A. without certification to teach)

Specific requirements for the various majors and minors will be found with the departmental listings.
## MAJORS

- Art
- Biology
- Business
- Chemistry
- English
- French
- Geography
- German
- History
- Home Economics
- Industrial Arts
- Mathematics
- Music
- Physical Education (Men)
- Physics
- Science
- Social Science
- Speech

## MINORS

- Art
- Biology
- Business
- Chemistry
- Economics
- English
- French
- Geography
- German
- History
- Home Economics
- Industrial Arts
- Latin
- Mathematics
- Music
- Physical Education (Women)
- Physics
- Political Science
- Psychology
- Russian
- Sociology
- Spanish
- Speech

### Joint Programs

For students with credit from professional schools of law, dentistry, medicine, or medical technology (see page 43).

Typical programs are as follows:

#### For all students

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>43 hours</td>
</tr>
<tr>
<td>Additional required courses</td>
<td>9</td>
</tr>
<tr>
<td>Courses outside the major</td>
<td>8</td>
</tr>
<tr>
<td>Physical education</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64 hours</strong></td>
</tr>
</tbody>
</table>

#### Additional specific requirements:

1. **Law**
   - Major in Social Science or History
   - Law students may use up to 8 hours of credit from Law school for meeting requirements, other than specific course requirements, for either the major in Social Science, or History.

2. **Dentistry**
   - Physics ................................ 8 hours
   - Chemistry ................................ 16 hours
   - Biology .................................. 8 hours
   - Electives in Science .................... 4 hours
   - **Total** ................................ 36 hours
Dental students who meet at least the 32 hours of science required for dental school admission may use credit from dental school to satisfy the remaining hours required for a major in Science.

### 3. MEDICINE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>16</td>
</tr>
<tr>
<td>Biology</td>
<td>8</td>
</tr>
<tr>
<td>84:108</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

Medical students who meet at least the 36 hours of science required for medical school admission may use credit from medical school to satisfy the remaining hours required for a major in Science.

### 4. MEDICAL TECHNOLOGY

<table>
<thead>
<tr>
<th>Combination</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>84:34; 84:36; 84:150</td>
<td>11</td>
</tr>
<tr>
<td>86:44, 86:48</td>
<td>8</td>
</tr>
<tr>
<td>80:45</td>
<td>5</td>
</tr>
<tr>
<td>Electives in biology</td>
<td>4</td>
</tr>
<tr>
<td>Electives in chemistry</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>


### Curriculum Adjustments for Transfer Students

I. The work of students who transfer from other colleges will be evaluated in terms of curriculum requirements at the State College of Iowa. In so far as possible, courses covering similar areas will be accepted in lieu of courses required here. Students who have had two full years of a general education or liberal arts curriculum will usually have satisfied many if not all of the requirements of the first two years. It should be understood that piecemeal work in several different institutions or an irregular pattern of work in a single institution will probably not meet many of the requirements of the first two years.

II. In determining the requirements for the baccalaureate degree, the records of transfer students having two or more years of college work will be examined in terms of the following requirements:

#### A. For the Bachelor of Arts degree either with or without certification:

1. The number of hours required for the degree less the number of hours accepted by transfer.
2. All general education courses for which no reasonable substitute can be found.
3. All work of the majors and minors, excluding such specific requirements as may have been met by accepted transfer courses, and
including specific courses of the first two years or prerequisites for advanced courses where no acceptable transfer courses are presented. A transfer student is required to take at least 10 hours of work at this college on his major.

4. Competence in reading, speaking, and writing is required of all candidates seeking degrees or college recommendation for certification. Thus, transfer students who cannot pass the speech check are required to take necessary corrective work in the Speech and Hearing Clinic; similarly, those who do not meet certain standards on the English placement tests are held for work in the communication area.

B. Additional Requirements for the Bachelor of Arts with Certification to Teach:

1. All required courses in education, psychology, and teaching.

2. If courses equivalent to one or more of the common professional sequence courses can be determined, these may be accepted in lieu of like courses at this college. However, the transfer student is normally required to take 20:16 as a prerequisite to Student Teaching on this campus.

3. The same plan is followed in accepting credit for students who have completed a two-year program for teaching in the elementary school before transferring, except that they are not held for the professional courses of the first two years, if this requirement has reasonably been met.

4. Proficiency in swimming is required of all men students.

5. Proficiency in typing and in the use of duplicating machines is required of all students.

Requirements for Graduation

In addition to the completion of one of the patterns outlined above, the requirements for graduation from the Undergraduate Curricula include the following:

I. For the Bachelor of Arts degree either with or without certification

A. RESIDENCE

1. Not more than 32 semester hours earned in correspondence, extension, radio, or television courses may be used toward graduation.

2. At least 36 weeks spent in residence at this college while earning in such residence at least 32 hours of credit, of which 20 hours must be earned in the junior and senior years.

3. At least 32 hours of credit earned in the junior and senior years in courses at this college. This total may include non-residence credit.

4. The last semester or full summer session before graduation spent in residence at this college.
B. SCHOLARSHIP

1. A student working toward the Bachelor of Arts degree with certification to teach must achieve a cumulative grade-index in all college work attempted, at this college and elsewhere, of at least 2.20 to be recommended for graduation. The student must also achieve a cumulative grade-index of 2.20 on all work attempted at the State College of Iowa. The administration shall make appropriate rulings to permit this regulation to go into operation without undue hardship (1) to students enrolled in September 1961, (2) to those who have completed a teaching program which has been discontinued, and (3) to those who are currently meeting existing standards and who are making steady progress toward graduation.

2. A student working toward the Bachelor of Arts (without certification) must achieve a cumulative grade-index in all college work attempted, at this college and elsewhere, of at least 2.00 to be recommended for graduation; he must also achieve a cumulative grade-index of 2.00 on all work attempted at the State College of Iowa.

NOTE: If a student has failed to be recommended for graduation because of his scholastic average, the deficiency may be removed only by work taken in residence.

C. COMMUNICATION—Competence in reading, speaking, and writing is required of all candidates seeking degrees or college recommendation for certification.

D. ADVANCED COURSES—At least 10 hours of work in a major in courses numbered 100-199. (NOTE: Work taken in a junior college is not considered as meeting this requirement.)

E. PHYSICAL EDUCATION

1. Four hours of credit in Physical Education courses.

2. Not more than 4 hours of PE 1 credit will apply toward graduation requirements.

3. A student must enroll in PE 1 each semester or summer session until this requirement is met.

4. Two semesters of the required work in PE 1 for women must consist of courses requiring three periods a week and should be completed during the freshman year.

5. No course in PE 1 may be repeated for credit, except with the approval of the head of the department.

6. A student may pursue two or more courses in PE 1 during any semester, but credit may be earned in only one such course. The registration card must indicate the course in which credit is desired.

7. The work in PE 1 for women students must include Activities for Social Recreation except that a student whose major is art, music, or speech may take Beginning Modern Dance instead.
8. A prospective major in Physical Education for Men shall substitute 38:4 and 38:6 for two (2) hours of 38:1.
9. A student who is enrolled for marching band may defer PE 1 for that semester.
10. A temporary release from PE 1 for all or part of a semester does not release the student from any part of the total requirement.
11. All individuals (men and women) taking a Physical Education activity course must wear the uniform or apparel which has been approved by the department.

F. Listing of Candidates for Graduation
A student may be listed as a candidate for graduation at the end of a semester if the completion of the work for which he is registered would meet all the requirements for graduation exclusive of grade points, and if the grade points to be earned do not exceed the number which could be earned for the hours for which he is registered.

G. Application for Graduation
A student who expects to be graduated at the end of a semester must make written application at the opening of the semester. This application is filed in the office of the Registrar.

H. Second Baccalaureate Degree
To receive a second baccalaureate degree, a student must meet all the requirements for the second degree, including at last 36 weeks in residence after receiving the first degree and not less than 32 hours of credit in addition to that required for the first baccalaureate degree.

II. Additional requirements for the Bachelor of Arts with Certification to Teach

A. Physical Education
1. Men students must demonstrate competence in swimming (by testing) or complete a course in swimming during the first year of enrollment at this college.
2. For students majoring in elementary education, the course 37:13 Physical Education for the Elementary Grades may be used to satisfy 2 hours of the PE 1 requirement. Credit may be earned in 37:13 in addition to 4 hours in PE 1 courses except that when 37:13 is taken in the same semester as a PE 1 course the latter course will carry no credit.

B. Typewriting—All students must demonstrate competence in typing and the use of duplicating machines. Students should seek to complete this requirement before their senior year.

C. Student Teaching
1. For the completion of any undergraduate curriculum or to earn a Temporary Certificate, the student must earn 8 hours credit in
State College of Iowa

student teaching at this college, except that an undergraduate student with 3 or more semester hours credit in student teaching earned at the same level in another college may be released from 4 hours of student teaching at this college.

2. A student who has completed a two-year course of elementary teaching at this college will not be held for additional student teaching if he desires to complete a major in elementary education. However, credit in Teaching 28:138 will be required if the student majors in a field other than elementary teaching.

3. A student must make application for student teaching at least one semester in advance of the time when the work in student teaching is to be taken. Transfer students must complete one full semester in residence before being approved for student teaching. Opportunity for student teaching in the summer session is limited to candidates for graduation at the end of the summer session. Secondary teaching is not offered during the summer.

4. Not more than 10 hours of credit in student teaching may be used toward graduation.

D. PLACEMENT BUREAU REGISTRATION—Registration with the Placement Bureau is required of all candidates for degrees or for a Temporary Certificate and must be completed at the beginning of the last semester in residence.

Teaching Certificates

Teaching certificates are issued by state departments of public instruction and are valid only in the state of issue. Recommendation that a certificate be issued is required.

Students on the teaching program must meet requirements for an Iowa teaching certificate to be graduated from the State College of Iowa.

Graduates of this college can usually secure appropriate certificates in other states by making proper application. Holders of Iowa certificates based upon less than four years of college preparation can secure certificates in only a few other states, under special conditions.
At present the following Iowa certificates are issued:

<table>
<thead>
<tr>
<th>Type</th>
<th>Preparation</th>
<th>Duration</th>
<th>Kind of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td>Bachelor's degree plus Master's degree</td>
<td>Life</td>
<td>As endorsed</td>
</tr>
<tr>
<td>Professional</td>
<td>4 years experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional-**</td>
<td>Bachelor's degree</td>
<td>10 years</td>
<td>As endorsed</td>
</tr>
<tr>
<td>Commitment</td>
<td>8 semester hours professional credit</td>
<td>1 year</td>
<td>As endorsed</td>
</tr>
<tr>
<td>Substitute</td>
<td>Certificate subject to renewal</td>
<td>6 years</td>
<td>As endorsed</td>
</tr>
<tr>
<td>Temporary</td>
<td>Iowa certificate subject to renewal</td>
<td>1 year</td>
<td>As endorsed</td>
</tr>
<tr>
<td>(non-renewable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary**</td>
<td>75 semester hours including 8 in professional education</td>
<td>1 year</td>
<td>Elementary teaching only</td>
</tr>
<tr>
<td>(renewable)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All certificates carry endorsements to indicate the kind of service licensed; e.g., elementary teaching, secondary teaching, special music teaching, elementary principal.

**The requirements for this certificate are subject to change without notice. The college will not recommend for this or any other certificate a student who does not meet the scholarship requirements listed for graduation from a teaching curriculum and specific courses as designated by the college. See pages 55-57.

In addition to holding a certificate valid for the level of teaching being done, the teachers must meet certain APPROVAL STANDARDS for teaching a subject.

This college may recommend for certification those graduates of other colleges who have completed their professional work here, but this is a discretionary matter and the college will expect such students to demonstrate excellence of scholarship and meet standards of health, conduct, and personality required of its own graduates. Such students must have been in residence at least 22 weeks and earned at least 20 hours of residence credit.

The Registrar will be pleased to answer specific questions concerning certification.
Courses of Instruction

In the following pages, courses are designated by two numbers, separated by a colon. The first number refers to the department or area of the course; the second number refers to the specific course. For example, in the designation 60:10, the “60” refers to the Department of Art and the “10” refers to the course. In registration always use the full number.

Courses 0-99 are primarily designed for freshman and sophomore students. Courses 100-199 are primarily designed for junior, senior, and graduate students. However, only those 100-level courses whose numbers are followed by a “g” provide graduate credit. Thus, 57:181 (g). In all courses of the 100(g) series, greater academic achievement, both qualitative and quantitative, is expected of those receiving graduate credit than of those receiving undergraduate credit.

Courses 200-299 are primarily designed for graduate students. Undergraduates seeking admission to graduate courses must secure the permission of the head of the department offering the course. Courses numbered 200 taken as an undergraduate cannot later be used for an advanced degree unless the student was eligible to earn graduate credit. See page 112.

Students are classified as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Earned Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>up to 31</td>
</tr>
<tr>
<td>Sophomore</td>
<td>32-63</td>
</tr>
<tr>
<td>Junior</td>
<td>64-95</td>
</tr>
<tr>
<td>Senior</td>
<td>96 and over</td>
</tr>
</tbody>
</table>

Graduate classification is earned by admission to Graduate study.
When Courses Are Offered

In the listing of courses the letter F after the hours of credit means the course is normally offered each Fall semester. S means Spring semester. F-S means the course is offered both semesters. Su means Summer session. (Only a few departments have identified summer offerings; hence the absence of Su does not mean that the course will not be offered in the summer.) Where no letter is given, the course will be offered as seems desirable.

Course Numbers Common to Many Departments

These common numbers may be used under named conditions by prefixing the department number:

133 or 233 WORKSHOP—1 to 6 hrs. Offered for special groups as announced in advance. Students may take work in one or more workshops but may not use more than 6 hours toward graduation.

198 INDEPENDENT STUDY—Hours to be arranged in advance. A provision for seniors to do work in a special area not offered in formal courses. Permission of the Dean of Instruction and head of the department offering the work. Projects must be approved well before the beginning of the semester in which the work is to be done.

199 STUDY TOUR—4 to 8 hrs. Offered as announced in the Summer Bulletin and schedules of classes. See page 40 of this catalog for general description and consult appropriate department for specific information.

299 RESEARCH—1 to 6 hrs. Credit determined at registration. Approval of head of the department required. No more than 3 hours will be allowed for research on the thesis topic and no more than 3 hours will be allowed on other projects. May be repeated but total amount of credit earned in Research may not exceed 6 hours. Students still eligible to earn thesis credit will use this number but will register under the title "thesis." In case of doubt consult the Registrar.

Theme Groups

00:17 or 117 THEME GROUP—1 or 2 hrs. Theme Groups are small discussion groups each devoted to a single topic; they are open only to students on the Honors Program.

Course Descriptions

In the pages immediately following are listed all the courses offered by the various departments of the college. Departments are listed alphabetically. Within each section the list of courses is preceded by the departmental requirements for the majors and minors as well as for the subject field on the junior high school major. The general pattern is as follows: major—teaching; major (non-teaching); minor—teaching; minor (non-teaching); subject field—junior high school major. For departments which cover a number of fields, e.g., Science and Social Science, the material has been subdivided. Requirements for graduate majors are listed separately on pages 121 and 127.
ART MAJOR—TEACHING

Required: 60:10; 60:15; 60:20; 60:40; 60:95; 60:195 ........... 20 hours
At least four of the following courses: 60:30; 60:50; 60:80; 60:130;
60:135; 60:155; 60:174 ....................... 12
Electives in Art ............................. 7

At least one semester prior to graduation the student must present an acceptable one-man show of his work.

A student who expects to teach only art or who intends to work toward an advanced degree in art need not complete a minor. He shall increase his major to include the remaining courses mentioned in the list above and also add 60:145, and 5 other hours in art. The student having no minor must complete at least 10 hours outside the field of art and general education requirements.

Three patterns exist by which a student who majors in art may secure an endorsement as an elementary teacher. Students interested in this endorsement on their certificates should consult the head of this department.

ART MAJOR

Required: 60:10; 60:15; 60:40 .............................. 12 hours
An additional course in Art History ...................... 2
At least three of the following courses: 60:30; 60:50; 60:80; 60:130;
60:135; 60:155; 60:174 .......................... 9
Additional electives in art excluding 60:20; 60:21; 60:95; 60:191;
60:195 ........................................ 12

The student must demonstrate proficiency in at least one art area, and must pass a comprehensive examination.
The student must present an acceptable one-man show at least one semester prior to graduation.
The student must demonstrate a competence in a modern foreign language.

ART MINOR—TEACHING

Required: 60:20; 60:98 ...................................... 6 hours
At least four of the following courses: 60:30; 60:50; 60:80; 60:130;
60:135; 60:155; 60:174 .............................. 12

ART MINOR

Required: 60:10; 60:15 and one course in Art history with additional courses in art to total .......................... 20 hours
excluding 60:20; 60:21; 60:95; 60:191; 60:195

ART SUBJECT FIELD—Junior High School Major

Required: 60:10; 60:15; 60:40; and 60:95 ....................... 16 hours
Electives chosen from the following: 60:30; 60:50; 60:80; 60:135;
60:155; 60:174 ................................. 15

60:10. Art Fundamentals A—4 hours. F-S. Experience in two- and three-dimensional media with emphasis on the theoretical aspects of design. 8 periods a week.
Courses of Instruction

60:15. Art Fundamentals B—4 hrs. F-S. Experience in two- and three-dimensional media with emphasis on the interpretative aspects of design. 8 periods a week.

60:20. Man and Materials—2 hrs. F-S. For general education in the field of art. Experiences with art materials. The interaction between man and various art media. Emphasis upon contemporary art forms. 4 periods.


6 Arta: 60:

60:30. Commercial Design—3 hrs. S. Application of design principles to the requirements of commercial art. Lettering and layout, poster design and display. 6 periods.

60:40. History of Art—4 hrs. F-S. From prehistoric times to the present.

60:50. Ceramics—3 hrs. F-S. Ceramic materials, design, forming, glazing, and firing. 6 periods.

60:80. Painting—3 hrs. F-S. Water color, oil, tempera, encaustic, and mixed media. 6 periods.

60:95. Philosophy and Materials of Art Education—4 hrs. F-S. Study of the philosophy of art education on the elementary and secondary level, art media, observation, and participation in art classes. 8 periods. 3 hours will count as education.

60:130(g). Printmaking—3 hrs. S. Block prints, etchings, serigraphs, lithographs, and monotypes. 6 periods.

60:135(g). Sculpture—3 hrs. F. Three-dimensional materials with emphasis on modeling, carving, and casting plaster and concrete. 6 periods.

60:145(g). Problems in Art History—2 hrs. F. Lecture and discussion on the relationship of Art history to the special art interest areas. For graduate credit only if student has necessary background.

60:147(g). Oriental Art—3 hrs. S. Introduction to the arts of India, Southeast Asia, China and Japan.

60:155(g). General Crafts—3 hrs. F-S. Textile design (loom weaving and printing), puppetry and staging, and work in other craft areas. 6 periods.

60:160(g). Puppetry—2 hrs. S. Design, construction, manipulation, and staging of puppets and marionettes. 4 periods.

60:171(g). Jewelry—2 hrs. F-S. Use of precious and semi-precious metals and stones. 4 periods.

60:174(g). Jewelry and Metalwork—3 hrs. F-S. Forming, joining, decorating, and combining precious and non-precious metals with other materials. 6 periods.

60:175(g). Art Problems—1 to 3 hrs. Credit determined at registration.

Students may select from the following sections:
1. Fundamentals A F-S.
2. Fundamentals B F-S.
3. History of Art F-S.
4. Painting F-S.
5. Ceramics F-S.
6. Commercial Design S.

May be repeated but not in the same area.

60:185(g). Studio—hrs. arr. F-S. Advanced work in studio art or research. Credit is determined at time of registration. Additional credit may be earned to a maximum of 10 hours in a single area or a total of 15 hours. Prerequisite: departmental approval. 1. Commercial design, 2. Ceramics, 3. Painting, 4. Printmaking, 5. Sculpture, 6. Crafts, 7. Jewelry and Metalwork.

60:191(g). Art and the Child—2 hrs. F. Laboratory experiences with art materials. Problems relating to the teaching of art at the elementary school level. 4 periods.

60:195(g). Artist-Teacher Seminar—2 hrs. F-S. Evolution of contemporary art education philosophy and the dynamic role of the twentieth century artist-teacher. Place of the artist-teacher in society and in the community. Art demands of our present culture and implications for the art education program in terms of methods and materials.
60:198. **Independent Study.** See pages 39 and 61.
60:199(g). **Study Tour, Eastern America—5 hrs.** Four weeks' study (and two weeks on campus) of museums and art studios in midwestern and eastern United States. Consult department for prerequisite.
60:240. **Art Forms—3 hrs.** From the period of cave drawings to Impressionism. 6 periods.
60:241. **Contemporary Art Forms—3 hrs.** From Impressionism to the present day. 6 periods.
60:275. **Art Projects—2 to 5 hrs.** F-S. Credit determined at registration. Creative work at the graduate level in any departmental area. May be repeated more than once for credit.
60:295. **Seminar in Teaching Art—3 hrs.** Specific art education relating to public schools with emphasis upon continuity of art activity. Satisfies the special methods elective for the professional core.
60:296. **The Supervision of Art—3 hrs.** Teaching problems and practices relating to the curriculum and the supervision of art.
60:299. **Research.** See pages 61, 117, 120, and 125.

**Business Education**


**BUSINESS EDUCATION MAJOR—TEACHING**

Chosen from sections of 15:190 ........................................ 3
Electives in business education ........................................... 15

36 hours

Emphases: A student who completes one of the following special emphases requirements in addition to the core requirement and has the approval of the department may have a statement of completion added to his student record.


B. **Accounting.** At least 15 hours from 15:102; 15:170 (sec 1) and courses in accounting.

C. **Marketing.** At least 15 hours including 13:40; 13:41; 13:141; 13:142; plus other courses in marketing and 15:170 (sec 3).

D. **Secretarial.** At least 15 hours including 14:151; 14:152; and other courses chosen from 14:54; 15:102; 15:116; 15:117; 15:165; 15:170 (secs 5, 6).

E. **Distributive Education Teacher-Coordinator.** (a) Completion of Marketing emphasis. (b) 8 hours of professional courses including 15:113; 15:114; and recommended 15:118; 15:119; 21:182; (c) 5:111; 15:112 or documented proof of satisfactory work experience.

F. **Office Education Teacher-Coordinator.** (a) Completion of a Secretarial emphasis. (b) 8 hours of professional courses including 15:113; 15:114; and recommended 15:118; 15:119; 21:182. (c) 15:111; 15:112 or documented proof of satisfactory work experience.

BUSINESS MAJOR

One field of emphasis ............................................. 15
Electives in business excluding 15:180 and those numbered from 190-199 ........................................ 7

Recommended: 8 or more hours in economics including 92:52.
Eight hours required in courses in the fields of fine arts, languages, literature, mathematics, philosophy, psychology, religion, the natural sciences, speech, or the social sciences using courses which have not been used to complete requirements in General Education or on the major.

Emphases:
B. Accounting. 15:102 and 12 hours additional in accounting.
C. Marketing. 15:116 and 12 hours additional in marketing.
D. Secretarial. 15 hours additional chosen from 14:54 14:151; 14:152; 15:116; 15:117; 15:170 (secs 5, 6).

BUSINESS EDUCATION MINOR—TEACHING

Required: One or more sections of 15:190 and the appropriate pre-requisites ............................. 18 hours

BUSINESS MINOR

Required: 15:10 12:30;; 12:31; 13:40; 15:101 .................. 16 hours
OR Required: 15:10 ............................................. 4
Electives from one field of accounting, marketing, or secretarial ... 12

BUSINESS EDUCATION SUBJECT FIELD—

Junior High School Major

Electives .................................................. 14

Junior High School Subject Field

It is recommended that electives be chosen from the following:
It is recommended that consideration be given to the completion of a major in business education on which all of the above courses may be counted.

GENERAL BUSINESS


15:12. Office Techniques—2 hrs. F-S. Adding and calculating machines; filing, voice writing, duplicating. Prerequisite: Ability to type. Discussion, 2 periods; lab., 3 periods arranged.


15:111(g). Directed Work Experience I—2 hrs. F. Job analysis, job descriptions, weekly work-experience reports and analyses coordinated with problems related to students’ work. Corequisite: Employment in an approved office or distributive occupation.
15:112(g). Directed Work Experience II—2 hrs. S. Human relations problems, job study guides, job training techniques, weekly work-experience reports coordinated with problems related to students' work. Corequisite: Employment in an approved office or distributive occupation.

15:113(g). Organization and Administration of Cooperative Programs—4 hrs. F. Objectives, operation, and coordination of vocational programs; emphasis on office and distributive occupations at the secondary level.

15:114(g). Philosophy of Vocational Education—2 hrs. F. Development and status of vocational education. Emphasis on work experience programs, adult, and junior college offerings.


15:117(g). Office Management—3 hrs. S. Prerequisite: Ability to type.

15:118(g). Adult Business Education Programs—2 hours. S.

15:119(g). Individual Instruction Techniques—2 hrs. S. Correlating classroom instruction with on-the-job training in office and distributive cooperative part-time programs. Prerequisite: 15:113 or instructor's consent.

15:120(g). Business Management—4 hrs. F. Basic principles of management, with emphasis on the scientific management of business enterprises.

15:160(g). Business Management—4 hrs. F. Basic principles of management, with emphasis on the scientific management of business enterprises.


15:170(g). Problems in Business Education—1 to 3 hrs. F-S. Credit determined at registration. Student will choose one of the following areas:
1. Accounting
2. Basic and Consumer Business
3. Distribution
4. Business Law
5. Typewriting and Office Practice
6. Shorthand and Secretarial

May be repeated with concentration in a different area. Prerequisite: instructor's consent.

15:180. Senior Seminar in Business Education—2 hrs. F-S. TO ACCOMPANY STUDENT TEACHING. Projects and research of value to the student as a teacher. Open to majors and minors in Business Education; others should consult the head of this department.

15:190. Methods—1 hr. A student may earn credit in more than one section. Not over 3 hours may be used as credit in Education by a major in Business Education.

1. Basic Business. Prerequisite: 15:10
2. Bookkeeping. Prerequisite: 12:31
3. Typewriting. Prerequisite: 14:51
4. Shorthand. Prerequisite: 14:54
5. Office Machines and Office Practice, Prerequisites: 14:51 and 15:12
6. Distributive Education. Prerequisite: 12 hours from 15.113; 114; 118; 119; and courses in Marketing.


ACCOUNTING

Courses of Instruction


12:132(g). Income Tax—3 hrs. S. Accounting problems relating to individual and corporation income taxes (state and federal).

12:133(g). Auditing—2 hrs. S. Odd years. Procedures used to determine accuracy and reliability of financial records. Prerequisite: 12:130.

12:135(g). Advanced Accounting—4 hrs. S. Even years. Analysis of working capital and operations; supplementary statements (funds, cash-flow from incomplete records); quasi-reorganizations; income tax allocation; partnership dissolutions; consolidations. Prerequisite: 12:130.


MARKETING


13:141(g). Retailing—4 hrs. F. Management of retail and service establishments.

13:142(g). Sales Promotion—3 hrs. F. Functions of advertising display and visual merchandising, techniques and media of advertising, and sales promotion techniques.

13:143(g). Retail Merchandising—2 hrs. S.

13:145(g). Retail Advertising and Display—3 hrs. S. Advertising problems of both small and large stores including campaigns, media, layout, display techniques, and public relations.

13:245. Problems in Distributive Education—2 hrs. Su. Even years. Prerequisite: Experience as teacher-coordinator of supervised work-experience program or consent of instructor.

SECRETARIAL

14:47. Personal Use Typewriting—1 hr. F. A beginning course for students with no previous typewriting instruction; includes learning the keyboard by the touch method. No credit on a major in business education. Two periods and two lab. periods arranged.

14:50. Typewriting—2 hrs. F-S. Development of speed and control. Elective for students lacking minimum skill for Advanced Typewriting. Prerequisite: 14:47 or one semester of high school typewriting or equivalent. Two periods and three lab. periods arranged.

14:51. Advanced Typewriting—3 hrs. F-S. Technique, speed and control refinements; office applications. Required for departmental approval for teaching typewriting. Prerequisite: ability to type at 40 net words per minute for five minutes; 14:50 or one year of high school typewriting or equivalent. Three periods.

14:53. Beginning Shorthand—4 hrs. F. For students with no previous training in shorthand. Corequisite: Registration in a typewriting course unless already a good typist. Daily.

14:54. Advanced Shorthand—4 hrs. S. To build skill in taking and transcribing dictation and to perfect knowledge of shorthand theory. Required for state certification as shorthand teacher. 14:152 may be substituted for certification only if officially excused from 14:54 on the basis of performance. Students
should take dictation at a minimum rate of 60 words a minute at the beginning of the course. Students lacking minimum ability may elect 14:53. Daily. Prerequisite: 14:53, or one year of high school shorthand.

14:151(g). Office Practice—3 hrs. S. Advanced office duties, techniques and procedures. No shorthand required. Prerequisite: 15:12.

14:152(g). Secretarial Practice—5 hrs. F. Secretarial duties, responsibilities, and procedures. Includes advanced dictation and transcription. Prerequisite: 14:54.


Education and Psychology


PSYCHOLOGY

PSYCHOLOGY MINOR#

Required: 20:50; 21:180; 20:118 ............................................. 9 hours

Electives in psychology except 20:16 ......................................... 6

15 hours

20:8. General Psychology—3 hrs. F-S. To provide a foundation for work in psychology and education.


20:50. Experimental Psychology: General—4 hrs. S. Basic understandings and training in both the general methods of experimental psychology and selected areas of investigation. Emphasis upon human behavior. Laboratory and lecture, 6 periods per week. Prerequisite: 20:8 or equivalent.

20:100(g). Child Psychology—2 hrs. F-S. Prerequisite: 21:14 or equivalent.

20:108(g). Psychology of Personality—3 hrs. F.

20:112(g). Mental Hygiene—2 hrs. F-S.

