

1-1949

College Catalog 1948-1949

Iowa State Teachers College

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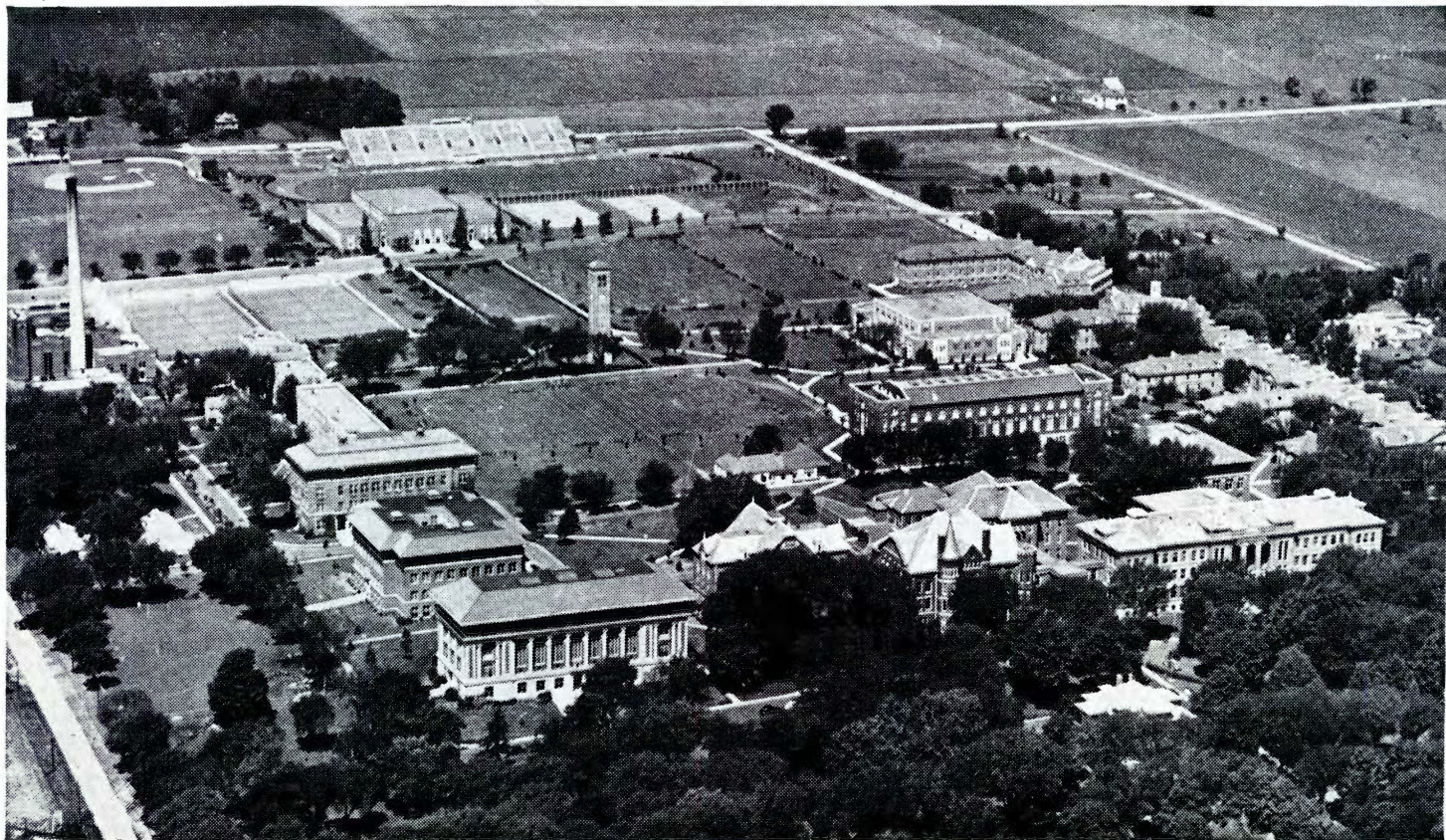
Bulletin

OF THE
IOWA STATE TEACHERS
COLLEGE

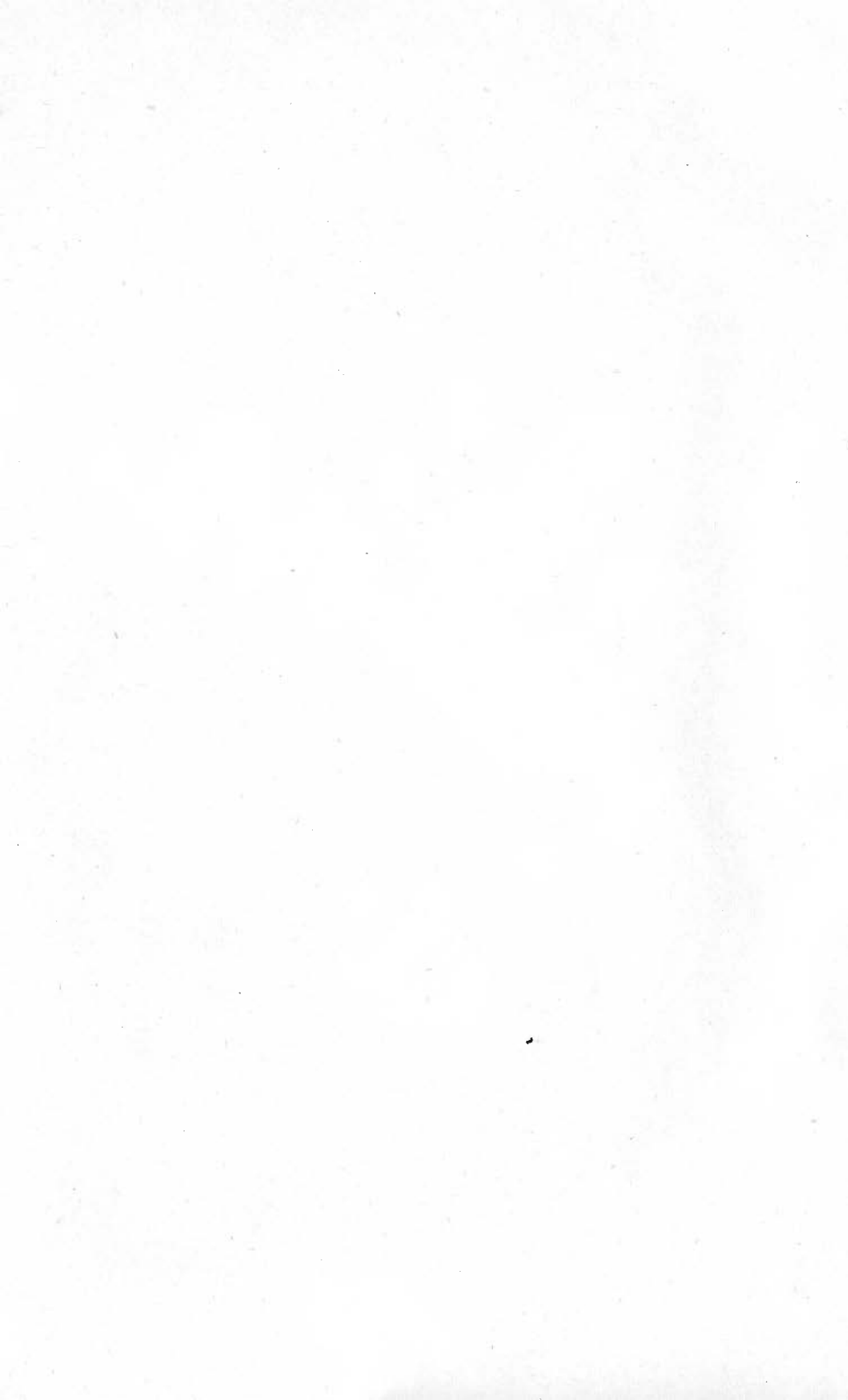
CATALOG ISSUE



JANUARY, 1949 . . . CEDAR FALLS, IOWA



IOWA STATE TEACHERS COLLEGE, CEDAR FALLS, IOWA



BULLETIN OF THE

I O W A *State Teachers* C O L L E G E

CATALOG ISSUE

1948-49

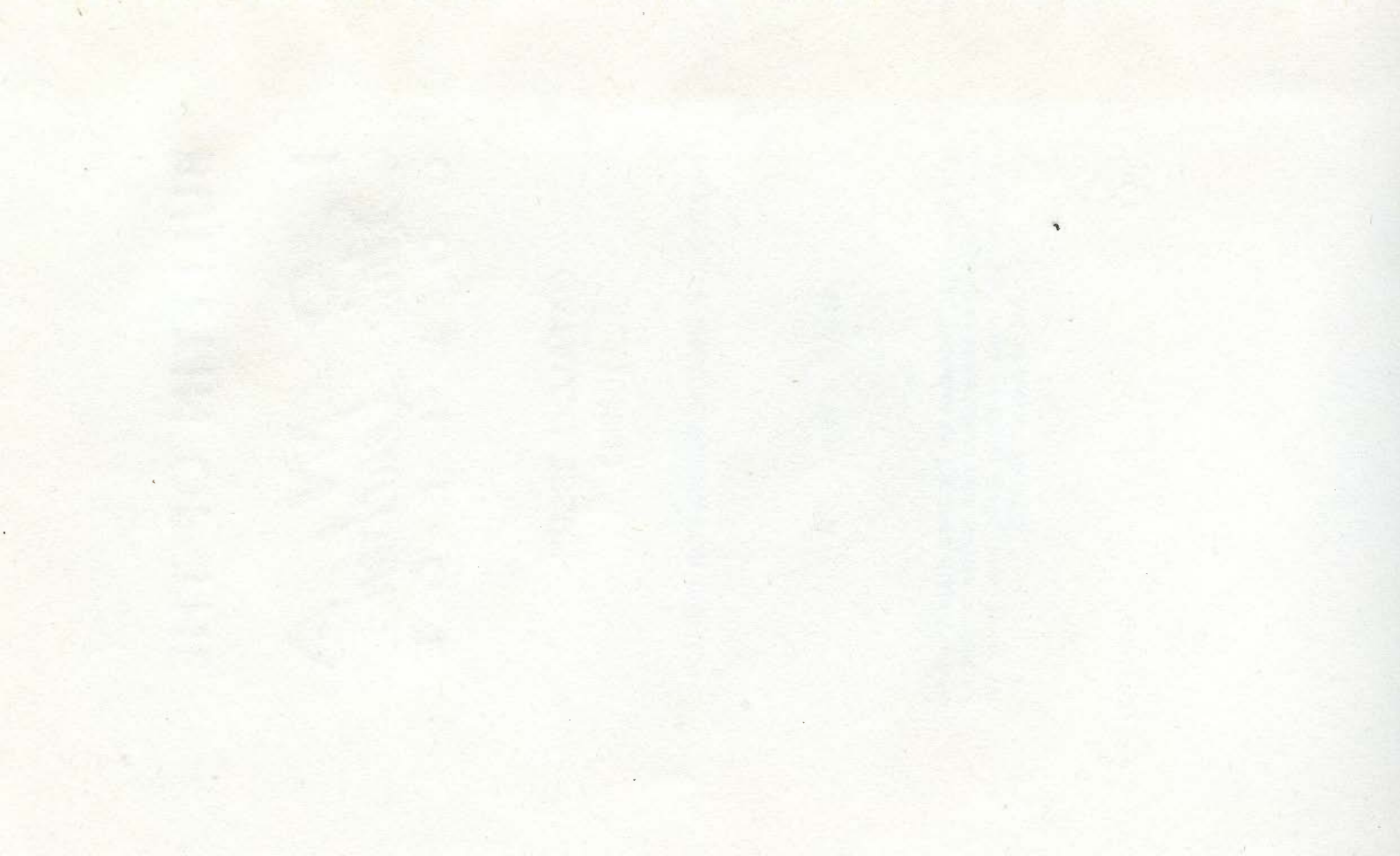
INCLUDING ANNOUNCEMENTS FOR 1949-1950



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VOL. L, NO. 1

JANUARY, 1949



Answers to Your Questions

Many of the questions commonly asked by young people considering enrollment at this college may be answered by referring to the pages in this abbreviated index. For a more detailed index, see pages 176 to 178.

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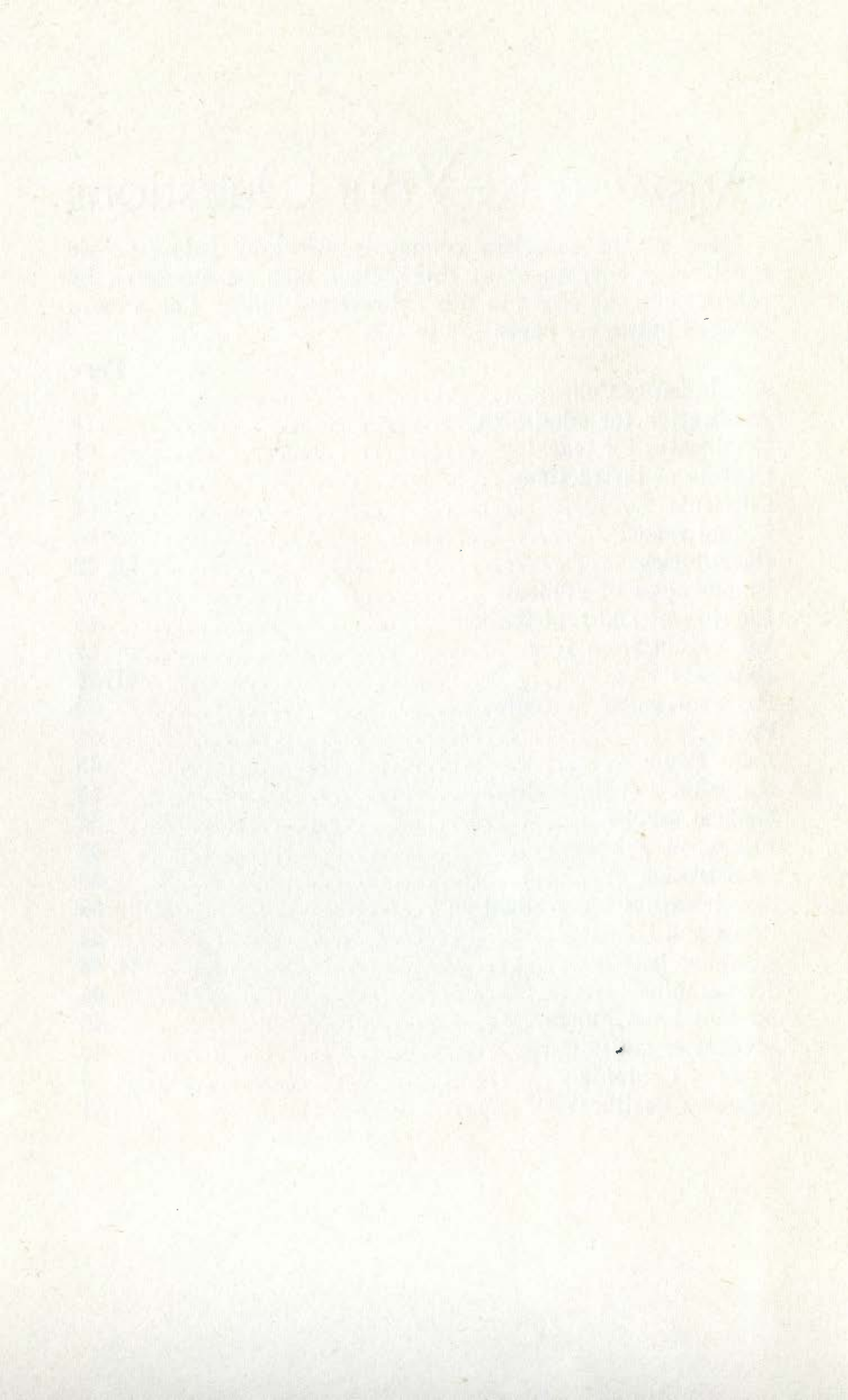


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College Calendar for 1949-50

Summer Quarter, 1949—Twelve Weeks

- June 1, Wednesday —Registration of all students enrolling at this college for the first time, 8:00 a.m. to 4:30 p.m.
- June 2, Thursday —Registration of all students who have previously been in attendance, 7:30 a.m. to 4:30 p.m.
- June 3, Friday —Instruction begins, 8:00 a.m.
- July 4, Monday —Legal Holiday
- Aug. 19, Friday —Quarter ends, 12:00 noon

Fall Quarter, 1949—Twelve Weeks

- Sept. 6, Tuesday —Registration of all students enrolling at this college for the first time. (Report on Tuesday at 8:30 a.m.)
- Sept. 7, Wednesday —Registration of all students who have previously been in attendance at this college, 8:00 a.m. to 5:00 p.m.
- Sept. 8, Thursday —Registration of all students who have previously been in attendance at this college, 8:00 a.m. to 5:00 p.m.
- Sept. 9, Friday —Instruction begins, 8:00 a.m.
- Nov. 23, Wednesday —Quarter ends, 12:00 noon

Winter Quarter, 1949-50—Twelve Weeks

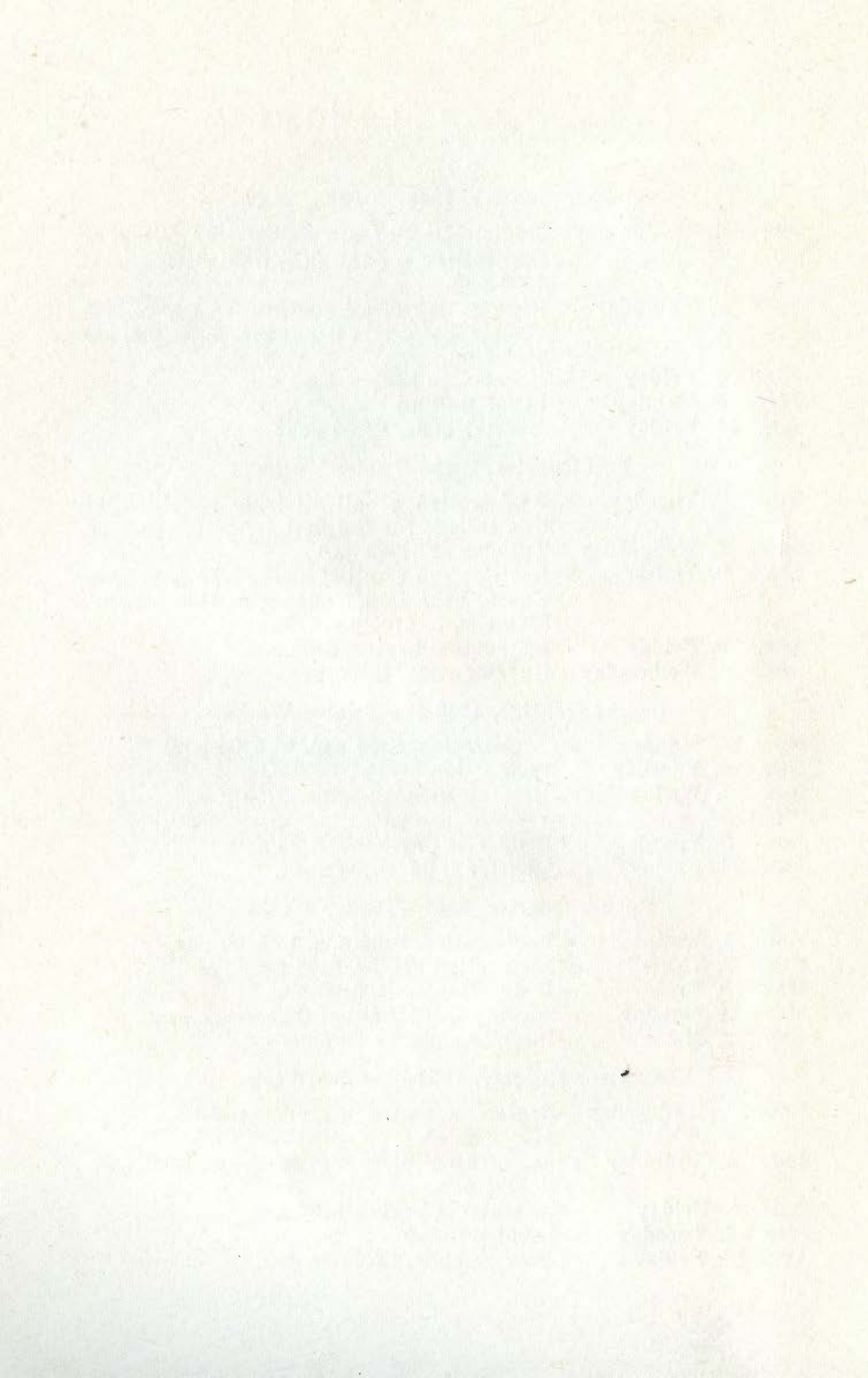
- Nov. 23, Monday —Registration, 8:00 a.m. to 5:00 p.m.
- Nov. 29, Tuesday —Instruction begins, 8:00 a.m.
- Dec. 21, Wednesday —Holiday Recess begins, 5:00 p.m.
- 1950
- Jan. 3, Tuesday —Instruction resumes, 8:00 a.m.
- Feb. 24, Friday —Quarter ends, 12:00 noon.

Spring Quarter, 1950—Twelve Weeks

- Mar. 1, Wednesday —Registration, 8:00 a.m. to 5:00 p.m.
- Mar. 2, Thursday —Instruction begins, 8:00 a.m.
- May 19, Friday —Instruction ends, 5:00 p.m.
- May 22, Monday —Seventy-third Annual Commencement
- May 22, Monday —Quarter ends, 12:00 noon

Summer Quarter, 1950—Twelve Weeks

- May 31, Wednesday —Registration of new students, 8:00 a.m. to 4:30 p.m.
- June 1, Thursday —Registration of former students, 8:00 a.m. to 4:30 p.m.
- June 2, Friday —Instruction begins, 8:00 a.m.
- July 4, Tuesday —Legal Holiday
- Aug. 18, Friday —Quarter ends, 12:00 noon



Iowa State Board of Education

OFFICERS OF THE BOARD

HENRY C. SHULL, President
DAVID A. DANCER, Secretary

MEMBERS OF THE BOARD

HENRY C. SHULL, Sioux City	}	Terms expire July 1, 1951
ROY LOUDEN, Fairfield		
MRS. HIRAM C. HOUGHTON, JR., Red Oak		
HALSTEAD M. CARPENTER, Monticello	}	Terms expire July 1, 1953
MRS. GEORGE KYSETH, Clarion		
W. S. RUPE, Ames		
W. EARL HALL, Mason City	}	Terms expire July 1, 1955
RICHARD H. PLOCK, Burlington		
LESTER S. GILLETTE, Fostoria		

MEMBERS OF THE FINANCE COMMITTEE

Office, Des Moines

WILLIAM R. BOYD, Cedar Rapids, Chairman
DAVID A. DANCER, Des Moines, Secretary
WILLIAM G. NOTH, Des Moines

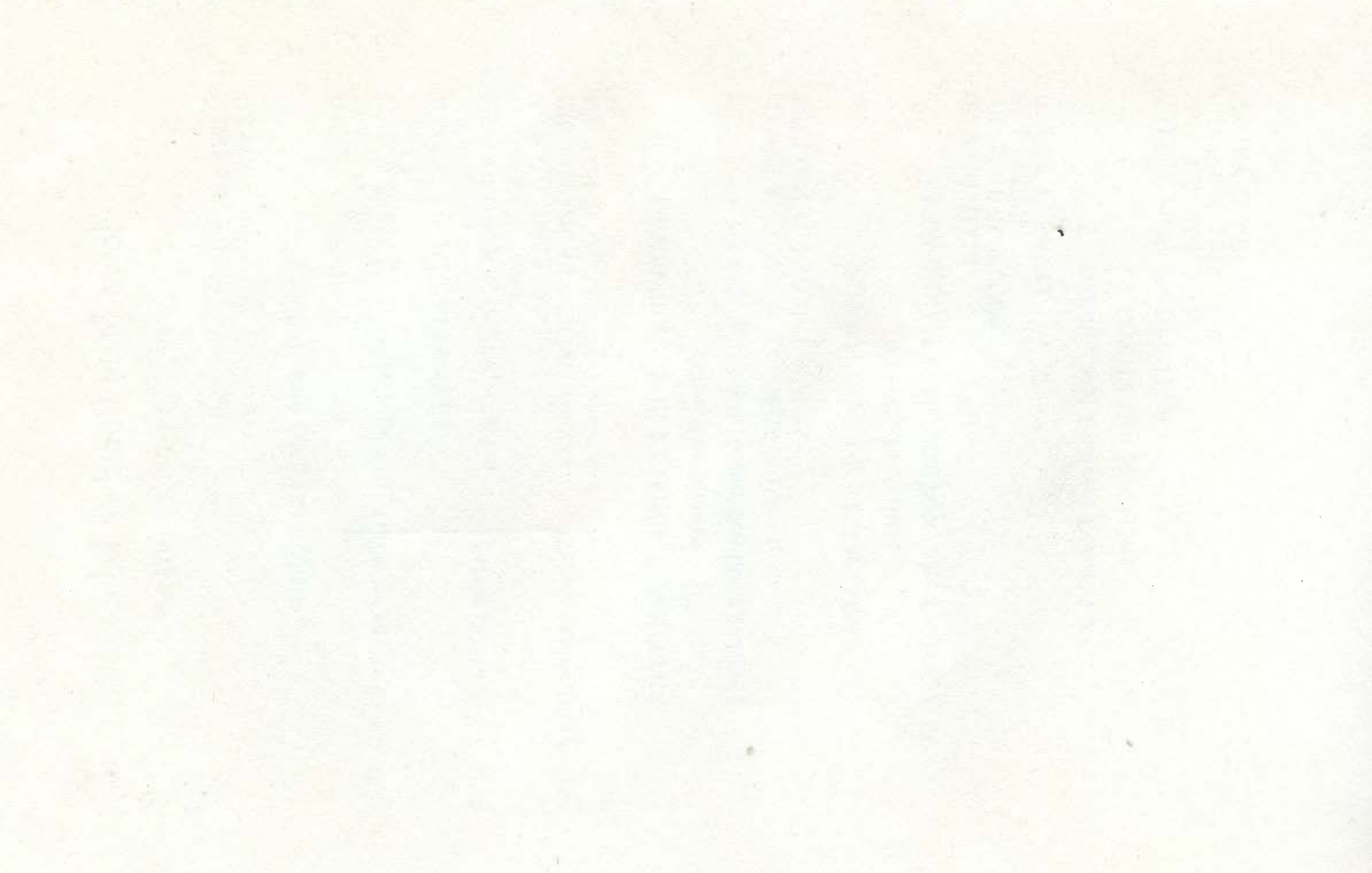
COMMITTEES OF THE BOARD

Faculty Committee

MRS. HIRAM C. HOUGHTON, JR., Chairman
W. EARL HALL
RICHARD H. PLOCK
W. S. RUPE
HENRY C. SHULL

Building and Business Committee

ROY LOUDEN, Chairman
HALSTEAD M. CARPENTER
MRS. GEORGE KYSETH
LESTER S. GILLETTE
HENRY C. SHULL



Officers of Administration and Instruction, 1948-49

OFFICERS OF ADMINISTRATION

A single date following the title indicates the beginning of service at this college. If two dates are given, the first indicates the incumbent's first appointment to a position and the second (in parentheses) the beginning of service in present rank.

- MALCOLM PRICE**, B.A., Cornell College; M.A., Ph.D., State University of Iowa; LL.D., Cornell College
President of the College, 1940
- MARTIN J. NELSON**, B.A., Luther College; M.A., Ph.D., University of Wisconsin
Dean of the Faculty, 1924 (1934)
- SADIE B. CAMPBELL**, B.A., Colorado State Teachers College; M.A., Columbia University
Dean of Women, 1929
- G. GORDON ELLIS**, B.A., Iowa State Teachers College; M.A., Ph. D., University of Wisconsin
Dean of Men, 1946
- PHILIP C. JENNINGS**, B.S., M.S., Iowa State College
Business Manager, 1942 (1945)
- MARSHALL R. BEARD**, B.A., Marion College; M.A., Ph.D., University of Wisconsin
Registrar, 1930 (1942)
- DWIGHT K. CURTIS**, B.S., Northeast Missouri State Teachers College; M.A., Ph.D., State University of Iowa
Director of Student Teaching, 1945
- JOSEPH B. PAUL**, B.A., Indiana University; M.A., Ph.D., University of Wisconsin
Director of the Bureau of Research, 1916 (1934)
- E. W. GOETCH**, B.A., M.A., Ph.D., State University of Iowa
Director of the Placement Bureau, 1918 (1928)
- ELMER L. RITTER**, B.A., Indiana University; M.A., Ph.D., State University of Iowa
Director of the Bureau of Extension Service, 1921 (1948)
- VERNON P. BODEIN**, B.A., University of Richmond; B.D., Colgate-Rochester Divinity School; Ph.D., Yale University
Director of the Bureau of Religious Activities, 1944
- GEORGE H. HOLMES**, B.A., M.A., University of Michigan
Director of the Bureau of Publications, 1929
- JOHN S. GIFFIN**, B.S., University of Wisconsin; M.D., University of Chicago
Health Director, 1947
- ELDON E. COLE**, B.S., Iowa State College
Superintendent of Buildings and Grounds, 1930 (1931)

- TOM A. LAMKE, B.A.**, Iowa State Teachers College; **M.A.**, University of Cincinnati
Assistant Registrar, 1947
- HERBERT M. SILVEY, B.S.**, Central Missouri State Teachers College; **M.A., D.Ed.**, University of Missouri
Assistant Director of Research, 1947

EMERITUS STAFF

A single date following the title indicates the beginning of service at this college. If two dates are given, the first indicates the incumbent's first appointment to a position and the second (in parentheses) the beginning of service in present rank.

- ALISON E. AITCHISON, B.S.**, State University of Iowa; **M.S.**, University of Chicago
Professor of Geography, Emeritus, part-time service, 1903 (1944)
- AMY F. AREY, B.S., M.A.**, Columbia University
Professor of Education, Emeritus, part-time service, 1919 (1947)
- CHARLES H. BAILEY, B.S.**, Columbia University
Professor of Industrial Arts, Emeritus, 1905 (1944)
- LOUIS BEGEMAN, B.S., M.S.**, University of Michigan; **Ph.D.**, University of Chicago
Professor of Physics, Emeritus, part-time service, 1899 (1935)
- BENJAMIN BOARDMAN, B.Ph.**, State University of Iowa
Business Manager, Emeritus, part-time service, 1917 (1945)
- H. S. BUFFUM, B.A., M.A., Ph.D.**, State University of Iowa
Professor of Education, Emeritus, part-time service, 1914 (1947)
- 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, 1905 (1948)
- CHARLES S. CORY, B.S.**, State University of Iowa
Registrar and Examiner, Emeritus, part-time service, 1907 (1937)
- ROWENA A. EDWARDS**
Cataloguer, Emeritus, part-time service, 1916 (1947)
- ALBERT C. FULLER, B.A.**, State University of Iowa; **LL.D.**, Buena Vista College
Director of the Bureau of Alumni Service and Public School Relations, Emeritus, part-time service, 1917 (1947)
- IRVING H. HART, B.A.**, Grinnell College
Director of the Bureau of Extension Service, Emeritus, part-time service as Archivist, 1914 (1948)
- WILLIAM E. HAYS, B.Mus.**, Chicago Musical College; **M.Mus.**, DePaul University
Associate Professor of Voice, Emeritus, 1921 (1948)
- EMMA F. LAMBERT, B.Ph.**, State University of Iowa; **M.A.**, Columbia University
Professor of Mathematics, Emeritus, 1901 (1941)
- SAMUEL A. LYNCH, B.L.**, University of Missouri; **M.A.**, University of Chicago
Professor of English, Emeritus, 1909 (1938)
- FRANK N. MEAD, M.D.**, University of Pennsylvania
Health Director, Emeritus, part-time service, 1920 (1939)

- FRANK IVAN MERCHANT, B.A., Shurtleff College; M.A., Ph.D.,
University of Berlin
Professor of Latin and Greek, Emeritus, 1907 (1934)
- BERTHA L. PATT, Des Moines Academy of Art; New York Art Student's League
Professor of Art, Emeritus, 1895 (1938)
- O. B. READ, B.Ph., Hillsdale College; M.A., University of Wisconsin
Professor of Chemistry, Emeritus, 1913 (1940)
- JOHN R. SLACKS, B.Ph., M.A., University of Chicago
Professor of Rural Education, Emeritus, 1918 (1943)
- C. W. WESTER, B.S., University of California; M.A., University of Washington
Professor of Mathematics, Emeritus, 1916 (1941)

OFFICERS OF INSTRUCTION

A single date following the title indicates the beginning of service at this college. If two dates are given, the first indicates the incumbent's first appointment to a position and the second (in parentheses) the beginning of service in present rank.

