

2-1959

College Catalog 1959-1960

Iowa State Teachers College

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BULLETIN

IOWA STATE TEACHERS

COLLEGE

1959-60
CATALOG ISSUE

COLLEGE CATALOG

BULLETIN IOWA STATE TEACHERS

COLLEGE
1959-60

INCLUDING
ANNOUNCEMENTS
FOR 1960-61

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Office of Publications

1960

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CALENDAR—1959-60

Summer Session, 1959

June 15, Monday	—Registration, 8:00 a.m. to 4:00 p.m.
June 16, Tuesday	—Instruction begins, 8:00 a.m.
July 3, Friday	—Holiday
Aug. 7, Friday	—Session ends, 12:00 noon
Aug. 10-21	—Post Session (tentative)

Fall Semester, 1959-60

Sept. 14, 15, 16, Monday, Tuesday, Wednesday	—Orientation and registration of new students, 8:00 a.m.
Sept. 16, Wednesday	—Registration of former students, 8:00 a.m. to 4:00 p.m.
Sept. 17, Thursday	—Instruction begins, 8:00 a.m.
Nov. 25, Wednesday	—Thanksgiving recess begins, 12:00 noon
Nov. 30, Monday	—Instruction resumes, 8:00 a.m.
Dec. 18, Friday	—Christmas recess begins, 5:00 p.m.
Jan. 4, Monday	—Instruction resumes, 8:00 a.m.
Jan. 29, Friday	—Semester ends, 5:00 p.m.

Spring Semester, 1960

Feb. 1, Monday	—Registration, 8:00 a.m. to 4:00 p.m.
Feb. 2, Tuesday	—Instruction begins, 8:00 a.m.
April 13, Wednesday	—Easter recess begins, 5:00 p.m.
April 19, Tuesday	—Instruction resumes, 8:00 a.m.
May 30, Monday	—Legal holiday
June 8, Wednesday	—Semester ends, 12:00 noon
June 8, Wednesday	—83rd Annual Commencement

Summer Session, 1960

June 13, Monday	—Registration, 8:00 a.m. to 4:00 p.m.
June 14, Tuesday	—Instruction begins, 8:00 a.m.
July 4, Monday	—Legal holiday
Aug. 5, Friday	—Session ends, 12:00 noon
Aug. 8-19	—Post Session (tentative)

Fall Semester, 1960-61

Sept. 12, 13, 14, Monday, Tuesday, Wednesday	—Orientation and registration of new students, 8:00 a.m.
Sept. 14, Wednesday	—Registration of former students, 8:00 a.m. to 4:00 p.m.
Sept. 15, Thursday	—Instruction begins, 8:00 a.m.

THE COLLEGE AND ITS PROGRAM

A leading institution in the field of teacher education, the Iowa State Teachers College is a member of the American Association of Colleges for Teacher Education and is accredited by the North Central Association of Colleges and Secondary Schools, by the National Council for Accreditation of Teacher Education, and by the National Association of Schools of Music.

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 more than twenty administrative, instructional, and residential buildings; a 398-acre campus; a faculty of approximately 300, and a student body in excess of 3,400. Originally named the Iowa State Normal School, the institution was renamed the Iowa State Teachers College in 1909.

It is a single-purpose institution for the education of teachers and is the only such college maintained by the State of Iowa. However, it also welcomes other students, principally from the immediate vicinity, who wish to complete one or more years of work before transferring to other colleges which offer the full professional or liberal arts program they desire. Its General Education program furnishes a broad and liberal base for the future professional student.

The college provides curricula for students seeking to prepare themselves for teaching in the secondary school or in special subjects, for teaching in the junior high school, and for teaching in the upper or lower grades of the elementary school. It offers one graduate degree, the Master of Arts in Education. On the master's degree curricula, students are prepared for school administration and supervision; for guidance and counseling; as elementary school teachers; and as secondary school and special teachers of a variety of subjects.

Together with the State University of Iowa and the Iowa State College of Agriculture and Mechanic Arts, the Iowa State Teachers College is governed by the State Board of Regents.

TO OUR FUTURE STUDENTS

The Iowa State Teachers College realizes that a college catalog is hard to understand and difficult to use. It hopes that the pages immediately following will help you find the information that you seek.

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 Iowa State Teachers College

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.

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 180 hours of credit is required for graduation from the four-year program.
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 required courses which you are asked to 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, 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.
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.
General Education—	The knowledge, skills, appreciations, and attitudes that any well-educated person should possess. At the Iowa State Teachers College more than one-third of the work required for graduation consists of general education courses which are required of all students.

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 receive the bachelor of arts degree, you are required to have twice the number of grade-points as hours attempted in residence and by extension work at this institution. For example, a student on a four-year curriculum who has attempted the minimum 130 hours required for the bachelor's degree, must have at least 260 grade-points before he is permitted to graduate.

Graduate Study—

Work beyond the bachelor's degree, usually toward a master's or doctor's degree.

I. D. Card—

Student identification card.

Load—

The total hours for which you are registered. The normal undergraduate load is 16 or 17 hours.

Major—

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.

Matriculation—

The act of enrolling for the first time as a student at the college.

Minor—

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.

Prerequisite—	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.
Probation—	A status of trial for a student whose work or conduct is unsatisfactory.
Registration—	The act of enrolling in classes, usually at the beginning of a semester. This involves choosing your classes with the help of your counselor.
Required Subjects—	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.
Schedule—	A listing of the courses you are taking each semester. Your schedule is your program of studies.
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 most frequently asked by
prospective undergraduate students and—

THE ANSWERS

Should I attend the Iowa State Teachers College?

If you want what the college offers. Its primary purpose is the training of elementary, junior high, and secondary school teachers. However, it also welcomes students, principally from the immediate vicinity, who wish to complete one or more years of work before transferring to other colleges which offer the full professional or liberal arts program which they desire. Other factors which might affect your decision—cost, opportunities for self-support, social life, etc.—are discussed below.

What does it cost to attend Iowa State Teachers College?

The over-all cost for fees, room, board, and books is approximately \$860 for the academic year. The cost of each item is indicated below.

For the academic year, the college fee is \$100 per semester or \$200 per year. A student who wishes to take applied music (private lessons) is asked to pay a fee of \$20 per semester hour. All fees are subject to change by the State Board of Regents. Two semester hours of applied music are required each semester if the student's major is music.

For the academic year beginning September 1, 1959, the combined cost of board and room in the college residence halls will vary from \$282 to \$295 per semester, depending on the dormitory in which the student lives: Stadium Hall (freshman men)—\$282; Seerley-Baker Hall (sophomore, junior, and senior men)—\$295; Bartlett Hall (freshman women)—\$290; Lawther Hall (sophomore women)—\$290; Campbell Hall (junior and senior women)—\$295. All students living in college residence halls are required to eat in the college food service department. The charge for board and room is subject to change.

Ordinarily \$40 per semester should be ample for books and supplies.

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 inquiries 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 Iowa State Teachers 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 college assumes no responsibility in determining the amount of credit or the type of work needed for certificate renewal or reinstatement. 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

Are scholarships available?

Yes. See pages 18-20.

STEPS IN PREPARING FOR ADMISSION

1. Application for Admission

Fill in form below and mail to the REGISTRAR.
See pages 28-32.

2. Transcripts

Have your high school principal send a Certificate of High School Credits to the REGISTRAR. If you attended a high school outside of the State of Iowa, write to the REGISTRAR and ask for a certificate blank for your high school principal to use. If you have attended another college, have an official transcript of your college credits sent to the REGISTRAR.

3. Room Reservations

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

1959

IOWA STATE TEACHERS COLLEGE

Cedar Falls, Iowa

Name $\left\{ \begin{array}{l} \text{C} \\ \text{H} \\ \text{E} \\ \text{C} \\ \text{K} \end{array} \right. \left\{ \begin{array}{l} \text{Mr. } \square \\ \text{Mrs. } \square \\ \text{Miss } \square \end{array} \right.$ Date.....195.....

Street and No. or RFD.....City.....

County..... State.....

I am considering entering Teachers College () FALL Semester

() SPRING Semester () Summer

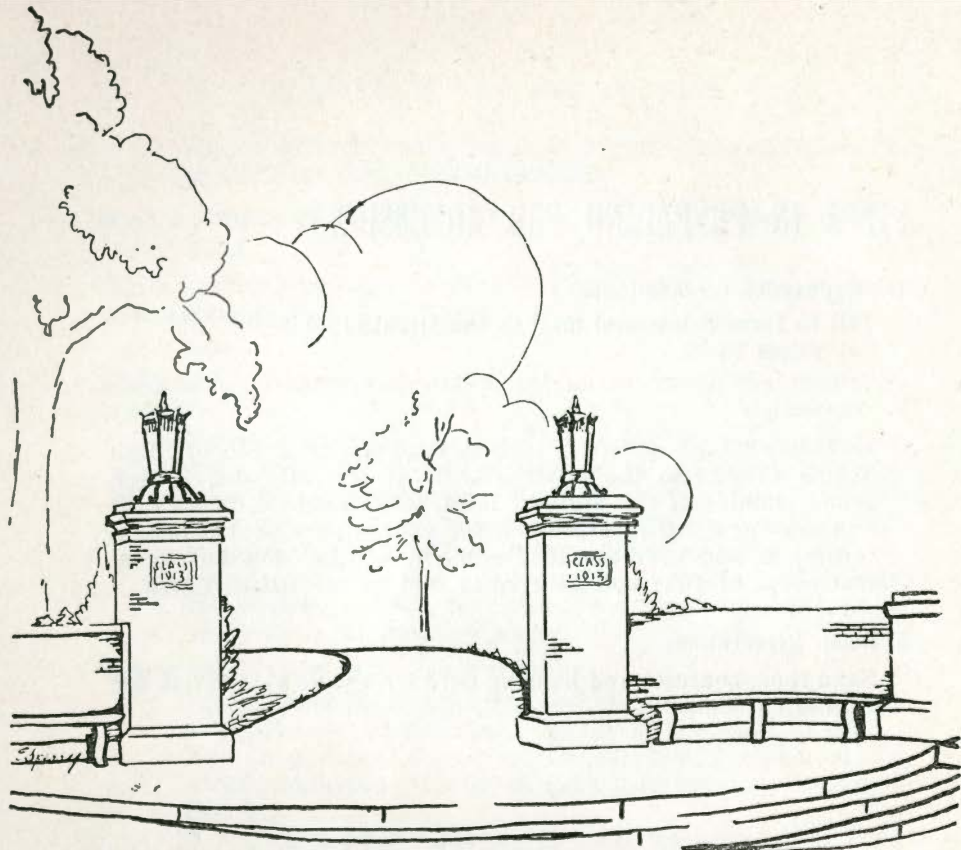
Please send me: An application for admission and Health Record Blank . . ()

A housing contract ()

A Summer Bulletin ()

A Graduate Bulletin (issued only in even-numbered years) . ()

I would like additional information concerning.....



➤ MAIN ENTRANCE

First Class
Permit No. 29
Cedar Falls, Iowa

BUSINESS REPLY CARD

No Postage Required If Mailed in United States

POSTAGE WILL BE PAID BY—
IOWA STATE TEACHERS COLLEGE
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.

RATES AND PAYMENT—Occupants of the residence halls pay a fee which includes both board and room, ranging from \$564 to \$590 for the academic year. 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. 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—Beginning 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 second-semester freshman and sophomore women and freshman and sophomore transfer students. Space is also reserved for any first-semester freshman women beyond the number which can be housed in Bartlett. Students furnish bed linens, towels, bedspreads, and draperies.

Campbell Hall—This residence hall, with its own dining facilities, accommodates junior and senior women including junior and senior transfer students. Graduate women are permitted to live in this hall if there is space. Facilities furnished include telephones, bedspreads, and draperies. Students furnish their own bed linens and towels.

MEN'S RESIDENCE HALLS—

Seerley-Baker Hall—The former Homer H. Seerley and the George T. Baker Halls for men have been joined by the addition of a center wing and are known as the Seerley-Baker Hall. This building is fire proof and is equipped with every facility for the comfort and convenience of its residents. Each student is required to furnish bed linens and towels. The hall is divided into nine governmental units known as Houses which are named after the first nine governors of the State of Iowa. The entire organization of 480 men is under the supervision of a director assisted by nine students.

Stadium Hall—This hall consists of 24 rooms constructed under the football stadium. It provides accommodations for 104 freshman men. The hall is divided into two Houses named after governors of the State of Iowa and is supervised by a director and six student assistants. The building is fire proof and is equipped with showers, lounge areas, and study room. Each student furnishes bed linens and towels.

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. Veterans are given preference, but applications from non-veterans will be accepted and assignments will be made (in order of priority of application) to those housing units that remain after the veterans have been accommodated. If interested, write to the Office of Student Personnel for details and application blank.

The Library

Collections totaling more than 165,000 volumes and including over 900 current periodical subscriptions make the library one of the strongest teachers college libraries in the country. The library is a depository for United States government publications, and has a rapidly growing collection of materials in microfilm and microcard form, with complete, up-to-date equipment for their use.

The Commons

The Commons houses recreational facilities as well as the central food service department. Included in these facilities are the ball room, 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 life at Iowa State Teachers College.

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. Ap-

pointments 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.

Student Loan Funds

Qualified students may secure loans from either the college fund or that provided by the Seerley Foundation. Students interested in the former fund may secure information at the Office of the Dean of Students; the latter is administered by the Director of Alumni Affairs, Gilchrist Hall.

SCHOLARSHIPS

Student Aid Scholarships are awarded each year to several 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 four-year scholarships reduce the amount a student pays for tuition and fees (excepting music fees) to as little as \$40 a year. High school seniors and junior college sophomores are eligible to apply.

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 not later than March 15. Additional forms may be secured from the Director of Field Services, Iowa State Teachers College.

To aid in determining academic ability, scholarship examinations are sponsored cooperatively by many of the senior colleges in Iowa. These tests are administered in about eighty centers in Iowa during October. 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 of the Iowa State Teachers College to assist promising young people to become teachers; are primarily for entering freshman students; and are awarded for one academic year. 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 and personal qualifications, amounts to \$50, and is made without reference to the financial need of the student. The General Award is based upon financial need, interest in teaching, probable success as a student and teacher, participation in extracurricular activities, and the character and personality of the applicant. The General Alumni Scholarship provides \$80 a semester for two semesters.

Applications for these grants should be made prior to March 15 on the form used for student aid scholarships. In addition, the student must secure the recommendation of an alumnus of Iowa State Teachers College.

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 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.

A new award, the **Leslie I. Reed Memorial Scholarship**, has recently been made available by the daughter of Leslie I. Reed. Mr. Reed was for many years Dean of Men at Iowa State Teachers 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.

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, Iowa State Teachers College.

EXTRACURRICULAR ACTIVITIES

At the Iowa State Teachers College extracurricular activities are planned and fostered because of the significant contribution they can make to the education of the student. Experience in extracurricular activities not only aids materially in achieving the objectives of general education but, since all teachers are expected to aid in the extracurricular program of the public schools, there is considerable professional value in participating in such activities. This 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 at the Iowa State Teachers College. Women students do not compete in intercollegiate sports but for both men and women extensive programs of intramural sports are conducted.

This 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 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 Iowa State Teachers College is an everchanging, 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 Iowa State Teachers College. It provides the self-governing structure for women students and makes provision for the social, recreational, and educational aspects of student life.

In order to provide greater representation and participation for its membership, AWS recently re-vamped its basic structure. The AWS Community Council, together with the Inter-Residence Council and the Housing Unit Governments, carry out the program for women. This association encourages scholarship and service through the three women's honorary societies: Torch and Tassel,

local honorary for senior women; Chimes, national honorary for junior women; and Purple Arrow, local honorary for sophomore women. The Associated Women Students of Iowa State Teachers College 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 in the preparation of prospective teachers. 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 scholarship, 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 whereas 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), Epsilon Pi Tau (Industrial Arts), Gamma Theta Upsilon (Geography), "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 and Sigma Alpha Iota (Music fraternities for men and women respectively), 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), Social Science Honors Society, Theta Alpha Phi (Drama), Theta Theta Epsilon (Home Economics), Torch and Tassel (local honor group for senior women).

Social Organizations—There are nine 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 Intersorority Council; those of the fraternities, through the Interfraternity 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 the Vocational Building. Station KYTC ("Know Your Teachers College") 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, and 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 ap-

pear 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.

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, upper-class 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, and physical science. The test results are used 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.

In addition to their regular orientation tests, students may 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.

Placement Bureau. Professional placement is an integral part of the teacher education program at Iowa State Teachers College. 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 faculty requirement for graduation. There is no fee assessed either for initial or subsequent registration.

Student Health 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 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 Health Service does not undertake major surgery and offers no dental service of any kind.

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.

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.

Iowa Teachers Conservation Camp. Iowa State Teachers College 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, Iowa State Teachers College, Cedar Falls, Iowa.

Iowa Lakeside Laboratory. The three institutions, Iowa State Teachers College, State University of Iowa, and Iowa State College, 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 Iowa State Teachers College upon approval of the Head of the Department of Science.

Radio-TV Service. Through a program of radio and television education, the Iowa State Teachers College provides the schools of Iowa with significant services. Programs originating in the studios on the third floor of the Auditorium Building are broadcast over Radio Station WOI in Ames and are heard in schoolrooms throughout the state. Requests for manuals and study guides used in connection with the daily radio broadcasts indicate a weekly audience of approximately 30,000 children in rural and urban

schools. This educational service has been maintained without interruption since 1942.

Through the cooperation of Station WOI-TV in Ames, weekly television programs for schools and telecourses for teachers have been presented by members of the Teachers College staff since 1952. All television programs produced by the college originate in the WOI-TV studios in Ames.

Saturday and Evening Classes. As a service to teachers in the vicinity of Cedar Falls, the college offers a program of Saturday and evening classes. While some of these classes are for graduate students, others are open to undergraduate students. Information concerning evening and Saturday classes may be secured by writing to the Registrar.

Community Classes. Each year the college offers, on campus, a number of evening classes for adults in the Waterloo-Cedar Falls community and surrounding area. 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.

COLLEGE POLICIES

I. Admission Procedures

A student should take the following steps in applying for admission to the college. This work should be done as far in advance as possible since most applications 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 to the Registrar.

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. Out-of-state students should ask for a special form for this report.

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. 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. Such 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.

All new undergraduate students must complete the Iowa College Scholarship and Placement Tests or the equivalent as determined by the Registrar before the beginning of orientation for the session in which the student first registers.

II. Admission Policies for Undergraduate Students

As a professional college for the education of teachers, the Iowa State Teachers College is obligated to consider scholarship, health, character, personality, and qualities of potential leadership of an applicant for admission. In specific cases it may be necessary for the Admissions Committee to interview and test the applicant and to deny admission to one who does not give reasonable promise as a college student and prospective teacher.

III. The General Admission Standards of the State Board of Regents are as follows:

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 Officers: (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 admis-**

sion 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 general 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.

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 Iowa State Teachers College 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 art, 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—Since the summer of 1957, the college has operated 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 of 1959 will be eight weeks long with a post session of two weeks.

College Office Hours—During June, July, and August the college administrative offices are open from 7:30 a.m. to 4:30 p.m. on Mondays to Fridays inclusive. During the other months 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.

Enrollment Days—Dates of enrollment are given on page 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 Monday, September 14. Students who have previously been enrolled at this college will enroll and register on Wednesday, September 16. 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.

Undergraduate Student Fees—All fees are assessed by the office of the Registrar and paid at the office of the Business Manager. Student fees are \$100 per semester. Those who are permitted to enroll for less than 9 hours may pay at the rate of \$12 per semester hour, with a minimum fee of \$24.00. The fee for late enrollment is \$5. The fee for persons enrolled as visitors is \$6 per week or, if visiting for a full session, the regular fee, based on the credit-hour value of the courses visited, is charged. Student fees, dormitory room rent, board, and music fees are payable at the time of enrollment. All fees are subject to change by the State Board of Regents. Other fees are indicated below.

If a student withdraws from the college the student fee is refunded as follows: If the student has been in attendance 1 to 3 days, 100 per cent of the fee is refunded; 4 to 7 days, 90 per cent; 8 to 15 days, 80 per cent; 16 to 22 days, 70 per cent; 23 to 30 days,

60 per cent; 31 to 37 days, 50 per cent; 38 to 45 days, 40 per cent. If a student is in attendance nine weeks or more there is no refund.

During the summer session, a student who has been in attendance 2 days or less is allowed a 100 per cent refund. If the student has been in attendance 3 or 4 days, the refund is 90 per cent; 5 to 8 days, 80 per cent; 9 or 10 days, 70 per cent; 11 to 14 days, 60 per cent; 15 to 17 days, 50 per cent; 18 to 20 days, 40 per cent. If a student is in attendance four weeks or more, or if credit is earned during the period, there is no refund. For any two- or three-week session there is no partial tuition refund.

Music Fees—Students enrolled in the college pay a fee of \$20 per semester for one thirty-minute lesson each week. The fee for one thirty-minute lesson per week for one semester for sub-collegiate students is \$40. The fee for one thirty-minute lesson per week for one semester for adults who are not students in this college is \$40. Rent for auditorium organ or studio organ is \$4.50 a semester. No rental charge is made for other practice studios or instruments. Practice pianos are available for music students.

Miscellaneous Fees—A fee of \$3 per credit hour is charged in any case in which a student is permitted to earn credit by examination.

A fee of \$1 is charged for transcript of a student's record except that one transcript is furnished without cost upon graduation from a curriculum.

Locker Fees—Corridor lockers are rented to students at \$1 a year. Each student furnishes his own padlock.

Medical Service and Hospital Fees—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 Health Director or his assistant may be consulted in the offices of the Health Director at stated hours. In case of emergencies the services of the Health Director or of an assistant are available at other hours. Every case of illness should be reported promptly to the Dean of Students or the Associate Dean of Students. If no physician is in charge of the case, the head nurse will visit the student and give advice.

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 \$4 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.

Change of Registration Fee—A charge of \$2.00 is made for a change of registration unless such a change is requested by the appropriate college officials.

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—For purposes of classification, a student who has less than 32 semester hours of credit is considered to be a freshman, and one who has from 32 to 63 hours is classified as a sophomore. A student who has earned from 64 to 95 hours is classified as a junior, and one who has 96 or more hours is classified as a senior.

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.

Courses dropped more than six weeks after the opening of a semester are indicated on the student's record by WF (withdrawn failing) or WP (withdrawn passing).

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.

Undergraduate students are expected to attend all classes for which they are scheduled unless prevented by illness or other valid reason. Lost work amounting to more than one-fifth of the course may not be made up for credit.