20:116(g). Psychology of Adolescence—2 hrs. F-S. Growth, attitudes, and concepts from age eleven to maturity. Prerequisite: 21:14 or equivalent.

20:118(g). Systems of Psychology—3 hrs. S. Prerequisite: 21:14 or equivalent or one course in psychology.

20:140(g). Social Psychology—3 hrs. F. Prerequisite: One course in psychology or 21:14 or equivalent.


20:150(g). Experimental Psychology: Learning and Motivation—3 hrs. F. Problems of learning and motivation studied from their theoretical point of view utilizing lecture, reading and the laboratory method. Laboratory and lecture, 5 periods per week. Prerequisite: 20:50 and 21:180.

#Does not count as a minor on the teaching program except that speech correction majors may be permitted to substitute the psychology minor for a teaching minor.


†Resigned effective Feb. 3, 1962.
Courses of Instruction


20:194(g). Clinical Experience—1 to 4 hrs. F-S. Practice in educational testing, mental testing, interviewing, guidance and counseling; and formulation of follow-up procedures. Prerequisite: departmental approval.

20:214. Advanced Educational Psychology—2 hrs. F-S.

20:285. Individual Intelligence Testing—3 hrs. S. Standardization, cross-validation, administration and interpretation of results for both the Stanford-Binet Scale and the Wechsler-Bellevue Scale. 5 periods per week. Prerequisite: 20:185.


EDUCATION

The undergraduate major in elementary education is described on pages

21:14. The Teacher and the Child—5 hrs. F-S. Appraisal of the teaching profession; work and certification of teachers; psychology of development of children.


21:44. Children's Literature—3 hrs. F-S.

21:101(g). Elementary Methods and Materials—10 hrs. F-S. This fused course deals with the methods and materials used in the elementary school in relation to the development of the child. It embodies the content of such courses as the teaching of elementary social studies, science, art, and music. Prerequisite: 21:14, 20:16.

21:118. Social Foundations of Education—4 hrs. F-S. The school as a social institution; organized and informal community controls; current philosophies of education; teacher responsibilities for the curriculum and professional ethics. Prerequisite: 21:14. TO ACCOMPANY STUDENT TEACHING.


21:132(g). Materials of Instruction—3 hrs. S. Laboratory work in the Curriculum Laboratory with all types of materials in the student's field. Especially for students interested in supervision; others should have departmental approval.

21:134(g). History of Education—3 hrs. F.

21:135(g). Administration of the Audio-Visual Program—2 hrs. S. An advanced course to prepare an experienced teacher for the position of Audio-Visual Director or Coordinator. Prerequisite: 21:131 and departmental approval.

21:136(g). Comparative Education—3 hrs. S. A panoramic view of the educational systems of various nations of the world compared with the education of the United States of America.

21:141(g). Principles of Supervision—2 hrs. F. Techniques for teacher-improvement in the elementary and secondary schools. Before enrolling in this course the student should have had teaching experience.

21:142(g). Methods in Elementary Science—2 hrs. F.

21:143(g). Social Studies in the Elementary School—2 hrs. S.

21:144(g). Literature for Elementary Children—3 hrs. F.

21:145(g). Story Telling.—2 hrs. F. 21:144 or 35:112 should accompany or precede this course.
21:146(g). Reading and Language Arts—5 hrs. F-S. The language arts of reading, speaking, listening, and writing in the elementary school. Survey of recent literature and research in the field. Emphasis on individual and group problems.

21:147(g). Remedial Reading—3 hrs. F-S. Laboratory experience with children. Prerequisite: a methods course in the teaching of reading.

21:148(g). Parent Education—3 hrs. F.


21:154(g). Nursery School and Kindergarten—2 hrs. S.

21:166(g). Recent Research in Reading—3 hrs. F-S. Research in reading with its implications for the classroom teacher. Prerequisite: One course in the teaching of reading.

21:172(g). Problems in Reading in Secondary Schools—3 hrs. S.


21:176(g). Braille II—2 hrs. Continuation of Braille I.

21:178(g). The Junior High School—5 hrs. S. Prerequisite: 20:116.


21:182(g). Introduction to Guidance and Counseling—3 hrs. F.

21:183(g). Educational and Occupational Information—2 hrs. S. The orientation needed by junior and senior high school students in investigating educational and occupational possibilities.

21:184(g). Guidance in the Elementary School—2 hrs. F.

21:185(g). The Exceptional Child—2 hrs. F. Introduction to the field.

21:186(g). The Retarded Child—4 hrs. F. 21:185 should precede this course.

21:187(g). The Gifted Child—4 hrs. S. 21:185 should precede this course

21:188(g). The Physically Handicapped—2 hrs. S. 21:185 should precede this course.

21:191(g). Supervision of Student Teaching—3 hrs. Designed primarily for those presently or potentially involved in the supervision of student teachers. It covers the selection and preparation of student teachers; readiness for student teaching; principles of supervision, including the identification and analysis of good classroom procedures; desirable experiences for the student teacher in the total school program; professional responsibilities of the student teacher in the school and community; evaluation of student teachers, and the supervising teacher's role in the selection of teachers for the profession. It also covers the selection and preparation of student teaching centers, qualifications of supervising teachers, and the role of the coordinator of student teaching.


21:231. School and Community Relations—3 hrs. F.


21:235. Principles of School Administration—3 hrs. F. Before enrolling in this course the student should have had teaching experience.


21:245. Administration of the Elementary School—3 hrs. S. Prerequisite: one year of teaching experience and departmental approval.

Courses of Instruction


21:275. Administration of the Secondary School—3 hrs. F. Prerequisite: one year of teaching experience and departmental approval.


21:281. Topics in Statistical Analysis—3 hrs. S. Application of statistical principles to research in education and psychology. Topics selected from: correlation analysis; analysis of variance; sampling in educational research; chi square, t, and F distributions. Emphasis on statistical inference. Prerequisite: 80:172 or the equivalent.


21:288. Organization and Administration of the Guidance Program—2 hrs. S. Prerequisite: one year of teaching experience and departmental approval.


Credit in the following courses, though counted but once toward graduation, is used in meeting the requirements in education for a student whose major is in the line indicated and is used also in meeting the requirements of the major. Not more than 3 hours may be used from the following courses as undergraduate credit in Education. Not more than an additional 3 hours may be used as graduate credit in Education.


14:292. Improvement of Typewriting Instruction—2 hrs.

14:293. Improvement of Shorthand Instruction—2 hrs.


15:290. Improvement of Basic Business Instruction—2 hrs.


33:190. Teaching Industrial Arts—3 hrs.


33:190. Teaching the Use of Libraries—2 hrs.


60:95. Philosophy and Materials of Art Education—4 hrs.

60:193. Artist-Teacher Seminar—2 hrs.


70:190. The Teaching of Foreign Languages—2 hrs.


82:190. The Teaching of Science—3 hrs.
90:190. The Teaching of Social Studies—2 hrs.

SAFETY EDUCATION

SAFETY EDUCATION MINOR—TEACHING

Required:
- 30:30; 30:130; 30:132 ............................ 10 hours
- 20:181 ........................................... 3
- 21:131; 21:180 .................................. 4
- 37:10 ............................................ 2

19 hours

The undergraduate student without teaching experience is expected to take 30:130 and 30:132 after completing or in conjunction with the other requirements listed above.

Approval to teach driver education will be recommended on the basis of completion of 30:30, 30:130, and 30:132.


30:130(g). Driver Education and Highway Safety—4 hrs. F-S. Classroom and practice driving units; safety education as a social problem; development of safety skills, habits, attitudes, and ideals; accident causes; study of research.

30:132(g). Directing the Safety Program—2 hrs. F-S. Organization and administration of safety programs through the entire school system.

Home Economics

Sjolander, Head. Buckingham, Holliday, Shores, Yeager.

VOCATIONAL HOME ECONOMICS MAJOR—TEACHING

Required:
- 31:150; 31:170; 31:172; 31:182; 31:190 .............. 13 hours
- Electives in home economics ........................................ 24
- Art in addition to 60:20 .......................................... 2

50 hours

No minor is required.

Students who wish a notation on their placement papers that they are qualified to teach Family Life Education should consult the pattern of courses listed to see whether they have fulfilled the requirements. See page 72.

HOME ECONOMICS MAJOR—TEACHING

Required:
- 31:190 .................................................. 3 hours
- Electives in home economics ...................................... 27
- Art in addition to 60:20 .......................................... 2
- Science in addition to 82:20 and 82:22 and may include 37:50 .................................................. 6

38 hours

Minor required in another area. Recommended minors are art, biology, English, history.
HOME ECONOMICS MAJOR
Required: 31:10; 31:35; 31:65; 31:170; and 31:51 or 31:152 .......................... 12 hours
Required: Art in addition to 60:20 ............................................. 3
Electives in home economics selected from the areas of Textiles and Clothing; Foods and Nutrition; Family Relationships and Child Development; Home Planning and Management ...................... 17

12 hours

Recommended: 6 hours from courses in chemistry, physiology, bacteriology and psychology. Competence in a foreign language. Eight hours required in courses in the fields of fine arts, languages literature, mathematics, philosophy, psychology, religion, the natural sciences, speech, or the social sciences using courses which have not been used to complete requirements in General Education or on the major.

HOME ECONOMICS MINOR—TEACHING OR NON-TEACHING
Required: 31:10; 31:135; 31:170; and 31:51 or 31:152 .......................... 10 hours
Electives in home economics excluding 31:180-199 .......................... 10 hours

20 hours

HOME ECONOMICS SUBJECT FIELD—
Junior High School Major
Required: 31:10; 31:15; 31:110; 31:35; 31:36; 31:51 or 31:152; 31:150; 31:62; 31:65; 31:170; 31:172; 31:190 ...................... 30 hours
It is strongly recommended that 86:61 and 86:63 be completed in case the student should later desire to meet vocational requirements.

TEXTILES AND CLOTHING
31:110(g). Textiles—2 hrs. F. Effect of fiber content, construction, and finish on the serviceability and cost of fabrics. Identification tests. Discussion and lab., 3 periods.
31:111. Costume Design—3 hrs. F. Flat pattern making and draping. Prerequisites: 31:10 and 31:15. Discussion and lab., 6 periods.
31:112(g). Advanced Clothing—3 hrs. S. Advanced clothing construction, including tailoring suits and coats. Prerequisites: 31:10 and 31:15; 31:111 recommended. Discussion and lab., 4 periods.

FOODS AND NUTRITION
31:30. Family Nutrition—2 hrs. S. For non-majors. 2 periods.
31:35. Foods and Nutrition I—3 hrs. F-S. For majors and minors; also open as an elective. 6 periods.
31:36. Foods and Nutrition II—3 hrs. F-S. Factors affecting family nutrition. Meal planning, preparation, and serving. 31:35 should precede this course. 5 periods.
31:135. Food for the Family—4 hrs. S. No credit for students with credit in 31:35, 31:36, or 31:142. For students who do not plan a major in home economics. 6 periods.
31:142(g). Principles of Food Preparation—2 hrs. F. 31:36 and 86:63 or equivalent should precede this course. Discussion and lab., 4 periods.
31:143(g). Special Food Problems—2 hrs. S. Influence of food on cultural and social relationships of family, community, and world. Racial and national food patterns. 4 periods.


FAMILY RELATIONSHIPS AND CHILD DEVELOPMENT

31:51. Personal Relationships—2 hrs. F-S. Understanding relationships in life situations; recognizing and accepting our problems as normal through use of group discussion.

31:150(g). Child and the Home—4 hrs. F-S. The infant through preschool age; experience with children through a play-school situation. 21:14 should precede this course. Discussion and lab., 6 periods.

31:152(g). Family Relationships—2 hrs. A functional course dealing with relationships within the family, emphasizing problems of courtship, marriage, and parenthood.


HOUSING, HOME FURNISHINGS, AND EQUIPMENT

31:62. Household Equipment—2 hrs. S. 82:20 should precede this course. 4 periods.

31:65. Home Planning and Furnishing—3 hrs. F-S. Discussion and lab., 5 periods.

31:160(g). Decorative Textiles—3 hrs. Textile printing, weaving, dyeing, and other decorative processes. Discussion and lab., 4 periods.

31:165(g). Interior Decoration—3 hrs. S. Odd years. Emphasis on accessories and decorative materials. Individual student projects in laboratory. 31:65 should precede this course. Discussion and lab., 4 periods.

31:168(g). Problems—2 hrs. Housing.

FAMILY ECONOMICS AND HOME MANAGEMENT

31:170. Home Management—2 hrs. F. Significance of the management process in achieving family goals. Consideration of management problems unique to the various stages in the family life cycle.

31:172. Home Management House—2 hrs. F-S. Experience in applying the principles of management to family resources. Residence in the house integrates the understandings, knowledge, and skills gained from the various phases of home economics. 31:170 should precede this course. TO ACCOMPANY STUDENT TEACHING.

31:176(g). Family Finance—2 hrs. 90:23 should precede this course.


HOME ECONOMICS EDUCATION

31:182(g). Adult Education—2 hrs. S. Survey of the scope and need for adult education. Materials and techniques suited to group work with adults. Observation and participation in organizing and teaching an adult class. 31:190 should precede this course.

31:188(g). Problems—2 hrs. (1) Home Economics Education; (2) Curriculum Planning.

31:190. Methods in Home Economics—3 hrs. F. Credit also as a course in education for a major in Home Economics. Planning and organizing programs; teaching techniques; equipping and managing a department; selection and use of teaching aids and evaluation procedures.

Humanities

There is no humanities department as such. Some humanities courses are offered by a single department (60:20 is offered by the Department of Art and is listed among that department’s offerings); others are offered jointly by several departments (68:21 and 68:22 are offered by the Department of Social Science and the Department of Languages, Speech, and Literature).

Courses 60:20, 52:20, 68:21, 68:22, and either 64:120 or 65:121 are required on all undergraduate curricula.

Art 60:20. Man and Materials—2 hrs. F-S. For general education in the field of art. Experiences with art materials. The interaction between man and various art media. Emphasis on contemporary art forms. 4 periods.

Music 52:20. Exploring Music—2 hrs. F-S. To introduce the art of music to non-performers.

Humanities 68:21.* Ancient Times through the Reformation—4 hrs. F-S.

Humanities 68:22.* From the Seventeenth Century to the Present—4 hrs. F-S.

Literature, philosophy, religion, and the fine arts, integrated with the history of Western Civilization. Credit per semester: 2 hours in history and 2 hours in English.

Philosophy 65:121(g). Introduction to Philosophy—2 hrs. F-S.


Humanities 68:123(g). Oriental Civilization—3 hrs. Religion, philosophy, art, literature, and social organization of India, China, and Japan. Credit toward a social science major or a history minor.

*Note: 68:21 and 68:22 should precede the social science sequence.

Industrial Arts

Reed, Head. Brower, LaRue, R. Matala, W. Wagner,* Wright.

INDUSTRIAL ARTS MAJOR—TEACHING

Required: 33:10; 33:15; 33:30; 33:150; 33:190; 33:195 .......... 22 hours

Required: 88:52 ................................................. 3

Electives .................................................. 15

40 hours

It is recommended that the student complete not less than 10 hours in two of the following: drafting, metal, wood, electricity.

88:152 or 88:154 may be counted toward the major.

INDUSTRIAL ARTS MAJOR

Required: 33:10; 33:111 ........................................ 9 hours

Physics .................................................. 3

Electives in industrial arts excluding 33:183; 33:190; 33:195 .... 28 hours

40 hours

A student is strongly encouraged to take 88:152 or 88:154. He may count it either as an elective in industrial arts on the major or one of the 8 hours below.

Eight hours required in courses in the fields of fine arts, languages, literature, mathematics, philosophy, psychology, religion, the natural sciences, speech, or the social sciences using courses which have not been used to complete requirements in General Education or on the major.

*On Leave 1961-62
INDUSTRIAL ARTS MINOR—TEACHING

Required: 33:10; 33:15; 33:30; 33:190 ........................................... 15 hours
One of the following: 33:111; 33:121; 33:141; 33:150 .................... 5

INDUSTRIAL ARTS MINOR

Required: 33:10 ................................................................. 4 hours
Electives in industrial arts excluding 33:183; 33:190; 33:195 ............ 16

INDUSTRIAL ARTS MINOR

Junior High School Major

Required: 33:10; 33:190 ....................................................... 7 hours
Electives ................................................................. 23

A good pattern for the elective courses would be 33:15; 33:30; 33:150; 33:155; 33:175; 88:52.

Students on pre-engineering programs may take the courses in drafting in the freshman year.

33:10. General Drafting—4 hrs. F-S. Technical sketching; mechanical drafting; pictorial and orthographic representation, and designing shop projects.

33:15. General Wood—3 hrs. F-S.

33:30. General Metal—5 hrs. F-S. Ornamental iron, welding, foundry, spinning, forging, heat treating; bench, sheet, and art metal.

33:111(g). Advanced Drafting—5 hrs. F-S. Auxiliary projection, print reading, and architectural drafting. Prerequisite: 33:10 or departmental approval.

33:121(g). Advanced Wood—5 hrs. F-S. Prerequisite: 33:15 or departmental approval.

33:141(g). Machine Tools—5 hrs. F-S. Prerequisite: 33:30 or departmental approval.

33:150(g). General Electricity—5 hrs. F-S. Housewiring, motor rewinding, communications, industrial and residential electrical equipment. Prerequisite: 88:52 or departmental approval.

33:152(g). General Electronics—3 hrs. S. Prerequisites: 33:150, 88:56 or departmental approval.

33:155(g). General Graphic Arts—4 hrs. F. Includes photography and printing.

33:158(g). Advanced Graphic Arts—2 hrs. F. Prerequisite: 33:155 or departmental approval.

33:160(g). Auto Mechanics—4 hrs. F.

33:166(g). Building Construction—3 hrs. Su. Odd years. Prerequisite: departmental approval.

33:175(g). Industrial Crafts—2 hrs. F-S. Lapidary, leather and plastics.

33:183(g). Industrial Arts for the Elementary School—2 hrs. F-S. Also includes industrial arts for the junior high school.


33:190(g). Teaching Industrial Arts—3 hrs. F-S. Credit also as a course in education for a student whose major is industrial arts. Prerequisite: 11 hours in industrial arts.


33:214. Problems in Teaching Industrial Arts—4 hrs. Su. Even years. Not over 3 hours may also count as education to satisfy the special methods requirement in the professional core. Prerequisite: departmental approval.
Courses of Instruction


33:282. Industrial Arts Seminar—1 hr. Su. Selected problems dealing with the school shop and its operation. Prerequisite: departmental approval. May be repeated once for credit.


Languages, Speech and Literature


ENGLISH MAJOR—TEACHING

Required: 68:21; 68:22 (Credit as English) ............................................. 4 hours
Electives in English .......................................................... 15

For 62:103 a student may substitute one of the following courses by repeating it for a total of 4 hours or by taking both courses: 62:170; 66:102.

At least one semester before the degree will be conferred, a student whose major is English must demonstrate basic competence, confirmed by examination, in French, German, or Latin. In French or German, a reading knowledge of simple material employing a vocabulary of about 2,000 words is necessary. In Latin, a working knowledge of the foundational structure and a vocabulary of about 1,500 words are required.

ENGLISH MAJOR

Required: 62:31; 62:163 .......................................................... 8 hours
Advanced course in writing .................................................. 2-3

33 hours

The student must demonstrate, by examination, his competence in one foreign language. He may elect one of the following: A. Ancient languages—Latin or Greek. Ability to translate from standard classical authors with reasonable accuracy and speed with the aid of a lexicon; B. Modern languages—French, German, Italian, Russian and Spanish. Ability to communicate orally, i.e., to understand and be understood in everyday situations. Ability to read literary prose and poetry with but little recourse to a dictionary.

ENGLISH MINOR—TEACHING

Required: 68:21; 68:22 (credit as English) ............................................. 4 hours

For 62:103 a student may substitute one of the following courses by repeating it for a total of 4 hours or by taking both courses: 62:170; 66:102.

*On Leave 1961-62
ENGLISH MINOR
Required: 62:31 ........................................ 3 hours

ENGLISH SUBJECT FIELD—Junior High School Major
Electives .................................................. 16


SUBJECT FIELD FOR CORE TEACHER in Social Science and the Language Arts on the Junior High School Major.
Social Science
Required: 90:190; 94:114; 96:14; 96:114; 96:155 ...................... 16 hours
Geography, regional courses ........................................ 8

Language Arts

48 hours

English I is a prerequisite to all other courses in English.
62:X. Writing Improvement. F-S. Non-credit class in writing, required of and limited to students referred to the Director of the Writing Improvement Services by members of the faculty. Assignment to the course to be made by the Director of the Writing Improvement Services. Most students required to attend 3 days each week.

62:40. Major British Writers.—3 hrs. F-S. Not to be taken by English majors.
62:103(g). Advanced Exposition—3 hrs. F-S.
62:105(g). English Language for Foreign Students—3 hrs. F. The patterns and idioms of English for non-native speakers, with guided practice in speaking and writing.
62:132(g). Contemporary Short Story—2 hrs. S. 1900 to the present.
62:141(g). British Literature I—5 hrs. F. From 1500 to about 1740.
62:142(g). British Literature II—3 hrs. S. From about 1740 to recent times.
62:144(g). Chaucer—3 hrs. Even years.
62:145(g). World Drama—3 hrs. S. Emphasis since Ibsen.
62:146(g). Readings in British Literature—3 hrs. Odd years. Varying subject matter. Intensive investigation of an English writer, a literary form, or a literary idea. May be repeated for a total of 6 hours.
Courses of Instruction

62:148(g). Shakespeare—3 hrs. F-S.
62:151(g). American Literature—5 hrs. F-S. No credit for a student with credit in 62:50.
62:152(g). Readings in American Literature—3 hrs. Even years. Varying subject matter. Intensive investigation of an American writer, a literary form, or a literary idea. May be repeated for a total of 6 hours.
62:163(g). The English Language—5 hrs. F. Development of the English language and a descriptive account of present-day grammar and usage. No credit for a student with credit in 62:162.
62:164(g). Semantics—2 hrs. F-S. A study of language habits and how they affect society. TO ACCOMPANY STUDENT TEACHING.
62:165(g). Literature for Adolescents—2 hrs. F. Reading and evaluation of literature suitable for adolescents.
62:170(g). Creative Writing: Prose and Poetry—2 hrs. F-S. May be repeated for a total of 4 hours.
62:190(g). The Teaching of English—3 hrs. F-S. Credit also as a course in education for a student whose major is English.
62:201. Bibliography and Methods of Research—1 hr. F.
62:280. Seminar in English Literature—2 hrs. Approximately one section offered each semester, selected from (A) Seventeenth Century, (B) Eighteenth Century, or (C) Nineteenth Century, according to students’ needs. May be repeated for a maximum of 6 hours.
62:281. Seminar in American Literature—2 hrs. Section offered will be devoted either to (A) romanticism, or (B) realism, according to students’ needs. May be repeated for a maximum of 4 hours.
62:283. Seminar in Writing—2 hrs. May be repeated for a maximum of 4 hours.

FOREIGN LANGUAGES

Students who have had one year of a foreign language in high school will enroll in the course in the same language numbered 2. Students having two years of a foreign language in high school will enroll in courses in the same language numbered 111 or 112. However, if either the student or the instructor is dissatisfied with the result of such placement, he may request that an examination be given to determine proper placement.

Transfer students who plan to take additional work in foreign language and who have less than 10 semester hours in a foreign language should consult the Head of the Department of Languages, Speech, and Literature to determine the appropriate advanced course to enter. In some cases a proficiency test may be necessary to determine proper placement.
FOREIGN LANGUAGES MAJOR—TEACHING

Required: 70:190 ................................................................. 2 hours
Required: 14 hours in each of two languages in courses which are more advanced than those numbered 2 in French, German, Latin, Russian, or Spanish ........................................... 28

FOREIGN LANGUAGES SUBJECT FIELD—

Junior High School Major

Required: 70:190 ................................................................. 2 hours
Required: Courses in one modern language which are more advanced than those numbered 2 ........................................... 20

GENERAL FOREIGN LANGUAGE COURSES

70:190(g). The Teaching of Foreign Languages—2 hrs. Odd years. Credit also as a course in education for a student whose major is foreign languages. This course ordinarily should precede student teaching.

70:191(g). Teaching Foreign Languages in the Elementary School—2 hrs. Even years. Methods and materials of teaching modern foreign languages by the aural-oral approach. Attention will also be given to the development or expansion of the foreign language program in elementary schools. Prerequisite: 15 hours in one foreign language. This course must precede student teaching.


FRENCH

FRENCH MAJOR—TEACHING

Required: 70:190 ................................................................. 2 hours
Electives in French in courses more advanced than 72:2 ........................................... 25

A student who majors in French is required to take a minor in a subject other than foreign language.

FRENCH MAJOR

Electives in French in courses more advanced than 72:2 ........................................... 25 hours
Eight hours required in courses in the field of fine arts, literature, mathematics, philosophy, psychology, religion, the natural sciences, speech, or the social sciences using courses which have not been used to complete requirements in General Education or on the major.

FRENCH MINOR—TEACHING OR NON-TEACHING

Electives in French courses more advanced than 72:2 ........................................... 14 hours

72:1. French 1—5 hrs. F-S. For beginners.
72:2. French II—5 hrs. F-S. Continuation of 72:1. Prerequisite: 72:1 or one year high school French or equivalent.
72:10. Conversation and Composition—2 hrs. F.
72:111(g). Intermediate French—3 hrs. F. Selections from French prose. Prerequisite: 72:2 or two years of high school French or equivalent.
72:112(g). Short French Plays—3 hrs. S. Prerequisite: 72:111 or equivalent.
72:113(g). Rostand's Cyrano—2 hrs. S. Prerequisite: 72:111 or equivalent.
72:114(g). Nineteenth Century French Literature—3 hrs. S. Works of de Vigny, Loti, Daudet, and others. Prerequisite: 72:111 or equivalent.
Courses of Instruction

72:117(g). Victor Hugo—2 hrs. Odd years. Prerequisite: 72:113 or equivalent.
72:121(g). Advanced French Grammar—2 hrs. Even years. Prerequisite: 72:111 or equivalent.
72:122(g). History of the French Language—3 hrs. Even years. Linguistic changes from the Vulgar Latin on, studied in relation to the changing social scene. Prerequisite: 72:111 or equivalent.
72:123(g). Readings in French Civilization—3 hrs. Even years. An introduction to the history and culture of France through readings in the language. Prerequisite: 72:11 or equivalent.

GERMAN

GERMAN MAJOR—TEACHING

Required: 70:190 .......................... 2 hours
Electives in German in courses more advanced than 74:2 ............ 25

27 hours

A student who majors in German is required to take a minor in a subject other than foreign language.

GERMAN MAJOR

Electives in German in courses more advanced than 74:2 ............ 25 hours
Eight hours required in courses in the fields of fine arts, literature, mathematics, philosophy, psychology, religion, the natural sciences, speech, or the social sciences using courses which have not been used to complete requirements in General Education or on the major.

GERMAN MINOR—TEACHING OR NON-TEACHING

Electives in German courses more advanced than 74:2 ............ 14 hours

74:1. German I—5 hrs. F. For beginners.
74:2. German II—5 hrs. S. Continuation of 74:1. Prerequisite: 74:1 or one year of high school German or equivalent.
74:10. Conversation and Composition—2 hrs. F.
74:111(g). Intermediate German—3 hrs. F. German life. Prerequisite: 74:2 or two years of high school German or equivalent.
74:112(g). Introduction to German Classics—3 hrs. S. Works of Schiller, Goethe, or Lessing. Prerequisite: 74:111 or equivalent.
74:114(g). German Lyrics and Ballads—3 hrs. Odd years. Poetry of the eighteenth, nineteenth, and twentieth centuries. Prerequisite: 74:111 or equivalent.
74:115(g). Nineteenth Century German Literature—3 hrs. Odd years. Works of H. von Kleist, Hebbel, Grillparzer, Hauff, G. Keller, and others. Prerequisite: 74:111 or equivalent.
74:116(g). Modern German Literature—3 hrs. Odd years. Selections from Thomas Mann, H. Hesse, and others. Prerequisite: 74:112 or equivalent. May be repeated once for credit.
74:121(g). Advanced German Grammar—2 hrs. Even years. Prerequisite: 74:111 or equivalent.
74:123(g). Readings in German Civilization—3 hrs. Even years. An introduction to the history and culture of Germany through readings in the language. Prerequisite: 74:111 or equivalent.
74:125(g). Scientific German—3 hrs. Even years. Selection from literature of physics, biology, chemistry, and other sciences. Prerequisite: 74:2 and consent of instructor.
74:127(g). Goethe—2 hrs. Even years. Prerequisite: 74:116 or equivalent.
LATIN

LATIN MINOR—TEACHING OR NON-TEACHING

Electives in Latin courses more advanced than 76:2 .................. 14 hours

76:2. Latin II—5 hrs. S. Continuation of 76:1. Prerequisite: 76:1 or one year of high school Latin or equivalent.
76:111(g). Literature of Golden Age—5 hrs. Even years. Especially for students whose previous work in Latin was taken a year or more before. Reading from Cicero, Vergil, Catullus, Tibullus, and others. May be repeated for additional credit since the literature covered is not always the same. Consult the instructor before enrolling. Prerequisite: 76:2 or two years of high school Latin or equivalent.
76:112(g). Literature of Silver Age—5 hrs. Even years. Selections from Pliny, Tacitus, Suetonius, and others. May be repeated for additional credit since the literature covered is not always the same. Consult the instructor before re-enrolling. Prerequisite: 76:111 or four years of high school Latin or equivalent.