- MALCOLM PRICE, B.A., Cornell College; M.A., Ph.D., State University of Iowa; LL.D., Cornell College
President of the College, 1940
- MARTIN J. NELSON, B.A., Luther College; M.A., Ph.D., University of Wisconsin
Dean of the Faculty, 1924 (1934)

Professors

- R. L. ABBOTT, B.A., Iowa State Teachers College; M.S., Ph.D., University of Wisconsin
Professor of Biology, 1916 (1920)
- PAUL F. BENDER, B.A., State University of Iowa, M.A.; Columbia University; Ed.D., New York University
Professor of Physical Education for Men, 1921 (1947)
- A. E. BROWN, B.S., Baker University; M.A., Yale University; Ph.D., State University of Iowa
Professor of Education, 1924 (1938)
- JOHN W. CHARLES, B.A., M.A., Haverford College; Ph.D., State University of Iowa
Professor of Education, 1916 (1917)
- E. C. DENNY, B.A., Indiana University; M.A., University of Chicago; Ph.D., State University of Iowa
Professor of Education and Head of the Department of Education, 1923 (1934)
- 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)
- CARL H. ERBE, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa
Professor of Government, 1925 (1933)
- W. B. FAGAN, B.A., Earlham College; M.A., University of Kansas
Professor of English, 1915 (1938)
- RALPH R. FAHRNEY, B.A., Mount Morris College; M.A., Ph.D., University of Chicago
Professor of History, 1929 (1945)

- ROBERT W. GETCHELL, B.A., Iowa State Teachers College; M.S., Ph.D., University of Wisconsin
Professor of Chemistry, 1909 (1912)
- W. H. KADESCH, B.S., Ohio Wesleyan University; M.Ph., Ph.D., University of Chicago
Professor of Physics, 1921
- 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 and Head of the Department of Music, 1924 (1934)
- C. W. LANTZ, B.A., M.A., Ph.D., University of Illinois
Professor of Biology and Head of the Department of Science, 1921 (1948)
- INGEBRIGT LILLEHEI, B.A., M.A., University of Minnesota; Ph.D., University of Illinois
Professor of French and Spanish and Head of the Department of Languages, 1918 (1934)
- L. L. MENDENHALL, LL.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)
- H. EARL RATH, B.S., M.S., Ph.D., Iowa State College
Professor of Health Education, 1921 (1938)
- H. W. RENINGER, B.A., M.A., Ph.D., University of Michigan
Professor of English and Head of the Department of English and Speech, 1939 (1948)
- H. A. RIEBE, B.Ph., M.Ph., Ph.D., University of Wisconsin
Professor of Education, 1925 (1938)
- GEORGE C. ROBINSON, B.A., University of Wisconsin; M.A., Ph.D., Harvard University
Professor of Government, 1922 (1933)
- LELAND L. SAGE, B.A., Vanderbilt University; M.A., Ph.D., University of Illinois
Professor of History, 1932 (1945)
- JOSEF SCHAEFER, State Examination, Ph.D., University of Freiburg
Professor of German, 1926 (1948)
- WINFIELD SCOTT, B.S., M.S., University of Illinois; Ph.D., Iowa State College
Professor of Agriculture, 1918 (1919)
- R. O. SKAR, B.A., M.A., St. Olaf College; CPA., Wisconsin; Ph.D., State University of Iowa
Professor of Business Education, 1924 (1945)
- MAY SMITH, B.A., Coe College; M.A., Columbia University
Professor of Education, 1919 (1947)
- HAZEL B. STRAYER, B.A., Iowa State Teachers College; M.A., Columbia University
Professor of Speech, 1921 (1947)
- M. R. THOMPSON, B.A., Western Union College; M.A., Ph.D., State University of Iowa
Professor of Economics and Head of the Department of Social Science, 1921 (1923)
- MARGUERITE UTTLEY, B.A., Iowa State Teachers College; M.S., Ph.D., University of Chicago
Professor of Geography, 1921 (1948)
- M. J. WILCOX, B.S., Cornell College; M.A., Ph.D., State University of Iowa
Professor of Education, 1923 (1945)

Associate Professors

- LESLIE P. BIGELOW, B.A., M.A., Oberlin College; Ph.D., Ohio State University
Associate Professor of English, 1947 (1948)
- JOHN P. COWLEY, B.A., Heidelberg College; M.A., University of Wichita; Ph.D., Yale University
Associate Professor of English, 1945 (1948)
- FRED D. CRAM, B.A., Iowa State Teachers College; M.A., State University of Iowa
Associate Professor of Education, 1920 (1932)
- MRS. LOUISE C. TURNER FOREST, B.A., M.A., Bryn Mawr College; Ph.D., Yale University
Associate Professor of English, 1948
- MARTIN L. GRANT, B.A., Oberlin College; M.A., Ph.D., University of Minnesota
Associate Professor of Biology, 1936 (1945)
- CHARLES BOYD GUEST, B.S., Delta State Teachers College; M.S., Alabama Polytechnic Institute; Ph.D., University of Wisconsin
Associate Professor of English, 1946
- H. V. HAKE, B.A., Central Wesleyan College; M.A., State University of Iowa
Associate Professor of Radio Education and Radio Program Director, 1938 (1947)
- LYMAN H. HARRIS, Jr., B.A., Washington and Lee University; M.A., Ph.D., University of Wisconsin
Associate Professor of History, 1946
- FRANK W. HILL, B.Mus., M.Mus., Eastman School of Music, University of Rochester
Associate Professor of Violin, Viola, and Theory, 1929 (1948)
- HAROLD B. HOLST, B.Mus., M.Mus., American Conservatory of Music
Associate Professor of Voice, 1936 (1943)
- MARY B. HUNTER, B.A., Iowa State Teachers College; M.A., University of Chicago
Associate Professor of Economics, 1918 (1932)
- CYRIL L. JACKSON, B.A., Grinnell College; M.A., State University of Iowa
Associate Professor of Teaching, 1924 (1934)
- DOROTHY MAY KOEHRING, B.A., Kansas State University; M.A., Columbia University; Ph.D., Yale University
Associate Professor of Teaching, 1933 (1943)
- EDNA O. MILLER, B.A., Iowa State Teachers College; M.A., Columbia University
Associate Professor of Latin, 1924 (1948)
- HAROLD G. PALMER, B.A., Iowa State Teachers College; M.A., State University of Iowa
Associate Professor of Industrial Arts and Head of the Department of Industrial Arts, 1924 (1948)
- DARYL PENDERGRAFT, B.A., Buena Vista College; M.A., Ph.D., State University of Iowa
Associate Professor of History, 1946 (1948)
- MARNA PETERSON, B.Ph., University of Chicago; M.A., Columbia University
Associate Professor of Teaching, 1920 (1932)
- M. D. POTTER, B.S., Harvard University; M.A., Columbia University; D.Ed., New York University
Associate Professor of Business Education and Teacher Trainer in Distributive Education, 1946

- E. GRACE RAIT, B.A., Iowa State Teachers College; M.A., Columbia University
Associate Professor of Teaching, 1914 (1932)
- ROBERT A. ROGERS, B.A., Miami University; M.S., Ph.D., State University of Iowa
Associate Professor of Physics, 1947
- ROSE LENA RUEGNITZ, B.Mus., Northwestern University; M.Mus., Cosmopolitan Conservatory
Associate Professor of Piano, 1923 (1946)
- MYRON RUSSELL, B.Mus., Kansas State Agricultural College; M.Mus., Eastman School of Music, University of Rochester
Associate Professor of Wood-wind Instruments, 1929 (1943)
- ROLAND SEARIGHT, B.A., Grinnell College; M.A., Eastman School of Music, University of Rochester
Associate professor of Violoncello and Conducting, 1927 (1943)
- LOU A. SHEPHERD, B.A., Iowa State Teachers College; M. A., Columbia University
Associate Professor of Primary Education, 1924 (1932)
- MYRTLE M. STONE, B.A., Washington State College; M.B.A., University of Washington; Ed.D., New York University
Associate Professor of Teaching, 1928 (1944)
- ELISABETH SUTHERLAND, B.S., M.S., University of Wisconsin; Ph.D., University of Minnesota
Associate Professor of Home Economics and Head of the Department of Home Economics, 1940
- HENRY VAN ENGEN, B.A., Nebraska Wesleyan University; M.A., Ph.D., University of Michigan
Associate Professor of Mathematics and Head of the Department of Mathematics, 1937 (1942)
- GUY W. WAGNER, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa
Associate Professor and Director of Curriculum Laboratory, 1941 (1945)
- DORIS E. WHITE, B.A., Simpson College; M.A., Columbia University
Associate Professor of Physical Education for Women, 1915 (1932)

Assistant Professors

- *VERNA J. ADNEY, B.A., Iowa State Teachers College; M.A., Columbia University
Assistant Professor of Teaching, 1927 (1947)
- RUTH A. ALLEN, B.S., M.S., Iowa State College
Assistant Professor of Home Economics, 1947
- EDNA G. ANDERSON, B.S., M.A., Columbia University
Assistant Professor of Home Economics, 1947
- LUCILE E. ANDERSON, B.A., Iowa State Teachers College; M.A., University of Chicago
Assistant Professor of Teaching, 1930 (1947)
- MARY C. ANDERSON, B.A., Iowa State Teachers College; M.A., State University of Iowa
Assistant Professor of Teaching, 1924, (1926)
- WALLACE L. ANDERSON, B.A., M.A., Trinity College
Assistant Professor of English, 1948
- ALICE BAKKEN, B.A., Iowa State Teachers College; M.A., Columbia University
Assistant Professor of Teaching, 1927 (1947)

*On leave.

- OLIVE L. BARKER, B.A., Iowa State Teachers College; M.A., Columbia University
Assistant Professor of Voice, 1926 (1946)
- RUSSELL N. BAUM, B.Mus., M.Mus., Eastman School of Music, University of Rochester
Assistant Professor of Piano, 1938 (1945)
- JANE BIRKHEAD, B.A., M.A., University of Missouri
Assistant Professor of Voice, 1941 (1946)
- EMIL W. BOCK, B.Mus., M.Mus., Northwestern University
Assistant Professor of Violin, 1939 (1946)
- ESTHER BOEHLJE, B.A., Iowa State Teachers College; M.A., State University of Iowa
Assistant Professor of Education, 1948
- ROBERT P. BRIMM, B.Ed., Southern Illinois University; M.Ed., University of Missouri
Assistant Professor of Teaching, 1948
- LOUIS BULTENA, B.D., San Francisco Seminary; M.Ph., Ph.D., University of Wisconsin
Assistant Professor of Sociology, 1946
- MARY P. CALDWELL, B.A., Iowa State Teachers College; M.A., Columbia University
Assistant Professor of Teaching, 1922 (1932)
- CORLEY A. CONLON, B.A., Iowa State Teachers College; M.A., Columbia University
Assistant Professor of Art, 1923 (1944)
- JOHN E. DAHL, B.S., M.Ed., University of Pittsburgh
Assistant Professor of Teaching, 1948
- ARTHUR DICKINSON, B.A., Iowa State Teachers College; M.A., State University of Iowa
Assistant Professor of Physical Education for Men, 1924 (1939)
- WALTER E. DITZLER, B.S., Iowa State Teachers College; M.A., Ohio State University
Assistant Professor of Industrial Arts, 1946 (1948)
- MARGARET DIVELBESS, B.A., Grinnell College; M.A., Columbia University
Assistant Professor of Teaching, 1927
- ERNEST C. FOSSUM, B.A., Augustana College; M.A., Ph.D., State University of Iowa
Assistant Professor of Speech, 1943
- MAURICE GEROW, B.M., M.M., University of Michigan
Assistant Professor of Music Education, 1947
- WALDEMAR GJERDE, B.A., Augsburg College; M.A., University of Minnesota
Assistant Professor and Specialist in Audio-Visual Education, 1945 (1948)
- ZELWYN GRAHAM, B.A., Iowa State Teachers College; M.A., Columbia University
Assistant Professor of Teaching, 1926 (1947)
- ROBERT J. GREEF, B.A., State University of Iowa; M.A., Ph.D., University of Chicago
Assistant Professor of English, 1946
- HARRY G. GUILLAUME, B.S., M.A., Columbia University
Assistant Professor of Art and Head of the Department of Art, 1948
- AGNES GULLICKSON, B.A., Iowa State Teachers College; M.A., Columbia University
Assistant Professor of Teaching, 1926 (1947)

- NELLIE HAMPTON, B.S., Central Missouri State Teachers College; M.A., State University of Iowa
Assistant Professor of Education, 1945 (1948)
- ROSE L. HANSON, B.S., University of Nebraska; M.A., State University of Iowa
Assistant Professor of Teaching, 1920 (1934)
- WILLIAM P. HAPP, B.S., Northwestern University; M.S., Ph.D., State University of Iowa
Assistant Professor of Teaching, 1948
- HENRY HARRIS, B.Mus., Philadelphia Conservatory of Music
Assistant Professor of Piano, 1941
- BERNICE HELFF, B.A., State University of Iowa; M.A., Columbia University
Assistant Professor of Teaching, 1942 (1947)
- THOMAS D. HORN, B.A., M.A., Ph.D., State University of Iowa
Assistant Professor of Teaching and Principal of the College Elementary School, 1947
- DONALD F. HOWARD, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa
Assistant Professor of History, 1947
- ESTHER HULT, B.Ed., Superior, Wisconsin, State Teachers College; M.Ph., Ph.D., University of Wisconsin
Assistant Professor of Education, 1943 (1945)
- ROBERT S. LANKTON, B.A., M.A., Wayne University
Assistant Professor of Mathematics, 1948
- CHARLES T. LEAVITT, B.A., Beloit College; M.A., Ph.D., University of Chicago
Assistant Professor of History, 1946
- EDNA MANTOR, B.A., Iowa State Teachers College; M.A., Columbia University
Assistant Professor of Teaching, 1923 (1943)
- *RUTH MICHAELSON, B.A., Iowa State Teachers College; M.A., Columbia University
Assistant Professor of Teaching, 1927 (1947)
- MRS. MAUDE MOORE MICHEL, B.A., Iowa State Teachers College; M.A., Columbia University
Assistant Professor of Physical Education for Women and Acting Head of the Department of Physical Education for Women, 1927 (1947)
- DOROTHY C. MILLER, B.A., Indiana Central College; M.A., Indiana University; Ph.D., Cornell University
Assistant Professor of Biology, 1946 (1947)
- DAVID H. McCUSKEY, B.S., Iowa State Teachers College; M.A., Columbia University
Assistant Professor of Physical Education for Men, 1930 (1947)
- ELAINE E. McDAVITT, B.S., M.A., Northwestern University; Ph.D., University of Michigan
Assistant Professor of Speech, 1947
- OLIVER M. NORDLY, B.A., Carleton College
Assistant Professor of Physical Education for Men, 1937 (1947)
- EMMA OFFER, B.Ph., University of Chicago; M.A., Columbia University
Assistant Professor of Teaching, 1930 (1947)

*On leave.

- CAMERON PAULIN, B.F.A., Alfred University; M.A., Ohio State University; Ph.D., University of Chicago
Assistant Professor of Art, 1945
- LELA MAE PING, B.Ed., Illinois State Normal University; M.S., University of Illinois
Assistant Professor of Home Economics, 1946 (1948)
- ERMA B. PLAETH, B.A., Cornell College; M.A., Ph.D., State University of Iowa
Assistant Professor of Government, 1936 (1943)
- OSCAR E. REECE, B.S., Kansas State College; M.S., University of Minnesota
Assistant Professor of Agriculture, 1948
- DONALD R. SCOTT, B.A., Gettysburg College; M.A., Syracuse University; Ph.D., Cornell University
Assistant Professor of Rural Education, 1947
- THELMA SHORT, B.S., M.A., Columbia University
Assistant Professor of Physical Education for Women, 1929 (1946)
- JOSEPHINE SIMONSON, B.S., M.A., University of Wisconsin
Assistant Professor of Speech, 1946
- ERNESTINE SMITH, B.A., M.S., University of Michigan
Assistant Professor of Geography, 1936 (1943)
- MANFORD SONSTEGARD, B.Ed., St. Cloud, Minnesota, State Teachers College; M.A., University of Minnesota
Assistant Professor of Teaching, 1945 (1948)
- HELMER E. SORENSON, B.E., Eau Claire, Wisconsin, State Teachers College; M.Ph., Ph.D., University of Wisconsin
Assistant Professor of Education, 1948
- JULIA SPARROW, B.S., St. Cloud, Minnesota, State Teachers College; M.A., State University of Iowa
Assistant Professor of Education, 1944 (1948)
- NORMAN C. STAGEBERG, B.S., University of Minnesota; M.A., State University of Iowa; Ph.D., University of Wisconsin
Assistant Professor of English, 1946
- CLYDE L. STARBECK, B.S., South Dakota State College
Assistant Professor of Physical Education for Men, 1936 (1945)
- MARGUERETTE MAY STRUBLE, B.A., M.A., Ph.D., State University of Iowa
Assistant Professor of Teaching, 1935
- OSCAR E. THOMPSON, B.Ed., Moorhead, Minnesota, State Teachers College; M.S., University of North Dakota; Ph.D., State University of Iowa
Assistant Professor of Education, 1947
- EULALIE TURNER, B.S., State University of Iowa; M.A., Columbia University
Assistant Professor of Teaching, 1915 (1923)
- GRACE VAN NESS, B.A., Cornell College; M.A., Columbia University
Assistant Professor of Physical Education for Women, 1919 (1921)
- WILLIS H. WAGNER, B.S., Central Missouri State Teachers College; M.Ed., University of Missouri
Assistant Professor of Industrial Arts, 1945 (1947)
- LAWRENCE W. WHITFORD, B.A., Iowa State Teachers College; M.A., University of Michigan
Assistant Professor of Physical Education for Men, 1926 (1945)
- ALTA WILMARTH, B.A., Iowa State Teachers College; M.A., State University of Iowa
Assistant Professor of Teaching, 1919 (1932)

LEONARD WINIER, B.S., Winona, Minnesota, State Teachers College;
M.A., Columbia University
Assistant Professor of Biology, 1948

STANLEY WOOD, B.A., Iowa State Teachers College; M.A., Western
Reserve University
Assistant Professor of Speech, 1946 (1948)

Instructors

ELLEN M. AAKVIK, B.Mus., M.Mus., Cincinnati Conservatory of Music
Instructor in Piano, 1948

IRVING F. AHLQUIST, B.S., Wheaton College; M.A., Ph.D., University
of Illinois

Instructor in History, 1947

HULDA AHLSCHEWEDE, B.A., Mayville, North Dakota, State Teachers
College; M.A., Colorado State College of Education

Instructor in Teaching, 1947

JOYCE MARION ANDERSON, B.S., University of Minnesota

Instructor in Physical Education for Women, 1948

MRS. ROBBIE LOU ASHWORTH, B.A., Wellesley College; M.S., North-
western University

Instructor in Mathematics, 1947

REBECCA BAKER, B.S., M.Ed., University of Missouri

Instructor in Education, 1947

DON BARNHART, B.A., Iowa State Teachers College; M.A., State
University of Iowa

Instructor in Physical Education for Men, 1947

RANDALL R. BEBB, B.A., Iowa State Teachers College; M.A., State
University of Iowa

Instructor in Teaching, 1947

RICHARD BERGSTROM, B.A., Iowa State Teachers College; M.F.A.,
Yale University

Instructor in Speech, 1948

MRS. MILDRED R. BLACKMAN, B.S., Northwest Missouri State
Teachers College; M.Ed., University of Missouri

Instructor in Teaching, 1948

JAMES T. BLANFORD, B.S., Central Normal College; M.S., Indiana
University

Instructor in Business Education, 1946

EMERY BLIESMER, B.A., Iowa State Teachers College

Temporary Instructor in Mathematics, 1948

MARY LEAH BOULDIN, B.S., University of Missouri; M.S., University
of Illinois

Instructor in Home Economics, 1948

*EUGENE BOVEE, B.A., Iowa State Teachers College; M.S., State
University of Iowa

Instructor in Biology, 1946

RICHARD R. BRADDOCK, B.A., Montclair, New Jersey, State Teachers
College; M.A., Columbia University

Instructor in Teaching, 1948

LOLA M. BURFORD, B.S., Northeast Missouri State Teachers College;
M.Ed., University of Missouri

Instructor in Teaching, 1948

WILLARD E. BURKE, B.S., Moorhead, Minnesota, State Teachers Col-
lege; M.S., University of Southern California

Instructor in Teaching, 1948

RUSSEL C. CALKINS, B.A., Iowa State Teachers College
Temporary Instructor in Chemistry, 1948

*On leave.

- LEWIS B. CALLAHAN, B.A., Peru, Nebraska, State Teachers College;
M.S., Kansas State College
Instructor in Industrial Arts, 1948
- PERRY CHAPDELAINÉ, B.A., Iowa State Teachers College; M.A.,
Vanderbilt University
Temporary Instructor in Mathematics, 1948
- EDMUND D. CROSBY, B.A., Western Michigan College of Education;
M.A., Colorado State College
Instructor in Industrial Arts, 1947
- MRS. ARLINE GILCRIST DAVIDS, B.S., University of Omaha; M.A.,
State University of Iowa
Instructor in Teaching, 1948
- DOROTHY DEWITT, B.A., Montclair, New Jersey, State Teachers Col-
lege; M.A., Northwestern University
Instructor in Mathematics, 1948
- ANITA LOUISE DOWLER, B.Ed., Eastern Illinois State Teachers Col-
lege; M.S., University of Illinois
Instructor in Home Economics, 1946
- JAMES V. FARRELL, B.Ed., Superior, Wisconsin, State Teachers
College; M.A., State University of Iowa
Instructor in Teaching, 1948
- MERRILL F. FINK, B.A., Central Michigan State Teachers College;
M.A., University of Michigan
Instructor in English, 1946
- JOSEF W. FOX, B.A., Pennsylvania State College; M.A., Louisiana
State University
Instructor in English, 1947
- IZETTA MAE FRAHM, B.A., Upper Iowa University; M.A., State Uni-
versity of Iowa
Instructor in Teaching, 1948
- CHARLES W. FROTHINGTON, B.S., M.S., University of Wisconsin
Instructor in Art, 1946
- MYRTLE E. GAFFIN, B.A., Iowa State Teachers College; M.A., State
University of Iowa
Instructor in Business Education, 1923
- ETHEL O. GERGELY, B.A.E., M.A.E., Chicago Art Institute
Instructor in Art, 1948
- E. GLENADINE GIBB, B.Ed., Western Illinois State Teachers College;
M.A., George Peabody College
Instructor in Teaching, 1946
- MRS. FERNE S. GJERDE, Mankato, Minnesota, State Teachers College
Temporary Instructor in Teaching, 1948
- LOUISE J. GOBLE, B.S., Texas State College for Women; M.A., North-
western University
Instructor in Speech, 1948
- MARY GREEN, B.Mus., Oberlin Conservatory of Music
Instructor in Theory and Harp, 1947
- ALDEN B. HANSON, B.A., St. Olaf College; M.Ph., University of Wis-
consin
Instructor in English, 1946
- CORINNE D. HARPER, B.S., Kansas City Teachers College; M.Ed.,
University of Missouri
Instructor in Teaching, 1947
- PAUL E. HARRISON, JR., B.E., Northern Illinois State Teachers Col-
lege; M.A., Colorado State College of Education
Instructor in Teaching, 1947

- MRS. WINIFRED T. HART, B.A., Iowa State Teachers College; M.A., University of Chicago
Temporary Instructor in Speech, 1948
- FRANK C. HARTWELL, B.S., Northern Illinois State Teachers College
Instructor in Teaching, 1948
- VERNON HEADE, B.S., M.Ed., University of Missouri
Instructor in Teaching, 1947
- JAMES S. HEARST
Visiting Instructor in Creative Writing, 1941
- MRS. ELSA A. HEBBELN, B.A., Iowa State Teachers College
Temporary Instructor in Teaching, 1948
- ELEANOR HEINTZ, B.S., Akron University; M.A., Ohio State University
Instructor in Art, 1948
- HOLBERT H. HENDRIX, B.S., M.S., Indiana University
Instructor in Teaching, 1948
- CLIFFORD H. HERROLD, B.A., Central Oklahoma State Teachers College; M.A., Colorado State College of Education
Instructor in art, 1947
- ERNEST H. KILGORE HILLARD, B.A., M.A., University of Chicago
Instructor in French and Spanish, 1947
- ELSIE V. HOLLIDAY, B.Ed., Western Illinois State Teachers College; M.Ed., University of Colorado
Instructor in Teaching, 1946
- MRS. MARJORIE B. HOLMBERG, B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri
Instructor in Teaching, 1947
- KARL M. HOLVIK, B.A., Concordia College; M.A., Eastman School of Music, University of Rochester
Instructor in Woodwind Instruments, 1947
- MRS. ALTA HOWELL, B.S., Troy, Alabama, State Teachers College; M.A., State University of Iowa
Instructor in Teaching, 1948
- MRS. KATHERINE HUMPHREY, B.S.C., M.A., State University of Iowa
Instructor in Business Education, 1947
- AVA LOUISE JOHNSON, B.S., M.S., Iowa State College
Assistant Radio Program Director, 1947
- FLORENCE M. KASISKE, B.A., Illinois Wesleyan University; M.A., University of Illinois
Instructor in Teaching, 1945
- ELWOOD J. KEISTER, B.S.M., Baldwin-Wallace College; M.Mus., Eastman School of Music, University of Rochester
Instructor in Voice, 1947
- MRS. GLORIA B. KEISTER, B.Mus., M.Mus., Cincinnati Conservatory of Music
Instructor in Piano, 1946
- PAUL C. KELSO, B.A., Northeast Missouri State Teachers College; M.Ed., D.Ed., Missouri University
Instructor in Mathematics, 1948
- DAVID E. KENNEDY, B.Mus., M.Mus., Eastman School of Music, University of Rochester
Instructor in Brass Instruments and Theory, 1948
- GEORGE L. KEPPERS, B.Ed., St. Cloud, Minnesota, State Teachers College; M.A., Colorado State Teachers College
Instructor in Mathematics, 1947

- LOTHAR D. KRUEGER, B.S., Milwaukee State Teachers College; M.S.,
University of Wisconsin
Instructor in Art, 1947
- ARON LAIPPLE, B.A., M.S., State University of Iowa
Temporary Instructor in Biology, 1948
- *MARGARET LAPRAY, B.S., M.A., University of Minnesota
Instructor in Teaching, 1946
- THOMAS J. LARKIN, B.A.E., M.A.E., Chicago Art Institute
Instructor in Art, 1947
- WILLIAM P. LATHAM, B.Mus., M.Mus., College of Music of Cincinnati
Instructor in Brass Instruments, 1947
- RICHARD T. LATTIN, B.A., Iowa State Teachers College; M.A., State
University of Iowa
Instructor in Teaching, 1947
- KATHARINE G. LINEBERRY, B.S., Northeast Missouri State Teach-
ers College; M.S., Virginia Polytechnic Institute
Instructor in Home Economics, 1946
- LOIS JEANNE LONG, B.A., State University of Iowa
Temporary Instructor in Teaching, 1948
- MILDRED G. LUCE, B.A., Cornell College; M.Mus., Northwestern Uni-
versity
Instructor in Teaching, 1943
- DORIS E. LUDTKE, B.S., New York University; M.A., Columbia
University
Instructor in Physical Education for Women, 1948
- *GERALDINE MANUS, B.A., Colorado State College of Education
Instructor in Teaching, 1947
- RAYMOND E. MATALA, B.S., University of Minnesota
Instructor in Industrial Arts, 1943
- R. JANE MAUCK, B.Mus., M.Mus., Drake University
Instructor in Voice, 1946
- EDWIN J. MAURER, JR., B.A., State University of Iowa; M.A., Uni-
versity of Chicago
Instructor in English, 1948
- MRS. JVONE L. MAXWELL, B.A., Iowa State Teachers College;
M.Mus., American Conservatory of Music
Temporary Instructor in Piano, 1948
- ELEANOR McBRIDE, B.Ed., Illinois State Normal University; M.A.,
University of Illinois
Instructor in Teaching, 1946
- PHYLLIS McCARTHY, B.S., Northern South Dakota State Teachers
College; M.A., State University of Iowa
Instructor in Teaching, 1947
- LEONA BELLE MEECE, B.S., M.S., University of Illinois
Instructor in Business Education, 1948
- MYRTLE A. MERRITT, B.A., Iowa State Teachers College
Temporary Instructor in Physical Education for Women, 1948
- JOHN W. MITCHELL, B.Sch. Mus., College of Wooster; M.Mus. Ed.,
Oberlin College
Instructor in Music Education, 1946
- MRS. MURIEL G. MOE, B.S., University of Minnesota; M.S., New
York University
Instructor in Business Education, 1946

*On leave.

*On leave fall quarter.

- MARDELLE L. MOHN, B.S., Bradley University; M.S., University of Wisconsin
 Instructor in Teaching, 1948
- ALFRED C. MOON, B.S., M.S., University of Missouri
 Instructor in Teaching, 1948
- DOROTHY L. MOON, B.Ed., Northern Illinois State Teachers College;
 M.A., Northwestern University
 Instructor in Physical Education for Women, 1946
- GILBERT W. MOUSER, B.S., Greenville College
 Instructor in Biology, 1947
- *EDWARD NEHLS, B.Ed., Platteville, Wisconsin, State Teachers
 College; M.Ph., University of Wisconsin
 Instructor in English, 1946
- CARL B. NELSON, B.M.Ed., Augustana College; M.Ed., University of
 Minnesota
 Instructor in Teaching, 1947
- ROSS A. NIELSEN, B.A., Wartburg College; M.S., State University
 of Iowa
 Instructor in Teaching, 1947
- LEO T. PHEARMAN, B.A., Cornell College; M.A., Ph.D., State Uni-
 versity of Iowa
 Instructor in Education, 1947
- CECIL K. PHILLIPS, B.S., Southwest Missouri State Teachers College;
 M.Ed., University of Missouri
 Instructor in Teaching, 1948
- MRS. HELEN B. PHILLIPS, B.A., Iowa State Teachers College
 Temporary Instructor in Teaching, 1948
- ALBERT A. POTTER, B.A., Chadron, Nebraska, State Teachers College
 Instructor in Teaching, 1946
- JOE PRZYCHODZIN, B.Ed., Southern Illinois Normal University;
 M.S., University of Illinois
 Instructor in Teaching, 1947
- IRVIN L. RAMSEY, B.S., M.S., Indiana State Teachers College
 Instructor in Teaching, 1948
- GORDON J. RUHM, B.A., Iowa Wesleyan College; M.A., State Uni-
 versity of Iowa
 Instructor in Education, 1948
- GEORGE W. SAMSON, Iowa State Teachers College
 Instructor in Organ and Piano, 1916
- LAHRON H. SCHENKE, B.S., M.S., University of Wisconsin
 Instructor in Physical Science, 1948
- LOUIS O. SCHILDER, B.A., State University of Iowa
 Instructor in Teaching, 1948
- MARY MARGARET SCHMITT, B.A., Iowa State Teachers College;
 M.Ed., University of Minnesota
 Instructor in Teaching, 1946
- MELVIN F. SCHNEIDER, B.Mus., M.A., University of Wisconsin
 Instructor in Teaching, 1945
- MRS. MELVIN F. SCHNEIDER, B.Mus., North Central College
 Instructor in Teaching, 1947
- PHEBE SCOTT, B.S., University of Michigan; M.A., Columbia Uni-
 versity
 Instructor in Physical Education for Women, 1946
- BETTY JANE SHALLENBERGER, B.S., California, Pennsylvania,
 State Teachers College
 Instructor in Teaching, 1948

*On leave.

- M. B. SMITH, B.S., Northern State Teachers College, Aberdeen, South Dakota; M.A., University of Minnesota
Instructor in Speech, 1947
- EVELYN F. STARKEY, B.A., Marshall College; M.A., University of Michigan
Instructor in English, 1947
- DORIS C. STEFFY, B.A., Iowa State Teachers College
Temporary Instructor in Teaching, 1948
- LLOYD J. STOKSTAD, B.S., M.S., University of Wisconsin
Instructor in Teaching, 1948
- ROBERT E. STRAIN, B.A., Municipal University of Wichita; M.Ph., University of Wisconsin
Instructor in Economics, 1947
- RHODA H. STRATTON, B.S., M.S., University of Chicago
Instructor in Biology, 1948
- MRS. DORIS TERHUNE, Iowa State Teachers College
Instructor in Teaching, 1947
- MRS. MORLA W. TIMBERLAKE, B.A., Macalester College; M.A., University of Minnesota
Instructor in English, 1948
- HOWARD VANDER BEEK, B.A., State University of Iowa; M.A., Columbia University
Instructor in Teaching, 1948
- DELBERT J. WALKER, B.A., Peru, Nebraska, State Teachers College; M.A., University of Nebraska
Instructor in Mathematics, 1947
- WILLIAM J. WALSH, JR., B.A., M.A., State University of Iowa
Instructor in Teaching, 1948
- ROBERT H. WEBER, B.A., M.A., University of Nebraska
Instructor in English, 1947
- *DOROTHY J. WELCH, B.A., M.A., State University of Iowa
Instructor in Teaching, 1945
- ROLAND E. WICK, B.A., Iowa State Teachers College
Instructor in Business Education, 1948
- SHIRLEY WINSBERG, B.S., Indiana University; M.S., Wellesley College
Instructor in Physical Education for Women, 1945
- BERTRAM L. WOODCOCK, B.S., Iowa State Teachers College
Instructor in Safety Education, 1946
- NINA MARY YEAGER, B.S., Central Missouri State College; M.Ed., University of Missouri
Instructor in Teaching, 1947
- *MILES V. ZINTZ, B.A., Iowa State Teachers College; M.A., State University of Iowa
Instructor in Teaching, 1946

OTHER OFFICERS AND ASSISTANTS

Library

- MARYBELLE McCLELLAND, B.A., Pomona College; B.S., M.S., Columbia University
Head Librarian, 1929 (1943)
- EVELYN J. MULLINS, B.A., Grinnell College; B.S., Columbia University
Order Librarian, 1930 (1948)

*On leave.

- IRENE A. EHRESMAN, B.A., Carleton College; Library Certificate,
University of Wisconsin
Periodicals and Extension Librarian, 1926
- CLARA E. CAMPBELL, B.A., Irving College; B.S., Carnegie Institute
of Technology; M.S., Columbia University
Juvenile Librarian, 1937
- MARY DIETERICH, B.A., Grinnell College; B.S., Columbia University
Reference Librarian, 1930 (1946)
- MARGARET G. FULLERTON, B.A., Iowa State Teachers College; M.A.,
Columbia University; B.S. in Library Science, Columbia University
Head Cataloguer, 1947
- LAURETTA G. McCUSKER, B.A., Western Maryland College; Library
Certificate, Columbia University
Instructor in Library Science, 1948
- MRS. JANET N. HARRISON, B.Ed., Northern Illinois State Teachers
College
Acting Circulation Librarian, 1948

The Commons

- ELIZABETH M. NYHOLM, B.S., Iowa State College; M.S., University
of Colorado
Administrative Dietitian, 1939 (1944)
- MARGARET FITZGERALD, B.S., Iowa State Teachers College; M.A.,
Columbia University
Assistant Director of Foods, 1945
- JUNEALICE CARLSON, B.A., Iowa State Teachers College
Social Director, 1947
- MRS. IRENE EATON, B.A., Iowa State Teachers College
Hostess, 1936
- MRS. MARGARET BOWMAN
Hostess, 1947
- FRANCES WILSON
Secretary, 1946

Bartlett Hall

- MARGARET SUE LUND, B.A., Iowa State Teachers College; M.A.,
University of Wisconsin
Director, 1946
- RAMONA EVELYN HEFFNER, B.A., Iowa State Teachers College
Assistant to the Director, 1947.
- HELEN G. HANSEN, R.N.
Nurse, 1948
- MRS. LILLIAN STEWART
Housekeeper, Residence Halls for Women, 1936 (1940)
- MRS. HELEN COLLOPY
Desk Clerk, 1947
- GENEVIEVE MADIGAN
Desk Clerk, 1946
- MRS. ALICE BELL
Night Hostess, 1945

Anna B. Lawther Hall

- M. JOAN SMITH, B.E., River Falls, Wisconsin, State Teachers College;
M.A., Northwestern University
Director, 1947
- ANITA P. SMITH, B.A., DePauw University; M.A., Syracuse Uni-
versity
Assistant and Adviser to Sophomore Women, 1948
- MARLYS HOOK, R.N.
Nurse, 1948

MRS. LILLIAN STEWART

Housekeeper, Residence Halls for Women, 1936 (1940)

MRS. LOYCE PAGE

Desk Clerk, 1948

EVA OLNEY

Night Hostess, 1942 [1945]

The George T. Baker Hall for Men

MRS. CLARA WHEELER

Director, 1944

MRS. BERTHA MILLER

Housekeeper, Residence Halls for Men, 1945

The Homer H. Seerley Hall for Men

MRS. GLADYS A. RHODES

Director, 1945

MRS. BERTHA MILLER

Housekeeper, Residence Halls for Men, 1945

Stadium Hall for Men

MRS. LULU MANSON

Director, 1946 (1947)

MRS. BERTHA MILLER

Housekeeper, Residence Halls for Men, 1945

Hospital

MAUDE E. HAINES, R.N.

Supervisor, 1942

JESSIE JOYCE, R.N.

Nurse, 1934

MRS. MANETTA B. SPEICHER, R.N.

Nurse, 1944

ROSE ANN McDONOUGH, R.N.

Nurse, 1947

HELEN G. HANSEN, R.N.

Nurse, 1948

MARLYS HOOK, R.N.