MARKS AND GRADE POINTS

The marks A, B, C, D, F (Failed), and U (Unfinished) are used in indicating quality of work. Courses dropped more than six weeks after the opening of a semester are indicated WF (withdrawn failing) or WP (withdrawn passing).

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.

At the end of each semester or summer session the faculty Committee on Professional Screening 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 Iowa State Teachers College 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.

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 Professional Screening. 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 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 Professional Screening its greatest concern, it is specifically instructed by the faculty to consider the suitability of candidates for the teaching profession. Hence, the committee must also consider health, speech, hearing, morals, attitudes, and personality. The committee hopes by counseling and encouragement to help each student prepare for a successful career in teaching. Yet it must be recognized that some students have neither the ability nor the characteristics essential for teaching. Others begin work in areas for which they are not suited. The committee seeks to help such students find the avenues most appropriate to their strengths.

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 indi-

vidual 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.

WORKSHOPS AND STUDY TOURS

From time to time and especially during the summer session opportunities are offered for earning credit under the workshop plan. During the summer of 1958 there were several such workshops on the campus. 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. The Social Science Department sponsored a study tour of southwestern United States and seminars at Ashridge and Oxford Colleges in England. The Department of Science directed a study tour of part of the western United States.

For the summer of 1959, the Department of Art plans an art tour and the Department of Social Science contemplates a tour of Latin America.

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.

To be graduated from the Iowa State Teachers College, one must meet requirements for an Iowa teaching certificate.

Graduate of this college can usually secure appropriate certificates in states other than Iowa 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, and under special conditions only.

At present the following Iowa certificates are issued:

Type	Preparation	Duration	Kind of Service Authorized*
Permanent Professional	Bachelor's degree plus 30 semester hours post-baccalaureate credit Master's degree after August 31, 1960. 4 years experience	Life	As endorsed
Professional	Bachelor's degree	10 years	As endorsed
Professional-** Commitment	Bachelor's degree 8 semester hours professional credit	1 year	As endorsed
	2 to 4 years 8 semester hours professional credit	1 year	Elementary teaching only
Substitute	Certificate subject to renewal	6 years	As endorsed
Temporary (non-renewable)	Iowa certificate subject to renewal	1 year	As endorsed
Temporary** (renewable)	50 semester hours including 8 in professional education	1 year	Elementary teaching only

*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 regular curriculum. See page 54.

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, usually 15 or more semester hours of credit in the general area with some credit in the specific 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.

CURRICULA

The primary purpose of the Iowa State Teachers College is to prepare its students as thoroughly as time permits for teaching and for other positions of responsibility in the public schools of Iowa. At the center of the college program is the curriculum. The college believes that adequate teacher preparation requires a course of study which includes general education, professional education, and at least one area of specialization.

Through its program of general education the college helps the student understand himself and the society in which he lives so that he may participate more fully and effectively as a citizen in a democracy. He is led to an understanding of present day problems, he explores the world of his physical environment through the avenues of science, and he is confronted with great achievements in his cultural heritage. The student is encouraged to develop his ability to grasp the ideas of others, to express himself effectively, orally and in writing. Finally, instruction in the maintenance and improvement of his health completes the basic program.

The second major division of the college program in preparing teachers is professional education. This work seeks to enhance the student's interest in teaching, to instill loyalty as a 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 growth of the child, physically and mentally, the ways children learn, and the guidance of that learning to its fullest potentialities in each child. The student explores the mutual relationships and responsibilities of the school, community, and the teacher.

He spends a significant portion 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.

To give the student the training just described, the Iowa State Teachers College has the Graduate Curricula and the Undergraduate Curricula.

I—The Graduate Curricula. These lead to the Master of Arts in Education degree and prepare students for the following areas:

- 1—School Administration and Supervision, with emphasis in**
 - a—Elementary Principalship**

- b—Elementary Supervision
- c—Secondary Principalship
- d—Superintendency
- 2—Elementary School Teachers
- 3—Guidance and Counseling
- 4—Secondary school and special teachers of art, business education, English, industrial arts, mathematics, music, science, social science, and speech.

For a description of the graduate curricula see pages 116 to 120. Those who are interested in graduate study should write to the Registrar for the **Graduate Study Bulletin** and the necessary blanks for application.

II—Undergraduate Curricula. These lead to the Bachelor of Arts degree, the minimum requirement for which is 130 semester hours of credit. On the degree curricula, students are prepared for the following areas:

- 1—Secondary teachers of art, business education, earth science, English, foreign languages, home economics and vocational home economics, industrial arts, mathematics, music, physical education, science, social science, speech, and as school librarians.
- 2—Special teachers of art, industrial arts, music, physical education, speech correction; and as school librarians.
- 3—Elementary teachers for nursery school, kindergarten, lower grades, and upper grades; and as school librarians.
- 4—Junior high school education in all usual areas of instruction.

For a description of the undergraduate curricula see pages 58 to 104.

III—Courses For Students Not Planning To Teach. The primary obligation of the college is to prepare students for the teaching profession. However, it welcomes other students who are interested in completing one or more years of work before transferring to other colleges which offer the full professional or liberal arts program which they desire. In some pre-professional areas not more than one year of work is available at the Iowa State Teachers College.

While the college does not prescribe set patterns of courses for vocations other than teaching, it does make possible, through its counseling program, schedules of classes for students in other professions and occupations. To help students arrange their work, suggested programs

have been prepared for those planning to transfer into Law, Medicine, Dentistry, and Engineering. These may be requested in advance from the Registrar.

A student who expects to transfer to another institution to prepare for some vocation other than teaching declares his special interest at the time of admission. He is 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 Teachers College, he must clear his program with the Coordinator of Counseling at the beginning of the sophomore year.

The General Education program at Iowa State Teachers College, combined with a foreign language, is an excellent beginning on a liberal arts program.

If a student decides to enter the teaching profession after attending Iowa State Teachers College, he will be expected to complete any required courses he may have omitted. This decision to enter teaching will usually cause no curriculum difficulty if it is not delayed past the beginning of the junior year.

The student who wishes to receive a degree from Iowa State Teachers College must take the professional courses required for a teaching certificate.

UNDERGRADUATE CURRICULA

All students will choose one of the following patterns not later than the beginning of the sophomore year.

I—Preparation for teaching in the secondary school or in special subjects.

	Semester Hours
General education.....	43
Common professional sequence.....	22
Physical education 1.....	4
Major, Minor, Electives.....	61
	<hr/> 130

II—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.....	34
Subject-matter fields and electives.....	27
	<hr/> 130

III—Preparation for teaching in the upper grades of the elementary school (grades 4, 5, and 6).

	Semester Hours
General education.....	43
Common professional sequence.....	22
Physical education 1.....	2
Additional specified requirements.....	43
Subject-matter field.....	12
Electives	8
	<hr/> 130

IV—Preparation for teaching in the lower grades of the elementary school (kindergarten, and grades 1, 2, and 3).

	Semester Hours
General education.....	43
Common professional sequence.....	22
Physical education 1.....	2
Additional specified requirements.....	40
Subject-matter field.....	12
Electives	11
	<hr/> 130

THE GENERAL EDUCATION REQUIREMENTS

All candidates for a 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.

	Semester Hours
Communication	
62:21 English I.....	3
62:22 English II.....	2
50:26 Fundamentals of Speech.....	3
Mathematics	
80:20 Mathematics for General Education.....	3
Science	
82:20 The Physical Sciences.....	3
82:22 The Biological Sciences.....	4
82:24 World Resources.....	3
Social Science	
90:23 Man in Society I.....	4
90:24 Man in Society II.....	4
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 COMMON PROFESSIONAL SEQUENCE

Any candidate for a bachelor of arts degree on any curriculum is 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
	<hr/> 22

*Course number in Teaching denotes area in which experience is gained: 28:132, 134, 136, 137, 138.

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. Freshmen students normally take the following courses: English 62:21, 22, Speech 50:26, Humanities 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, 22, 24, and Education 21:14. 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.

UNDERGRADUATE 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 or more minors are frequently 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.

Majors

Art

Business Education
Earth Science
English
Foreign Languages
Home Economics
Home Economics (Vocational)
Industrial Arts
Library Science
Mathematics
Music
Physical Education (Men)
Physical Education (Women)
Science
Social Science
Speech
Speech Correction

Minors

Art

Biological Sciences
Business Education
Chemistry
Earth Science
Economics and Sociology
English
French
German
Government
History
Home Economics
Industrial Arts
Latin
Library Science
Mathematics
Music
Physical Education (Men)
Physical Education (Women)
Physics
Safety Education
Spanish
Speech

MAJOR IN JUNIOR HIGH SCHOOL EDUCATION

In addition to the work in general education, the common professional sequence, and physical education, the student who chooses a major in junior high school education completes the following:

	Semester Hours
I—Additional Requirements	
21:40 Reading and Language Arts I.....	4
21:146 Reading and Language Arts II.....	2
21:178 The Junior High School.....	5
20:116 Psychology of Adolescence.....	2
50:170 Speech Correction.....	2
62:31 Introduction to Literature.....	3
80:134 Teaching of Arithmetic II.....	2
82:118 Physical Science for Elementary Grades II.....	2*
84:115 Biological Science for Elementary Grades II.....	2*
87:90 Anglo-America or an elective in earth science...	3
96:14 American History to 1877.....	4
96:114 American History since 1877.....	3
Total	34

*If 82:18 or 84:10 was taken on the two-year plan, substitute a 3- or 4-hour elective in science.

II—Subject-Matter Field

Complete two subject-matter fields selected from the list appearing below, pp. 49-50: one with a minimum of 30 semester hours and one with a minimum of 20 semester hours including the work required in the general education program and the specific course requirements of the curriculum in junior high school education. It is recommended that the minor specifications in the various departments be considered as the basis for choosing courses for the subject-matter field. Care should be exercised to choose material common to the junior high school. The special methods course in one of the two fields, preferably the one selected for 30 semester hours, must be included as a part of the subject-matter field.

MAJOR IN THE UPPER GRADES OF THE ELEMENTARY SCHOOL

In addition to the work in general education, the common professional sequence, and physical education, students who choose a major in this area complete the following:

	Semester Hours
I—Additional Requirements	
21:40 Reading and Language Arts I.....	4
21:44 Children's Literature.....	2
21:62 Upper Elementary Curriculum I.....	4
21:162 Upper Elementary Curriculum II.....	2
21:146 Reading and Language Arts II.....	2
Elective in Education or Psychology.....	2
60:90 Arts for Elementary Grades I.....	2
60:190 Arts for Elementary Grades II.....	2
50:170 Speech Correction.....	2
80:31 Arithmetic: Principles and Teaching.....	3

80:134	Teaching of Arithmetic II.....	2
52:90	Elementary Grade Music.....	3
82:118	Physical Science for Elementary Grades II.....	2*
84:115	Biological Science for Elementary Grades II....	2*
87:90	Anglo-America or elective in geography.....	3
96:11	Social and Economic History of the United States (another course in American History may be substituted)	4
37:13	Physical Education for Elementary Grades.....	2
Total		43
*If 82:18 or 84:10 was taken on the two-year plan, substitute a 3- or 4-hour elective in science.		

II—A Subject-Matter Field.

This will be chosen from the list given below.

MAJOR IN THE LOWER GRADES OF THE ELEMENTARY SCHOOL

In addition to the work in general education, the common professional sequence, and physical education, students who choose a major in this area will complete the following:

	Semester	Hours
I—Additional Requirements		
21:40	Reading and Language Arts I.....	4
21:44	Children's Literature.....	2
21:52	Lower Elementary Curriculum I.....	4
21:152	Lower Elementary Curriculum II.....	3
21:146	Reading and Language Arts II.....	2
21:144	Literature for Lower Elementary Children.....	3
60:90	Arts for Elementary Grades I.....	2
60:190	Arts for Elementary Grades II.....	2
50:170	Speech Correction.....	2
80:31	Arithmetic: Principles and Teaching.....	3
52:90	Elementary Grade Music.....	3
82:118	Physical Science for Elementary Grades II.....	2*
84:115	Biological Science for Elementary Grades II....	2*
96:11	Social and Economic History of the United States (another course in American History may be substituted)	4
37:13	Physical Education for Elementary Grades.....	2
Total		40

II—A Subject-Matter Field

This will be chosen from the list given below.

SUBJECT-MATTER FIELDS

Students choosing majors in the upper grades of the elementary school or the lower grades of the elementary school complete a

subject-matter field in one of the following areas. A subject-matter field consists of at least 12 hours of credit in the designated field in addition to the work required in the general education program and the specific course requirement of the curricula in the upper grades of the elementary school, or the lower grades of the elementary school. In the four starred (*) fields indicated below, special patterns for the subject-matter field have been organized. For all the remaining subject-matter fields any elective work in the appropriate department may be used as part of the 12-hour requirement.

Art and Industrial Arts
Business Education
English
Speech
Home Economics
Languages
Library Science
Mathematics
Music

Biological and Physical Science
Earth Science
Social Science
Nursery School*
Special Education*
Community Leadership*
Recreation*
Physical Education and Health

For an endorsement on the teaching certificate in art, industrial arts, music, physical education, library, and speech correction, 30 semester hours are required, including methods at both the elementary and secondary levels, 4 hours.

Nursery School. This subject-matter field consists of the following:

	Semester Hours
21:148 Parent Education.....	3
21:154 Nursery School and Kindergarten.....	2
An advanced course in psychology.....	3
Electives in courses applicable to this area.....	5

Special Education. The subject-matter field listed below is not sufficiently large for certification purposes. Persons interested in securing either endorsement or approval in this area should consult the Registrar. However, all students selecting this area as their subject-matter field will take:

	Semester Hours
21:147 Remedial Reading.....	3
21:185 The Exceptional Child.....	2
21:181 Group Evaluation Techniques.....	3
20:194 Clinical Experience.....	1
20:108 Personality Growth of Children.....	2
20:112 Mental Hygiene.....	2

In addition, the students choosing special education as their subject-matter field will select one of the four following areas of emphasis in special education and complete the requirements in that particular area:

	Semester Hours
(a) Emphasis on Educational Retardation. Required:	
20:185. Clinical Practice in Arithmetic. (Note pre-requisite.)	3
50:170 Speech Correction.....	2

- (b) **Emphasis on Mental Retardation.** Required: 80:185
 Clinical Practice in Arithmetic. (Note prerequisite.)... 3
 50:170 Speech Correction..... 2
 21:186 The Retarded Child..... 2
- (c) **Emphasis on the Physically Handicapped.** Required:
 21:188 The Physically Handicapped..... 2
- (d) **Emphasis on the Gifted Child.** Required: 21:187 The
 Gifted Child..... 2

Community Leadership. This subject-matter field consists of a minimum of 12 semester hours selected from the following courses:

	Semester Hours
20:112 Mental Hygiene.....	2
20:140 Social Psychology.....	3
21:148 Parent Education.....	3
50:30 Public Speaking.....	3
50:40 Discussion and Debate.....	3
50:51 Play Production.....	3
31:177 Consumer Problems.....	2
31:182 Adult Education.....	2
90:110 Contemporary Affairs B.....	1 or 2
92:116 Industrial Relations.....	2
*94:34 Parliamentary Law.....	1
94:131 State and Local Government.....	3
*98:58 Principles of Sociology.....	3
98:119 The Family.....	2
98:153 Crime and Delinquency.....	4

*Starred courses strongly recommended.

Recreation. For this subject-matter field a minimum of 12 hours must be earned from the following courses. Selections should be made from at least three of the six areas listed.

	Semester Hours
60:15 Design and Materials.....	3
60:170 Metal Work and Enameling.....	2
*60:155 Crafts for Recreation.....	2
60:165 Weaving	2
60:160 Puppetry	2
21:145 Story Telling.....	2
20:108 Personality Growth of Children.....	2
33:155 General Graphic Arts.....	3
*33:157 Photography	2
38:1 or 39:1 Swimming	0
38:1, 39:1 (Variety of sports and games).....	0
*37:10 First Aid to the Injured.....	2
*39:33 Camp Leadership.....	3
84:104 Iowa Conservation Problems B.....	3
84:105 Iowa Conservation Problems A.....	3
*50:130 Creative Dramatics for Children.....	2
50:51 Play Production.....	3
50:52 Stagecraft	2

*Starred courses strongly recommended.

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 Edu-

cation. 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
20:140 Social Psychology.....	3
98:58 Principles of Sociology.....	3
31:51 Personal Relationships.....	2
31:158 Problems (1) Family Relationships, or.....	2
98:119 The Family.....	2
At least 5 hours selected from the following:	
20:100 Child Psychology.....	2
20:108 Personality Growth of Children.....	2
20:116 Psychology of Adolescence.....	2
20:112 Mental Hygiene.....	2
21:148 Parent Education.....	3
21:182 Introduction to Guidance and Counseling.....	3
31:176 Family Finance.....	2
31:150 Child and the Home.....	4
84:140 Genetics and Evolution.....	3

LESS THAN DEGREE ELEMENTARY

A student interested in interrupting his degree program at the end of two years or more to teach in an elementary school will enroll on an undergraduate curriculum, declaring a major either in upper or lower grades. He will notify his adviser that he wishes to schedule his courses so that an interruption will be possible. He must then complete certain specified courses and follow a recommended pattern. He must maintain a C average and must merit the certificate recommendation of the college as to health, personality, and other standards required of students receiving degrees.

CURRICULUM ADJUSTMENTS FOR TRANSFER STUDENTS

I—The work of students who transfer from other colleges will be evaluated in terms of course requirements at Iowa State Teachers College. In so far as possible, courses covering similar areas will be accepted in lieu of courses required here. Most 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:

- 1—130 semester hours of work less the number of hours accepted by transfer.
- 2—All courses in education, psychology, and teaching.
- 3—All general education courses for which no reasonable substitute can be found.
- 4—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.
- 5—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 21:14 as a prerequisite to Student Teaching on this campus.
- 6—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.
- 7—Transfer students are required to take the speech check and if they cannot pass this test, they are required to take necessary corrective work in the Speech and Hearing Clinic.
- 8—Proficiency in swimming is required of all men students.
- 9—Transfer students who do not meet certain standards on the English placement tests are held for certain work in the communication area.
- 10—Proficiency in typing and in the use of duplicating machines is required on all degree curricula.
- 11—Competence in reading, speaking, and writing is required of all candidates seeking degrees or college recommendation for certification.

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—Residence

- A. At least 98 of the 130 hours required for graduation, earned here or elsewhere, as college residence credit.
- B. 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.
- C. 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.
- D. The last semester or full summer session before graduation spent in residence at this college.

II—Scholarship

- A. To be recommended for graduation a student must earn two times as many grade points as hours attempted with this institution.
- B. If part of the credits were earned at another college with an average scholarship mark which is below C, the scholastic average here must be sufficiently high to insure an average scholarship mark of not less than C in all college work attempted.
- C. 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.

III—Advanced Course

- A. At least 40 hours of credit in courses numbered 100 and above.
- B. At least 10 hours of work of a major in courses numbered 100 and above.

IV—Physical Education: 4 hours of credit in Physical Education 1 courses.

- A. A student must enroll in Physical Education 1 each semester or summer session until this requirement is met.
- B. 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.
- C. A student who is enrolled for marching band may defer PE 1 for that semester.
- D. 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.

- E. Not more than 4 hours of PE 1 credit will apply toward graduation requirements.
- F. The course, Physical Education 37:13 Physical Education for 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.
- G. No course in PE 1 may be repeated for credit more than once except with the approval of the head of the department offering the course.
- H. Two semesters of the required work in PE 1 must consist of courses requiring three periods a week and should be completed during the freshman year.
- I. 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 of Activities for Social Recreation.
- J. Men students must demonstrate competence in swimming or complete a course in swimming during the first year of enrollment at this college.

V—**Typewriting:** All students must demonstrate competence in typing and the use of duplicating machines.

VI—**Communication:** Competence in reading, speaking, and writing is required of all candidates seeking degrees or college recommendation for certification.

VII—**Student Teaching:** See also pages 103-104.

- A. For the completion of any undergraduate curriculum or to earn a Professional Commitment or Temporary Certificate, the student must earn 8 hours credit in 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.
- B. 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.
- C. 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.

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

VIII—Placement Bureau Registration: Registration with the Placement Bureau is required of all candidates for degrees or for a Professional Commitment or Temporary Certificate and must be completed at the beginning of the last semester in residence.

IX—Second Baccalaureate Degree: To receive a second baccalaureate degree, a student must meet all the requirements for the second degree including at least 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.

X—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.

XI—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.

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 while 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, it should be emphasized that **only** those 100-level courses whose numbers are followed by a "g" provide graduate credit. Thus, 57:181(g).

Courses 200-299 are open **only** to graduate students.

A student who has earned less than 32 semester hours credit is classified as a freshman and one who has earned 32 to 63 hours is classified as a sophomore. A student who has earned 64 to 95 hours is classified as a junior and an undergraduate who has earned 96 hours or more is classified as a senior. 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 offered each Fall semester. S means Spring semester. F. even years means Fall semester 1960, etc. F-S. means the course is offered both semesters. Where no letter is given the courses will be offered as seems desirable. No indication is given as to Summer schedules of offerings.

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 undergraduates 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 39 of this catalog for general description and consult appropriate department for specific information.

298 Honors Seminar—2 hrs. Required of every student on the Master's Honors Program. Students prepare and criticize oral or written reports on major educational problems such as educational philosophy, educational methodology and techniques, evaluation, curriculum, or on subject-matter areas. May be repeated for credit. See also page 110.

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.

ART

Guillaume, Head. M. Campbell, Delafield, Finegan, Fowler, Gogel, Haskell, Herrold, Kurahara, Page, Shirley, P. Smith.

An undergraduate major in art consists of at least 32 hours of credit in art which should include:

60:10, 15, 20, 40, 95, 195.....	19 hours
Electives in art.....	8
Electives in art or related areas in home economics or industrial arts.....	5
	<hr/>
	32 hours

A minor in art consists of:

60:95, 195.....	6 hours
Electives in art.....	10
	<hr/>
	16 hours

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.

A double major in art and home economics may be planned by consultation with the heads of the two departments.

60:10. Basic Art—5 hrs. F-S. Drawing and design using a wide variety of media and subject matter. 10 periods.

60:15. Design and Materials—3 hrs. F. An understanding of design as determined by the two- and three-dimensional materials used. 6 periods.

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.

60:40. History of Art—3 hrs. F. From pre-historic times to 1860. 3 periods.

60:50. Ceramics—2 hrs. F-S. Clay and glazes for pottery and ceramic sculpture. 4 periods.