RUSSIAN

RUSSIAN MINOR—TEACHING OR NON-TEACHING

Electives in Russian courses more advanced than 77:2 .................. 14 hours

77:1. Russian I—5 hrs. F.
77:2. Russian II—5 hrs. F.
77:10. Conversation and Composition—2 hrs. F.
77:111(g). Intermediate Russian—3 hrs. F.
77:114(g). Russian Literature—3 hrs. S. May be repeated once for credit. Selected Russian literary masterpieces. Prerequisite: 77:111 or equivalent.
77:121(g). Advanced Russian Grammar—2 hrs. Even years. Prerequisite: 77:111 or equivalent.
77:123(g). Readings in Russian Civilization—3 hrs. Even years. An introduction to the history and culture of Russia through readings in the language. Prerequisite: 77:111 or equivalent.

SPANISH

SPANISH MINOR—TEACHING OR NON-TEACHING

Electives in Spanish courses more advanced than 78:2 .................. 14 hours

78:1. Spanish I—5 hrs. F-S. For beginners.
78:2. Spanish II—5 hrs. F-S. Continuation of 78:1. Prerequisite: 78:1 or one year of high school Spanish or equivalent.
78:10. Conversation and Composition—2 hrs. F
78:111(g). Intermediate Spanish—3 hrs. F. Reading of Spanish short stories and selections from essays and novels. Practice in conversation. Prerequisite: 78:2 or two years of high school Spanish or equivalent.
78:112(g). Spanish-American Literature—3 hrs. S. Selections from Gallegos, Lopez y Fuentes, Gabriela Mistral, Ruben Dario, Constancio Vigil, and others. Prerequisite: 78:111 or equivalent.
78:113(g). Modern Spanish Literature—3 hrs. F. Selected readings from representative novels, short stories, and essays. Prerequisite: 78:111 or equivalent.
78:114(g). Cervantes—3 hrs. Even years. Prerequisite: 78:111 or equivalent.
78:116(g). Spanish Drama—3 hrs. Odd years. Selections from Galdos, Benavente, and others. Prerequisite: 78:111 or equivalent.
78:121(g). Advanced Spanish Grammar—2 hrs. Odd years. Prerequisite: 78:111 or equivalent.
78:123(g). Readings in Spanish Civilization—3 hrs. Even years. An introduction to the history and culture of Spain through readings in the language. Prerequisite: 78:111 or equivalent.
SCHOOL JOURNALISM

66:30. Introduction to Journalistic Writing—3 hrs. S. Obtaining, verifying, and presenting news; writing of editorials, feature articles, and other specialistic journalism forms.

66:102(g). Special Article Writing—2 hrs. F-S. Writing different types of articles, slanting for publication; writing and marketing articles in such specialized fields as science, education, and religion. May be repeated for a total of 4 hours credit.

66:103(g). School Publications—3 hrs. F. Supervised experience as adviser of school publications and teacher of journalism or as a staff member of the College Eye, or Old Gold. Prerequisite: instructor's approval. Conference, 1 period; lab., 4 periods.

66:104(g). Journalism Laboratory I—1 hr. F-S. Production work with emphasis on newswriting, reporting, feature article writing. May be repeated for a total of 3 hours credit.

66:105(g). Journalism Laboratory II—1 hr. F-S. Production work with emphasis on policy, staff organization; make-up; typography, engraving, editing, headline writing. May be repeated for a total of 2 hours credit.

SPEECH

SPEECH MAJOR—TEACHING

Required: 50:26; 50:30; 50:31; 50:32; 50:40; 50:51; 50:52; 50:193; and either 50:143 or 50:152
Electives in speech excluding 50:61 and 50:130

25 hours

6

31 hours

A student who chooses a teaching major in speech must also complete a minor in English unless released by the head of the department. He also is expected to participate in organized extracurricular activities as directed by his adviser. Permission to continue as a speech major will be based in part on the student's record in extracurricular participation.

SPEECH MAJOR

Required: 62:163

5 hours

27

32 hours

At least 9 hours must be from courses numbered 100 or above. Not more than 7 hours may be used from the following: 50:71; 50:171; 50:172; 50:173; 50:174; 50:175; 50:176.

The student must demonstrate, by examination, his competence in one foreign language. He may elect one of the following: A. Ancient languages—Latin or Greek. Ability to translate from standard classical authors with reasonable accuracy and speed with the aid of a lexicon. B. Modern languages—French, German, Italian, Russian, Spanish. Ability to communicate orally, i.e., to understand and be understood in everyday situations. Ability to read literary prose and poetry with but little recourse to a dictionary.

SPEECH CORRECTION MAJOR—TEACHING

Electives chosen from 20:100; 20:112; 21:150; 21:185; 50:176 (secs 3, 4); 62:164; 84:38

28 hours

7

35 hours

SPEECH MINOR—TEACHING

Required: 50:26; 50:30; 50:31; 50:40; 50:51; 50:52; 50:193

20 hours
### SPEECH MINOR


Not less than 6 hours must be from courses numbered 100 or above. Not more than 7 hours may be selected from 50:71; 50:171; 50:172; 50:173; 50:174; 50:175; 50:176.

### SPEECH SUBJECT FIELD—Junior High School Major


Electives in speech .................................................. 5

30 hours

50:26 is a prerequisite to all other courses in speech.

**50:26. Fundamentals of Speech**—3 hrs. F-S. Preparation for intelligent public discourse on issues of consequence through the development of competence in research, the selection and organization of materials, and in the processes of oral communication.

**50:30. Public Speaking**—3 hrs. F-S. Application of the principles of psychology and composition to situations confronting the public speaker.


**50:32. Voice and Phonetics**—2 hrs. F-S. The phonetic alphabetic, formation and classification of speech sounds, phonetic transcription. Introduction to the structure and function of the speech mechanism.

**50:40. Discussion and Debate**—3 hrs. F-S. Practical experience in dealing with contemporary problems through the methods of discussion and debate.

**50:51. Play Production**—3 hrs. F-S.

**50:52. Stagecraft**—3 hrs. F-S. Scenery construction and elementary stage lighting. Practical experience on current productions. Discussion, 2 periods; lab., 2 periods.

**50:60. Fundamentals of Broadcasting**—3 hrs.

**50:61. Broadcasting Practice**—3 hrs. Preparation and presentation of radio programs on the broadcasting schedule of station KYTC.

**50:71. Introduction to Pathologies of Speech and Hearing**—3 hrs.

**50:130(g). Creative Dramatics for Children**—3 hrs. F-S. Methods of teaching creative dramatics and choral speaking to children. Planning of programs suitable for home rooms, school assemblies, and special occasions.

**50:130(g). Creative Dramatics for Children**—3 hrs. F-S. Methods of teaching creative dramatics and choral speaking to children. Planning of programs suitable for home rooms, school assemblies, and special occasions.

**50:131(g). Speech Composition**—3 hrs. Construction and presentation of speeches of considerable length. Prerequisite: 50:30.

**50:132(g). Advanced Interpretation**—2 hrs. Application of the principles studied in Oral Interpretation to more advanced material. Prerequisite: 50:31 or equivalent.

**50:140(g). Persuasion**—3 hrs. Methods of intensifying belief and winning response through speech and writing. The particular role of persuasion in teaching and education. Prerequisite: 50:30.

**50:141(g). History of the Theatre**—3 hrs. S.

**50:143(g). Advanced Discussion and Debate**—3 hrs. Prerequisite: 50:40.

**50:150(g). Costume and Make-up**—3 hrs. S. Discussion, 3 periods; lab., 1 period.

**50:151(g). Stage Design and Lighting**—3 hrs. S. Discussion, 3 periods; lab., 1 period.

**50:152(g). Directing**—3 hrs. S. Each student will stage a one-act play. Prerequisite: 50:51.

**50:153(g). Acting**—3 hrs. F. Prerequisite: 50:31.

**50:170(g). Speech Correction for the Classroom Teacher**—2 hrs. F-S. The role of the classroom teacher in dealing with speech and hearing problems.
Courses of Instruction

Information on identification, causes, personality problems, referrals, and remediation procedures. Not to be taken by students majoring in Speech Correction.

50:171(g). Speech Science—4 hrs. F. Physical and psychological aspects of sound, anatomy of the ear and vocal mechanism, semantic and psychological factors in speech as a symbolic process. Prerequisite: 50:32.


50:173(g). Stuttering: Theory and Therapy—3 hrs. S. Prerequisite: Instructor's approval.


50:176(g). Clinical Practice—2 hrs. F-S. Offered in four sections as follows: 1. Diagnosis and Appraisal, 2. Voice and Articulation, 3. Organic Disorders and Stuttering, 4. Audiology. The course may be repeated for credit but not in the same area.

50:193(g). Teaching of Speech—2 hrs. F-S. Credit also as a course in education for a student whose major is speech. Prerequisite: 12 hours of speech. Strongly recommended that this course precede student teaching.

50:194(g). Methods of Directing Forensics—2 hrs. Credit also as a course in education for a student whose major is speech.

50:195(g). Methods in Speech Correction—2 hrs. F. Credit also as a course in education for a student whose major is speech. Prerequisite: Instructor's approval.


50:225. Bibliography and Methods of Research—1 hr.


50:241. British and American Rhetoric and Oratory—3 hrs. From the eighteenth century to the twentieth.

50:282. Seminar in Educational Theatre—2 hrs. Problems of theatre production in the secondary schools. Subject matter chosen from the areas of direction, design, and technical problems, or theatre literature. May be repeated for a maximum of 4 hours.

50:283. Seminar in Teaching Speech—2 hrs. Emphasis on (1) problems related to organizing and teaching speech courses in the public schools and (2) directing of extracurricular speech activities. May be repeated for a maximum of 4 hours.

50:285. Seminar in Public Address—2 hrs. Class interest determines whether the emphasis will be upon (1) persuasion, (2) rhetoric, or (3) debate and discussion. May be repeated for a maximum of 4 hours.


RELIGIOUS LITERATURE

64:51. Introduction to the Bible—3 hrs. The books of the Bible: their authorship, chronology, content, and meaning.

64:112(g). History of Christianity—3 hrs. S.

64:113(g). Problems of Religion—2 hrs. F. Specific religious problems of those enrolled in the course. A substantial introduction to the field of religious thought.

64:114(g). Religious Ideas in America—3 hrs. Religious beliefs and practices of the American people.

64:115(g). The History of Christianity in America—3 hrs. Odd years.
State College of Iowa

64:116(g). Religions of the World—3 hrs. Credit in this course may be counted as a part of a major in social science.

64:120(g). The Heritage of the Bible—2 hrs. F-S. A non-sectarian study of the Bible. TO ACCOMPANY STUDENT TEACHING.

PHILOSOPHY

65:121(g). Introduction to Philosophy—2 hrs. F-S. TO ACCOMPANY STUDENT TEACHING.

65:141(g). Western Philosophy—2 hrs. S. Major philosophical ideas relevant to problems of present-day western man. Attention to philosophers who have influenced modern education. Credit in this course may be counted as a part of a major in social science.

65:142(g). Introduction to Ethics—2 hrs. F. Analysis of the question “What is Good?” along with the study of various answers which have been, or can be, given to that question. No prerequisite in philosophy necessary.

65:143(g). Introduction to Esthetics—2 hrs. S. Analysis and discussion of the chief theories of artistic meaning through selected source readings. No prerequisite in philosophy necessary.

Library Science

Rod, Head. Jonish, McLeod, Noonan.

LIBRARY SCIENCE MAJOR—TEACHING

Required: 35:12; 35:14; 35:115; 35:120; 35:190 ..................... 14 hours

Required: 35:112 or 35:114 ........................................ 3-4

Electives in library science or from the following courses: 21:131; 21:145; 21:172 ................. 6-7

LIBRARY SCIENCE MINOR—TEACHING

Required: 35:12; 35:14; 35:115; 35:190; and either 35:112 or 35:114 .................................. 14-15 hours

Electives in library science ......................................... 1-2

LIBRARY SCIENCE SUBJECT FIELD—

Junior High School Major

It is recommended that a student declare a second major in Library Science to meet the subject-field requirements.

35:10. Library Orientation—1 hr. F-S. Practical working knowledge of the library and its resources.

35:12. The School Library—4 hrs. F. Problems and methods of effective library service on all levels of the school program. Prerequisite: sophomore standing.


35:114(g). High School Library Materials—4 hrs. F. Selection and evaluation of materials for junior and senior high school students. Reading interests, habits, and needs of young people.

35:115(g). Cataloging and Classification—3 hrs. F.

35:120(g). Reference—3 hrs. S. Basic reference books and sources. Prerequisite: 35:14, or consent of instructor.

35:130(g). History of Books—2 hrs. S.

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Courses of Instruction

35:190(g). Teaching the Use of Libraries—2 hrs. S. Credit also as a course in education for a student whose major is library science. Methods course for library science majors and minors.

Mathematics


The basic sequence in Mathematics is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>80:45 Elementary Analysis I and 80:46 Elementary Analysis II</td>
<td>10</td>
</tr>
<tr>
<td>80:60 Calculus I and 80:61 Calculus II</td>
<td>10</td>
</tr>
<tr>
<td>80:153 Probability Theory</td>
<td>3</td>
</tr>
<tr>
<td>80:160 Introduction to Modern Algebra</td>
<td>4</td>
</tr>
<tr>
<td>80:165 Introduction to Modern Geometries</td>
<td>4</td>
</tr>
<tr>
<td>80:147 Calculus III, or 80:149 Differential Equations, or 80:174 Mathematical Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

At the time of first enrollment, each student will be placed in the most advanced course for which he is qualified by previous training and experience. Credit for courses which may thus be by-passed does not need to be made up with other mathematics courses but some students are advised to strengthen their programs by choosing additional advanced courses in mathematics.

A student whose high school background in mathematics is not strong may be required to take 80:20, Mathematics for General Education, 3 hours, and/or 80:55, College Geometry, 3 hours. Such a student might require up to 40 hours of work in mathematics to complete a major.

A student who elects an undergraduate major in mathematics must complete at least one minor. Although the choice of minor is ultimately the student's responsibility, majors in mathematics are urged to pursue a field of study in which there are substantial applications of mathematics. The fields of physics, chemistry, biology, economics, sociology, and accounting are examples.

Students who plan to continue their work in mathematics beyond the B.A. level are urged to begin the study of at least one foreign language. Russian, German, and French are particularly recommended. For these students the language field may serve as the required minor. However, many of these students will, by careful use of their electives, be able to complete both a language minor and a minor in a field in which mathematics is applied.

MATHEMATICS MAJOR—TEACHING

The following requirements assume the completion of Calculus II:

- Required: 80:190 ....................................................... 3 hours
- Electives from the following: 80:147; 80:149; 80:153; 80:160; 80:165; 80:174 ....................................................... 10 hours

The total hours will depend on a student’s background and will vary from 13 to 39 hours.

A minor is required (see above statement).

MATHEMATICS MAJOR

The following requirements assume the completion of Calculus II:

- Electives chosen from these: 80:147; 80:149; 80:153; 80:160; 80:161; 80:165; 80:174 ....................................................... 14 hours

The total hours will depend on a student’s background and will vary from 14 to 40 hours.

A minor is required (see above statement).

Eight hours required in courses in the field of fine arts, languages, literature, philosophy, psychology, religion, the natural sciences, speech, or the social sciences using courses which have not been used to complete requirements in General Education or on the major.

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MATHEMATICS MINOR—TEACHING OR NON-TEACHING

Electives chosen from these: 80:60; 80:61; 80:107; 80:153 or 80:172; 80:160; 80:161; 80:165; 80:180 ............................ 10 hours
The total hours will depend on a student's background and will vary from 10 to 26 hours. Teaching degree students will consider 80:60 a requirement. Typical minor will include 80:45 and 80:46 unless released by examination.

MATHEMATICS SUBJECT FIELD—

Junior High School Major

Required: 80:45; 80:46; 80:66; 80:158; 80:190 .......................... 22 hours
Recommended electives: 80:54; 80:55; 80:61; 80:107; 80:172;
or 80:153 .......................................................... 8

Students who may continue their study of mathematics should elect 80:61 and 80:153.


80:46. Elementary Analysis II—5 hrs. F-S. Continuation of 80:45.

80:54. Mathematics of Measurement—3 hrs. Laboratory approach to the applied problems of elementary analysis. Prerequisite: 80:46. 4 periods.


80:60. Calculus I—5 hrs. F. The derivatives and integrals of elementary functions and their applications. Prerequisite: 80:46.

80:61. Calculus II—5 hrs. S. Continuation of 80:60. Prerequisite: 80:60.

80:107. Mathematics of Finance—2 hrs. S. Interest, annuities, and life insurance. Prerequisite: one year of high school algebra or 80:45.

80:109(g). Readings in Mathematical Literature—2 hrs. May be repeated for credit. Prerequisite: departmental approval.

80:130. Foundations of Arithmetic—3 hrs. F-S. Cardinal numbers and sets. Abstraction and extension of number concepts. Place value notation as related to algorithms. Prerequisite: 80:20. Students with credit in either 80:158 or 80:160 should not enroll for this course without permission of the head of the department.


80:147(g). Calculus III—3 hrs. S. Continuation of Calculus II. Prerequisite: 80:61.


80:153(g). Probability Theory—3 hrs. F-S. Discrete probabilities, random variables, distribution functions. Applications such as quality control and acceptance sampling. Prerequisite: 80:46.

80:158(g). Foundations of Elementary Mathematics—4 hrs. S. Critical study of the elements of arithmetic, geometry, and algebra. Topics from number theory, algebraic and geometric structures. Students with credit in either 80:130 or 80:160 should not enroll for this course without permission of the head of the department. Prerequisite: 80:46 or equivalent.

80:160(g). Introduction to Modern Algebra—4 hrs. F. Concepts of group, ring, and field. Students with credit in either 80:130 or 80:158 should not enroll for this course without permission of the head of the department. Prerequisite: 80:46.

Courses of Instruction

80:165(g). Introduction to Modern Geometries—4 hrs. S. Foundations of geometry; basic concepts of Euclidean, projective, and non-Euclidean geometry. Prerequisite: 80:46.


80:180(g). History of Mathematics—3 hrs. Prerequisite: 80:46.

80:183(g). History of Arithmetic—2 hrs.

80:185(g). Clinical Practice in Arithmetic—3 hrs. Work with clinical cases under guidance. Prerequisite: 80:134.

80:190. The Teaching of Secondary Mathematics—3 hrs. F-S. Credit also as a course in education for a student with a major in mathematics. Prerequisite. 80:46.


80:240. Mathematical Analysis I—3 hrs. Advanced calculus; axioms for the real number system, partial differentiation and applications.

80:241. Mathematical Analysis II—3 hrs. Further topics from advanced calculus; mappings and transformations, line and surface integrals, infinite series.

80:265. Concepts of Geometry—3 hrs. Geometry as a mathematical structure; Euclidean, non-Euclidean, and projective geometries as axiomatic systems; contribution of geometry to modern mathematical method.


80:290. Problems in Teaching Junior High School Mathematics—2 hrs. Seminar. Prerequisite: departmental approval. May be repeated once for credit.


Music


MUSIC MAJOR—TEACHING

Required: Applied Music ........................................ 16 hours

Required: Music Theory: 58:50; 58:51; 58:52; 58:53 and electives 19

Required: Music Literature: 59:170; 59:171 ........................ 6

Required: Music Methods: (elementary and secondary) .......... 6

Required: Electives in music ..................................... 3

Senior Recital ...................................................... 0

50 hours

A music major on the teaching program who does not choose a minor will be required to complete 10 hours outside the field of music in addition to other degree requirements.

MUSIC MAJOR

Required: Applied Music .................................................. 16 hours
Required: Music Theory: 58:50; 58:51; 58:52; 58:53 .................. 12
Required: Music Literature: 59:170; 59:171 .......................... 6
Electives in music numbered 100 and above ......................... 6

Required in the senior year, a comprehensive examination and/or a recital. The recital may take the form of a performance, an essay, or a composition.

Ten hours in a foreign language is strongly recommended for a student whose applied concentration is voice.

Eight hours required in courses in the fields of fine arts, languages, literature, mathematics, philosophy, psychology, religion, the natural sciences, speech, or the social sciences using courses which have not been used to complete requirements in General Education or on the major.

MUSIC MINOR—TEACHING OR NON-TEACHING

Required: Applied Music .................................................. 2 hours
Required: Music Theory: 58:50, 58:51 ................................ 4
Electives in music .......................................................... 6

Recommended electives: Vocal area—57:82; 57:23; 58:63; Instrumental area—57:90; 57:194; 58:63. 52:20 may be used in meeting the minor requirement. Credit in band, orchestra, or chorus may not be used on the minor.

MUSIC SUBJECT FIELD—Junior High School Major

Required: Applied Music—Piano unless proficiency established by test in which case any applied music accepted .................. 4 hours
Required: Music Theory: 58:50; 58:51; 58:63 ........................ 8
Required: Music Methods: elective ...................................... 6
Required: Music Literature: 59:170; 59:171 .......................... 6
Electives in music .......................................................... 6

Music majors on either the teaching or the non-teaching program must choose a field of applied music (known as the applied major field) for specialization, and must attain a proficiency grade of at least X in this field. A student enrolling as a freshman should have attained a proficiency grade of VI in some applied area. During his college years he will be expected to advance one grade each semester, attaining a proficiency grade of XIV at the close of the senior year.

All music majors must also participate in at least one of the large ensembles such as orchestra, band, chorus, a cappella, chapel choir, or women's chorus, each semester he is enrolled as a regular college student. Exceptions to this may be made by the head of this department.

It is possible for a student whose major is music to secure an endorsement as an elementary school teacher. Students interested in this possibility should consult the head of this department or the Registrar.

Activities: The department of music maintains many organizations and ensembles which present numerous concerts throughout the year. An oratorio is given before Christmas recess by the chorus and orchestra and an opera or operetta is presented each year. Opportunity for participation in any one or several of these activities is afforded all students in the college as well as those who major in music. Opportunities for performance in recital, church, clubs, radio, and concert are numerous for the individual, as a soloist, or as a member of an ensemble. During the year a number of faculty recitals are open to the public. Concerts by nationally known artists, sponsored by the college, also afford the student opportunities for hearing the best in music.

Credit for Activities: One hour of credit may be earned by a student who completes an academic year (2 semesters) in either band, orchestra, or one of
Courses of Instruction

the several choruses. No credit is allowed unless participation is continuous for a full academic year. Credit is reported only at the close of the spring semester. Not more than two hours of such credit may be used in meeting degree requirements.

GENERAL COURSES IN MUSIC

52:20. Exploring Music—2 hrs. F-S. To introduce the art of music to non-performers.
52:102(g). Foundations of Music—3 hrs. F-S. An intermediate course providing students with musical experiences through the utilization of basic performance skills (piano, recorder, singing), basic theory, and through the study of music literature (records, tape, film, printed matter). Prerequisite: 52:20.
52:221. Methods in Music Research—1 hr. F. To help locate a thesis topic and acquaint the student with source materials in music. Should be taken during the first semester in residence by all graduate students in music.

APPLIED MUSIC

Individual Lessons. For each hour of credit the work in applied music requires one lesson a week for one semester. A student whose major is music may earn 3 hours of credit by taking 3 lessons a week. Two of these 3 hours may be in the same applied area (e.g., piano). The amount of credit to be carried will be determined at the time of registration. The head of this department assigns all students to specific instructors.

54:30, 54:130(g). Flute.
54:31, 54:131(g). Oboe.
54:33, 54:133(g). Bassoon.
54:34, 54:134(g). Saxophone.
54:37, 54:137(g). Trombone.
54:39, 54:139(g). Tuba.
54:40, 54:140(g). Percussion.
54:42, 54:142(g). Viola.
54:43, 54:143(g). Cello.
54:45, 54:145(g). Harp.
54:46, 54:146(g). Piano.
54:47, 54:147(g). Group Piano.
54:154(g). Applied Advanced Composition—1 or 2 hrs. For a student whose major applied area is composition. May be repeated for credit with permission of the instructor. Prerequisite: 58:152. (Applied music fee applies).
54:189. Senior Recital—no credit. Required of all seniors.
String, woodwind, and brass ensemble classes are provided for the study and performance of chamber music.
Students may also receive credit in band, chorus, or orchestra. Limitations given above. Numbers are assigned as follows depending on the student's classification:

52:11, 52:111. College Chorus.
MUSIC METHODS
57:83. Music Methods—4 hrs. F-S.
57:90. Instrumental Techniques—2 hrs. This course may be taken three times for credit. F-S.
57:181(g). Vocal Ensemble Materials—2 hrs. F-S. Offered for vocal majors TO ACCOMPANY STUDENT TEACHING.
57:183(g). Opera and Operetta Production—1 hr. S. Students direct a scene from an opera or operetta. Practical experience in the production of an opera.
57:194(g). Band-Orchestra Methods and Materials—4 hrs. S.
57:197(g). Instrumental Upkeep and Repair—2 hrs. F-S. A laboratory course where practical projects are undertaken. Offered for instrumental majors TO ACCOMPANY STUDENT TEACHING.
57:280. Planning and Supervision—2 hrs. S. Even years. For the prospective supervisor of music.
57:290. Seminar in Band—2 hrs. F. Even years. For the student with teaching experience. Practical situations studied and analyzed.
57:291. Seminar in Orchestra—2 hrs. S. Odd years. To implement the orchestral program in the elementary and secondary schools.
57:292. Psychology of Music—2 hrs. F. The psychological basis of teaching music. May be used to satisfy the special methods elective in the professional core for the master's degree.

MUSIC THEORY
58:52. Harmony III—3 hrs. F-S. The contrapuntal-harmonic style of the eighteenth century. Continued ear training and keyboard drill, but more emphasis on written theory.
58:53. Harmony IV—3 hrs. F-S. Continuation of 58:52 with the addition of some nineteenth century style practices.
58:63. Conducting—2 hrs. S. Baton technique, score reading, rehearsal technique, and practice in conducting.
58:152(g). Composition—3 hrs. S. Creative work in the primary forms. Prerequisite: 58:53.
58:153. Instrumentation and Arranging—2 hrs. F. Ranges, transpositions and functions of all instruments of the band and orchestra, and arranging for choir, band, and orchestra. Prerequisite: 58:53.
58:154(g). Applied Advanced Composition. See 54:154(g).
58:155(g). Form and Analysis—2 hrs. F. Simple homophonic forms, variation and rondo forms, sonata-allegro form and the various forms found in the symphony, concerto, and tone poem.
58:252. Advanced Composition—3 hrs. S. Creative work in the larger forms. Student must complete at least one original project in any of these forms. Prerequisite: 58:152.
COURSES OFFERED TO BOTH MEN AND WOMEN

Physical Education

37:1. Physical Education—1 hr. F-S. Games, recreational games, beginning folk dance, intermediate folk dance, advanced folk dance, American country dance, modern dance.


37:13. Physical Education for the Elementary Grades—2 hrs. F-S. No credit for a student with credit in 39:14 or 37:14. Teaching methods and experience in activities. 3 periods. Prerequisite: sophomore standing.


37:15. Personal Health—2 hrs. F.

37:50. Anatomy—3 hrs. S. Gross anatomy of the osseous and muscular systems; joint structure. No credit for a student with credit in 38:150.

37:110(g). Health Instruction—2 hrs. F-S. Methods and materials.

37:111. Water Safety—1 hr. S. Leads to American Red Cross Water Safety Instructor’s certificate. Prerequisite: Red Cross Life Saving Certificate.

37:113. Community Health—2 hrs. Study of community health problems, such as disease control, water supply, sewage disposal, etc. The role of the community-school health council.


37:151. Kinesiology—3 hrs. F. Application of principles of mechanics to body movement. No credit for a student with credit in 38:150. Prerequisite: 37:50.

37:152(g). Adapted Physical Education—2 hrs. S. Posture examination; the posture program; remedial exercises; and the handicapped child. Prerequisites: 37:50, 37:151, and 84:38. 3 periods.
37:153(g). Physiology of Exercise—2 hrs. S. Effects of exercise upon the organic functions of the body. Prerequisites: 37:50, 37:151, or equivalent, and 84:38.

37:174. Testing in Physical Education—2 hrs. S. Credit also as a course in education for a student whose major is Physical Education.


37:180(g). Physical Education and the Child—2 hrs. S. Even years. Physical education as a part of the school curriculum. Implications of child development in planning elementary physical education. Prerequisite: 21:14 or equivalent.

37:181(g). History and Philosophy of Dance—2 hrs. S. Even years. From primitive ritual to the art forms of the twentieth century.


37:190(g). Methods and Principles of Physical Education—3 hrs. F. Credit as a course in education for a student whose major is Physical Education. No credit for person with credit in 39:191 or 37:183.


Physical Education for Men


PHYSICAL EDUCATION FOR MEN MAJOR—TEACHING

A prospective major will take 38:4 and 38:6 instead of 38:1 in the freshman or sophomore years. 38:1; 38:4; 38:6 are not included in the minimum hours of the major.


Sports Theory: At least three of the following: 38:5; 38:101; 38:102; 38:103; 38:104

23 hours
5 hours
33 hours

PHYSICAL EDUCATION FOR MEN MAJOR

A prospective major will take 38:4 and 38:6 instead of 38:1 in the freshman or sophomore years. 38:1; 38:4; 38:6 are not included in the minimum hours of the major.

Courses elected from the following three groups within the limits indicated.


8-14 hours
8-14 hours
8-14 hours
8-14 hours

At least one-half the work in the major must be in courses numbered 100 or above.

Eight hours required in courses in the fields of fine arts, languages, literature, mathematics, philosophy, psychology, religion, the natural sciences, speech, or the
social sciences using courses which have not been used to complete requirements in General Education or on the major.

Students interested in going on to graduate work in physical therapy may be permitted to substitute courses in psychology, science, and sociology on any course group within the major with permission of the major department.

PHYSICAL EDUCATION FOR MEN MINOR—TEACHING


Sports Theory: Elect from 38:5; 38:101; 38:102; 38:103; 38:104; 38:115 ................................................. 8

Physical Education Activities: Elect from 38:4; 38:6; 38:105; 38:106; 38:107 .................................................. 2

PHYSICAL EDUCATION FOR MEN SUBJECT FIELD—Junior High School Major

Students declaring this subject field will have the requirements of the physical education major modified to suit the individual student. The department will prepare upon request the individual program and provide copies for the student, his adviser, and the Registrar.