Nurse, 1948

Secretarial, Clerical, and Stenographic Service

JULIE BAILEY, B.A., Cornell College

Order Clerk, Business Office, 1945

VELDA B. BENTLEY

Record Clerk, Office of the Registrar, 1924 (1937)

DOROTHY BERGSTROM

Switchboard Operator, 1948

JEANETTE BOEHMLER

Stenographer, Placement Bureau, 1946

MRS. MARY ANN BORWICK, B.A., Iowa State Teachers College

Vault Clerk, Office of the Registrar, 1948

MRS. DOROTHY D. BUCKNER

Stenographer, Department of Home Economics, 1947

MRS. DONA BYRNES

Clerk, Office of the Registrar, 1947

MRS. MARILYNN CALKINS

Veterans Record Clerk, Office of the Registrar, 1945

BARBARA I. CAMPBELL

Switchboard Supervisor, 1947

MRS. ROSEMARY L. CORBETT

Clerk, Bureau of Research, 1947

- PHOEBE M. COWAN, B.A., Iowa State Teachers College
Registration Clerk, Office of the Registrar, 1944
- RUTH H. DUNLOP, B.A., Iowa State Teachers College
Record Clerk, Office of the Registrar, 1923
- VIRGINIA J. Eells,
Switchboard Operator, 1947
- MRS. MADALINE EICHHORN
Stenographer, Department of English, 1948
- DORIS ENGELBY, B.A., State University of Iowa
Editorial Assistant, Bureau of Publications, 1948
- MRS. HARRIET EWERS
Stenographer, Department of Teaching, 1948
- MRS. EUNICE FAHY
Stenographer, Office of the Registrar, 1948
- MRS. BERNELLE D. FERRELL
Stenographer, Placement Bureau, 1947
- MRS. ELOISE E. FISCHER
Clerk, Business Office, 1947
- MRS. ARNOLD FREESE
Stenographer, Department of Science, 1948
- MRS. GLENN FUTRELL
Typist, Mimeograph and Multigraph Office, 1946
- MRS. RICHARD F. GANT
Stenographer, Department of Social Science, 1948
- MRS. DONALD GOSLIN, B.A., Iowa State Teachers College
Clerk and Typist, Placement Bureau, 1948
- JUNE GRIGGS
Stenographer, Department of Buildings and Grounds, 1943
- MAXINE GRUBB
Clerk, Library, 1948
- VIRGINIA L. HANSEN
Stenographer, Department of Education, 1947
- MRS. BLANCHE A. HARLAND
Secretary to the Director of Research, 1926 (1939)
- MRS. DORIS B. HAUSER
Secretary to the Director of Alumni Service, 1944 (1948)
- MRS. PATRICIA HELGESON
Secretary to the Registrar, 1948
- MRS. DOROTHY HOLMES
Stenographer, Department of Physical Education for Men, 1948
- MRS. CHARLOTTE HOLSTROM
Clerk, Office of the Registrar, 1948
- MRS. EDNA JAMES
Clerk, Bureau of Publications, 1948
- DORIS JOENS
Stenographer, Department of Music, 1948
- JESSIE JUHL
Secretary to the President, 1923
- VERNA KENNEDY
Cashier, Business Office, 1941 (1945)
- MRS. SHARON LANTZ
Stenographer, Office of the Dean of Men, 1948
- PATTI LEESE
Stenographer, Department of Music, 1947
- MRS. LOUISE C. MCKITRICK
Secretary to the Director of Extension Service, 1921
- MRS. DONNUS C. McLAUGHLIN
Payroll Clerk, Business Office, 1947

- MRS. RODERICK McLENNAN, B.S., Iowa State College
Clerk, Bureau of Extension Service, 1948
- FRANCES ELEANOR MERRITT, B.A., Iowa State Teachers College
Librarian, Curriculum Laboratory, 1947
- MRS. CALVIN E. METHER, B.A., Iowa State Teachers College
Stenographer, Office of the President, 1942
- MRS. DONALD NARVESON
Assistant Bookkeeper, Business Office, 1948
- MAXINE NIELSEN
Clerk, Office of the Registrar, 1948
- MRS. KATHLEEN L. NIMROD
Secretary to the Dean of Men, 1946 (1948)
- MRS. BONNIE NORRIS
Stenographer, Office of the Director of Student Health, 1948
- ELDORA M. OLESEN
Mimeograph Operator, 1947
- MRS. JERRY O'MALIA
Typist, Placement Bureau, 1948
- JAMES A. OWEN
Accountant, Business Office, 1947
- MRS. FLORENCE PARRY
Secretary to the Dean of Women, 1936 (1944)
- RUTH M. PETERSEN
Clerk in charge of Mimeograph and Multigraph Office, 1944 (1947)
- MRS. DONNA PIERSALL
Secretary to the Dean of the Faculty, 1947 (1948)
- MRS. GRACE D. REEVE
Stenographer, Department of Business Education, 1947
- MRS. ANNA M. RUTT
Stenographer, Bureau of Extension Service, 1947
- MRS. ANN SCANNELL
Secretary to the Director of Publications, 1948
- DONALD F. SCANNELL, B.A., State University of Iowa
Editorial Assistant, Bureau of Publications, 1948
- MRS. DOROTHY R. SCHNELL
Stenographer, Department of Mathematics, 1948
- YDA SCHULTZ, B.A., Iowa State Teachers College
Librarian, Department of Music, 1948
- DOROTHY E. SEARIGHT
Stenographer and Accompanist, Department of Physical Education
for Women, 1947
- MRS. ROSALIE F. SECHOVEC
IBM Operator, Office of the Registrar, 1948
- MRS. MILDRED SETZER, B.A., Coe College
Clerk, Library, 1948
- JANET SHAFFER
Stenographer, Department of Teaching, 1948
- MARJORIE E. SHAW
Stenographer, Department of Industrial Arts, 1947
- MRS. ROBERT SIDDENS
Clerk, Business Office, 1948
- MRS. CARRIE E. SIMONSEN
Supervisor, Office of the Registrar, 1916 (1938)
- MARGARET EVELYN SMITH
Multigraph Operator, 1948
- MRS. VERONA SMITH
Clerk, Bureau of Extension Service, 1948
- BETH SPAFFORD
Acting Secretary to the Director of Placement, 1945

CAROL STEIL

Switchboard Operator, 1948

MRS. NETA STOAKES

Typist, Bureau of Alumni Service, 1948

MRS. MARY STONEBARGER

Stenographer, Office of the Dean of Women, 1948

BETTY JEAN STOVER

Stenographer and Accompanist, Department of Physical Education for Women, 1944

MRS. FAYE STRAYER

Clerk, Library, 1948

MRS. JOY TOPP

Clerk, Business Office, 1947

MRS. JOE VALENTA

Stenographer, Department of Teaching, 1946

CARRIE A. WATSON, B.A., Iowa State Teachers College

Clerk, Advanced Transfer Credits, Office of the Registrar, 1923 (1938)

MRS. GERTRUDE M. WEBER, B.A., University of Nebraska

Stenographer, Bureau of Extension Service, 1947

MRS. LORNA WISSINK

Stenographer and Control Operator, Radio Office, 1948

DOROTHEA WOODARD

Stenographer, Office of Alumni Service, 1948

MRS. VERNETTE WRIDER

Acting Secretary, Office of the Director of Student Teaching, 1944

MRS. GWYNETH YAGGY

Clerk, Bureau of Publications, 1948

MRS. CHARLES R. YUHOUSE

Clerk, Bureau of Research, 1947

THE FACULTY SENATE

M. J. Nelson, President of the Senate

Marshall R. Beard, Secretary of the Senate

Elected Members

The date in parenthesis indicates expiration of term. All terms expire on August 31.

Bender, Paul F.	('49)	Kadesch, W. H.	('49)
Bodein, Vernon P.	('49)	Paulin, Cameron	('50)
Dowler, Anita L.	('49)	Pendergraft, Daryl	('49)
Gjerde, Waldemar	('50)	Schaefer, Josef	('49)
Helff, Bernice	('50)	Skar, R. O.	('50)
Horn, Thomas D.	('49)	Thompson, Oscar E.	('50)
Hult, Esther	('50)	Wagner, Willis	('50)
Hunter, Mary B.	('49)	White, Doris	('50)

Ex-officio members: The head of each instructional department is an ex-officio member.

EDUCATIONAL POLICIES COMMISSION

The date in parenthesis indicates expiration of term. All terms expire on March 1.

Elected Members

Ditzler, Walter E.	('49)	Simonson, Josephine	('50)
Helff, Bernice	('49)	Horn, Thomas D.	('51)
Koehring, Dorothy	('50)	Pendergraft, Daryl	('51)
Miller, Dorothy	('50)		

Appointed Members

Reninger, H. W.	('49)	Cowley, John	('50)
Thompson, Oscar E.	('49)	Harris, Lyman	('50)

I. Administrative Committees

(Chairman's name first)

1. **Curricula**
 1. Dean of the Faculty,
ex officio
 2. Paul F. Bender
 3. L. V. Douglas
 4. Norman Stageberg
 5. Daryl Pendergraft
2. **Instructional Research**
 1. J. B. Paul
 2. Esther Hult
 3. John Cowley
 4. Herbert Silvey
 5. Thomas D. Horn
 6. Dean of the Faculty,
ex officio
 7. Head of the Department
of Education, ex officio
3. **Independent Study**
 1. Dean of the Faculty,
ex officio
 2. Leslie Bigelow
 3. Dorothy C. Miller
 4. George Keppers
 5. Donald F. Howard
4. **Student Welfare**
 1. Dean of Men, ex officio
 2. Dean of Women, Secre-
tary, ex officio
 3. L. V. Douglas
 4. May Smith
 5. Vernon P. Bodein
 6. H. A. Riebe
5. **Student Loan Fund**
 1. Frank W. Hill
 2. Erma Plaehn
 3. Dean of Women, ex officio
 4. Dean of Men, ex officio
 5. Business Manager,
ex officio
6. **Athletic Board**
 1. H. Earl Rath
 2. W. H. Kadesch
 3. E. C. Denny
 4. R. R. Fahrney
 5. H. G. Palmer
 6. Business Manager,
ex officio
 7. Director of Athletics,
Secretary, ex officio
7. **Commencements**
 1. Frank W. Hill
 2. Sadie B. Campbell
 3. M. R. Beard
 4. Vernon P. Bodein
8. **Registration Adjustment**
 1. Josef Schaefer
 2. Shirley Winsberg
 3. Roland Searight
 4. Alden Hanson
 5. Daryl Pendergraft
 6. Louis Bultena
 7. Phebe M. Scott
9. **Student Efficiency**
 1. Dean of the Faculty,
ex officio
 2. Dean of Men, ex officio
 3. Dean of Women, ex officio
 4. H. W. Reninger
 5. Erma B. Plaehn
 6. Oscar E. Thompson
10. **Board of Health**
 1. Health Director
 2. Dean of the Faculty
 3. Dean of Women
 4. Dean of Men
 5. Head of the Department
of Physical Education
for Women

- | | |
|---|--|
| <p>6. Head of the Department
of Physical Education
for Men</p> <p>11. Board in Control of Student
Publications</p> <ol style="list-style-type: none"> 1. George H. Holmes 2. Muriel Gaynor Moe 3. H. Earl Rath 4. P. Jennings | <p>12. Recreation Park</p> <ol style="list-style-type: none"> 1. L. L. Mendenhall 2. C. S. Cory 3. E. C. Denny 4. Oliver M. Nordly 5. Mrs. Maude Michel <p>13. Special Memorial Days</p> <ol style="list-style-type: none"> 1. Paul F. Bender 2. A. D. Dickinson 3. Geo. C. Robinson |
|---|--|

II. Student Advisory Committees

(Chairman's name first)

Elementary Education

Nellie Hampton
A. E. Brown
C. H. Erbe
Maurice Gerow
G. W. Mouser
Leo Phearman
H. A. Riebe

Kindergarten-Primary Education

May Smith
Rebecca Baker
Edna O. Miller
Thelma Short
Katharine Lineberry

No Major

Guy Wagner
M. L. Grant
Lyman Harris
George Keppers
R. A. Rogers
Dorothy C. Miller
Louis Bultena

Rural Education

Esther Hult
Donald Scott
Helmer Sorenson

Art

Harry G. Guillaume

Corley Conlon

Cameron Paulin

Industrial Arts

H. G. Palmer
W. H. Wagner

Business Education

L. V. Douglas
R. O. Skar
M. D. Potter
James Blanford
Muriel Gaynor Moe
Myrtle Gaffin
Mrs. Katherine Humphrey
Roland Wick

Elementary, Kindergarten- Primary, and Nursery School-Kindergarten Education

E. C. Denny
M. J. Wilcox

Junior High School Education

Oscar E. Thompson

English and Speech

H. W. Reninger
John Cowley
Robert Greef
W. B. Fagan
M. B. Smith
Elaine McDavitt
Josephine Simonson

History and Social Science

M. R. Thompson
 Geo. C. Robinson
 Charles T. Leavitt
 Daryl Pendergraft
 Irving Ahlquist
 Donald Howard
 Robert Strain

Home Economics

Elisabeth Sutherland
 Anita Louise Dowler
 Lela Mae Ping

Foreign Languages

I. L. Lillehei

Mathematics

Henry Van Engen

Music

Edward Kurtz

Harald Holst

Emil Bock

Physical Education for Men

L. L. Mendenhall
 A. D. Dickinson
 C. L. Starbeck
 Paul F. Bender
 L. W. Whitford
 D. H. McCuskey
 Oliver M. Nordly

Physical Education for Women

Mrs. Maude Michel
 Grace Van Ness
 Doris White

Science

C. W. Lantz
 R. W. Getchell
 Marguerite Uttley

III. Excusing Officers

1. For late enrollment of all students—Dean of the Faculty, M. J. Nelson.
2. For other absences
 - a. For men students—Dean of Men, G. Gordon Ellis
 - b. For women students—Dean of Women, Sadie B. Campbell

IV. Committees for Special Events

(Chairman's name first)

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Homecoming <ol style="list-style-type: none"> 1. Paul F. Bender 2. Mrs. Maude Michel 3. Guy Wagner 4. Thomas Larkin 5. Ethel Gergely 6. Three students chosen by Student League Board 2. Dad's Day <ol style="list-style-type: none"> 1. Dean of Men, G. Gordon Ellis 2. Dean of Women, Sadie B. Campbell 3. Student Committee advised by the deans | <ol style="list-style-type: none"> 3. Mother's Day <ol style="list-style-type: none"> 1. Dean of Women, Sadie B. Campbell 2. Dean of Men, G. Gordon Ellis 3. Student Committee advised by the deans 4. Alumni Dinner at Des Moines <ol style="list-style-type: none"> 1. A. C. Fuller 2. Olive L. Barker 3. Erma Plaehn 4. Mrs. Maude Michel 5. Gordon Ellis 6. H. A. Riebe |
|--|--|

General Information

Foreword

The Iowa State Teachers College is one of three public institutions for higher learning in Iowa. 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 Education.

From a single building which had once housed soldiers' orphans and which was situated on forty acres of land to the present 26 principal buildings on a 244-acre campus has been the growth of the Iowa State Teachers College since 1876. Originally named the Iowa State Normal School by act of the General Assembly the institution opened on September 6, 1876. In 1909 the name was changed to the Iowa State Teachers College when the present State Board of Education was created.

The Iowa State Teachers College is a member of and fully accredited by the:

North Central Association of Colleges and Secondary Schools
American Association of Teachers Colleges
Association of American Universities

Objectives

The Iowa State Teachers College is entirely a professional college serving the public schools of the State of Iowa and the profession of teaching. As a professional college, the Iowa State Teachers College has three objectives:

1. Pre-service Teacher Education

The pre-service program conducted on the college campus provides a background of general education conducive to the intellectual, ethical and social development of the individual and also a thorough specialized preparation for the profession of teaching.

2. In-service Teacher Education

With the realization that professional training is a continuous process in the profession of teaching as in the other learned professions, the college provides the service of staff members throughout the year to work with the personnel of the public schools on professional problems.

3. Professional Publications

As in all professions there is a definite need for professional educational publications setting forth the most recent professional methods and techniques which will serve the educator in the classroom. Such publications are prepared by staff members competent in the areas under consideration and are published by the college.



The Commons



Summer at the City Pool

Skating on the College Pond



Buildings and Grounds

The campus of the Iowa State Teachers College contains 244 acres of elevated land at the southwestern limits of the city of Cedar Falls. The principal buildings used for administrative, instructional, and other purposes are of brick with trimmings of Bedford stone. They are surrounded by lawns and by ornamental trees and shrubs of many varieties and are arranged in the form of an inner and outer quadrangle.

The Administration Building, situated on the east side of the inner quadrangle, was erected in 1895. Its dimensions are 75 feet by 105 feet. On the first floor are the offices of the President, the Dean of the Faculty, the Business Manager, and the Registrar; and on the second floor, the offices of the Placement Bureau, the Curriculum Laboratory, and the Bureau of Research. On the second and third floors are also the offices and recitation rooms of the Departments of Business Education and Mathematics.

Gilchrist Hall, situated in the inner quadrangle southwest of the Administration Building, was erected in 1882. Its dimensions are 78 feet by 114 feet. On the first floor are the offices of the Dean of Men and the Dean of Women and the offices of the Bureau of Extension Service. On the second and third floors are the Faculty Room, the Bureau of Alumni Service and Public School Relations, the Bureau of Publications, the offices of the College Eye and of the Old Gold, Gilchrist Chapel, and practice rooms of the Department of Music.

The Auditorium Building, situated north of the Administration Building, was erected in 1900. Its dimensions are 71 feet by 230 feet with a rear extension of 70 feet by 90 feet. In the center is the College Auditorium with a large pipe organ and with seating capacity of 1,500. In the basement and the three stories of this building are located the rooms of the Bureau of Religious Activities, the radio station, and the recitation rooms and the offices of the Departments of Education, English and Speech, Languages, and Social Science.

Central Hall, adjacent to the Administration Building and to the Auditorium Building, was erected in 1868. Its dimensions are 40 feet by 85 feet with an extension of 34 feet by 40 feet. It contains the offices and instruction rooms of the Department of Music and a specially equipped practice room for band and orchestra.

For convenience of intercommunication, the Administration Building, Gilchrist Hall, the Auditorium Building, and Central Hall are connected by means of corridors.

The Science Building is on the north side of the inner quadrangle and was erected in 1906. Its dimensions are 65 feet by 113 feet. It houses offices, recitation rooms, laboratories, and libraries of the staff members of the Department of Science.

The Vocational Building is at the southwest corner of the inner quadrangle and was erected in 1915. Its dimensions are 62 feet by 144 feet. It contains offices, recitation rooms, and laboratories for the work in home economics and biological science.

The Arts and Industries Building, completed in 1948, is of a modern fireproof design, two stories, 240 feet long by 60 feet wide with a triangular projection to the north of 60 feet forming the main entrance.

The building is located directly south of the present campus school building on the triangle between 27th Street and Highway 57. The main axis of building is parallel with the highway.

The Department of Industrial Arts occupies the first floor and the Department of Art the second floor.

The Campus Laboratory School Building is on the south side of the inner quadrangle and was erected in 1912. Its dimensions are 115 feet by 137 feet. It contains the office of the director, an auditorium, a gymnasium, recitation rooms and laboratories for home economics and manual training, a room for directed observation, and rooms for the kindergarten, the primary school, the intermediate grades, and the six-year high school.

The Library, situated at the southeast corner of the inner quadrangle, was erected in 1911. The dimensions are 72 feet by 169 feet with an extension of 103 feet by 27 feet. The main reading room, which is decorated with mural paintings by William DeLeftwich Dodge, has seats for 275 readers and about 200 additional persons can be accommodated in special rooms devoted to art, music, education, fiction, documents, and juvenile literature.

The Library contains more than 140,000 carefully selected volumes and 600 current periodicals are received. It is a designated depository for United States documents.

The art collection, housed in the library, is of special interest. There are more than 450 framed pictures, excellent reproductions of masterpieces, and 5,500 small prints.

The library force consists of nine professional librarians, three clerical workers and thirty-six student assistants.

Library hours are: Monday-Thursday, 7:30 a.m. to 9:30 p.m. Friday, 7:30 a.m. to 8:00 p.m. (Special rooms close at 5:00 p.m.) Saturday, 8:00 a.m. to 5:00 p.m. Sunday, 2:00 p.m. to 5:00 p.m., Reading Room only.

On the third floor of the library is the Museum. Included in its varied material are collections of special value for the study of natural science in different fields.

The Women's Gymnasium, situated at the northwest corner of the inner quadrangle, was erected in 1903 and remodeled in 1939. Its dimensions are 68 feet by 230 feet. The main building has a basement and three stories containing offices and recitation rooms, an examining room and a dark room, four fully-equipped exercise rooms, three basketball courts, a baseball diamond, an indoor archery range, a dancing studio, lockers, dressing rooms, and storerooms. The swimming pool addition, completed in 1938, is connected to the Women's Gymnasium on the west. It is a fireproof structure with exterior of red brick and large stone ornamental panels of Indiana limestone. The addition is 145 feet long and extends 96 feet west from the gymnasium. The main room of the addition is 116 feet long by 65 feet wide with an average ceiling height of 28 feet and contains a tile-lined swimming pool 36 feet by 90 feet and also bleachers to accommodate 500 spectators. The walls are lined with buff-colored Mankato stone and haydite blocks. Between the two passages which connect the pool room with the Women's Gymnasium is a large shower and dressing room for students. The space under the concrete bleachers is occupied by locker and dressing rooms for both men and women of the faculty. There is also office space for the instructors. The second floor contains an office and lounge on both the north and south ends from which balconies with ornamental rails overlook the pool.

Connected with the Women's Gymnasium are athletic fields for hockey, soccer, baseball, volleyball, and other field sports; an archery range, 10 Laykold tennis courts; a driving range and a putting green for practice in golf.

The Men's Gymnasium, situated on the west side of the outer quadrangle, was erected in 1925. Its dimensions are 170 feet by 202 feet. It is a two-story building containing a main gymnasium (90 feet by 124 feet) and a smaller gymnasium (40 feet by 88 feet), offices and recitation rooms, basketball courts and handball courts, a wrestling room, a first-aid room, a team room, a club room, a swimming pool, showers, dressing rooms, and storage rooms. (The main gymnasium when converted into an auditorium has a seating capacity of 3,000.)

Connected with the Men's Gymnasium is an athletic field containing four football fields, four baseball fields, eight tennis courts, and a quarter-mile track.

The O. R. Latham Stadium, which was dedicated in 1940, is 300 feet by 76 feet. It has a bleacher capacity of 5,000 with press

and broadcasting booths. Enclosed under the bleachers are two large locker rooms, coaches' room, equipment room, training room, and an indoor running track. Accommodations for housing 160 men have been arranged within the building through the construction of 24 large rooms.

The President's Home, situated in the outer quadrangle east of the Administration Building, was erected in 1908.

The Home of the Dean of the Faculty, which is situated in the outer quadrangle north of the president's home, was erected in 1890.

The Home of the Superintendent of Buildings and Grounds, situated in the outer quadrangle north of the Auditorium Building, was erected in 1906.

Bartlett Hall is in the outer quadrangle north of the Women's Gymnasium. The first unit was erected in 1914 and the last unit in 1924. Its dimensions are 41 feet by 525 feet with four wings each 41 feet by 125 feet. It is a fireproof building equipped with modern conveniences. In its single and double rooms it accommodates 520 women students.

Anna B. Lawther Hall, erected in 1939, is north and west of The Commons in line with Bartlett Hall and of similar construction. Its dimensions are 41 feet by 253 feet with two wings, each 41 feet by 125 feet. In its single and double rooms it accommodates 294 women students. An addition of the same design and construction extends 154 feet west with a wing of 114 feet and was completed in 1948. It contains 89 double rooms, 22 single rooms, director's suite, nurse's suite and office, and a recreation room.

The George T. Baker Hall for Men, a dormitory housing 111 students, was completed in 1936. It is situated in the outer quadrangle south of the Campanile. Its dimensions are 40 feet by 190 feet with a solarium 12 feet by 48 feet. It is a three-story building with a basement and contains 46 double rooms, 19 single rooms, 3 guest rooms, a matron's suite, a housekeeper's suite, an office, a lobby, lounge, recreation room, pressing room, and kitchenette.

The Homer H. Seerley Hall for Men, a dormitory housing 119 students, was completed in 1938. It is situated in the outer quadrangle south and east of the Campanile, directly east of the George T. Baker Hall. In design it is similar to Baker Hall and its dimensions are the same. It is a three-story, fireproof structure with full basement and contains 53 double rooms, 18 single rooms, an office, a lobby, lounge, recreation room, pressing room, director's and housekeeper's rooms, and kitchenette.

The Commons, situated in the outer quadrangle northwest of the Women's Gymnasium, was erected in 1933. Its dimensions are 124 feet by 178 feet. It is designed to provide social education and recreational training for the members of the student body. It is a two-story building with basement. On the second floor are the student lounge, the recreational hall, and the lobby lounge, which, together with the mezzanine lounge, comprise the central portion of the building. In addition, there are the faculty men's lounge, the faculty women's lounge, the offices of the Director of The Commons, of the Student Council, and of the Women's League, the fountain room, and two activity rooms. On the first floor are located the dining rooms, the kitchen, and the office of the Director of Foods. The basement contains service rooms essential for the operation of the building.

The General Hospital, the Nurses Home with the office of the Health Director, and the Isolation Hospital are located on the south side of the campus west of the Vocational Building. The General Hospital was erected in 1912 and enlarged in 1925. Its dimensions are 33 feet by 60 feet. It has an operating room, an X-ray room, and beds for twelve patients.

A Storeroom for the Department of Buildings and Grounds, situated at the center of the inner quadrangle, was erected in 1904.

The Heating and Power Plant, completed in 1932, supplies the whole institution with heat, light, and power and is situated in the outer quadrangle southwest of the Isolation Hospital. It is equipped with two 500 horse-power and two 300 horse-power boilers and two turbines with a generating capacity of 1500 kilowatts of alternating electric current. It has an electric crane, automatic stokers, and other mechanical appliances for the efficient operation of the plant. The circular concrete smoke-stack rises 195 feet above the floor of the boiler room.

The Shops and Garage Building, east of the Heating and Power Plant and adjacent to it, contains the office of the Superintendent of Buildings and Grounds; shops for electricians, plumbers, steam fitters, carpenters, and painters; supply rooms and locker rooms; and a garage for the college trucks and busses. It was completed in 1932.

The Greenhouse Units, which are laboratories for studies in animal and plant biology, were completed in 1938 and are located directly south of the Vocational Building. There are three curved-eave units in the east, the center of which is 31 feet by 42 feet with a high roof for tropical plants. The end units are each 25 feet by 33 feet and are used for display purposes as well as for

the starting of campus flowers. The west wing consists of a tile service house, the dimensions of which are 36 feet by 38 feet. The first floor contains a work room, a supply room, an office, and a laboratory; while the basement contains a bulb room, service rooms, and a room for animals. The northwest and southwest units are of the commercial type and are each 28 feet by 50 feet.

The Campanile, standing at the center of the campus, was erected in 1926. The main tower is 20 feet square and 100 feet high. It is built of rug-faced brick with trimmings of Bedford stone and rests on a granite foundation. The fifteen bells of the Campanile chimes range in weight from 225 pounds to 5,000 pounds. The chimes are played at stated times throughout the day by the chime master and his assistants. The Fasoldt clock, presented to the institution in 1925, sounds the Westminster chimes at the quarters of the hour. The Campanile was donated to the institution by the alumni, faculty, students, and other friends of the institution as a memorial to the founders and builders of the Iowa State Teachers College.

The Recreation Park, including the college golf course, is located half a mile east of the campus just outside the southern limits of the city in Rownd's Field, a tract of 40 acres donated to the institution in 1925 by Charles A. Rownd. The golf course has a well-kept nine-hole course of standard length with natural and artificial hazards.

Separate from the campus on the east, the college has a tract of seven acres in which it is developing a horticultural garden and a botanical garden. These gardens already contain a large collection of Iowa trees, shrubs, and herbaceous plants.

South of the main campus temporary buildings have been erected for instructional use. An adjacent area contains the temporary housing facilities for veterans, known as Sunset Village. Nearby a driving range has been developed for instruction in highway safety and for driver training.

Enrollment and Registration

Organization by Quarters—The calendar year is divided into four quarters of twelve weeks each. Any three of these quarters constitute an academic year.

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, Tuesdays, Wednesdays, Thursdays, and Fridays, and from 7:50 to 11:50 a. m. on Saturdays. During the other

months the offices are open from 7:50 a. m. to 4:50 p. m. on Mondays to Fridays, inclusive, and from 7:50 to 11:50 a. m. on Saturdays. Students and their parents should not come to the campus on Saturday afternoons or on Sundays expecting to make arrangements for college attendance.

Enrollment Days—Dates of enrollment are given on page 7. A fee of \$2 is charged for late enrollment. The opening days of the fall quarter 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 8:30 a. m. on Tuesday, September 6. Students who have previously been enrolled at this college will enroll and register on Thursday, September 8. On the first day of the winter quarter, the spring quarter, and the summer quarter all students enroll and register if they have not registered during the advance registration period.

Physical Examinations—Each student enrolling for the first time or after an absence from school for two or more consecutive quarters is required to have a physical examination by a college physician. This examination is made by appointment during the first quarter 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.

Student Fees

All fees are assessed by the office of the Registrar and paid at the office of the Business Manager. Student fees (\$33.00 per quarter), dormitory room rent, board, and music fees are payable at the time of enrollment. The fee for late enrollment is \$2. The fee for persons enrolled as visitors is \$3 per week. 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 2 days or less, 100 per cent of the fee is refunded; 3 to 5 days, 90 per cent; 6 to 10 days, 80 per cent; 11 to 15 days, 70 per cent; 16 to 20 days, 60 per cent; 21 to 25 days, 50 per cent; 26 to 30 days, 40 per cent. If a student is in attendance six weeks or more there is no refund.

Music Fees—Students enrolled in the college and pupils attending the campus school pay a fee of \$10 per quarter for one thirty-minute lesson each week. Persons not enrolled in the college or the campus school pay a fee of \$15 per quarter for one thirty-minute lesson each week. Rent for auditorium organ or studio

organ is \$3 a quarter. No rental charge is made for other practice studios or instruments. Practice pianos are available for music students.

Miscellaneous Fees—A fee of \$1 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 25 cents a quarter. 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 Men or the Dean of Women. 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 five days in the hospital in any quarter. After five days the charge is \$2 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.

The Residence of Women Students

All women students who do not live in their own homes must live in college residence halls or in rooming houses approved by the Dean of Women. During their first three quarters of attendance, if not living with their parents or legal guardians, all women students are required to live in Bartlett Hall, the residence hall for new students, unless given special permission to live in private homes. All special permissions must be obtained from the Dean of Women before registration day.

Application for Rooms in Residence Halls. The application for a room reservation in one of the residence halls is made to the Dean of Women and must be accompanied by a deposit fee of \$10. If an applicant for whom a room has been reserved finds

it necessary to cancel her reservation, the deposit fee is refunded only if the cancellation notice reaches the Dean of Women's Office ten days before the opening day of the quarter.

Assignments are made in the order of application except that students in residence during the academic year have the privilege of reserving their rooms for their own use during the summer quarter if the request is filed before March 15. All rooms not thus reserved are assigned in order of application. Definite assignments are made and notices are mailed two weeks before the opening of a quarter.

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 quarter. Reservations will not be held after registration day unless arrangements have been made for later occupancy.

Rates and Payment. The rental rates are \$36 per quarter for each student for all dormitory accommodations. **The entire rental fee is payable at the time of registration. No refunds of room rent are made after the second Friday of a quarter.**

Bartlett Hall. This residence hall is reserved for women students during their first three quarters of attendance. The hall, a fireproof building, houses 550 students and contains attractive living rooms, browsing rooms, spread rooms, recreation rooms, and complete office facilities for the administration of the various personnel functions. Pressing rooms and service rooms for each corridor unit add to the convenience of living in the building. Student rooms have hot and cold water, a clothes closet for each occupant, study table, floor lamp, dresser, and single beds equipped with excellent inner spring mattresses and mattress pads. During the post-war housing shortage, double-deck beds are installed in order that one or two extra students may be housed in each room. Each student furnishes her own linen, blankets, and towels. Bedspreads and draperies are furnished by the college. A more detailed description of the facilities accompanies the notice of room assignment which is mailed two weeks before the opening of a quarter. Living conditions are supervised by a trained staff which includes the director, a resident nurse, the director of social life, and the housekeeper.

Freshmen and sophomore students living in college residence halls are required to eat in the college food service department. This requirement will apply to all juniors as well with the beginning of the 1949 summer session; and to **all** students living in college residence halls beginning with the 1950 summer session. Transfer students living in college residence halls are required to eat in the college food service department the first

three quarters enrolled regardless of classification and thereafter will conform to the regulation governing their classification.

Anna B. Lawther Hall. This residence unit is reserved for upper-class women who have been enrolled in the college more than three quarters. Its facilities and conveniences include the best features of present-day student resident halls. Living conditions are supervised by a trained staff. Each student furnishes her own sheets, pillowcases, and hand and bath towels. A pamphlet describing facilities accompanies the notice of room assignment which is mailed two weeks before the opening of a quarter.

Freshmen and sophomore students living in college residence halls are required to eat in the college food service department. This requirement will apply to all juniors as well with the beginning of the 1949 summer session; and to all students living in college residence halls beginning with the 1950 summer session. Transfer students living in college residence halls are required to eat in the college food service department the first three quarters enrolled regardless of classification and thereafter will conform to the regulation governing their classification.

Accredited Rooming Houses. A list of accredited rooming houses will be furnished upon request to those students eligible to live outside the college residence halls. 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 housing standards are enforced by the college.

The Residence of Men Students

All men students who do not reside at the home of a parent or guardian must live in one of the residence halls for men or in rooming houses approved by the Dean of Men. Exceptions to this regulation are made only in special instances.

The George T. Baker Hall for Men and the Homer H. Seerley Hall for Men. The George T. Baker Hall for Men and the Homer H. Seerley Hall for Men accommodate 230 students. The buildings are fireproof and are equipped with every facility for the comfort and convenience of residents. Lobby, students' lounge, solarium, recreation rooms, pressing room, and showers are provided. Student rooms are furnished with single beds, mattresses and mattress pads, pillows, blankets, bedspreads, straight chairs, easy chairs, built-in study tables with shelves, built-in clothes closets, bedside stands, and waste-paper baskets. During the post-war housing shortage double-deck beds are installed in order

that one or two extra men may be housed in each room. Every room is equipped with hot and cold running water and adequate lighting facilities. Each student living in the men's dormitories is required to furnish four single sheets, size 63 by 99 inches, three pillowcases, size 42 by 36 inches, six hand towels, and four bath towels. Living conditions are supervised by the director and the housekeeper.

Stadium Hall for Men was opened for the first time in September, 1947. This unit consists of twenty-four rooms which were constructed in the football stadium in order to provide additional housing accommodations for men. The building is fireproof, normally houses eighty men, and is equipped with showers, study rooms and lounge area. The student rooms are furnished with double-deck beds, mattresses, pillows, blankets, straight chairs, chests of drawers, and clothes racks. During the post-war housing shortage, three double-deck beds are installed in each sleeping room. Four well-lighted study rooms provide adequate space for study. Each student living in Stadium Hall is required to furnish four single sheets, size 63 by 99 inches, three pillowcases, size 42 by 36 inches, six hand towels, and four bath towels. Living conditions are supervised by the director and the housekeeper.

Since 1948 all freshmen and sophomore students living in college residence halls are required to eat in the college food service department. This requirement will apply to all juniors as well with the beginning of the 1949 summer session; and to all students living in college residence halls beginning with the 1950 summer session. Transfer students living in college residence halls are required to eat in the college food service department the first three quarters enrolled regardless of classification and thereafter will conform to the regulation governing their classification.

Application for Rooms in Residence Halls. The application for a room reservation is made to the Dean of Men and must be accompanied by a deposit fee of \$10. If an applicant for whom a room has been reserved finds it necessary to cancel his reservation, the deposit fee is refunded only if the cancellation notice reaches the Dean of Men's office ten days before the opening of the quarter.

Assignments are made in the order of application except that students in residence during the academic year have preference in the selection of rooms.

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 quarter. If a reserved room is not

occupied on the opening day of the quarter and arrangements have not been made for later occupancy, the reservation may be cancelled at the discretion of the Dean of Men.

Rates and Payments. The rental rates are \$36 per quarter for all dormitory accommodations. The entire rental fee is payable at the time of registration. No refunds of room rent are made after the second Friday of the quarter.

Accredited Rooming Houses. A list of accredited rooming houses for men students will be furnished upon request. 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.

The Commons

The Commons houses recreational facilities as well as the food service department. Included in these facilities are the ball room, student lounge, faculty lounges and club rooms. All of these rooms are completely 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. Plans for board are made at the time of registration. All freshmen and sophomore students living in college residence halls are at present required to eat in the college food service department. This requirement will apply to all freshmen, sophomores, and juniors beginning with the 1949 summer session; and to all students living in college residence halls beginning with the 1950 summer session. Transfer students living in college residence halls are required to eat in the college food service department the first three quarters enrolled regardless of classification and thereafter will conform to the regulation governing their classification. Board payments for each quarter are payable in the college business office at the time of registration. The charge will be based on the prices then in effect.

Estimate of a Student's Expenses Per Year

Expenditures for such items as board, books, and incidentals vary considerably. The following itemized statement indicates

typical expenditures during any year of residence:

Student fee—\$33 for each of three quarters.....	\$ 99
Room—\$36 for each of three quarters.....	108
Board—For three quarters (estimated).....	325
Books and Supplies—\$10 for each of three quarters.	30
	\$562

Included in the above amount is the college fee which provides medical service, five days of hospitalization per quarter if necessary, admission without further charge to all athletic events, and reduced subscription rates to student publications.

It does not include clothing or transportation between the student's home and the campus. Neither does it include fees for private instruction in music which is required of all students whose major or minor is in the field of music.

For students eating in the Commons, the board charge will be based on the prices then in effect.

Employment

Many students earn a part of their expenses while attending college. The offices of the Dean of Men and the Dean of Women will give all possible help to students who need to secure part-time employment. No fee is charged for this service, but the student is required to maintain the college standards as to health and scholarship. Appointments are made for one quarter and must have the approval of the department supervisors for renewal.

Students are cautioned not to carry too much outside work during their first quarter of residence. Full time is needed to make adjustment to the new environment, to engage in extra-curricular activities, and to attain a high standard of 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 be reduced accordingly.

Partial Fee Exemptions

The college grants partial fee exemptions each year to approximately seventy-five able young men and women who need aid in financing their college education. Only persons who are residents of Iowa and graduates of Iowa high schools are eligible for these fee exemptions. Preference is given to students with

superior scholastic records in high school. These grants have a value of \$20 per quarter, or \$60 per year, and are made only to first-year students. Each grant is continued for four consecutive years of college work, not including the summer session, providing the recipient maintains a satisfactory scholarship record. Prospective students should file their applications in the office of the President not later than April 1. Applications received later than this date will be considered only in case all available grants have not been awarded. Successful applicants will be notified as promptly as possible.

Student Loan Funds

The college maintains a loan fund for worthy students who are in need of such assistance. Four-year students who have completed two years of college work and two-year students who have completed one year of college work may apply for loans. In order to be eligible for a loan, the applicant must have earned at least two times as many grade points as hours of credit. Application for loans must be on file with the secretary of the loan fund committee at the office of the Business Manager at least one month before the loan is to be needed.

The Seerley Foundation was organized by The General Alumni Association of the Iowa State Teachers College and incorporated under the laws of Iowa in 1928. Among other services, The Seerley Foundation has maintained a loan fund for students whose scholastic standing, college classification, and financial requirements are approved. Full information covering the loans available from the Seerley Foundation can be obtained on application to the Bureau of Alumni Service, Gilchrist Hall.

Scholarships

The Elmer E. Bartlett Debate Award—This award is granted to a student of sophomore or junior standing who plans to continue actively in debate. It is awarded for excellence and continued interest in debate and is available only to students who have earned a high scholastic average.

The C. A. Boehmler and Katherine S. Boehmler Memorial Scholarship—A fund of approximately \$18,000 has been received by the College and the income from this amount is used for some needy student of Cedar Falls, Iowa, who is desirous of pursuing an education.

The Alice O. Gordon Bequest—The income from a fund of approximately \$2,300 is available for providing a scholarship to be given a deserving student in the primary department of this college. The student selected must be a major in kindergarten-primary education with a grade point average of not less than 3.00 for at least 45 quarter hours of college work on the campus. The award is available for only one year for any one student.