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

60:90. Arts for the Elementary Grades I—2 hrs. F-S. To develop a philosophy of creative art education for a classroom teacher. Individual and group activities using a variety of tools and art materials. 4 periods.

60:95. Teaching of Art I—3 hrs. F-S. For the elementary school. To develop a personal philosophy of art education appropriate for teaching elementary school children. 6 periods.

60:100(g). Display Techniques—1 hr. F-S. Techniques in poster design, advertising layout, and display methods. 2 periods.

60:111(g). Life Drawing—2 hrs. S. Graphic interpretation of the human figure. 4 periods.

60:115(g). Contemporary Design—3 hrs. S. Two- and three-dimensional design problems which deal with contemporary living. Field trips. 6 periods.

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.

60:140(g). Contemporary Arts—2 hrs. S. Changing 20th century concepts regarding the visual and plastic arts. 2 periods.

60:150(g). Advanced Ceramics—3 hrs. F. Wheel-thrown pottery, ceramic sculpture problems, and the study of glazes and ceramic processes. 4 periods.

60:151(g). Pottery—2 hrs. S. Variety of ceramic processes. 4 periods.

60:155(g). Crafts for Recreation—2 hrs. F-S. Emphasis on creative design. Application to club, camp, school, and leisure time activities. 4 periods.

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

60:165(g). Weaving—2 hrs. F.

60:166(g). Textile Printing—2 hrs. S. odd years. Various printing methods with an emphasis on silk-screen techniques.

60:170(g). Metal Work and Enameling—2 hrs. F. Seaming, sinking, raising, forging, spinning, and enameling. 4 periods.

60:171(g). Jewelry—2 hrs. F-S. Use of precious and semi-precious metals. Emphasis on forming and joining metals, and combining metals and other materials. 4 periods.

60:175(g). Art Problems—1 to 3 hrs. Credit determined at registration. Each student will choose an area of concentration:

- | | |
|-------------------|-------------------------|
| 1. Painting | 4. Design and Materials |
| 2. History of Art | 5. Basic Art |
| 3. Ceramics | |

May be repeated but not in the same area.

60:180(g). Advanced Painting—3 hrs. F-S. Advanced work in any painting medium. Prerequisite: 60:80. 6 periods.

60:185(g). Advanced Technical Problems—1 to 3 hrs. Credit determined at registration. Advanced work in any departmental area. May be repeated more than once for credit.

60:190. Arts for Elementary Grades II—2 hrs. F-S. Continued consideration of an integrated arts program for the elementary curriculum. Prerequisite: 60:90. 4 periods.

60:191(g). Art and the Child.—2 hrs. Laboratory experiences with art materials. Problems relating to the teaching of art at the elementary school level. 60:90 should precede this course. 4 periods.

60:195(g). Teaching of Art II—3 hrs. F-S. For the junior and senior high school. Tools and materials related to the needs of junior and senior high school students. Credit also as a course in education for a student whose major is Art. Prerequisite: 60:95.

60:198. Independent Study. See pages 38-39 and 57.

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. Offered summer, 1959.

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. 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. Observation and participation in the art programs of the public schools. 6 periods.

60:298. Honors Seminar—2 hrs. See pages 58 and 110.

60:299. Research. See pages 58 and 111.

BUSINESS EDUCATION

L. Douglas, Head. Blanford, Grinstead, K. Hansen, Humphrey, Johansen, Keefe, Lebeda, Samson. Temporary part-time: Barron.

The curriculum in business education is designed to prepare teachers of business subjects for two areas of the secondary schools; (1) the area of general business understandings for all secondary pupils, and (2) the area of vocational education for the office and distributive occupations.

Since many beginning business teachers find initial placement in the smaller secondary schools, every undergraduate major in business education must complete a prescribed core which enables him to teach adequately such commonly taught subjects as basic or general business, typewriting, bookkeeping, consumer problems, and business law.

An undergraduate major in business education consists of at least 30 semester hours in business education which shall include the following core group of courses:

15:10, 11	Introduction to Business I, II.....	6	hours
14:50, 51	Beginning & Advanced Typewriting.....	4	
12:30, 31	Principles of Accounting I, II.....	6	
15:101	Business Law I.....	3	
15:12	Office Techniques	2	
15:190	Methods in Business Subjects.....	3	

Total core requirements.....	24	hours
Electives required (minimum).....	6	

Total major requirement (minimum)..... 30 hours

A student who has completed one of the following special area recommendations in addition to the basic 24-hour requirement, and who has at least a B average in his specialization or satisfactorily passes a comprehensive examination over it, may have a statement added to his student record indicating completion of the specialization.

Students who take an emphasis in Basic Business, Accounting, Retailing or Secretarial may use any 5 hours in Economics except 92:213 as part of these special emphases.

A. Basic Business. At least 15 semester hours of work from the following areas, of which at least 10 must be from Business Education: General Business, Accounting, Economics, Retailing, or related Home Economics. Recommended courses include: Elements of Distribution; Business Law II; Salesmanship; Income Tax; Family Finance; Consumer Problems; Money and Banking; Corporation Finance and Investments.

B. Accounting. At least 15 semester hours from Business Education and Economics of which not less than 10 must be in Accounting.

C. Retailing. At least 15 semester hours from Business Education and Economics, of which not less than 10 must be in Retailing.

D. Secretarial. At least 15 semester hours in Business Education and Economics, of which not less than 10 must be in Secretarial.

E. Distributive Education Teacher-Coordination. (See approval requirements in Note 1 below.) (1) At least 14 hours in technical courses, including : Elements of Distribution, Salesmanship, Retailing, Textiles, and Sales Promotion. Recommended are Retail Merchandising, Industrial Relations, and Display Techniques. Also, (2) 8 hours of professional courses, including Philosophy of Vocational Education and Organization and Administration of Cooperative Programs. Recommended are Adult Business Education Programs, Individual Instruction Techniques, Introduction to Guidance and Counseling, and Educational and Occupational Information. And also, (3) 4 hours of Directed Work Experience or documented proof of work experience.

F. Office Education Teacher-Coordinators. (See approval requirements in Note 1 below.) (1) At least 14 hours of technical courses to include Shorthand Skill Development, Office Practice and Secretarial Practice. Recommended are Business Writing, Office Management, and Business Law II. Also, (2) at least 6 hours of professional courses to include Philosophy of Vocational Education, and Organization and Administration of Cooperative Programs. Recommended are Adult Business Education Programs, Individual Instruction Techniques, Introduction to Guidance and Counseling, and Educational and Occupational Information. And also, (3) 4 hours of Directed Work Experience or documented proof of work experience.

Note 1. Teacher-Coordinators of vocational distributive and office occupations programs in larger high schools teach both secondary and adult classes and supervise students in the on-the-job work-experience program. They are required to have additional preparation in technical and professional courses as well as successful work experience to be approved as teacher-coordinators. In addition to the core required of all business education majors, approval requires at least the minimum preparation indicated for the above specialized vocational sequences. Students completing either of these prescribed sequences may be released from declaring a minor.

A minor in General Business consists of 15 hours in business education selected from the required core courses for majors, listed above. (See Note 2.)

A minor in Business-Accounting consists of 15 hours in business education of which at least 10 hours must be in accounting. (See Note 2.)

A minor in Business-Retailing consists of 15 hours in business education of which at least 10 hours must be in retailing. (See Note 2.)

A minor in Business-Secretarial consists of 15 hours in business education of which at least 10 hours must be in secretarial. (See Note 2.)

Note 2. Students desiring to teach business subjects need to include 15:190. In addition, 14:51 is required for teaching typewriting; and 14:54 is required for teaching shorthand.

General Business

15:10. Introduction to Business I (Business Organizations)—3 hrs. F.

15:11. Introduction to Business II (Business Operations)—3 hrs. S. The interrelated functions and responsibilities between business and consumers, government, labor, owners, and society.

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

15:101(g). Business Law I—3 hrs. F. Contracts, agency, employment, negotiable instruments, personal property, bailments, and transportation.

15:102(g). Business Law II—3 hrs. Insurance, surety, partnerships, corporations, real estate, trusts, and bankruptcy. Prerequisite: 15:101.

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. No credit for a student with credit in 15:115 or 13:144.

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.

15:116(g). Business Writing—3 hrs. F. Business letters, press releases, business reports, and advertising copy. Prerequisite: Ability to type.

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: 15:115 or instructor's consent.

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 | 4. Business Law |
| 2. Basic and Consumer Business | 5. Typewriting and Office Practice |
| 3. Distribution | 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 AC-COMPANY 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(g). Methods in Business Subjects—3 hrs. F-S. Credit also as a course in education for a student whose major is Business Education.

15:198. Independent Study. See pages 38-39 and 57.

15:203. Foundations in Business Education—2 hrs. Trends, objectives, curricula, principles, and philosophy of business education.

15:280. Seminar in Business Education—2 hrs. May be repeated for a maximum of 6 hours.

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

15:298. Honors Seminar—2 hrs. See pages 58 and 110.

15:299. Research. See pages 58 and 111.

Accounting

12:30. Principles of Accounting I—3 hrs. F. Preparation of financial statements, effects of merchandising operations, accounting pro-

cedures, voucher system, payroll and tax accounting. Primarily for sophomores.

12:31. Principles of Accounting II—3 hrs. S. Continuation of 12:30. Partnership, corporation, departmental, branch, and manufacturing accounting. Statement analysis and supplementary statements. Primarily for sophomores.

12:130(g). Intermediate Accounting—5 hrs. F. Balance sheet analysis; supplementary statements.

12:131(g). Cost Accounting—3 hrs. F. Emphasis on job-order costs.

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

12:134(g). Auditing—2 hrs. S. Procedures used to determine accuracy and reliability of financial records.

12:230. Accounting Systems—2 hrs. Practical recording work in small establishments. Field work.

12:291. Improvement of Bookkeeping Instruction—2 hrs.

Retailing

13:40. Elements of Distribution—3 hrs. F-S. Facets in the distribution of goods and services. Primarily for sophomores.

13:41. Salesmanship—2 hrs. F-S. Selling techniques. Selling problems of manufacturers, wholesalers, and retailers. Retail sales demonstrations by students. Primarily for sophomores.

13:141(g). Retailing—5 hrs. F. Management of retail and service establishments.

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

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

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

Secretarial

14:50. Beginning Typewriting—2 hrs. F. Emphasis on development of speed and control. Elective for students lacking minimum skill for Advanced Typewriting.

14:51. Advanced Typewriting—2 hrs. F-S. Refinement of technique, speed level, and control; practical office jobs. Required for state certification as typewriting teacher. 14:52 may be substituted for certification only if officially excused from 14:51 on the basis of performance. Student should type at a minimum rate of 35 words a minute upon entering the course. Students lacking minimum skill may elect to take 14:50. Daily. Prerequisite: 14:50, or one or more semesters of high school typewriting.

14:52. Typewriting Skill Development—2 hrs. F-S. For students who desire expert-level skill. Student should type at a minimum rate of

50 words a minute at beginning of course. Meets 4 days. Prerequisite: 14:51, or official excuse on basis of performance.

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

14:54. Advanced Gregg 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. 14:150 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.

14:150(g). Shorthand Skill Development—4 hrs. F. Students should write at a minimum rate of 80 words a minute. Prerequisite: 14:54, or official excuse on basis of performance.

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—2 hrs. S. Duties and responsibilities of the secretary. Office Practice should accompany this course. Prerequisite: 14:54 or graduate status.

14:282. Comparative Shorthand Theory—2 hrs. Principles underlying shorthand systems as related to learning and teaching. Prerequisite: instructor's approval.

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

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

EDUCATION AND PSYCHOLOGY

Bishop, Head. Adrian, Ball, Barnes*, Boehlje, Boyer, Buswell, Carpenter, Daane, DeKock, Dreier, Emmons, Hampton, Hult, Knutson, Looby, Martindale, Melberg, Pray, Price, Rhum, Riebe, Roth, Schnepf, Showalter, W. Silvey, Sparrow, O. Thompson, Uecker, Wilcox. Part-time: A. Brown, Denny.

Undergraduate majors in elementary education are described elsewhere. An undergraduate major in education may have a notation on his placement papers that he is qualified to teach Family Life Education.

Psychology

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

20:16. Psychology of Learning—5 hrs. F-S. Prerequisite: 21:14.

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

20:108(g). Personality Growth of Children—2 hrs. S.

20:112(g). Mental Hygiene—2 hrs. F.

20:116(g). Psychology of Adolescence—2 hrs. S. Growth, attitudes,

* On Leave 1958-59

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.

20:194(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. S.

20:285. Individual Intelligence Testing—2 hrs. F. Standardization and cross-validation of the Stanford-Binet Scale and the Wechsler-Bellevue Scale. Prerequisite: 21:181. Lab., no more than 5 periods.

20:286. Analysis of the Individual—3 hrs. F. Prerequisite: 21:180, and 21:182 or 21:183.

Education

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.

21:31. Audio-Visual Materials in Education—1 hr. F-S. 2 periods.

21:40. Reading and Language Arts I—4 hrs. F-S. The language arts of reading, speaking, listening, and writing in the elementary school.

21:44. Children's Literature—2 hrs. F-S.

21:52. Lower Elementary Curriculum I—4 hrs. F-S. Planning learning experiences for kindergarten-primary children.

21:62. Upper Elementary Curriculum I—4 hrs. F-S. Planning learning experiences for children in grades 4-8.

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.

21:131(g). Audio-Visual Education—2 hrs. F-S. Discussion 3 periods; lab., as arranged.

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 majors in supervision; others should have departmental approval.

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

21:141(g). Principles of Supervision—2 hrs. S. 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 Lower 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 II—2 hrs. F-S. Emphasis on problems of class members. Prerequisite: 21:40 or equivalent.

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. S.

21:152(g). Lower elementary Curriculum II—3 hrs. F-S. Recent trends in the curriculum for kindergarten-primary children. Prerequisite: 21:52 or equivalent.

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

21:162(g). Upper Elementary Curriculum II—2 hrs. F-S. Recent trends in the curriculum for children in grades 4-8. Prerequisite: 21:62 or equivalent.

21:172(g). Problems in Reading in Secondary Schools—2 hrs. S.

21:175(g). Braille I—2 hrs. Braille reading and writing for the education of blind children. Use of Braille writing equipment. Reading problems; observation of blind children; braille in mathematics and music.

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

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

21:180(g). Statistical Methods in Education and Psychology—2 hrs. F. No credit for a student with credit in 80:172.

21:181(g). Group Evaluation Techniques—3 hrs. S. Measurement and evaluation in the instructional programs of elementary and secondary schools. Utilization of standardized group instruments in measuring aptitude, intelligence, achievement, interest, and personality. Construction of classroom tests by the teacher. Prerequisite: 21:180 or 20:16 or equivalent.

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.

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

21:186(g). The Retarded Child—2 hrs. S. 21:185 should precede this course.

21:187(g). The Gifted Child—2 hrs. F. 21:185 should precede this course.

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

21:198. Independent Study. See pages 38-39 and 57.

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

21:234. Philosophy of Education—2 hrs. F.

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

21:237. Materiel Management—4 hrs. S. Financial support for public education, business administration, budgeting, and problems of school building planning, operation, and maintenance. Prerequisite: 21:235.

21:239. Personnel Administration—4 hrs. S. Teacher selection and placement, promotion, tenure, and retirement; administration of pupil personnel facilitating services. Prerequisite: 21:235.

21:241. Supervision of the Elementary School—2 hrs. S. Prerequisite: 21:141.

21:243. Curriculum Development in the Elementary School—3 hrs.

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

21:249. Seminar in Elementary Education—2 hrs. S. Course content determined largely by needs of students. May be repeated once for credit.

21:271. Supervision of the Secondary School—2 hrs. S. Prerequisite: 21:141.

21:272. Curriculum Development in the Secondary School—3 hrs.

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

21:279. Seminar in Secondary Education—2 hrs. F. Course content determined by needs of students. May be repeated once for credit.

21:287. Techniques of Counseling—3 hrs. S. Prerequisite: 21:182 or 21:183.

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

21:289. Seminar in Special Education—2 hrs. Evaluation of research in areas of special education. Scope of course determined by purposes of students. Recommended for those interested in special education or guidance. May be repeated once for credit.

21:294. Educational Research—3 hrs. Methods and evaluation of educational research. Individual exploration of a possible thesis project in cooperation with student's adviser.

21:298. Honors Seminar—2 hrs. See pages 58 and 110.

21:299. Research. See pages 58 and 111.

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.

12:291. Improvement of Bookkeeping Instruction—2 hrs.

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

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

15:190(g). Methods in Business Subjects—3 hrs.

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

31:190. Methods in Home Economics—3 hrs.

33:190. The Teaching of Industrial Arts—3 hrs.

33:214. Problems in Teaching Industrial Arts—3 hrs.

35:190(g). Teaching the Use of Libraries—2 hrs.

37:174. Testing in Physical Education—2 hrs.

37:190(g). Methods and Principles in Physical Education—3 hrs.

50:193(g). Teaching of Speech—2 hrs.

50:194(g). Methods of Directing Forensics—2 hrs.

50:195(g). Methods in Speech Correction—2 hrs.

50:283. Seminar in Teaching Speech—2 hrs.

57:292. Psychology of Music—2 hrs.

60:195(g). Teaching of Art II—3 hrs.

- 60:295. Seminar in Teaching Art—3 hrs.
 62:190(g). The Teaching of Literature—2 hrs.
 62:191(g). The Teaching of Communication—2 hrs.
 62:291. Seminar in Teaching English—2 hrs.
 70:190(g). The Teaching of Foreign Languages—2 hrs.
 80:190. The Teaching of Secondary Mathematics—3 hrs.
 80:235. Problems in Teaching Arithmetic—2 hrs.
 80:290. Problems in Teaching Junior High School Mathematics—2 hrs.
 80:291. Problems in Teaching High School Mathematics—2 hrs.
 82:190. The Teaching of Science—3 hrs.
 82:280. Seminar in Science Teaching—2 hrs.
 87:191. The Teaching of Geography—2 hrs.
 90:190. The Teaching of Social Studies—2 hrs.
 90:291. Problems in Teaching the Social Studies—2 hrs.

Safety Education

A minor in safety education consists of: 82:20; 21:131; 20:16 or 5 hours of psychology; 30:30, 30:130, 30:132; and 37:10.

30:30. General School Safety—4 hrs. F-S. Methods of teaching safety education in elementary and secondary schools.

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

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

A major in vocational home economics consists of the following:

Home Economics (must include 31:150, 170, 172, 182, 190).....	37 hours
Art—a course in addition to 60:20, or 31:160 or 31:165.....	2
Science—86:61, 63; 84:150, in addition to General Education courses.....	11
Social Science—satisfied by General Education.....	0

50 hours

A student who completes this major is not required to complete a minor, and is eligible for certification to teach vocational home economics and general science.

A major in home economics consists of the following:

Home Economics (must include 31:190).....	30 hours
Art—a course in addition to 60:20, or 31:160 or 31:165.....	2
Science—Biological and Physical Science in addition to General Education courses, may include 37:50.....	6

38 hours

A student completing this major must complete a minor of 20 hours in another area. Recommended minors are: art, biological science, English, and history.

A minor in home economics consists of 20 hours of work in home economics, the courses to be selected from at least three areas. The following distribution in four areas is recommended: Textiles and Clothing—31:10, 31:15, and a choice of 31:16, 31:110, or 31:111; Foods and Nutrition—31:35 and 31:36; Family Relationships and Child Development—31:51, and either 31:150 or 31:158 (1); Housing, Home Furnishing, and Equipment—31:62 or 31:65.

Courses 31:30, 31:105, 31:135 are elective courses not open to majors. All major courses are open as electives to students who have the recommended prerequisites.

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.

Textiles and Clothing

31:10. Clothing Selection—2 hrs. F-S. Problems in wardrobe planning. Discussion, 2 periods.

31:15. Clothing I—2 hrs. F-S. Clothing construction using commercial patterns. Must accompany or follow 31:10. Students with a satisfactory degree of proficiency may proceed directly to 31:111 upon the completion of this course and 31:10. Discussion and lab., 4 periods.

31:16. Clothing II—2 hrs. S. Additional clothing construction according to needs of students. Prerequisite: 31:10 and 31:15. Lab., 4 periods.

31:105. Textiles and Clothing—3 hrs. S. No credit for a student with credit in 31:10 and 31:15. For students who do not major in home economics. Selection and construction of clothing. 6 periods.

31:110. 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. S. Flat pattern making and draping. Prerequisite: 31:10, 31:15 and permission of instructor, or 31:16. Non-majors may use 31:105 with permission of instructor. Discussion and lab., 6 periods.

31:112. Advanced Clothing—2 hrs. F. Tailoring suits and coats. Discussion and lab., 4 periods. Prerequisite: 31:10, 31:15 and permission of instructor, or 31:16, 31:111 recommended; non-majors may use 31:105 with permission of the instructor.

31:118(g). Problems—2 hrs. Clothing.

Foods and Nutrition

31:30. Nutrition of Children—2 hrs. S. For elementary 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. 6 periods.

31:135. Food for the Family—4 hrs. F. 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. 8 periods.

31:142. Principles of Food Preparation—2 hrs. S. 31:36 and 86:103 or equivalent should precede this course. Discussion and lab., 4 periods.

31:143. 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.

31:148(g). Problems—2 hrs. (1) Foods; (2) Nutrition.

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. Child and the Home—4 hrs. F-S. The infant through pre-school age; experience with children through a play-school situation. 21:14 should precede this course. Discussion and lab., 8 periods.

31:158(g). Problems—2 hrs. (1) Family relationships; (2) Experiences with children.

Housing, Home Furnishings, and Equipment

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

31:65. Home Planning and Furnishing—3 hrs. F-S. Discussion and lab., 6 periods.

31:160. Decorative Textiles—2 hrs. S. even years. To build appreciation of cultures through a study of their decorative textiles. Discussion and lab., 4 periods.

31:165. Interior Decoration—2 hrs. F. 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. Family Finance—2 hrs. S. even years. 90:23 should precede this course.

31:177. Consumer Problems—2 hrs. F. even years. The consumer's role in marketing. Regulations, standards, sources of information, and detailed study of a few products.

Home Economics Education

31:182. 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.

31:198. Independent Study. See pages 38-39 and 57.

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.

Religious Literature 64:120(g). The Heritage of the Bible—2 hrs. F-S. A non-sectarian study of the Bible.