Required: ................................................................. 30 hours

During one of the first two semesters men students on the teaching program must receive credit in a swimming course or pass the standard swimming test required by the department.

Men may use only one semester hour credit in courses open to both men and women in fulfilling the 38:1 requirement.

38:1. Physical Education. This work in 38:1 required of all men students is selected from the following courses: badminton, baseball, basketball, boxing, cross-country, football, games, golf, gymnastics, handball, modified activities, six-man football, soccer, softball, speedball, beginning swimming, advanced swimming, tennis, touch football, track and field, volleyball, and wrestling.

38:4. Minor Team Sports—1 hr. F-S. Team activities for junior and senior high schools, physical education and recreation programs. 2 days. Prerequisite: sophomore standing.

38:5. Wrestling—1 hr. F. Fundamentals, elementary and advanced skills, conditioning, strategy, and administration of wrestling. 2 days.

38:6. Minor Individual Sports—1 hr. F-S. Individual activities for junior and senior high schools, physical education and recreational programs. 2 days.


38:103. Baseball—1 hr. S. Fundamentals, individual position play, offensive and defensive team strategy and management. 2 days.

38:104. Track and Field—2 hrs. S. Rules and techniques in standard track events. Demonstration and coaching of each event required. Meet management stressed. 2 days.

38:105. Gymnastics—1 hr. S. Elementary exercises on bars, horse, mats, and other apparatus. 2 days.

38:106. Swimming—1 hr. S. Teaching swimming and diving. Opportunity for Red Cross Senior Life Saving Certificate. Prerequisite: ability to swim. 2 days.

38:107. Games and Rhythmic Activities—2 hrs. F-S. For elementary, junior, and senior high schools. 4 days.

38:115(g). Training Techniques—2 hrs. F-S. Demonstration and work in the prevention and treatment of athletic injuries; diet, care of equipment, physiotherapy. TO ACCOMPANY STUDENT TEACHING.
38:150. Anatomy and Kinesiology—3 hrs. F-S. Attention to the skeleton, the muscular system, and to joint construction. Application to analysis of skills and techniques used in teaching physical education. No credit for a student with credit in 37:50 or 37:151.

38:172. Group Leadership—1 hr. F-S. Group leadership of different activities. Prerequisite, or corequisite: 37:190(g).

Physical Education for Women

PHYSICAL EDUCATION FOR WOMEN MAJOR—TEACHING


Elective .......................................................... 1

40 hours

Students interested in endorsement of their certificates as elementary teachers should consult with the head of the department.

PHYSICAL EDUCATION FOR WOMEN MINOR—TEACHING

Required: 39:191; 39:193; 37:183 .................................................. 8 hours

Twelve to sixteen physical education activities ........................................ 4


18 hours

Student should consult with the head of the department in selection of activities.

PHYSICAL EDUCATION FOR WOMEN MINOR


Health and Safety chosen from: 37:10; 37:15; 37:113; 37:111 ............................................. 2-4


20 hours

PHYSICAL EDUCATION FOR WOMEN SUBJECT FIELD—Junior High School Major


Health and First Aid, choose two: 37:10; 37:15; 37:110 .......................... 4

Physical Education Theory and Sciences:


30 hours

It is recommended that the student confer with the head of the Department of Physical Education for Women in selecting activities, and that an outlined program be prepared for the student, her adviser, the department, and the Registrar.

39:1. Physical Education—1 hr. F-S. The work in 39:1 required of all women students is selected from the following courses:

Group Games and Team Sports: beginning basketball, intermediate basketball, advanced basketball, field-ball, simple team games, beginning hockey, advanced hockey, beginning soccer, advanced soccer, beginning softball, intermediate softball, advanced softball, speedball, beginning volleyball, intermediate volleyball, and advanced volleyball; officiating.

Individual and Dual Activities: beginning archery, intermediate archery, archery golf, indoor archery, bowling, canoeing, beginning golf, intermediate golf, horsback riding, ice skating, outing activities, recreational games, stunts and tumbling, beginning swimming, first intermediate swimming, second intermediate swimming, advanced swimming, diving, lifesaving, beginning tennis, intermediate tennis, advanced tennis, trampoline, and winter sports.

Rhythmic Activities: beginning folk dance, intermediate folk dance, advanced folk dance, beginning modern dance, intermediate modern dance, advanced modern dance, beginning social dance, advanced social dance, beginning tap and clog, and American country dance.

Fundamentals of Movement: body mechanics, movement fundamentals, adapted gymnastics, and conditioning exercises.

Physical Education for Special Groups: activities for social recreation, fundamentals of rhythmic education, and individual activities.

39:6. Freshman Major Activities—1 hr. F-S. Open only to prospective majors and minors in Physical Education. 4 periods. Soccer and speedball, tennis, basketball, volleyball, modern dance, softball, and swimming.

39:7. Sophomore Major Activities—2 hrs. F-S. Open only to majors and minors in Physical Education. 8 periods. Hockey, tennis, archery, golf, badminton, stunts and tumbling, folk dance, American country dance, social dance, modern dance, body mechanics, lifesaving, swimming, diving.


39:108. Junior Major Activities—1 hr. F-S. Open only to majors and minors in Physical Education. 4 periods. May be elected to develop further skill in activities.

39:109. Senior Major Activities—1 hr. F-S. Open only to majors and minors in Physical Education. 4 periods. Seniors may use to improve physical skills.

39:112(g). Sports Techniques—2 hrs. Experience in analysis of skill, elementary strategy, and problems of teaching specific team and individual sports. For the teacher in the field. Two or more sports included each session. Offered summer only. May be repeated once for credit.

39:191. Methods and Materials in Physical Education—1 to 4 hrs. F-S. May be repeated for credit to total of 4 hours Up to 3 hours credit as a course in education for a student whose major is physical education. Meets 2 hours for each hour of credit. Prerequisite: 6 hours of 39:6 and 39:7 or equivalent. No credit for students with credit in 37:190.


39:194. Teaching of Swimming and Aquatics—2 hrs. S. Prerequisite: Lifesaving or approved equivalent. 3 periods.

Science


SCIENCE MAJOR—TEACHING

Required: Two of the following sequences:
- 84:34 and 36; 86:44 and 46*
- 88:54 and 56
- 82:190

Electives in science

16 hours 3

19 or 27

‡86:48 may be substituted for 86:46.

†Students who choose a minor outside the department will complete a 38-hour minimum major. Students who do not choose such a minor will complete a 46-hour minimum major, but will also be required to take at least 10 hours outside the field of science, and in addition to other degree requirements.

Fields of emphasis in biology, chemistry, and physics may be declared provided that the student has at least 18 hours in his field of emphasis. A field of emphasis in general science may be declared and approved if the student completes satisfactorily the program outlined by the Department of Science.

No science major on the teaching program may take a formal minor in the Science field.

SCIENCE MAJOR

Required: Two of the following sequences:
- 84:34 and 36; 86:44 and 46*
- 88:54 and 56

Electives in science

22

*86:48 may be substituted for 86:46.

The equivalent of at least 10 hours in a foreign language is strongly recommended.

Eight hours required in courses in the fields of fine arts, languages, literature, mathematics, philosophy, psychology, religion, speech, or the social sciences using courses which have not been used to complete requirements in General Education or on the major.

SCIENCE SUBJECT FIELD—Junior High School Major

Required: 84:34; 84:36; 86:44; 86:46; 88:54; 88:56; 82:190

Electives in science

27 hours 8

35 hours


It is recommended that consideration be given to taking additional hours appropriate to the major in Science with an emphasis in General Science, and that the completion of this major would be a desirable goal.

GENERAL COURSES IN SCIENCE


82:22. The Biological Sciences I—4 hrs. F-S. Basic principles of biology and their social and economic implications. Human physiology and health. 82:20 should precede this course. Discussion, 3 periods; lab., 2 periods.

82:120(g). The Physical Sciences II—3 hrs. F-S. Fundamental concepts of physics, chemistry, astronomy, meteorology, and geology. To follow and extend the content of 82:20. Discussion, 2 periods; lab., 2 periods. Prerequisite: 82:20 or equivalent. Not to be taken by science majors, minors or students with credit in 82:118.

82:122(g). The Biological Sciences II—3 hrs. F-S. Fundamental concepts of botany and zoology. To follow and extend the content of 82:22. Discussion, 2 periods; lab., 2 periods. Prerequisite: 82:22 or equivalent. Not to be taken by science majors, minors or students with credit in 84:115.
Courses of Instruction

**82:190. The Teaching of Science—3 hrs. F-S.** Credit also as a course in education for a student whose major is science. Prerequisite: 10 hours of science. Should precede student teaching. Discussion, 3 periods.

**82:198. Independent Study.** See pages 39 and 61.

**82:200. History and Philosophy of Science—2 hrs. F.**

**82:280. Seminar in Science Teaching—2 hrs. S.**

**82:299. Research.** See pages 61, 117, 120, and 125.

**BIOLOGICAL SCIENCE**

A student on the teaching program who is interested in a major in biology should major in science and declare biology as his field of emphasis.

**BIOLOGY MAJOR**

Required: 84:34; 84:36 .................................................. 8 hours
86:44 and 86:46 or 86:44 and 86:48 ............................. 8
Electives in biology .......................................................... 22

The equivalent of at least 10 hours in a foreign language is strongly recommended.

Eight hours required in courses in the fields of fine arts, languages, literature, mathematics, philosophy, psychology, religion, speech, chemistry, physics, or the social sciences using courses which have not been used to complete requirements in General Education or on the major.

**BIOLOGY MINOR—TEACHING OR NON-TEACHING**

Required: 82:22; 84:34; 84:36 ........................................... 12 hours
Electives in biology .......................................................... 4

**84:31. Anatomy and Physiology—4 hrs. F.** Open only to nurses in training. Discussion, 3 periods; lab., 2 periods.

**84:33. Microbiology—3 hrs. S.** Open only to nurses in training. Discussion, 2 periods; lab., 2 periods.

**84:34. General Zoology—4 hrs. F-S.** Activities, structure, methods of reproduction, and relationships of major types of animal life. Prerequisite: 82:22. Discussion, 2 periods; lab., 4 periods.

**84:36. General Botany—4 hrs. F-S.** Activities, structure, methods of reproduction, relationships, and uses of major types of plant life. Prerequisite: 82:22. Discussion, 2 periods; lab., 4 periods.

**84:38. Human Physiology—3 hrs. F-S.** Required for a major in physical education for men. Anatomy and functioning of the organ systems of the human body. Prerequisite: 84:34 or equivalent. Discussion, 2 periods; lab., 2 periods.

**84:103(g). Conservation of Iowa Resources—3 hrs. F.** Even years. Natural resources of Iowa including soil, forest, wildlife, minerals and water; their inter-relationships with the economics and social development of the state and nation; techniques of natural resources management. Discussion, 3 periods.

**84:104(g). Iowa Conservation Problems B—3 hrs.** Wildlife, soil nutrients, and balance of nature. Field experience. Preparation of visual aids, demonstrations, bibliographies, and projects. Offered only at Conservation Camp.

**84:105(g). Iowa Conservation Problems A—3 hrs.** Soil, water, and forests and their conservation. Preparation of visual aids, demonstrations, bibliographies, and projects. Field experience. Offered only at Conservation Camp.

**84:106(g). Comparative Anatomy of the Vertebrates—4 hrs. F.** Comparison of the origin, development, and anatomy of the classes of vertebrates. Prerequisite: 84:34. Discussion, 2 periods; lab., 4 periods.

**84:108(g). Vertebrate Embryology—4 hrs. S.** Development of vertebrate organism. Formation and development of germ cells; fertilization; growth and differentiation. Prerequisite: 84:34. Discussion, 2 periods; lab., 4 periods.

99
84:112(g). Invertebrate Zoology—3 hrs. F. Even years. Anatomy and physiology of type forms of the invertebrate phyla. Prerequisite: 84:34. Discussion, 1 period; lab., 4 periods.

84:114(g). Animal Physiology—4 hrs. S. A physio-chemical analysis of basic functions and processes common to most animals. Prerequisite: 84:34 and one year of chemistry and physics. Discussion, 2 periods; lab., 4 periods. No credit for a student with credit in 84:38 Human Physiology.

84:120(g). Plant Morphology—3 hrs. S. Odd years. Structure and evolution of plant phyla with emphasis upon algae, fungi, mosses, and ferns. Prerequisite: 84:36. Discussion, 1 period; lab., 4 periods.

84:122(g). Plant Physiology—4 hrs. S. Even years. Physiological processes of plants with emphasis on plant metabolism. Responses of plants to stimuli. Prerequisite: 84:36. Discussion, 2 periods; lab., 4 periods.

84:140(g). Genetics and Evolution—3 hrs. F. Heredity, variation, and developmental history of living things, especially man. Significance of genetic laws, and their relationship to development of animals, plants, and the human race. Prerequisite: 82:22 or college course in biological sciences. Discussion, 3 periods.

84:150(g). Bacteriology—3 hrs. F-S. Classification, structure, and physiology of bacteria with special reference to man. Prerequisite: 82:22. Discussion, 2 periods; lab., 2 periods.

84:160(g). Field Zoology of Vertebrates—4 hrs. S. Native animals of the state, as seen on field trips. Prerequisite: 84:34. Discussion, 2 periods; lab. and field work, 4 periods. Also offered during the summer at the Iowa Lakeside Laboratory.

84:166(g). Plant Taxonomy and Ecology—4 hrs. F. Odd years. Field recognition, identification, economic importance, and evolution of seed plants of our native flora, as seen on field trips. Plant community relationships, and effects of environment on growth and distribution of wild flowers, ferns, shrubs, and trees. Prerequisite: 84:36. Discussion, 2 periods; lab. and field work, 4 periods. Also offered during the summer at the Iowa Lakeside Laboratory.

84:170(g). Entomology—3 hrs. F. Odd years. Insects and their relation to man. Prerequisite: 84:34, or equivalent. Discussion, 2 periods; lab., 2 periods.


84:220. Advanced Plant Morphology—4 hrs. S. Odd years. Life histories of representatives of the plant phyla. Morphological and physiological advancements which have resulted in the gradual evolution of flowering plants. Discussion, 2 periods; lab. and field work, 4 periods.

84:225. Aquatic Biology—4 hrs. S. Even years. The biological, physical and chemical aspects of aquatic environments with special emphasis on collection and identification of aquatic organisms. Discussion, 2 periods; lab. and field work, 4 periods.

84:230. Special Problems in Biology—1 to 6 hrs. Credit determined at registration. Individual problems of the student. Prerequisite: departmental approval.

CHEMISTRY

A student on the teaching program who is interested in a major in chemistry should major in science and declare chemistry as his field of emphasis.

CHEMISTRY MAJOR

Required: 86:44; 86:48; 86:124; 86:126; 86:132; 86:140; 80:45; 80:46 ............................................ 34 hours
Electives in chemistry .................................................. 6

40 hours

It is strongly recommended that a student planning to continue graduate work in chemistry take 88:54 and 88:56.

100
The equivalent of at least 10 hours in a foreign language is strongly recommended.
Eight hours required in courses in the fields of fine arts, languages, literature, mathematics, philosophy, psychology, religion, speech, biology, physics or the social sciences using courses which have not been used to complete requirements in General Education or on the major.

### CHEMISTRY MINOR—TEACHING OR NON-TEACHING

<table>
<thead>
<tr>
<th>Required</th>
<th>Electives in chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>86:41. Chemistry for Nurses</strong>—3 hrs.</td>
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<tr>
<td>S. Inorganic, organic, and physiological chemistry for nurses in training.</td>
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<tr>
<td>Discussion, 2 periods; lab., 2 periods.</td>
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<tr>
<td><strong>86:44. General Chemistry I</strong>—4 hrs.</td>
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<tr>
<td>F-S. Structure of matter, its physical properties and laws describing them, the periodic table and its relation to atomic structure, and chemical properties, and non-metallic elements and their compounds.</td>
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<tr>
<td>Prerequisite: 82:20. Students who have had one unit of high school chemistry or equivalent may, if they show sufficient proficiency by examination, enter 86:46 or 86:48. Discussion, 2 periods; lab., 4 periods.</td>
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<tr>
<td><strong>86:46. General Chemistry II</strong>—4 hrs.</td>
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<tr>
<td>F-S. Continuation of 86:44 with emphasis on chemistry of non-metals, metals and metallurgy, chemical equilibrium, organic and physiological compounds. For science majors and others who do not take organic chemistry. Majors with chemistry emphasis see 86:48. Prerequisite: 86:44 or equivalent preparation. Discussion, 2 periods; lab., 4 periods. No credit for a student with credit in 86:48.</td>
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<tr>
<td><strong>86:48. Inorganic Chemistry</strong>—4 hrs.</td>
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<tr>
<td>S. Continuation of 86:44 with emphasis on chemistry of non-metals, metals, chemical and ionic equilibrium, and separation and identification of ions. Discussion, 2 periods; lab., 4 periods.</td>
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</tr>
<tr>
<td>Prerequisite: 86:44 or equivalent. For pre-professional students and science majors with a special interest in chemistry. Others may enroll. No credit for a student with credit in 86:46.</td>
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<tr>
<td>F. Principles of chemistry as applied to the home and industry. For home economics students and non-science majors. Discussion, 2 periods; lab., 2 periods. No credit for a student with credit in 86:44.</td>
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<tr>
<td><strong>86:63. Applied Organic and Physiological Chemistry</strong>—5 hrs.</td>
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<tr>
<td>S. No credit for a student with credit in 86:124. For home economics students and non-science majors. Prerequisite: 86:61 or equivalent. Discussion, 3 periods; lab., 4 periods.</td>
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<tr>
<td><strong>86:124(g). Organic Chemistry I</strong>—4 hrs.</td>
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<tr>
<td>F. Essentials of organic chemistry including lipids and carbohydrates. For science majors and those preparing for dentistry or medicine. Prerequisite: 86:46 or 86:48. Discussion, 2 periods; lab., 4 periods.</td>
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<tr>
<td><strong>86:126(g). Organic Chemistry II</strong>—4 hrs.</td>
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<tr>
<td><strong>86:132(g). Quantitative Analysis I</strong>—4 hrs.</td>
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<tr>
<td>F. Odd years. Volumetric and gravimetric analyses. Prerequisite: 86:46 or 86:48. Discussion, 2 periods; lab., 4 periods.</td>
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<tr>
<td><strong>86:134(g). Quantitative Analysis II</strong>—2 to 4 hrs.</td>
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<tr>
<td>Credit determined at registration. Adapted to needs of students. May include food or water analysis or advanced techniques and theory in general quantitative work. Prerequisite: 86:132.</td>
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<tr>
<td><strong>86:140(g). Physical Chemistry I</strong>—4 hrs.</td>
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<tr>
<td>F. Even years. Application of the laws of physics to chemical phenomena. Prerequisite: 86:132; 80:46. Discussion, 2 periods; lab., 4 periods.</td>
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<tr>
<td><strong>86:141(g). Physical Chemistry II</strong>—4 hrs.</td>
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<tr>
<td>Continuation of Physical Chemistry I which is prerequisite. Discussion, 2 periods; lab., 4 periods.</td>
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</tr>
<tr>
<td><strong>86:142(g). Principles of Physical Chemistry</strong>—3 hrs.</td>
<td></td>
</tr>
<tr>
<td>Physical aspects of chemistry for the needs of the high school and junior college physics and chem-</td>
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</tr>
</tbody>
</table>
istory teacher. Prerequisite: departmental approval. Discussion, 2 periods; lab., 2 periods.  
**86:144(g). Advanced Inorganic Chemistry**—2 hrs. F. Odd years. The structure of the elements and their consequent physical and chemical properties and their relations to the periodic chart. Discussion, 2 periods. Prerequisite: departmental approval.  
**86:220. Chemical Literature**—2 hrs. For high school teaching and advanced study. Prerequisite: departmental approval. Discussion, 2 periods.  
**86:240. Special Problems in Chemistry**—1 to 6 hrs. Credit determined at registration. Problems selected according to needs of students. Prerequisite: departmental approval.  
**86:260. Radiochemistry**—3 hrs. Radioactivity, principles of nuclear reactions, production and uses of radioisotopes. Practical experience in simple instrumentation and safe handling techniques of radioactive materials. Emphasis on uses of radioisotopes by the high school and junior college science teacher. Prerequisite: departmental approval. Discussion, 2 periods; lab., 2 periods.  

**EARTH SCIENCE**  
**87:180(g). Meteorology**—3 hrs. F. Odd years. Meteorological elements and their application to weather; interpretation of weather maps. Prerequisite: 90:25.  
**87:184(g). General Geology**—3 hrs. F. Even years. Agencies producing land forms; rocks and rock structures; diastrophism and vulcanism. Prerequisite: 90:25.  

**PHYSICS**  
A student on the teaching program who is interested in a major in physics should major in science and declare physics as his field of emphasis.  
**PHYSICS MAJOR**  
Required: 88:54; 88:56; 88:138; 88:152 or 88:154; 88:160 ....... 21 hours  
Electives in physics .................................................. 9  
.......................................................... 30 hours  
A minor in mathematics including 80:61 is required.  
It is strongly recommended that a student who plans to continue graduate work in physics take 86:44 and 86:48.  
The equivalent of at least 10 hours in a foreign language is strongly recommended.  
Eight hours required in courses in the fields of fine arts, languages, literature, philosophy, psychology, religion, speech, biology, chemistry, or the social sciences using courses which have not been used to complete requirements in General Education or on the major.  
**PHYSICS MINOR—TEACHING OR NON-TEACHING**  
Required: 82:20 .......................................................... 3 hours  
Electives in physics .................................................. 13  
.......................................................... 16 hours  
**88:52. Principles of Physics**—3 hrs. F. For students of industrial arts and non-science majors. Does not count toward a major or minor in physics. No credit for a student with credit in 88:54 or 88:56. Prerequisite: 82:20. Discussion, 2 periods; lab., 2 periods.  
**88:54. General Physics I. Mechanics and Heat**—4 hrs. F-S. Prerequisite: 82:20 and working knowledge of algebra. Discussion, 3 periods; lab., 2 periods.  
**88:56. General Physics II. Sound, Light, Electricity, and Magnetism**—4 hrs. F-S. Prerequisite: 88:54. Discussion, 3 periods; lab., 2 periods.  
**88:107. Acoustics**—2 hrs. For students with a major or minor in music. Emphasis on nature of musical sounds and characteristics of instruments. Discussion, 2 periods.  

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Courses of Instruction


88:136(g). Modern Physics—5 hrs. S. Introduction to the electrical nature of matter, structure of atoms, nature of radiant energy, x-rays, radioactivity, nuclear structure, and atomic energy. Prerequisites: 88:54 and 88:56. Discussion, 4 periods; lab., 2 periods.

88:152(g). Measurements in Electricity—3 hrs. F. Even years. Instruments for measuring resistance, voltage, current, power, capacitance, inductance, and magnetic field strength. Prerequisite: 88:56 or equivalent preparation. Discussion, 2 periods; lab., 2 periods.

88:154(g). Alternating Currents—4 hrs. F. Odd years. Industrial alternating currents, high frequency currents, A.C. circuits, radio, and television. Prerequisites: 88:54 and 88:56. Discussion, 3 periods; lab., 2 periods.

88:160. Intermediate Physics—5 hrs. F. A non-laboratory course devoted to more advanced phases of mechanics, heat, and electricity with emphasis on solving problems in these fields. Discussion, 5 periods. Prerequisites: 88:54 and 88:56.

88:161(g). Acoustics and Optics—4 hrs. S. Odd years. Prerequisite: 88:56 or equivalent preparation. Discussion, 3 periods; lab., 2 periods.

88:250. Special Problems in Physics—1 to 6 hrs. Credit determined at registration. Problems selected according to needs of students. Prerequisite: departmental approval.


88:264. Atomic Physics—4 hrs. Structure of atoms including nuclear and extranuclear systems. Nature of energy changes occurring within the atom in emission and absorption or radiation and in radioactive disintegrations. Problems of nuclear fission and applications of the energy made available. Prerequisites: 88:54 and 88:56.


Social Science


SOCIAL SCIENCE MAJOR—TEACHING

General Education applicable:
68:21; 68:22 (credit as social science) ........................................ 4 hours
90:23; 90:24; 90:25 .................................................................. 11

Additional basic requirements:
History: 96:14 or 96:114 and electives .............................................. 8
Economics: 92:52 and electives .................................................... 6
Political Science: 94:114 and electives ................................ .......... 6
Sociology: 98:58 and electives .................................................... 6
Geography elective .................................................................. 3
Methods: 90:190 ......................................................................... 2
Electives in social science ......................................................... 6

52 hours

A transfer student who does not present equivalent courses in general education must show total hours by areas as follows: history, 12; economics, 8; political science, 8; sociology, 8; and geography, 6.

Emphasis: A student on the teaching program who plans to teach only in the social studies or who wishes to do graduate work in social science should complete an emphasis in one specific discipline. An emphasis may be acquired by completing at least 20 hours in one field by means of additional courses: history, 8; economics and sociology, 4; political science, 12; geography, 14. A student who declares an emphasis need not select a minor but he must take at least 10 hours in courses other than social science in addition to other degree requirements.

Minor: For the student who does not select an emphasis, the required minor may not be in the social science field.

Foreign language: Reading proficiency in a foreign language is recommended for all social science majors on the teaching program, particularly those planning to do graduate work.

SOCIAL SCIENCE MAJOR

Required in area of chosen emphasis (Economics, Political Science, or Sociology) 25 hours

Six hours required in each of two other areas, (Economics, Geography, Political Science, History, Sociology) 12

Electives excluding 90:190 3

40 hours

Courses used to meet General Education or other degree requirements may not be used to meet minimum requirements of the major.

Reading proficiency in a foreign language is required.

SOCIAL SCIENCE SUBJECT FIELD—

Junior High School Major

Required: 90:190; 94:131; 96:14; 96:114; 96:155 and a regional course in geography 19 hours

Either 97:114 or 97:143 3

Electives chosen from the following: 92:52; 98:58; 98:156; another regional geography course, other courses in history or political science 8

30 hours

Highly recommended electives are 95:130; 96:136; 96:140.

It is recommended that consideration be given to taking additional hours appropriate to the major in social science, and that the completion of this major would be a desirable goal.

SUBJECT FIELD FOR CORE TEACHER in Social Science and the Language Arts on the Junior High School Major

Social Science:

Required: 90:190; 96:14; 96:114; 96:155 16 hours

Geography, regional courses 8

Language Arts:


48 hours

Notes:
1. Both 68:21 and 68:22 should precede the social science sequence.
2. 68:21 and 68:22 each provide 2 hours credit in history.
3. 64:116 and 65:141 count as credit on either social science major.
4. 68:123 counts as credit on either social science major, the history emphasis, the history major, or the history minors.
GENERAL COURSES IN SOCIAL SCIENCE

90:10. Contemporary Affairs A—1 hr. F-S. May be repeated for credit.


90:24. Man in Society II—4 hrs. F-S. Continuation of 90:23 with emphasis upon the community in its sociological and political relationships. Prerequisite: 90:23.

90:25. World Resources—3 hrs. F-S. Distribution and utilization of arable land, grasslands, and forests in various types of climates; man's response to natural environment; power and metal resources; manufacturing regions. 82:22 should precede this course.

90:110. Contemporary Affairs B—1 hr. F-S. May be repeated for credit.

90:123. Problems in American Civilization—2 hrs. F-S. Problems facing the United States in its world relationships. TO ACCOMPANY STUDENT TEACHING.

90:190. The Teaching of the Social Studies—2 hrs. F-S. Credit also as a course in education for a student whose major is social science. Prerequisite: 12 hours of social science. Ordinarily should precede student teaching.


90:199(g). Study Tour, Latin America—6 hrs. Six weeks' study in Latin America with emphasis on the social aspects of countries visited

90:280. Social Science Seminar—1 to 3 hrs. F-S. Usually one section each semester drawn from (1) Social Science, (2) American History, (3) European History, (4) Political Science, (5) Economics, or (6) Sociology. May be repeated for a maximum of 6 hours. Prerequisite: departmental approval.

90:285. Individual Readings—1 to 3 hrs. F-S. Directed readings and reports in areas drawn from (1) History, (2) Political Science, (3) Economics, or (4) Sociology. Readings may be repeated for a maximum of 6 hours. Prerequisite: departmental approval.


ECONOMICS AND SOCIOLOGY

A student on the teaching program who wishes to major in economics and sociology should major in social science and declare an emphasis in economics and sociology.

ECONOMICS AND SOCIOLOGY MINOR—TEACHING

Required: 90:23; 90:24 (credit as economics and sociology) 6 hours
92:52 and 98:58 6
Electives in economics or sociology 4

ECONOMICS

ECONOMICS MINOR

Required: 92:52 and 92:53 6 hours
Electives in economics 9

SOCIOLOGY

SOCIOLOGY MINOR

Required: 98:58 and 98:156 ................................................................. 6 hours
Electives in sociology ........................................................................ 9

15 hours


98:119(g). The Family—2 hrs. F.


98:152(g). Population—3 hrs. S. Composition and theories of population; improvement of racial quality; growth of population and its bearing upon wages and standards of living.

98:153(g). Crime and Delinquency—4 hrs. F.


98:157(g). Minority Group Relations—3 hrs. Social relations of minority groups within the larger American society with special reference to Negro-Caucasian relations.

98:173(g). The Community—4 hrs. F. Forces affecting social life in the urban and rural areas.

98:174(g). Area Anthropology—3 hrs. S. Odd years. The culture of a particular area or people. Choice of subject cooperatively determined by students and instructor. Prerequisite: 98:156.

98:175(g). Culture and the Individual—3 hrs. How anthropology explains the development of individual types in different cultures.

98:177(g). American Class Structure—3 hrs. The social class order as related to our urban-industrial stage of economic development, our West-European cultural heritage, and to the circumstances of settlement in a new continent.

98:214. Sociological Theory—3 hrs. A critical comparison and examination of the theoretical approaches to sociological knowledge and research.
POLITICAL SCIENCE

A student on the teaching program who wishes to major in political science should major in social science and declare an emphasis in political science.