The Furniss and Mary W. Lambert Scholarship Fund—The income from a fund established by the children of Furniss and Mary W. Lambert as a memorial to their parents is available to a man and woman of the junior class who have shown the most all-around development during their college life. The income from this fund approximates \$20.00 for each recipient.

The Bertha Martin Memorial Scholarships—For the purpose of "perpetuating the ideals and artistic endeavor exemplified by the life and work of Bertha Martin," the Bertha Martin Memorial Foundation was created in 1930. The foundation makes available from the dramatic arts fund two scholarships in the amount of the student fees for one academic year. These scholarships are awarded to junior students for use in the senior year.

The Anna M. Nielsen Music Scholarship—In accordance with the bequest of Miss Anna M. Nielsen, the income from a \$5,000 fund is "to be used for scholarships to the Iowa State Teachers College for students of said college of Danish extraction and residing in the city of Cedar Falls."

The Phi Mu Alpha Sinfonia Scholastic Award—The Beta Nu Chapter of Phi Mu Alpha Sinfonia Fraternity presents a certificate and an award of ten dollars to the active member of the chapter who during the previous three quarters attained the highest grade point average. The award is made at the spring commencement.

The Sigma Alpha Iota Scholarship Award—The Sigma Alpha Iota music fraternity awards at each spring commencement an honor certificate to the graduating senior who is an active member and "whose average is the highest, based on all work taken in college."

The Theta Alpha Phi Alumni Award is made annually to a sophomore, junior, or senior student who shows marked ability in the field of dramatics and a genuine interest in encouraging dramatic excellence. The customary award is ninety-six dollars.

The Purple and Old Gold Awards—For the purpose of stimulating scholarly attainment in the major fields of study, and of encouraging conspicuous achievement in certain other lines of

student endeavor, the college each year makes available seventeen twenty-five dollar awards to graduating seniors. The recipient of the award in each field is chosen by a faculty committee and the presentations are made at the spring or summer commencement.

Student Organizations

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. Faculty advisers help the individual student to plan a program of extracurricular activities that will supplement the curricular program so that each student may have the maximum opportunities the college has to offer.

The Student League Board, an administrative group, is composed of the presidents of all housing units, the chairmen of the Social Life Committee, the Organizations Committee, the Concert-Assemblies Committee, the Faculty-Student Relations Committee, and the president who is elected from the student body at large. 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 Women's League, an organization composed of all women students on the campus, is interested in promoting the intellectual and social growth of its members. Through the various housing units it carries on an extensive program designed to carry out its purposes. Each of these women's housing unit groups is represented on the executive board which serves as a unifying body and provides the machinery by which the League can carry out its objectives.

Interest Organizations. Interest organizations are maintained in order to stimulate interest in various major lines of work and to acquaint students with new ideas in the different fields. The clubs are as follows: **Art**—Art League; **Business Education**—Future Business Leaders of America; **Education**—(Elementary), Elementa Ki, Beta Alpha Epsilon; (Kindergarten-Primary), First Year Kindergarten-Primary Club, Second Year Kindergarten-Primary Club, Kappa Pi Beta Alpha; (Rural), Rural Teachers Club; Future Teachers of America (open to all those who are interested in teaching as a profession); **English and Speech**—(Drama), College Players; (Speech), Discussion and Public Speaking Activities; **Home Economics**—Ellen Richards Club; **Industrial Arts**—Industrial Arts Club; **Mathematics**—Mathematics Club; **Music**—College Symphony Orchestra, College Band, College Chorus, A Cappella Choir, and various ensemble groups; **Physical Education, Women**—Life Saving Corps, Or-

chesis, Physical Education Club, Women's Recreation Association; **General**—Campus 4-H, Humanist Club, Jeffersonian Club, Students for Democratic Action; **Service**—Alpha Phi Omega.

Religious Organizations. The on-campus religious organization is the Student Christian Association which provides a program and a fellowship that is open to every student in the college. The adviser to this organization is the Director of the Bureau of Religious Activities. In addition to the S.C.A. there are represented at the college the various church groups, such as the Newman Club (Catholic), the Lutheran Students Association, the Lutheran Chapel (Missouri Synod), the Wesley Foundation (Methodist), the Westminster Foundation (Presbyterian), Plymouth Club (Congregational), the Baptist Student Center and the Disciple Student Center (Christian). All of these and the S.C.A. work together in harmonious relationship.

Honor Organizations. Superior achievement in various lines of educational work is recognized by membership in the following honor organizations: Beta Beta Beta (Biology), Delta Sigma Rho (Debate), Epsilon Pi Tau (Industrial Arts), Gamma Theta Upsilon (Geography), Golden Ledger (Local honor group for first and second year business education students), Iowa Teachers First (Local honor group open to those who achieve excellence as citizens of the college community), 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), Social Science Honors Society, Theta Alpha Phi (Drama), Theta Theta Epsilon (Home Economics), Torch and Tassel (Local honor group for junior and senior women), Alpha Phi Gamma (Journalism).

Social Organizations. There are nine local sororities: Delta Delta Phi, Kappa Theta Psi, Nu Omicron Nu Sigma Phi, Phi Sigma Phi, Pi Phi Omega, Pi Tau Phi, Pi Theta Pi, Tau Sigma Delta, Theta Gamma Nu. These sororities all cooperate through the Intersorority Council.

There are four local fraternities: Alpha Chi Epsilon, Lambda Gamma Nu, Phi Sigma Epsilon, and Sigma Tau Gamma. The activities of the fraternities are coordinated through the Interfraternity Council.

Student Publishing Association. The Student Publishing Association is governed by the Board in 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 Bureau of Publications and the Board in Control of Student Publications. The Pen, a quarterly magazine sponsored by the Department of English and Speech, publishes significant literary and artistic productions of students.

Placement Bureau

Graduates and former resident students of the college are assisted by the Placement Bureau in obtaining teaching positions. Superintendents and other school officials are supplied confidential information about qualified candidates. The information supplied relates to personality, scholarship, success in student teaching or in other teaching experience, character, and other matters.

Prospective graduates from the college are required to register with the Bureau within the first six weeks of the quarter of graduation or prior to this time. Former graduates as well as former students of the College who are teaching and who desire the services of the Bureau are requested to complete their registration with the Bureau before February 15. No fee is charged for registration with the Bureau.

Student Health Service

The service of a qualified doctor of medicine is available to all students between 8:00 a.m. and 5:00 p.m. each day, and 9:00 a.m. and 12:00 on Saturdays. Emergency medical care is available 24 hours daily. The college hospital is staffed with four registered nurses and is sufficiently equipped to take care of the usual illnesses. No charge is made for the first five days of hospitalization in any one quarter but a two dollar charge per day is made after this period. For the convenience of dormitory women, a nurse keeps scheduled office hours in the dormitories.

All students are given the Mantoux tuberculin skin test once a year, and chest X-rays are made of those who react. Students are tested for immunity to small pox and diphtheria and if found susceptible are immunized free of charge. A small charge is made for any other immunization which a student may wish to receive. No charge is made for blood Wasserman tests or for transcriptions of health records.

Any student with special physical handicaps or in need of a special diet, may consult the health service at any time with respect to such special arrangements as may be needed. The Health Service wishes to cooperate with the student's family physician at all times.



Seerley Hall for Men



Lawther Hall, Women's Dormitory

The Mirror Lounge, Seerley Hall for Men



General Regulations

Admission Requirements

Admission requirements are determined by joint action of the three state institutions for higher learning. The requirements have changed with the development of the state's system of public schools. The regulations are given here in full and prospective students are advised to read the **General Principles** carefully. The **Specific Requirements** are few and simple.

General Principles

Graduation from an approved high school is the basic requirement for admission to the three state institutions of higher learning.

Students seeking admission to this college should have:

1. Completed a balanced program of studies designed to insure a well-rounded background of knowledge in basic fields;
2. Developed proficiency in the use of the English language in reading, writing, and speaking;
3. Acquired proficiency in basic mathematical skills;
4. Developed effective study skills and work habits;
5. Developed adequate intellectual, physical, and social maturity;
6. Developed a sincere interest in further formal education.

While the satisfactory completion of secondary school studies **MAY** prepare one for study at the college level, **IT DOES NOT GUARANTEE SUCCESS IN COLLEGE. NOT ALL STUDENTS WHO COMPLETE A HIGH SCHOOL PROGRAM ARE IN REALITY PREPARED FOR COLLEGE STUDY.** Students who do not have the abilities, interests, and achievements listed above **ARE LIKELY TO EXPERIENCE EXTREME DIFFICULTY IN COLLEGE STUDIES.**

Because no specific pattern of high school subjects is essential to success in college, Teachers College does not require a stated amount of credit in English, Mathematics, or any other subject for college entrance. Nevertheless there are certain fields of study that provide the student with a good general background and the

student who plans to enter college should consider the suggestions listed below in planning his high school program:

1. **English.** Since the ability to write clearly and to read with understanding and appreciation is essential, it is highly desirable that the student complete three or four units in English.

2. **Mathematics.** Not only as a tool to further learning but as a means of providing basic education, mathematics has much to offer. Two years of such study would be profitable. Students planning to specialize in the sciences should complete two and one-half or three units in mathematics in high school.

3. **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.

4. **The Sciences.** This field is rich in possibilities for understanding the modern world. Two units in science might well be completed. For those who plan to emphasize science in college, three units would be helpful.

5. **Foreign Languages.** The prospective college student might well develop a basic reading or speaking knowledge of a modern foreign language. Some background in one of the classical languages would also be desirable.

6. **The Fine Arts.** This field offers opportunity for development in an important area of general education which can contribute much toward individual growth.

7. **Other Subjects.** None of the foregoing statements should be interpreted as meaning that other subjects—agriculture, commercial subjects, home economics, industrial arts, speech, etc.—should be avoided by the student who is planning to attend college. Such subjects, when properly studied, contribute materially to the educational growth of the individual and prepare him for continued study as well as for the more general activities of living.

It is recognized, further, that the background essential to satisfactory study at the college level may be acquired informally as well as through the usual and generally more satisfactory method of high school attendance. In addition, an occasional student with unusual ability will reach a stage of physical, mental, and social maturity such that his educational needs will be more readily cared for by the college even though he has not formally completed the requirements for high school graduation. It is essential, therefore, that any comprehensive college admission program provide means for the proper evaluation of the qualifications

possessed by such persons, intellectual and otherwise. In such cases, competency to do college work should be considered to extend to the essential qualifications for college study listed on page 53. The specific entrance requirements outlined below follow the general principles which have been stated in this introductory section.

Specific Requirements

1. Graduates of APPROVED IOWA HIGH SCHOOLS

Admission will be granted upon formal application and certification of graduation from an approved high school, such certification to include a complete official statement of the high school record.

2. Graduates of APPROVED HIGH SCHOOLS IN OTHER STATES*

Admission will be granted as indicated under "1" above except that such students may be required to meet a higher standard.

3. Graduates of UNAPPROVED HIGH SCHOOLS

Admission will be granted upon demonstration of competence to do college work, if the student is otherwise acceptable. (See below.)

4. Applicants WHO ARE NOT HIGH SCHOOL GRADUATES

Admission will be granted upon demonstration of competence to do college work, if the student is at least seventeen years of age and is otherwise acceptable. In practice, except for those who are beyond the usual college age, only those students will be admitted who are recommended by the high school authorities as ready for college study physically, mentally, and socially.

5. Special Students

Mature students who do not wish to become candidates for a diploma or degree, and who do not meet the entrance requirements, may be admitted as special students to pursue such studies as are of interest to them and which they are competent to undertake. As a basis for admission, evidence of adequate educational accomplishment and approval of the Dean of the Faculty may be required.

Demonstration of Competence

The applicant who is not a graduate of an approved high school and who wishes to demonstrate his competence to do college

*Write to the Registrar for certificate of high school credits form to be used by High School Principal in making report of credits. Iowa High School principals are furnished these forms by the state schools.

work, will be required to achieve a minimum level of performance on carefully prepared and standardized examinations. Methods used by the three institutions to determine general competence will be equivalent, and a student who has qualified for entrance to one school will be acceptable to the others. Evidence of specific competence may be required for entrance to special curricula in any of the three institutions. For information regarding the time and place of administration of the examinations write to the Registrar.

Transfer Students

Students residing outside the state who have attended another college are not admitted to the Iowa State Teachers College unless their scholarship record is superior.

Students residing in Iowa who have maintained lower than average scholarship at another college are not admitted to the Iowa State Teachers College, except in special cases.

Students who have been suspended from another college for reasons other than scholarship are not admitted to the Iowa State Teachers College except as their cases may be reviewed by the President of the College.

Veterans

Veterans may be excused from the required activity courses in physical education upon filing a copy of discharge and separation papers with the Registrar.

College credit may be assigned for certain types of specialized training. A maximum of 12 quarter hours of credit for basic military training may be assigned but not in addition to credit for specialized training.

The Veterans Administration has located on this campus a Guidance Center for the purpose of assisting veterans to determine the type of training most suited to their ability and inclinations. A training officer is on duty at all times to advise the veteran students and to assist veterans in securing aid as designated by the various provisions of veterans legislation.

Notice to Prospective Students

Make applications for admission as early as possible. A card for requesting an application blank appears on the last page of this bulletin.

Certificates of high-school credit should be sent to the Registrar several weeks before the time for enrollment. A certificate must

be furnished from each high school attended unless the high school from which the student was graduated furnishes a complete listing of all high-school credits.

College credit earned at other approved colleges and at approved junior colleges is accepted and used in meeting the requirements for graduation so far as it can be used on the curriculum selected by the student.

Transcripts of college credit should be sent to the Registrar several weeks before the time for enrollment. An official transcript must be furnished from each college attended. **The application for admission, high-school credits, and transcripts of credit earned in other colleges must be in the office of the Registrar before an admission card can be issued.**

Advisers and Amount of Work

The registration of every student is subject to the approval of an adviser or an advisory committee.

The regular work of the student consists of three five-hour courses or equivalent with one extra hour if desired and, in addition, Physical Education 01.

The minimum amount of academic work that a regular student is permitted to take is two five-hour courses or equivalent.

Students in general may not register for more than regular work during the first two quarters in residence.

After the first two quarters in residence a student who has maintained a high rank in scholarship may be permitted by his adviser to register for more than 16 hours of work a week; but in no case is a student permitted to register for more than 20 hours of credit work, the amount of work being counted as if each course were taken for full credit.

A student who has received a degree from a standard college may be permitted by his adviser to register for a maximum of 20 hours of credit work a week.

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 the Faculty.

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

Students must be in attendance for the full quarter to receive any credit for the work.

Work left incomplete at the end of a quarter will be reported as a Failure unless permission is obtained from the Dean of the Faculty to have it reported as Unfinished. 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.

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-sixth of the course may not be made up for credit.

When students are absent without excuse or when excused absences are not made up, additional work is required for graduation. One tenth of a quarter hour is added to the requirements in the case of each course for every period unexcused or not made up. Two periods of laboratory work are counted as one period of class work.

Marks and Grade Points

The marks A, B, C, D, F (Failed), and U (Unfinished) are used in indicating quality of work.

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.

Students may be suspended temporarily or indefinitely if they do not maintain a satisfactory scholarship record.

Independent Study

Senior students of outstanding ability and achievement may be permitted to earn not to exceed ten quarter hours of credit by independent study. Application for this privilege should be made to the head of the department in which the student is pursuing a major during the last quarter of the junior year and not later than the middle of the first quarter 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 Committee on Independent Study.

From time to time and especially during the summer quarter opportunities are offered for earning credit under the workshop plan.

General Requirements

Residence and Residence Credit—Three-fourths of the credit required for the completion of any curriculum must be earned in residence work in college. The last 15 quarter hours of credit earned before graduation must be earned in residence in Cedar Falls.

For a degree a student must be in residence at this college for at least thirty-six weeks earning in such residence not less than 45 quarter hours of credit.

For the completion of a two-year curriculum, a student must be in residence for at least twenty-four weeks earning in such residence not less than 30 quarter hours of college credit.

Students with junior standing who take courses open to freshmen and sophomores (numbers below 100), will receive only half credit for them unless they are specifically required or are in the student's major line. Students with senior standing are allowed only half credit for any courses open to freshmen (numbers below 200).

For details of the total requirements for each curriculum see pages 64 to 76 of this catalog.

A student on a degree curriculum is required to pursue work in Physical Education 01 each quarter in residence until six quarter hours of credit have been earned. Requirements for the two-year curriculum will be found on page 75. Release from part or all of this requirement may be granted by the Dean of the Faculty. A student who is teaching in a rural demonstration school or who is enrolled for band practice in the fall quarter may defer Physical Education 01 for that quarter.

A student may receive not to exceed 1 quarter hour of credit for Physical Education 01 in any quarter and not more than a total of six quarter hours of credit will apply towards meeting the requirements for graduation from any curriculum. Two or more courses in Physical Education 01 may be pursued during any one quarter but credit may be earned in only one such course, the registration card must indicate the course in which credit is desired. Credit in Physical Education 01 cannot be used to meet the elective requirements of a curriculum.

No course in Physical Education 01 may be repeated for credit more than once except with the specific approval of the head of the department having charge of the course. Three quarters of the required work in Physical Education 01 must consist of courses requiring three periods a week and should be completed during the freshman year. During one of the first four quarters enrolled

a man student who has not passed the swimming test must enroll for a course in swimming.

A temporary release from Physical Education 01 for a quarter or part of a quarter does not release the student from any part of the total requirement in Physical Education 01.

Listing of Candidates for Graduation—A student may be listed as a candidate for graduation at the end of a quarter 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.

Scholarship Requirement for Graduation—To be recommended for graduation a student must earn two times as many grade points as hours attempted in residence and by extension work at this institution. 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 in all college work attempted of not less than 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.

Note—A student who expects to be graduated at the end of a quarter should make written application for graduation at the opening of the quarter. This application is filed in the office of the Registrar.

Teachers Certificates

Every person employed in Iowa as an administrator, supervisor, or teacher must hold an Iowa teachers certificate which is valid for the type of teaching position for which he is employed.

Iowa State Certificates

All state certificates are issued by the State Board of Educational Examiners and the curricula of the Iowa State Teachers College are planned to meet the requirements as specified by that Board. The State Department of Public Instruction also makes certain requirements for the approval of schools and in so far as these requirements apply to the teacher they are provided for in the curricular requirements of the college. The North Central Association of Colleges and Secondary Schools makes additional requirements for member schools and these too are provided for in the curricular requirements of the college.

Each student who completes a four-year or a two-year curriculum at this college is eligible for a five-year state teachers certificate. These certificates are issued without examination and are renewable under conditions specified by the State Board of Educational Examiners. To receive a teachers certificate of any kind a person must be eighteen years of age.

High School Teachers

A student who completes a degree curriculum with a major in a field other than elementary education is eligible for a Standard Secondary Certificate which is valid for teaching one or more subjects in a junior or senior high school or in seventh or eighth grades.

Junior High School Teachers

Special preparation for teaching in the junior high schools is made possible through the major in junior high school education. Students who have graduated from a two-year curriculum may complete this major in six quarters. They are thus qualified for both the Standard Elementary Certificate and the Standard Secondary Certificate.

Rural and Grade School Teachers

A student who completes a degree curriculum with a major in the field of elementary education is eligible for an Advanced Elementary Certificate which qualifies the holder to teach in any elementary school of the State. This certificate may be validated for work in the ninth grade of a junior high school.

A student who completes a two-year curriculum is eligible for a Standard Elementary Certificate which qualifies the holder to teach in most elementary schools in Iowa.

Special Teachers

Students completing a degree curriculum with a major in art, speech correction, industrial arts, music or physical education may also be qualified for a Special State Certificate in the student's chosen field. This certificate entitles one to teach the special subject in both grades and high school.

Principals and Supervisors

Information concerning the requirements for these certificates may be secured at the Office of the Registrar at Cedar Falls, or from the Board of Educational Examiners, Des Moines, Iowa.

Other Special State Certificates

There are numerous other special state certificates. Information concerning these certificates may be secured at the Office of the Registrar.

Limited Elementary Certificate

From September 1, 1948, to August 31, 1952, a graduate of a four-year approved high school or one who has equivalent academic training is eligible for a Limited Elementary Certificate, when eighteen years of age, upon the completion of a specified amount of standard college work as follows:

From September 1, 1948 to August 31, 1950, 45 quarter hours from courses required for the Standard Elementary Certificate. Fifteen (15) quarter hours of this work must be in the field of elementary education including at least 5 quarter hours in elementary school methods courses; 3 quarter hours must be in American Government; and at least 15 quarter hours must be in

other academic subjects. The remaining 12 quarter hours may be in either the academic or professional subjects or distributed between both fields.

From September 1, 1950 to August 31, 1952, the requirements will be 67½ quarter hours.

The Limited Elementary Certificate is valid for a period of three years and may be renewed once upon conditions established by the State Board of Educational Examiners. It will not be issued after August 31, 1952, except by renewal.

A county superintendent may refuse to register a Limited Elementary Certificate whenever there is a sufficient number of holders of other certificates to supply the elementary schools of the county.

Certificates in Other States

Graduates of degree curricula are qualified to receive appropriate certificates in other states if they have made careful use of their elective privileges. It is wise to communicate with the Department of Public Instruction of the state under consideration in order to secure the exact current requirements. The student's program can thus be made to fit the individual state's requirements. The two-year diploma will qualify a student for a certificate in some states.

Curricula

The Iowa State Teachers College provides preparation for the work of different types of teachers and administrators as follows:

Four-year Degree Curricula: Secondary teachers of art, business education, earth science, English, foreign languages, home economics, industrial arts, mathematics, music, physical education, science, social science, and speech.

Elementary teachers and supervisors of nursery schools, kindergarten, primary, intermediate, and upper-grade work.

Junior high school teachers in all principal areas of instruction.

Special teachers of art, industrial arts, music, and physical education; speech correction, and teacher-librarians.

Principals of elementary schools and of high schools.

Two-year Diploma Curriculum: Teachers in Rural Schools, teachers in kindergarten-primary grades, and teachers in grades above the primary.

Degree Curricula

The four-year curricula all lead to the degree of Bachelor of Arts, the minimum requirement for which is 186 quarter hours of credit. The student selects a major field in which to carry on concentrated study. Except for students selecting one of the majors in elementary education, or in music or home economics, each student selects two or three minors for additional study. A student whose major is home economics or in the field of music selects one or two minors. Students completing majors in both mathematics and science are not required to choose a minor. The specific requirements of a major or of a minor may be found in statements preceding the courses of instruction in each major line. These descriptions are under the heading, Courses of Instruction and begin on page 77.

Students whose major is in the Department of Education select three subject-matter fields. The requirements for these majors and subject-matter fields are listed beginning with page 68.

Majors

Agriculture	Latin
Applied music	Mathematics
Art	Nursery school-kindergarten education
Business education	Physical education (men)
Earth science	Physical education (women)
Elementary education	Rural school supervision
English	School music
French	Science
Home economics	Social science
Industrial arts	Spanish
Junior high school education	Speech
Kindergarten-primary education	

Minors

Agriculture	Home economics
Art	Industrial arts
Biological science	Latin
Business education	Library science
Chemistry	Mathematics
Earth science	Music
Economics and sociology	Physical education (men)
English	Physical education (women)
French	Physics
German	Safety education
Government	Spanish
History	Speech

Subject-Matter Fields

Art	Mathematics
English	Music
Earth science	Biological and physical science
History	Physical education and health

A student must choose a major and the required number of minors or subject-matter fields before registering for courses which will include work of the sophomore year. The choice of the major and of the minors is subject to the approval of the head of the department in which the major is chosen.

The head or some designated member of the department in which the major is chosen is the adviser of the student. With the consent of the adviser more than one major or more than two minors may be chosen. Three or more minors are recommended in order that the student may be prepared for teaching in several fields.

The requirements for a degree include in addition to the general requirements for graduation at least 45 hours of credit earned in the junior and senior years in courses at this college, at least 30 hours of credit earned in the junior and senior years in resi-

dence at this college, and at least 60 hours of credit earned in courses numbered 400 and above.

Twenty hours of the work of a major must be in courses numbered 300 and above, and 10 hours must be in courses numbered 400 and above.

A student whose major is in the field of education and who has completed a two-year curriculum and has earned only 10 hours of credit in teaching must earn 5 hours of additional credit in teaching in the senior year unless released from this requirement by the Head of the Department of Teaching. If the major is in a field other than education, the student must earn credit in Teaching 400 and 408.

A student must make application for teaching at least one quarter in advance of the time when the work in teaching is to be taken. Not more than 15 hours of teaching may be used in meeting the requirements for a degree.

The requirements for a Standard Secondary Certificate include credit for at least 22½ hours of work in one major line and at least 15 hours in each of two other major lines as prescribed by the State Board of Educational Examiners.

To receive a second baccalaureate degree a student must meet all the requirements for that degree including at least 36 weeks of residence after receiving the first baccalaureate degree and not less than 45 hours of credit in addition to the credit required for the first baccalaureate degree.

Curriculum for Teachers of Secondary School Subjects and of Special Subjects

Students completing the requirements listed below for this curriculum are qualified to receive the Degree of Bachelor of Arts and an Iowa Standard Secondary Certificate. Students whose majors are in art, industrial arts, music, speech correction, or physical education may also qualify for a Special Certificate in their special field.

First and Second Years	Quarter Hours
Psychology 315: Educational Psychology	5
Education 305: Introduction to Secondary Education	5
English 1: English I	5
Additional work in English composition.....	5
Speech 20: Fundamentals of Speech	3
Science 15: Survey of Biological Sciences	5
Elective in science or mathematics.....	5
(except courses in Agriculture or Mathematics 10)	

Biological Science 13: Health Education	2
Social Science 10: Contemporary Affairs A	2
Government 132: American Government	5
Physical Education 01	6
Electives chosen from English, foreign languages, mathematics, science, and social science	18
General electives	30
	—
	96

Note: In order to provide for the major and minors, care should be exercised to choose the subjects open to freshmen which are prerequisite to later work in the major and minor fields.

Third and Fourth Years

Quarter
Hours

Psychology 416: Psychology of Adolescence	3
Education 425: Statistical Methods in Education	2
Education 460: Methods and Measurements in the High School	5
Special Methods in the major line (course 490 or above) ..	2
Teaching 400: High School Observation and Participation	2
Teaching 408: High School Teaching	6
English Language and Literature	5
(unless 5 hours were taken during the first two years)	
Social Science	3
(to include Social Science 400: Contemporary Affairs B, 2 hours, and 1 additional hour unless at least 7 hours were taken during the first two years)	
General electives	62
	—
	90
Minimum total requirements for the degree	186

Not less than eight quarter hours in teaching must be earned at this college.

For major and minor requirements see Degree Curricula on page 64.

It is recommended that every student take at least one course in geography.

The work in Physical Education 01 for women students must include Activities for Social Recreation except that a student whose major is art or speech or in the Department of Music

may take Fundamentals of Rhythmic Education instead of Activities for Social Recreation.

For further details, see Degree Curricula (page 64) and General Requirements (page 59).

Secondary Principal

Students wishing to qualify for an Iowa Secondary Principal's Certificate should earn credit in Education 475: School Administration and in Education 472: Secondary School Supervision.

For a teaching principal, two years of successful teaching experience are required; for a supervising principal four years of successful teaching experience.

Major in Junior High School Education

Students completing the requirements of this curriculum are qualified to receive the Degree of Bachelor of Arts and an Iowa Standard Secondary Certificate.

First and Second Years	Quarter Hours
Psychology 15: Child Development or Psychology 315: Educational Psychology.....	5
Education 305: Introduction to Secondary Education....	5
English 1: English I.....	5
English 100: English II.....	5
Speech 20: Fundamentals of Speech or Speech 21: Speech for Elementary Teachers.....	3
Science 15: Survey of Biological Sciences or Biology 10: Biological Science for Elementary Grades....	5
Science 16: Survey of Physical Sciences.....	5
Biology 12: Nutrition and Health or Biology 13: Health Education.....	3 or 2
Social Science 10: Contemporary Affairs A.....	2
Government 132 or 133: American Government.....	5 or 3
General Electives	47 to 50
Physical Education 01.....	6
	96

Third and Fourth Years	Quarter Hours
Psychology 412: Mental Hygiene.....	2
Psychology 416: Psychology of Adolescence.....	3
Education 425: Statistical Methods in Education.....	2
Education 36: Reading and the Language Arts or	

Education 436: Reading and Language in the Elementary School	5
Education 468: Methods and Measurements in the Junior High School	5
Education 483: Principles and Techniques of Guidance..	5
Social Science 400: Contemporary Affairs B.	2
Teaching 400: High School Observation and Participation or	
Teaching 306: Intermediate Grade Teaching	10
Teaching 407: Junior High School Teaching	6
Elective in English Language and Literature	5
General Electives	45 to 53
	90
	186

Note: Each student must choose three minors in areas which are commonly taught at the junior high school level. All general regulations pertaining to degree curricula (see pages 64 to 66) apply to this curriculum.

Teaching 408: High School Teaching may be accepted in lieu of Teaching 407: Junior High School Teaching. Not less than eight quarter hours in teaching must be earned at this college.

Curricula for Grade Teachers

Students completing the requirements for one of these majors are qualified to receive the Degree of Bachelor of Arts and an Iowa Advanced Elementary Certificate.

Major in Elementary Education (GRADES ABOVE THE PRIMARY)

First and Second Years	Quarter Hours
Art 110: Art Essentials	3
Art 122: Art for Elementary Grades	2
Psychology 15: Child Development	5
Education 10: School and Community	3
Education 30: Children's Literature	3
*Education 36: Reading and the Language Arts	5
Education 133: The Experience Curriculum	3
English I: English I	5
English 102: English IIA	3

*The student is required to take either Education 36 or Education 436.

Speech 21: Speech for Elementary Teachers	3
Mathematics 11: Mathematics for Elementary Grades	3
Music 10: Elements of Music	2
Music 12: Music for Elementary Grades	2
Science 18: Physical Science for Elementary Grades	3
Earth Science 162: World Geography	5
Biology 10: Biological Science for Elementary Grades	5
Biology 12: Nutrition and Health	3
History 11: Social and Economic History of the U. S.	5
Government 133: American Government	3
Sociology 165: Rural Sociology or Sociology 167: Contemporary Social and Economic Problems	3
Physical Education 113: Physical Education for Ele- mentary Grades	3
Physical Education 01	3
Electives	21
	—
	96
Third and Fourth Years	
	Quarter Hours
Psychology 415: Child Psychology	3
Psychology 416: Psychology of Adolescence or Psychology 412: Mental Hygiene	3 (or 2)
Education 425: Statistical Methods in Education	2
**Education 436: Reading and Language in the Elementary School	5
Education 455: Educational Tests for the Elementary School	2
Education 458: Mental Tests	3
Education 470: Elementary School Supervision	5
Teaching 406: Intermediate Grade Teaching	10
Mathematics 408: The Teaching of Arithmetic	3
Elective in geography	5
Social Science 400: Contemporary Affairs B	2
Social Science: Elective	5
Electives	42 or 43
	—
	90

The electives must be chosen to provide for three subject fields. The first subject field must consist of at least 22½ quarter hours of work. The second and third subject fields must contain at least 15 quarter hours each.

Note: In planning to meet the requirements in the subject-matter fields, students should note the following: Art may

**The student is required to take either Education 36 or Education 436.

include Home Economics 460; English may include Speech 21 and 485; history may include any credit from the Department of Social Science but must include at least 9 hours in history; biological or physical science may include any credit from the Department of Science except courses in earth science and agriculture; physical education and health may include Home Economics 471, and either Home Economics 60 or Biological Science 12.

Not less than ten quarter hours of credit in teaching must be earned at this college.

For further details, see Degree Curricula (page 64) and General Requirements (page 59).

Major in Kindergarten-Primary Education

First and Second Years	Quarter Hours
Art 110: Art Essentials	3
Art 122: Art for Elementary Grades	2
Psychology 15: Child Development	5
Education 10: School and Community	3
Education 30: Children's Literature	3
Education 36: Reading and the Language Arts	5
Education 133: The Experience Curriculum	3
English I: English I	5
English 102: English IIA	3
Speech 21: Speech for Elementary Teachers	3
Mathematics 11: Mathematics for Elementary Grades	2
Music 10: Elements of Music	2
Music 12: Music for Elementary Grades	2
Science 18: Physical Science for Elementary Grades	3
Biology 10: Biological Science for Elementary Grades	5
Biology 12: Nutrition and Health	3
Earth Science 163: Introductory Geography	3
History 11: Social and Economic History of the U. S.	5
Government 133: American Government	3
Sociology 165: Rural Sociology <i>or</i>	
Sociology 167: Contemporary Social and Economic Problems	3
Physical Education 113: Physical Education for Ele- mentary Grades	3
Physical Education 01	3
Electives	24
	—
	96

Third and Fourth Years	Quarter Hours
Psychology 415: Child Psychology	3
Psychology 408: Personality Development of Children or	
Psychology 412: Mental Hygiene	3 (or 2)
Education 310: Methods in the Kindergarten	3
Education 425: Statistical Methods in Education	2
Education 442: Literature for Kindergarten-Primary Children	5
Education 455: Educational Tests for the Elementary School	2
Education 458: Mental Tests	3
Education 470: Elementary School Supervision	5
Teaching 404: Kindergarten-Primary Teaching	10
Social Science 400: Contemporary Affairs B	2
(Additional Social Science to make a total of at least 10 hours.)	
Electives	52 or 53
	90

The electives must be chosen so as to provide for at least 22½ hours in one of the subject-matter fields and at least 15 hours in each of two others.

Note: In planning to meet the requirements in the subject-matter fields, students should note the following: Art may include Home Economics 460; English may include Speech 21 and 485; history may include any credit from the Department of Social Science but must include at least 9 hours in history; biological and physical science may include any credit from the Department of Science except courses in earth science and agriculture; physical education and health may include Home Economics 471 and either Home Economics 60 or Biological Science 12.

Not less than ten quarter hours of credit in teaching must be earned at this college.

For further details, see Degree Curricula (page 64) and General Requirements for Graduation (page 59).

Major in Nursery School-Kindergarten Education

The requirements for this major are the same as for the major in kindergarten-primary education except that (1) Nursery School Teaching may be substituted for Kindergarten-Primary Teaching and (2) the following courses must be completed, part of which will be in place of electives:

Quarter
Hours

Psychology 408: Personality Development of Children....	3
Psychology 412: Mental Hygiene.....	2
Education 450: Parent Education.....	5
Education 482: History of Nursery School, Kindergarten, and Primary Education.....	3

Opportunity Room Preparation

Students wishing to prepare for Opportunity Room Teaching should complete either a major in kindergarten-primary education or elementary education and should include in the electives 20 hours from the following:

Quarter
Hours

Art 125: Design and Materials I.....	2
Art 375: Marionettes, Masks, and Shadows.....	3
Psychology 408: Personality Development of Children....	3
Psychology 412: Mental Hygiene.....	2
Education 444: The Education of Exceptional Children...	3
Speech 485: Speech Correction.....	5
Home Economics 460: Weaving and Home Crafts.....	3
Physical Education for Women 303: Club and Camp Lead- ership	3
Sociology 358: Sociology.....	5
Sociology 360: Social Problems.....	2

Major in Rural School Supervision

Students completing the requirements of this curriculum are qualified to receive the Degree of Bachelor of Arts and an Iowa Advanced Elementary Certificate. Those who have had two years of successful teaching experience are qualified to receive the Elementary Principal's Certificate; those with four years of successful teaching experience, to receive the Rural Supervisor's Certificate.

The requirements of this curriculum are somewhat flexible and will be determined cooperatively by the student and his adviser. The program will be subject to review by the Registrar to insure that the general requirements of the College and the requirements of the State Board of Educational Examiners are met. It is expected that students will not choose this major

prior to the junior year and that they will have completed a two-year curriculum or the equivalent. Minimum requirements for the degree consist of: at least 60 hours in courses offered in the Departments of Education and Teaching, including Education 470 and 475 and 10 hours in Teaching; at least 100 hours in courses offered in other departments including 22½ hours in one subject-matter field (see page 64) and at least 15 hours in each of two others; and a total of at least 186 hours. The following courses should be of special interest to students pursuing this major:

	Quarter Hours
Psychology 412: Mental Hygiene.....	2
Psychology 415: Child Psychology.....	3
Education 425: Statistical Methods in Education.....	2
Education 434: Methods in Elementary Science.....	3
Education 438: Remedial Reading	3
Education 441: The Social Studies Program in the Elementary School	3
Education 444: Education of Exceptional Children.....	3
Education 455: Educational Tests for the Elementary School	2
Education 458: Mental Tests	3
Education 470: Elementary School Supervision.....	5
Education 475: School Administration	5
Education 480: Audio-Visual Aids	3
Education 474: Materials of Instruction	5
Speech 485: Speech Correction.....	5
Mathematics 408: The Teaching of Arithmetic in the Upper Grades	3
Mathematics 485: Clinical Practice in Arithmetic.....	5
Sociology 165: Rural Sociology.....	3
Teaching 410: Rural Observation and Supervision.....	10

Elementary Principal

Students wishing to qualify for an Iowa Elementary Principal's Certificate should include Education 475: School Administration as an elective on one of the above education majors. For a teaching principal, two years of successful teaching experience are required; for a supervisory principal, four years of successful teaching experience are required.