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. LaRue, R. Matala, Plummer, W. Wagner, Wright

An undergraduate major in industrial arts includes not less than 37 semester hours of credit in industrial arts, including 88:52, 33:190, 33:195 and 33:10, 33:15, 33:30, and 33:150. The remaining courses will be selected by the student and his adviser. It is recommended that the student complete not less than 7 hours in each of the areas of drawing, metalwork, woodwork, and electrical work. 88:56 and 60:50 may be counted toward the industrial arts major.

A minor in industrial arts consists of not less than 17 semester hours and must include 33:10 General Drawing, 33:15 General Woodwork, 33:30 General Metalwork, and 33:190 The Teaching of Industrial Arts. It should also include at least one course from 33:111, 33:115, 33:121, 33:131, 33:141, 33:150, or 33:152.

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

33:10. General Drawing—3 hrs. F-S. Technical sketching and instrumental drawing. Lab., 4 to 6 periods.

33:15. General Woodwork—3 hrs. F-S. Lab., 4 to 6 periods.

33:30. General Metalwork—3 hrs. F-S. Lab., 4 to 6 periods.

33:111. Advanced Drawing—3 hrs. S. Detail and assembly drawing of machine parts and sheetmetal layout. Prerequisite: 33:10. Lab., 4 to 6 periods.

33:115(g). Architectural Drawing—3 hrs. F. Prerequisite: 33:10 or departmental approval. Lab., 4 to 6 periods.

33:121. Advanced Woodwork—5 hrs. F-S. Advanced design and construction in woodworking. Prerequisite: 33:15 or departmental approval. Lab., 7 to 10 periods.

33:131(g). Sheetmetal and Welding—2 hrs. F. Prerequisite: 33:30, or departmental approval. Lab., 3 or 4 periods.

33:141.—Machine Tools—5 hrs. S. Lab., 7 to 10 periods. Prerequisite: 33:30 or departmental approval.

33:150. General Electricity—3 hrs. F-S. Lab., 4 to 6 periods.

33:152(g). General Electronics—2 hrs. S. 33:150 or 88:56 should precede this course. Lab., 3 or 4 periods.

33:155(g). General Graphic Arts—3 hrs. F. Lab., 4 to 6 periods.

33:157. Photography—2 hrs. F-S. Lab., 3 or 4 periods.

33:158(g). Advanced Graphic Arts—2 hrs. Prerequisite: 33:155 or departmental approval. Lab., 4 to 6 periods.

33:160. Auto Mechanics—4 hrs. F. Lab., 6 to 8 periods.

33:166(g). Building Construction—3 hrs. S. Lab., 4 to 6 periods. Prerequisite: departmental approval.

33:175(g). Plastics and Leatherwork—2 hrs. F. Lab., 3 or 4 periods.

33:183(g). Industrial Arts for the Elementary School—2 hrs. Also includes industrial arts for the junior high school. Lab., 3 or 4 periods.

33:190. The Teaching of 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.

33:195(g). School Shop Planning—2 hrs. F-S. 33:10 and 33:190 should precede this course. Lab., 3 or 4 periods. **TO ACCOMPANY STUDENT TEACHING.**

33:198. Independent Study. See pages 38-39 and 57.

33:203. Foundations of Industrial Education—2 hrs. Leaders, organizations, movements, legislation, and other factors affecting industrial education.

33:214. Problems in Teaching Industrial Arts—3 hrs. Will satisfy the special methods requirement in the professional core. Prerequisite: departmental approval.

33:223. Administration and Supervision of Industrial Arts—2 hrs. Prior teaching experience is desirable before enrolling for this course. Prerequisite: departmental approval.

33:226. Industrial Arts Curriculum—2 hrs. Prerequisite: departmental approval.

33:270. Projects in Industrial Arts—1 to 3 hrs. Students choose an area of concentration from the following: 1. Automobile Mechanics; 2. Drawing; 3. Electrical Work; 4. Industrial Arts Design; 5. Machine Shop; 6. Metalwork; 7. Woodwork; 8. Plastics. This course provides for concentration and may be repeated with enrollment in a different activity. Prerequisite: departmental approval. Lab., 4 to 6 periods.

33:282. Industrial Arts Seminar—1 hr. Selected problems dealing with the school shop and its operation. Prerequisite: departmental approval.

33:298. Honors Seminar—2 hrs. See pages 58 and 110.

33:299. Research. See pages 58 and 111.

LANGUAGES, SPEECH, AND LITERATURE

Reninger, Head. W. Anderson, Bernhard, Bluhm, Clay, Cowley, DeHoff, Flowers, Forest, Fox, Goggin, Hanawalt, A. Hanson, Jewell, Langemo, McDavitt, Maurer, Miller, Perego, Schaefer, F. Smith, M. Smith, Stageberg, Taylor, T. Thompson, Thorne, L. Wagner, Williams, Wood. Part-time: Fagan, Hearst.

English

An undergraduate major in English consists of at least 37 hours in English which should include:

68:21, 22 (credit as English)	4 hours
62:21, 22, 31, 141, 142, 148, 151, 163, 190, 191.....	33

37 hours

In addition, 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.

A minor in English consists of at least 20 hours in English which must be distributed as follows:

68:21, 22 (credit as English)	4 hours
62:21, 22, 40, 50, 162, 191	16
	<hr/> 20 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.

62:21. English I—3 hrs. F-S. Development of skills in expository writing and good language habits.

62:22. English II—2 hrs. F-S. More advanced skills in writing and organization, with attention to elementary semantics. Training in gathering and organizing source material.

62:23. Mass Communication—3 hrs. S. Processes in the mass communication media. Techniques of creating mass opinion.

62:31. Introduction to Literature—3 hrs. F-S. Training in understanding the forms of imaginative literature. Not to be taken by English minors.

62:32. Contemporary Short Story—2 hrs. 1900 to the present.

62:40. Major British Writers—3 hrs. F-S. Special attention to poetry and drama. Not to be taken by English majors.

62:41. Contemporary British and American Poetry—2 hrs. S. Since 1914.

62:50. Major American Writers—3 hrs. F-S. Representative American writers of the nineteenth and twentieth centuries. Special attention to the novel and short story. Not to be taken by English majors.

62:140(g). The Development of the Novel—3 hrs. To about 1870. Includes continental, English, and American authors.

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.

62:143(g). The Modern Novel—3 hrs. The continental, English, and American novel since about 1870.

62:144(g). Chaucer—3 hrs.

62:145(g). World Drama—3 hrs. Emphasis since Ibsen.

62:146(g). Readings in British Literature—3 hrs. 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.

62:147(g). Milton—3 hrs. Milton's major English poetry and prose.

62:148(g). Shakespeare—3 hrs.

62:151(g). American Literature—5 hrs. Not to be taken by English minors.

62:152(g). Readings in American Literature—3 hrs. 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.

62:160(g). World Literature—3 hrs. Emphasis on twentieth century writing.

62:161(g). Theory and Practice of Criticism—2 hrs. Major problems in creative literature, and the solutions offered by the great critics.

62:162(g). The American-English Language of Today—3 hrs. F-S. Descriptive American-English grammar and contemporary usage. Not to be taken by English majors.

62:163(g). The English Language—5 hrs. F. Development of the English language and a descriptive account of present-day grammar and usage. Not to be taken by English minors.

62:164(g). Semantics—2 hrs. F-S. The nature and functions of language in theory and practice, and the use of basic language concepts in teaching. TO ACCOMPANY STUDENT TEACHING.

62:170(g). Creative Writing: Prose and Poetry—2 hrs. F-S. May be repeated for a total of 4 hours.

62:171(g). Creative Writing: Playwriting—2 hrs. May be repeated for a total of 4 hours.

62:190(g). The Teaching of Literature—2 hrs. F. Credit also as a course in education for a student whose major is English.

62:191(g). The Teaching of Communication—2 hrs. F-S. Credit also as a course in education for a student whose major is English. Methods of integrating the teaching of writing, reading, speaking, and listening in a modern language arts program.

62:198. Independent Study. See pages 38-39 and 57.

62:201. Bibliography and Methods of Research—1 hr. F.

62:202. Teaching of Literary Forms—3 hrs. F. Advanced literary analysis and evaluation of the short story, novel, drama, and poetry.

62:203. Language Problems in the High School—2 hrs. An advanced course in language. Latest investigations in the theory of signs and meaning and their application to practical language teaching.

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.

62:282. Seminar in Twentieth Century—2 hrs.

62:283. Seminar in Writing—2 hrs. May be repeated for a maximum of 4 hours.

62:291. Seminar in Teaching English—2 hrs. Prerequisite: instructor's approval.

62:298. Honors Seminar—2 hrs. See pages 58 and 110.

62:299. Research. See pages 58 and 111.

FOREIGN LANGUAGES

A major in foreign languages consists of 36 hours which must include 70:190 and at least 17 hours in each of two languages in courses which are more advanced than those numbered 1: French, German, Latin, or Spanish.

Minors are offered in French, German, Latin, and Spanish.

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

70:198. **Independent Study.** See pages 38-39 and 57.

French

A minor in French must include 14 hours of work in French courses which are more advanced than 72:1.

72:1. **French I**—5 hrs. F. For beginners.

72:2. **French II**—5 hrs. S. Continuation of 72:1. Prerequisite: 72:1 or one year high school French or equivalent.

72:10. **Conversation and Composition**—2 hrs.

72:111(g). **Intermediate French**—3 hrs. Selections from French prose. Prerequisite: 72:2 or two years of high school French or equivalent.

72:112(g). **Short French Plays**—3 hrs. Prerequisite: 72:111 or two years of high school French or equivalent.

72:113(g). **Rostand's Cyrano**—2 hrs. Prerequisite: 72:111 or equivalent.

72:114(g). **Nineteenth Century French Literature**—3 hrs. Works of de Vigny, Loti, Daudet, and others. Prerequisite: 72:111 or equivalent.

72:115(g). **Contemporary French Literature**—3 hrs. Work of A. France, Maurois, Gide, and others. Prerequisite: 72:112 or equivalent.

72:116(g). **French Classical Period**—3 hrs. Works of Corneille, Racine, Moliere, and La Fontaine. Prerequisite: 72:112 or equivalent.

72:117(g). **Victor Hugo**—2 hrs. Prerequisite: 72:113 or equivalent.

German

A minor in German must include 14 hours of work in German courses which are more advanced than 74:1.

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.

74:111(g). **Intermediate German**—3 hrs. German life. Prerequisite: 74:2 or two years of high school German, or equivalent.

74:112(g). **Introduction to German Classics**—3 hrs. Works of Schiller, Goethe, or Lessing. Prerequisite: 74:111 or equivalent.

74:113(g). **Advanced Conversation and Composition**—3 hrs. Prerequisite: 74:111 or equivalent.

74:114(g). German Lyrics and Ballads—3 hrs. Poetry of the eighteenth, nineteenth, and twentieth centuries. Prerequisite: 74:111 or equivalent.

74:115(g). Nineteenth Century German Literature—3 hrs. Works of H. von Kleist, Hebbel, Grillparzer, Hauff, G. Keller, and others. Prerequisite: 74:111 or equivalent.

74:116(g). Contemporary German Literature—3 hrs. Selections from Thomas Mann, H. Hesse, and others. Prerequisite: 74:112 or equivalent.

Latin

A minor in Latin consists of at least 14 hours of work in Latin courses which are more advanced than 76:1.

76:1. Latin I—5 hrs. F. For beginners. Emphasis upon relationship of Latin and English.

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. 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 re-enrolling. Prerequisite: 76:2 or two years of high school Latin or equivalent.

76:112(g). Literature of Silver Age—5 hrs. 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.

Spanish

A minor in Spanish consists of at least 14 hours of work in Spanish courses which are more advanced than 78:1.

78:1. Spanish I—5 hrs. F. For beginners.

78:2. Spanish II—5 hrs. S. Continuation of 78:1. Prerequisite: 78:1 or 1 year of high school Spanish or equivalent.

78:111(g). Intermediate Spanish—3 hrs. 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. Selections from Gallegos, Lopez y Fuentes, Gabriela Mistral, Ruben Dario, Constancio Vigil, and others. Prerequisite: 78:111 or equivalent.

78:113(g). Contemporary Spanish—3 hrs. Selected readings from representative novels, short stories, and essays. Prerequisite: 78:111 or equivalent.

78:114(g). Don Quixote—3 hrs. Prerequisite: 78:111 or equivalent.

78:115(g). Advanced Conversation and Composition—2 hrs. Prerequisite: 78:111 or equivalent.

78:116(g). Spanish Drama—3 hrs. Selections from Galdos, Benavente, and others. Prerequisite: 78:111 or equivalent.

School Journalism

66:30. Journalism I—3 hrs. F. News values. Obtaining, verifying, and presenting news; preparation of newspaper copy for publication; newspaper style and make-up.

66:102(g). Journalism II—3 hrs. S. Writing of editorials and feature articles.

66:103(g). School Publication Advisement—3 hrs. 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.

Speech

An undergraduate major in speech consists of at least 30 hours of speech distributed as follows:

50:26, 30, 31, 32, 40, 51, 52, 193.....	21 hours
Either 50:143 or 152.....	3
Electives (excepting 50:61 and 130).....	6

30 hours

An undergraduate major in speech correction consists of at least 30 hours of work distributed as follows:

50:26, 32, 170, 171, 172, 173, 174, 175, 176, 195.....	28 hours
Either 20:112 or 50:176 (repeated).....	2

30 hours

Every speech major, except the speech correction major, 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.

A minor in speech consists of at least 16 hours of speech distributed as follows: 50:26, 50:30, 50:31, 50:51, 50:52, 50:193.

50:26 is a prerequisite to all other courses in speech except 50:170.

50:26. Fundamentals of Speech—3 hrs. F-S. Presentation of original speeches and discussion of speech principles with emphasis on voice and articulation.

50:30. Public Speaking—3 hrs. F-S. Application of the principles of psychology and composition to situations confronting the public speaker. Opportunities to speak before civic groups, professional associations, and radio audiences.

50:31. Oral Interpretation—3 hrs. F-S. Oral reading of prose and poetry. Prerequisite: 50:26 or equivalent.

50:32. Voice and Phonetics—2 hrs. The phonetic alphabet, 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. Practical experience in dealing with contemporary problems through the methods of discussion and debate.

50:50. Acting—3 hrs. Prerequisite: 50:31.

50:51. Play Production—3 hrs. F-S.

50:52. Stagecraft—2 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.

50:130(g). Creative Dramatics for Children—2 hrs. 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.

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

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

50:151(g). Stage Design and Lighting—3 hrs. Discussion, 3 hours; lab., 1 hour.

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

50:170(g). Speech Correction—2 hrs. For classroom teachers.

50:171(g). Speech Science—4 hrs. 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.

50:172(g). Voice and Articulation Disorders—4 hrs. Causal factors, diagnosis, and treatment of voice and articulatory problems.

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

50:174(g). Organic Speech Disorders—3 hrs. Speech disorders associated with cleft palate, cerebral palsy, aphasia, post-laryngectomy, congenital language disabilities, and miscellaneous voice disorders. Prerequisite: 50:171 and 50:172.

50:175(g). Introduction to Audiology—3 hrs. Types, causes, and measurement of hearing loss. Communication problems caused by hearing loss, and the use of speech reading, auditory training, and hearing aids. Prerequisite: 50:171 and 50:172.

50:176(g). Clinical Practice—2 hrs. Clinical experience in diagnosis and treatment of speech problems. Prerequisite: instructor's approval. May be repeated once for credit.

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. Credit also as a course in education for a student whose major is Speech. Prerequisite: instructor's approval.

50:198. Independent Study. See pages 38-39 and 57.

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

50:230. Psychology of Speech—3 hrs.

50:240. Classical Rhetoric—2 hrs. Rhetorical theory from 500 B.C. to about 100 A.D. Emphasis on the rhetorical theory of Aristotle, Cicero, and Quintilian. Modern theories examined in the light of the classical period.

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

50:250. Theatre Administration—2 hrs. Problems in the organization and leadership of a theatre program in the school.

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.

50:284. Speech Correction and the Curriculum—2 hrs. Course content partly determined by needs of class members.

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.

50:298. Honors Seminar—2 hrs. See pages 58 and 110.

50:299. Research. See pages 58 and 111.

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.

64:113(g). Problems of Religion—2 hrs. 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.

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.

64:190(g). Teaching of Religion—2 hrs. Skills, methods, and content in religious education.

Philosophy

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

65:141(g). Western Philosophy—2 hrs. 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). Ethics—2 hrs. Analysis of the question "What is Good?" along with the study of various answers which have been, or can be, given to that question.

65:143(g). Esthetics—2 hrs. Analysis and discussion of the chief theories of artistic meaning through selected source readings.

LIBRARY SCIENCE

Rod, Head. McCusker, McLeod, Noonan.

A major in library science consists of at least 24 hours which must include 35:12, 35:14, 35:115, 35:120, and 35:190. Students primarily interested in the elementary school field will take also 35:112; those whose interests are chiefly in the secondary school will take 35:114. The remaining work may be chosen from other courses in library science or from the following: 21:131, 21:145, 21:172, 60:100.

A minor in library science consists of 16 hours which must include 35:12, 35:14, 35:115, 35:190, and either 35:112, or 35:114.

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

35:12. The School Library—3 hrs. F. Problems and methods of effective library service on all levels of the school program.

35:14. Book Selection—2 hrs. S. General principles of selection. Examination of standard aids.

35:112(g). Library Materials for Children—3 hrs. F-S. Survey of children's literature with attention to principles of selection and standards of evaluation of book and non-book materials for the elementary school program.

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.

35:130(g). History of Books—2 hrs. S.

35:135(g). Library Organization—2 hrs. S. Various types of libraries, with relationship of the school library to each.

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

Trimble, Head. Brune, Crumley, Gibb, Hamilton, J. Jensen, Lott, Schurrer, I. Silvey, Von Ohlen.

An undergraduate major in mathematics consists of 80:190 and at least 10 hours chosen from the following courses: 80:147, 80:149, 80:153, 80:160, and 80:174. The total hours required for a major will vary according to the student's background from a minimum of 13 hours to a maximum of 39 hours.

The basic sequence in mathematics is as follows:

80:45 Elementary Analysis I and 80:46 Elementary Analysis II	10 hours
80:60 Calculus I and 80:61 Calculus II.....	10
80:153 Probability Theory	3
80:160 Introduction to Modern Algebra.....	4
80:174 Mathematical Statistics I.....	3
80:190 The Teaching of Secondary Mathematics.....	3

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 courses but students are advised to strengthen their programs by choosing additional advanced courses in mathematics.

A minor in mathematics consists of at least 18 hours of work in mathematics including 80:60 and 80:153.

80:20. Mathematics for General Education—3 hrs. F-S. The language and ideas of mathematics.

80:31. Arithmetic: Principles and Teaching—3 hrs. F-S. For teachers of elementary grades.

80:45. Elementary Analysis I—5 hrs. F-S. Properties of algebraic, exponential, logarithmic, and circular functions; derivatives of polynomials. Mathematical structures.

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

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

80:55. College Geometry—3 hrs. Postulational systems and their consequences. Prerequisite: 80:46.

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.

80:108. Mathematics Laboratory—2 hrs. Construction of instructional materials for teaching elementary, junior high, and senior high mathematics. 4 periods.

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

80:132. Teaching of Arithmetic I—2 hrs. F. For teachers of kindergarten and grades 1-3. Prerequisite: 80:31.

80:134. Teaching of Arithmetic II—2 hrs. S. For teachers of grades 4-8. Prerequisite: 80:31 or 80:46.

80:138(g). Evaluation in Elementary Arithmetic—2 hrs. Prerequisite: 80:132 or 80:134.

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

80:149(g). Differential Equations—3 hrs. Differential equations of the first order and linear equations with constant coefficients. 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.

80:160(g). Introduction to Modern Algebra—4 hrs. F. Concepts of ring, group, and field.

80:172. Fundamentals of Statistical Methods—3 hrs. S. Intuitive approach to probability and inferential statistics.

80:174(g). Mathematical Statistics I—3 hrs. Introduction to probability theory, sampling distributions, testing hypotheses and estimation. Prerequisite: 80:61.

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: 80:132 or 80:134.

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

80:192(g). Evaluation in Secondary School Mathematics—2 hrs.

80:198. Independent Study. See pages 38-39 and 57.

80:210. Theory of Numbers—3 hrs. Basic interrelations of the system of integers.

80:235. Problems in Teaching Arithmetic—2 hrs. Seminar. Prerequisite: departmental approval.

80:240. Mathematical Analysis I—3 hrs. Advanced calculus; improper and line integrals; partial differentiation and applications.

80:241. Mathematical Analysis II—3 hrs. Elementary functions of a complex variable; power series; differentiation and integration of functions of a complex variable.

80:250. Modern Geometries—3 hrs. Topics from advanced Euclidean, non-Euclidean, and elementary projective geometries.

80:272. Mathematical Statistics II—3 hrs. Design of experiments; analysis of variance. Non-parametric methods.

80:290. Problems in Teaching Junior High School Mathematics—2 hrs. Seminar. Prerequisite: departmental approval.

80:291. Problems in Teaching High School Mathematics—2 hrs. Seminar. Prerequisite: departmental approval.

80:298. Honors Seminar—2 hrs. See pages 58 and 110.

80:299. Research. See pages 58 and 111.

MUSIC

Russell, Head. Baum, Beckman, Birkhead, Bock, Coleman, Conklin, Fred, Gault, Hill, Holst, Holvik, Howe, Iverson, Kennedy, Latham, Matheson, Mauck, Maxwell, Mitchell, Redner*, Wendt, White. Part-time: Kurtz, Olson.

An undergraduate major in music consists of 50 hours of credit which must include:

Applied Music.....	16 hours
Theory 58:50; 51, 52, 53, and electives.....	19
Music History and Literature 59:170, 171.....	6
Music Methods (elementary and secondary).....	7
Electives in Music.....	2
Senior Recital.....	0

50 hours

The student 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 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.

A minor in music consists of 17 hours in music, including 58:50, 51, and at least 2 hours of applied music. In the school music (vocal) area, it is recommended that 57:80, 57:81, 57:82, and 58:63 be included. In the instrumental area it is recommended that 57:91, 57:92, 57:93; 58:63; 57:195, 57:196 be included. 52:20 may be used in meeting the minor requirement; however, credit in band, orchestra, or chorus may not be used on the minor.

One hour of credit may be earned by a student who completes an academic year (2 semesters) in either band, orchestra, or one of 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.

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.

* On Leave 1958-59

General Courses in Music

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

52:90. Elementary Grade Music—3 hrs. F-S. For the classroom teacher.

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.

52:298. Honors Seminar—2 hrs. See pages 58 and 110.

52:299. Research. See pages 58 and 111.