POLITICAL SCIENCE MINOR—TEACHING

Required: 90:24 (credit as political science) 2 hours
Recommended electives: one course each in comparative government, political theory, political structure and organization 12 hours

POLITICAL SCIENCE MINOR

Required courses in political science 15 hours
94:334. Parliamentary Law—1 hr. S.
94:114. Introduction to American Government—3 hrs. F-S. National, state, and local political institutions; the citizen's political role in democratic society.
94:134(g). National Government and Administration—2 hrs. S. Legislative, executive, and judicial powers and procedures of the national government. Prerequisite: 90:24 or equivalent.
94:135(g). Modern European Governments—3 hrs. S. The governments of England, France, Germany, Switzerland, Italy, and certain newer European states.
94:148(g). Public Administration—3 hrs. Even years. The place of public servants in the functioning of government and of recent trends in the expansion of administration.
94:211. Major Political Philosophers—2 hrs. S. Odd years. Origin and development of the State as reflected in the writings of political philosophers.

HISTORY

A student on the teaching program who wishes to major in history should major in social science and declare an emphasis in history.

HISTORY MAJOR

Electives in history 12 hours
Courses chosen from at least two related fields of Economics, Geography, Political Science, Sociology, Philosophy, Literature 10 hours

Courses used to meet General Education or other degree requirements may not be used to meet minimum requirements of the major.
Reading proficiency in a foreign language is required.
HISTORY MINOR—TEACHING

Required: 68:21, 68:22 (credit as history) ......................... 4 hours
Electives including 2 courses in American history and 2 courses in European history .................................................. 12

16 hours


HISTORY MINOR

Electives in history excluding courses used to meet general education requirements .......................................................... 16 hours
96:114 and 96:155 are strongly recommended.

96:14. American History to 1877—4 hrs. F-S. A student with credit in 96:11 should consult the head of this department before registering for this course.

96:114. American History since 1877—4 hrs. F-S. A student with credit in 96:11 should consult the head of this department before registering for this course.

96:130(g). History of Iowa—2 hrs. F-S.
96:136(g). American Colonial History—3 hrs. S.
96:138(g). American Foreign Relations—3 hrs. Three hours of American history should precede this course.

96:140(g). History of the West—3 hrs. The westward-moving frontier and its influence. Three hours of American history should precede this course.

96:142(g). American Constitutional History—3 hrs. Three hours of American history should precede this course.

96:144(g). American Intellectual History—3 hrs. F. Three hours of American history should precede this course.

96:150(g). Greek, Roman, and Medieval Civilization—4 hrs. F.
96:154. Modern Europe to 1815—4 hrs. F-S. France, Spain, England, Prussia, Russia, Austria, the Netherlands, and the Italian States to 1870.
96:160(g). Twentieth Century Europe—3 hrs. Seeks the reasons for an age of conflict; political philosophies and personalities of the period.

96:162(g). European Intellectual History—3 hrs. Selected ideas and men in the 19th and 20th centuries. Prerequisite: junior standing.

96:166(g). English History—4 hrs.
96:168(g). The British Empire—3 hrs. British possessions throughout the world since 1815.

96:170(g). Russia—4 hrs. F-S. The political, social, and economic history of Russia and its world relationships with emphasis on the Near East.
96:172(g). Modern Germany—3 hrs.
96:185(g). The Far East—3 hrs. Recent history of China, Japan, and India.

96:187(g). Modern Chinese History—3 hrs. Political, social, economic, and intellectual developments in China with special emphasis on the period from the Revolution of 1911 to the present.

96:189. Readings in History—3 hrs. A student will choose one of the following areas at registration: (1) Ancient; (2) Medieval; (3) English; (4) French; (5) German; (6) Russian; (7) American; (8) Latin-American; or (9) Far Eastern (India, China, Japan). Prerequisites: Approval of the department head; for the field of American history, 10 semester hours in American history; for each of the other fields, 9 semester hours in history other than American, which must include 3 hours related to the particular field to be studied.

96:193(g). Historians and Historiography—2 hrs. S. Odd years. A study of the methodology and philosophy of history, illustrated by the history of historical writing. Strongly recommended for those declaring an emphasis in history. Prerequisite: 15 hours of history.
Courses of Instruction

GEOGRAPHY

A student on the teaching program who wishes to major in geography should major in social science and declare an emphasis in geography.

GEOGRAPHY MAJOR

Courses in geography including 90:25 and may include 87:180 and 87:184. 25 hours

Reading proficiency in a foreign language is required.

A minor is required. It may be in another social science discipline or in any other department.

GEOGRAPHY MINOR—TEACHING

Required: 90:25 (credit as geography) 3 hours

Electives in geography 11

14 hours

87:180 and 87:184 count as credit on this minor.

GEOGRAPHY MINOR

Required: 90:25 (credit as geography) 3 hours

Electives in geography 12

15 hours

97:114(g). Historical Geography of the United States—3 hrs. S. Even years.


97:145(g). Geography of Middle America—2 hrs. S. Odd years. Mexico, Central America, and the West Indies. Prerequisite: 90:25.

97:147(g). Geography of South America—3 hrs. F. Odd years. Prerequisite: 90:25.

97:149(g). Geography of Europe—3 hrs. F. Even years. Prerequisite: 90:25.

97:165(g). Geography of Asia—3 hrs. S. Odd years. Survey of Asia with detailed analysis of Japan, China, Indonesia, India, Pakistan, and the Asian Middle East. Prerequisite: 90:25.

97:167(g). Geography of Africa—3 hrs. S. Even years. Prerequisite: 90:25.

97:169(g). Geography of the Soviet Union—2 hrs. S. Even years. Emphasis on interregional and international relations. Prerequisite: 90:25.

97:170(g). Political Geography—3 hrs. F. Even years. Role of location, size, shape, relief, and resources in development of state and international affairs. Prerequisite: 90:25 and two regional courses in geography.


Teaching


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The completion of an undergraduate teaching curriculum requires 8 hours' credit in student teaching. Student teaching credit earned in other colleges does not meet the student teaching requirements of the State College of Iowa. A student who has 3 semester hours or more in student teaching in another college in the same area as his major at the State College of Iowa will be held for at least 4 hours in student teaching at this college. A student who completed either the old two-year curriculum or the two-year plan and desires to complete the work for a bachelor's degree is required to take additional work in student teaching only if he majors in an area other than that of teaching in the upper or lower grades of the elementary school.

Any student may elect more than the required 8 hours of work in student teaching but only 10 hours of credit in the Department of Teaching may be applied toward the requirements for graduation. For the student who chooses to take additional work in student teaching, an effort is made to provide the specialized experiences most needed by the student, such as work in guidance, remedial reading, and visual aids.

Undergraduates do their required work in student teaching during their senior year although some juniors may be recommended for assignment. Student teaching is offered in an 8-hour block requiring the student's full time for nine weeks. During the other nine weeks of the student teaching semester, the student will take work in professional education, philosophy or religion, and his major. Courses are specially scheduled for this purpose. If a student is given permission to take an additional 4 hours either as an elective or as a transfer student, the work will be specially scheduled in cooperation between the Director of Student Teaching and the Registrar.

The aim in student teaching is to give the student experience in as many aspects of the teacher's responsibilities as possible. This necessitates a broad pattern of experiences and includes taking charge of classes in the campus laboratory school or in an affiliated school, outlining units of work, conferring with supervisors, preparing comprehensive reports on student teaching activities, evaluating pupil progress, participating in the school's extra-class activities, working with consultants in special areas, learning how to make maximum instructional use of school and community facilities, and how to get along with school administrators, other teachers, children, and their parents.

The scholarship average required before a student is permitted to register for student teaching is 2.20. A student must make application for teaching at least three months in advance of the time when the work in teaching is to be taken. (Watch for announcements in the College Eye and on bulletin boards.)

28:134. Lower Elementary Teaching. Prerequisite: 8 hours of psychology and education.
28:136. Upper Elementary Teaching. Prerequisite: 8 hours of psychology and education.
28:250. Advanced Laboratory Practice—2 to 4 hrs. Students may concentrate on any aspect of the school program, such as the curriculum, methods, evaluation, remedial instruction, guidance, supervision, administration, public school relations, audio-visual aids, and extra-class activities. This course may be repeated for a total of 4 hours.

21:191(g). Supervision of Student Teaching—3 hrs. Designed primarily for those presently or potentially involved in the supervision of student teachers. It covers the selection and preparation of student teachers; readiness for student teaching; principles of supervision, including the identification and analysis of good classroom procedures; desirable experiences for the student teacher in the total school program; professional responsibilities of the student teacher in the school and community; evaluation of student teachers, and the supervising teacher's role in the selection of teachers for the profession. It also covers the selection and preparation of student teaching centers, qualifications of supervising teachers, and the role of the coordinator of student teaching.
The Graduate Program

Throughout the nation education has become more complex and rigorous. This has resulted in an increasing need not just for more administrators and teachers in our schools and colleges but for teachers and administrators who are more highly qualified. Iowa, like most other states, has recognized this need by raising, both quantitatively and qualitatively, the standards for certification for all professional positions in the public schools. There is today a general awareness that four years of college is not sufficient for the person who intends to make a professional career of education. A master's degree is now required to become a principal or a supervisor. It is also required for junior college teachers as well as for all teachers who seek the permanent professional certificate. Recently the preparation required of superintendents was extended to thirty hours beyond the master's degree. Moreover, because of rapidly changing conditions, new positions, particularly specialists and consultants in many fields, are being created. These, too, will require extensive graduate work.

The graduate program at the State College of Iowa has grown to meet the increasing demands for professionally competent personnel in education. It is designed to prepare highly qualified teachers, supervisors, administrators, and specialists in various fields for elementary and secondary schools as well as for junior colleges. Graduate-level courses are offered by all departments in the college. Recently a new sixth-year degree program was established to provide specialized graduate work beyond the master's degree. State College of Iowa now offers two graduate degrees:

Master of Arts in Education (See page 114).
Specialist in Education (See page 124).
Those who wish to continue their professional and cultural growth without fulfilling the requirements for a graduate degree may do so if they satisfy the requirements for admission to graduate study (page 33). All students taking work beyond the bachelor's degree, whether they are studying for an advanced degree or not, are classified as graduate students.

Admission to Graduate Study

(This Section Applies to All Students Taking Graduate Courses Here After Receiving the Bachelor’s Degree)

APPLICATION FOR ADMISSION TO GRADUATE STUDY—Anyone possessing the bachelor's degree from this or any other recognized institution who wishes to register for either undergraduate or graduate credit in this college must make application for admission to graduate study through the Registrar. Seniors in this college who are within five semester hours of graduation and who wish to register for graduate credit must apply for admission to graduate study. Students who complete all requirements for the bachelor's degree during the first half of a teaching semester may begin graduate work during the second half of that semester.

A student who expects to earn either the Master of Arts in Education degree or the Specialist in Education degree at this college must file a transcript from the college granting the baccalaureate degree if other than the State College of Iowa. A student who has earned graduate credit at another college or university must file an official transcript of such credit. A student who does not hold a teaching certificate and expects this college to recommend him for an original certificate must also file an official transcript. However, students who do not expect to become degree candidates and who do not expect the State College of Iowa to recommend them for certificates do not need to file transcripts. An official statement of the degree and date awarded will be sufficient.

A HEALTH RECORD, filled out by the family physician, is required of all new graduate students except those enrolled as undergraduates in this college during the year preceding application for admission to graduate study.

TYPES OF ADMISSIONS

1. Unconditional admission to graduate study will be granted a student if:
   a. He is a graduate of a college or university accredited by the National Council for Accreditation of Teacher Education or by the North Central Association of Colleges and Secondary Schools or by a corresponding accrediting agency.
   b. All the necessary papers and information have been filed with the Registrar.
   c. There is nothing in the student’s undergraduate record or other data to indicate that he is of doubtful promise as a graduate student.

2. Conditional admission to graduate study may be granted a student if:
   a. At the time of registration all the required information and data have not been received by the Registrar.
b. The student has not completed the work for the bachelor's degree at the time he applies for admission to graduate study.

3. Probational admission to graduate study may be granted a student if:
   a. He is a graduate of a college that at the time of his graduation was not accredited by the National Council for Accreditation of Teacher Education or by the North Central Association of Colleges and Secondary Schools or by a corresponding regional accrediting agency.
   b. His undergraduate record and other data indicate that he is of doubtful promise as a graduate student.

The conditional admission status will be removed by the Registrar as soon as the student has filed all the required records and reports, or in the case of a senior, he has received the bachelor's degree.

The probational admission status may be removed by the Registrar when the student has earned 18 hours of graduate credit in this institution with an average grade of B or higher.

FEES—See page 35.

REGULATIONS AFFECTING REGISTRATION—Each student admitted to graduate study is assigned an adviser by the Dean of Instruction. The adviser will assist the student in the registration process, involving the selection of courses and such other matters as:

1. The General Graduate Examinations. These examinations are required of all students who have been admitted to graduate study and are administered by the Bureau of Research and Examination Services during the period of the graduate student's first registration. One is a test of general academic ability; the other, an instrument measuring professional interests, attitudes, and understandings.

2. Maximum academic load. The maximum graduate student load during each semester of the academic year is 15 hours; that permitted during the eight-week summer session is 8 hours; that during the two-week post-session, 2 hours. A full-time teaching employee may not register for more than 6 hours of graduate credit in any semester.

3. Level of courses. Graduate students normally take 100-level courses (open primarily to juniors, seniors, and graduate students) if followed by a (g) and 200-level courses (open primarily to graduate students). However a graduate student may take courses numbered less than 100 for undergraduate credit, but only 100-level courses followed by a (g) will provide graduate credit.

4. Credit from other institutions. A maximum of 8 semester hours of graduate credit earned in another accredited institution may be applied toward meeting the minimum requirements for a master's degree at the State College of Iowa.

5. Veterans. All veterans planning to enroll under a veterans administration program must file proper authorization from the Veterans Administration in the office of the Registrar before registering. To receive full subsistence the student ordinarily is expected to enroll for 15 hours if under Public Law 16 or 894 and 14 hours if under Public Law 550 or 634. The Registrar has been appointed as the Veterans Coordinator.
and has been authorized to make certain exceptions in the matter of registration of veterans doing graduate work. He should be consulted if the student has questions concerning the regulations for veterans.

**Graduate Assistantships**

Two types of assistantships are available to qualified graduate students: graduate assistantships and research assistantships.

1. A limited number of graduate assistantships are available for graduate students who are in residence through the academic year. These assistantships permit the students to carry a maximum of 12 hours of work each semester. Assistantships for students working toward the master's degree carry a stipend of not more than $1350 for the academic year; a few with a stipend of not more than $1500 are available for students working toward the Specialist in Education degree. All assistantships are accompanied by a remission of $115 of the semester fees for the academic year and $73 of the fees for the succeeding summer session. Certain non-teaching duties requiring approximately 10 hours a week are assigned each graduate assistant. Application blanks for graduate assistantships are available in the office of the Dean of Instruction and applications should be filed in that office by March 1.

2. A limited number of research assistantships are available for graduate students who are in residence through the academic year. These provide a maximum stipend of $1500 for the academic year. In addition there is a remission of $115 of the semester fees for the academic year and a remission of $73 of the fees for the succeeding summer session. The work of the assistant will be so arranged that he may normally complete his degree in one academic year and the equivalent of two summer sessions. Research assistants aid staff members who are engaged in research. Application blanks for research assistantships may be secured from the office of the Dean of Instruction and should be filed in that office by March 1.

**Master of Arts in Education Degree**

Curricula leading to the Master of Arts in Education degree are available in elementary teaching; guidance and counseling; school administration and supervision—the last providing emphasis in elementary principalship, elementary supervision, and secondary principalship; and in secondary or junior college instruction in art, business education, English, industrial arts, mathematics, music, science, social science, and speech. Although a special curriculum is not available for supervisors of student teaching, a student can arrange a program which will qualify him for such a position.

The master's degree program emphasizes flexibility; on no curriculum are there many required courses. The program prescribed for each student depends upon his undergraduate preparation, his experience, and his future
Graduate Study

plans. For one student, a broad pattern of courses with little specialization and a minimum of work in the professional field may be recommended; for another, a highly specialized sequence of courses; and for a third, a program composed principally of work in education and psychology. In each case, the needs of the student as determined by him, his adviser, and his departmental committee are the guiding factors in course selection.

Additional flexibility results from the fact that two plans of study leading to the degree are available: one plan requires the writing of a thesis; the other does not.

It should be stressed, however, that regardless of the plan of study followed, the program of work leading to the master's degree should be a cohesive, logically-planned program rather than an accumulation of credit in a variety of courses.

So that the awarding of the master's degree may indicate superior achievement, only selected students are admitted to candidacy. It is relatively easy to secure admission to graduate study; it is considerably more difficult to become a candidate for the degree.

Admission to Candidacy

(This Section Applies Only to Those Students Planning to Earn the Master's Degree at the State College of Iowa)

Admission to candidacy is not the same as admission to graduate study. A student may wish to take only selected courses and have no intention of becoming a degree candidate. A student who wishes to earn the master's degree must first be admitted to graduate study (See p. 112 above), and then seek admission to candidacy for the degree. Admission to candidacy is granted after the conditions, explained below, have been met.

Application for candidacy is normally made during the first semester of residence work and candidacy must be approved before the beginning of the semester or summer session in which the student expects to receive his degree. The forms on which the application is made are available in the office of the various college departments. The application is left with the head of the major department. Unconditional admission to graduate study is a prerequisite for the approval of candidacy for the master's degree.

The department in which the application for candidacy is filed may recommend the applicant to the Dean of Instruction for approval as soon as:

1. The General Graduate Examinations have been successfully completed. (See p. 113.)
2. The student has earned or is eligible for an Iowa Professional Certificate or its equivalent.
3. The Departmental Candidacy Examination has been successfully completed.

This examination is prepared and administered by the department in which the student plans to pursue a major. The examination may be either written or oral or a combination of the two. Performance tests related to the special skills needed by teachers of such subjects as music, speech, and business education may be included as part of the candidacy examination.
for students pursuing majors in these areas. Students should consult with their department heads concerning the nature and content of these examinations.

The departmental examinations are conducted periodically and the student should consult the head of the department as to the time and place. The student will usually take this examination during the first semester of residence.

4. Either the thesis or the non-thesis plan of study has been selected.

5. A program of studies prepared by the candidate and his adviser has been approved by the departmental committee. This committee, with the student’s adviser, has responsibility for the review of the student’s program of studies to insure balance, breadth, and needed specialization. Each department offering a graduate major has one or more departmental committees.

6. The departmental committee recommends candidacy.

7. The application has been approved by the department head.

The Dean of Instruction may approve the application at once or may delay action until scholarship or other data are available or may return it to the department with comments. The Dean of Instruction is in general charge of each graduate student’s program.

**Thesis Committee.** For the student following the thesis plan, the thesis committee is appointed by the Dean of Instruction after his approval of the student’s application for candidacy. It consists of the student’s adviser as chairman and two additional faculty members. The committee assists the student in further defining his course work, in supervising his research and writing, and eventually accepts or rejects the thesis. The nature of the thesis is described on pp. 118-119.

**Selection of Thesis Topic.** The student following the thesis plan of study is urged to make at least a tentative selection of a topic by the end of his first semester in residence. The course 21:294 Educational Research, which the student ordinarily takes during his first semester in residence, provides an opportunity to explore suitable topics. The delineation of an exact topic is not necessary before applying for candidacy but the designation of a probable area of study must be made.

**Graduation Requirements**

(This Section Applies Only to Those Students Planning to Earn the Master’s Degree at the State College of Iowa)

**Hours of Credit.** Thesis plan: At least 30 semester hours of graduate credit of which at least 22 semester hours must be earned at the State College of Iowa.

Non-thesis plan: At least 38 semester hours of graduate credit of which at least 30 semester hours must be earned at the State College of Iowa. At least 8 semester hours must be taken in departments other than that of the grad-
On both plans, the total must include:

1. A minimum of 15 hours of work (thesis plan) or 19 hours of work (non-thesis plan) in courses numbered 200 and above.

2. The 7-hour professional core, consisting of
   a. 21:294 Educational Research—3 hours.
   b. 20:214 Advanced Educational Psychology—2 hours, or 21:234 Philosophy of Education—2 hours.
   c. Either a special methods course in the major field—2 hours, or any additional course numbered 200 and above in the departments of education or teaching—2 hours.

3. The course requirements for a specific major (See Requirements for Various Majors, pp. 121-124, and any additional courses designated by the departmental committee.

Certain limitations on the amount and kinds of credit must be observed:

1. Research Credit. A maximum of 6 hours of research credit may be applied on the master's degree. No more than 3 hours of credit will be allowed for research on the thesis and no more than 3 hours will be allowed on other projects. Research carries residence credit, is open to any graduate student having the approval of the head of the appropriate department, and may be pursued either on campus or off campus but not in an extension class. There is no prerequisite, although it is strongly recommended that 21:294 Educational Research be completed before registering for Research. It is expected that the work will be completed during a semester or a summer session. However, the department head may report an unfinished grade in Research and thus gain for the student additional time up to six months or two weeks before graduation, whichever comes first. Work not completed at the end of the extended time will be automatically recorded as failing. The thesis itself carries no credit.

Non-thesis plan: A maximum of 3 hours of research credit earned in any non-thesis project, will be allowed.

2. Transfer Credit. Graduate credit from other approved institutions will be accepted to a maximum of 8 semester hours but the total of transfer credit and extension credit combined cannot exceed 10 hours. However, regardless of the amount of such transfer credit, the student must complete the residence requirement of a minimum of one semester of 10 hours or two summer sessions of 6 hours each, and 22 semester hours of graduate credit at this college. No credit may be used toward the master's degree if earned in a course which was not a graduate course when taken.

3. Recency of Credit. Courses taken more than 10 years prior to the granting of the degree cannot be used to meet degree requirements.

4. Extension Class Credit. A maximum of 6 semester hours of graduate credit earned in extension classes may be applied toward the degree. However, the total of extension credit and transfer credit combined cannot exceed 10 hours.
5. **Correspondence Credit.** No graduate credit earned through correspondence study may be applied toward the master's degree.

6. **Saturday and Evening Class Credit.** During the academic year some classes are scheduled evenings or Saturdays especially for the convenience of persons within driving distance of the campus. They differ from other residence classes only in that they involve fewer meetings and longer single sessions. A separate list of these classes may be secured by writing the Registrar during the month preceding the opening of either the fall or the spring semester.

7. **Radio and Television Class Credit.** Credit earned in radio and television classes may not usually be applied toward the master's degree.

**SCHOLARSHIP.** A cumulative grade index of 3.00 (B average) must be earned in all courses attempted at the graduate level. No credit toward graduation is allowed for a course in which a grade below C is earned.

**CANDIDACY.** The requirements for candidacy are described on pp. 115-116.

**RESIDENCE.** *Thesis plan:* 20 semester hours of graduate credit in residence including one semester, or two summer sessions, of full-time graduate work in residence. By "full-time residence" is meant the completion of 10 or more hours of work in one semester or 6 or more hours in a summer session on this campus.

*Non-thesis plan:* 28 semester hours of graduate credit in residence including one semester, or two summer sessions, of full-time graduate work in residence as defined above.

After a student has been admitted as a candidate for the master’s degree in this college and provided that prior arrangements have been made with the Dean of Instruction, he may take work at the State University of Iowa or Iowa State University of Science and Technology for which residence credit may be given at the State College of Iowa.

**EXAMINATIONS.** *Thesis plan:* In addition to whatever examinations are required for each course, the candidate for the master's degree on the thesis plan will take (1) the General Graduate Examinations (See p. 113), and (2) the Departmental Candidacy Examination (See p. 115). Further, if final written and oral examinations are required by his thesis committee and his major department, the candidate will be required to pass them.

*Non-thesis plan:* The candidate for the master's degree on the non-thesis plan is required to take the same examinations required on the thesis plan and in addition (3) a written Final Comprehensive Examination, which is prepared and administered by the major department.*

**THESIS.** A thesis is required of all candidates for the master’s degree who choose the thesis plan of study. Because the thesis is considered to serve a functional need, a wide variety of areas of study is considered appropriate and

*Results must be reported to the Office of the Dean of Instruction at least one week before Commencement.
no attempt is made to limit the topics considered acceptable for the thesis except to stress that they should bear some relationship to teaching.

The thesis may take the form of studies, experiments, surveys, compositions, creative work, and projects and may concern itself with such matters as methodology, understanding children, and materials of instruction or may delve rather deeply into some aspect of a specialized academic field. Whatever the nature of the subject, its development into an acceptable thesis is considered to contribute to the growth of such attributes as maturity of judgment, initiative, writing ability, and organizing ability. While the thesis may make no significant contribution to the world's knowledge, its preparation should develop in the writer a broader understanding of the world's knowledge and a more genuine appreciation of the research efforts of others. The thesis does not carry credit.

FILING OF THESIS. The thesis must be presented in final form to the thesis committee (See p. 116) at least 30 days before graduation. A specimen title page and form for final approval may be obtained in the office of the Dean of Instruction. The student must present two acceptable copies, an original and one carbon copy, both on bond paper of either 16 or 20 pound weight; these are retained by the college library. The student's major department may request a third copy for its files. After the thesis committee has accepted the thesis, the student must transmit the two copies to the Dean of Instruction not later than two weeks before graduation. When the student has been notified of the acceptance of his thesis, he will secure a fee card to cover the thesis binding cost of $6 for the library copies and will pay this fee at the business office.

FILING OF ABSTRACT OF THESIS. An abstract or summary of his thesis is required of each candidate following the thesis plan toward the master's degree. The abstract will be approximately 500 words in length and will be filed in duplicate in the office of the Dean of Instruction at least two weeks before graduation.

SUMMARY OF HOUR REQUIREMENTS

A summary of the hour requirements for both the thesis and the non-thesis plans is listed below:

<table>
<thead>
<tr>
<th></th>
<th>Thesis</th>
<th>Non-Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum graduate hours required</td>
<td>30</td>
<td>38</td>
</tr>
<tr>
<td>Minimum hours earned at SCI</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>Minimum hours of residence credit at SCI (including 1 semester of 10 hours, or 2 summer sessions of 6 hours each)</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>Maximum usable hours of extension credit</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Maximum usable hours of transfer credit</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Maximum usable hours combined in extension and transfer credit (No credit may be used for correspondence, radio, or TV courses)</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Minimum hours required in courses numbered 200 and above</td>
<td>15</td>
<td>19</td>
</tr>
</tbody>
</table>
Minimum hours outside the graduate major ........... 8
Research credit usable ........................................ 6*

*If 3 hours are on thesis topic.

CERTIFICATION. For approval in the various graduate majors, a student must have earned or be eligible for an Iowa Professional Certificate or its equivalent endorsed in an area appropriate to the graduate major. Credit earned in education, psychology, or teaching to secure a teaching certificate as a prerequisite to candidacy for the master’s degree may not be used toward the master’s degree. For information on certification consult the Registrar.

NOTE: TEACHING CERTIFICATES AND ENDORSEMENTS. Students interested in securing certificates to teach in another state should secure information directly from the State Department of Public Instruction in that state and consult the Registrar of this college.

TEACHING EXPERIENCE. The curricula in (1) guidance and counseling and (2) school administration and supervision require a minimum of one year of successful teaching experience before the master’s degree is awarded and before certain required courses can be taken. The following courses also require at least one year as a prerequisite for enrollment: 21:241 Supervision of the Elementary School; 21:288 Organization and Administration of the Guidance Program; 21:275 Administration of the Secondary School; and 21:245 Administration of the Elementary School.

APPLICATION FOR GRADUATION. The candidate for the master’s degree must make application for graduation not later than the end of the ninth week of the semester or the fourth week of the summer session in which he plans to receive the degree. The application form may be secured in the office of the Registrar. Applications received after the dates designated will be placed with those for the following session.

ATTENDANCE AT COMMENCEMENT. The candidate for the master’s degree is expected to secure the appropriate academic costume and to appear at commencement for the awarding of the degree.

Curricula

(This Section Applies Only to Those Students Planning to Earn the Master’s Degree at the State College of Iowa)

Graduate majors are offered in elementary teaching, school administration and supervision, guidance and counseling, and in the following areas for teaching in the secondary school, the junior college, or in special subjects: art, business education, English, industrial arts, mathematics, music, science, social science, and speech.

On each curriculum and for each major, the student who plans to receive the master’s degree must meet the graduate requirements described on pp. 116-120.

The master’s degree and four years of successful teaching experience entitle the student to an Iowa Permanent Professional Certificate with appropriate endorsements.
Requirements for Various Majors

(This Section Applies Only to Those Students Planning to Earn the Master's Degree at the State College of Iowa)

Every effort has been made to keep the specific course requirements for each major at a minimum so that the student, with the help of his adviser and departmental committee, may plan the graduate program which will best meet his individual needs. Such a flexible pattern permits one student a high degree of concentration in a special area while not denying another the opportunity to broaden his education by taking considerable work outside his field of concentration.

**MAJOR IN ELEMENTARY TEACHING.** The student must complete 21:180 Statistical Methods in Education and Psychology, and 21:181 Group Evaluation Techniques, and attain a proficiency in psychology equivalent to that provided by an undergraduate course in child psychology. He must complete the usual degree and certification requirements and those for the particular endorsement he seeks. He will, in addition, complete the courses and experiences recommended by the department. Checklists of basic patterns for each of the following are available in the Department of Education and Psychology.

4. Emphasis in Remedial Reading.

**MAJOR IN SCHOOL ADMINISTRATION AND SUPERVISION.** The student must complete the usual degree and certification requirements and those for the particular endorsement he seeks. He must have had one year of successful teaching experience appropriate to the emphasis he selects within the major. In addition, he will complete the courses and experiences recommended by his departmental committee.