Two-Year Curriculum

Students completing the two-year curriculum are qualified to receive an Iowa Standard Elementary Certificate.

GENERAL REQUIREMENTS

A minimum of 98 hours of college work is required for the completion of the two-year curriculum.

The student must make application for teaching at least one quarter in advance of the time when the work in teaching is to be taken. Not less than 10 quarter hours of credit in Teaching must be completed at this College. Not more than 15 hours of credit in Teaching may be used toward graduation.

In the schedule of classes, several of the courses required on this curriculum are listed with sections labeled "A", "B", or "C". Those labeled "A" are designed particularly for students interested in rural education; those labeled "B" are designed primarily for those particularly interested in the kindergarten-primary grades; and those labeled "C" are intended primarily for those who are chiefly interested in the grades above the primary.

During the first year, students are required to take a three-day-a-week activity course in physical education during each quarter.

The following courses are required of all students pursuing the two-year curriculum:

	Quarter Hours
Art 110: Art Essentials.....	3
Art 122: Art for Elementary Grades.....	2
Psychology 15: Child Development.....	5
Education 10: School and Community.....	3
Education 30: Children's Literature.....	3
Education 36: Reading and the Language Arts.....	5
Education 133: The Experience Curriculum.....	3
English I: English 1.....	5
English 102: English IIA.....	3
Speech 21: Speech for Elementary Teachers.....	3
Music 10: Elements of Music.....	2
Music 12: Music for Elementary Grades.....	2
Science 18: Physical Science for Elementary Grades.....	3
Biology 10: Biological Science for Elementary Grades....	5

Biology 12: Nutrition and Health	3
History 11: Social and Economic History of the U. S.	5
Government 133: American Government	3
Sociology 165: Rural Sociology <i>or</i>	
Sociology 167: Contemporary Social and Economic Problems	3
Physical Education 113: Physical Education for Elementary Grades	3
Physical Education 01	3

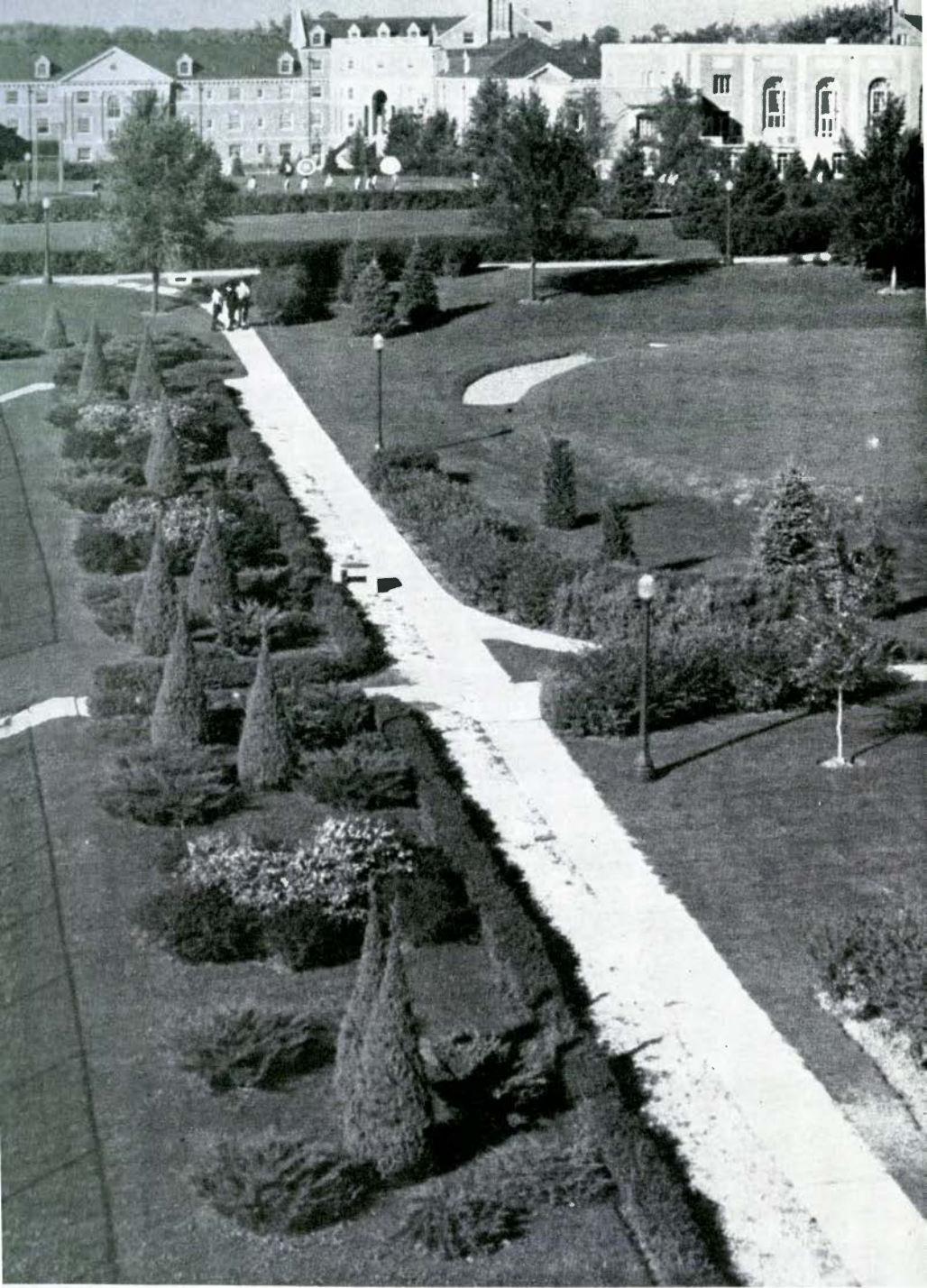
In addition to the above, students interested in teaching in rural schools will take Earth Science 162; ten hours from Teaching 5, 105, or 305; Mathematics 11 (3 hours); and electives to make a total of at least 98 hours.

Those interested in the Kindergarten-primary grades will take Mathematics 11 (2 hours); Earth Science 163; ten hours from Teaching 304; and electives to make a total of at least 98 hours.

Those interested in grades above the primary will take Mathematics 11 (3 hours); Earth Science 162; 10 hours from Teaching 306; and electives to make a total of 98 hours.



A Dance in the Commons



The West Campus

Courses of Instruction

Explanation of Course Numbers

Courses with 0 prefixed, open to students in any year of residence.

Courses 1- 9, open to freshmen only.

Courses 10- 99, open to freshmen and sophomores.

Courses 100-199, open to freshmen, sophomores, and juniors.

Courses 200-299, open to sophomores and juniors.

Courses 300-399, open to sophomores, juniors, and seniors.

Courses 400-499, open to juniors and seniors.

Courses 500-599, open to seniors only.

All first-year students are designated as freshmen; students who have completed 45 and less than 90 hours, as sophomores; 90 and less than 135 hours, as juniors; and 135 hours or more, as seniors.

Art

Harry G. Guillaume, M.A., Assistant Professor of Art and Head of the Department.

Corley A. Conlon, M.A., Assistant Professor of Art

Cameron Paulin, Ph.D., Assistant Professor of Art

Charles W. Frothingham, M.S., Instructor in Art

Ethel O. Gergely, M.A.E., Instructor in Art

Eleanor Heintz, M.A., Instructor in Art

Clifford H. Herrold, M.A., Instructor in Art

Lothar D. Krueger, M.S., Instructor in Art

Thomas J. Larkin, M.A.E., Instructor in Art

Art

A major in art must include Art 105, 106, 107, or Art 110; 480; 489; 490; and electives in art to make a total of at least 47 quarter hours. It is recommended that the electives in the major include at least one course in each of the following fields: Drawing and Painting, Ceramics, and Design and Materials. It is suggested that a major include Art 122, Industrial Arts 130 and 310, and credit in related home economics subjects of which 6 hours may be included in the major.

A minor in art must include Art 105, 106, 107 or Art 110; 490, and electives in art to make a total of at least 20 quarter hours. It is recommended that the electives in the minor include at least one course in each of the following fields: Drawing and Painting, Ceramics, Design and Materials.

105. ***Graphic Arts—1 hour.** Emphasis on experience with sketching, drawing and painting. Three periods a week.

106. ***Plastic Arts—1 hour.** Emphasis on experience with such materials as clay, plaster, and wood. Three periods a week.

107. ***Structural Arts—1 hour.** Emphasis on experience in design and construction, using a wide variety of contemporary materials. Three periods a week.

110. **Art Essentials—3 hours.** Emphasis on graphic, plastic, and structural arts. Six periods a week.

111. **Drawing and Painting I—3 hours.** Continuation of work with graphic materials. It is recommended that Art 105 or 110 precede this course. Six periods a week.

115. **Design—2 hours.** Design principles as experience in graphic and plastic arts. It is recommended that Art 105 or 106 or 110 precede this course. Four periods a week.

117. **Ceramics—3 hours.** Continuation of work with the plastic medium, covering the area of pottery and modeling. It is recommended that Art 106 or 110 precede this course. Six periods a week.

122. **Art for Elementary Grades—2 hours.** Prerequisite: Art 110. Four periods a week.

125. **Design and Materials I—2 hours.** Continuation of the creative use of structural materials. It is recommended that Art 107 or 110 or 115 precede this course. It may be taken twice for a total of 4 hours credit. Four periods a week.

303. **Contemporary Arts—3 hours.** Survey of present-day arts and aesthetics. It is suggested that Art 105, 106, and 107 precede this course. Three periods a week.

312. **Drawing and Painting II—3 hours.** Continuation of Art 111 on an advanced level using various media for drawing and painting. It is recommended that Art 111 precede this course. It may be taken twice for a total of 6 hours credit. Six periods a week.

*These courses need not be taken in sequence. No credit for a student who has credit in Art 110.

315. Interior Design—2 hours. Experience in designing the interior of the contemporary home through individual experimentation in color of textiles, furniture, and accessories. Drawing and painting of elevations for experience in design and interpretation. It is recommended that Art 105, 106, and 107 or 110 precede this course. Four periods a week.

317. Advanced Ceramics—3 hours. Advanced pottery, bodies, and glazes. It is recommended that Art 117 precede this course. It may be taken twice for a total of 6 hours credit. Six periods a week.

319. Sculpturing and Modeling—3 hours. Advanced work in individual expression in the plastic media. It is recommended that Art 111 or 106 precede this course. It may be taken twice for a total of 6 hours credit. Six periods a week.

330. Commercial Art Techniques—2 hours. Design and application of modern techniques in poster making and advertising layout including silk screen, air brush and stencil. It is recommended that Art 105 or 106 or 107 and 111 or 115 precede this course. May be taken twice for a total of 4 hours credit. Four periods a week.

340. Art Metal Work—3 hours. Basic principles and operations of metal work applied to such materials as brass, copper, and pewter. Emphasis on design, materials, and finish. Six periods a week.

375. Marionettes, Masks, and Shadows—3 hours. Construction and manipulation of various types of puppets and marionettes. Making and use of masks. Methods of presenting a shadow play. Emphasis on effect of line, color, and design. Six periods a week.

410. Figure Drawing and Painting—3 hours. Use of the figure in individual expression. It is recommended that Art 312 precede this course. It may be taken twice for a total of 6 hours credit. Six periods a week.

415. Design for Textiles—2 hours. Creative use of contemporary materials in the design of textiles. It is recommended that Art 125 precede this course. Four periods a week.

425. Design and Materials II—2 hours. A continuation of Art 125. It is recommended that Art 125 precede this course. May be taken three times for a total of 6 hours credit. Four periods a week.

475. Print Making—2 hours. Creative use of contemporary materials in print making. It is recommended that Art 105, 106, 107, and 115 precede this course. Four periods a week.

477. Advanced Technical Problems—2 to 5 hours. Credit only for a student whose major or minor is art. Advanced individual

problems or projects in graphic, plastic, or structural arts. Prerequisite: Approval of the Head of the Department of Art and of the instructor.

480. **History of Art**—5 hours. Cultural development of peoples as expressed through their architecture, sculpture, painting and other arts.

489. **The Supervision of Art**—3 hours. The place and purpose of art in the public schools. Organization of art work in the public schools. Standards of appreciation, skills, and knowledge. Materials and equipment.

490. **The Teaching of Art**—2 hours. Credit also as a course in education for a student whose major is art. Prerequisite: Education 460 or 468. It is recommended that this course precede or accompany Teaching 408.

520. **Independent Study.** See page 58 for conditions applying to credit for independent study.

Business Education

L. V. Douglas, Ph.D., Professor of Business Education and Head of the Department

R. O. Skar, Ph.D., Professor of Business Education

M. D. Potter, D.Ed., Associate Professor of Business Education and Teacher Trainer in Distributive Education

James Blanford, M.S., Instructor in Business Education

Myrtle E. Gaffin, M.A., Instructor in Business Education

Mrs. Katherine Humphrey, M.A., Instructor in Business Education

Leona Belle Meece, M.S., Instructor in Business Education

Mrs. Muriel G. Moe, M.S., Instructor in Business Education

Roland E. Wick, B.A., Instructor in Business Education

A major in business education must include Business Education 40, 156, 354, 360, 361; 495 or 496; and other courses in business education to make a total of at least 50 hours. At least 5 hours of economics are recommended.

It is recommended that, with the aid of his adviser, the student who chooses the business education major elect courses which will assure adequate preparation in one or more of the areas indicated below. The courses listed are suggestions only.

a. **General Business Education:** Business Education 146, 147, 150 or 157 (or 150 and 157) 355, 362, 369, 371, 425, 426, 427, 454, and 474. This program is especially recommended for those students who have developed good typewriting and shorthand skills when they enter college.

- b. **Accounting and Business Management:** Business Education 355, 362, 371, 405, 406, 408, 410, 423, 450, and 454. It is recommended that a minor in Economics and Sociology be completed.
- c. **Distributive Education and Retailing:** Business Education 146, 352, 355, 367, 369, 371, 423, 453, 454, 467, 472, 474, and 476. Consideration should be given to one or more minors or courses in Art, Home Economics, and Economics.
- d. **Secretarial and Office Management:** Business Education 146, 147, 150 or 157 (or 150 and 157), 352, 371, 425, 426, and 427.

A minor in business education consists of at least 20 hours of work in business education. Certification to teach typewriting, shorthand, or bookkeeping in Iowa requires 3 hours of work chosen from Business Education 495 or 496; in addition, to teach typewriting requires Business Education 156; to teach shorthand requires Business Education 150 or Business Education 157; and to teach bookkeeping requires a minimum of eight quarter hours of credit in accounting. Unless a student presents high school credit in both typewriting and shorthand, it is suggested that work on the minor be concentrated mostly in one of the following areas: (1) Secretarial and Office Management (2) Accounting and Business Management, or (3) Distributive Education and Retailing. Business Education 40 and 156 are suggested.

40. Introduction to Business—5 hours. Develops an understanding of the interrelationships and functions of all phases of the business world.

50. *Gregg Shorthand I—5 hours. Principles of the Gregg system. Business Education 154 must precede or accompany this course. Business Education 51 must be completed before credit for this course may be used in meeting the requirements for graduation.

51. *Gregg Shorthand II—5 hours. Plate reading and dictation. Prerequisite: Business Education 50. Business Education 155 must precede or accompany this course.

55. *Thomas Shorthand I—5 hours. Principles of the Thomas Natural System and elementary dictation. Business Education 154 or equivalent preparation must precede or accompany this course. Business Education 56 must be completed before credit

*Students who have had previous work in typewriting or shorthand will be assigned to these courses in accordance with proficiency as revealed by tests. In general, those having less than one unit of credit in typewriting will register for Typewriting I, those having one unit of credit will register for Typewriting II, and those having more than one unit of credit will register for Typewriting III. Not more than a total of 15 hours of credit in Gregg and Thomas Shorthand may be counted toward graduation.

for this course may be used in meeting the requirements for graduation.

56. ***Thomas Shorthand II**—5 hours. Development of ability to take more difficult dictation and at increasing rates of speed up to 80 words per minute. Development of elementary transcription skills. Prerequisite: Business Education 55, Business Education 155 or fully equivalent preparation should precede this course and must either precede or accompany the course.

145. **Personal Use Typewriting for Teachers**—1 hour. Not open to those who have one unit or equivalent credit in typewriting. Development of proficiency suitable for practical everyday use. Special attention to composing at the machine and to preparation of copy for duplicating machines. The complete touch method. Not recommended for teachers of typewriting. Daily.

146. **Office Machines I**—3 hours. Instruction and practice in operation and care of machines. The place of machines in office work. Prerequisite: Ability to type. Practice periods arranged.

147. **Office Machines II**—3 hours. Advanced skills and techniques in the operation of business machines. All students are expected to develop competency in the operation of the duplicating machines; in addition, they shall be given opportunity to specialize on some other office machine. Advanced problems in the operation of billing and bookkeeping machines, calculators, and transcribing machines. Prerequisite: Business Education 146. Practice periods arranged.

150. ***Gregg Shorthand III**—5 hours. Dictation, reporting, transcription of letters and lectures. Theory and practice in the use of the Ediphone. Prerequisite: Business Education 51 or equivalent preparation. Business Education 156 must precede or accompany this course.

154. ***Typewriting I**—1 hour. Mechanism and operation of the typewriter with special attention to technique and rhythm. The minimum speed required is twenty-five words a minute. Daily.

155. ***Typewriting II**—2 hours. Practice in typing business letters, telegrams, drafts and business papers. The minimum

*Students who have had previous work in typewriting or shorthand will be assigned to these courses in accordance with proficiency as revealed by tests. In general, those having less than one unit of credit in typewriting will register for Typewriting I, those having one unit of credit will register for Typewriting II, and those having more than one unit of credit will register for Typewriting III. Not more than a total of 15 hours of credit in Gregg and Thomas Shorthand may be counted toward graduation.

speed required is forty-five words a minute. Prerequisite: Business Education 154 or equivalent preparation. Daily.

156. ***Typewriting III**—2 hours. Typing of reports and manuscripts; tabulation of statistics; use and care of the mimeograph. The speed required is fifty-five words a minute. Prerequisite: Business Education 155 or equivalent preparation. Daily.

157. ***Thomas Shorthand III**—5 hours. Advanced dictation at vocational speeds and development of vocational transcription skills. Prerequisite: Business Education 56, Business Education 156, or fully equivalent preparation should precede this course and must either precede or accompany the course.

352. **Business Correspondence**—3 hours. Preparation and use of business letters and reports.

354. **Business Law I**—5 hours. Laws relating to business. Special emphasis upon the more common business transactions.

355. **Marketing**—3 hours. Activities involved in transferring goods from producer to consumer.

360. **Accounting I**—5 hours. Fundamental principles of accounting; theory of debit and credit; journalizing and posting; compiling of trial balances, balance sheets, and statements of profit and loss.

361. **Accounting II**—5 hours. Partnership and corporation accounting with special attention to the voucher system. The classification of accounts; accrued items, deferred items, and reserves. Prerequisite: Business Education 360.

362. **Accounting III**—5 hours. Advanced phases of partnership and corporation accounting; departmental working sheets and statements; the interpretation of incomplete records; exercises based mainly upon C.P.A. problems. Prerequisite: Business Education 361.

367. **Materials of Merchandising I**—3 hours. Consideration of the basic textile raw materials entering into merchandising; their nature, sources, characteristics, applications and uses. The technology of operations such as spinning, weaving, dyeing, and finishing; the processes of manufacture from raw materials to con-

*Students who have had previous work in typewriting or shorthand will be assigned to these courses in accordance with proficiency as revealed by tests. In general, those having less than one unit of credit in typewriting will register for Typewriting I, those having one unit of credit will register for Typewriting II, and those having more than one unit of credit will register for Typewriting III.

Not more than a total of 15 hours of credit in Gregg and Thomas Shorthand may be counted toward graduation.

sumers' goods. Tests and standards; buying and selling points to be stressed in merchandising. Prerequisite: Business Education 355.

369. Retail Store Operation—3 hours. Fundamentals of store operations dealing with the major functions of successful retail organizations. Analysis of established principles, with illustrations drawn from the experience of department stores, chain stores and small stores of various types. Prerequisite: Business Education 355.

371. Directed Work Experience—1 hour. Special studies coordinated with problems related to student's approved work experience; job analysis reports; work experience reports and analyses. This course may be repeated for a maximum of 6 hours credit. Corequisite: Approved regular part-time employment. Weekly conference arranged.

405. Accounting IV—3 hours. Consolidated statements. estate accounting, federal and state tax accounting, accounting for receiverships, statements of application of funds, and social security accounting. Prerequisite: Business Education 361.

406. Cost Accounting—3 hours. Introduction to the theory and practice of cost accounting with special attention to accounting for factory costs. Prerequisite: Business Education 361.

408. Tax Accounting—3 hours. Accounting problems relating to the various forms of taxation. Emphasis upon state and Federal income tax. Prerequisite: Business Education 361.

410. Auditing—3 hours. Procedures, practices, and ethics in auditing. Verification, analysis, and interpretation of accounts and business statements. Prerequisite: 18 hours credit in Accounting.

423. Advertising—3 hours. The inception of advertising ideas and their development. The planning and preparing of advertisements.

425. Office Procedures I—2 or 3 hours.* One hour daily for 3 hours of credit, or 3 hours per week for 2 hours of credit. Advanced secretarial problems involving office etiquette, filing, special communications, applied business mathematics, use of office machines. use of secretarial reference materials, and similar secretarial and office management knowledge and techniques. Development of greater skill in taking dictation and in transcribing included for those qualified. Prerequisite: Business Education 146, 156, and 150 or 157.

*Students not desiring transcription work may register for 2 hours of credit only, and without the shorthand prerequisite.

426. Office Procedures II—2 or 3 hours.* A continuation of Office Procedures I. Prerequisite: Business Education 425.

427. Office Procedures III—2 or 3 hours.* A continuation of Office Procedures II. Prerequisite: Business Education 426.

450. Business Law II—3 hours. Continuation of Business Law I. Special emphasis upon the laws relating to insurance, real estate, leases and mortgages. Study of recent business legislation. Prerequisite: Business Education 354.

453. Retail Merchandising—3 hours. Establishing a business, locating the store, financing, buying, pricing, advertising, selling, accounting, business forecasting.

454. Salesmanship—2 hours. Selling problems of manufacturers, wholesalers, and retailers.

461. Problems in Business Education—3 hours. Field and objectives of business education; organization of curriculum; consumer-business education materials; community surveys and job analyses; duties of the coordinator; distributive education under the George-Dean Act; trends in business education; and selected current problems.

465. Advanced Mimeographing and Duplicating Problems—1 hour. Problems, methods, and techniques of supervising and producing school duplicated materials of all kinds. Practice in the use of various kinds of lettering guides, screen plates, styli, etc. Students will supervise the duplication of departmental and Campus School bulletins and papers. Recommended for business teachers only. Prerequisite: Business Education 156 or equivalent preparation and consent of the Head of the Department of Business Education. Two hours of laboratory work a week.

467. Materials of Merchandising II—3 hours. Additional basic commodities of a non-textile nature will be studied. This second group of materials will be comprised of the following: Furs, Leather, Wood and Furniture, Glass, Paper, Ceramics, Plastics, Paints, Cosmetics, Precious Stones, Precious Metals and Food. Other commodities will be added as need for these appear. Prerequisite: Business Education 355.

472. Philosophy of Vocational Education—2 hours. Historical foundations of modern business education; development, status, and significance of the philosophy underlying vocational business education; present day trends with special attention to the distributive area. Prerequisite: 10 hours credit in education or psychology. Two periods of class work a week.

*Students not desiring transcription work may register for 2 hours of credit only, and without the shorthand prerequisite.

474. Cooperative Programs in Business Education—2 hours. Organization and supervision of part-time cooperative work programs; advisory committees; records; coordination of class work and work experience; related legal requirements; public relations; job analysis. Prerequisite: 10 hours credit in education or psychology. Two periods of class work a week.

476. Adult Programs in Business Education—2 hours. Organization and administration of evening school classes; short courses for employed workers and other adult programs; survey of current practices and trends; methods of up-grading workers in the distributive fields; supervising vocational teachers. Prerequisite: 10 hours credit in education or psychology. Two periods of class work a week.

495. The Teaching of Secretarial Subjects—3 hours. Credit also as a course in education for a student whose major is business education. Effective classroom techniques and procedures for developing skills in typewriting, shorthand, transcription, and related areas with appropriate attention to the teaching of office habits, attitudes, and information. Prerequisite: Business Education 150 or 157 and Education 460 or 468.

496. The Teaching of Basic Business Subjects—3 hours. Credit also as a course in education for a student whose major is business education. Effective classroom techniques and procedures in teaching bookkeeping, general business training, business law, and other basic business subjects. Prerequisites: Business Education 354 and 361; and Education 460 or 468.

520. Independent Study. See page 58 for conditions applying to credit for independent study.

Education

E. C. Denny, Ph.D., Professor of Education and Head of the Department

Amy F. Arey, M.A., Professor of Education, Emeritus. Part-time Service

H. S. Buffum, Ph.D., Professor of Education, Emeritus, Part-time Service

A. E. Brown, Ph.D., Professor of Education

John W. Charles, Ph.D., Professor of Education

H. A. Riebe, Ph.D., Professor of Education

May Smith, M.A., Professor of Education

M. J. Wilcox, Ph.D., Professor of Education

Esther Boehlje, M.A., Assistant Professor of Education

Nellie Hampton, M.A., Assistant Professor of Education
Esther Hult, Ph.D., Assistant Professor of Education
Donald R. Scott, Ph.D., Assistant Professor of Rural Education
Helmer E. Sorenson, Ph.D., Assistant Professor of Education
Julia Sparrow, M.A., Assistant Professor of Education
Oscar E. Thompson, Ph.D., Assistant Professor of Education
Rebecca Baker, M.Ed., Instructor in Education
Leo T. Phearman, Ph.D., Instructor in Education
Gordon J. Rhum, M.A., Instructor in Education
Bertram L. Woodcock, B.S., Instructor in Safety Education

Psychology

15. Child Development—5 hours. Extensive observation of pupil growth and development. Guidance of learning activities. Self-evaluation of prospective teacher in light of the basic characteristics of good teachers. Participation in some of the less highly controlled and supervised activities, such as Scouts, Brownies, church clubs, story telling and caring for children.

315. Educational Psychology—5 hours. Study of mental processes with special attention to the psychology of learning and habit formation. Particular applications to secondary schools.

408. Personality Development of Children—3 hours. Biological and psychological foundations of personality. Recognition of unwholesome tendencies in child behavior. The development of an integrated effective personality free from fear, anxiety, and hostility.

412. Mental Hygiene—2 hours. Nature of mental health in children and adults. Evaluation of adjustment in terms of personal integrity and social living. The mental hygiene movement in the United States.

415. Child Psychology—3 hours. Common tendencies and traits of preadolescent children. Individual differences and their significance. Prerequisite: 5 hours of psychology.

416. Psychology of Adolescence—3 hours. Changing attitudes and concepts of youths from eleven to eighteen years of age. Mental and physical influences that retard or accelerate mental growth. Individual differences and their significance. Prerequisite: 5 hours of psychology.

420. Social Psychology—5 hours. Thinking and behavior of people as affected by their association with one another. A course in group psychology. Prerequisite: 5 hours of psychology.

Education

See pages 69 to 74 for requirements for a major in nursery school-kindergarten education, kindergarten-primary education, or elementary education.

10. School and Community—3 hours. The school's organization, equipment, and teaching materials. The role of the community in promoting pupil and teacher growth. Major current trends in education.

30. Children's Literature—3 hours.

36. Reading and the Language Arts—5 hours.

133. The Experience Curriculum—3 hours. Special emphasis on unit instruction, integration, modern objectives, practices and techniques.

137. Rural School Supervision—3 hours. Designed primarily for senior supervisors of the students doing apprentice teaching on the rural curriculum.

139. Special Problems in Rural Education—3 hours. Problems arising in the work of the senior teacher and the apprentice teacher in rural student teaching. Relations among the teachers, pupils, and community. Organization and management of the particular school. Books, materials, and supplies.

305. Introduction to Secondary Education—5 hours. Survey of the field of education with attention to historical development; development of the profession of teaching; opportunities for the secondary teacher.

310. Methods in the Kindergarten—3 hours. Principles and methods of kindergarten teaching. Prerequisite: 10 hours of psychology and education.

425. Statistical Methods in Education—2 hours. No credit for a student who has credit for Mathematics 406. Statistical methods in common use without detailed reference to their mathematical foundation. Use of these methods in the construction of tests and the classification of pupils.

434. Methods in Elementary Science—3 hours. Outstanding syllabi, textbooks, collateral reading and units in elementary school science. Valuable science projects and simple science experiments. The systematic weekly program in science. Integration of science with other areas of the daily program. Observation of the science program in the Campus School.

436. Reading and Language in the Elementary School—5 hours. Materials, content, organization and technique at the various grade levels.

438. Remedial Reading—3 hours. Diagnosis of difficulties; plans for remedial treatment; and actual work with pupils who have remedial reading difficulties. Prerequisite: A grade of A, B, or C in Education 25, 35, 36, or 436. Daily.

441. The Social Studies Program in the Elementary School—3 hours. Materials and methods. Integration of the social sciences.

442. Literature for Kindergarten-Primary Children—5 hours. Designed to deepen appreciation of literature suitable for young children, to familiarize student with the style and techniques of authors and illustrators, and to develop criteria for selection and evaluation of children's books.

443. Story Telling—3 hours. Organization of stories for different age levels. Principles underlying successful story telling and practice in the application of these principles. Prerequisite: Education 442. Daily.

444. The Education of Exceptional Children—3 hours. Organization of subject matter for opportunity room teaching. Methods of teaching subnormal, backward, and unusually bright children. Prerequisite: 5 hours of psychology.

446. Teaching Techniques—2 hours. Recent developments in educational methods for the elementary school.

450. Parent Education—5 hours. Problems of cooperation between home and school and of pre-parental education.

455. Educational Tests for the Elementary School—2 hours. Leading tests in the elementary school field; methods of administering and scoring tests; interpreting and utilizing results; diagnosis of difficulties. Prerequisite: Education 425.

456. Achievement Testing—1 hour. The student will assist in the giving and scoring of achievement tests and in the tabulation, interpretation, and application of the results. Prerequisite: A grade of A, B, or C in Education 455 and the recommendation of the Head of the Department of Education.

458. Mental Tests—3 hours. The Stanford revision of the Binet-Simon tests and the leading group tests of mental ability. Methods of administering and scoring the tests and of tabulating and interpreting the results. Prerequisite: Education 425.

459. Mental Testing—1 hour. Students assist in the giving and scoring of mental tests and in the tabulation and interpretation

of the results. Prerequisite: A grade of A, B, or C in Education 458 and the recommendation of the Head of the Department of Education.

460. Methods and Measurements in the High School—5 hours. Methods of teaching the high-school subjects; measurement of the results of teaching; remedial treatment. Prerequisite: Education 425.

462. Problems in Reading in Secondary Schools—3 hours. Nature of the developmental reading program, development of vocabulary, skills and interest, reading in the content subjects, and appraisal of reading ability.

464. The Kindergarten-Primary Curriculum—5 hours. Purpose, origin, construction, and function of the kindergarten-primary curriculum.

468. Methods and Measurements in the Junior High School—5 hours. Prerequisite: Education 425.

470. Elementary School Supervision — 5 hours. Principles underlying present-day supervision. Relationship of classroom teacher to supervisor, principal, and superintendent.

472. Secondary School Supervision—5 hours. Principles underlying the improvement of instruction in the high school. Designed for superintendents, high school supervisors, principals, and teachers. Prerequisite: Education 460 or 468.

474. Materials of Instruction—5 hours. Laboratory work in the Curriculum Laboratory to acquaint the student with all types of materials in his field. This course should accompany Teaching 410.

475. School Administration—5 hours. Relation of the administrator to the community and the school. Buildings, equipment, promotions, records, reports, course of study, sanitation, transportation, and important school legislation. Special attention to the problems of the smaller schools.

480. Audio-Visual Education—3 hours. A systematic presentation of approved principles and techniques of Audio-Visual Education; demonstration of the use of Audio-Visual aids to teaching; operation and care of various types of projection machines; and student preparation and presentation of visual materials. Three periods per week. Laboratory periods to be arranged.

482. History of Nursery School, Kindergarten, and Primary Education—3 hours. Credit only for a student whose major is nursery school-kindergarten education or kindergarten-primary education. History of infant schools, of the Montessori nursery schools, of the Froebellian and modern kindergartens, and of primary education.

483. Principles and Techniques of Guidance—5 hours.

488. History of Education—5 hours. Educational ideals, ancient and modern. National educational systems. Current educational problems in the light of experiences of the past.

Credit in one of 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.

- (a) The Teaching of Art (Art 490)—2 hours.
- (b) The Teaching of Secretarial Subjects (Business Education 495)—3 hours.
- (c) The Teaching of Basic Business Subjects (Business Education 496)—3 hours.
- (d) The Teaching of English (English 490)—2 hours.
- (e) The Teaching of Speech (Speech 491)—2 hours.
- (f) Methods in Home Economics (Home Economics 490)—2 hours.
- (g) The Teaching of Industrial Arts (Industrial Arts 490)—2 hours.
- (h) The Teaching of French and Spanish (Language 490)—2 hours.
- (i) The Teaching of Latin (Latin 490)—2 hours.
- (j) The Teaching of Secondary Mathematics (Mathematics 490)—2 hours.
- (k) Supervision of Music (Music 490)—2 hours.
- (l) Methods in Physical Education (Physical Education for Men 490)—2 hours.
- (m) Tests and Measurements in Physical Education (Physical Education 492)—2 hours.
- (n) The Teaching of Science (Science 490)—2 hours.
- (o) The Teaching of Geography (Earth Science 493)—2 hours.
- (p) Methods in Agriculture (Agriculture 494)—2 hours.
- (q) The Teaching of the Social Sciences (Social Science 490)—2 hours.

520. Independent Study. See page 58 for conditions applying to credit for independent study.

Safety Education

A minor in safety education consists of Science 16; Psychology 315 or 15; Education 480; Safety Education 313, 411, 413, and 415; and either Physical Education 100 or 463.

313. Educating for Safety—3 hours. Pertinent information for persons who are interested in promoting safety education in schools, social agencies, and the whole community. The need of

education for safety; safety as a social problem; development of safety skills, habits, attitudes, and ideals; accident causes; responsibilities for safety; study of research in the field.

411. **The Teaching of Highway Safety**—3 hours. Prerequisite: Safety Education 313 and Iowa Driver's License.

413. **Safety Education in Elementary Schools**—3 hours. Prerequisite: Safety Education 313.

415. **Safety Education in Secondary Schools**—3 hours. Swimming and water safety; accident prevention in physical education, school shops, and traffic. Types of visual aids; curriculum materials; tests and measurements in safety education. Emphasis on safety in the home, on the highway, and in industry. Prerequisite: Safety Education 313.

English and Speech

H. W. Reninger, Ph.D., Professor of English and Head of the Department

W. B. Fagan, M.A., Professor of English

Hazel B. Strayer, M.A., Professor of Speech

Leslie P. Bigelow, Ph.D., Associate Professor of English

John Cowley, Ph.D., Associate Professor of English

Mrs. Louise C. Turner Forest, Ph.D., Associate Professor of English

Charles Boyd Guest, Ph.D., Associate Professor of English

Wallace L. Anderson, M.A., Assistant Professor of English

Ernest C. Fossum, Ph.D., Assistant Professor of Speech

Robert J. Greef, Ph.D., Assistant Professor of English

George H. Holmes, M.A., Assistant Professor of English

Elaine E. McDavitt, Ph.D., Assistant Professor of Speech

Josephine Simonson, M.A., Assistant Professor of Speech

Norman C. Stageberg, Ph.D., Assistant Professor of English

Stanley G. Wood, M.A., Assistant Professor of Speech

Richard Bergstrom, M.F.A., Instructor in Speech

Merrill F. Fink, M.A., Instructor in English

Josef W. Fox, M.A., Instructor in English

Louise J. Goble, M.A., Instructor in Speech

Alden B. Hanson, M.Ph., Instructor in English

Mrs. Winifred T. Hart, M.A., Temporary Instructor in Speech

James S. Hearst, Visiting Instructor in Creative Writing

Edwin J. Maurer, M.A., Instructor in English

*Edward Nehls, M.Ph., Instructor in English

*On leave.

M. B. Smith, M.A., Instructor in Speech
Evelyn F. Starkey, M.A., Instructor in English
Mrs. Morla W. Timberlake, M.A., Instructor in English
Robert H. Weber, M.A., Instructor in English

A student whose major is English or speech must earn 20 hours of credit in one foreign language if he presents no entrance credit in foreign language; if he presents 1 unit to 1½ units in one foreign language, he must earn 10 hours of credit in the same foreign language or 15 hours of credit in a new foreign language; if he presents 2 to 2½ units in one foreign language, he must earn 5 hours of credit in the same foreign language or 15 hours of credit in a new foreign language. No additional work in foreign language is required of a student who has earned 3 or more units of one or two foreign languages in high school.