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.	54:40, 54:140(g). Percussion.
54:31, 54:131(g). Oboe.	54:41, 54:141(g). Violin.
54:32, 54:132(g). Clarinet.	54:42, 54:142(g). Viola.
54:33, 54:133(g). Bassoon.	54:43, 54:143(g). Cello.
54:34, 54:134(g). Saxophone.	54:44, 54:144(g). String Bass.
54:35, 54:135(g). French Horn.	54:45, 54:145(g). Harp.
54:36, 54:136(g). Cornet-Trumpet.	54:46, 54:146(g). Piano.
54:37, 54:137(g). Trombone.	54:47, 54:147(g). Group Piano.
54:38, 54:138(g). Baritone.	54:48, 54:148(g). Organ.
54:39, 54:139(g). Tuba.	54:49, 54:149(g). Voice.

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:

52:10, 52:110. A Cappella Choir.	52:13, 52:113. Women's Chorus.
52:11, 52:111. College Chorus.	52:15, 52:115. Band.
52:12, 52:112. Chapel Choir.	52:17, 52:117. Orchestra.

Music Methods

57:80. Elementary Music Methods—2 hrs. F. For kindergarten through sixth grade. May be taken for 1 hour credit by those who have credit in 52:90. Prerequisite: 58:50 or equivalent.

57:81. Secondary Music Methods—2 hrs. S. For the junior and senior high school. Designed to build a well organized music program. Prerequisite: 58:50 or equivalent.

57:82. Choral Techniques and Materials—2 hrs. F. Conducting, tone production, and motivation in development of large vocal ensembles.

57:91. Instrumental Techniques I—Strings—1 hr. F-S. Practicum, methods, and materials for teaching strings.

57:92. Instrumental Techniques II—Woodwind—1 hr. F-S. Practicum, methods, and materials for teaching woodwinds.

57:93. Instrumental Techniques III—Brass and Percussion—1 hr. F-S. Practicum and methods for teaching the cornet-trumpet, French horn, trombone-baritone, bass, and percussion.

Note: 57:94, 57:95, 57:96 meet as a unit; however, credit is granted only in the area wherein the prerequisite has been met.

57:94. Advanced Instrumental Techniques IV—Strings—1 hr. S. Development of the grade and junior high school orchestra. Prerequisite: 57:91 or equivalent.

57:95. Advanced Instrumental Techniques V—Woodwind—1 hr. S. Development of the grade and junior high school band. Prerequisite: 57:92 or equivalent.

57:96. Advanced Instrumental Techniques VI—Brass and Percussion. 1 hr. S. Development of the grade and junior high school band. Prerequisite: 57:93 or equivalent.

57:181(g). Vocal Ensemble Materials—2 hrs. F-S. Offered for vocal majors TO ACCOMPANY STUDENT TEACHING.

57:182(g). Voice Repertoire—2 hrs. S. Vocal literature for all voices. Primarily for those interested in teaching singing.

57:183(g). Opera and Operetta Production—1 hr. F. Students direct a scene from an opera or operetta. Practical experience in the production of an opera.

57:195(g). Instrumental Materials—2 hrs. S. Solo and ensemble material for string, woodwind, and brass combinations, for the large group or choir, and for the full band and orchestra.

57:196(g). Band Management—2 hrs. F. Practical problems of the school band.

57:197(g). Instrumental Upkeep and Repair—2 hrs. A laboratory course where practical projects are undertaken. Offered for instrumental majors TO ACCOMPANY STUDENT TEACHING.

57:198. Independent Study. See pages 38-39 and 57.

57:280. Planning and Supervision—2 hrs. S. For the prospective supervisor of music.

57:281. Seminar in Chorus—2 hrs. F. Problems in the vocal program of junior and senior high schools.

57:290. Seminar in Band—2 hrs. S. For the student with teaching experience. Practical situations studied and analyzed.

57:291. Seminar in Orchestra—2 hrs. F. 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

58:50. Harmony, Ear Training, and Sight Singing I—3 hrs. F. Elementary theory. Rhythmic dictation. Melodic dictation. Sight singing, part writing, and figured basses. Keyboard harmony.

58:51. Harmony, Ear Training, and Sight Singing II—3 hrs. S. Continuation of 58:50.

58:52. Harmony and Counterpoint I—3 hrs. F. The contrapuntal-harmonic style of the eighteenth century. Continued ear training and keyboard drill, but more emphasis on written theory.

58:53. Harmony and Counterpoint II—3 hrs. S. Continuation of 58:52 with the addition of some nineteenth and twentieth century style practices.

58:63. Conducting—2 hrs. S. Baton technique, score reading, rehearsal technique, and practice in conducting.

58:150. Eighteenth Century Counterpoint—3 hrs. F. Contrapuntal techniques and instrumental forms of the eighteenth century. Prerequisite: 58:53.

58:151(g). Sixteenth Century Counterpoint—2 hrs. S. The vocal polyphonic style of the sixteenth century. Analysis. Creative work in vocal forms: motet, madrigal, mass. Prerequisite: 58:53.

58:152(g). Composition—3 hrs. F. Creative work in the primary forms. Prerequisite: 58:53.

58:153. Instrumentation and Arranging—2 hrs. S. Ranges, transpositions and functions of all instruments of the band and orchestra, and arranging for choir, band, and orchestra. Prerequisite: 58:53.

58:252. Advanced Composition—3 hrs. F. Creative work in the larger forms. Student must complete at least one original project in any of these forms. Prerequisite: 58:152.

58:253. Advanced Arranging—2 hrs. S. Scoring for orchestra, band, or chorus. Student must complete at least one transcription for a large instrumental or vocal group. Prerequisite: 58:153.

Music Literature

59:170. Music Literature I—3 hrs. F. From classical antiquity to the beginning of the nineteenth century.

59:171. Music Literature II—3 hrs. S. From Beethoven to the present day.

59:175(g). Music Literature—Baroque—2 hrs. F. even years. The early, middle, and late Baroque periods in Italy, the Netherlands, Germany, France, Spain, England. Prerequisite: 59:171.

59:176(g). Music Literature—Contemporary—2 hrs. F. odd years. Principal styles and trends in the twentieth century. Prerequisite: 59:171.

59:270. Music Literature—Renaissance—2 hrs. S. odd years. Western music to about 1600. Prerequisite: 59:171.

59:271. Music Literature—American—2 hrs. S. even years. History and literature of our music from 1620 to the present.

PHYSICAL EDUCATION

Courses Offered to Both Men and Women

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.

37:10. First Aid to the Injured—2 hrs. F-S. Combined Standard and Advanced Red Cross course. Leads to certificates.

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

37:15. Personal Health—2 hrs. F.

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

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

37:124. Physical Education for High School Girls—2 hrs. S. odd years. No credit for a major in physical education for women.

37:131. Recreational Leadership—2 hrs. F. Principles and problems. Program materials.

37:132(g). Community Recreation and the School—2 hrs. S. Development of school-community programs. Problems of leadership, facilities, and organization.

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.

37:176. Organization and Administration of Physical Education—2 hrs. S. School and community relationships; budget; supervisory problems. Administration of program, and facilities.

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.

37:198. Independent Study. See pages 38-39 and 57.

PHYSICAL EDUCATION FOR MEN

Mendenhall, Head. Clark, Dickinson, Hammer, Koll, Lyons, Sheriff, Whitford, Witham.

A major in physical education for men consists of 32 hours of physical education courses, exclusive of 38:1 courses.

Required courses: 37:110, 190; 38:4, 5, 101, 102, 103, 104, 105, 106, 107, 115, 150, 170, and 84:38.....	29 hours
Electives	3

32 hours

A minor in physical education for men consists of at least 18 hours as follows:

Required courses: 38:4, 101, 102, 107, 115, 170.....	13 hours
Electives chosen from: 37:131, 180, 190; 38:5, 103, 104, 105, 106	5

18 hours

During one of the first two semesters men students 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 Sports—1 hr. F. Individual and team activities for junior and senior high schools, physical education, and recreation programs. 2 days.

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

38:101. Football—3 hrs. F. Individual and team offense and defense. Daily.

38:102. Basketball—3 hrs. F. Fundamentals of offensive and defensive tactics with individual and team formations. Daily.

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

38:104. Track and Field—1 hr. 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. Red Cross Senior Life Saving and instructor's certification. 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.

38:170(g). Curriculum and Administration of Physical Education—2 hrs. F-S. School and community relationships; budget; curriculum problems. Administration of program, equipment, locker room, play field, and gymnasium. 2 days.

38:172. Group Leadership—2 hrs. F-S. Group leadership of different activities. Prerequisite, or corequisite: 37:190.

PHYSICAL EDUCATION FOR WOMEN

Bontz, Head. Butterworth*, Crawford, Darling, Moon, Posson, Potter, Ramsay, Short, Swanson, Winsberg, Yager. Part-time: Van Ness.

A major in physical education for women consists of 40 semester hours which must include 84:38, and 7 hours in 39:6, 39:7, 39:108, and 39:109, or equivalent; and which should include: 37:15, 37:50, 37:110, 37:151, 37:152, 37:176, 37:190; 39:14, 39:80, 39:193, and 5 hours from 39:191.

It is possible for a major in physical education for women to become certified as an elementary school teacher.

A minor in physical education for women consists of 18 semester hours in physical education which should include 37:190, 39:193, and 3 hours from 39:191 or 37:124; 4 hours (12-16 activities) in physical education activity classes, and 5 additional hours elected from courses: 37:10, 37:15, 37:110, 37:151, 37:152, 37:153, 37:174, 37:176; 39:108, 39:109, 39:191. Students should consult the head of this department in choosing activity courses.

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.

Individual and Dual Activities: beginning archery, intermediate archery, archery golf, indoor archery, badminton, bowling, canoeing, beginning golf, intermediate golf, horseback riding, ice skating, outing activities, recreational games, stunts and tumbling (including trampoline), beginning swimming, first intermediate swimming, second intermediate swimming, advanced swimming, diving, lifesaving, beginning tennis, intermediate tennis, advanced tennis, 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.

* On leave 1958-59.

Fundamentals of Body Movement: body mechanics, and adapted gymnastics.

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 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 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.

39:11. Water Safety—1 hr. S. Leads to American Red Cross Water Safety Instructor's certificate.

39:14. Activities in the Elementary School—2 hrs. F. No credit for a student with credit in 37:13. Materials, methods, and participation. Discussion, 1 period; lab., 2 periods.

39:33. Camp Leadership—3 hrs. S. The camping movement. Leadership techniques and laboratory experience. Discussion, 2 periods; lab., 2 periods.

39:30. Introduction to Physical Education—1 hr. Orientation to physical education as a profession.

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 6 hrs. F-S. Credit determined at registration. May be repeated for credit to a total of 6 hours. May be accompanied by 39:7, 39:108, or 39:109 for credit. 4 periods.

39:193. Dance in Education—3 hrs. F. Methods and materials in the elementary and secondary school. 4 periods.

39:194. Teaching of Swimming and Aquatics—2 hrs. S. Prerequisite: ability to swim two strokes. 3 periods.

SCIENCE

McCollum, Head, Allegre, Chung, Dowell, Grant, Hyde, V. Jensen, Kercheval, Lee, Lyon, D. Matala, H. Nelson, Picklum, Poppy, Riggs, Rogers, Sauer, E. Smith, Stork, Wilson, Winier, Worley. Part-time: Abbott, Getchell, Lantz.

A major in science consists of 40 hours as listed below plus such general education courses in Science as the student does not test out of.

General Education

82:20 The Physical Sciences 3 hours

82:22 The Biological Sciences..... 4

82:24 World Resources 3

10 hours

Required major

88:54, 88:56 Physics 8

86:44, 86:46, or 86:48 Chemistry..... 8

84:34 Zoology4

84:36 Botany 4

82:190 Teaching of Science..... 3

Advanced courses numbered 100-199 in field of emphasis....10

Electives in Science 3

40 hours

The required minor cannot be taken in a science field but a student who takes enough additional work in science to meet the requirements of a minor may have the minor entered on his student record.

General Courses in Science

82:20. The Physical Sciences—3 hrs. F-S. Basic concepts of physical science and their significance. Methods of science.

82:22. The Biological Sciences—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.

82:24. 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.

82:118(g). Physical Sciences for Elementary Grades—2 hrs. F-S. Discussion, 1 period; lab., 2 periods. Prerequisite: 82:20 or equivalent.

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(g). Independent Study. See pages 38-39 and 57.

82:199(g). Study Tour, Western United States—8 hrs. Six weeks' field trip (and two weeks on campus) devoted to natural phenomena in western United States. About 6,000 miles travel by bus visiting forests, prairies, mountains, sagebrush, desert, lakes, and the Pacific Ocean. Class and field work, 8 hours a day. No prerequisite. Offered occasionally in the summer term.

- 82:200. History and Philosophy of Science—2 hrs. F.
82:280. Seminar in Science Teaching—2 hrs. S.
82:298. Honors Seminar—2 hrs. See pages 58 and 110.
82:299. Research. See pages 58 and 111.

Biological Science

A student interested in a major in biological science should major in science and declare biological science as his area of special interest.

A minor in biological science consists of at least 16 hours including 82:22, 84:34, and 84:36.

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: 82:22 or equivalent. Discussion, 2 periods; lab., 2 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. Discussion, 2 periods; lab., 2 periods when offered on campus. Chiefly field experience when offered at Conservation Camp.

84:106(g). Comparative Anatomy of the Vertebrates—3 hrs. F. Comparison of the origin, development, and anatomy of the classes of vertebrates. Prerequisite: 84:34. Discussion, 1 period; 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.

84:112(g). Invertebrate Zoology—3 hrs. Anatomy and physiology of typeforms of the invertebrate phyla. Prerequisite: 84:34. Discussion, 1 period; lab., 4 periods.

84:115(g). Biological Sciences for Elementary Grades—2 hrs. F-S. Prerequisite: 82:22 or equivalent. Discussion, 1 period; lab., 2 periods.

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—3 hrs. S. even years. Physiological processes of plants with emphasis on plant metabolism. Responses of plants to stimuli. Prerequisite: 84:36. Discussion, 1 period; 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.

84:150(g). Bacteriology—3 hrs. 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. even 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.

84:210. Biological Techniques—3 hrs. Biological techniques of the teacher of biology. Lab., 6 periods.

84:230. Special Problems in Biology—1 to 3 hrs. Credit determined at registration. Individual problems of the student. Prerequisite: departmental approval.

Chemistry

A student interested in a major in chemistry should major in science and declare chemistry as his area of special interest.

A minor in chemistry consists of at least 16 hours including 82:20.

86:41. Chemistry for Nurses—3 hrs. S. Inorganic, organic, and physiological chemistry for nurses in training. Discussion, 2 periods; lab., 2 periods.

86:44. General Chemistry I—4 hrs. F-S. Structure of matter, its physical properties and laws describing them, the periodic table and its relation to atomic structure, and non-metallic elements and their compounds. 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.

86:46. General Chemistry II—4 hrs. 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 but plan to teach some phase of science. Prerequisite: 86:44 or equivalent preparation.

Discussion, 2 periods; lab., 4 periods. No credit for a student with credit in 86:48.

86:48. Inorganic Chemistry—4 hrs. S. Continuation of 86:44 with more emphasis on chemistry of non-metals, metals, chemical and ionic equilibrium, and separation and identification of ions. Discussion, 2 periods; lab., 4 periods. 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.

86:61. Applied Inorganic Chemistry—3 hrs. F. Principals of chemistry as applied to the home and farm. For home economics students and non-science majors. Discussion, 2 periods; lab., 2 periods. No credit for a student with credit in 86:44.

86:63. Applied Organic and Physiological Chemistry—5 hrs. 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.

86:124(g). Organic Chemistry I—4 hrs. F. Essentials of aliphatic 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.

86:126(g). Organic Chemistry II—2 to 4 hrs. S. Credit determined at registration. A continuation of 86:124 with emphasis on aromatic and organic cyclic compounds, and on proteins. Prerequisite: 86:124. Discussion, 2 periods; lab., 4 periods.

86:132(g). Quantitative Analysis I—4 hrs. Volumetric and gravimetric analyses. Prerequisite: 86:46 or 86:48. Discussion, 2 periods; lab., 4 periods.

86:134(g). Quantitative Analysis II—2 to 4 hrs. 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.

86:142(g). Physical Chemistry—3 hrs. Physical aspects of chemistry for the needs of the high school and junior college physics and chemistry teacher. Prerequisite: departmental approval. Discussion, 2 periods; lab., 2 periods.

86:144(g). Advanced Inorganic Chemistry—2 hrs. The structure of the elements and their consequent physical and chemical properties as related to the periodic chart. Discussion, 2 periods. Prerequisite: departmental approval.

86:208. Biochemistry—3 hrs. Chemistry of life processes. Prerequisite: departmental approval. Discussion, 2 periods; lab., 2 periods.

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 3 hrs. F-S. 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

A major in earth science consists of 25 hours including 82:24 and 87:191.

A minor in earth science consists of at least 14 hours including 82:24.

87:90. **Anglo-America**—3 hrs. F-S. Major regions of the United States and Canada. Prerequisite: 82:24.

87:114(g). **Historical Geography of the United States**—3 hrs. S. even years.

87:145(g). **Geography of Middle America**—2 hrs. S. odd years. Mexico, Central America, and the West Indies. Prerequisite: 82:24.

87:147(g). **Geography of South America**—3 hrs. F. odd years. Prerequisite: 82:24.

87:149(g). **Geography of Europe**—3 hrs. F. even years. Prerequisite: 82:24.

87:165(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: 82:24.

87:167(g). **Geography of Africa**—2 hrs. S. even years. Prerequisite: 82:24.

87:169(g). **Geography of the Soviet Union**—2 hrs. S. even years. Emphasis on interregional and international relations. Prerequisite: 82:24.

87:170(g). **Political Geography**—3 hrs. F. even years. Role of location, size, shape, relief, and resources in development of state and international affairs. Prerequisite: 82:24 and two regional courses in geography.

87:180(g). **Meteorology**—3 hrs. F. even years. Meteorological elements and their application to weather; interpretation of weather maps. Prerequisite: 82:24.

87:182(g). **Conservation of Natural Resources**—3 hrs. S. odd years. Natural resources of the United States and their exploitation. Problems in their conservation. Prerequisite: 82:24.

87:184(g). **General Geology**—3 hrs. F. odd years. Agencies producing land forms; rocks and rock structures; diastrophism and vulcanism. Prerequisite: 82:24.

87:191. **The Teaching of Geography**—2 hrs. Credit also as a course in education for a student whose major is earth science. Materials for grades 4-9. Prerequisite: 9 hours of college geography.

Physics

A student interested in a major in physics should major in science and declare physics as his area of special interest.

A minor in physics consists of at least 16 hours including 82:20.

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.

88:58. 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. Prerequisites: 88:54 and 88:56.

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.

88:108(g). Astronomy—2 hrs. S. Elementary descriptive astronomy. Discussion, 2 periods. TO ACCOMPANY STUDENT TEACHING.

88:138(g). Modern Physics—5 hrs. S. Introduction to electronic, radioactive, and atomic phenomena. Prerequisites: 88:54 and 88:56. Discussion, 4 periods; lab., 2 periods.

88:152(g). Measurements in Electricity and Magnetism—3 hrs. F. even years. Resistance, electromotive force, current, capacitance, inductance, power, magnetic field strength, and other electrical and magnetic quantities. Prerequisite: 88:56 or equivalent preparation. Discussion, 2 periods; lab., 2 periods.

88:154(g). Alternating Currents—3 hrs. F. odd years. Industrial alternating currents, high frequency currents, circuits, and devices used in radio and television. Prerequisites: 88:54 and 88:56. Discussion, 2 periods; lab., 2 periods.

88:156(g). Laboratory Course in Light—2 hrs. Prerequisite: 88:56, or equivalent preparation. Discussion, 1 period; lab., 2 periods.

88:250. Special Problems in Physics—1 to 3 hrs. Credit determined at registration. Problems selected according to needs of students. Prerequisite: departmental approval.

88:254. Thermodynamics—3 hrs. Relationships between heat and other forms of energy. Prerequisites: 88:54 and 88:56. Discussion, 3 periods.

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 of radiation and in radioactive disintegrations. Problems of nuclear fission and applications of the energy made available. Prerequisites: 88:54 and 88:56.

88:266. Analytical Mechanics—4 hrs. Principles of mechanics from a mathematical viewpoint. Calculus used as a way of solving problems and a mode of thinking. Prerequisites: 88:54 and 80:146.

SOCIAL SCIENCE

Lang, Head. Bultena, Dee, Dohrman, Fahrney, Harris, Howard, Jones, Leavitt, Margulies, Plaehn, Poage, Robinson, Sage, Talbott, H. Thompson, Tulasiewicz, Wohl. Part-time: Hunter, M. Thompson.

A major in social science consists of at least 40 semester hours which must include 8 hours of history, 6 hours of government, 6 hours of economics, 6 hours of sociology, and 90:190. To complete the requirement

in history, the student must take either 96:14 or 96:114 in addition to the humanities sequence. To complete the requirements in government, the student must take the social science sequence and 4 additional hours in government, preferably 94:111. To complete the requirements in economics and sociology, the student must complete 90:23, 90:24, and 3 additional hours in each field, preferably 92:52 and 98:58. Because of the large amount of history usually taught by social science teachers, at least 11 hours of history should be completed.

Note that the courses 64:116 Religions of the World and 65:141 Western Philosophy will apply on a social science major. The course 68:123 Oriental Civilization will count toward either a social science major or a history minor.

Each of the courses in the humanities sequence, 68:21 and 68:22, provides 2 hours credit in history. Both 68:21 and 68:22 should precede the social science sequence.

The required minor may not be in a social science field. However, the student whose major is social science and who completes 20 or more hours in either history, government, or economics and sociology may have this emphasis indicated on his permanent record provided he so requests not later than at registration for his final semester's work.

Foreign language is recommended for students majoring in social science, particularly those who plan to do graduate work.

General Courses in Social Science

90:10. Contemporary Affairs A—1 hr. F-S. May be repeated for credit.

90:23. Man in Society I—4 hrs. F-S. Problems relative to personality, production, and work in modern society. Emphasis on the interrelationship of the social sciences.

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.

90:110. 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.

90:198. Independent Study. See pages 38-39 and 57.

90:199(g). Study Tour, England—6 hrs. Five weeks' study at Oxford University, England, with study trips to historic places. Seminar followed by continental tour. Orientation lectures given en route by Iowa State Teachers College tutors. Projected for summer of 1961.

90:199(g). Study Tour, Latin America—6 hrs. Six weeks' study in Latin America with emphasis on the social aspects of countries visited. Offered summer, 1959, with emphasis on Mexico, Central America, Colombia, Ecuador, and Peru.