1. *Emphasis in Elementary Principalsship.* The requirements include teaching experience at the elementary school level, with a previously earned certificate endorsement in elementary teaching.
2. *Emphasis in Elementary Supervision.* The requirements are the same as those for 1 above.
3. *Emphasis in Secondary Principalship.* The requirements include teaching experience at the secondary school level, with a previously earned certificate endorsement in secondary teaching.

All administrative and supervisory certificates in Iowa require a minimum of 4 years teaching experience and a master's degree. Part of the experience may follow the granting of the degree. Superintendents must have 60 semester hours of graduate credit as well as the master's degree. (See pp. 124-129 for the Specialist in Education degree.)
MAJOR IN GUIDANCE AND COUNSELING. The student will complete the requirements to meet the approval standards set up for full-time guidance and counseling workers in the schools of Iowa. A strong emphasis in the field of psychology is recommended. The student must complete one year of successful teaching experience before receiving the degree.

MAJOR IN ART. This major prescribes no additional required courses unless the student wishes to complete the requirements for a certificate endorsement as a supervisor of art. In this event, the student must have four years of successful teaching experience and include in this graduate program the following courses:

a. 60:296 The Supervision of Art—3 hours.
b. At least 7 hours from the following:
   21:271 Supervision of the Secondary School—2 hours.
   21:272 Curriculum Development in the Secondary School—3 hours.
   21:141 Principles of Supervision—2 hours.
   21:241 Supervision of the Elementary School—2 hours.
   21:243 Curriculum Development in the Elementary School—3 hours.

If the art major is following the thesis plan, his thesis may be of the conventional type or it may involve creative work in art.

In the latter event, the amount and quality of the work are subject to the approval of the student's thesis committee and the Dean of Instruction. All works will be retained by the department as a partial fulfillment of the degree requirements. In addition, a written statement of the purpose of the project, the problems involved, an evaluation of the results, and photographs of the productions themselves will be submitted in triplicate, two copies to be filed in the college library with the other retained by the Department of Art.

At least one semester before the master's degree is to be conferred, the student whose major is art must demonstrate his proficiency in a selected creative area through presentation of an exhibit.

MAJOR IN BUSINESS ADMINISTRATION. The candidate for the master's degree in business administration must take 15:203 Foundations in Business Education—2 hours, and must demonstrate that he possesses an adequate background knowledge of the business world. In evaluating this background, the student's practical business experience and his work in such areas as economics and commerce will be among the matters considered.

The major in business education will permit a concentration in one area, such as secretarial, accounting, or distributive education, or it may include a combination of work in various areas.

MAJOR IN ENGLISH. The student must complete the English core consisting of:

a. 62:202 Teaching of Literary Forms—3 hours.
b. 62:201 Bibliography and Methods of Research—1 hour.
At least one semester before the degree will be conferred, the student majoring in English must demonstrate basic competence, confirmed by examination in French, German, or Latin. In French or German, a reading knowledge of simple material employing a vocabulary of about 2,000 words is necessary. In Latin, a working knowledge of the foundational structure and a vocabulary of about 1,500 words are required. If a graduate student wishes to work independently in order to meet this requirement, direction and assistance will be made available.

**MAJOR IN INDUSTRIAL ARTS.** The student must complete 33:226 Foundations of Industrial Education—4 hours, and 21:180 Statistical Methods in Education and Psychology—2 hours, and such additional courses as are considered essential by the departmental committee, including at least 40 semester hours credit in industrial arts, counting both undergraduate and graduate courses.

To be admitted as a candidate for the degree with a major in industrial arts a student must have a minimum of 20 semester hours of credit in industrial arts.

**MAJOR IN MATHEMATICS.** This major prescribes no additional required courses but the student will select as an area of emphasis either the teaching of elementary mathematics or the teaching of secondary mathematics.

**MAJOR IN MUSIC.** The student must complete the music core consisting of:

- a. 54:130-149 Applied Music—2 hours.
- b. 57:280 Planning and Supervision—2 hours.
- c. 57:290 Seminar in Band—2 hours, or
  - 57:291 Seminar in Orchestra—2 hours, or
  - 57:281 Seminar in Chorus—2 hours.

To be accepted as a graduate major in music, a student must have attained a proficiency in a field of applied music equal to that required of a student completing an undergraduate major in music (Grade X). It is highly desirable for the graduate major in music to have attained Grade XVI or higher.

A student will select as an area of emphasis either instrumental or vocal music.

By including 21:272 or 275 and 243 or 245 in the student’s graduate program and with the required four years of successful teaching experience, the student may become eligible for a certificate endorsement in music supervision.

**MAJOR IN SCIENCE.** The student must complete 82:200 History and Philosophy of Science—2 hours. A student may select as a field of emphasis one of the following:

- a. Consultant or supervisor of elementary science.
- b. General science.
- c. Biology.
- d. Chemistry.
- e. Physics.
MAJOR IN SOCIAL SCIENCE. This major prescribes no additional required courses. A student, if he desires, may select as an area of emphasis one of the following:

a. History.
b. Political Science.
c. Economics.
d. Sociology.

MAJOR IN SOCIAL SCIENCE: HISTORY. This special emphasis is designed for students desiring an intensive concentration in history and is considerably more specialized and more rigorous than the general program in Social Science with an emphasis in history. It is especially appropriate for those who have a strong undergraduate background in history, who plan to earn a Ph.D. in history, or who are teaching or plan to teach solely in the area of history. In addition to the basic requirements are the following: a score of at least 35 on the Miller Analogies test, completion of a satisfactory thesis, reading knowledge of a foreign language, and a comprehensive examination in European and American history.

MAJOR IN SPEECH. The student must complete the speech core consisting of:

a. 50:230 Psychology of Speech—3 hours.
b. 50:225 Bibliography and Methods of Research—1 hour.

Specialist in Education Degree*

The Specialist in Education degree is designed to serve a qualitative need for highly trained specialists in various fields of educational endeavor. Many salary schedules have recognized advanced preparation beyond the master's degree, but such recognition is often based on a collection of hours not necessarily representing a planned program of study. The Specialist in Education degree requires careful planning with the resultant advantages. It is a program designed to meet the needs of students in professional areas in which the master's degree is not sufficient, but in which the rigorous research emphasis of the doctorate is not necessary. The sixth year of preparation is being recognized in certification requirements of several states and as a membership requirement in the American Association of School Administration.

The program at the State College of Iowa leading to the Specialist in Education degree involves breadth of preparation as well as depth in a particular

*This is a new program. In the fall of 1963 it will be evaluated for accreditation by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education.
field of specialization. Persons majoring in a professional area of specialization will take work in cognate fields to help develop this broadened base of understanding. At the same time the program is flexible enough to permit variation in accord with individual backgrounds and aspirations. The flexibility is such that persons with the master's degree in either professional education or in an academic area may participate in the program.

The program leading to this degree is open to students who hold a master's degree from an accredited graduate school, who have had at least one year of teaching experience, and who meet the requirements set forth below.

**Admission to Candidacy**

A fully admitted graduate student who holds a master's degree from another college must successfully complete the following examinations: (a) Miller Analogies, (b) General Professional, and (c) Departmental. He must also hold an Iowa Professional Certificate or its equivalent. A student who holds the master's degree from this college will have previously satisfied these requirements.

A student's acceptability and program must be approved by the departmental committee, the head of his department, and the Dean of Instruction. Normally, he may be admitted to candidacy during the first semester of enrollment following the receipt of the master's degree but capable students may be admitted to candidacy for the Specialist in Education degree at any time after being admitted to candidacy for the master's degree.

**Graduation Requirements**

The student shall complete the general requirements for the Specialist in Education degree and shall meet the requirements as specified by the departmental committee using a combination of graduate courses taken for the master's degree and beyond. The student must be eligible for certification as a teacher before the degree will be granted. Appropriate certification endorsement will be recommended for those who meet the standards set by the college in conjunction with the appropriate certification agency.

**Hours of Credit.** A student must earn a minimum of 30 semester hours of graduate credit beyond the master's degree. Credit earned in excess of that required for the master's degree may be applied toward the 30-hour requirement if that credit is earned during the final period of enrollment for the master's degree.

Certain limitations on the amount and kinds of credit must be observed:

For students who write a master's thesis, a minimum of 30 hours of work in courses numbered 200 and above is required; for those who do not write a master's thesis, 34 hours of work in courses numbered 200 and above is required.

1. *Research Credit.* The provisions regarding research credit are the same as those for the master's degree and in addition to the amount of such credit used toward the master's degree. (See p. 117.)
2. Recency of Credit. A student may not apply credit which is more than seven years old toward the Specialist in Education degree.

3. The regulations regarding amounts of credit allowable through transfer, extension classes, correspondence courses, and radio and television classes are the same as those for the master's degree. (See pp. 117-118.)

Scholarship. A student must earn a cumulative grade index of 3.00 in all graduate courses taken after receiving the master's degree.

Candidacy. The requirements for admission to candidacy are described on pp. 115-116.

Residence. A student must have completed at least 20 hours in residence, including one semester or two summer sessions of full-time enrollment in residence after the master's degree.

Examinations.
(a) A student must pass a comprehensive oral examination, including a defense of the thesis, if any. The examination will be conducted and evaluated by the departmental committee and a faculty member designated by the Dean of Instruction, although other members of the faculty may participate.

(b) A student may be required by the departmental committee to pass a written comprehensive examination. If required, it should precede the oral examination.

Thesis. A student who did not complete a thesis for the master's degree must complete one for the Specialist in Education degree. A department may require a student who has written a master's thesis to write a thesis for the Specialist in Education degree also. The thesis must be presented in the style and form prescribed for the master's thesis. It must have the approval of the student's advisory committee and the Dean of Instruction.

The Dean of Instruction will appoint three members of the Graduate Faculty as an advisory committee to guide the student in selecting and completing an appropriate research project.

Filing of Thesis and Abstract of Thesis. The same regulations apply as for the master's degree. See p. 119.

Application for Graduation. The same regulations apply as for the master's degree. See p. 120.

Attendance at Commencement. The same regulations apply as for the master's degree. See p. 120.

Curricula

The following majors are available:

Major in School Administration
a. Emphasis in Superintendency
b. Emphasis in Elementary Principalship
c. Emphasis in Secondary Principalship

MAJOR IN CURRICULUM AND SUPERVISION
a. Emphasis in Curriculum Coordinator
b. Emphasis in Elementary Consultant
c. Emphasis in Secondary Consultant

MAJOR IN STUDENT PERSONNEL SERVICES
Emphasis in Guidance and Counseling

Completion of the Specialist in Education degree program provides an expanded vista of professional opportunity. The sixth-year program in administration prepares qualified people to serve as superintendent, assistant superintendent, business manager, or principal; the program in curriculum and supervision provides preparation to serve as curriculum director or consultant in city and county systems; while the program in student personnel services may lead to counseling work in either public schools or colleges.

Requirements for Various Majors

Course work requirements for the Specialist in Education degree are defined in terms of a two-year graduate program, including work taken on the master's degree. Minimum of 60 semester hours required for completing the program.

SCHOOL ADMINISTRATION

General Requirements:

20:214. Advanced Educational Psychology—2 hrs., or
21:231. School and Community Relations—3 hrs., or
21:290. Practicum in Administration and Supervision—2 hrs.
Course in Psychology or Guidance
15 semester hours of non-professional course work, including

Emphasis Requirements:

Superintendent

Elementary Principal

Secondary Principal

CURRICULUM AND SUPERVISION

General Requirements:
21:231. School and Community Relations—3 hrs., or
21:290. Practicum in Administration and Supervision—2 hrs.
Non-Professional Course Work—15 semester hours.

Emphasis Requirements:

Curriculum Coordinator

Elementary Consultant

Secondary Consultant

STUDENT PERSONNEL SERVICES

General Requirements:
20:182. Introduction to Guidance and Counseling—3 hrs.

Emphasis Requirements:
Guidance and Counseling
20:112. Mental Hygiene—2 hrs., or
20:142. Abnormal Psychology—3 hrs.
21:183. Education and Occupational Information—2 hrs., or
Non-professional course work—15 semester hours, including
94:145. School Laws of Iowa—3 hrs. and
At least two courses in sociology.
State Board of Regents

Officers of the Board

HARRY H. HAGEMANN, President
Waverly

DAVID A. DANCER, Secretary
Des Moines

Members of the Board

MRS. KENNETH A. EVANS,
Emerson
Terms Expire June 30, 1963

HARRY H. HAGEMANN, Waverly

MRS. JOSEPH F. ROSENFIELD,
Des Moines

MAURICE CRABBE, Eagle Grove
Terms Expire June 30, 1965

A. W. NOEHREN, Spencer

MRS. ROBERT VALENTINE,
Centerville

WILBUR C. MOLISON, Grinnell
Terms Expire June 30, 1967

JOHN C. OBERHAUSEN, Dubuque

STANLEY F. REDEKER, Boone

Members of the Finance Committee Office, Des Moines

DAVID A. DANCER, Des Moines

CARL GERNETZKY, Des Moines

DOYLE R. COTTRELL, Waterloo

Committees of the Board

Educational Policy Committee

MAURICE CRABBE, Chairman

WILBUR C. MOLISON

Building and Business Committee

A. W. NOEHREN, Chairman

MRS. ROBERT VALENTINE

MRS. KENNETH A. EVANS

MRS. JOSEPH ROSENFIELD

STANLEY F. REDEKER

JOHN C. OBERHAUSEN
Administrative Staff
1961-1962
Officers of Administration

J. W. MAUCKER, B.A., Augustana College; M.A., PhD., State University of Iowa.
President of the College, 1950*

WILLIAM C. LANG, B.A., Yankton College; M.A., Ph.D., State University of Iowa
Dean of Instruction and Dean of the College, 1949 (1959)

DARYL PENDERGRAFT, B.A., Buena Vista College; M.A., Ph.D., State University of Iowa
Director of Field Services, 1946 (1954) and Assistant to the President (1958)

DIVISION OF INSTRUCTION AND RESEARCH

WILLIAM C. LANG, B.A., Yankton College; M.A., Ph.D., State University of Iowa
Dean of Instruction and Dean of the College, 1949 (1959)

MARSHALL R. BEARD, B.A., Marion College; M.A., Ph.D., University of Wisconsin
Registrar, 1930 (1942)

WALLACE L. ANDERSON, B.A., M.A., Trinity College; Ph.D., University of Chicago
Professor of English, 1948 (1958) and Assistant Dean of Instruction, (1959)

HOWARD T. KNUTSON, B.A., Luther College; M.A., Ed.D., University of Wyoming
Professor of Education, 1953 (1959) and Assistant to the Dean of Instruction
and Director of the Summer Session, (1959)

GORDON J. RHUM, B.A., Iowa Wesleyan College; M.A., Ph.D., State University of Iowa
Professor of Education, 1948 (1959) and Coordinator of Research and Evaluation, (1959)

DONALD O. ROD, B.A., Luther College; B.A., in Library Science, University of Michigan
Head Librarian, 1953

HERBERT M. SILVEY, B.S., Central Missouri State Teachers College; M.A.,
Ed.D., University of Missouri
Director of Research, 1947 (1949)

MERRILL F. FINK, B.A., Central Michigan State Teachers College; M.A., University of Michigan
Assistant Registrar, 1946 (1949)

*A single date following the title indicates the beginning of service at this college. If two dates are given, the first indicates the incumbent's first appointment to a position and the second (in parentheses) the beginning of service in present capacity.
DIVISION OF STUDENT PERSONNEL

PAUL F. BENDER, B.A., State University of Iowa; M.A., Columbia University; Ed.D., New York University
Dean of Students, 1921 (1952)

MAVIS L. HOLMES, B.A., M.A., Ph.D., Northwestern University
Associate Dean of Students, 1958

HAROLD E. BERNHARD, B.A., Carthage; B.D., Chicago Lutheran Theological Seminary; Ph.D., University of Chicago
Director of the Bureau of Religious Activities, 1949

PAUL C. KELSO, B.A., Northeast Missouri State Teachers College; M.Ed., Ed.D., Missouri University
Coordinator of Student Counseling, 1948 (1949)

S. C. HENN, B.A., Colorado College; M.S., University of Chicago; M.D., Rush Medical College
Director of Student Health Service, 1958 (1961)

MARGARET FITZGERALD, B.S., State College of Iowa; M.A., Columbia University
Director of Foods, 1945 (1949)

DIVISION OF FIELD SERVICES

DARYL PENDERGRAFT, B.A., Buena Vista College; M.A., Ph.D., State University of Iowa
Director of Field Services, 1946 (1954) and Assistant to the President, (1958)

HERBERT V. HAKE, B.A., Central Wesleyan College; M.A., State University of Iowa
Director of Radio and Television, 1938 (1947)

RAYMOND J. SCHLICHER, B.A., Iowa Wesleyan College; M.A., Ph.D., State University of Iowa
Director of the Placement Bureau and Director of Extension Service, 1949 (1958)

ERNEST C. FOSSUM, B.A., Augustana College; M.A., Ph.D., State University of Iowa
Assistant to the Director of Placement, 1943 (1958)

MILO LAWTON, B.A., State College of Iowa; M.A., State University of Iowa
Director of Alumni Service, 1953 (1959)

DIVISION OF BUSINESS AND PLANT

PHILIP C. JENNINGS, B.S., M.S., Iowa State College
Business Manager and Secretary, 1942 (1945)

ELDON E. COLE, B.S., Iowa State College
Director of Department of Physical Plant, 1930 (1931)

JAMES L. BAILEY, B.A., M.A., University of Minnesota
Assistant Business Manager and Treasurer, 1950

MELVIN M. MANION, B.S., Iowa State College
Associate Director of Department of Physical Plant, 1961

OFFICE OF COLLEGE RELATIONS

GEORGE H. HOLMES, B.A., M.A., University of Michigan
Director of College Relations, 1929 (1944)

Administrative Assistants

DIVISION OF STUDENT PERSONNEL

DENNIS P. JENSEN, B.A., M.A., State College of Iowa
Assistant, Men's Housing and Admissions, 1953 (1959)
THE COMMONS
MRS. ETHEL WINIER, B.A., State College of Iowa
Director of Social Program, 1958

RESIDENCE HALLS
NORMA PREHM, B.A., State College of Iowa
Director, Bartlett Hall, 1961
JOAN E. MEYER, B.A., State College of Iowa
Assistant Director, Bartlett Hall, 1960
MRS. ETHEL COLE, R.N.
Nurse, Bartlett and Campbell Halls, 1957
CAROL J. NEMITZ, B.A., Iowa Wesleyan College; M.A., State University of Iowa
Director, Lawther Hall, 1960
SHIRLEY K. MARTINSON, B.A., State College of Iowa
Assistant Director, Lawther Hall, 1961
LUCILLE CASWELL, B.Ed., University of Colorado; M.A., State University of Iowa; R.N.
Nurse, Lawther and Campbell Halls, 1953
BARBARA ANN ELSBURY, B.S., Purdue University; M.S., Indiana University
Director, Campbell Hall, 1960
LOWE S. MacLEAN, B.A., Northern Michigan College; M.A., Michigan State University
Director of Men's Residence Halls, 1960
MANFRED E. SWARTZ, B.A., State College of Iowa
Graduate Resident Assistant, Men's Housing, 1960

STUDENT HEALTH SERVICE
MAUDE E. HAINES, R.N.
Supervisor, 1942
MRS. ANGELINE KNOLL, R.N.
Nurse, Campus Laboratory School, 1957
MRS. LORNA E. KROGSTAD, R.N.
Nurse, 1960
MRS. CHRISTA RETHMAN
Nurse, 1959
CATHRYN WEBER, R.N.
Nurse, 1953

DIVISION OF FIELD SERVICES
JACK L. WIELENGA, B.A., M.A., State College of Iowa
Public School Relations Counselor, 1959

OFFICE OF COLLEGE RELATIONS
GEORGE J. WINE, JR., B.A., State University of Iowa
Sports Information Assistant, 1956
JOHN A. HOLS, B.A., State University of Iowa
Publications Assistant, 1958
MRS. LORA LEE WILSON, B.A., Grinnell College
Information Assistant, 1960
Emeritus Faculty Members

A single date following the title indicates the beginning of service at this college. If two dates are given, the first indicates the incumbent's first appointment to a position and the second (in parentheses) the beginning of service in present capacity.

R. L. ABBOTT, B.A., State College of Iowa; M.S., Ph.D., University of Wisconsin
Professor of Biology, Emeritus, part-time service, 1916 (1954)

VERNA J. ADNEY, B.A., State College of Iowa; M.A., Columbia University
Associate Professor of Teaching, Emeritus, 1927 (1961)

ALISON E. AITCHISON, B.S., State University of Iowa; M.S., University of Chicago
Professor of Geography, Emeritus, 1903 (1944)

MARY C. ANDERSON, B.A., State College of Iowa; M.A., State University of Iowa
Assistant Professor of Teaching, Emeritus, 1924 (1953)

AMY F. AREY, B.S., M.A., Columbia University
Professor of Education, Emeritus, 1919 (1947)

OLIVE L. BARKER, B.A., State College of Iowa; M.A., Columbia University
Assistant Professor of Voice, Emeritus, 1926 (1957)

BENJAMIN BOARDMAN, B.Ph., State University of Iowa
Business Manager, Emeritus, 1917 (1945)

A. E. BROWN, B.S., Baker University; M.A., Yale University; Ph.D., State University of Iowa
Professor of Education, Emeritus, part-time service, 1924 (1952)

KATHERINE BUXBAUM, B.A., State University of Iowa; M.A., University of Chicago
Associate Professor of English, Emeritus, 1924 (1948)

EMMETT J. CABLE, B.S., M.S., Cornell College; Ph.D., State University of Iowa
Professor of Earth Science, Emeritus, part-time service as Curator of the Museum of Natural Science, 1905 (1948)

CLARA E. CAMPBELL, B.A., Irving College; B.S., Carnegie Institute of Technology; M.S., Columbia University
Instructor and Campus School Librarian, Emeritus, 1937 (1957)

JOHN W. CHARLES, B.A., M.A., Haverford College; Ph.D., State University of Iowa
Professor of Education, Emeritus, 1916 (1948)
Emeritus Faculty Members

FRED D. CRAM, B.A., State College of Iowa; M.A., State University of Iowa
Professor of Education, Emeritus, 1920 (1950)

E. C. DENNY, B.A., Indiana University; M.A., University of Chicago; Ph.D., State University of Iowa
Professor of Education, Emeritus, part-time service, 1923 (1955)

ROWENA A. EDWARDS
Cataloger, Emeritus, 1916 (1947)

IRENE A. EHRESMAN, B.A., Carleton College; Library Certificate, University of Wisconsin
Periodicals and Binding, Librarian, Emeritus, part-time service, 1926 (1954)

W. B. FAGAN, B.A., Earlham College; M.A., University of Kansas
Professor of English, Emeritus, part-time service, 1915 (1955)

V. D. FRENCH, B.S., Drake University; M.D., Rush Medical College
Director of Student Health Service, Emeritus, part-time service, 1952 (1961)

MYRTLE E. GAFFIN, B.A., State College of Iowa; M.A., State University of Iowa
Assistant Professor of Business Education, Emeritus, 1923 (1951)

ROBERT W. GETCHELL, B.A., State College of Iowa; M.S., Ph.D., University of Wisconsin
Professor of Chemistry, Emeritus, 1909 (1949)

E. W. GOETCH, B.A., M.A., Ph.D., State University of Iowa
Director of the Placement Bureau, Emeritus, part-time service as Placement Consultant, 1918 (1951)

AGNES GULLICKSON, B.A., State College of Iowa; M.A., Columbia University
Associate Professor of Teaching, Emeritus, 1926 (1961)

ROSE L. HANSON, B.S., University of Nebraska; M.A., State University of Iowa
Assistant Professor of Teaching, Emeritus, 1920 (1956)

MRS. ELISABETH SUTHERLAND HOWES, B.S., M.S., University of Wisconsin; Ph.D., University of Minnesota
Professor of Home Economics and Head of the Department of Home Economics, Emeritus, 1940 (1960)

MARY B. HUNTER, B.A., State College of Iowa; M.A., University of Chicago
Professor of Economics, Emeritus, 1918 (1950)

EDWARD KURTZ, B.Mus., Detroit Conservatory; M.Mus., Cincinnati Conservatory of Music; M.A., State University of Iowa; D.Mus., Detroit Institute of Musical Art
Professor of Violin and Composition, Emeritus, part-time service, 1924 (1951)

C. W. LANTZ, B.A., M.A., Ph.D., University of Illinois
Professor of Biology and Head of the Department of Science, Emeritus, part-time service, 1921 (1957)

INGEBRIGT LILLEHEI, B.A., M.A., University of Minnesota; Ph.D., University of Illinois
Professor of French and Spanish, Emeritus, 1918 (1953)

L. L. MENDENHALL, L.L.B., M.A., State University of Iowa
Professor of Physical Education for Men and Head of the Department of Physical Education for Men, Emeritus, 1960

EDNA O. MILLER, B.A., State College of Iowa; M.A., Columbia University
Associate Professor of Latin, Emeritus, 1924 (1959)

MARTIN J. NELSON, B.A., Luther College; M.A., Ph.D., University of Wisconsin; Litt.D., Luther College
Dean of the College, Emeritus, 1924 (1959)
JOSEPH B. PAUL, B.A., Indiana University; M.A., Ph.D., University of Wisconsin
Director of the Bureau of Research, Emeritus, 1916 (1954)

MARNIE E. PETERSON, B.Ph., University of Chicago; M.A., Columbia University
Associate Professor of Teaching, Emeritus, 1920 (1954)

E. GRACE RAIT, B.A., State College of Iowa; M.A., Columbia University
Associate Professor of Teaching, Emeritus, 1914 (1952)

H. A. RIEBE, B.Ph., M.Ph., Ph.D., University of Wisconsin
Professor of Education, Emeritus, 1925 (1960)

ELMER L. RITTER, B.A., Indiana University; M.A., Ph.D., State University of Iowa
Professor of Education and Director of the Bureau of Extension Service, Emeritus, part-time service, 1921 (1954)

ROSE LENA RUEGNITZ, B.Mus., Northwestern University; M.Mus., Cosmopolitan Conservatory
Associate Professor of Piano, Emeritus, 1923 (1955)

GEORGE W. SAMSON, State College of Iowa
Instructor in Organ and Piano, Emeritus, 1916 (1954)

LOU A. SHEPHERD, B.A., State College of Iowa; M.A., Columbia University
Professor of Primary Education, Emeritus, part-time service, 1924 (1953)

THELMA SHORT, B.S., M.A., Columbia University
Assistant Professor of Physical Education for Women, Emeritus, 1929 (1960)

MAY SMITH, B.A., Coe College; M.A., Columbia University
Professor of Education, Emeritus, 1919 (1953)

SELINA M. TERRY, B.Ph., M.A., Hamline University
Professor of English, Emeritus, 1922 (1947)

M. R. THOMPSON, B.A., Western Union College; M.A., Ph.D., State University of Iowa
Professor of Economics, Emeritus, part-time service, 1921 (1955)

EULALIE TURNER, B.A., State University of Iowa; M.A., Columbia University
Assistant Professor of Teaching, Emeritus, 1915 (1951)

GRACE VAN NESS, B.A., Cornell College; M.A., Columbia University
Assistant Professor of Physical Education for Women, Emeritus, part-time service, 1919 (1956)

DORIS E. WHITE, B.A., Simpson College; M.A., Columbia University
Professor of Physical Education for Women, Emeritus, 1915 (1952)

M. J. WILCOX, B.S., Cornell College; M.A., Ph.D., State University of Iowa
Professor of Education, Emeritus, part-time service, 1923 (1960)

ALTA WILMARTH, B.A., State College of Iowa; M.A., State University of Iowa
Associate Professor of Teaching, Emeritus, 1919 (1957)
Instructional Staff

J. W. MAUCKER, B.A., Augustana College; M.A., Ph.D., State University of Iowa
President of the College, 1950

WILLIAM C. LANG, B.A., Yankton College; M.A., Ph.D., State University of Iowa
Dean of Instruction and Dean of the College, 1949 (1959); Professor of History, (1952)

Teaching Faculty

JOHN F. ALDRICH, B.S., University of Rhode Island; M.Ed., Boston University
Assistant Professor of Teaching, 1955

CHARLES F. ALLEGRE, B.S., Emporia, Kansas, State College; M.S., Ph.D.,
State University of Iowa
Associate Professor of Biology, 1950 (1958)

LUCILE E. ANDERSON, B.A., State College of Iowa; M.A., University of
Chicago
Associate Professor of Teaching, 1930 (1952)

WALLACE L. ANDERSON, B.A., M.A., Trinity College; Ph.D., University of
Chicago
Professor of English, 1948 (1958)

*ROSS O. ARMSTRONG, Jr., B.S., Chadron, Nebraska, State Teachers College;
M.A., State University of Iowa
Instructor and Specialist in Audio-Visual Education, 1958

WAYNE O. AURAND, B.A., State College of Iowa; M.Mus., University of
Michigan
Assistant Professor of Teaching, 1951 (1957)

GEORGE G. BALL, B.S., M.A., Kent State University; Ed.D., University of
Wyoming
Associate Professor of Education, 1958 (1959)

LOUIS E. BARRILLEAUX, B.S., University of Southwestern Louisiana; M.A.,
State College of Iowa
Instructor in Teaching, 1960

JAMES IRVIN BARRON, B.A., State College of Iowa; C.P.A.
Temporary part-time Instructor in Business Education, 1956

RUSSELL N. BAUM, B.Mus., M.Mus., Eastman School of Music, University of
Rochester
Assistant Professor of Piano, 1938 (1945)

*On Leave 1961-62
RANDALL R. BEBB, B.A., State College of Iowa; M.A., Ph.D., State University of Iowa
Associate Professor of Teaching, 1947 (1954)

HARRY S. BECK, B.A., Quincy College; M.A., Drake University; Ed.D., University of Virginia
Assistant Professor of Education and Psychology and Director of the Educational Clinic, 1960

MRS. MARY BECKMAN, B.Mus., Oberlin Conservatory of Music; M.Mus., Cleveland Institute of Music
Temporary Assistant Professor of Theory and Harp, 1947 (1956)