English

English 1 is a prerequisite to all other courses in English.

A major in English consists of at least 55 hours in English, including English 1 and 100. The following work is recommended: 3 hours of English composition from courses not open to freshmen; English 110, 322 or 425, 325, 418 or 422; two of the three following courses, 443, 445, and 447; 460, 462, 490, and 512.

Courses primarily devoted to written composition are numbered as follows: English 1, 100, 300, 310, 350, 410, 415, and 452.

A minor in English consists of at least 30 hours of work in English which must be distributed as follows: English 1, 100, 110, 317; 325 or 435; 440; and 443, 445 or 447.

1. **English I**—5 hours. Fundamental skills involved in reading and writing expository language. Emphasis upon areas of usage in writing, and language habits appropriate to the occasion. Required of all freshmen.

100. **English II**—5 hours. No credit for a student who has credit in English 102. More advanced skills involved in reading and writing, with special attention given to writing styles appropriate to the occasion. Training in gathering and organizing source material.

102. **English IIA**—3 hours. No credit for a student who has credit in English 100. More advanced skills in reading and writing. Designed for students on the two-year curriculum.

110. **English III**—5 hours. Preparation for reading creative literature. Reading and close analysis of the short story, novel,

drama, and poetry. Emphasis on the discussion of human values. Recommended for students who wish to pursue further courses in literature. Prerequisite: English 100.

300. **Advanced Exposition**—3 hours. Study of advanced specimens of exposition. Application of principles and methods in original work.

310. **Journalism I**—5 hours. News values; methods of obtaining, verifying, and presenting news; preparation of newspaper copy for publication; newspaper style and make-up.

312. **World Literature**—5 hours. The world's most representative authors, exclusive of English, with an emphasis on twentieth-century writing. Prerequisite: 10 hours of English.

313. **Chaucer**—5 hours. Reading of the most representative parts of the *Canterbury Tales*. To be studied primarily as literature, with emphasis on human values. Prerequisite: 5 hours of literature.

317. **Major British Writers, 1600 to 1900**—5 hours. The most representative British writers; designed especially to furnish literary perspective; an emphasis on living and usable values. Prerequisite: 10 hours of English.

322. **Romantic Literature**—5 hours. Chronological limits; 1798-1832. English poetry and non-dramatic prose from Robert Burns to Thomas Carlyle. Prerequisite: English 110.

325. **Shakespeare**—3 hours. Intensive study of selected plays; reading of and reports on other plays; study of Shakespeare's sonnets. Prerequisite: 10 hours of English.

330. **The Contemporary Novel**—5 hours. An intensive study of the contemporary novel as an interpretation of late nineteenth-century and twentieth-century life. From Samuel Butler to Thomas Wolfe. Readings, reviews, and criticisms. Prerequisite: 10 hours of English.

350. **Playwriting**—2 hours. Critical study of the techniques of writing for the stage. Experience in creative dramatic writing with individual criticism and suggestions. Conducted informally with round-table discussions and reading of student work. Original one-act plays of merit will be produced.

410. **Journalism II**—5 hours. Practice in writing feature stories for publication. Criticism and writing of newspaper editorials of various types.

415. **High School Publications**—1 hour. Advisement and publication of high school papers and annuals.

418. **Renaissance Literature**—5 hours. A selection of English literature from 1500 to 1660. The development of Renaissance culture in England as it is reflected in literature, with emphasis upon the most important non-dramatic authors: More, Spenser, Bacon, and Milton. Prerequisite: English 110 or 325.

422. **Eighteenth Century Literature**—5 hours. No credit for a student who has credit for English 320 (English Literature, 1625-1784). Chronological limits: 1660-1798. A study of the English literature from Dryden to Johnson, as it reflects the rationalistic philosophy in religion, economics, and politics, and in the social manners of the time. Prerequisite: English 110 or 325.

425. **Victorian Literature**—5 hours. Chronological limits: 1832-1900. English Poetry and non-dramatic prose from Alfred Tennyson to Thomas Hardy. Prerequisite: English 110.

430. **Representative World Drama**—5 hours. The most significant world dramas with an emphasis on English drama. Prerequisite: 10 hours of English.

435. **The British Novel to 1900**—3 hours. The most significant British novelists from Jane Austen to Thomas Hardy. Prerequisite: 10 hours of English.

440. **Contemporary British Literature**—2 hours. The most representative authors after 1900, exclusive of novelists. Prerequisite: 10 hours of English.

443. **American Literature, 1865 to 1914**—5 hours. An intensive study of American prose and poetry from Whitman to Dreiser. Emphasis on the rise of realism. Prerequisite: English 110.

445. **American Literature, 1765 to 1865**—5 hours. An intensive study of American prose and poetry from Jefferson to Emerson. Emphasis on the Romantic Movement, 1830 to 1865. Prerequisite: English 110.

447. **American Literature, 1914 to the Present**—5 hours. An intensive study of contemporary American prose and poetry from Robinson and Lewis to the present. Prerequisite: English 110.

450. **Problems in Literary Criticism**—2 hours. Designed for students who wish to explore problems in the evaluation of creative literature; not a course in the history of criticism. Conducted informally through discussion and student participation. Prerequisite: English 110.

452. **Creative Writing**—2 hours. Designed for students who desire suggestive, individual criticism of their writing. Conducted on the laboratory, round-table discussion plan. No lectures; no

formality. Students select their subject matter and literary form. Suggested, voluntary reading. Instructor acts as chairman; other instructors, including those from other departments, participate in the discussions. Work may be submitted to the college magazine. May be taken three times for a total of six hours credit. Admittance by submission of a manuscript to the instructor for approval.

460. History of the English Language—5 hours. A brief introduction to linguistic phonetics, followed by a survey of the history of the English language from the period of King Alfred to the present. Consideration of patterns of linguistic change in sounds, forms, and meanings. Prerequisite: 15 hours of foreign language or equivalent.

462. The American-English Language of Today—5 hours. An account of present-day American-English grammar and usage, as described in scientific studies of the language, and a study of the symbolic nature of language. Prerequisite: English 460.

490. The Teaching of English—2 hours. Credit also as a course in education for a student whose major is English. Prerequisite: 20 hours of English including English 460 and Education 460 or 468.

512. Literary Synthesis—2 hours. An historical synthesis of the advanced period courses in literature; to furnish historical and critical perspective in American and English literature. Prerequisite: Permission of an English adviser.

520. Independent Study. See page 58 for conditions applying to credit for independent study.

Speech

Speech 20 or 21 is a prerequisite of all other courses in speech with the exception of Speech 485.

A major in speech consists of at least 44 hours of work which should be distributed according to the interests of the student as follows:

A major in speech with emphasis in **drama**: Speech 20, 110, 120, 335, 340, 358, 375, 470, 477, 478, 485, and 491.

A major in speech with emphasis on **public speaking**: Speech 20, 110, 120, 335, 336, 367, 375, 404, 405, 485, and 491.

A major in speech with emphasis in **speech correction**: Speech 20 or 21, 110, 307, 408, 409, 411, 413, 487, and Psychology 408, Education 438, 444, and 458.

A major in speech with emphasis in **radio**: Speech 20, 110 or 405, 114, 340, 367, 368, 406, 491, and 3 hours elective in speech.

He should also take English 350 and 430; and courses in French and German.

A student who chooses a major in speech must also choose a minor in English, unless released by the Head of the Department.

A minor in speech consists of at least 23 hours of work in speech which must be distributed as follows: Speech 20, 110 or 120, 335, 375, 485, and 491.

20. Fundamentals of Speech—3 hours. For students who will become teachers in the secondary schools. Emphasis on speaking in public, the organization of panel discussions, and the correction of the student's own speech defects. No credit for a student who has credit for Speech 21.

21. Speech for Elementary Teachers—3 hours. Reserved for students preparing to teach in rural and city schools in the elementary grades. Emphasis on teaching the student the recognition, diagnosis, and cure of speech defects in children. Practice in public speaking. No credit for a student who has credit in Speech 20.

110. Public Speaking—5 hours. The application of the principles of psychology and composition to situations most frequently confronting the public speaker. The study of purpose, audience analysis, and discovery and arrangement of materials. Style skills. Memory training. Delivery techniques. Practice in impromptu, extemporaneous, manuscript, and memorized speaking. Opportunities to speak before civic groups, professional associations, and radio audiences.

114. Voice and Diction—2 hours. Development of the speaking voice with special attention to the personal, social, and professional needs of the student.

120. Interpretative Speech—5 hours. Individual oral interpretation of selections from all forms of literature. Principles and practice of choral reading. Prerequisite: Speech 20 or 21 or equivalent preparation.

307. Phonetics—5 hours. The science of speech sounds including standards of pronunciation and ear training as a basis for speech correction work.

321. Dramatics for Elementary Teachers—3 hours. Methods of teaching creative dramatics and choral speaking to children. Dramatics as a tool for integration in the curriculum. Emphasis on development of imagination and on social adjustment. Planning of programs suitable for home rooms, school assemblies, and special occasions.

335. Inquiry and Group Discussion—3 hours. Principles, methods, and types of logical inquiry and discussion.

336. Principles of Argumentation and Debate—3 hours. Practical experience in dealing with contemporary problems through the method of discussion and debate. Special emphasis is given to the development of habits of critical thinking.

340. Dramatic Interpretation—5 hours. Dramatic literature as a medium of expression. Development of skills in elementary acting techniques and opportunities for experience in acting. Prerequisite: Speech 120.

358. Stage Make-up—1 hour. Analysis of character as to age, race, and type, and the designing of make-ups. Five make-ups are worked out and presented by each student.

367. Radio Survey—3 hours. Basic organization of the radio industry. Demonstrations, class work, and field trips.

368. Radio Practice—3 hours. Training in announcing, control operation, continuity writing, and selling. Prerequisite: Speech 367.

375. Dramatic Production—5 hours. Emphasis is on the nature, problems, styles, and types of drama. Advanced techniques in acting. The studio production of a major play.

404. Persuasion—5 hours. Nature of belief and response; methods of intensifying belief and winning response through speech and writing. The ethics of persuasion. Relation of persuasion to logic and psychology. Motivation, suggestion, attention, and crowd psychology; the particular role of persuasion in teaching and education. Prerequisite: Speech 110.

405. Speech Composition and Public Address—5 hours. Arrangement in speech composition: purpose, thesis, introduction, body, conclusion, etc. Rhetorical elements of speech style and composition. Particular literary and delivery factors of major forms of contemporary public address. All elements to be developed by practice. Prerequisite: Speech 404.

406. Oral Reading—5 hours. Designed especially to provide guidance and practice for students who will be required, as teachers, to read literature aloud to their classes and other small groups. Not a course in literature or dramatics, but rather an opportunity to learn to read aloud most effectively in non-theatrical situations.

408. Speech Pathology I—5 hours. A course which provides training in diagnosis and treatment of functional speech disorders. Clinical practice. Prerequisite: Speech 307.

409. **Speech Pathology II**—5 hours. The etiology and treatment of disorders of speech including stuttering, maladjustment problems, and organic speech disorders caused by cleft lip and palate, cerebral palsy, aphasia, and hearing loss. Clinical practice. Prerequisite: Speech 307.

411. **Audiometry**—3 hours. Principles of the group and individual audiometers and hearing aids and their use in speech correction and hearing conservation programs. Prerequisite: Speech 307.

413. **Lip Reading**—3 hours. The psychology and specific techniques involved in teaching the hard of hearing. Prerequisite: Speech 307.

470. **Directing**—3 hours. The directing of plays through study of composition and stage movement. The experience of the director-actor relationship through the directing of a one-act play. Prerequisite: Speech 375.

477. **Stagecraft I**—2 hours. Theory of scene construction and stage lighting, including the use of plans and models.

478. **Stagecraft II**—5 hours. Practice in scene construction and scene lighting. Experience in building, painting and assembling scenery for production. Prerequisite or corequisite: Speech 477.

485. **Speech Correction**—5 hours. Nature of speech defects; training in the diagnosis of individual cases; methods of dealing with the various kind of defects. Prerequisite: 5 hours of psychology.

487. **Methods in Speech Correction**—3 hours. Organization and management of speech correction program, selection and preparation of materials and teaching aids, adaptation of teaching techniques to the needs of the pupils with speech disorders. Practical experience.

491. **The Teaching of Speech**—2 hours. Credit also as a course in Education for a student whose major is speech. Prerequisite: 20 hours of speech and Education 460 or 468.

520. **Independent Study**. See page 58 for conditions applying to credit for independent study.

Religious Literature; Philosophy

125. **The Bible as Literature**—5 hours. Credit in this course may be counted as part of the major in English.

130. **The Life of Jesus**—3 hours.

360. History of the Christian Religion—5 hours. Survey of the origin of the Christian religion, and its penetration into all parts of the world.

362. Problems of Religion—2 hours. Specific religious problems of those enrolled in the course. A substantial introduction to the field of religious thought through use of a textbook, readings, lectures, class discussions.

365. Christian Ethics—3 hours.

402. Religions of the World—5 hours. Study of the great religions which hold sway throughout the world. Credit in this course may be counted as a part of a major in history.

404. Introduction to Religious Ideas—3 hours. Religious beliefs and the affirmations of the Christian faith in regard to God, Jesus, Bible, Prayer, Immortality.

406. Introduction to Philosophy—3 hours.

408. Philosophers of the Western World—3 hours. The lives and teaching of significant thinkers from Plato to John Dewey. Credit in this course may be counted as part of a major in history.

490. Teaching of Religion—2 hours. Skills and methods in religious education in the local church; also materials for use in small as well as large Sunday Schools.

Home Economics

Elisabeth Sutherland, Ph.D., Associate Professor of Home Economics and Head of the Department

Ruth A. Allen, M.S., Assistant Professor of Home Economics

Edna G. Anderson, M.A., Assistant Professor of Home Economics

Lela Mae Ping, M.S., Assistant Professor of Home Economics

Mary Leah Bouldin, M.S., Instructor in Home Economics

Anita Louise Dowler, M.S., Instructor in Home Economics

Katharine Genevieve Lineberry, M.S., Instructor in Home Economics

A major in home economics consists of 45 hours or more of work in home economics, which must include Home Economics 488 and 490. The choice of courses is to be approved by the Head of the Home Economics Department. The home economics major must also include 6 hours of art and 23 hours of biological and physical science.

A non-teaching minor in home economics consists of 20 hours of work in home economics. A teaching minor in home econ-

omics consists of 30 hours of work in home economics. It must include Home Economics 488, 490, and should include courses in all areas. A suggested distribution might include 7 hours from Home Economics 15, 116, 310, 311, 402, and 470; 7 hours from Home Economics 21, 122, 125, 471, and 472; 3 to 5 hours from Home Economics 61, 300, 301, and 435; and the remaining hours from Home Economics 112, 450, 451, 460, 461, and 466.

A student whose major is in the field of home economics is required to meet the requirements of only one minor outside the field of home economics, but is advised to meet the requirements of a second minor if possible.

Courses 15 or 470, 21 or 471, 60, 61, 112, 300, 450, 460, and 461 are especially recommended for a student who wishes to take elective work in home economics.

15. Clothing Problems—5 hours. Analysis of individual problems in planning, selection, and care of the wardrobe. Techniques of clothing construction with application of wardrobe planning to selection of patterns and fabrics used in construction. Enrollment in laboratory work to be determined by pretest or approval by the instructor. Recitations, three periods a week; laboratory work, six periods a week.

21. Food and Nutrition I—4 hours. Fundamentals of nutrition and their application to the selection of food for the individual. Techniques of food preparation, selection, and serving. Requirement may be met by pretest. Recitations, two periods a week; laboratory work, six periods a week.

60. Nutrition of Children—3 hours.

61. Personal and Social Relationships—2 hours.

112. Housing and Equipment—5 hours. Problems in selection, buying, and building homes; relation of the home to the community; selection, use, and care of household equipment. Given as a joint course in industrial arts and home economics. Laboratory work, six periods a week; recitations, three periods a week.

115. House Furnishings and Decorations—3 hours. Practical application of the principles of interior decoration. Prerequisite: Art 110. Recitations, one period a week; laboratory work, six periods a week.

116. Clothing Construction—2 hours. Planned for the student with some experience. Prerequisite or corequisite: Home Economics 15. May be taken twice for a total of 4 hours credit. Laboratory work, six periods a week.

122. Food Preparation—2 hours. Laboratory work, six periods a week. Prerequisite or corequisite: Home Economics 60.

125. Food and Nutrition II—4 hours. Continuation of Food and Nutrition I with emphasis on the selection of food for family groups. Management problems in planning and preparation of meals. Recitations, two periods a week; laboratory work, six periods a week. Prerequisite: Home Economics 21 or 60 and 122.

300. Child Care I—3 hours. Study of the infant through pre-school age with observation in the nursery school. It is recommended that Home Economics 21 or 60 precede this course.

301. Child Care II—2 hours. Planned to provide directed experience with children of pre-school age. Prerequisite: Home Economics 300.

310. Textiles—3 hours. Fibers, yarns, weaves, finishes, and design as applied to the selection of clothing and household fabrics. Three periods a week.

311. Costume Design—2 hours. Development of costume; factors which influence fashion changes; and influence of the past on present-day costume. Application of art principles to designing of clothing for different types of figures. Prerequisite: Home Economics 15 and three hours in art. To be taken with a course in clothing construction. Laboratory work, four periods a week.

402. Advanced Clothing—2 hours. May include tailoring, use of difficult materials, make-over problems, adaptation of patterns or other special projects to meet individual student needs. Laboratory work, six periods a week. Prerequisite: Home Economics 116 or approval of instructor.

416. Interior Decoration—2 hours. Advanced study in the planning of interiors; experience in the use of decorative materials and accessories, such as textiles, wallpapers, pictures, paints, pottery, glassware, and lighting fixtures. Prerequisite: Art 115 or Home Economics 115. Laboratory work, four periods a week.

422. Principles of Food Preparation—4 hours. The physical and chemical properties of food nutrients as they affect the preparation of foods; introduction to current literature. Prerequisite: Home Economics 125 and 5 hours of chemistry. Recitations, two periods a week; laboratory work, six periods a week.

423. Quantity Food Preparation—3 hours. Special emphasis on management of the school lunch. Recitation, one period a week, laboratory work, six periods a week. Prerequisite: Home Economics 125.

435. **Child Management**—3 hours. Special emphasis on the older child, to include observation of children of elementary school age. Prerequisite: Home Economics 300.

450. **Home Management**—3 hours.

451. **Problems of Consumers**—3 hours.

460. **Weaving and Home Crafts**—3 hours. Six periods a week.

461. **Personal and Family Finance**—2 hours.

466. **Home Management House**—4 hours. Prerequisite: Home Economics 125 or 471. Home Economics 450 must precede or accompany this course. Reservations must be made at least one quarter in advance.

468. **Home Economics Problems**—2 to 3 hours. Students having a common interest in advanced work in a given area will be organized into a seminar or laboratory class. Students may receive credit only once in a given area; foods, nutrition, textiles and clothing, housing, home economics education, adult education, and family relationships. Prerequisite: Approval by the Head of the Department of Home Economics and by the instructor.

470. **Textiles and Clothing**—5 hours. No credit for a student who has credit in Home Economics 15, 116, 310, or 311. Selection and care of textiles, fabrics, and ready-to-wear garments. Laboratory work in fundamentals of clothing construction. Recitations, three periods a week; laboratory work, six periods a week.

471. **Food for the Family I**—3 to 5 hours. No credit for a student who has credit in Home Economics 21, 322 or 324. Food selection, preparation, and serving to meet family requirements. Recitations, three periods a week; laboratory work, six periods a week. Home Economics 60 should precede this course.

472. **Food for the Family II**—2 hours. A laboratory course to permit more experience in food preparation and the serving of meals. Recommended for a student with a teaching minor in home economics. Laboratory work, six periods a week. Prerequisite: Home Economics 471.

488. **Administration of the Home Economics Program**—3 hours. The philosophy of home economics and its relation to the objectives of the secondary school; administration of the home economics department. Recommended that this course precede or accompany Teaching 408.

490. **Methods in Home Economics**—2 hours. Credit also as a course in education for a student whose major is home economics. Prerequisite: Education 460 or 468.

520. **Independent Study**. See page 58 for conditions applying to credit for independent study.

Industrial Arts

Harold G. Palmer, M.A., Associate Professor of Industrial Arts
and Head of the Department

Walter E. Ditzler, M.A., Assistant Professor of Industrial Arts

Willis H. Wagner, M.Ed., Assistant Professor of Industrial Arts

Lewis B. Callahan, M.S., Instructor in Industrial Arts

Edmund D. Crosby, M.A., Instructor in Industrial Arts

Raymond E. Matala, B.S., Instructor in Industrial Arts

A major in industrial arts must include Industrial Arts 480, 485, and 490 and electives to make a total of not less than 45 hours. The electives may include Art 110, 117, and 125 which count toward the major in industrial arts. It is recommended that the student include Art 125, Industrial Arts 130, and at least one course in each of the following areas: woods, metals, transportation, electricity, graphic arts and industrial drawing. All of the courses in at least two of these areas should be completed.

The work of a student whose major is industrial arts must include Physics 140 and 343.

A minor in industrial arts consists of 25 hours distributed as follows: Industrial Arts 40, 130, 310, 321, 350, 360, 485 and 490.

Woods

320. Introduction to Woodwork—3 hours. No credit for a student who has entrance credit for two units of woodworking. Hand tools and machines used in simple construction. Uses of materials in industry, the home, and the farm. Laboratory work, six periods a week.

321. Woodworking Machines—3 hours. Introduction to pattern making, wood turning, and carpentry. Use of common woodworking machinery. Basic problems of design and construction. Prerequisite: Industrial Arts 320. Laboratory work, six periods a week.

425. Advanced Woodworking—5 hours. Prerequisite: Industrial Arts 321. Laboratory work, ten periods a week.

Metals

40. Sheet, Bench and Art Metal—3 hours. Bending, spinning, forming, shaping, fastening, and finishing of cold metals by hand and machine methods. Basic information concerning materials and products of the metals industry as applied to the teaching of industrial arts. Laboratory work, six periods a week.

341. Hot Metals—3 hours. Gas welding, brazing, burning, and cutting; electric welding, forge, foundry, and heat treating. Materials and products of metal industries as applied to the teaching of industrial arts. Prerequisite: Industrial Arts 40. Laboratory work, six periods a week.

431. Machine Tools—3 hours. Experience with precision layout and measurement, operation of the milling machine, the shaper, the planer, the lathe, and grinding machines. Prerequisite: Industrial Arts 341. Laboratory work, six periods a week.

Transportation

360. Automobile and Farm Mechanics — 3 hours. Care and maintenance of the automobile, farm machinery and engines. Laboratory work, six periods a week.

362. Aeronautics — 2 hours. Aircraft engines, construction, maintenance, and regulations. Prerequisite: Industrial Arts 360. Laboratory work, four periods a week.

463. Power Equipment—3 hours. Technical problems in power equipment, farm machinery, and aircraft. Prerequisite: Industrial Arts 362. Laboratory work, six periods a week.

Electricity

350. General Electricity—3 hours. Electrical systems commonly used in industry and in homes. Special attention to electrical problems for industrial arts program. Laboratory work, six periods a week.

452. Radio Construction—2 hours. The building of radio receivers. Prerequisite: Industrial Arts 350. Laboratory work, four periods a week.

Graphic Arts

257. Printing—3 hours. Basic process of printing including hand composition, proofing, operation of the platen press, and general design in printing. Laboratory work, six periods a week.

357. Photography—2 hours. Basic techniques. Types of equipment and materials. Laboratory work, four periods a week.

458. Advanced Printing—3 hours. Includes silk screen processes, lithography, and bookbinding. Prerequisite: Industrial Arts 257. Laboratory work, six periods a week.

Industrial Drawing

310. Planning and Drawing—5 hours. Lettering, sketching, and the use of instruments as applied to orthographic and pictorial representation. Includes the preparation of working drawings, specifications, bills of material, and operational analysis for the various areas of industrial arts. Laboratory work, ten periods a week.

311. Machine Drawing—3 hours. No credit for a student who has entrance credit for two units of mechanical drawing. Sketching and instrument drawings. Emphasis on detail and assembly drawings of machines, including dimensioning, auxiliary views, sections, conventions, and representations. Prerequisite: Industrial Arts 310. Laboratory work, six periods a week.

312. Sheet Metal and Aircraft Drawing—2 hours. Descriptive geometry as applied to problems in orthographic projection, intersections, and developments. Introduction to aircraft drawing. Prerequisite: Industrial Arts 311. Laboratory work, four hours a week.

415. Architectural Drawing—3 hours. Fundamental principles of house planning including the making of sketches, floor plans, elevations, and typical sections. Modern materials, equipment, fixtures, and types of construction. Prerequisite: Industrial Arts 311. Laboratory work, six periods a week.

Other Courses

130. Arts and Industries Orientation—3 hours. Exploration in the use of tools and materials in the areas of housing, transportation, communication, and power. Laboratory work, six periods a week.

480. The Planning and Equipment of the School Shop—2 hours. Plans for buildings and rooms. Purchase and arrangement of equipment. Suitable equipment for special conditions. The cost of equipment, supplies, and maintenance. Prerequisite: Industrial Arts 310 and 320.

485. Organization and Administration of Industrial Arts—3 hours. Objectives of industrial arts for different school levels. Bases of organization. Character of work for different levels and different types of schools. Organization of courses of study and teaching material. Class organization for individual and group work. Prerequisite: Industrial Arts 310, 311, 320, and 321.

490. The Teaching of Industrial Arts—2 hours. Credit also as a course in education for a student whose major is industrial arts. Prerequisite: Industrial Arts 310, 311, 320, and 321; and Education 460 or 468.

520. Independent Study. See page 58 for conditions applying to credit for independent study.

Languages

Ingebrigt Lillehei, Ph.D., Professor of French and Spanish and
Head of the Department

Josef Schaefer, Ph.D., Professor of German

Edna O. Miller, M.A., Assistant Professor of Latin

Ernest H. Kilgore Hillard, M.A., Instructor in French and Spanish

The regular course offerings are in French, German, Latin, and Spanish. Special instruction for individuals or small groups may be arranged in other languages under certain conditions. Instruction may be given in Danish, Italian, Norwegian, Portuguese, and Greek upon request of the student and the approval of the instructor, the Head of the Department of Languages and the Dean of the Faculty. The amount of credit will be in proportion to the work carried.

490. The Teaching of French and Spanish—2 hours. Credit also as a course in education for a student whose major is French or Spanish. Prerequisite: French 305 and 306 or Spanish 305; and Education 460 or 468.

520. Independent Study. See page 58 for conditions applying to credit for independent study.

French

A major in French must include Language 490 and 38 hours of elective work in French except that 10 hours of credit in Spanish 301 to 402, although not included in the French major line, may be counted as a part of the 38-hour requirement.

Students who have had two years of French in high school or equivalent preparation may take courses from the 300 group in the freshman year and courses from the 400 group (except Language 490) in the sophomore year.

A minor in French consists of at least 20 hours of work in courses in French which are more advanced than French 101.

101. ***French I**—5 hours. A course for beginners.

102. ***French II**—5 hours. Prerequisite: French 101 or equivalent preparation.

103. **French III**—5 hours. Reading of simple plays and stories. Prerequisite: One year of high-school French or equivalent preparation.

301. **Modern French Prose**—3 hours. Selections from fiction and drama. Prerequisite: Two years of high-school French or equivalent preparation.

302. **Short French Plays**—2 hours. Reading of French plays suitable for dramatic production in French classes and clubs. Prerequisite: Two years of high-school French or equivalent preparation.

303. **French Short Stories**—3 hours. Prerequisite: French 301 and 302 or equivalent preparation.

304. **French Comedies**—2 hours. Prerequisite: French 301 and 302 or equivalent preparation.

305. **Rostand's Cyrano de Bergerac**—3 hours. Prerequisite: French 301 and 302 or equivalent preparation.

306. **French Life**—2 hours. Study of various phases of French life. Prerequisite: French 301 and 302 or equivalent preparation.

307. **French Novel of the Romantic Period**—3 hours. Prerequisite: French 301 and 302 or equivalent preparation.

308. **The French Drama of the Romantic Period**—2 hours. Prerequisite: French 301 and 302 or equivalent preparation.

309. **The French Novel and Short Story of the Realistic Period**—3 hours. Prerequisite: French 301 and 302 or equivalent preparation.

310. **The French Drama of the Realistic Period**—2 hours. Prerequisite: French 301 and 302 or equivalent preparation.

401. **Contemporary French Drama**—3 hours. Lectures with reading of the works of the more recent French dramatists. Prerequisite: French 301 and 302 or equivalent preparation.

402. **Contemporary French Novel and Short Story**—2 hours. Prerequisite: French 301 and 302 or equivalent preparation.

*French 103 or an approved substitute must be completed before credit for French 101 or 102 may be used in meeting the requirements for graduation.

403. Composition and Conversation—2 hours. Prerequisite: French 301 and 302 or equivalent preparation.

404. The Plays of Corneille and Moliere—3 hours. Lectures on the formation and development of the classical formula. Prerequisite: French 301 and 302 or equivalent preparation.

405. Racine and La Fontaine—3 hours. The tragedies of Racine and the fables of La Fontaine. Lectures on the classical period. Prerequisite: French 301 and 302 or equivalent preparation.

406. French Literature of the 18th Century—3 hours. The continuation of classicism; the philosophical writers; Rousseau and the beginnings of romanticism. Prerequisite: French 301 and 302 or equivalent preparation.

407. Victor Hugo—2 hours. Prose and poetry of Victor Hugo. Prerequisite: French 305 and 306 or equivalent preparation.

410. History of French Literature—3 hours. Readings, reports, and lectures. Prerequisite: French 305 and 306 or equivalent preparation.

German

Students who have had two years of German in high school or equivalent preparation may take courses from the 300 group in the freshman year and courses from the 400 group in the sophomore year.

A minor in German consists of at least 20 hours of work in courses in German which are more advanced than German 101.

101. *German I—5 hours. A course for beginners.

102. *German II—5 hours. Prerequisite: German 101 or equivalent preparation.

103. German Stories and Plays—5 hours. Prerequisite: One year of high-school German or equivalent preparation.

301. Recent German Prose—5 hours. Prerequisite: Two years of high-school German or equivalent preparation.

302. Goethe's Hermann und Dorothea—2 hours. Prerequisite: German 301 or equivalent preparation.

303. Schiller's Dramas—5 hours. Prerequisite: German 301 or equivalent preparation.

*German 103 or an approved substitute must be completed before credit for German 101 or 102 may be used in meeting requirements for graduation.

304. **German Drama of the 19th Century**—5 hours. Representative works of Heinrich von Kleist, Grillparzer, Hebbel, Ludwig, Anzengruber, and Hauptmann. Prerequisite: German 301 or equivalent preparation.

305. **Contemporary German Literature**—5 hours. Prerequisite: German 301 or equivalent preparation.

306. **German Composition and Advanced Grammar**—3 hours. Prerequisite: German 301 or equivalent preparation.

401. **German Lyrics and Ballads**—5 hours. Prerequisite: German 301 or equivalent preparation.

402. **Scientific German**—5 hours. Selections from literature of chemistry, physics, biology, and other sciences. Prerequisite: German 301 and 10 hours of work from German 302, 303, 304, 305, 306, and 401.

403. **Lessing**—5 hours. Prerequisite: German 301 and 10 hours of work from German 302, 303, 304, 305, 306, and 401.

404. **Goethe**—5 hours. Prerequisite: German 301 and 10 hours of work from German 302, 303, 304, 305, 306, and 401.

Latin

A major in Latin must include Latin 490 and 38 hours of elective work in Latin except that 10 hours of credit in French 301 to 410, although not included in the Latin major line, may be counted as a part of the 38-hour requirement. The Latin courses of a major in Latin must be selected from courses 301, 309, 310, 311, 401, and 490.

Students who have met the prerequisites may take courses from the 300 group in the freshman year and courses from the 400 group in the sophomore year.

All of the work of a minor in Latin (20 hours) must be selected from courses 107, 108, 301, 309, 310, 311, 401, and 490.

101. ***Elementary Latin I**—5 hours. A course for beginners.

102. ***Elementary Latin II**—5 hours. Prerequisite: One year of high-school Latin or Latin 101 or equivalent preparation.

103. **Elementary Latin III**—5 hours. Selections from Caesar's Gallic War. Writing of Latin. Prerequisite: Latin 102 or equivalent preparation.

*Latin 103 or an approved substitute must be completed before credit for Latin 101 or 102 may be used in meeting the requirements for graduation.

104. **Cicero's Orations I**—5 hours. Selections from the orations against Catiline. Review of Latin grammar. Writing of Latin. Prerequisite: Two years of high-school Latin or Latin 103 or equivalent preparation.

107. **Vergil I**—5 hours. Selections from the Aeneid. Prerequisite: Three years of high-school Latin or Latin 104 or equivalent preparation.

108. **Vergil II**—5 hours. Prerequisite: Half-year of Vergil in high school or Latin 107.

301. **Livy**—5 hours. Prerequisite: Latin 309 or equivalent preparation.

309. **Cicero's Cato Major and Latin Composition**—5 hours. Translation with special study of the process of understanding and translating Latin. Review of Latin grammar. Composition exercises involving systematic drill in syntax. Prerequisite: Four years of high-school Latin or equivalent preparation.

310. **Pliny's Letters**—5 hours. Prerequisite: Four years of high-school Latin or equivalent preparation.

311. **Epodes and Odes of Horace**—5 hours. Prerequisite: Latin 309 or equivalent preparation.

401. **Plautus, Terence, Catullus, Cicero's Letters, Vergil's Bucolics, Vergil's Georgics, Satires of Horace, Epistles of Horace, Tibullus, Propertius, the Agricola of Tacitus, The Annals of Tacitus, Juvenal**—2 to 25 hours. Prerequisite: Latin 309 or equivalent preparation.

490. **The Teaching of Latin**—2 hours. Credit also as a course in education for a student whose major is Latin. Prerequisite: Latin 309 or equivalent preparation and Education 460.

Spanish

Students who have had two years of Spanish in high school or equivalent preparation may take courses from the 300 group in the freshman year and courses from the 400 group in the sophomore year.

A major in Spanish must include Language 490 and 38 hours of elective work in Spanish except that 10 hours of credit in French 301 to 410, though not included in the Spanish major line, may be counted as a part of the 38-hour requirement.

A minor in Spanish consists of at least 20 hours of work in courses in Spanish which are more advanced than Spanish 101.

101. *Spanish I—5 hours. A course for beginners.

102. *Spanish II—5 hours. Prerequisite: Spanish 101 or equivalent preparation.

103. Spanish III—5 hours. Reading of easy prose. Emphasis on understanding spoken and written Spanish. Prerequisite: One year of high-school Spanish or equivalent preparation.

301. Spanish Prose—3 hours. Selections from fiction and drama of the nineteenth century. Prerequisite: Two years of high-school Spanish or equivalent preparation.

302. Spanish Short Stories—2 hours. Prerequisite: Two years of high-school Spanish or equivalent preparation.

303. Modern Spanish Novel—3 hours. Prerequisite: Spanish 301 and 302 or equivalent preparation.

304. Spanish and Spanish-American Life—2 hours. Lectures on the life and customs of the Spanish people and their contribution to civilization. Prerequisite: Spanish 301 and 302 or equivalent preparation.

305. Contemporary Spanish Drama—3 hours. Plays of Benavente, Martinez-Sierra and Quintero. Prerequisite: Spanish 301 and 302 or equivalent preparation.

307. Readings from Contemporary Spanish Authors—2 hours. Representative novels, dramas, and essays selected. Prerequisite: Spanish 301 and 302 or equivalent preparation.

401. Don Quixote—3 hours. The life of Cervantes. Selected chapters of the Don Quixote with reports on additional reading. Prerequisite: Spanish 301 and 302 or equivalent preparation.

402. History of Spanish Literature—2 hours. General survey course with emphasis upon important literary movements and writers. Prerequisite: Spanish 301 and 302 or equivalent preparation.

403. Spanish Classical Drama—3 hours. Lope de Vega, Tirso de Molina, and Calderon. Prerequisite: Spanish 303 and 304 or equivalent preparation.

405. Galdos—3 hours. Novels and plays of Galdos. Prerequisite: Spanish 301 and 302 or equivalent preparation.

406. Spanish-American Literature—3 hours. A general survey designed to give an idea of the letters of the various countries of

*Spanish 103 or an approved substitute must be completed before credit for Spanish 101 or 102 may be used in meeting the requirements for graduation.

Spanish-America. Prerequisite: Spanish 303 and 304 or equivalent preparation.

408. **The Plays of Benavente**—3 hours. The plays and dramatic technique of the leading contemporary dramatist of Spain. Prerequisite: Spanish 301 and 302 or equivalent preparation.