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) Government, (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) Government, (3) Economics, or (4) Sociology. Readings may be repeated for a maximum of 6 hours. Prerequisite: departmental approval.

90:291. Problems in Teaching the Social Studies—2 hrs.

90:298. Honors Seminar—2 hrs. See pages 58 and 110.

90:299. Research. See pages 58 and 111.

History

A student wishing to major in history should major in social science and declare an emphasis in history.

A minor in history consists of at least 16 hours which must include at least two courses in American history and two courses in European history. 96:114 and 96:155 are strongly recommended. The humanities sequence provides 4 hours of history credit.

96:11. Social and Economic History of the United States—4 hrs. F-S. No credit for a student with credit in 96:14 or 96:114. For students preparing to teach in the elementary grades.

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—3 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.

96:138(g). Diplomatic History of the United States—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. F. odd years. Three hours of American history should precede this course.

96:144(g). American Intellectual History—3 hrs. F. even years. 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 1870—3 hrs. F-S. France, Spain, England, Prussia, Russia, Austria, the Netherlands, and the Italian States to 1870.

96:155. Modern Europe since 1870—4 hrs. F-S. Continuation of 96:154.

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. S. odd years. Selected ideas and men in the 19th and 20th centuries. Prerequisite: Junior standing.

96:164(g). English History to 1688—3 hrs. F.

96:165(g). English History Since 1688—3 hrs. S.

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.

96:180(g). Latin-American History—3 hrs. Development of the Latin-American states and their relations to the United States.

96:185(g). The Far East—3 hrs. Recent history of China, Japan, and India.

96:193(g). Historians and Historiography—2 hrs. F. even years. The methodology, style problems, and personalities of historians. Strongly recommended for those declaring an emphasis in history. Prerequisite: 15 hours of history.

Government

A student wishing to major in government should major in social science and declare an emphasis in government.

A minor in government consists of at least 14 hours. In addition to 90:24, which provides 2 hours credit on the government minor, it is recommended that the student complete at least one course in each of these three areas: comparative government, political theory, and political structure and organization.

94:34. Parliamentary Law—1 hr. S.

94:111(g). Principles of Political Science—4 hrs. F-S. Nature, origin, and sovereignty of the state. Prerequisite: 90:24.

94:112(g). Political Parties—2 hrs. F. Origin, organization, and operation of political parties in the United States.

94:124(g). World Government and Politics—4 hrs. S. International relations of independent states. Prerequisite: 90:24 or equivalent.

94:131(g). State and Local Government—3 hrs. F. State, county, township, and village government in the United States.

94:132(g). Municipal government—3 hrs. F. Structure and functions of city government. Relation of the city to the state.

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.

94:141(g). Constitutional Law—3 hrs. The Constitution of the United States as fundamental law. Prerequisite: 90:24 or equivalent.

94:145(g). School Laws of Iowa—3 hrs.

94:148(g). Public Administration—3 hrs. F. 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.

Economics and Sociology

A student wishing to major in economics and sociology should major in social science and declare an emphasis in economics and sociology.

A minor in economics and sociology consists of at least 16 hours and must include 92:52 and 98:58. The social science sequence provides 6 hours on this minor.

Economics

92:52. Principles of Economics—3 hrs. F-S. Prerequisite: 90:23.

92:113(g). Money and Banking—3 hrs. F. Role of the individual bank and the banking system in the distribution of credit, the creation of money, and society's attempt to control. International monetary problems.

92:115(g). Corporation Finance and Investments—3 hrs. F. odd years. Financing of business enterprises; corporate and individual investments; failures and reorganizations.

92:116(g). Industrial Relations—3 hrs. S. Labor organizations and their policies; policies of industrial management; the public interest in employer-employee relations.

92:117(g). Public Finance—3 hrs. S. Expenditures, sources, and administration of public funds.

92:134(g). Business Cycles—3 hrs. S. Source, nature, and correction of the general business depression and its relation to the business cycle.

92:135(g). Industrial Combinations and Public Control—2 hrs. F. even years.

92:136(g). Foreign Trade Problems—3 hrs. F. International trade; foreign exchange; trade policies and tariffs; international debts. Prerequisite: 90:23.

92:137(g). Comparative Economic Systems—3 hrs. S. The capitalistic and socialistic systems examined through the work of the major defenders as well as the critics.

92:213. History of Economic Thought—3 hrs. S. even years.

Sociology

98:58. Principles of Sociology—3 hrs. F-S. Principal social forces and institutions involved in the evolution of society. Methods of social control.

98:119(g). The Family—2 hrs. F.

- 98:151(g). Social Welfare Services—2 hrs. F. odd years.
- 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.
- 98:156(g). General Anthropology—3 hrs. F. Findings of anthropologists regarding men and their culture.
- 98:157(g). Minority Group Relations—3 hrs. S. 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.
- 98:214. Sociological Theory—3 hrs. A critical comparison and examination of theoretical approaches to sociological knowledge and research.

TEACHING

Curtis, Head. Adams, Adney, Aldrich, L. Anderson, Aurand, Bebb, Blackman, Brimm, H. Brown, M. Brown, Budensiek, Divelbess, Dolan, R. Douglas, Englund, Froyen, Gilloley, Gohman, Gullickson, R. Hansen, Happ, Harmon, Harper, Hartwell, Helff, Hohlfeld, Holmberg, Hosier, Hutcheson, Jackson, Kasiske, Koehring, Lattin, Lynch, Mahon, Mantor, Maricle, Martin, Mazula, McBride, McCarthy, McMahan, Middleton, Mohn, Moon, Nielsen, Paulson, Phillips, A. Potter, Przychodzin, Ruman, Schlemmer, Schmitt, Schneider, Schools, Shefte, Sonstegard, Steininger, Stokstad, Stone, Struble, VanderBeek, Walter, Wiederanders, Wikstrom, Wineke. Part-time: B. Bultena, Rait.

The completion of an undergraduate curriculum requires 8 hours' credit in student teaching. Student teaching credit earned in other colleges does not meet the student teaching requirements of the Iowa State Teachers College. A student who has 3 semester hours or more in student teaching in another college in the same area as his major at Iowa State Teachers College 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 either their junior or senior years.

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 critics, 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 2.00. 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.)

28:32, 132. Nursery School Teaching. Prerequisite: 8 hours of psychology and education.

28:34, 134. Lower Elementary Teaching. Prerequisite: 8 hours of psychology and education.

28:36, 136. Upper Elementary Teaching. Prerequisite: 8 hours of psychology and education.

28:137. Junior High School Teaching. Prerequisite: 20:16.

28:138. High School Teaching. Prerequisite: 20:16. Special methods course in major field ordinarily should precede student teaching.

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.

THE GRADUATE PROGRAM

The graduate program at the Iowa State Teachers College is designed to prepare professionally competent teachers, supervisors, and administrators and includes graduate-level courses in all departments of the college. These courses are designed both for the teacher who wishes to continue his professional and cultural growth without fulfilling the requirements for a graduate degree and for the student who seeks a master's 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, secondary principalship, and superintendency; and for secondary or junior college instruction in art, business education, English, industrial arts, mathematics, music, science, social science, and speech. Although a special curricula is not available for supervisors of student teaching, a student can arrange a program which will qualify him for such a position.

The graduate 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 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. For the truly superior student who is following the thesis plan, the Honors Program offers a high degree of adaptability.

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.

The administration of the graduate program is intrusted to the

Dean of Instruction. Assisting him are the Graduate Faculty, the Graduate Council, and the Departmental Committees.

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 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 a master's degree at this college must file a transcript from the college granting the baccalaureate degree if other than Iowa State Teachers College. 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 Iowa State Teachers College 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 regional 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 8 hours of graduate credit in this institution with an average grade of B or higher.

Fees—Fees for graduate study or for work undertaken by any person holding a baccalaureate degree are \$115 per semester. A charge of \$14 per semester hour is made for those students who enroll for limited schedules. The minimum fee is \$28. In the case of those students who are granted the master's degree on the thesis plan a fee of \$6 for binding the completed thesis is also charged.

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 an 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 to graduate students only). 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 Iowa State Teachers College.

Other regulations affecting registration apply particularly to students who have been admitted to candidacy and are referred to in sections devoted to that and other topics, below.

ADMISSION TO CANDIDACY FOR THE MASTER OF ARTS IN EDUCATION DEGREE

(This Section Applies Only to Those Students Planning to Earn the Master's Degree at Iowa State Teachers College)

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 pp. 106-108, 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 offices 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 above, page 107.)

2. 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. It consists in part of a test of the general field (e.g. science or social science) and in part of a test of the student's specific area of emphasis within the general field (e.g. physics, biology, economics, or history). 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.

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.

3. Either the thesis or the non-thesis plan of study has been selected.
4. 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.
5. The departmental committee recommends candidacy.
6. 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 below, page 112.

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.

The Honors Program—Designed for truly superior students who plan to proceed to the doctorate or who are striving to excel in their profession, the Honors Program is open only to students following the thesis plan. Departments recommend eligible candidates for this program to the Honors Committee at the time of application for candidacy. The Honors Committee, comprised of three members of the Graduate Faculty, reviews the students' records and proposed programs and recommends acceptance or rejection of candidacy for the Honors Program to the Dean of Instruction.

In general, the programs of such Honors students are distinguished by flexibility in course work, methods of study, and methods of meeting certification requirements. Successful participation in an Honors Seminar (see below) is required.

The Honors Seminar—2 hrs. Required of every student on the Master's Honors Program, the Honors Seminar is designed to encourage the investigation of various areas of learning as well as specialization in the student's principal field of interest. Students prepare and critically examine oral or written reports on such major educational problems as educational philosophy, methodology and techniques, evaluation, curriculum, or on subject-matter areas. May be repeated for credit.

GRADUATION REQUIREMENTS

(This Section Applies Only to Those Students Planning to Earn the Master's Degree at Iowa State Teachers College)

For Students Following the Thesis Plan

Hours of Credit—At least 30 semester hours of graduate credit of which at least 22 semester hours must be earned at Iowa State Teachers College. This 30-hour total must include:

1. A minimum of 15 hours of work 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. 116-120) 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.
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 30-hour minimum required for 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 teachers 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.

Residence—20 semester hours of graduate credit in residence including one semester, or two summer sessions, of **full-time graduate work in residence** are required of all candidates for the master's degree who are following the thesis plan. 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.

After a student has been admitted as a candidate for the master's degree in this college and providing that prior arrangements have been made with the Dean of Instruction, he may take work at the State University of Iowa or Iowa State College for which residence credit may be given at Iowa State Teachers College.

Examinations—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 above, p. 107), and (2) the Departmental Candidacy Examination (see above, p. 109). 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.

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 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 above, p. 109) 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 which 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.

The Honors Program—Students on the thesis plan who are following the Honors Program will fulfill the requirements of that program. See p. 110, above.

Other graduation requirements for students on the thesis plan apply equally to students following the non-thesis plan. These common requirements are described in the section titled For All Degree Candidates, p. 115, below.

For Students Following the Non-Thesis Plan

Hours of Credit—At least 38 semester hours of graduate credit of which at least 30 semester hours must be earned at Iowa State Teachers College. This 38-hour total must include:

1. A minimum of 19 hours of work in courses numbered 200 and above.
2. The 7-hour professional core, described above, p. 110.
3. The course requirements for a specific major (See Requirements for Various Majors, pp. 116-120) 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 3 hours of research credit, earned in any non-thesis project, will be allowed. For further description of Research Credit, see p. 111, above.
2. **Transfer Credit.** The same regulations apply as under the thesis plan. See Transfer Credit, p. 111, above.

3. **Recency of Credit.** The same regulations apply as under the thesis plan. See Recency of Credit, p. 111, above.
4. **Extension Class Credit.** The same regulations apply as under the thesis plan. See Extension Class Credit, p. 111, above.
5. **Correspondence Credit.** The same regulations apply as under the thesis plan. See Correspondence Credit, p. 111, above.
6. **Saturday and Evening Class Credit.** The same regulations apply as under the thesis plan. See Saturday and Evening Class Credit, pp. 111-112, above.
7. **Radio and Television Class Credit.** The same regulations apply as under the thesis plan. See Radio and Television Class Credit, p. 112, above.

Residence—28 semester hours of graduate credit in residence including one semester, or two summer sessions of **full-time graduate work in residence** are required of all candidates for the master's degree who are following the non-thesis plan. For further description of Residence, see p. 112, above.

Examinations—In addition to whatever examinations are required for each course, the candidate for the master's degree under the non-thesis plan will take (1) the General Graduate Examinations (see above, p. 107). (2) the Departmental Candidacy Examination (see above, p. 109), and (3) the Final Comprehensive Examination. The Comprehensive Examination is written and is prepared and administered by the major department.†

A summary of the hour requirements for both the thesis and the non-thesis plans is listed below:

	Thesis Plan	Non-Thesis Plan
Minimum graduate hours required.....	30	38
Minimum hours earned at ISTC.....	22	30
Minimum hours of residence credit at ISTC (including 1 sem of 10 hrs. or 2 summer sessions of 6 hrs. each).....	20	28
Maximum usable hours of extension credit.....	6	6
Maximum usable hours of transfer credit.....	8	8
Maximum usable hours combined in extension transfer credit (No credit may be used for correspondence, radio or TV courses).....	10	10
Minimum hours required in courses numbered 200 and above.....	15	19
Research credit usable.....	6*	3

*If 3 hours are on thesis topic.

It should be emphasized that students following the non-thesis plan of study are not eligible for the Honors Program. See p. 110, above.

†Results must be reported to the Office of the Dean of Instruction at least one week before Commencement.

Other graduation requirements for students on the non-thesis plan apply equally to students on the thesis plan. These common requirements are described in the section For All Degree Candidates immediately below:

For All Degree Candidates

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 above, pp. 108-110.

Course—See Hours of Credit, above, pp. 110-111.

Certification—For approval in the various graduate majors, a student must have earned or be eligible for an Iowa Professional Certificate 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.

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 at the time of enrollment for the last semester or summer session before graduation. The application form may be secured in the office of the Registrar.

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.

GRADUATE CURRICULA

(This Section Applies Only to Those Students Planning to Earn the Master's Degree at Iowa State Teachers College)

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. 110-115, above.

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 Iowa State Teachers College)

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.

In addition to the following major requirements, students on the thesis plan who are following the Honors Program must take the Honors Seminar and whatever additional requirements the Honors Committee may prescribe.

Major in Elementary Teaching—This major prescribes no additional required courses. For one student the work may be entirely with the department of education and psychology; for another, all the courses selected may be in other departments.

Major in School Administration and Supervision—The student must complete the usual degree and certificate requirements and those for the particular certificate 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 Principalship**—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.
- 4. **Superintendency**—The requirements include teaching experience at any level and a previously earned certificate endorsement in either elementary or secondary teaching.

After August 31, 1960, 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.

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 his 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.

*A student with emphasis in elementary supervision, elementary principalship, or secondary principalship may be able to qualify for an endorsement in superintendency. If interested in this possibility, the student should consult the head of the department of education and psychology.

If the art major is following the thesis plan, his thesis may be of the conventional type or it may involve creative work in an art area.

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 duplicate, 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 Education—The candidate for the master's degree in business education 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 major 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 writing 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 33:203 Foundations of Industrial Education and such additional courses 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 17 semester hours 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. 54:131-149 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. Biological science.
- 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. Government.
- c. Economics.
- d. Sociology.

Major in Speech—The student must complete the speech core consisting of:

- a. 62:203 Language Problems in the High School—2 hours.
- b. 50:230 Psychology of Speech—3 hours.
- c. 50:225 Bibliography and Methods of Research—1 hour.

GENERAL INFORMATION

(This Section Applies to All Students Taking Graduate Work)

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 student to carry a maximum of 12 hours of work each semester and carry a stipend of not more than \$900 for the academic year. They are accompanied by a remission of \$95 of the semester fees for the academic year and \$62 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 \$1,500 for the academic year. In addition there is a remission of \$95 of the semester fees for the academic year and a remission of \$62 of the fees for the succeeding summer session. The work of the assistant will be so arranged that he may normally complete his master's 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 in the office of the Dean of Instruction and should be filed in that office by March 1.

Living Accommodations—Graduate students are permitted to choose their own living quarters. Information about available rooms may be obtained from the Dean of Students. During the summer session rooms are usually available in the college residence halls for those graduate students interested in such accommodations. In the regular academic year graduate students may be housed in the college residence halls if there are rooms remaining when the needs of undergraduate students have been met.

For the academic year beginning September 1, 1959, the combined cost of board and room in the college residence halls will vary from \$580 to \$590, depending on the dormitory in which the student lives. These rates are subject to change. All students living in college residence halls are required to eat in the college food service department. Requests for information in regard to living accommodations and applications for rooms in the residence halls should be sent to the Dean of Students.

Limited accommodations for married graduate students are available. In the college-owned Sunset Village and College Courts approximately 160 apartments—some furnished, others unfurnished—are available at relatively low cost, with highest priority given to veterans with children. Applications should be sent to the Dean of Students.

Graduate students who do not live in the college residence halls may eat at the college food service for the same price charged undergraduate students.

The combined cost for board and room in the college residence halls during the 8-week summer session of 1959 is estimated at \$144.

Part-Time Employment—The office of Student Personnel will assist graduate students who need part-time employment. A limited number of opportunities for such work are available on the campus. However, to carry a full load of graduate studies requires so much of the student's time that part-time employment is usually out of the question. Individuals who have full-time teaching employment may not register for more than 6 semester hours of work in any one semester.

The Library—Collections totaling more than 165,000 volumes and including over 900 current periodical subscriptions make the library one of the strongest teachers college libraries in the country. The library is a depository for United States government publications, and has a rapidly growing collection of materials in microfilm and microcard form, with complete, up-to-date equipment for their use.

Placement Bureau—The primary purpose of this office is to assist students in obtaining teaching positions. There is no charge for this service and the graduate student is urged to register or re-register. Graduate students who have not been previously enrolled in this college are eligible to register with the Placement Bureau after having successfully completed 16 semester hours of graduate residence work. The Bureau provides consultative services regarding many employment problems such as salaries, working conditions, how to make applications, and areas of greatest demand. The desirability of enrolling with the Placement

Bureau and of keeping one's records there up to date cannot be over-emphasized.

Post Session—If sufficient demand exists, the college offers a two-week session following the 8-week summer session. It is possible to earn 2 semester hours of credit in this way. The fee for graduate students in the post session is \$28 with a minimum fee of \$28. Fees are subject to change by the State Board of Regents.

Social Life and Cultural Opportunities—The social life programs are planned for both the undergraduate and the graduate students. Recreational facilities such as the tennis courts, swimming pools, and golf courses are available to graduate students and they are eligible to attend the various all-college dances and parties. Those who live in college residence halls may participate in the social functions of those halls.

Full-time graduate students share equally with undergraduates in the privilege of receiving the special rates for dramatic productions, concerts, and lectures and are admitted to athletic contests upon presentation of their identification cards.

The professional, social, and honorary clubs welcome the membership of graduate students. Furthermore, graduate students may participate in dramatics, speech activities, and such musical groups as the band, chorus, and choir and may work on the staffs of the various college publications.

During each academic year the college brings to the campus in the Lecture-Concert Series a number of stars of concert and stage together with authors, statesmen, artists, and other distinguished figures. A similar series is offered during the summer session.

Phi Delta Kappa—Qualified students may participate in the activities of Phi Delta Kappa, professional fraternity for men in education.

Student Health—Full-time graduate students have the same privileges as undergraduate students at the Student Health Service. The Service exists to give educational, remedial, and preventive health care to all students. A small hospital is maintained but neither major surgery nor dental treatment is undertaken.

Summer Session—The summer session is 8 weeks in length. The fee for graduate students is \$75 with a minimum fee of \$28. Fees are subject to change by the State Board of Regents. The student load is normally 8 hours and this is also the maximum.

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.

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 Laws 16 and 894 and 14 hours if under Public Laws 550 and 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.

Workshops—Each summer two or more workshops, each of two or three weeks' duration, are available. In these the student may earn graduate credit while developing greater understanding of and teaching skill in some specialized area. Nationally famous people are frequently brought to the campus to take part in such workshops. Workshops are not designed for students in the regular summer session.

EXTENSION SERVICE

Schlicher, Director. Part-time: Ritter, Shepherd

In addition to the regular staff named above, from 12-15 members of other college departments serve each semester as members of the extension faculty.

Three types of extension services are available: consultative service, publications, and extension credit work.

- 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 and a list of the titles and prices is available at the Extension Office.
- III. **Extension Credit Work.** Correspondence study, extension class work, and television courses 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, Iowa State Teachers College, Cedar Falls, Iowa.

- 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 \$12 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. The fee for extension class work is \$12 per semester hour.
- C. Television Courses** are offered through WOI-TV (Channel 5). Credit earned through television may not usually be applied toward the 30-hour minimum requirement for the master's degree. Fees are at the rate of \$12 per semester hour.

Note: Not more than one-fourth of the work required for an Iowa teaching certificate or the bachelor's degree may be earned in nonresident credit.

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 carry no college credit. For a description of Community Classes, see page 27.

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, Director, Bureau of Extension Service, Iowa State Teachers College, Cedar Falls, Iowa.

STATE BOARD OF REGENTS

OFFICERS OF THE BOARD

HARRY H. HAGEMANN, President
Waverly

DAVID A. DANCER, Secretary
Des Moines

MEMBERS OF THE BOARD

MRS. MORRIS BERKNESS,
Armstrong

ROY E. STEVENS, Ottumwa

CLIFFORD M. STRAWMAN,
Anamosa

} Terms Expire June 30, 1959

ARTHUR BARLOW, Cedar Rapids

LESTER S. GILLETTE, Fostoria

RICHARD H. PLOCK, Burlington

} Terms Expire June 30, 1961

MRS. KENNETH A. EVANS,
Emerson

HARRY H. HAGEMANN,
Waverly

MRS. JOSEPH F. ROSENFELD,
Des Moines

} Terms Expire June 30, 1963

MEMBERS OF THE FINANCE COMMITTEE Office, Des Moines

DAVID A. DANCER, Des Moines, Secretary

CARL GERNETZKY, Des Moines

A. W. WALSH, Des Moines

COMMITTEES OF THE BOARD

Faculty Committee

RICHARD H. PLOCK, Chairman MRS. KENNETH EVANS

LESTER GILLETTE MRS. JOSEPH ROSENFELD

Building and Business Committee

CLIFFORD M. STRAWMAN, Chairman ROY E. STEVENS

ARTHUR BARLOW MRS. MORRIS BERKNESS

OFFICERS OF ADMINISTRATION

1958-1959

J. W. MAUCKER, B.A., Augustana College; M.A., Ph.D., State University of Iowa

President of the College, 1950*

MARTIN J. NELSON, B.A., Luther College; M.A., Ph.D., University of Wisconsin

Dean of the College, 1924 (1954)

DARYL PENDERGRAFT, B.A., Buena Vista College; M.A., Ph.D., State University of Iowa

Director of Field Services and Assistant to the President, 1946 (1958)

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

V. D. FRENCH, B.S., Drake University; M.D., Rush Medical College

Director of Student Health Service, 1952 (1955)

PAUL C. KELSO, B.A., Northeast Missouri State Teachers College; M.Ed., D.Ed., 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

Associate Director of Student Health Service, 1958

DENNIS P. JENSEN, B.A., Iowa State Teachers College

Temporary Assistant in Men's Housing, 1958

DIVISION OF INSTRUCTION AND RESEARCH

MARTIN J. NELSON, B.A., Luther College; M.A., Ph.D., University of Wisconsin

Dean of Instruction, 1924 (1954)

MARSHALL R. BEARD, B.A., Marion College; M.A., Ph.D., University of Wisconsin

Registrar, 1930 (1942)

*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 parenthesis) the beginning of service in present capacity.