HAROLD E. BERNHARD, B.A., Carthage College; B.D., Chicago Lutheran Theological Seminary; Ph.D., University of Chicago
Professor of Religion and Director of the Bureau of Religious Activities, 1949 (1956)

JANE BIRKHEAD, B.A., M.A., University of Missouri
Associate Professor of Voice, 1941 (1960)

CLIFFORD L. BISHOP, B.A., Western State College of Colorado; M.A., University of Denver; Ed.D., University of Colorado
Professor of Education and Head of the Department of Education and Psychology, 1950 (1956)

LAWRENCE E. BITCON, B.A., State College of Iowa; M.A., Colorado State College
Instructor in Physical Education for Men, 1960

MRS. MILDRED BLACKMAN, B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri
Assistant Professor of Teaching, 1948 (1955)

JAMES T. BLANFORD, B.S., Danville, Ind., Central Normal College; M.S., Ed.D., Indiana University
Professor of Business Education, 1946 (1956)

MRS. MARY E. BLANFORD, B.A., Central Normal College; M.S., Indiana University

DAVID R. BLUHM, B.A., Princeton University; B.Th., Princeton Theological Seminary; M.A., Ph.D., University of Pittsburgh
Professor of Religion and Philosophy, 1954 (1958)

EMIL W. BOCK, B.Mus., M.Mus., Northwestern University; Ph.D., State University of Iowa
Professor of Violin, 1939 (1961)

JOSEPH CHARLES BOHME, JR., B.S., University of San Francisco; M.A., State University of Iowa
Instructor in English, 1961

JEAN BONTZ, B.A., M.A., Ph.D., State University of Iowa
Professor of Physical Education for Women and Head of the Department of Physical Education for Women, 1949 (1954)

ROBERT P. BRIMM, B.Ed., Southern Illinois University; M.Ed., Ed.D., University of Missouri
Professor of Teaching and Principal of the College Secondary School, 1948 (1959)

KENNETH J. BROWER, B.A., M.A., State College of Iowa
Temporary Instructor in Industrial Arts, 1961

*On Leave 1961-62
JOHN E. BRUHA, B.S., Wisconsin State College, Stevens Point; M.S., University of Wisconsin
Instructor in Mathematics, 1959

IRVIN H. BRUNE, B.S., The College of Wooster; M.A., Ph.D., Ohio State University
Professor of Mathematics, 1949 (1955)

MRS. LENA F. BUCKINGHAM, B.S., Northeast Missouri State Teachers College; M.S., Iowa State University
Assistant Professor of Home Economics, 1954

LOUIS BULTENA, B.D., San Francisco Seminary; M.Ph., Ph.D., University of Wisconsin
Professor of Sociology, 1946 (1959)

RONALD K. BUDENSIEK, B.A., Houghton College, N.Y.; M.A., Ball State Teachers College
Temporary instructor in Chemistry, 1961

KENNETH G. BUTZIER, B.A., State College of Iowa
Instructor in Teaching, 1960

ELIZABETH CALHOUN, B.M., Flora MacDonald College; M.M., Illinois Wesleyan University
Staff Accompanist, 1960

MARJORIE D. CAMPBELL, B.S., M.A., Ohio State University
Assistant Professor of Art, 1949

RITA MARIA CANCIO, B.A., Maryville College of the Sacred Heart of Missouri; M.A., University of Kentucky; Ph.D., University of Madrid; Ph.D., St. Louis University
Assistant Professor of Spanish, 1961

ARTHUR L. CARPENTER, B.S., Michigan State Normal College; M.S., Michigan State University
Assistant Professor in Audio-Visual Education, 1956 (1960)

PABLO P. GIL CASADO, B.A., Escuela Prof. de Comercio de Santander, Spain; M.A., Universidad Interamericana, Saltillo, Mexico
Instructor in Teaching, 1960

HENRY L. CHABERT, B.A., M.A., Sorbonne University
Associate Professor of French, 1961

SHELLEY HSIENTHNG CHENG, B.A., National Chengchih University, China; M.A., University of South Carolina
Temporary Assistant Professor of Far Eastern Studies, 1961

EDNA L. CHRISTOPHEL, B.A., State College of Iowa
Materials Coordinator, Curriculum Laboratory, 1950

ROY CHUNG, B.A., M.A., University of Wisconsin
Instructor in Geography, 1958

JAMES R. CLARK, B.A., Gustavus Adolphus College; M.A., Columbia University; Ph.D., George Peabody College for Teachers
Professor of Physical Education for Men, 1949 (1954)

ROBERT E. CLAUS, B.A., State College of Iowa; M.A., State University of Iowa
Assistant Professor of Sociology, 1959

BERNADE L. CLAUSEN, B.A., Colgate University; M.S., University of Michigan
Instructor in Biology, 1959

WALTER B. COLEMAN, B.A., Swarthmore College; M.Mus., University of Texas; D.M.A., Eastman School of Music, University of Rochester
Assistant Professor of Flute and Cello, 1953 (1954)
MRS. SUZANNE CONKLIN-HAPP, B.Mus., M.Mus., University of Michigan  
Assistant Professor of Piano, 1956 (1959)

JOHN P. COWLEY, B.A., Heidelberg College; M.A., University of Wichita; Ph.D.,  
Yale University  
Professor of English, 1945 (1951) and Acting Head of Department of Lan­guages, Speech and Literature (1961)

ELINOR ANN CRAWFORD, B.A., M.A., University of California; Ph.D., University of Oregon  
Associate Professor of Physical Education for Women, 1949 (1957)

RICHARD D. CRUMLEY, B.S., Ohio University; M.S., Ph.D., University of Chicago  
Associate Professor of Mathematics, 1956 (1960)

*CALVIN J. DAANE, B.S., University of Wisconsin; M.A., Columbia University;  
Ed.D., Indiana University  
Associate Professor of Education, 1957 (1961)

ROBERT J. DALZIEL, B.A., Simpson College; M.A., State College of Iowa  
Instructor in English, 1959

BARBARA DARLING, B.A., State College of Iowa; M.A., Colorado State College  
Instructor in Physical Education for Women, 1958

WILLIAM L. J. DEE, B.S.J., M.A., Washington University; Ph.D., University of Chicago  
Associate Professor of Sociology, 1949 (1957)

BERNARD C. DeHOFF, B.A., Franklin and Marshall College; M.A., Indiana University  
Assistant Professor of English, 1955 (1959)

WALTER D. DeKOCK, B.A., Western State College, Kalamazoo, Mich.; M.A.,  
Ed.D., Columbia University  
Professor of Education, 1956 (1961)

DAVID D. DELAFIELD, B.F.A., M.A., Ph.D., Ohio State University  
Associate Professor of Art, 1951 (1957)

ARTHUR D. DICKINSON, B.A., State College of Iowa; M.A., State University of Iowa  
Associate Professor of Physical Education for Men, 1924 (1961)

MARGARET DIVELBESS, B.A., Grinnell College; M.A., Columbia University  
Associate Professor in Teaching, 1927 (1953)

L. V. DOUGLAS, B.S., M.A., Ph.D., State University of Iowa  
Professor of Business Education and Head of the Department of Business Education, 1937 (1946)

WILLIAM H. DREIER, B.S., Iowa State University; M.A., Ph.D., University of Minnesota  
Associate Professor of Education, 1949 (1959)

CHRISTIANE DUCROS, B.A., M.A., University of Bordeaux  
Temporary Instructor in Teaching, 1961

ROY E. EBLEN, JR., B.A., Williams College; M.A., University of Wichita; Ph.D.,  
State University of Iowa  
Assistant Professor of Speech, 1960

IVAN L. ELAND, B.A., State College of Iowa; M.A., University of Colorado  
Assistant Professor of Education and Director of Safety Education, 1956

*On Leave 1961-62
ROBERT ELLER, B.A., M.A., State University of Iowa
Temporary Instructor and Audio-Visual Specialist, 1961

THELMA JOAN ENGLUND, B.A., Knox College; M.S., in Library Science, University of Illinois
Assistant Professor and Campus School Librarian, 1957 (1961)

RUTH L. ERCKMANN, B.A., Morningside College; M.A., University of South Dakota
Assistant Professor of Mathematics, 1959

FRANK R. ESHELMAN, B.S., Iowa State University; M.A., State College of Iowa
Instructor in Physics, 1960

RUSSELL E. EUCHNER, B.A., M.A., State College of Iowa
Assistant Professor of Education, 1960

RALPH R. FAHRNEY, B.A., Mt. Morris College; M.A., Ph.D., University of Chicago
Professor of History, 1929 (1945)

DONALD G. FINEGAN, B.F.A., M.A., Ohio State University
Associate Professor of Art, 1955 (1961)

MRS. LOUISE C. TURNER FOREST, B.A., M.A., Bryn Mawr College, Ph.D., Yale University
Professor of English, 1948 (1960)

CLAYTON V. FOWLER, B.S., University of Michigan; M.A., Ph.D., State University of Iowa
Professor of Art, 1951 (1959)

JOSEF W. FOX, B.A., Pennsylvania State College; M.A., Louisiana State University; Ph.D., University of Chicago
Professor of English, 1947 (1959)

JOYCE ALENE GAULT, B.A., State College of Iowa; M.Mus., Northwestern University
Assistant Professor of Piano, 1957 (1960)

E. GLENADINE GIBB, B.Ed., Western Illinois State Teachers College; M.A., George Peabody College for Teachers; Ph.D., University of Wisconsin
Professor of Mathematics, 1946 (1959)

LAURA K. GILLOLEY, B.S., M.A., University of Minnesota
Assistant Professor of Teaching, 1950 (1956)

KENNETH G. GOGEL, B.S., M.A., Ohio State University
Assistant Professor of Art, 1950 (1956)

WALTER J. GOHMAN, B.A., St. Cloud, Minnesota, State Teachers College; M.A., University of Minnesota
Assistant Professor of Teaching, 1951 (1955)

JOHN N. GOLUBOWICH, B.A., M.A., State University of Iowa
Instructor in English, 1961

ROBERT C. GOSS, B.S., Huntington College; M.S., Ph.D., Purdue University
Assistant Professor of Biology, 1961

MARTIN L. GRANT, B.A., Oberlin College; M.A., Ph.D., University of Minnesota
Professor of Biology, 1936 (1950)

MRS. MARY HANAWALT GRAVES, B.A., State College of Iowa; M.A., Ph.D., State University of Iowa
Associate Professor of English, 1949 (1954)

MARY D. GROVES, B.S., West Virginia University; M.A., Colorado State College
Temporary Instructor in Physical Education for Women, 1961
HARRY G. GUILLAUME, B.S., M.A., Ed.D., Columbia University
Professor of Art and Head of the Department of Art, 1948 (1956)

PHILIP L. HAHN, B.Mus., M.Mus., University of Michigan
Instructor in Organ, 1960

LESLIE W. HALE, JR., B.M.E., M.E., Drake University
Instructor in Teaching, 1960

ALBERT C. HAMAN, B.A., State University of Iowa; M.A., Michigan State University
Temporary Instructor in Science, 1961

E. W. HAMILTON, B.A., Tarkio College; M.A., Ph.D., State University of Iowa
Professor of Mathematics, 1949 (1961)

NELLIE D. HAMPTON, B.S., Central Missouri State Teachers College; M.A., State University of Iowa; Ph.D., University of Wisconsin
Professor of Education, 1945 (1959)

KENNETH L. HANSEN, B.A., State College of Iowa; M.A., Colorado State College of Education
Assistant Professor of Business Education, 1957 (1961)

RUSSELL G. HANSEN, B.A., State College of Iowa; M.A., Colorado State College
Assistant Professor of Teaching, 1956 (1961)

ALDEN B. HANSON, B.A., St. Olaf College; M.Ph., University of Wisconsin
Assistant Professor of English, 1946 (1949)

WILLIAM P. HAPP, B.S., Northwestern University; M.S., Ph.D., State University of Iowa
Associate Professor of Teaching, 1948 (1955)

Vernon HARMELINK, B.A., Central College; M.A., State University of Iowa
Instructor in English, 1961

MRS. LETA NORRIS HARMON, B.S., Oklahoma Central State College; M.Ed., University of Oklahoma
Assistant Professor of Teaching, 1950 (1954)

Corinne D. Harper, B.S., Kansas City Teachers College; M.Ed., Ed.D., University of Missouri
Professor of Teaching, 1947 (1956)

LYMAN H. HARRIS, B.A., Washington and Lee University; M.A., Ph.D., University of Wisconsin
Professor of History, 1946 (1952)

FRANK C. HARTWELL, B.S., Northern Illinois State Teachers College; M.A., Colorado State College of Education
Assistant Professor of Teaching, 1948 (1957)

RALPH W. HASKELL, B.S., Kansas State Teachers College; M.F.A., State University of Iowa
Associate Professor of Art, 1954 (1960)

GLEN R. HASTINGS, B.A., Central State College; M.E., University of Oklahoma
Assistant Professor of Education, 1961

JAMES S. HEARST
Visiting part-time Instructor in Creative Writing, 1941

BERNICE HELFF, B.A., State University of Iowa; M.A., Columbia University
Associate Professor of Teaching, 1942 (1954)

CLIFFORD H. HERROLD, B.A., Central Oklahoma State Teachers College; M.A., Colorado State College; Ed.D., Stanford University
Associate Professor of Art, 1947 (1957)

DONALD G. HILL, B.A., M.A., State College of Iowa
Instructor in Business Education, 1961
FRANK W. HILL, B.Mus., M.Mus., Eastman School of Music, University of Rochester
  Associate Professor of Violin, Viola and Theory, 1929 (1948)

JOSEPH F. HOFELFELD, B.A., Hastings College; M.B.S., University of Colorado
  Assistant Professor of Teaching, 1958 (1961)

MRS. OLIVE J. HOLLIDAY, B.A., State College of Iowa; M.A., University of Illinois
  Assistant Professor of Home Economics, 1949 (1955)

MRS. MARJORIE B. HOLMBERG, B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri
  Assistant Professor of Teaching, 1947 (1949)

HARALD B. HOLST, B.Mus., M.Mus., American Conservatory of Music
  Associate Professor of Voice, 1936 (1943)

KARL M. HOLVIK, B.A., Concordia College; M.A., Eastman School of Music, University of Rochester; Ph.D., State University of Iowa
  Associate Professor of Woodwind Instruments, 1947 (1959)

MAX M. HOSIER, B.A., Peru, Nebraska, State Teachers College; M.A., Ed.D., Colorado State College of Education
  Assistant Professor of Teaching, 1951 (1959)

LELAND E. HOTT, B.A., M.A., State University of Iowa
  Assistant Professor of Teaching, 1959

DONALD F. HOWARD, B.A., State College of Iowa; M.A., Ph.D., State University of Iowa
  Professor of History, and Head of Department of Social Science, 1947 (1959)

ESTHER M. HULT, B.Ed., Superior, Wisconsin, State Teachers College; M.Ph., Ph.D., University of Wisconsin
  Professor of Education, 1943 (1953)

MRS. KATHERINE HUMPHREY, B.S.C., M.A., State University of Iowa
  Assistant Professor of Business Education, 1947 (1952)

RUTH HUTCHESON, B.A., Peru, Nebraska, State Teachers College; M.A., Colorado State College of Education
  Assistant Professor of Teaching, 1953 (1956)

GEORGE E. IMMERZEELE, B.A., M.A., State College of Iowa
  Assistant Professor of Teaching, 1956-58 (1960)

MARIORIE M. IVerson, B.A., Augustana College; M.Mus., University of Michigan
  Temporary Instructor in Teaching, 1956-61 (1961)

MARY ANN JACKSON, B.S., M.S., University of Arkansas
  Assistant Professor of Teaching, 1953 (1957)

JENS ALLEN JENSEN, B.S., Nebraska State Teachers College; M.S., University of Wyoming
  Instructor in Mathematics, 1958

*VERNER JENSEN, B.S., University of Nebraska; M.S., Iowa State University
  Assistant Professor of Physical Science, 1956 (1959)

ROSS JEWELL, B.A., Wabash College; M.A., University of Indiana
  Assistant Professor of English, 1951 (1954)

*HAROLD DALE JOHANSEN, B.A., M.A., State College of Iowa
  Instructor in Business Education and Field Instructor in Adult Distributive Education, 1958

*On Leave 1961-62
IRA JOHNSON, B.A., Drake University; M.F.A., State University of Iowa  
Assistant Professor of English, 1961

ROBERT W. JOHNSON, B.S., Ed.M., Ed.D., University of Nebraska  
Associate Professor of Education, 1961

HOWARD V. JONES, B.A., M.A., Ph.D., Harvard University  
Associate Professor of History, 1954 (1959)

ARLEY D. JONISH, B.S., Bemidji State Teachers College  
Instructor in Library Science, 1960

LEONARD J. KEEFE, B.Ed., Illinois State Normal University; M.A., Colorado  
State College of Education  
Professor of Business Education and Assistant Trainer in Distributive Educa- 
tion, 1949-1952, 1956 (1960)

DAVID E. KENNEDY, B.Mus., M.Mus., Eastman School of Music, University of Rochester; Ph.D., State University of Iowa  
Assistant Professor of Brass Instruments and Theory, 1948 (1955)

JAMES W. KERCHEVAL, B.A., State College of Iowa; M.S., Ph.D., State University of Iowa  
Professor of Chemistry, 1949 (1953)

STANLEY KNOX, B.S., M.A., University of Minnesota  
Assistant Professor of Education and Psychology, 1961

HOWARD T. KNUTSON, B.A., Luther College; M.A., Ed.D., University of Wyoming  
Professor of Education, 1953 (1959)

CAROL L. KOEHMSTEDT, B.A., College of St. Scholastica  
Instructor and Assistant Campus School Librarian, 1961

DOROTHY MAY KOEHRING, B.A., Kansas State University; M.A., Columbia University; Ph.D., Yale University  
Professor of Education, 1933 (1960)

WILLIAM H. KOLL, B.A., State College of Iowa; M.A., Northwestern University  
Assistant Professor of Physical Education for Men, 1952 (1956)

JOSEPH R. KUPCEK, B.A., M.A., Ph.D., University of Bratislava, Czechoslovakia  
Assistant Professor of Russian and French, 1960

H. BERNICE LAMB, B.S., University of Minnesota; M.A., University of Missouri  
Associate Professor of Education and Psychology, 1960

HARRY J. LaPINE, B.Ed., State Teachers College, Brockport, N. Y.; M.A.,  
Ph.D., University of Chicago  
Assistant Professor of Education and Psychology, 1959

JAMES P. LARUE, B.S., Southeast Missouri State College; M.A., Colorado State College of Education  
Assistant Professor of Industrial Arts, 1956

WILLIAM P. LATHAM, B.Mus., M.Mus., College of Music of Cincinnati; Ph.D.,  
Eastman School of Music, University of Rochester  
Professor of Theory, 1947 (1959)

RICHARD T. LATTIN, B.A., State College of Iowa; M.A., Ph.D., State University of Iowa  
Associate Professor of Teaching and Principal of the College Elementary School,  
1947 (1957)

MRS. CHARLOTTE E. LAWTON, B.A., State College of Iowa  
Temporary part-time Instructor in Speech, 1956

CHARLES T. LEAVITT, B.A., Beloit College; M.A., Ph.D., University of Chicago  
Professor of American History and Economics, 1946 (1961)
AGNES LEBEDA, B.A., Northwestern Oklahoma State College; M.S., Oklahoma Agricultural and Mechanical College; Ph.D., University of Minnesota
Associate Professor of Business Education, 1953 (1956)

VERLIN W. LEE, B.S., M.A., Marshall College; Ph.D., Ohio State University
Associate Professor of Science, 1955 (1960)

FRED W. LOTT, JR., B.S., Cedarville, Ohio, College; M. A., Ph.D., University of Michigan
Professor of Mathematics 1949 (1961)

*HERBERT LEWIS LYNCH, B.S., M.Ed., University of Nebraska
Assistant Professor of Teaching, 1951 (1956)

*HOWARD W. LYON, B.A., M.S., State University of Iowa
Assistant Professor of Physical Science, 1956 (1959)

MRS. RUTH MAHON, B.A., State College of Iowa
Temporary Instructor in Teaching, 1956

EDNA L. MANTOR, B.A., State College of Iowa; M.A., Columbia University
Associate Professor of Teaching, 1923 (1952)

WILLIAM O. MARICLE, B.Ed., Southern Illinois University; M.A., University of Illinois
Assistant Professor of Teaching, 1949 (1954)

*RAYMOND J. MARTIN, B.A., State College of Iowa; M.A., State University of Iowa
Assistant Professor of Teaching, 1955 (1959)

FRANK E. MARTINDALE, B.Ed., Stevens Point, Wisconsin, Teachers College; M.Ph., Ph.D., University of Wisconsin
Professor of Education, 1948 (1959)

MRS. DOROTHY MATALA, B.A., Indiana Central College; M.A., Indiana University; Ph.D., Cornell University
Professor of Biology, 1946 (1961)

RAYMOND E. MATALA, B.S., M.A., University of Minnesota; Ed.D., University of Oklahoma
Associate Professor of Industrial Arts, 1948 (1959)

CHARLES D. MATHESON, B.Mus., M.Mus., University of Michigan
Assistant Professor of Voice, 1955

R. JANE MAUCK, B.Mus., M.Mus., Drake University
Assistant Professor of Voice, 1946 (1956)

EDWIN J. MAURER, JR., B.A., State University of Iowa; M.A., University of Chicago; Ph.D., State University of Iowa
Associate Professor of English, 1948 (1961)

MRS. IVONE L. MAXWELL, B.A., State College of Iowa; M.Mus., American Conservatory of Music
Assistant Professor of Piano, 1948 (1956)

PETER M. MAZULA, B.S., Cortland, New York, State Teachers College; M.A., Ed.D., Columbia University
Assistant Professor of Teaching 1949 (1953)

MERRITT EUGENE MELBERG, B.S., M.S., Iowa State University; Ed.D., Colorado State College of Education
Assistant Professor of Education and Psychology, 1958

WILLIAM K. METCALFE, B.S., M.A., Washington University; D.S.S., Syracuse University
Assistant Professor of Social Science, 1961

*On Leave 1961-62
CARYL A. MIDDLETON, B.A., State College of Iowa; M.A., Ph.D., State University of Iowa
Associate Professor of Teaching, 1949 (1955)

JOHN W. MITCHELL, B.Sch.Mus., College of Wooster; M.Mus.Ed., Oberlin College; Ph.D., University of Wisconsin
Associate Professor of Music Education, 1946 (1960)

MARDELLE L. MOHN, B.S., Bradley University; M.S., University of Wisconsin
Associate Professor of Teaching, 1948 (1955)

ALFRED C. MOON, B.S., M.S., Ed.D., University of Missouri
Professor of Teaching, 1948 (1961)

DOROTHY MOON, B.Ed., Northern Illinois State Teachers College; M.A., Northwestern University
Assistant Professor of Physical Education for Women, 1946 (1950)

ELEANOR L. McBRIDE, B.Ed., Illinois State Normal University; M.A., University of Illinois
Assistant Professor of Teaching, 1946 (1949)

PHYLLIS McCARTHY, B.S., Northern South Dakota State Teachers College; M.A., State University of Iowa
Associate Professor of Teaching, 1947 (1961)

CLIFFORD G. MCCOLLUM, B.S., M.A., Ed.D., University of Missouri
Professor of Science and Head of the Department of Science, 1949-1955; 1957 (1959)

ELAINE E. McDAVITT, B.S., M.A., Northwestern University; Ph.D., University of Michigan
Associate Professor of Speech, 1947 (1953)

EVELYN J. McLAIN, B.A., M.A., State College of Iowa
Instructor in Teaching, 1961

MRS. ADA McLEOD, B.A., State College of Iowa; B.S., in Library Science, Columbia University
Assistant Professor, part-time, of Library Science, 1949 (1958)

HERMAN L. NELSON, B.A., State College of Iowa; M.S., State University of Iowa; Ph.D., Clark University
Professor of Earth Science, 1949 (1959)

MRS. MARGARET B. NELSON, B.A., Lawrence College; M.A., Ph.D., University of Minnesota
Associate Professor of Education, 1950 (1958)

OWEN N. NELSON, B.A., St. Olaf College; M.S., University of Wisconsin
Instructor in Teaching, 1960

ROSS A. NIELSEN, B.A., Wartburg College; M.S., Ph.D., State University of Iowa
Professor of Teaching, 1947 (1961)

EILEEN F. NOONAN, B.A., Nebraska State Teachers College; M.L., University of Washington
Assistant Professor of Library Science, 1954 (1960)

MRS. MILDRED NORRIS, B.Ed., Oshkosh, Wisconsin, State Teachers College; M.Ph., University of Wisconsin
Assistant Professor of Teaching, 1953 (1954)

CONSTANCE E. OTTMAN, B.A., State College of Iowa; M.A., State University of Iowa
Assistant Professor of Teaching, 1960

JOHN F. PAGE, JR., B. of Design, University of Michigan; M.F.A., State University of Iowa
Associate Professor of Art, 1954-1960 (1961)
MRS. EUGENIA PARISHO, B.A., State College of Iowa
Temporary Instructor in Teaching, 1961

ROBERT L. PAULSON, B.S., M.A., State University of Iowa
Assistant Professor of Teaching, 1953 (1956)

JAMES O. PERRINE, B.A., State University of Iowa; M.S., University of Michigan; Ph.D., Cornell University
Temporary Professor of Physics, 1913-1920 (1961)

CECIL K. PHILLIPS, B.S., Southwest Missouri State Teachers College; M.Ed., Ed.D., University of Missouri
Associate Professor of Teaching, 1948 (1956)

WARREN E. PICKLUM, B.A., Colorado State College; M.S., Ph.D., Iowa State University
Assistant Professor of Biology, 1957

ERMA B. PLAEBHN, B.A., Cornell College; M.A., Ph.D., State University of Iowa
Professor of Political Science, 1936 (1957)

GEORGE R. POAGE, B.A., State College of Iowa; M.A., Ph.D., State University of Iowa
Assistant Professor of History, 1954 (1959)

WILLARD J. POPPY, B.Ed., Oshkosh, Wisconsin, State Teachers College; M.S., Ph.D., State University of Iowa
Professor of Physics, 1949 (1953)

ALBERT A. POTTER, B.A., Chadron, Nebraska, State Teachers College; M.A., State University of Iowa
Assistant Professor of Teaching, 1946 (1954)

MRS. JEANETTE R. POTTER, B.A., State College of Iowa; M.S., University of Wisconsin; Ed.D., University of Oregon
Associate Professor of Physical Education for Women, 1955

MRS. LOIS POTTER, B.A., Yankton College; M.A., State University of Iowa; Ph.D., University of Wisconsin
Associate Professor of Teaching, 1950 (1959)

MILDRED A. PRAY, B.A., McPherson College; M.Ed., University of Colorado
Assistant Professor of Education, 1957

MALCOM P. PRICE, B.A., Cornell College; M.A., Ph.D., State University of Iowa; LL.D., Cornell College
President of the College, 1940-1950
Professor of Education, 1950

JOE PRZYCHODZIN, B.Ed., Southern Illinois Normal University; M.S., University of Illinois; Ed.D., University of Missouri
Associate Professor of Teaching, 1947 (1959)

VIRGINIA RAMSAY, B.S., Northwest Missouri State College; M.A., State University of Iowa
Assistant Professor of Physical Education for Women, 1955 (1959)

HOWARD O. REED, B.S., Bradley University; M.A., Northwestern University; M.Ed., Ed.D., University of Illinois
Professor of Industrial Arts and Head of the Department of Industrial Arts, 1954

*H. W. RENINGER, B.A., M.A., Ph.D., University of Michigan
Professor of English and Head of the Department of Languages, Speech, and Literature, 1939 (1948)

BASIL J. REPPAS, B.A., Athens, Greece, University; M.A., American University of Beirut, Lebanon; Ph.D., State University of Iowa
Assistant Professor of Education, 1961

*On Leave 1961-62
GORDON J. RHUM, B.A., Iowa Wesleyan College; M.A., Ph.D., State University of Iowa
Professor of Education, 1948 (1959)

FERDINAND C. RIECHMANN, B.A., M.A., State University of Iowa
Instructor in Teaching, 1960

DIXON L. RIGGS, B.A., Marietta College; M.S., University of Michigan
Assistant Professor of Biology, 1958

GEORGE C. ROBINSON, B.A., University of Wisconsin; M.A., Ph.D., Harvard University
Professor of Political Science, 1922 (1933)

DONALD O. ROD, B.A., Luther College; B.A. in Library Science, University of Michigan
Associate Professor of Library Science and Head Librarian, 1953

ROBERT A. ROGERS, B.A., Miami University; M.S., Ph.D., State University of Iowa
Professor of Physics, 1947 (1950)

BETTS ANN ROTH, B.S., George Peabody College for Teachers; M.A., Columbia University
Assistant Professor of Teaching, 1951 (1961)

MYRON E. RUSSELL, B.Mus., Kansas State Agricultural College; M.Mus., Eastman School of Music, University of Rochester; Ph.D., University of Michigan
Professor of Woodwind Instruments and Head of the Department of Music, 1929 (1951)

THOMAS G. RYAN, B.S.C., M.A., State University of Iowa
Instructor in History, 1960

LELAND L. SAGE, B.A., Vanderbilt University; M.A., Ph.D., University of Illinois
Professor of History, 1932 (1945)

HARLAND E. SAMSON, B.S., M.A., University of Minnesota
Assistant Professor of Business Education and Trainer in Distributive Education, 1955 (1959)

PAULINE L. SAUER, B.Ed., Chicago Teachers College; M.A., University of Michigan; Ph.D., Cornell University
Associate Professor of Biology, 1949 (1958)

EDWARD E. SCANNELL, B.A., M.A., Colorado State College
Instructor in Business Education and Field Instructor in Distributive Education, 1960

JOSEF SCHAEFER, State Examination, Ph.D., University of Freiburg
Professor of German, 1926 (1948)