410. **Spanish Composition**—2 hours. Prerequisite: Spanish 303 and 304 or equivalent preparation.

412. **The Novels and Plays of the Romantic Period**—2 hours. Prerequisite: Spanish 301 and 302 or equivalent preparation.

Courses Presented in the English Language

451. **French Drama in Translation**—3 hours. A survey with lectures in English and collateral reading of English translations.

453. **German Literature**—3 hours. A survey revealing characteristics of German language, literature, and peoples. Readings in English of epics, dramas, and novels.

455. **History of Latin Literature**—3 hours. Survey of Latin literature from its beginnings to the end of the silver age. Contribution of the Romans to world thought. Readings in English of representative authors.

457. **Spanish Civilization**—3 hours. Social and political background of the Spanish peoples and their contributions to world culture.

459. **Spanish Literature**—2 hours. Lectures in English with readings from English translations of Spanish classics.

461. **Norwegian Literature**—3 hours. Literature of the nineteenth and twentieth centuries in English translation. The principal works in fiction and drama of such authors as Ibsen, Bjornson, Garborg, Hamsun, and Undset. Lectures on the historical, linguistic, and cultural background.

Courses in Diction

The following courses are offered without credit to students who wish to improve their diction in these languages. Classes meet for one hour per week. Though intended primarily for students of music, they may be taken by others.

01. **French Diction.**

02. **German Diction.**

03. **Italian Diction.**

Library Science

Marybelle McClelland, M.S., Head Librarian
Rowena A. Edwards, Cataloguer, Emeritus, Part-time Service
Evelyn J. Mullins, B.S., Order Librarian
Irene A. Ehresman, B.A., Periodicals and Extension Librarian
Clara E. Campbell, M.S., Juvenile Librarian
Mary Dieterich, B.S., Reference Librarian
Margaret G. Fullerton, B.S., Head Cataloguer
Lauretta G. McCusker, B.A., Instructor in Library Science
Mrs. Janet N. Harrison, B. Ed., Acting Circulation Librarian

A minor in Library Science consists of 22 hours of work as follows: Library Science 110, 320, 330, 440, 450, and 460; and Education 462.

110. Library Orientation—1 hour. Designed to guide the student to an intelligent use of the library and its resources. Use of the card catalog, magazine indexes, dictionaries, encyclopedias, and other reference books. Note taking and compilation of bibliographies.

320. Administration of the School Library—3 hours. Library standards for location and equipment. Methods of ordering, accessioning, circulating, binding, and caring for books and non-book material. Up-to-date publicity. Methods of teaching the use of the library.

330. Classification and Cataloging—3 hours. Problems in classifying books according to the Dewey Decimal System. Technical processes involved in making a card catalog; the bibliographic aids; the ordering and adapting of printed cards; practice in assigning the subject headings, and principles of shelf listing and filing.

440. Book Selection for Elementary Grades—5 hours. A reading course in the field of books and periodicals for younger children. Principles of book selection for young children.

450. Book Selection for Secondary Schools—5 hours. Reading interests of boys and girls in junior and senior high schools. Subject grouping of books, periodicals, and non-book material that will satisfy adolescent reading interests and needs. Standards influencing reading interests, guidance of adolescent readers, and keeping reading records.

460. Library Practice—2 hours. Student will spend thirteen hours a week as a student assistant in the College Library. As great a variety of duties as possible will be given under the close supervision of a department head. The first month will be without pay; the second and third months will entitle the student to the current pay per hour.

Mathematics

Henry Van Engen, Ph.D., Associate Professor of Mathematics and
Head of the Department

Robert S. Lankton, M.A., Assistant Professor of Mathematics

Mrs. Robbie Lou Ashworth, M.S., Instructor in Mathematics

Emery Bliesmer, B.A., Temporary Instructor in Mathematics

Perry Chapdelaine, M.A., Temporary Instructor in Mathematics

Dorothy DeWitt, M.A., Instructor in Mathematics

Paul C. Kelso, D. Ed., Instructor in Mathematics

George L. Keppers, M.A., Instructor in Mathematics

Delbert J. Walker, M.A., Instructor in Mathematics

A major in mathematics consists of at least 42 hours of work in mathematics which should include Mathematics 417, 490, and two courses from 304, 306, and 320.

A minor in mathematics consists of at least 23 hours of work in mathematics which should include Mathematics 102 and at least one course chosen from courses 304, 306, and 320.

Students who have had one year of algebra and one year of geometry in high school, or its equivalent, and who have met the course prerequisites may take Mathematics 415, 416, and 417 in the sophomore year.

Courses Designed for Elementary Teachers

11. Mathematics for Elementary Grades—2 or 3 hours.

110. *Survey of Mathematics—5 hours. Social significance of mathematics; the relationship of mathematics to other fields of learning. Recommended for certain students who pursue a major or minor in mathematics and designed for those who do not plan to take further work in mathematics.

322. The Teaching of Kindergarten-Primary Grade Arithmetic—2 hours.

408. The Teaching of Arithmetic in the Upper Grades—3 hours. Organization of subject matter; the relation of arithmetic to the whole curriculum; evaluation of teaching procedures; the testing program.

*Students presenting one-half unit of entrance credit in trigonometry, or two units of entrance credit in algebra, may be excused from Mathematics 100, 101, or 110 upon furnishing satisfactory evidence of mastery of the basic idea of trigonometry or algebra. In either case, see your adviser and the head of the Department of Mathematics.

432. Special Studies in Arithmetic—2 hours. A detailed consideration of those studies in the field of arithmetic, which have influenced arithmetic instruction. Special emphasis on more recent trends. Prerequisite or corequisite: Mathematics 322 or 408.

483. History of Arithmetic—3 hours. The development of the Hindu-Arabic number system and other number systems of historical significance. The historical and social origins of the algorithms of arithmetic and the history of the methods of teaching the subject.

485. Clinical Practice in Arithmetic—5 hours. An opportunity will be given for students to work with clinical cases under guidance; diagnosis, planning and putting into operation an instructional program in arithmetic for a limited number of pupils; evaluation of the program. Prerequisite: Mathematics 322 or 408.

Courses Designed for Secondary Teachers

15. Beginning Algebra—5 hours. No credit on a major or minor in mathematics. This course covers those aspects of algebra usually studied by a beginning student; namely, formulae, positive and negative numbers, fundamental operations with algebraic quantities, linear equations, the graph of the linear functions, ratio and proportion.

20. Intermediate Algebra—5 hours. No credit on a major or minor in mathematics. This course covers those aspects of algebra usually studied in intermediate algebra in the high school. It consists of a study of linear and quadratic functions and their graphs, solution of quadratic equations, linear equations in two unknowns, fractional equations, special products and factoring, irrational and imaginary numbers. Prerequisite: Mathematics 15 Beginning Algebra or equivalent preparation.

30. Plane Geometry—5 hours. No credit on a major or minor in mathematics. This course covers the essential features of a beginning plane geometry course. It includes emphasis on the following concepts: deductive and inductive proof, direct and indirect proofs, converses and their relation to the original proposition. It covers the basic theorems of congruence, parallel lines, quadrilaterals and polygons, similar figures and properties of special triangles. Prerequisite: Mathematics 15 Beginning Algebra or equivalent preparation.

40. Consumer Mathematics—5 hours. No credit toward a major or minor in mathematics. Elementary mathematical ideas applied to such topics as simple and compound interest, discounts, analysis of trends, insurance and annuities. Other selected topics.

100. ***College Algebra**—5 hours. Prerequisite: Mathematics 20 or competence demonstrated by test.

101. ***Trigonometry**—5 hours. Trigonometry and continuation of college algebra. Prerequisite: Mathematics 100 or competence demonstrated by test.

102. **Analytic Geometry**—5 hours. Analytical geometry and allied topics. Prerequisite: Mathematics 101 or competence demonstrated by test.

304. **Mathematics of Measurement**—3 hours. Principles and operations; field practice in measurement; leveling. Prerequisite: Mathematics 101. Four periods a week.

306. **College Geometry**—5 hours. Theorems and concepts more advanced than those of high-school geometry. Original exercises emphasized. Construction work and generalizations relating to high-school geometry. The circle, triangle, and constructions with ruler and compasses. Prerequisite: 15 hours of mathematics.

307. **Mathematics of Finance**—3 hours. Sinking funds, depreciation, bonds, building and loan associations, and life insurance. Prerequisite: Mathematics 100 or consent of instructor.

309. **Advanced College Algebra**—5 hours. Selected topics in elementary theory of equations, determinants, and matrices. Prerequisite: Mathematics 102.

310. **Solid Analytical Geometry**—3 hours. A continuation of Mathematics III. Particular attention to transformation and determinants as related to the analytical geometry of three dimensions as well as a further study of coordinate systems. Prerequisite: Mathematics 309.

320. **Foundations of Mathematics**—3 hours. The postulational approach applied to plane geometry and algebra. Designed to be of value to prospective secondary school teachers. Prerequisite: 15 hours of mathematics.

405. **Differential Equations**—5 hours. Differential equations of the first order and linear equations with constant coefficients, with emphasis upon forms occurring in mechanics and physics. Prerequisite: Mathematics 417.

406. **Statistical Measurements**—5 hours. Introduction to the mathematics of statistical methods. Some knowledge of calculus

*Students presenting one-half unit of entrance credit in trigonometry, or two units of entrance credit in algebra, may be excused from Mathematics 100, 101, or 110 upon furnishing satisfactory evidence of mastery of the basic idea of trigonometry or algebra. In either case, see your adviser and the head of the Department of Mathematics.

is desirable. Prerequisite: Mathematics 100 and 101 or equivalent preparation.

407. **History of Mathematics**—3 hours. Prerequisite: 15 hours of mathematics.

410. **Materials in Secondary Mathematics** — 3 hours. Prerequisite: Two courses in college mathematics and Education 460 or 468.

415. **Calculus I**—5 hours. Differential calculus with applications. Prerequisite: Mathematics 102.

416. **Calculus II**—5 hours. Integral calculus. Prerequisite: Mathematics 415.

417. **Calculus III**—5 hours. Taylor's theorem, series, theorem of the mean, partial differentiation, practical applications, easy differential equations. Prerequisite: Mathematics 416.

440. **Introduction to Modern Algebra**—5 hours. The concepts of ring, group, and field are introduced and used to explore selected topics in the theory of numbers and the theory of equations. Designed for mathematically mature students.

481. **Reading in Mathematical Literature**—1 hour. Topics selected from current literature, mathematical books, or books related to mathematics which are of value to mathematics majors and minors but not usually considered in routine course work. May be taken several times for credit. Prerequisite: Consent of the Head of the Department of Mathematics.

490. **The Teaching of Secondary Mathematics**—2 hours. Credit also as a course in education for a student whose major is mathematics. Prerequisite: 15 hours of mathematics.

520. **Independent Study.** See page 58 for conditions applying to credit for independent study.

Music

Edward Kurtz, D.Mus., Professor of Violin and Composition and
Head of the Department

Frank W. Hill, M.Mus., Associate Professor of Violin, Viola and
Theory

Harald B. Holst, M.Mus., Associate Professor of Voice

Rose Lena Ruegnitz, M.Mus., Associate Professor of Piano

Myron Russell, M.Mus., Associate Professor of Wood-wind instruments

Roland Searight, M.A., Associate Professor of Violoncello and Conducting
Olive L. Barker, M.A., Assistant Professor of Voice
Russell N. Baum, M.Mus., Assistant Professor of Piano
Jane Birkhead, M.A., Assistant Professor of Voice
Emil W. Bock, M.Mus., Assistant Professor of Violin
Maurice Gerow, M.M., Assistant Professor of Music Education
Henry Harris, B.Mus., Assistant Professor of Piano
Ellen M. Aakvik, M.Mus., Instructor in Piano
Mary Green, B.Mus., Instructor in Theory and Harp
Karl M. Holvik, M.A., Instructor in Woodwind Instruments
Elwood J. Keister, M.Mus., Instructor in Voice
Mrs. Gloria B. Keister, M.Mus., Instructor in Piano
David E. Kennedy, M.Mus., Instructor in Brass Instruments and Theory
William P. Latham, M.Mus., Instructor in Brass Instruments
R. Jane Mauck, M.Mus., Instructor in Voice
Mrs. Jvone L. Maxwell, M.Mus., Temporary Instructor in Piano
John W. Mitchell, M.M. Ed., Instructor in Music Education
George W. Samson, Instructor in Organ and Piano

A student whose major is in the field of music must take Languages 01, 02, and 03 except that the student who has credit work in a language may omit the diction course in that language.

A student whose major is in the field of music is required to meet the requirements of only one minor outside the field of music.

A major in school music must include 24 hours in applied music, 39 hours in music theory, and 10 hours in music methods. The student must select a field of applied music (known as the applied major field) for specialization. The student must pass an examination including Grade XII in his applied major field. Each student must make a public appearance in the applied major field.

A major in applied music must include 27 hours in applied music, 42 hours in music theory, and 4 hours of electives in music. The student must pass an examination in the applied major field including Grade XVIII; and must give a recital in the senior year. The student whose major is applied music is to receive an additional hour of credit per quarter in the major applied field in the senior year in consideration of recital preparation.

A student whose major is in the field of music may receive 3 hours of credit per quarter in applied music by taking three lessons

a week. Any student may receive 2 hours of credit per quarter in applied music by taking two lessons a week.

Activities: The department maintains a symphony orchestra which presents standard symphonic works; a marching band; a concert band; a chorus; an a cappella choir; and string, woodwind, and brass ensembles. An oratorio is given before the Christmas recess by the chorus and orchestra, and a Spring Festival is presented by the chorus and orchestra in May. String ensemble classes study and present in public several times each year standard ensemble literature such as trios, quartets, quintets, etc. Opportunities for participation in any one or all of these activities is afforded all students in the college as well as those whose majors are in the department of music. Opportunity is given all of these groups, as well as individual students, for radio performance over the college radio studios. Student recitals are given Friday of each week in Gilchrist Hall. Throughout the year, Leisure Time Hour faculty recitals are given at the college.

One hour of credit may be earned by a student who completes an academic year (3 quarters) in either band, orchestra or chorus. No credit is allowed unless participation is continuous for a full academic year. Credit may be reported only at the close of the spring quarter. Not more than two hours of such credit may be used in meeting the requirements of a two-year curriculum or more than four hours in meeting degree requirements.

A concert course by celebrated artists is sponsored by the college affording opportunities for students to hear the best in music.

A minor in music consists of 25 hours of credit in music including Music 113, 114, 115, 308, and 317. Credit in band, orchestra or chorus may not be used in meeting the requirements of the minor.

Courses for Elementary Teachers

10. Elements of Music—2 hours. Introduction to school music: singing, rhythmic development, and elementary theory. One hour per week is devoted to class work in voice, from which students showing proficiency may be excused. Daily.

12. Music for Elementary Grades—2 hours. Training in singing; sight singing, ear training, and dictation; elementary conducting; materials. Prerequisite: Music 10 or equivalent preparation. One hour per week is devoted to class work in piano, from which students showing proficiency in piano may be excused. Daily.

Music Theory

113. Aural Theory I—3 hours. Eurythmics. Elementary theory. Simple rhythmic and melodic dictation. Sight singing of folk songs. Elementary keyboard harmony. Daily.

114. Aural Theory II—3 hours. Sight singing of melodies involving chromatic difficulties. Melodic dictation in major and minor with modulations to nearly related keys. Harmonic dictation using principal triads in root position and in inversions. More advanced keyboard harmony using cadence formulas and modulations. Rhythmic dictation involving syncopation. Prerequisite: Music 113. Daily.

115. Aural Theory III—3 hours. Introduction to part writing. Advanced harmonic dictation using secondary triads, all inversions and modulations. Melodic dictation in major and minor modulating to all related keys and involving more difficult leaps and rhythms. Keyboard harmony continued, including harmonization of simple tunes and figured basses at sight and modulating to all keys. Introduction of alto and tenor clefs in sight singing. Singing of part songs at sight. Prerequisite: Music 114. Daily.

308. Harmony I—3 hours. A course designed to familiarize the student with the construction and manipulation of all types of seventh chords and ninth chords, and chromatic alterations of fundamental harmonies. Harmonic analysis, keyboard harmonization, and aural perception of chords in harmonic progressions are emphasized. Prerequisite: Music 115.

317. Harmony II—3 hours. Continued written and aural drill on harmonic techniques of the 18th and 19th centuries, with emphasis on practical application to the keyboard. Prerequisite: Music 308.

318. Harmony III—3 hours. A study of modern harmonic devices, classification and evolution of modern harmonies. A study of the harmonic contributions of contemporary composers. Emphasis on original examples of such devices as polytonality, chord-building by fourths and whole-tone writing. Modal harmonies and duodecuple construction. Prerequisite: Music 317.

403. Counterpoint I—2 hours. The species in two, three, and four parts. Motive development and imitation. Original work with early polyphonic forms. Prerequisite: Music 317.

404. Counterpoint II—2 hours. Inventions and choral forms. Analysis of the Bach two-part inventions and organ choral preludes. Prerequisite: Music 403.

405. **Counterpoint III**—2 hours. Canon and fugue. Analysis of Bach's Well-Tempered Clavichord. Prerequisite: Music 404.

409. ***Orchestration I**—1 hour. Study of the various choirs in the orchestra. Prerequisite: Music 317.

410. ***Orchestration II**—1 hour. Arrangements for small and large orchestras. Prerequisite: Music 409.

411. **Orchestration III**—1 hour. Prerequisite: Music 410. Study, arrangement, and preparation of orchestral scores.

412. **Conducting**—3 hours. Baton techniques, score reading; practice in conducting. Prerequisite: Music 10, 17, or 113. Three periods a week.

414. ****Composition I**—1 hour. The phrase and its development and harmonic equipment. The period form single and double. Prerequisite: Music 317.

415. ****Composition II**—1 hour. The song forms; the two-part and three-part song forms. Prerequisite: Music 414.

416. **Composition III**—1 hour. Compound song forms and various styles of composition in homophonic forms. Prerequisite: Music 415.

435. **Music History and Literature I**—2 hours. Survey of the development of music from its primitive origins through classical antiquity up to the end of the eighteenth century. Music literature from the Gregorian chant to the Mozart symphonies and the operas of Gluck studied by means of phonograph records and slides. Three periods a week.

436. **Music History and Literature II**—2 hours. Music of the nineteenth century. Literature from Beethoven to Debussy. Development of romanticism, nationalism, program music. The music dramas of Wagner. Three periods a week.

437. **Music History and Literature III**—2 hours. Music of the twentieth century in all countries including the growth of music in the United States and Latin America. Three periods a week.

441. ***Form and Analysis I**—1 hour. No credit for a student who has credit in Music 406. Study of simple homophonic forms. Analysis Goetschius edition of Mendelssohn's **Songs Without Words**.

*Music 411 must be completed before credit for Music 409 and 410 may be used in meeting the requirements for graduation.

**Music 416 or 443 must be completed before credit for Music 414 or 415 may be used in meeting the requirements for graduation.

442. ***Form and Analysis II**—1 hour. No credit for a student who has credit in Music 406. Variation and Rondo forms. Analysis of Beethoven, Mozart, Haydn piano sonatas.

443. ***Form and Analysis III**—1 hour. No credit for a student who has credit in Music 406. Sonata-allegro form. Symphony, concerto, tone-poem. Works of Beethoven, Mozart, Haydn, Brahms, Strauss, and 20th century composers analyzed.

Music Methods

400. **School Music Methods I**—2 hours. No credit for a student who has credit for Music 11. Materials and methods for kindergarten and primary grades. Prerequisite: Music 10, 17, or 113.

402. **School Music Methods II**—2 hours. No credit for a student who has credit for Music 12. Materials and methods for intermediate grades. Prerequisite: Music 10, 17, or 113.

408. **School Music Methods III**—3 hours. Materials and methods for junior and senior high schools. Prerequisite: Music 10, 17, or 113.

413. **Band Management**—3 hours. Development of school bands; marching and drill maneuvers; arrangement and preparation of band scores. Three periods a week.

431. **Orchestral Materials**—2 hours. A study of elementary and advanced orchestral literature. Designed for instrumental majors.

432. **Band Materials**—2 hours. An analysis of solos and studies for all wood-wind and brass instruments, as well as small group, large group, and full band ensembles. Designed for instrumental majors.

472. **Choral Directing**—2 hours.

485. **Opera Production**—2 hours.

490. **Supervision of Music**—2 hours. Credit also as a course in education for a student whose major is in the field of music. History of public school music in the United States. The present school music curriculum. Criteria for the evaluation of music teaching and problems of supervising the music program. Prerequisite: 20 hours of credit in music and Education 460.

520. **Independent Study**. See page .. for conditions applying to credit for independent study.

*Music 443 or 416 must be completed before credit for Music 441 or 442 may be used in meeting the requirements for graduation.

Applied Music

Individual Lessons: For each hour of credit the work in applied music requires one lesson a week for one quarter. A student whose major is music may earn three hours of credit by taking three lessons a week. This work is evaluated by means of grades ranging from I to XVIII which are determined by the difficulty of the selection rendered and by the quality of the performance. The student must show improvement as the work in any line progresses. For information concerning the requirements for each grade consult the Head of the Department of Music.

A student whose major is in music may register in the junior and senior years for courses in applied music which are open to juniors and seniors without having had previous courses in the same field.

100. **Applied Music I**—The 1st, 2nd, and 3rd quarters of work in voice.

320. **Applied Music II**—The 4th, 5th, and 6th quarters of work in voice.

420. **Applied Music III**—The 7th to 12th quarters of work in voice.

101. **Applied Music IV**—The 1st, 2nd, and 3rd quarters of work in piano or organ.

321. **Applied Music V**—The 4th, 5th, and 6th quarters of work in piano or organ.

421. **Applied Music VI**—The 7th to 12th quarters of work in piano or organ.

102. **Applied Music VII**—The 1st, 2nd, and 3rd quarters of work in a stringed instrument.

322. **Applied Music VIII**—The 4th, 5th, and 6th quarters of work in a stringed instrument.

422. **Applied Music IX**—The 7th to 12th quarters of work in a stringed instrument.

103. **Applied Music X**—The 1st, 2nd, and 3rd quarters of work in a wood-wind or brass instrument.

323. **Applied Music XI**—The 4th, 5th, and 6th quarters of work in a wood-wind or brass instrument.

423. **Applied Music XII**—The 7th to 12th quarters of work in a wood-wind or brass instrument.

104. **Applied Music XIII**—The 1st, 2nd, and 3rd quarters of work in a percussion instrument.

324. **Applied Music XIV**—The 4th, 5th, and 6th quarters of work in a percussion instrument.

424. **Applied Music XV**—The 7th to 12th quarters of work in a percussion instrument.

Group Lessons: The following courses are offered for credit as indicated only to students whose major or minor is in the field of music. The work consists of class study of the instrument including its selection and care. Each class meets two periods a week.

300. **Orchestral Instruments I**—1 hour. Cello, Bass.

302. **Orchestral Instruments II**—1 hour. Clarinet.

303. **Orchestral Instruments III**—1 hour. Brass Instruments.

304. **Orchestral Instruments IV**—1 hour. Flute, Saxophone, Percussion.

305. **Orchestral Instruments V**—1 hour. Oboe, Bassoon.

306. **Orchestral Instruments VI**—1 hour. Violin and Viola.

Note

String ensembles for the study and performance of sonatas, trios, quartets, and quintets is provided for students in violin, viola, cello, bass, harp, and piano. Wood-wind and brass ensemble for work of a similar nature is provided for students in wood-wind and brass instruments.

Students may also receive credit in band, chorus, or orchestra.

See page 120 for limitations. Numbers are assigned as follows depending on the student's classification.

151, 351, 451—Band, 1 hour

152, 352, 452—Chorus, 1 hour

153, 353, 453—Orchestra, 1 hour

Physical Education for Men

L. L. Mendenhall, M.A., Professor of Physical Education for Men and Head of the Department

Paul F. Bender, Ed.D., Professor of Physical Education for Men

Arthur Dickinson, M.A., Assistant Professor of Physical Education for Men

- David H. McCuskey, M.A., Assistant Professor of Physical Education for Men
Oliver M. Nordly, B.A., Assistant Professor of Physical Education for Men
Clyde L. Starbeck, B.S., Assistant Professor of Physical Education for Men
Lawrence W. Whitford, M.A., Assistant Professor of Physical Education for Men
Don Barnhart, M.A., Instructor in Physical Education for Men
John S. Giffin, M.D., Health Director

A major in physical education (men) must include Physical Education 300, 351, 352, 353, 354, 407, 451, 452, 455, 456, 457, 463, 471, 472, 473, and 490.

The work of a student whose major is physical education (men) must include Biological Science 11.

A minor in physical education (men) must include Physical Education 455 456, 457, and 473; courses in Football, Baseball, Basketball, Track and Field, and electives to make a total of at least 20 hours.

During one of the first four quarters in residence, men students who have not passed a swimming test given by the department must complete a course in swimming.

Courses Offered to both Men and Women

300. Anatomy—5 hours. Gross anatomy of the osseous, muscular, and nervous systems, and of the vital organs.

301. Kinesiology—3 hours. Body mechanics in relation to posture, sports, corrective gymnastics, and everyday activities. Prerequisite or corequisite: Physical Education 300.

407. School Health Problems—3 hours. No credit for a student who has credit for Biological Science 300 (Hygiene and Sanitation). Methods of health instruction through the health examination; health needs of the individual child; hygiene of the environment; cooperation with home and community. Evaluation of the literature and devices of health instruction. Prerequisite: Biological Science 11.

408. Therapeutic Exercise—2 hours. Theory and practice of posture examination, remedial posture measures, and massage in the school program. Prerequisite: Physical Education 300, 301, and Biological Science 11.

410. Physiology of Exercise—3 hours. Effects of exercise upon the various organic functions of the body. A comparison of

strength, speed, and endurance exercises. Prerequisite: Physical Education 300 and Biological Science 11.

421. Testing in Physical Education—1 hour. Giving and scoring of standardized tests in Physical Education, tabulation and interpretation of results. Prerequisite: Physical Education 492 and permission of the instructor.

471. History and Principles of Physical Education—3 hours. For women this course must be accompanied by two hours of laboratory as arranged.

492. Tests and Measurements in Physical Education—2 hours. Credit also as a course in education for a student whose major is physical education. Analysis, interpretation, and use of tests in physical education. Prerequisite: Education 460.

Courses Offered to Men

01. Physical Education.

The work in Physical Education 01 required of all men students is selected from the following courses: badminton, baseball, basketball, boxing, cross country, diamond-ball, floor and mat work, 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.

Men and women may enter any activity course offered by either department of physical education, without earning physical education credit, upon the approval of the head of the department giving the course. If credit is desired, the advance approval of the heads of both departments and the Dean of the Faculty is required.

07. Military Survey—2 hours. Designed particularly for men who expect to enter the armed services. Lecture and recitation, two periods a week; laboratory and field work, two periods a week.

351. Football I—2 hours. Physical Education 01; Football must accompany this course.

352. Basketball I—2 hours. Physical Education 01; Basketball must accompany this course.

353. Baseball—2 hours. Physical Education 01: Baseball must accompany this course.

354. Track and Field—2 hours. Physical Education 01: Track and Field must accompany this course.

451. Football II—2 hours. Physical Education 01: Football must accompany this course. Prerequisite: Physical Education 351.

452. Basketball II—2 hours. Physical Education 01: Basketball must accompany this course. Prerequisite: Physical Education 352.

455. Gymnastics—2 hours. Gymnastic marching. Elementary exercises on bars, horse, mats, and other apparatus. Physical Education 01: Gymnastics must accompany this course.

456. Swimming—2 hours. Physical Education 01: Swimming must accompany this course.

457. Activities for Schools—2 hours. Activities suitable for the growing child at different age levels. Physical Education 01: Games must accompany this course.

458. Wrestling—2 hours. Physical Education 01: Wrestling must accompany this course.

459. Recreational Leadership—2 hours. City, county, state, and national organizations promoting recreational activities. Playground equipment and programs.

463. Training and First Aid—2 hours. Diet; treatment of injuries; massage and bandaging; lectures; demonstrations, and practice.

472. Supervision of Physical Education—3 hours. This course must be taken in conjunction with Methods in Physical Education. Prerequisite: Physical Education 351 or 451 and 352 or 452.

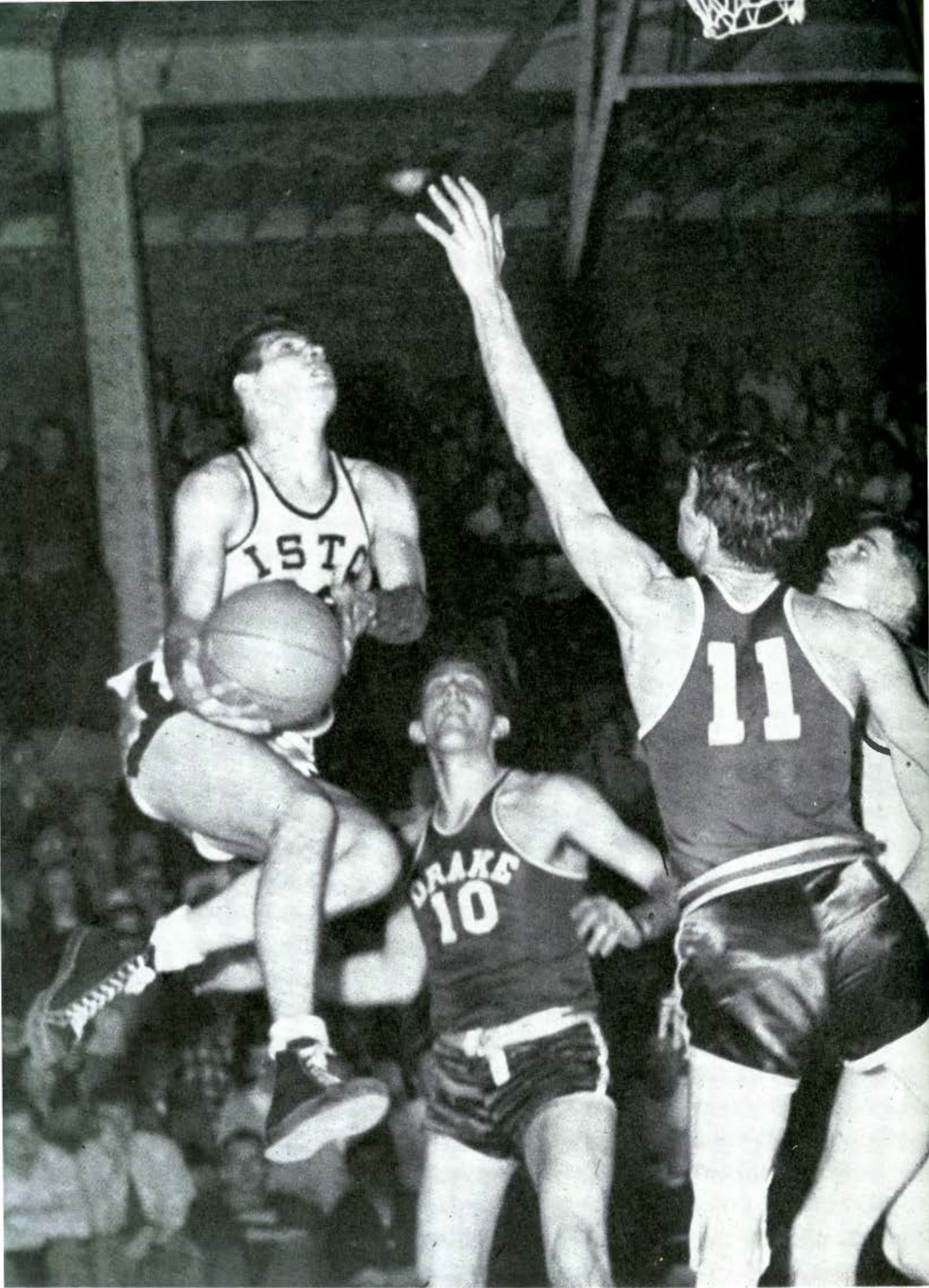
473. Organization and Administration of Physical Education—3 hours.

490. Methods in Physical Education—2 hours. Credit also as a course in education for a student whose major is physical education (men). This course must be taken in conjunction with supervision of Physical Education. Prerequisite: Education 460 or 468.

520. Independent Study. See page 58 for conditions applying to credit for independent study.



The Men's Gymnasium



The Home of Champions

Physical Education for Women

Mrs. Maude Moore Michel, M.A., Assistant Professor of Physical Education for Women and Acting Head of the Department

Doris E. White, M.A., Associate Professor of Physical Education for Women.

Thelma Short, M.A., Assistant Professor of Physical Education for Women.

Grace Van Ness, M.A., Assistant Professor of Physical Education for Women

Joyce Marion Anderson, B.S., Instructor in Physical Education for Women

Doris E. Ludtke, M.A., Instructor in Physical Education for Women

Myrtle A. Merritt, B.A., Temporary Instructor in Physical Education for Women

Dorothy L. Moon, M.A., Instructor in Physical Education for Women

Phebe Scott, M.A., Instructor in Physical Education for Women

Shirley Winsberg, M.S., Instructor in Physical Education for Women

A major in physical education (women) consists of 52 hours in physical education which should include Physical Education 301, 306, 401, 407, 408, 471, 492, and 8 hours of methods in seasonal sports. Each student should complete four courses in Physical Education 01 each quarter.

The work of a student whose major is physical education (women) must include Biological Science 11 and 100; and one hour in Music 101: Piano.

A student whose major is physical education (women) is required to meet the requirements of only one minor.

A minor in physical education (women) consists of 21 hours in physical education, including Physical Education 300, 305 or 306, 471, four hours of work selected from methods in seasonal sports, and at least 12 courses in Physical Education 01 distributed among team sports, individual sports, rhythms, and swimming.

Students who choose a minor in physical education (women) should plan to take certain skill courses during the freshman and sophomore years so that during the junior year they may select methods courses which require these skills. The seasons in which they are offered must be taken into account. Recommended courses taken with either beginning or advanced classification are: basketball (winter); hockey (fall); soccer (fall); softball (spring); stunts and contests (winter); tennis (fall and spring); folk dancing (fall and winter); tap and clog; Fundamentals of Rhythmic Education or Beginning Modern Dancing; and swimming.

Courses Offered to Both Men and Women

300. Anatomy—5 hours. Gross anatomy of the osseous, muscular, and nervous systems, and of the vital organs.

301. Kinesiology—4 hours. Body mechanics in relation to posture, sports, corrective gymnastics, and everyday activities. Prerequisite: Physical Education 300. Recitation, three periods a week; laboratory, two periods a week.

407. School Health Problems—3 hours. No credit for a student who has credit for Biological Science 300 (Hygiene and Sanitation). Methods of health instruction through the health examination; health needs of the individual child; hygiene of the environment; cooperation with home and community. Evaluation of the literature and devices of health instruction. Prerequisite: Biological Science 11.

408. Therapeutic Exercise—3 hours. Theory and practice of posture examination, the posture program and remedial posture exercise in the school; the recreational sports program for the handicapped child; theory and techniques of massage. Prerequisite: Physical Education 300, 301 and Biological Science 11. Four periods a week.

410. Physiology of Exercise—3 hours. Effects of exercise upon the various organic functions of the body. A comparison of strength, speed, and endurance exercises. Prerequisite: Physical Education 300 and Biological Science 11.

421. Testing in Physical Education—1 hour. Giving and scoring of standardized tests in physical education; tabulation and interpretation of results. Prerequisite: Physical Education 492 and permission of the instructor.

471. History and Principles of Physical Education—3 hours. For women this course must be accompanied by 2 hours of laboratory as arranged.

492. Tests and Measurements in Physical Education—2 hours. Credit also as a course in education for a student whose major is physical education. Analysis, interpretation, and use of tests in physical education. Prerequisite: Education 425.

Courses Offered to Women

01. Physical Education.

The work in Physical Education 01 required of all women students is selected from the following courses:

Group Games and Team Sports: beginning basketball, advanced basketball, cricket, fieldball, games (representative activities for various age groups), simple team games (mainly the lead-up

games to the major sports), beginning hockey, advanced hockey, lacrosse, beginning soccer, advanced soccer, beginning softball, advanced softball, speedball, beginning volleyball, and advanced volleyball.

Individual and Dual Activities: beginning archery, advanced archery, archery golf, indoor archery, badminton, bowling, canoeing, combat activities, fencing, beginning golf, advanced golf, horseback riding, ice skating, outing activities, recreational games (handball, table tennis, deck tennis, etc.), stunts and contests, beginning swimming, first intermediate swimming, second intermediate swimming, advanced swimming, lifesaving, beginning tennis, intermediate tennis, advanced tennis, track and field, and winter sports.

Rhythmic Activities: beginning folk dancing, intermediate folk dancing, advanced folk dancing, beginning modern dancing, intermediate modern dancing, advanced modern dancing, national dancing, beginning social dancing, advanced social dancing, rhythmic form and analysis, beginning tap and clog, intermediate tap and clog, and American country dance.