TOM A. LAMKE, B.A., Iowa State Teachers College; **M.A.,** University of Cincinnati; **Ph.D.,** University of Wisconsin
Coordinator of Research; Assistant to Dean of Instruction, 1947 (1954)

DONALD F. HOWARD, B.A., Iowa State Teachers College; **M.A., Ph.D.,** State University of Iowa
Coordinator of Curriculum; Assistant to Dean of Instruction, 1947 (1955)

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., D.Ed.,** University of Missouri
Director of Research, 1947 (1954)

MERRILL F. FINK, B.A., Central Michigan State Teachers College; **M.A.,** University of Michigan
Assistant Registrar, 1946 (1949)

DIVISION OF FIELD SERVICES

DARYL PENDERGRAFT, B.A., Buena Vista College; **M.A., Ph.D.,** State University of Iowa
Director of Field Services 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
Temporary Assistant to the Director of Placement and Extension, 1943 (1958)

MILO LAWTON, B.A., Iowa State Teachers College
Assistant in Charge of Alumni Affairs, 1953

***ROBERT E. DAVIS, B.A.,** Iowa State Teachers College; **M.A.,** State University of Iowa
Radio Assistant, 1954

RONALD E. BRINKLEY, B.A., Iowa State Teachers College
Public School Relations Counselor, 1958

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.B.A., M.A., University of Minnesota
Assistant Business Manager and Treasurer, 1950

* On Leave—1958-59

OFFICE OF COLLEGE RELATIONS AND INFORMATION SERVICES

GEORGE H. HOLMES, B.A., M.A., University of Michigan
Director of College Relations, 1929 (1954)

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

CHARLES F. MORELOCK, B.S., University of Kansas
Information Assistant, 1958

See pages 129 to 149 for other college personnel.

INSTRUCTIONAL FACULTY*

J. W. MAUCKER, B.A., Augustana College; **M.A., Ph.D.,** State University of Iowa

President of the College, 1950

MARTIN J. NELSON, B.A., Luther College; **M.A., Ph.D.,** University of Wisconsin

Dean of Instruction and Dean of the College, 1924 (1954)

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 parenthesis) the beginning of service in present capacity.

R. L. ABBOTT, B.A., Iowa State Teachers College; **M.S., Ph.D.,** University of Wisconsin

Professor of Biology, Emeritus, part-time service, 1916 (1954)

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., Iowa State Teachers College; **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., Iowa State Teachers College; **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 National 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)

* Members of the Administrative Staff are listed on pages 126-128.

JOHN W. CHARLES, B.A., M.A., Haverford College; Ph.D., State University of Iowa

Professor of Education, Emeritus, 1916 (1948)

FRED D. CRAM, B.A., Iowa State Teachers College; 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)

MYRTLE E. GAFFIN, B.A., Iowa State Teachers College; M.A., State University of Iowa

Assistant Professor of Business Education, Emeritus, 1923 (1951)

ROBERT W. GETCHELL, B.A., Iowa State Teachers College; M.S., Ph.D., University of Wisconsin

Professor of Chemistry, Emeritus, part-time service, 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)

ROSE L. HANSON, B.S., University of Nebraska; M.A., State University of Iowa

Assistant Professor of Teaching, Emeritus, 1920 (1956)

MARY B. HUNTER, B.A., Iowa State Teachers College; M.A., University of Chicago

Professor of Economics, Emeritus, part-time service, 1918 (1950)

C. L. JACKSON, B.A., Grinnell College; M.A., State University of Iowa

Associate Professor of Teaching, Emeritus, 1924 (1952)

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)

BERTHA L. PATT, Des Moines Academy of Art; New York Art Student's League

Professor of Art, Emeritus, 1895 (1938)

JOSEPH B. PAUL, B.A., Indiana University; M.A., Ph.D., University of Wisconsin

Director of the Bureau of Research, Emeritus, 1916 (1954)

E. GRACE RAIT, B.A., Iowa State Teachers College; M.A., Columbia University

Associate Professor of Teaching, Emeritus, part-time service, 1914 (1952)

O. B. READ, B.Ph., Hillsdale College; M.A., University of Wisconsin

Professor of Chemistry, Emeritus, 1913 (1940)

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, Iowa State Teachers College

Instructor in Organ and Piano, Emeritus, 1916 (1954)

LOU A. SHEPHERD, B.A., Iowa State Teachers College; M.A., Columbia University

Professor of Primary Education, Emeritus, part-time service, 1924 (1953)

MAY SMITH, B.A., Coe College; M.A. Columbia University

Professor of Education, Emeritus, 1919 (1953)

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)

ALTA WILMARTH, B.A., Iowa State Teachers College; M.A., State University of Iowa

Associate Professor of Teaching, Emeritus, 1919 (1957)

FACULTY MEMBERS

MRS. GEORGIA B. ADAMS, B.S., M.A., George Peabody College for Teachers

Instructor in Teaching, 1955

VERNA J. ADNEY, B.A., Iowa State Teachers College; M.A., Columbia University

Associate Professor of Teaching, 1927 (1953)

ROBERT JOHN ADRIAN, B.A., University of Illinois; M.A., Ph.D., University of Minnesota

Assistant Professor of Psychology, 1955

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., Iowa State Teachers College; 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., Iowa State Teachers College; M.Mus., University of Michigan

Assistant Professor of Teaching, 1951 (1957)

GEORGE G. BALL, B.S., M.A., Kent State University; D. Ed., University of Wyoming

Temporary Associate Professor of Education, 1958

***ALFRED C. BARNES, JR., B.A., M.A.,** Arizona State College

Assistant Professor of Education and Safety Education, 1956

JAMES IRVIN BARRON, B.A., Iowa State Teachers College; 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)

RANDALL R. BEBB, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa

Associate Professor of Teaching, 1947 (1954)

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

* On Leave—1958-59

Professor of Religion and Director of the Bureau of Religious Activities, 1949 (1956)

JANE BIRKHEAD, B.A., M.A., University of Missouri
Assistant Professor of Voice, 1941 (1946)

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)

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., D.Ed., Indiana University
Professor of Business Education, 1946 (1956)

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
Associate Professor of Violin, 1939 (1956)

ESTHER BOEHLJE, B.A., Iowa State Teachers College; M.A., State University of Iowa; D. Ed., Indiana University
Professor of Education, 1937 (1956)

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)

RICHARD G. BOYER, B.S., University of Wisconsin; M.A., Colorado State College
Temporary Instructor in Education and Safety Education, 1958

ROBERT P. BRIMM, B.Ed., Southern Illinois University; M.Ed., D.Ed., University of Missouri
Associate Professor of Teaching and Principal of the College Secondary School, 1948 (1953)

MRS. HELEN P. BROWN, B.S.E., M.S., University of Arkansas
Assistant Professor of Teaching, 1952 (1956)

MRS. MABEL D. BROWN, B.A., Iowa State Teachers College
Temporary Instructor in Teaching, 1953

IRVIN H. BRUNE, B.S., The College of Wooster; M.A., Ph.D., Ohio State University
Professor of Mathematics, 1949 (1955)

MRS. LENA P. BUCKINGHAM, B.S., Northeast Missouri State Teachers College; M.S., Iowa State College
Assistant Professor of Home Economics, 1954

HAROLD L. BUDENSIEK, B.A., Houghton, New York, College
Temporary Instructor in Teaching, 1956

LOUIS BULTENA, B.D., San Francisco Seminary; M.Ph., Ph.D., University of Wisconsin
Associate Professor of Sociology, 1946 (1955)

MRS. BEATRICE E. BULTENA, B.A., University of Washington
Temporary part-time Instructor in Teaching, 1955

MARGARET M. BUSWELL, B.A., Lawrence College; M.A., Ph.D., University of Minnesota

Associate Professor of Education, 1950 (1958)

*MARY ALICE BUTTERWORTH, B.S., M.A., Texas State College for Women

Instructor in Physical Education for Women, 1953

MARJORIE D. CAMPBELL, B.S., M.A., Ohio State University

Assistant Professor of Art, 1949

ARTHUR L. CARPENTER, B.S., Michigan State Normal College; M.S., Michigan State University

Instructor in Audio-Visual Education, 1956

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)

JAMES H. CLAY, B.A., Indiana State Teachers College; M.A., Ph.D., University of Illinois

Assistant Professor of Speech, 1956

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 M. CONKLIN, B.Mus., M.Mus., University of Michigan

Instructor in Piano, 1956

JOHN P. COWLEY, B.A., Heidelberg College; M.A., University of Wichita; Ph.D., Yale University

Professor of English, 1945 (1951)

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

Assistant Professor of Mathematics, 1956

DWIGHT K. CURTIS, B.S., Northeast Missouri State Teachers College; M.A., Ph.D., State University of Iowa

Professor of Teaching and Director of Student Teaching, 1945 (1951)

CALVIN J. DAANE, B.S., University of Wisconsin; M.A., Columbia University; Ed.D., Indiana University

Assistant Professor of Education, 1957

BARBARA DARLING, B.A., Iowa State Teachers College; M.A., Colorado State College

Temporary 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

Instructor in English, 1955

* On Leave—1958-59

WALTER D. DeKOCK, B.A., Western State College, Kalamazoo, Mich.;
M.A., D.Ed., Columbia University
Associate Professor of Education, 1956

DAVID D. DELAFIELD, B.F.A., M.A., Ph.D., Ohio State University
Associate Professor of Art, 1951 (1957)

ARTHUR D. DICKINSON, B.A., Iowa State Teachers College; M.A.,
State University of Iowa
Assistant Professor of Physical Education for Men, 1924 (1939)

MARGARET DIVELBESS, B.A., Grinnell College; M.A., Columbia Uni-
versity
Associate Professor of Teaching, 1927 (1953)

H. THEODORE DOHRMAN, B.A., Nebraska State Teachers College;
S.T.B., Ph.D., Harvard University
Assistant Professor of Sociology, 1949 (1953)

ROSE MARIE DOLAN, B.A., M.A., Iowa State Teachers College
Instructor in Teaching, 1955

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)

ROBERT G. DOUGLAS, B.S., M.S., University of Wisconsin
Instructor in Teaching, 1957

VIRGIL E. DOWELL, B.S., M.S., Emporia, Kansas, State Teachers Col-
lege; Ph.D., University of Oklahoma
Assistant Professor of Biology, 1956

WILLIAM H. DREIER, B.S., Iowa State College; M.A., Ph.D., Uni-
versity of Minnesota
Assistant Professor of Education, 1949 (1953)

ARDITH L. EMMONS, B.A., Penn College; M.A., Mills College
Assistant Professor of Education, 1952 (1957)

THELMA JOAN ENGLUND, B.A., Knox College; M.S., in Library
Science, University of Illinois
Instructor and Campus School Librarian, 1957

RALPH R. FAHRNEY, B.A., Mt. Morris College; M.A., Ph.D., Uni-
versity of Chicago
Professor of History, 1929 (1945)

DONALD G. FINEGAN, B.F.A., M.A., Ohio State University
Assistant Professor of Art, 1955

*RICHARD L. FLOWERS, JR., B.S., North Texas State Teachers Col-
lege; M.A., Louisiana State University
Assistant Professor of Speech, 1954

MRS. LOUISE C. TURNER FOREST, B.A., M.A., Bryn Mawr College;
Ph.D., Yale University
Associate Professor of English, 1948

CLAYTON V. FOWLER, B.S., University of Michigan; M.A., Ph.D.,
State University of Iowa
Associate Professor of Art, 1951 (1955)

* On Leave—9-1-58 to 11-15-58

JOSEF W. FOX, B.A., Pennsylvania State College; M.A., Louisiana State University; Ph.D., University of Chicago
Associate Professor of English, 1947 (1955)

BERNHART G. FRED, B.M.E., M.M.E., Ph.D., Northwestern University
Assistant Professor of Music Education, 1956

LEN A. FROYEN, B.A., Iowa State Teachers College; M.A. Michigan State University
Temporary Instructor in Teaching, 1958

JOYCE ALENE GAULT, B.A., Iowa State Teachers College; M.Mus., Northwestern University
Instructor in Piano, 1957

E. GLENADINE GIBB, B.Ed., Western Illinois State Teachers College; M.A., George Peabody College for Teachers; Ph.D., University of Wisconsin
Associate Professor of Mathematics, 1946 (1955)

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)

LEO P. GOGGIN, B.A., Central Oklahoma State Teachers College; M.A., Ph.D., University of Chicago
Associate Professor of English, 1950 (1956)

WALTER J. GOHMAN, B.A., St. Cloud, Minnesota, State Teachers College; M.A., University of Minnesota
Assistant Professor of Teaching, 1951 (1955)

MARTIN L. GRANT, B.A., Oberlin College; M.A., Ph.D., University of Minnesota
Professor of Biology, 1936 (1950)

MRS. EDNA P. GRINSTEAD, B.S., St. Ambrose College; M.A., Colorado State College
Assistant Professor of Business Education, 1958

HARRY G. GUILLAUME, B.S., M.A., D.Ed., Columbia University
Professor of Art and Head of the Department of Art, 1948 (1956)

AGNES GULLICKSON, B.A., Iowa State Teachers College; M.A., Columbia University
Associate Professor of Teaching, 1926 (1954)

E. W. HAMILTON, B.A., Tarkio College; M.A., Ph.D., State University of Iowa
Associate Professor of Mathematics, 1949 (1957)

WILLARD M. HAMMER, B.S., M. Ed., Springfield College
Assistant Professor of Physical Education for Men, 1958

NELLIE D. HAMPTON, B.S., Central Missouri State Teachers College; M.A., State University of Iowa; Ph.D., University of Wisconsin
Associate Professor of Education, 1945 (1952)

MRS. MARY WHEAT HANAWALT, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa
Associate Professor of English, 1949 (1954)

KENNETH L. HANSEN, B.A., Iowa State Teachers College; M.A., Colorado State College of Education
Instructor in Business Education, 1957

RUSSELL G. HANSEN, B.A., Iowa State Teachers College; M.A., Colorado State College
Instructor in Teaching, 1956

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)

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., D.Ed., University of Missouri
Professor of Teaching, 1947 (1956)

LYMAN H. HARRIS, JR., 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
Assistant Professor of Art, 1954 (1955)

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; D.Ed., Stanford University
Associate Professor of Art, 1947 (1957)

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. HOHLFELD, B.A., Hastings College; M.B.S., University of Colorado
Instructor in Teaching, 1958

MRS. OLIVE J. HOLLIDAY, B.A., Iowa State Teachers College; 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
Assistant Professor of Woodwind Instruments, 1947 (1953)
- MAX M. HOSIER**, B.A., Peru, Nebraska, State Teachers College; M.A., D.Ed., Colorado State College of Education
Assistant Professor of Teaching, 1951 (1955)
- DONALD F. HOWARD**, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa
Professor of History, 1947 (1957)
- MARVIN C. HOWE**, B.S.M., Oberlin College; M.S., Ithaca College
Instructor in Brass Instruments and Music Education, 1954
- 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)
- H. WENDELL HYDE**, B.A., Taylor University; M.S. Ed., University of Utah
Temporary Instructor in Physics, 1958
- MARJORIE M. IVERSON**, B.A. Augustana College; M.Mus., University of Michigan
Assistant Professor of Music Education, 1956
- 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 College
Instructor in Physical Science, 1956
- ROSS JEWELL**, B.A., Wabash College; M.A., University of Indiana
Assistant Professor of English, 1951 (1954)
- HAROLD DALE JOHANSEN**, B.A., M.A., Iowa State Teachers College
Instructor in Business Education and Field Instructor in Adult Distributive Education, 1958
- HOWARD V. JONES**, B.A., M.A., Ph.D., Harvard University
Assistant Professor of History, 1954
- FLORENCE M. KASISKE**, B.A., Illinois Wesleyan University; M. A. University of Illinois
Assistant Professor of Teaching, 1945 (1950)
- LEONARD J. KEEFE**, B.Ed., Illinois State Normal University; M.A., Colorado State College of Education
Associate Professor of Business Education and Assistant Trainer in Distributive Education, 1949-1952 (1956)

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., Iowa State Teachers College; M.S., Ph.D., State University of Iowa
Professor of Chemistry, 1949 (1953)

HOWARD T. KNUTSON, B.A., Luther College; M.A., D.Ed., University of Wyoming
Associate Professor of Education, 1953 (1956)

DOROTHY MAY KOEHRING, B.A., Kansas State University; M.A., Columbia University; Ph.D., Yale University
Professor of Teaching, 1933 (1950)

WILLIAM H. KOLL, B.A., Iowa State Teachers College; M.A., Northwestern University
Assistant Professor of Physical Education for Men, 1952 (1956)

TED N. KURAHARA, B.F.A., Washington University; M.A., Bradley University
Instructor in Art, 1956

WILLIAM C. LANG, B.A., Yankton College; M.A., Ph.D., State University of Iowa
Professor of History and Head of the Department of Social Science, 1949 (1955)

AMANDA LANGEMO, B.A., St. Olaf College; M.A., University of Wisconsin
Assistant Professor of English, 1955 (1956)

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
Associate Professor of Theory, 1947 (1955)

RICHARD T. LATTIN, B.A., Iowa State Teachers College; 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., Iowa State Teachers College
Temporary part-time Instructor in Speech, 1956

CHARLES T. LEAVITT, B.A., Beloit College; M.A., Ph.D., University of Chicago
Associate Professor of American History and Economics, 1946 (1953)

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
Assistant Professor of Science, 1955

ARTHUR J. LOOBY, B.S., M.Ed., D.Ed., University of Missouri
Assistant Professor of Psychology, 1956

FRED W. LOTT, JR., B.S., Cedarville, Ohio, College; **M.A., Ph.D.,** University of Michigan

Associate Professor of Mathematics, 1949 (1957)

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

Instructor in Physical Science, 1956

EDWARD F. LYONS, B.S., Iowa State Teachers College; **M.S.,** Drake University

Assistant Professor of Physical Education for Men, 1956

MRS. RUTH MAHON, B.A., Iowa State Teachers College

Temporary Instructor in Teaching, 1956

EDNA L. MANTOR, B.A., Iowa State Teachers College; **M.A.,** Columbia University

Associate Professor of Teaching, 1923 (1952)

HERBERT F. MARGULIES, B.A., Reed College; **M.A., Ph.D.,** University of Wisconsin

Assistant Professor of History, 1955 (1956)

WILLIAM O. MARICLE, B.Ed., Southern Illinois University; **M.A.,** University of Illinois

Assistant Professor of Teaching, 1949 (1954)

RAYMOND J. MARTIN, B.A., Iowa State Teachers College; **M.A.,** State University of Iowa

Instructor in Teaching, 1955

FRANK E. MARTINDALE, B.Ed., Stevens Point, Wisconsin, Teachers College; **M.Ph., Ph.D.,** University of Wisconsin

Associate Professor of Education, 1948 (1953)

MRS. DOROTHY MATALA, B.A., Indiana Central College; **M.A.,** Indiana University; **Ph.D.,** Cornell University

Temporary Associate Professor of Biology, 1946 (1955)

RAYMOND E. MATALA, B.S., M.A., University of Minnesota

Assistant Professor of Industrial Arts, 1948 (1952)

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

Assistant Professor of English, 1948 (1954)

MRS. JVONE L. MAXWELL, B.A., Iowa State Teachers College; **M.Mus.,** American Conservatory of Music

Temporary Assistant Professor of Piano, 1948 (1956)

PETER M. MAZULA, B.S., Cortland, New York, State Teachers College; **M.A., D.Ed.,** Columbia University

Assistant Professor of Teaching, 1949 (1953)

MERRITT EUGENE MELBERG, B.S., M.S., Iowa State College; D.Ed., Colorado State College of Education

Temporary Assistant Professor of Education and Psychology, 1958

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, 1921 (1933)

F. ELEANOR MERRITT, B.A., Iowa State Teachers College; M.A., George Peabody College for Teachers
Assistant Professor and Consultant, Curriculum Laboratory, 1949 (1957)

CARYL A. MIDDLETON, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa
Associate Professor of Teaching, 1949 (1955)

EDNA O. MILLER, B.A., Iowa State Teachers College; M.A. Columbia University
Associate Professor of Latin, 1924 (1948)

JOHN W. MITCHELL, B.Sch.Mus., College of Wooster; M.Mus.Ed., Oberlin College; Ph.D., Eastman School of Music, University of Rochester
Assistant Professor of Music Education, 1946 (1949)

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., D.Ed., University of Missouri
Associate Professor of Teaching, 1948 (1955)

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
Assistant Professor of Teaching, 1947 (1949)

CLIFFORD G. McCOLLUM, B.S., M.A., D.Ed., University of Missouri
Associate Professor of Physical Science and Head of the Department of Science, 1949-1955 (1957)

LAURETTA G. McCUSKER, B.A., Western Maryland College; Library Certificate, Columbia University; M.S., Columbia University
Assistant Professor of Library Science, 1949 (1953)

ELAINE E. McDAVITT, B.S., M.A., Northwestern University; Ph.D., University of Michigan
Associate Professor of Speech, 1947 (1953)

MRS. ADA McLEOD, B.A., Iowa State Teachers College; B.S., in Library Science, Columbia University
Assistant Professor, part-time, of Library Science, 1949 (1958)

DELLA McMAHON, B.S., Eau Claire, Wisconsin, State Teachers College; M.S., University of Wisconsin
Assistant Professor of Teaching, 1949 (1957)