ELLIOTT J. SCHAFFER, B.A., M.S., University of Pittsburgh; Ph.D., Syracuse University
Assistant Professor of Speech, 1989

JANE SCHLEICHER, B.Mus., M.Mus., New England Conservatory of Music, Boston
Temporary Instructor in Voice, 1961

MARY MARGARET SCHMITT, B.A., State College of Iowa; M.Ed., University of Minnesota
Assistant Professor of Teaching, 1946 (1955)

MRS. MARJORIE SCHOEPPLER, B.A., St. Olaf College; M.S., Mankato State College
Temporary Instructor in Chemistry, 1960

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MARSHALL SCHOOLS, B.S., Mary Washington College; M.A., George Peabody College for Teachers
Assistant Professor of Teaching, 1949 (1954)

AUGUSTA L. SCHURRER, B.A., Hunter College; M.A., Ph.D., University of Wisconsin
Associate Professor of Mathematics, 1950 (1959)

DONALD A. SCOVEL, B.A., State College of Iowa; M.A., State University of Iowa
Instructor in Teaching, 1961

ERWIN M. SEGAL, B.S., M.A., University of Maryland
Assistant Professor of Psychology, 1961

STANLEY B. SHERIFF, B.S., M.A., California State Polytechnic College
Instructor in Physical Education for Men, 1958 (1959)

MRS. EDNA SHORES, B.S., M.A., Columbia University
Assistant Professor of Home Economics, 1947 (1952)

MRS. INA MAE SILVEY, B.S., Central Missouri State College; M.A., State College of Iowa
Temporary Assistant Professor of Mathematics, 1954 (1959)

WRAY D. SILVEY, B.S., Central Missouri State College; M.Ed., Ed.D., University of Missouri
Professor of Education, 1950 (1960)

MARGARET A. SJOLANDER, B.S., Stout State College; M.S., University of Wisconsin
Assistant Professor of Home Economics, 1958, and Head of the Department of Home Economics, 1960

ERNESTINE L. SMITH, B.A., M.S., University of Michigan
Associate Professor of Geography, 1936 (1955)

FRANCIS ELIOT SMITH, B.A., University of Massachusetts; M.A., Ph.D., State University of Iowa
Associate Professor of English, 1950 (1957)

M. B. SMITH, B.S., Northern South Dakota State Teachers College; M.A., Ph.D., University of Minnesota
Associate Professor of Speech, 1947 (1957)

PAUL R. SMITH, B.S., Kansas State Teachers College; M.F.A., State University of Iowa
Associate Professor of Art, 1951 (1957)

MANFORD SONSTEGARD, B.Ed., St. Cloud, Minnesota, State Teachers College; M.A., University of Minnesota; Ph.D., Northwestern University
Professor of Teaching, 1945 (1959)

JULIA L. SPARROW, B.S., St. Cloud, Minnesota, State Teachers College; M.A., Ph.D., State University of Iowa
Professor of Education, 1944 (1958)

NORMAN C. STAGEBERG, B.S., University of Minnesota; M.A., State University of Iowa; Ph.D., University of Wisconsin
Professor of English, 1946 (1956)

NORMAN E. STEWART, B.S., M.Ed., University of Missouri
Instructor in Physical Education for Men, 1961

LLOYD J. STOKSTAD, B.S., M.S., University of Wisconsin
Assistant Professor of Teaching, 1948 (1957)

MYRTLE M. STONE, B.A., Washington State College; M.B.A., University of Washington; Ed.D., New York University
Professor of Teaching, 1928 (1950)
MARGUERETTE MAY STRUBLE, B.A., M.A., Ph.D., State University of Iowa
Professor of Teaching, 1935 (1958)

BETTY M. SWANSON, B.S., University of Minnesota; M.S., University of
Southern California
Assistant Professor of Physical Education for Women, 1949 (1957)

*NATHAN M. TALBOTT, B.A., Western Michigan College; M.A., University of
Michigan; Ph.D., University of Washington
Assistant Professor of Political Science and Far Eastern Studies, 1956

JOHN E. TARR, B.Sc., State University of Iowa
Instructor in Teaching, 1961

LOREN F. TAYLOR, B.A., M.F.A., State University of Iowa
Assistant Professor of English, 1954 (1957)

HOWARD J. THOMPSON, B.A., M.A., State University of Iowa; Ph.D., Harvard
University
Associate Professor of History, 1955 (1961)

OSCAR E. THOMPSON, B.Ed., Moorhead, Minnesota, State Teachers College;
M.S., University of North Dakota; Ph.D., State University of Iowa
Professor of Education, 1947 (1957)

THOMAS H. THOMPSON, B.A., M.A., Ph.D., State University of Iowa
Associate Professor of Philosophy, 1952 (1960)

EDWARD J. THORNE, B.A., University of Pittsburgh; M.A., Ph.D., Northwestern University
Associate Professor of Speech, 1955 (1961)

WILLIAM R. THRALL, B.S., Wisconsin State College; M.S., University of
Colorado; Ph.D., State University of Iowa
Assistant Professor of Physical Education for Men, 1960

MARY R. TOWNE, B.A., Mt. Holyoke College; M.S., Purdue University
Temporary Assistant Professor of Psychology, 1961

PATRICIA ANN TOWNSEND, B.S., M.A., Stephen F. Austin College; Ph.D.,
University of Wisconsin
Assistant Professor of Speech, 1959

HAROLD C. TRIMBLE, B.A., University of Western Ontario; M.A., Ph.D.,
University of Wisconsin
Professor of Mathematics and Head of the Department of Mathematics,
1940-1947 (1958)

JAN B. TULASIEWICZ, B.A., State College, Stanislawow, Poland; M.A., Jan
Kazimierz, Lwów, Poland; M.B.A., University of Foreign and Domestic Trade,
Lwów, Poland; Jur.D., Jan Kazimierz, Lwów, Poland; Ph.D., University of
Michigan
Associate Professor of Economics, 1956

**ALBERT E. UECKER, B.A., Minot, North Dakota, State Teachers College;
M.A., Columbia University; Ph.D., University of Minnesota
Associate Professor of Psychology and Clinical Psychologist, 1954-1956 (1960)

HOWARD VANDER BEEK, B.A., State University of Iowa; M.A., Ed.D.,
Columbia University
Professor of Teaching, 1948 (1959)

GUY W. WAGNER, B.A., State College of Iowa; M.A., Ph.D., State University of
Iowa
Professor and Director of Curriculum Laboratory, 1941 (1953), and Acting
Head of the Department of Teaching, (1960)

*On Leave 1961-62
**Resigned, effective Feb. 3, 1962
LILLIAN ROSE WAGNER, B.A., University of South Dakota; M.A., State University of Iowa; Ph.D., University of Wisconsin
Associate Professor of Speech, 1950 (1953)

*WILLIS H. WAGNER, B.S., Central Missouri State Teachers College; M.Ed., University of Missouri
Associate Professor of Industrial Arts, 1945 (1957)

CARL O. WEBNER, B.A., M.A., State College of Iowa
Instructor in Mathematics, 1961

MRS. VELNA J. WEIR, B.S., M.Ed., Ed.D., University of Nebraska
Temporary Associate Professor of Education and Psychology, 1961

DONALD B. WENDT, B.M., Northwestern University; M.A., State College of Iowa
Assistant Professor of Woodwind Instruments, 1958 (1961)

ROBERT J. WESLEY, B.A., M.A., Wayne State University
Instructor in Speech, 1961

LAWRENCE W. WHITFORD, B.A., State College of Iowa; M.A., University of Michigan
Assistant Professor of Physical Education for Men, 1926 (1945)

DONALD R. WHITNAH, B.A., M.A., Ph.D., University of Illinois
Assistant Professor of History, 1959

DONALD E. WIEDERANDERS, B.S., Wartburg College; M.A., University of Minnesota
Assistant Professor of Teaching, 1958

LELAND L. WILSON, B.S., East Kentucky State College; M.S., University of Kentucky; Ph.D., Peabody College for Teachers
Professor of Chemistry and Physical Science, 1955 (1959)

DOROTHY E. WINEKE, B.S., M.S., University of Wisconsin
Assistant Professor of Teaching, 1949 (1955)

LEONARD WINIER, B.S., Winona, Minnesota, State Teachers College; M.A., Ed.D., Columbia University
Professor of Biology, 1948 (1959)

SHIRLEY WINSBERG, B.S., University of Illinois; M.S., Wellesley College; Ph.D., State University of Iowa
Professor of Physical Education for Women, 1945 (1959)

JAMES H. WITHAM, B.S., Bemiji, Minnesota, State Teachers College; M.Ed., University of Minnesota; H.S.D., Indiana University
Associate Professor of Physical Education for Men and Head of Department of Physical Education for Men, 1956 (1960)

LELAND L. WILSON, B.A., M.A., Ph.D., State University of Iowa
Assistant Professor of History, 1956

STANLEY G. WOOD, B.A., State College of Iowa; M.A., Western Reserve University
Professor of Speech, 1946 (1961)

LAWRENCE S. WRIGHT, B.S., M.S., Stout Institute; Ed.D., University of Missouri
Associate Professor of Industrial Arts, 1949 (1958)

*BARBARA YAGER, B.S., M.A., Ohio State University
Assistant Professor of Physical Education for Women, 1949 (1956)

EMILY JOSEPHINE YEAGER, B.S., Louisiana State University; M.S., University of Colorado
Assistant Professor of Home Economics, 1954

*On Leave 1961-62
ROBERT L. YOUNT, B.A., State University of Iowa; M.S., Purdue University
Instructor in Mathematics, 1959

WALTER JOSEPH ZENDER, B.A., State College of Iowa; M.A., State University of Iowa
Instructor in Speech, 1959

Librarians

DONALD O. ROD, B.A., Luther College; B.A. in Library Science, University of Michigan
Associate Professor of Library Science and Head Librarian, 1953

MARY DIETERICH, B.A., Grinnell College; B.S., Columbia University
Reference Librarian, 1930 (1946)

MARY KATHERINE EAKIN, B.A., Drake University, B.L.S., M.A., University of Chicago
Youth Collection Librarian, 1958

EVELYN J. MULLINS, B.A., Grinnell College; B.S., Columbia University
Order Librarian, 1930 (1948)

FRED Y. M. MA, B.LL., Sun Yat-sen University, China; M.A. and B.S. in Library Science, University of Minnesota
Head Cataloger, 1960

MARGARET FULLERTON, B.A., State College of Iowa; M.A., Columbia University; B.S. in Library Science, Columbia University
Cataloger, 1947

CAROLYN LENORE HERIGSTAD, B.A., Jamestown College; M.S., University of Wisconsin
Cataloger, 1961

EVERETT L. HOWELL, B.A., State College of Iowa; M.A. in Library Science, University of Michigan
Circulation Librarian and Coordinator of Public Services, 1956 (1962)

EDWARD F. WAGNER, B.S., M.S. in Library Science, University of Wisconsin
Assistant Reference Librarian, 1958

H. WENDELL ALFORD, B.A., Stetson University; B.D., Southwestern Baptist Theological Seminary; B.S., in Library Science, North Texas State College
Acquisition Librarian and Coordinator of Technical Services, 1959 (1962)
Committees

(Chairman's name indicated by asterisk. Year in which faculty member's term expires indicated in parentheses. E indicates election by faculty or Senate; others appointed.)

I. FACULTY SENATE

Irvin H. Brune (E '62)
Max Hosier ('62)
James W. Kercheval (E '62)
Oscar Thompson (E '62)
Paul Smith (E '63)
H. C. Trimble (E '63)
Martin Grant (E '63) (vice W. Wagner)
Shirley Winsberg (E '63)
Lillian Wagner (E '64)

II. FACULTY COMMITTEES

A. Permanent Committees responsible to the Senate

CURRICULA
*Dean of Instruction
  Herman Nelson (E '62)
  Donald F. Howard (E '63)
  Clifford L. Bishop (E '64)
  James Blanford (E '65)
  Assistant Dean of Instruction
  Registrar

GRADUATE COUNCIL
*Dean of Instruction
  Assistant to the Dean of Instruction
  Assistant to the Dean of Instruction (sec'y.)

ADMISSION AND RETENTION
  Dean of Instruction
  Registrar
  Coordinator of Student Counseling
  Dean of Students
  Associate Dean of Students

TEACHER-EDUCATION STANDARDS AND PRACTICES
  Head of the Department of Education and Psychology
  Head of the Department of Teaching

Wray Slivey (E '64)
Paul Brimm (E '64)
Myron Russell (E '64)

Ex-Officio Members
  President of the College
  Dean of Instruction
  Dean of Students
  Business Manager
  Director of Field Services

COMMITTEES
*David Bluhm (E '62)
  Jean Bontz (E '62)
  Clifford McCollum (E '63)
  Malcolm Price (E '63)
  Donald Howard (E '64)

EDUCATIONAL POLICIES COMMISSION
(responsible to the Faculty)
*Dorothy Koehring ('62)
  James LaRue ('62)
  Howard T. Knutson (E '62)
  Robert Claus ('62)
  Harold C. Trimble (E '62)
  George Poage (E '63)
  Everett Howell (E '64)
  Caryl Middleton (E '64)
  Kenneth Gogel ('64)
  Robert Dalziel ('64)

ADMINISTRATION OF FACULTY PERSONNEL
  Ross Jewell ('62)
  Howard Jones ('62)
  Erma Plaehn ('62)
  Fred Lott ('63)
  Leonard Keefe ('63)
  Roy Chung ('63)
  Margaret Sjolander ('63)
EXTENSION ADVISORY COMMITTEE
E. Glenadine Gibb ('62)
Erma B. Plaehn ('62)
John Mitchell ('63)
Bernice Helff ('63)
Clifford McCallum ('64)
Clifford L. Bishop ('64)

STUDENT LOAN FUND
Agnes Lebeda (E '62)
James L. Bailey (E '63)
Paul Kelso (E '64)

HONORS BOARD
*Wallace Anderson
Paul Smith ('63)
Augusta Schurrer ('63)
Leland L. Sage ('64)
Walter DeKock ('64)

ATHLETIC BOARD
*R. J. Schlicher
R. R. Fahnrey
James Kercheval
Fred Lott
Wm. P. Happ
Paul Kelso
Business Manager
Director of Athletics, secretary

B. Permanent Committees responsible to the President

EDUCATIONAL PUBLICATIONS
*Youth Collection Librarian
   Director of Curriculum Laboratory
   Director of Field Services
   Director of College Relations
   Director of Extension Service

COORDINATING GROUP
*President
   Dean of Instruction
   Dean of Students
   Associate Dean of Students
   Business Manager
   Director of Field Services
   Director of College Relations
   Registrar

CONFERENCES
*Director of Field Services
   Nellie Hampton
   Alfred C. Moon

ADDITION OF CLERICAL PERSONNEL
*M. R. Beard
   Harry G. Guillaume
   C. L. Bishop
   3 elected members of clerical staff

CONVOCATIONS
*Harold E. Bernhard
   Mrs. Katherine Humphrey
   Bernard DeHoff
   Dennis P. Jensen
   Associate Dean of Students

COMMENCEMENTS
*Harold E. Bernhard
   M. B. Smith
   Dennis P. Jensen
   Registrar
   Associate Dean of Students

STUDENT WELFARE
*Dean of Students
   Director of Religious Activities
   Mrs. Mary Graves

USE OF FACILITIES
*M. R. Beard
   Members of Committee on Administration of Faculty Personnel

CAMPUSS PLANNING
*Howard Reed
   President
   Business Manager
   Director of Physical Plant
   Registrar
   Willard Poppy
   Howard Knutson
   Mrs. Lena Buckingham

TRAFFIC AND SAFETY
*Ivan Eland
   E. E. Cole
   Paul F. Bender
   Wm. L. J. Dee
   Peter Mazula
   2 students

BOARD OF HEALTH
*Health Director
   Dean of Instruction
   Dean of Students
   Associate Dean of Students
   Registrar
   Coordinator of Student Counseling
   Head, Dept. of Phy. Ed. for Women
   Head, Dept. of Phy. Ed. for Men

RECREATION PARK
*E. W. Hamilton
Committees

James R. Clark
Shirley Winsberg

BOARD IN CONTROL OF STUDENT PUBLICATIONS
Director of College Relations
James L. Bailey
David Delfield
Francis Smith
5 students (one to be chairman)

KYTC
*Herbert V. Hake
Raymond Matala
James L. Bailey
3 students

LECTURE-CONCERT
*Howard Jones
Stanley Wood
3 students

ADVISORY COMMITTEE ON DISCIPLINARY ACTION
Wray Silvey (E '62)
Howard Reed (E '63)
David Bluhm (E '64)

ALL-COLLEGE CONVOCATION ON INTERNATIONAL AFFAIRS
*George Poage

C. Permanent Committee responsible to the Dean of Students

HOMECOMING
*Lawrence S. Wright
Elinor Crawford

D. Permanent Committee responsible to the President and Heads of Departments

MERCHANT SCHOLARSHIPS
*Myron Russell ('62)
Donald Howard ('63)

E. Temporary Committees

SECOND COMMITTEE ON STANDARDS AND DIRECTIONS
(responsible to the faculty through the Senate)
*Donald Rod
Mrs. Margaret Nelson
Thomas Thompson
E. W. Hamilton

LIBRARY COMMITTEE
(responsible to President)
*Donald Rod

Edward Thorne
Dean of Students
4 students

RESEARCH COMMITTEE
*Coordinator of Research and Evaluation
Roy Ebben
Martin L. Grant

FOUNDATION ADVISORY COMMITTEE
*Director of Field Services
Mrs. Jeanette Potter
Emil Bock
William Dreier
Clifford Herrold
Bruno Tulasiewicz
Myrtle Stone
John Bruha
Director of Alumni Affairs

INSURANCE AND RETIREMENT
*Leonard Keefe ('65)
Harry Dahl (physical plant '63)
P. C. Jennings (ex officio '67)
Charles Leavitt ('65)
Fred Lott (Fac. Pers. Comm., '63)
Mrs. Edna Shores ('65)
Betty Stover (clerical staff '67)

C. Permanent Committee responsible to the Dean of Students

James LaRue
Milo Lawton
5 students

D. Permanent Committee responsible to the President and Heads of Departments

MERCHANT SCHOLARSHIPS
*Myron Russell ('62)
Donald Howard ('63)

James Witham ('64)
President
Milo Lawton, secretary

E. Temporary Committees

SECOND COMMITTEE ON STANDARDS AND DIRECTIONS
(responsible to the faculty through the Senate)
*Donald Rod
Mrs. Margaret Nelson
Thomas Thompson
E. W. Hamilton

LIBRARY COMMITTEE
(responsible to President)
*Donald Rod

Emil Bock
Walter DeKock
William C. Lang
L. L. Sage
Augusta Schurrer

EVALUATION OF GENERAL EDUCATION
(responsible to the faculty through the Senate)
*Daryl Pendergraft
Josef Fox
Jean Bontz

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State College of Iowa

Ralph Haskell
Agnes Lebeda
Mrs. Dorothy Matala
Donald Wendt
E. W. Hamilton
Robert E. Claus
Gordon Rhum, ex-officio, evaluation

HONOR SYSTEM
(appointed by Senate to work with 4 students from SLB)
*Walter DeKock
David Bluhm
Elaine McDavitt
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This supplement amends appropriate sections of the 1962-64 Catalog Bulletin

July 5, 1962

Calendar 1963-64 - - - Changes

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JUNIOR HIGH SCHOOL SUBJECT FIELDS

General education courses do not count as electives on the subject field.

Upon successful completion of the subject field, students on this major will be certified to teach in grades 7-12.

SUBJECT FIELD IN SCIENCE

Add 84:33, Principles of Microbiology to first section.
Add 84:103, Conservation of Iowa Resources to first section.
84:104, Change hours to 3.

MAJOR IN ELEMENTARY EDUCATION

SPECIAL EDUCATION SUBJECT FIELD---reinstate.

This field may be chosen only as a second field and the student must have the approval of the Committee on Special Education. Approval will be determined on basis of scholarship, personality, and purpose of the student.

The field consists of a core plus an area of emphasis. Starred (*) courses are from the major requirements and included here for certificate purposes. Student teaching in the student's special education emphasis may be substituted for Clinical Experience.

Core
21:185 The Exceptional Child 2 hours
*20:100 Child Psychology 2
20:181 Group Evaluation Techniques 3
20:194 Clinical Experience 3-4

Emphasis - Retarded (Student may omit electives in Geography or History and Science)
21:186 The Retarded Child 4 hours
21:147 Remedial Reading 3
50:170 Speech Correction for the Classroom Teacher 2

Emphasis - Gifted (Student may omit 52:102 and elective in Art)
21:187 The Gifted Child 4 hours
35:112 Library Materials for Children or 3
21:132 Materials of Instruction (Gifted) 3
*Electives in Science

Emphasis - Remedial Reading (Student may omit 52:102 and elective in Art)
21:147 Remedial Reading 3 hours
21:165 Recent Research in Reading 3
21:160 Diagnosis of Reading Problems 2
*21:44 Children's Literature 3

Section E, Physical Education

1. Restate to read: All students shall complete four (4) semester hours of P.E. 1 work the first four enrollments.

3. Omit

8. Omit
Basic Business. 75:116 should read 15:116.

15:167(g). New course. Elements of Data Processing--3 hours. F. An introduction to the techniques and procedures of data processing. Analysis and study of data processing systems, including punch card equipment and electronic computers.

12:131(g). Cost Accounting. Change credit from 3 to 4 hours.

12:134(g). Auditing. Change credit from 2 to 3 hours.

12:230 Change number to 12:140(g) and credit from 2 to 3 hours.

Accounting Systems--3 hours. F. Analysis of modern accounting systems with emphasis on system building; application of data processing methods to system development with special attention to the use of electrical and electronic devices. Prerequisites: 12:130 and 15:167.

13:143(g). Retail Merchandising. Change credit from 2 to 3 hours.

13:150(g). New course. Marketing Management--3 hours. F. A comprehensive study of problems encountered by marketing executives in modern business and of policies and procedures that may be followed in their solution. Prerequisite: 6 hours of credit in marketing.

13:151(g). New course. Marketing Research--3 hours. S. Procedures used in defining a marketing problem and carrying out the research necessary for its proper solution; a detailed study of methods used in motivation research, product research, advertising research, and sales control research. Prerequisite: 6 hours of credit in marketing.

14:50 Change title to Basic Typewriting.

21:260 Change number to 21:160(g).

VOCATIONAL HOME ECONOMICS MAJOR

Substitute 84:33 for 84:150.

31:190 is required on the Home Economics Minor--Teaching.

SUBJECT FIELD FOR CORE TEACHER

Required: 90:190; 94:114; 96:114; 96:114; 96:155

Geography, regional courses

17 hours

7

SPEECH CORRECTION MAJOR -- TEACHING

Until August 1966 students who are majoring in speech correction will be recommended for certification on the basis of the following undergraduate program. After August 1966 recommendation for certification will be made only upon completion of the five-year program in speech correction as described on page 6 of this Supplement.


26 hours

Electives from the following: 20:100; 20:112; 21:180 or 80:172; 21:185; 50:30; 50:130; 50:176; 52:164; 64:38

9

35 hours

The student will select a minor in consultation with his adviser. A minor in psychology is highly recommended.
The completion of the undergraduate major or its equivalent will be considered adequate preparation for the graduate portion of the five-year program. Deficiencies in undergraduate preparation must be made up before the student can begin his graduate sequence in speech correction.

50:171(g). Change credit from 4 to 5 hours; change description and prerequisite. Speech Science--5 hours. Physical and psychological aspects of sound, anatomy and physiology of the vocal mechanism, factors in the intelligibility of speech, and the development of speech and language in the normal child. Prerequisite: 50:32 or instructor’s approval.


50:174(g). Change title, credit, description, and prerequisite. Cleft Palate--2 hours. Etiology, nature, and principles of remediation of speech problems resulting from cleft palate and other structural facial deviations. Prerequisite: 50:172 or instructor’s approval.


50:176(g). Change description and total credit. Clinical Practice--1-2 hours. Clinical experience in diagnosis and remediation of the speech problems associated with disorders of articulation, cleft palate, stuttering, as well as experience in the testing of hearing. Prerequisite: 50:172 or instructor’s approval. May be repeated for a total of 4 hours of credit.


50:178(g). New course. Neuropathologies of Speech--4 hours. Nature, etiologies, principles or remediation of speech problems associated with cerebral palsy, aphasia and related pathologies of the nervous system. A unit on basic anatomy and function of the nervous system is included. Prerequisite: instructor’s approval.


50:276 New course. Advanced Clinical Practice--1-4 hours. Clinical experience in diagnosis and remediation of the speech problems associated with aphasia, cerebral palsy, hearing loss, and disorders of voice. Prerequisite: 50:176. May be repeated for a total of 4 hours of credit.


93 37:110 Health Instruction. Drop (g)

37:111 Water Safety. Add: Freshmen admitted only with special permission.

37:113 Community Health. Add (g)

37:151 Kinesiology. Add (g)

94 37:190 Methods and Principles of Physical Education. Drop (g)
37:251 New course. Advanced Kinesiology--3 hours. Analysis of motion with special emphasis upon application of mechanical and anatomical principles in the performance of physical activities. Relates laws of physics and develops principles from these laws that explain fundamental movements that are successful to various techniques. Prerequisites: 37:50 and 151, or 38:150.

37:273 New course. Physical Education in the Public Schools--3 hours. Principles, movements, leaders, trends, purposes, methods, and techniques of structuring the school program in physical education.

37:274 New course. Measurement and Evaluation in Physical Education--3 hours. Historical background of measurement in physical education; evaluation as a part of teaching; statistical techniques; construction and use of motor and knowledge tests; criteria for test selection; administering a testing program; interpretation and use of test results. Prerequisites: 21:180 or 80:172.


37:280 New course. Physical Education Seminar--1-2 hours. One section may be drawn each session from (1) health problems, (2) problems of facilities and equipment, (3) problems of teaching, and (4) motor learning. May be repeated for a maximum of 6 hours of credit. Prerequisite: Departmental approval.

MAJOR IN PHYSICAL EDUCATION FOR MEN -- TEACHING

Add to the major statement: Students who have four (4) hours of 38:1 due to a change in major or transfer credit must take 38:4 and 38:6 for no credit unless excused in writing by the department.

MINOR (P. E. M.) Delete 38:4 and 38:6

38:4 Add: Designed for majors only. Majors are required to substitute this course for one (1) 38:1 course.

38:5 Change number to 38:125.

38:6 Add: Designed for majors only. Majors are required to substitute this course for one (1) 38:1 course.

38:150 Anatomy and Kinesiology. Add (g)

38:275 New course. Organization and Administration of Competitive Sports--3 hours. A study of the organization, administration, and management of interscholastic, intercollegiate, and intramural sports programs.

82:175 New course. The Nature of Science--2 hours. F-S. Science as a field of subject matter, with consideration of its nature, development, and methods, using a chronological approach with a philosophical emphasis. Special attention is paid to the interrelations of the various sciences, the relations of science (including the social sciences and psychology) to other fields such as philosophy, religion, and art, and the interactions of science and these other areas of thought and culture throughout history and in current times. Discussion, 2 periods.

82:200 History and Philosophy of Science. Add: No credit for a student with credit in 82:175.
100 84:150 Bacteriology. Drop

84:151(g) New course. General Microbiology--4 hours. The physiology, morphology, taxonomy, and pathogenicity of microbes are considered. Special reference is made to microbial applications in agriculture, sanitation, and industry. Prerequisite: 86:46. Discussion, 2 periods; lab., 4 periods. (No credit for a student with credit in 84:33.)

123 MAJOR IN PHYSICAL EDUCATION leading to Master of Arts in Education degree. (New)

The student must complete 37:273 and other courses recommended by the departmental committee. He must have at least 40 semester hours of physical education at the undergraduate and graduate level exclusive of activity courses. A candidacy examination will test knowledge and understanding of principles and practices in physical education; various activities and their place in the school program; sciences basic to physical education such as anatomy, human physiology, kinesiology, and psychology; and problems of administration of the physical education program.

For certificate endorsement as a supervisor of physical education the student must have four years of successful teaching experience and include in his program of study:

37:276 Supervision of Physical Education 2 hours

At least 6 hours from the following:

21:243 Curriculum Development in the Elementary School 3 hours
21:272 Curriculum Development in the Secondary School 3
21:132g Materials of Instruction 3
21:191g Supervision of Student Teaching 3
28:250 Advanced Laboratory Practice 2-4

MAJOR IN SCIENCE

A candidate for the master's degree with a major in science would be excused from the requirement of 82:200 if he had credit in 82:175.

124 MAJOR IN SPEECH CORRECTION -- Fifth year of a five-year program.

The professional program in speech correction is a five-year program of both undergraduate and graduate courses leading to a Master of Arts in Education degree. After August 1966 recommendation for certification in speech correction will be made only upon completion of the five-year program. This program is designed primarily to prepare students for careers as clinicians providing remedial services to the speech and hearing handicapped, with emphasis on children in public schools.

A student on this program must complete all the requirements for the B. A. degree - Speech Correction Major - Teaching and must meet all the requirements for admission to graduate work at SCI, and complete all other requirements for the master's degree.
The completion of the undergraduate major or its equivalent will be considered adequate undergraduate preparation for the graduate portion of the program. Deficiencies in undergraduate preparation must be made up before the student can begin his graduate sequence in speech correction. The requirements listed below include both graduate and undergraduate courses considered essential to certification and the master's degree. Starred (*) courses will normally have been completed at the undergraduate level and must precede additional work in speech correction.


Required 15 hours in psychology, including the following: 20:8; 20:100; 20:112; 21:180 or 80:172

Electives to be chosen in consultation with the student's adviser. The following are recommended: 21:146; 21:152; 21:185; 50:30; 50:130; 50:176; 82:164; 84:38; 50:230; 50:286; 50:299. Other electives from related areas may be selected depending upon each student's particular interest.

Reading knowledge of one of the following: French, German, Russian, or Spanish.