HERMAN L. NELSON, B.A., Iowa State Teachers College; M.S., State University of Iowa; Ph.D., Clark University
Associate Professor of Earth Science, 1949 (1955)

ROSS A. NIELSEN, B.A., Wartburg College; M.S., Ph.D., State University of Iowa
Associate Professor of Teaching, 1947 (1957)

EILEEN F. NOONAN, B.A., Nebraska State Teachers College; M.L., University of Washington
Instructor in Library Science, 1954 (1956)

JOAN E. OLSON, B.A., Iowa State Teachers College
Temporary part-time Instructor in Music and Staff Accompanist, 1958

JOHN F. PAGE, JR., B. of Design, University of Michigan; M.F.A., State University of Iowa
Assistant Professor of Art, 1954 (1955)

ROBERT L. PAULSON, B.S., M.A., State University of Iowa
Assistant Professor of Teaching, 1953 (1956)

AUSTIN O. PEREGO, B.F.A., Drake University; M.A., State University of Iowa
Instructor in Speech, 1957

CECIL K. PHILLIPS, B.S., Southwest Missouri State Teachers College; M.Ed., D.Ed., University of Missouri
Associate Professor of Teaching, 1948 (1956)

WARREN E. PICKLUM, B.A., Colorado State College; M.S., Ph.D., Iowa State College
Assistant Professor of Biology, 1957

ERMA B. PLAETH, B.A., Cornell College; M.A., Ph.D., State University of Iowa
Professor of Government, 1936 (1957)

JOHN F. PLUMMER, JR., B.S., M.A., Ball State Teachers College
Assistant Professor of Industrial Arts, 1956

GEORGE R. POAGE, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa
Assistant Professor of History, 1954

WILLARD J. POPPY, B.Ed., Oshkosh, Wisconsin, State Teachers College; M.S., Ph.D., State University of Iowa
Professor of Physics, 1949 (1953)

SHIRLEY POSSON, B.A., Luther College; M.A., State University of Iowa
Instructor in Physical Education for Women, 1955

ALBERT A. POTTER, B.A., Chadron, Nebraska, State Teachers College; M.A., State University of Iowa
Assistant Professor of Teaching, 1946 (1954)

MRS. JEANNETTE R. POTTER, B.A., Iowa State Teachers College; M.S., University of Wisconsin; D.Ed., University of Oregon
Associate Professor of Physical Education for Women, 1955

MILDRED A. PRAY, B.A., McPherson College; M.Ed., University of Colorado

Assistant Professor of Education, 1957

MALCOLM 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; D.Ed., University of Missouri

Assistant Professor of Teaching, 1947 (1953)

VIRGINIA RAMSAY, B.S., Northwest Missouri State College; M.A., State University of Iowa

Instructor in Physical Education for Women, 1955

***ARTHUR L. REDNER, B.S.,** Mansfield, Pennsylvania, State Teachers College; M.Mus., University of Michigan

Assistant Professor of Music Education, 1952 (1954)

HOWARD O. REED, B.S., Bradley University; M.A., Northwestern University; M.Ed., D.Ed., 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)

GORDON J. RHUM, B.A., Iowa Wesleyan College; M.A., Ph.D., State University of Iowa

Associate Professor of Education, 1948 (1954)

H. A. RIEBE, B.Ph., M.Ph., Ph.D., University of Wisconsin

Professor of Education, 1925 (1938)

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 Government, 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 Education, 1951 (1956)

EDWARD L. RUMAN, B.S., Southern South Dakota State Teachers College; M.A., D.Ed., Colorado State College of Education

Assistant Professor of Teaching, 1953

* On Leave—1958-59

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)

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

Instructor in Business Education and Trainer in Distributive Education, 1955

PAULINE L. SAUER, B.Ed., Chicago Teachers College; M.A., University of Michigan; Ph.D., Cornell University

Associate Professor of Biology, 1949 (1958)

JOSEF SCHAEFER, State Examination, Ph.D., University of Freiburg

Professor of German, 1926 (1948)

MARILYN E. SCHLEMMER, B.A., Monmouth College; M.A., University of Illinois

Instructor in Teaching, 1955

MARY MARGARET SCHMITT, B.A., Iowa State Teachers College; M.Ed., University of Minnesota

Assistant Professor of Teaching, 1946 (1955)

MELVIN F. SCHNEIDER, B.Mus., M.A., University of Wisconsin

Assistant Professor of Teaching, 1945 (1949)

VIRGINIA SCHNEPF, B.A., State University of Iowa; M.A., University of Chicago

Instructor in Education, 1958

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

Assistant Professor of Mathematics, 1950 (1954)

LOIS E. SHEFTE, B.A., Yankton College; M.A., State University of Iowa

Assistant Professor of Teaching, 1950 (1954)

STANLEY B. SHERIFF, B.S., M.A., California State Polytechnic College

Temporary Instructor in Physical Education for Men, 1958

GERALD N. SHIRLEY, B.A., M.A., Michigan State University

Instructor in Art, 1956

MRS. EDNA ANDERSON SHORES, B.S., M.A., Columbia University

Temporary Assistant Professor of Home Economics, 1947 (1952)

THELMA SHORT, B.S., M.A., Columbia University

Assistant Professor of Physical Education for Women, 1929 (1946)

MIRIAM LOUISE SHOWALTER, B.A., M.A., Ph.D., State University of Iowa

Temporary Assistant Professor of Education and Psychology, 1958

MRS. INA MAE SILVEY, B.S., Central Missouri State College; M.A., Iowa State Teachers College
Temporary Instructor in Mathematics, 1954

WRAY D. SILVEY, B.S., Central Missouri State College; M.Ed., D.Ed., University of Missouri
Associate Professor of Education, 1950 (1955)

MARGARET A. SJOLANDER, B.S., Stout State College; M.S., University of Wisconsin
Assistant Professor of Home Economics, 1958

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
Associate Professor of Teaching, 1945 (1953)

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)

EARL W. STEININGER, B.A., M.S., University of Illinois
Assistant Professor of Teaching, 1950 (1957)

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; D.Ed., New York University
Professor of Teaching, 1928 (1950)

HARVEY E. STORK, B.A., Indiana State Teachers College; M.A., Indiana University, Ph.D., Cornell University
Visiting Professor of Biology, 1958

MARGUIRETTE MAY STRUBLE, B.A., M.A., Ph.D., State University of Iowa
Professor of Teaching, 1935 (1958)

ELISABETH SUTHERLAND, B.S., M.S., University of Wisconsin; Ph.D., University of Minnesota
Professor of Home Economics and Head of the Department of Home Economics, 1940 (1951)

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 Government, 1956

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
Assistant Professor of History, 1955

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
Assistant Professor of Philosophy, 1952 (1954)

EDWARD J. THORNE, B.A., University of Pittsburg; M.A., Ph.D., Northwestern University
Assistant Professor of Speech, 1955

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.B.A., University of Foreign and Domestic Trade, Lwow, 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
Assistant Professor of Psychology and Clinical Psychologist, 1954-1956 (1957)

HOWARD VANDER BEEK, B.A., State University of Iowa; M.A., D.Ed., Columbia University
Associate Professor of Teaching, 1948 (1955)

CAROL J. VON OHLEN, B.S., Parsons College; M.S., State University of Iowa
Instructor in Mathematics, 1957

GUY W. WAGNER, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa
Professor and Director of Curriculum Laboratory, 1941 (1953)

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)

MILDRED M. WALTER, B.Ed., Oshkosh, Wisconsin, State Teachers College; M.Ph., University of Wisconsin
Assistant Professor of Teaching, 1953 (1954)

DONALD B. WENDT, B.M., Northwestern University; M.A., Iowa State Teachers College

Instructor in Woodwind Instruments, 1958

HERBERT L. WHITE, JR., B.M., Oberlin Conservatory; M.M., Indiana University

Assistant Professor of Organ, 1958

LAWRENCE W. WHITFORD, B.A., Iowa State Teachers College; M.A., University of Michigan

Assistant Professor of Physical Education for Men, 1926 (1945)

DONALD E. WIEDERANDERS, B.S., Wartburg College; M.A., University of Minnesota

Assistant Professor of Teaching, 1958

THOMAS N. WIKSTROM, B.S.Mus., Morningside College; M.A., State University of Iowa

Assistant Professor of Teaching, 1956

M. J. WILCOX, B.S., Cornell College; M.A., Ph.D., State University of Iowa

Professor of Education, 1923 (1945)

JOHN DAVID WILLIAMS, B.A., M.A., Ph.D., State University of Iowa

Assistant Professor of Speech, 1954 (1956)

LELAND L. WILSON, B.S., East Kentucky State College; M.S., University of Kentucky; Ph.D., Peabody College for Teachers

Associate Professor of Chemistry and Physical Science, 1955 (1956)

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., D.Ed., Columbia University

Associate Professor of Biology, 1948 (1953)

SHIRLEY WINSBERG, B.S., University of Illinois; M.S., Wellesley College; Ph.D., State University of Iowa

Associate Professor of Physical Education for Women, 1945 (1953)

JAMES H. WITHAM, B.S., Bemidji, Minnesota, State Teachers College; M.Ed., University of Minnesota

Assistant Professor of Physical Education for Men, 1956

HAROLD B. WOHL, B.A., M.A., Ph.D., State University of Iowa

Assistant Professor of History, 1956

STANLEY G. WOOD, B.A., Iowa State Teachers College; M.A., Western Reserve University

Associate Professor of Speech, 1946 (1955)

GEORGE W. WORLEY, B.A., Buena Vista College; M.A., University of Missouri

Assistant Professor of Science, 1956

LAWRENCE S. WRIGHT, B.S., M.S., Stout Institute; D.Ed., 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

OTHER OFFICERS AND ASSISTANTS

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)

MARK 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)

MARGARET FULLERTON, B.A., Iowa State Teachers College; M.A.,
Columbia University; B.S., in Library Science, Columbia University
Cataloger, 1947

GERTRUDE E. VOELKER, B.A., Wartburg College; B.S., in Library
Science, University of Denver; M.A., in Library Science, University
of Michigan

Head Cataloger, 1954

EVERETT L. HOWELL, B.A., Iowa State Teachers College; M.A., in
Library Science, University of Michigan

Circulation Librarian, 1956

EDWARD F. WAGNER, B.S., M.S. in Library Science, University of
Wisconsin

Assistant Reference Librarian, 1958

MRS. MARILYN W. WHITE, B.A., Oberlin College; M.A., Indiana University

Temporary General Library Assistant, 1958

The Commons

MARGARET FITZGERALD, B.S., Iowa State Teachers College; M.A.,
Columbia University

Director of Foods, 1945 (1949)

MRS. ETHEL WINIER, B.A., Iowa State Teachers College

Director of Social Life, 1958

Residence Halls

RICHARD L. BURNS, B.S., Iowa State College

Director, Seerley-Baker Hall, 1958

LUCILLE CASWELL, B.Ed., University of Colorado; M.A., State University of Iowa; R.N.

Nurse, Lawther and Campbell Halls, 1953

MRS. ETHEL COLE, R.N.

Nurse, Bartlett and Campbell Halls, 1957

ELIZABETH E. CORPUZ, B.A., Iowa State Teachers College

Assistant Director, Bartlett Hall, 1957

ESTHER LOUISE KLING

Assistant Director, Campbell Hall, 1958

MRS. R. ARLOWYN MARR LOGHRY, B.A., M.A., State University of Iowa

Director, Lawther Hall, 1958

BETH LEE McPEEK, B.A. Monmouth College; M.S., Indiana University

Director, Campbell Hall, 1958

DONALD C. MOODY, B.A., Iowa State Teachers College

Director, Stadium Hall, 1958

MARY J. MORTELL, B.A., Rosary College

Assistant Director, Lawther Hall, 1958

*RUTH E. RENAUD, B.A., Iowa State Teachers College; M.A., Syracuse University

Personnel Director, Bartlett Hall, 1954

L. CORRINE SHIMEL, B.A., Iowa State Teachers College

Director, Bartlett Hall, 1958

ARDEN D. SOLLIEN, B.A., Iowa State Teachers College

Assistant Director, Seerley-Baker Hall, 1958

* On Leave—1958-59

Hospital Service

MAUDE E. HAINES, R.N.

Supervisor, 1942

LUCILLE CASWELL, R.N.

Nurse, Lawther and Campbell Halls, 1953

MRS. ETHEL COLE, R.N.

Nurse, Bartlett Hall, 1957

MRS. ANGELINE KNOLL, R.N.

Nurse, Campus Laboratory School, 1957

MRS. MYRTLE TINGLE, R.N.

Nurse, 1954

CATHRYN WEBER, R.N.

Nurse, 1953

MRS. LEAH STRIFERT, R.N.

Nurse, 1958

I. FACULTY SENATE**Members whose terms will expire 1961**

Mary Dieterich
Richard Lattin
Wray Silvey
Lillian Wagner

Members whose terms will expire 1959

Irvin H. Brune
William L. J. Dee
James W. Kercheval
Guy W. Wagner

Members whose terms will expire 1960

Wallace Anderson
Jean Bontz
Erma Plaehn
Willis Wagner

Ex-Officio Members

President of the College
Dean of Instruction
Dean of Students
Business Manager
Director of Field Services

II. FACULTY COMMITTEES

(Chairman's name indicated by asterisk. Year in which faculty member's term expires indicated in parenthesis. E indicates election by faculty or Senate; others appointed.)

A. Permanent Committees responsible to the Senate**CURRICULA**

*Dean of Instruction
John P. Cowley (E '59)
Clifford L. Bishop (E '60)
Harold C. Trimble (E '61)
Herman Nelson (E '62)
Curriculum Coordinator
Registrar

GRADUATE COUNCIL

*Dean of Instruction
Curriculum Coordinator
Donald O. Rod (E '60)
Harry G. Guillaume (E '60)
Clifford L. Bishop (E '59)
M. R. Beard (E '59)
Leland L. Sage (E '59)
Leland Wilson (E '60)
Myron Russell (E '60)
Tom A. Lamke, Secretary

ADMISSIONS & PROFESSIONAL SCREENING

Dean of Students or Associate Dean
Dean of Instruction or Assistant
Registrar or Assistant (Executive Secretary)

Coordinator of Student Counseling
Placement Director

COMMITTEES

*John P. Cowley (E '59)
Malcolm Price (E '60)
William C. Lang (E '61)
R. Paul Brimm (E '59)
Clifford G. McCollum (E '60)

EDUCATIONAL POLICIES COMMISSION
(Responsible to the Faculty)

*Howard T. Knutson (E '59)
*David Delafield ('59)
Margaret Buswell (E '59)
Dorothy Koehring (E '59)
Katherine Humphrey ('59)
George Poage (E '60)
Betts Ann Roth (E '60)
Caryl Middleton (E '61)
Josef Fox (E '61)
Everett Howell ('61)
Augusta Schurrer ('61)

ADMINISTRATION OF FACULTY PERSONNEL

*Gordon J. Rhum (E '60)
Kenneth Gogel (E '59)
Clifford McCollum (E '59)
Wayne Aurand (E '59)
William C. Lang (E '59)
Corrine Harper (E '60)
Howard Jones (E '60)

EXTENSION ADVISORY COMMITTEE

*E. Glenadine Gibb (E '59)
Clifford L. Bishop (E '58)
John P. Cowley (E '59)
William C. Lang (E '60)
Dorothy Matala (E '60)
Paul R. Smith (E '58)
Director of Extension Service

STUDENT LOAN FUND

*Harold Bernhard (E '61)
Thelma Short (E '59)
James L. Bailey (E '60)
President
Dean of Students
Associate Dean of Students
Business Manager

ATHLETIC BOARD

*James W. Kercheval
R. R. Fahrney
Raymond J. Schlicher
William P. Happ
Paul Kelso
Fred Lott

Business Manager
Director of Athletics, secretary

B. Permanent Committees responsible to the President

EDUCATIONAL PUBLICATIONS

*Director of Field Services
Director of Curriculum Laboratory
Youth Collection Librarian
Director of College Relations

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
Myron E. Russell

ADMINISTRATION OF CLERICAL PERSONNEL

*M. R. Beard
Harry G. Guillaume
Dwight K. Curtis
2 elected members of clerical staff

CONVOCATIONS

*Frank W. Hill
Katherine Humphrey
Oscar Thompson
Dennis P. Jensen
Associate Dean of Students

COMMENCEMENTS

*Frank W. Hill
Harold Bernhard
M. B. Smith
Registrar
Associate Dean of Students

BOARD IN CONTROL OF STUDENT PUBLICATIONS

Director of College Relations
James L. Bailey
John Page
Loren Taylor
5 students (one to be chairman)

RECREATION PARK

*E. W. Hamilton
James R. Clark
Shirley Winsberg

STUDENT WELFARE

*Dean of Students
Director of Religious Activities
Mary Hanawalt

USE OF FACILITIES

*M. R. Beard
Members of Committee on Administration of Faculty Personnel

CAMPUS PLANNING

*Howard O. Reed
President
Business Manager
Director of Physical Plant
Registrar
Willard Poppy
Howard Knutson
Lena Buckingham

TRAFFIC AND SAFETY

*E. E. Cole
Peter M. Mazula
Paul F. Bender
M. B. Smith
Richard Boyer
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 Physical Educ. for Women
Head, Dept. of Physical Educ. for Men

KYTC

*Herbert V. Hake
Raymond Matala
James L. Bailey
3 students

LECTURE-CONCERT

*Herbert V. Hake
Stanley Wood
3 students

ADVISORY COMMITTEE ON DISCIPLINARY ACTION

Wray Silvey (E '59)
Howard Reed (E '60)
David Bluhm (E '61)
2 students

ALL-COLLEGE CONVOCATION ON INTERNATIONAL AFFAIRS

*George Poage
Edward Thorne
Dean of Students
4 students

C. Permanent Committee responsible to the Dean of Students
HOMECOMING

*Raymond J. Schlicher
James LaRue
Lawrence S. Wright
Milo Lawton
5 students

D. Permanent Committee responsible to the President and Heads of
Departments

MERCHANT SCHOLARSHIPS

*Jean Bontz
H. W. Reninger
Harold Trimble
President
Milo Lawton, secretary

E. Temporary Committees

PROFESSIONAL LABORATORY EXPERIENCES
(Responsible to the Senate)

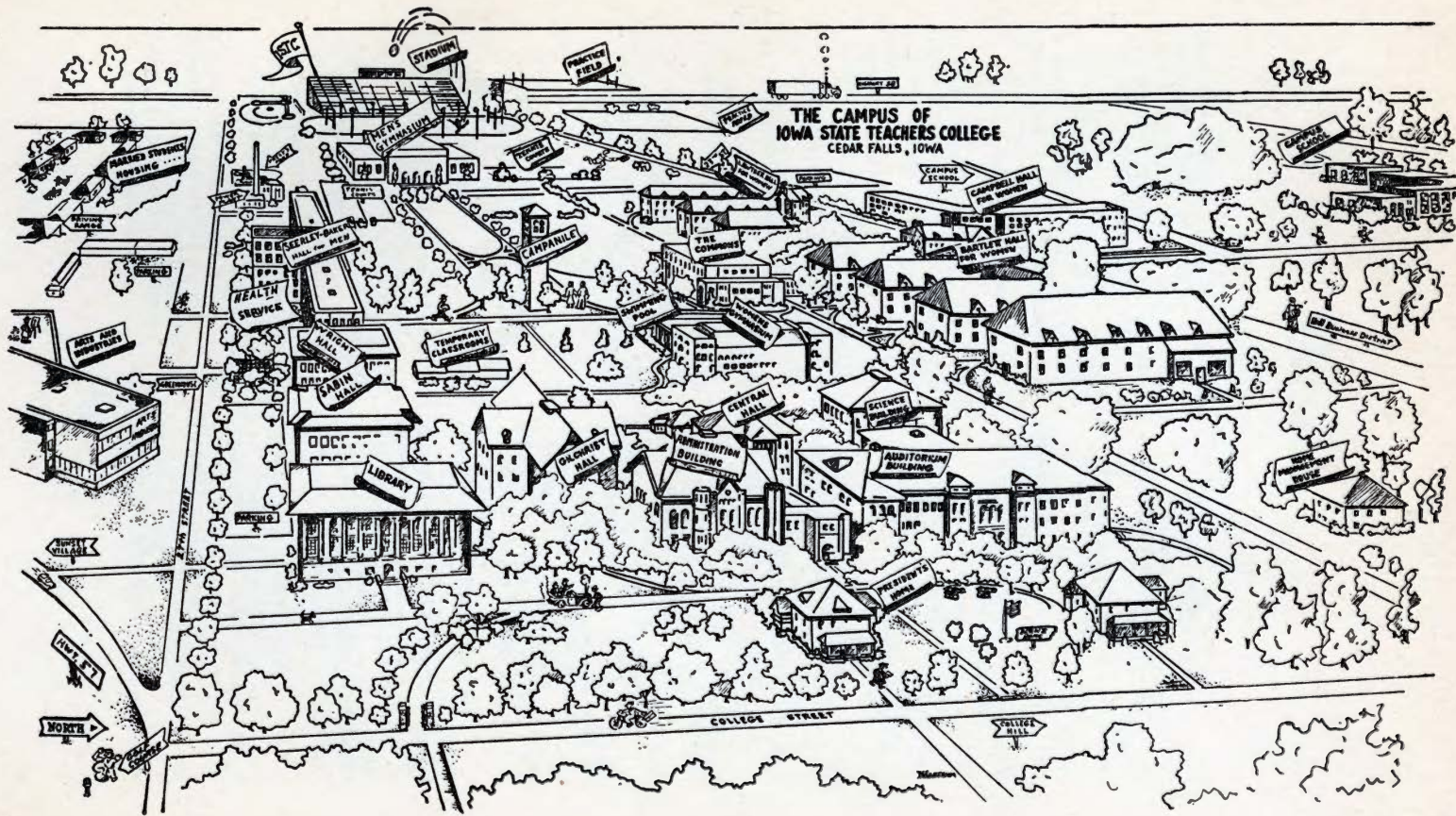
*Donald F. Howard
John P. Cowley
E. Glenadine Gibb
Phyllis McCarthy
Ross Nielsen
Malcolm Price
Barbara Yager

ELEMENTARY CURRICULUM
(Sub-committee of Curricular Committee)

*Esther Hult
Margaret Buswell
Wallace Anderson

STANDARDS & DIRECTIONS
(Responsible to the Senate)

*Josef Fox
*William Latham
Howard Knutson
E. W. Hamilton
Howard Thompson
Caryl Middleton
James Blanford



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