Fundamentals of Body Movement: Danish gymnastics, gymnastics, technique of gymnastics, therapeutic gymnastics, and elements of motor skills.

Physical Education for Special Groups: activities for social recreation, fundamentals of rhythmic education, and physical education activities for high school girls.

Men and women may enter any activity course offered by either department of physical education, without earning physical education credit, upon the approval of the head of the department giving the course. If credit is desired, the advance approval of the heads of both departments and the Dean of the Faculty is required.

100. First Aid to the Injured—2 hours. Students may prepare themselves in this course for the examination for a Red Cross Standard First Aid Certificate. Three periods a week.

102. Water Safety—2 hours. Students may prepare themselves in this course to become American Red Cross Water Safety Instructors. Recitation, one period a week; laboratory work, two periods a week.

113. Physical Education for Elementary Grades—3 hours. Recitations, two periods a week; laboratory work, three periods a week.

303. Club and Camp Leadership—3 hours. Organization and activities of girls' clubs; correlation with the physical education program of the school; summer camping program; camp- and wood-craft. Must be accompanied by Outing Activities.

304. The Teaching of Basketball—1 hour. No credit for a student whose major is physical education (women). Recitation, one period a week; laboratory work, two periods a week.

305. Play and Recreational Leadership—3 hours. Play as education. Age needs. Yearly and daily program planning. Playground equipment and sites. Must be accompanied by Games.

306. Supervision of Play and Recreation—5 hours. No credit for a student who has credit for Physical Education 305. Play as education; age needs; yearly and daily program planning; experience in playground activities; playground surfacing, equipment, and sites; duties and preparation of playground personnel; visits to recreation centers. Direction of play activities under supervision as arranged.

401. The Dance in Education—5 hours. Dance as an art; fundamentals in rhythmic education. Methods and materials in teaching of dancing on the elementary and secondary school levels. Accompaniment problems. Observation of the rhythmic program at various age levels. Dance productions in the public schools. Practice in teaching rhythms under supervision. Recitations, five periods a week; laboratory work, four hours a week in Physical Education 01 classes as arranged.

403. Sports Methods (Fall)—3 hours. The teaching of hockey, soccer, speedball, touch football, tennis, and badminton. To register for this course a student must previously have played with skill the sports of hockey, soccer, tennis, and badminton. Recitations, three periods a week; laboratory work, six periods a week in Physical Education 01 classes as arranged.

404. Sports Methods (Spring)—3 hours. The teaching of softball, golf, and archery. To register for this course a student must previously have played with skill the sports of softball, golf and archery. Recitations, three periods a week; laboratory work, four periods a week in Physical Education 01 classes as arranged.

406. Administration of Physical Education—3 hours. Program of instruction and of free-time recreation; equipment, gymnasium, play field, locker room, swimming pool. Budget; supervisory problems; community relationships.

412. Sports Methods (Winter)—2 hours. No credit for a student who has credit for Physical Education 402, The Teaching of Basketball and Swimming. The teaching of basketball and volleyball. To register for this course the student must previously have played with skill the sports of basketball and volleyball. Recitations, two periods a week; laboratory work, two periods a week in Physical Education 01 classes as arranged.

413. The Teaching of Swimming and Aquatics—3 hours. No credit for a student who has credit for Physical Education 402, The Teaching of Basketball and Swimming. To register for this course a student must know how to swim at least two strokes. Recitations, three periods a week; laboratory work, two periods a week in Physical Education 01 classes as arranged.

430. Survey of Girls Physical Education in the Small High School—3 hours. No credit for a student whose major is physical education for women. Must be accompanied by Physical Education Activities for High School Girls.

520. Independent Study. See page 58 for conditions applying to credit for independent study.

Science

C. W. Lantz, Ph.D., Professor of Biology and Head of the Department

Alison E. Aitchison, M.S., Professor of Geography, Emeritus, Part-time Service

Louis Begeman, Ph.D., Professor of Physics, Emeritus, Part-time Service

Emmett J. Cable, Ph.D., Professor of Earth Science, Emeritus, Part-time Service

R. L. Abbott, Ph.D., Professor of Biology

Robert W. Getchell, Ph.D., Professor of Chemistry

W. H. Kadesch, Ph.D., Professor of Physics

H. Earl Rath, Ph.D., Professor of Health Education

Winfield Scott, Ph.D., Professor of Agriculture

Marguerite Uttley, Ph.D., Professor of Geography

Martin L. Grant, Ph.D., Associate Professor of Biology

Robert A. Rogers, Ph.D., Associate Professor of Physics

Dorothy C. Miller, Ph.D., Assistant Professor of Biology

Oscar E. Reece, M.S., Assistant Professor of Agriculture

Ernestine L. Smith, M.S., Assistant Professor of Geography

Leonard Winier, M.A., Assistant Professor of Biology

*Eugene Bovee, M.S., Instructor in Biology
 Russel C. Calkins, B.A., Temporary Instructor in Chemistry
 Aron Laipple, M.S., Temporary Instructor in Biology
 Gilbert W. Mouser, B.S., Instructor in Biology
 Lahron H. Schenke, M.S., Instructor in Physical Science
 Rhoda H. Stratton, M.S., Instructor in Biology

A major in science must include Science 15, 16, and 490; 25 hours from a field of special interest which may be either biological science, chemistry, or physics; 10 hours from each of the two above mentioned fields which have not been chosen as the field of special interest; and 7 hours from Earth Science 360, 460, 461, 474, and 475. No one of the required minors shall be in the field of science.

A major in earth science must include Science 15 and 16; Earth Science 493; and at least 18 hours of work selected from Earth Science 162, 360, 366, 460, 461, 464, 466, 468, 470, 474, and 475.

A major in agriculture consists of Agriculture 494 and 34 hours of elective work in agriculture.

The work of a student whose major is agriculture shall include Science 15; Chemistry 318 and 319, and 17 hours of work from courses in economics and sociology. The recommended courses in economics and sociology from which the 17 hours should be elected include Economics 152, 354, 356, 466, and Sociology 358.

It is recommended that these students also include work in Biology 11 and 412, Earth Science 461, and Physics 140.

A minor in biological science must include Science 15; Biological Science 100 and 102; and at least 5 hours of elective work in biological science or Physical Education 300.

A minor in chemistry consists of Science 16; and 15 hours of work in chemistry.

A minor in physics consists of Science 16; and at least 15 hours of work in physics.

A minor in earth science consists of at least 20 hours of work in earth science except that credit in Science 16 may be used in meeting the requirements of this minor.

A minor in agriculture consists of Science 15; and at least 18 hours of work in agriculture.

General Courses in Science

15. Survey of Biological Sciences—5 hours. No credit for a student who has credit in Biological Science 10. A survey of the basic principles of both plant and animal biology, with special

*On leave.

emphasis upon their relationship to man. Recitations, three periods a week; laboratory work, four periods a week.

16. **Survey of Physical Sciences**—5 hours. Survey of basic concepts in chemistry, physics, astronomy, climatology, geology, and of other phases of earth science. Recitations, three periods a week; laboratory work, four periods a week.

18. **Physical Science for Elementary Grades**—3 hours. Common physical and chemical phenomena. Simple experiments with the physics and chemistry of everyday life. Demonstrations and student participation in setting up simple experiments. Acquaintance with suitable source materials.

490. **The Teaching of Science**—2 hours. Credit also as a course in education for a student whose major is science. Prerequisite: 15 hours in science and Education 460 or 468.

520. **Independent Study**. See page 58 for conditions applying to credit for independent study.

Biological Science

10. **Biological Science for Elementary Grades**—5 hours. No credit for a student who has credit for Science 15. The more conspicuous types of plant and animal life with special emphasis on trees, birds, and insects. Conservation of plant and animal resources. Recitations, three periods a week; laboratory work, four periods a week.

11. **Physiology**—5 hours. The functioning of the different systems of organs of the human body; correlation of the physiology and anatomy of each organ; dissection and experimentation. Prerequisite: Science 15. Recitations, three periods a week; laboratory work, four periods a week.

12. **Nutrition and Health**—3 hours. No credit for a student who has credit for Biological Science 13. Personal health principles and habits. Health and nutrition problems of school children. Problems of health teaching. Sanitation and public health.

13. **Health Education**—2 hours. No credit for a student who has credit for Biological Science 12 or 300 (Hygiene and Sanitation). Community and school hygiene with emphasis on personal health and hygiene.

100. **Animal Biology**—5 hours. Life processes and structure of animals. Prerequisite: Science 15. Recitations, three periods a week; laboratory work, four periods a week.

102. Plant Biology—5 hours. Life processes and structure of plants. Prerequisite: Science 15. Recitations, three periods a week; laboratory work, four periods a week.

108. Invertebrate Zoology—5 hours. Anatomy and physiology of several type-forms in each division of invertebrate animals. Prerequisite: Biological Science 100. Recitations, three periods a week; laboratory work, four periods a week.

110. Field Biology—5 hours. The natural history of the more common, conspicuous and important species of native plants and animals of the state. Habits, behaviour, structure, identification, etc., principally as seen on field trips into their natural environments. Emphasis on conservation. Prerequisites: Science 15, recommended; Biology 100 and 102. Recitations 3 periods a week; field work, 4 periods a week.

113. Microbiology—4 hours. Designed for nurses in training.

114. Anatomy and Physiology—7 hours. Designed to meet the needs of nurses in training.

306. Vertebrate Zoology—5 hours. The classes of vertebrates with particular reference to their origin, development, anatomy, and physiology. Prerequisite: Biological Science 100. Recitations, three periods a week; laboratory work, four periods a week.

401. Vertebrate Embryology—5 hours. Development of vertebrate organisms; formation and development of germ cells; fertilization; growth and differentiation; sex. Prerequisite: Biology 100 and 306.

403. Plant Morphology—5 hours. Morphology and evolution of the great groups of plants, with special emphasis upon algae fungi, mosses, and ferns. Prerequisite: Science 15. Recitations, three periods a week; laboratory work, four periods a week.

404. Plant Physiology—5 hours. Physiological processes of plants with emphasis upon plant metabolism. Responses of plants to stimuli. Prerequisite: Biological Science 102. Recitations, three periods a week; laboratory work, four periods a week.

406. Plant Ecology and Taxonomy—5 hours. Effects of environment upon plant growth and plant distribution. Identification, field recognition, and economic importance of seed plants of our local flora; evolution of flowering plants. Prerequisite: Biological Science 102. Recitations, three periods a week; laboratory work, four periods a week.

408. Bacteriology—5 hours. Micro-organisms, their classification, morphology, and physiology; their relation to health, sani-

tation, and food preservation. Prerequisite: Science 15. Recitations, three periods a week; laboratory work, four periods a week.

410. **Organic Evolution**—2 hours. Meaning, evidences, and factors of organic evolution; its significance in biology and in modern thought. Prerequisite: Science 15.

412. **Heredity**—3 hours. Laws of heredity and their relation to plants, animals, and man. Significance of heredity to the human race. Prerequisite: Science 15.

Chemistry

121. ***Inorganic Chemistry I**—5 hours. The nonmetallic elements and their compounds and chemical theory. Recitations, three periods a week; laboratory work, four periods a week.

122. **Inorganic Chemistry II**—5 hours. Prerequisite: Chemistry 121 or equivalent preparation. Recitations, three periods a week; laboratory work, four periods a week.

124. **Chemistry of Metals and Qualitative Analysis**—5 hours. Introduction to the study of the properties of the metallic elements. Prerequisite: Chemistry 122. Recitations, two periods a week; laboratory work, six periods a week.

129. **Chemistry for Nurses**—4 hours. Practical applications of inorganic and organic chemistry to the field of nursing.

318. **Applied Inorganic Chemistry**—5 hours. No credit for a student who has credit in Chemistry 121 or for a student whose major is chemistry. Principles and practices of inorganic chemistry as applied to the home, farm, and community. Especially designed for students of home economics and agriculture. Recitations, three periods a week; laboratory work, four periods a week.

319. **Applied Organic Chemistry**—5 hours. No credit for a student who has credit in Chemistry 321. Fundamental principles of organic chemistry. Laboratory work for students of agriculture is devoted chiefly to soils, fertilizers, and common industrial products; for students of home economics, chiefly to foods and textiles. Prerequisite: Chemistry 318 or equivalent preparation. Recitations, three periods a week; laboratory work, four periods a week.

*Students who have had one unit of high-school chemistry or equivalent may, if they show sufficient proficiency, enter Chemistry 122, or, in exceptional instances, Chemistry 124.

321. Organic Chemistry—5 hours. Essentials of organic chemistry. Prerequisite: Chemistry 122. Recitations, three periods a week; laboratory work, four periods a week.

322. Advanced Organic Chemistry—2 to 5 hours. Synthesis of typical compounds representative of organic reactions. Prerequisite: Chemistry 321. Laboratory work, four to ten periods a week.

324. Quantitative Analysis I—5 hours. Gravimetric analysis. Prerequisite: Chemistry 124. Laboratory work, ten periods a week.

326. Quantitative Analysis II—5 hours. Volumetric analysis. Prerequisite: Chemistry 122. Laboratory work, ten periods a week.

328. Biochemistry—3 hours. The chemical processes involved in the digestion and utilization of food in the body. Prerequisite: Chemistry 319 or 321. Recitation, one period a week; laboratory work, four periods a week.

421. Water Analysis—3 hours. Methods in analysis of water to determine its suitability for drinking, laundry, and industrial purposes. Prerequisite: Chemistry 124. Laboratory work, six periods a week.

423. Special Laboratory Course—2 to 5 hours. Quantitative experimental work. For students of exceptional ability this work may be in the nature of a research problem. Prerequisite: 5 hours of credit in quantitative analysis. Laboratory work, four to ten periods a week.

424. Physical Chemistry—5 hours. Prerequisite: Chemistry 124.

426. Food Analysis—5 hours. Proximate quantitative analysis of the common foods. Prerequisite: Chemistry 321. Recitations, two periods a week; laboratory work, six periods a week.

Physics

140. Mechanics—5 hours. Prerequisite: Science 16 or entrance credit in physics. Recitations, three periods a week; laboratory work, four periods a week.

340. Laboratory Course in Mechanics—3 hours. Experimental problems preceded by brief discussion of the principles involved. Prerequisite: Physics 140 or equivalent preparation. Laboratory work, six periods a week.

341. Sound and Light—5 hours. Prerequisite: Physics 140 or equivalent preparation. Recitations, three periods a week; laboratory work, four periods a week.

343. Heat, Electricity and Magnetism—5 hours. Prerequisite: Physics 140. Recitations, three periods a week; laboratory work, four periods a week.

350. Sound—5 hours. Designed primarily for students who major in music. Emphasis on musical sounds and instruments. Recitations, five periods a week.

355. Applied Physics—5 hours. Fundamental Principles. Illustrations drawn largely from applications in the home. Recitations, three periods a week, laboratory work, four periods a week.

440. Measurements in Electricity and Magnetism—5 hours. Resistance, electromotive force, current, capacitance, inductance, magnetic field strength, and other electrical and magnetic quantities are accurately measured, and the instruments of measurement studied. Prerequisite: Physics 343 or equivalent preparation. Laboratory work, ten periods a week.

441. Alternating Currents—5 hours. Includes a study of industrial alternating currents, and of high-frequency currents, circuits, and devices used in radio. Prerequisite: Physics 140 and 343. Recitations, three periods a week; laboratory work, four periods a week.

442. Modern Physics—5 hours. Introduction to radioactive and electronic phenomena. Prerequisite: Physics 140 and 343. Recitations, three periods a week; laboratory work, four periods a week.

445. Kinetic Theory and Thermodynamics—5 hours. Prerequisite: Physics 343. Recitations, three periods a week; laboratory work, four periods a week.

446. Laboratory Course in Light—3 hours. Experimental problems preceded by discussion of the principles involved. Prerequisite: Physics 341 or equivalent preparation. Laboratory work, six periods a week.

448. Physics Problems—5 hours. A non-laboratory course in solving problems in mechanics, electricity, and magnetism. Prerequisite: Physics 140 and Mathematics 101. This course should accompany or follow Physics 343.

Earth Science

162. World Geography—5 hours. No credit for student who has credit in Earth Science 163. A survey of man's occupancy of the earth developed through the classification and distribution of the major types of natural environment and man's utilization of the resources in each type.

163. Introductory Geography—3 hours. No credit for student who has credit in Earth Science 162. Designed to give the student a broader understanding of the relations between groups of people and to develop a sympathetic understanding of other peoples, their customs and habits. Attention to astronomy, weather, and physical features of the earth. Emphasis on source materials suitable for the elementary school.

360. Astronomy—5 hours. A course in descriptive astronomy. Uses of various astronomical instruments.

366. Geography of North America—5 hours. Description, analysis and interpretation of the present occupancy pattern of the major regions of the United States. Brief survey of Canada, Mexico, and the Caribbean regions.

460. Mineralogy—5 hours. Descriptive and determinative mineralogy. Recitations, three periods a week; laboratory work, four periods a week.

461. Meteorology—5 hours. The meteorological elements and their application to weather; weather forecasting; air transportation; and the interpretation of climate.

464. Geography of South America—5 hours. Designed to develop an understanding of the geographic individuality of each of the major countries of South America.

466. Historical Geography of the United States—5 hours. Geography of the major regions of the United States in past times. Successive stages in land occupancy. Prerequisite: Entrance credit or college credit in American history.

468. Conservation of Natural Resources—5 hours. Natural resources of the United States and their exploitation. Current problems relating to their conservation.

470. Geography of Europe—5 hours. Regional study of the continent of Europe. Analysis of the geographic individualities of the major countries.

471. Geography of Asia—5 hours. A general survey of Asia with detailed geographical analysis of China, Japan, India, and the East Indies.

472. **Commercial and Industrial Geography**—5 hours. Commodities of international trade; trade routes of the world; ocean transportation.

474. **Dynamic Geology**—2 hours. Agencies at work in producing land forms; rocks and rock structures; diastrophism and volcanism.

475. **Historical Geology**—3 hours. Origin of the earth; its history and development of life.

488. **Units in Geography**—3 hours. Organization of geographic units for elementary and secondary schools, types of learning activities, techniques of testing. Prerequisite: 10 hours of college geography.

493. **The Teaching of Geography**—2 hours. Credit also as a course in education for a student whose major is earth science. Selection and organization of geographic materials for presentation in grades four to nine inclusive. Prerequisite: 10 hours of college geography and Education 460 or 468; or 15 hours in elementary education.

Agriculture

80. **Forage Crops**—5 hours. Important forage crops in Iowa and their production. Recitations, three periods a week; laboratory work, four periods a week. Prerequisite: Science 15.

82. **Grain Crops**—5 hours. Important grain crops of Iowa and their production. Recitations, three periods a week; laboratory work, four periods a week. Prerequisite: Science 15.

155. **Rural Institutions**—5 hours. The rise and development of some of the most influential rural institutions with emphasis on their economic and social implications. The problems and attitudes of rural communities.

180. **Soils**—3 hours. Management of soils for maximum production. Emphasis on conservation practices. Recitations, two periods a week; laboratory work, two periods a week.

182. **Horticulture**—2 hours. Management of orchard, bush, and small fruits. Harvesting and marketing. Recitation, one period a week; laboratory work, two periods a week.

380. **Dairy Cattle**—3 hours. Types and breeds. Judging and marketing. Recitations, two periods a week; laboratory work, two periods a week.

382. Beef Cattle and Sheep—3 hours. Types, breeds, grades. Judging and marketing. Recitations, two periods a week; laboratory work, two periods a week.

384. Horses—2 hours. Types, breeds, classes, grades. Judging. Recitation, one period a week; laboratory work, two periods a week.

386. Swine—2 hours. Types, breeds, market classes, grades. Judging and marketing. Recitation, one period a week; laboratory work, two periods a week.

480. Soil Fertility—2 hours. Conservation and improvement of soils by judicious use of natural and artificial fertilizers.

484. Farm Poultry—2 hours. Breeds and varieties. Management. Recitation, one period a week; laboratory work, two periods a week.

485. Feeds and Feeding—3 hours. Balanced rations. Methods of feeding farm animals.

486. Principles of Breeding—2 hours. Laws of breeding and care of breeding stock.

487. Farm Management—3 hours.

488. Marketing Agricultural Products—3 hours. Grain, livestock, and produce marketing, with emphasis upon cooperative methods.

489. Organization and Administration of General Agriculture—3 hours. The course of study for the various grades; securing and organizing materials; equipment of the laboratory and library.

494. Methods in Agriculture—2 hours. Credit also as a course in education for a student whose major is agriculture. Prerequisite: 10 hours of agriculture and Education 460 or 468.

Social Science

M. R. Thompson, Ph.D., Professor of Economics and Head of the Department

Carl H. Erbe, Ph.D., Professor of Government

Ralph R. Fahrney, Ph.D., Professor of History

George C. Robinson, Ph.D., Professor of Government

Leland L. Sage, Ph.D., Professor of History

Lyman H. Harris, Jr., Ph.D., Associate Professor of History

Mary B. Hunter, M.A., Associate Professor of Economics

Daryl Pendergraft, Ph.D., Associate Professor of History

Louis Bultena, Ph.D., Assistant Professor of Sociology

Donald F. Howard, Ph.D., Assistant Professor of History

Charles T. Leavitt, Ph.D., Assistant Professor of History

Erma B. Plaehn, Ph.D., Assistant Professor of Government

Irving F. Ahlquist, Ph.D., Instructor in History

Robert E. Strain, M.Ph., Instructor in Economics

A major in social science must include 10 hours of history (courses 113 and 124 recommended); 10 hours in economics (course 152 required); 5 hours in sociology (course 358 recommended); 10 hours in government (course 132 required); Social Science 490; and 20 hours of additional credit in social science.

No minor may be declared in the field of social science by a student whose major is in social science, but the student whose major is social science and who completes 30 or more hours in either history, government, or economics and sociology may have this emphasis indicated on his permanent record provided he requests this not later than at registration for his final quarter's work. Because of the large amount of history usually taught by social science teachers, the student should take a minimum of 15 hours in this area.

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

A minor in history consists of 23 hours, of which 20 hours should be chosen from History 14, 104, 112, 113, 124, and 402.

A minor in government consists of at least 20 hours of work in government.

A minor in economics and sociology consists of at least 20 hours of work in economics and sociology.

General Courses in Social Science

10. *Contemporary Affairs A—1 hour.

400. *Contemporary Affairs B—1 hour.

*Courses 10 and 400 may be repeated for credit toward graduation.

490. **The Teaching of the Social Sciences**—2 hours. Credit also as a course in education for a student whose major is history or social science. Prerequisite: 15 hours of social science and Education 460 or 468.

520. **Independent Study.** See page 58 for conditions applying to credit for independent study.

History

11. **Social and Economic History of the United States**—5 hours. Designed for students preparing to teach in the elementary grades.

14. **American History to 1865**—5 hours. Foreign relations, westward expansion, development of democracy, growth of nationalism, and sectional controversies.

102. **English History to 1688**—5 hours. Ancient Britain and the invasions; medieval institutions; the Renaissance and the Reformation. The beginnings of overseas expansion; Parliament, Puritanism and the Glorious Revolution.

104. **English History since 1688**—5 hours. A continuation of History 102. Development of the Empire; limiting the monarchy; the Industrial Revolution and the French Revolution; the Victorian period. Imperialism and World War I. Great Britain between world wars.

112. **Modern Europe to 1870**—5 hours. The information of the nation-state; the Commercial Revolution; the Protestant Reformation; the national histories of France, Spain, England, Prussia, Russia, Austria, the Netherlands, the Italian states. The multiple revolutions of the eighteenth century; the new nationalism and democracy of the nineteenth century.

113. **Modern Europe since 1870**—5 hours. A continuation of History 112. Nationalism and democracy in Great Britain, France, Germany, Austria-Hungary, Italy, Russia, the Ottoman Empire

124. **American History since 1865**—5 hours. Reconstruction, the rise of big business, financial adjustments, the reform movements, and the emergence of the United States as a world power.

301. **Medieval Civilization**—5 hours. The roots of our civilization. The Graeco-Roman world; the emergence and institutional and the Balkan States; World War I; peacemaking in 1919-1920; the rise of the dictatorships; Europe between two World Wars; World War II and its results.

growth of Christianity; the later Roman Empire; contributions of the Islamic world to Europe; the Byzantine Empire; feudalism; England and France as national monarchies; the Crusades; the Papacy versus the Emperors; the medieval renaissance; the Church in the fourteenth and fifteenth centuries; the Italian Renaissance and its diffusion.

306. American Colonial History—5 hours. Founding of the American colonies; evolution of economic, social, and governmental institutions; various phases of the independence movement.

321. History of Iowa—2 hours.

402. Greek and Roman Civilization—5 hours. Contributions of Greek and Roman civilization to human progress.

407. Economic and Social History of Europe—5 hours. Mercantilism as a nationalistic transition from feudalism; the new industrialism; the ascendancy of British enterprise; economic rivalry among the Great Powers; the development of economic philosophies; the rise of organized labor; economic aspects of World Wars I and II and their results.

408. The British Empire—5 hours. An intensive study of British possessions throughout the world since 1815.

410. The Far East—5 hours. Brief course including recent history of China, Japan, and India.

411. American Constitutional History—5 hours. The development of the Constitution of the United States from its adoption to the present time. Prerequisite: Government 132 or 133 or a course in American history.

412. Diplomatic History of the United States—5 hours. American foreign relations with emphasis upon the Monroe Doctrine, rights of neutrals, territorial expansion, and peaceful solutions of disputes. Prerequisite: 5 hours of American history.

414. History of the West—5 hours. The westward-moving frontier and its influence upon American history. Prerequisite: 5 hours of American history.

416. Latin-American History—5 hours. The development of the Latin-American States and their relations to the United States.

418. Russia—5 hours. The political, social, and economic history of Russia.

420. **Europe since 1914**—5 hours. An intensive study of European history since 1914 with attention to Europe's relations with the world at large.

503. **Historians and Historiography**—3 hours. The methodology, style, problems, and personalities of ancient and modern historians. Prerequisite: 20 hours of history.

Government

132, 133. **American Government**—5 or *3 hours. The republican form of government and the constitution of Iowa and of the nation. The organization and actual workings of the American government in all of its branches.

134. **Parliamentary Law**—1 hour.

332. **Principles of Political Science**—5 hours. Nature, origin, and sovereignty of the state; relation of a state to other states; separation of the powers of the state, authority of the state over the individual. Offered 1949-50 and alternate years.

336. **Constitutional Law**—5 hours. The Constitution of the United States as fundamental law with emphasis upon the provisions that have been interpreted by the supreme court. Prerequisite: Government 132 or 133. Offered 1949-50 and alternate years.

340. **Political Parties**—3 hours. Origin, organization, and operation of political parties in the United States. Offered 1950-51 and alternate years.

342. **Modern European Governments**—5 hours. Comparative study of the organization and administration of the governments of England, France, Germany, Switzerland, Italy, and certain newer European states.

432. **State and Local Government**—5 hours. State, county, township, and village government in the United States. Offered 1949-50 and alternate years.

434. **Municipal Government**—5 hours. Structure and functions of city government. Relation of the city to the state.

436. **National Government and Administration**—3 hours. Intensive study of the legislative, executive, and judicial powers

*Course 133 is a three-hour course which is credit only on the one-year and two-year curricula, and for students whose major is in the Department of Education. Course 132 is a five-hour course for all other students.

and procedures of the national government. Prerequisite: Government 132 or 133. Offered 1950-51 and alternate years.

438. World Government and Politics—5 hours. International relations of independent states; arbitration, alliances, conferences, and congresses; the balance of power, the Hague Court, and the League of Nations. Prerequisite: Government 132 or 133.

442. School Laws of Iowa—3 hours. Legal rights, powers, duties, and responsibilities of school corporations, school boards, school officers, superintendents, teachers, parents, and pupils.

Economics and Sociology

Economics

152. Principles of Economics I—5 hours.

153. Economic History of the United States—5 hours.

155. Principles of Economics II—5 hours. Application to current problems. Prerequisite: Economics 152.

354. Money and Banking—5 hours. Functions of money and banks; relation of credit and debt to prices.

356. Labor Problems—3 hours. Labor organizations; wage levels, hours of work, unemployment, women in industry; methods of settling industrial disputes; labor legislation; industrial democracy.

452. Insurance—2 hours. Property and life insurance.

454. Corporation Finance and Investments—5 hours. Financing of business enterprises; corporate and individual investments, failures and reorganizations.

456. Public Finance—5 hours. Expenditures, sources, and administration of public funds.

458. Business Cycles—3 hours. Trade movements. The stabilization of business.

462. Transportation and Public Utilities—5 hours. Problems of highway, water, rail, and air transportation and of public utilities; valuation, rates, service requirements, regulation.

464. Industrial Combinations—3 hours. Types of organization; production on a large scale; legislation.

466. Foreign Trade Problems—3 hours. International trade; foreign exchange; trade policies and tariffs; international debts. Prerequisite: Economics 152. Offered 1950-51 and alternate years.

Sociology

165. Rural Sociology—3 hours.

167. Contemporary Social and Economic Problems—3 hours.

358. Sociology—5 hours. The principal social forces and institutions involved in the evolution of society. Methods of social control.

360. Social Problems—2 hours.

468. The Family—3 hours. Origin, development, and problems of the modern family and marriage.

470. Population—3 hours. Composition of population; theories of population; improvement of racial quality; growth of population and its bearing upon wages and standards of living; rural population.

472. Crime and Poverty—5 hours. Causes, relief, and elimination of poverty; nature, causes, and prevention of crime; treatment of the criminal.

Teaching

Dwight K. Curtis, Ph.D., Assistant Professor of Teaching and
Director of Student Teaching

Cyril L. Jackson, M.A., Associate Professor of Teaching

Dorothy May Koehring, Ph.D., Associate Professor of Teaching

Marna Peterson, M.A., Associate Professor of Teaching

E. Grace Rait, M.A., Associate Professor of Teaching

Myrtle M. Stone, Ed.D., Associate Professor of Teaching

Verna J. Adney, M.A., Assistant Professor of Teaching

Lucile E. Anderson, M.A., Assistant Professor of Teaching

Mary C. Anderson, M.A., Assistant Professor of Teaching

Alice Bakken, M.A., Assistant Professor of Teaching

Robert P. Brimm, M.Ed., Assistant Professor of Teaching

Mary P. Caldwell, M.A., Assistant Professor of Teaching

John E. Dahl, M.Ed., Assistant Professor of Teaching

Margaret Divelbess, M.A., Assistant Professor of Teaching

- Zelwyn Graham, M.A., Assistant Professor of Teaching
Agnes Gullickson, M.A., Assistant Professor of Teaching
Rose L. Hanson, M.A., Assistant Professor of Teaching
William P. Happ, Ph.D., Assistant Professor of Teaching
Bernice Helff, M.A., Assistant Professor of Teaching
Thomas D. Horn, Ph.D., Assistant Professor of Teaching and
Principal of the College Elementary School
Edna Mantor, M.A., Assistant Professor of Teaching
*Ruth J. Michaelson, M.A., Assistant Professor of Teaching
Emma Opfer, M.A., Assistant Professor of Teaching
Manford Sonstegard, M.A., Assistant Professor in Teaching
Marguirette May Struble, Ph.D., Assistant Professor of Teaching
ing
Eulalie Turner, M.A., Assistant Professor of Teaching
Alta L. Wilmarth, M.A., Assistant Professor of Teaching
Hulda Ahlschwede, M.A., Instructor in Teaching
Randall R. Bebb, M.A., Instructor in Teaching
Mrs. Mildred R. Blackman, M.Ed., Instructor in Teaching
Richard R. Braddock, M.A., Instructor in Teaching
Lola M. Burford, M.Ed., Instructor in Teaching
Willard E. Burke, M.S., Instructor in Teaching
Mrs. Arline Gilcrist Davids, M.A., Instructor in Teaching
James V. Farrell, M.A., Instructor in Teaching
Izetta Mae Frahm, M.A., Instructor in Teaching
E. Glenadine Gibb, M.A., Instructor in Teaching
Mrs. Ferne S. Gjerde, Temporary Instructor in Teaching
Corinne D. Harper, M.Ed., Instructor in Teaching
Paul E. Harrison, Jr., M.A., Instructor in Teaching
Frank C. Hartwell, B.S., Instructor in Teaching
Vernon Heade, M.Ed., Instructor in Teaching
Mrs. Elsa A. Hebbeln, B.A., Temporary Instructor in Teaching
Holbert H. Hendrix, M.S., Instructor in Teaching
Elsie V. Holliday, M.Ed., Instructor in Teaching
Mrs. Marjorie B. Holmberg, M.Ed., Instructor in Teaching
Mrs. Alta Howell, M.A., Instructor in Teaching
Florence M. Kasiske, M.A., Instructor in Teaching
*Margaret LaPray, M.A., Instructor in Teaching
Richard T. Lattin, M.A., Instructor in Teaching

*On leave.

- Lois Jeanne Long, B.A., Temporary Instructor in Teaching
 Mildred G. Luce, M.Mus., Instructor in Teaching
 *Geraldine Manus, B.A., Instructor in Teaching
 Eleanor McBride, M.A., Instructor in Teaching
 Phyllis McCarthy, M.A., Instructor in Teaching
 Mardelle L. Mohn, M.S., Instructor in Teaching
 Alfred C. Moon, M.S., Instructor in Teaching
 Carl B. Nelson, M.Ed., Instructor in Teaching
 Ross A. Nielsen, M.A., Instructor in Teaching
 Cecil K. Phillips, M.Ed., Instructor in Teaching
 Mrs. Helen B. Phillips, B.A., Temporary Instructor in Teaching
 Albert A. Potter, B.A., Instructor in Teaching
 Joe Przychodzin, M.S., Instructor in Teaching
 Irvin L. Ramsey, M.S., Instructor in Teaching
 Louis O. Schilder, B.A., Instructor in Teaching
 Mary Margaret Schmitt, M.Ed., Instructor in Teaching
 Melvin F. Schneider, M.A., Instructor in Teaching
 Mrs. Melvin F. Schneider, B.Mus., Instructor in Teaching
 Betty Jane Shallenberger, B.S., Instructor in Teaching
 Doris C. Steffy, B.A., Temporary Instructor in Teaching
 Lloyd J. Stokstak, M.S., Instructor in Teaching
 Mrs. Doris Terhune, Instructor in Teaching
 Howard Vander Beek, M.A., Instructor in Teaching
 William J. Walsh, Jr., M.A., Instructor in Teaching
 *Dorothy Welch, M.A., Instructor in Teaching
 Nina Mary Yeager, M.Ed., Instructor in Teaching
 *Miles V. Zintz, M.A., Instructor in Teaching

In all work in teaching, students take charge of classes in the Campus School or in affiliated schools, outline units of work, meet the critics for conferences, prepare comprehensive reports on the phases of teaching undertaken during the quarter, and perform such other duties as may be assigned.

A student who has completed a two-year curriculum and has earned only 10 hours of credit in teaching must earn 6 hours of additional credit in teaching in the senior year unless released from this requirement by the Director of Student Teaching. If the major is elementary education, kindergarten-primary education, or nursery school-kindergarten education, the requirement is 5 hours of additional credit.

*On leave.

The scholarship average required before a student is permitted to register for teaching is the same as that required for graduation. (See page 60.) A student must make application for teaching at least one quarter in advance of the time when the work in teaching is to be taken.

5. Rural Observation and Participation—2 hours. Observation of illustrative lessons with discussion and plan writing. Three periods on each of two afternoons a week.

105, 305. ***Rural School Teaching.** Prerequisite: Teaching 5. Teaching in a rural school under the direction of a senior teacher.

302, 402. ***Nursery School Teaching.** Prerequisite: Art 122 and 10 hours of psychology and education. The equivalent of five periods of classroom work and two periods of conference a week are required for each 5 hours of credit.

304, 404. ***Kindergarten-Primary Teaching.** Prerequisite: 10 hours of psychology and education. Five periods of classroom work and two periods of conference a week are required for each 5 hours of credit.

306, 406. ***Intermediate Grade Teaching.** Prerequisite: 10 hours of psychology and education. Five periods of classroom work and two periods of conference a week are required for each 5 hours of credit.

400. ***High School Observation and Participation—2 hours.** Prerequisite: Psychology 315. Four periods a week.

407. ***Junior High School Teaching.** Prerequisite: Teaching 400 or 306 and 10 hours of psychology and education. Five periods of classroom work and two periods of conference a week are required for each 6 hours of credit.

408. ***High School Teaching.** Prerequisite: Teaching 400 and 10 hours of psychology and education. Five periods of classroom work and two periods of conference a week are required for each 6 hours of credit.

410. ***Rural Observation and Supervision—10 hours.** Designed for students whose major is Rural School Supervision.

*Not more than a total of 15 hours of credit in all courses 105 to 408 inclusive may be used in meeting the requirements for graduation on any curriculum.

Extension Service

Extension Service for 1949-50

The extension service includes consultative service, correspondence work, and extension class work.

Consultative Service

The services of the members of the extension staff are available to teachers, administrators, and boards of education for the improvement of instruction and administration in the public schools of Iowa.

Extension Credit Work

Extension credit may be earned by correspondence work or by extension class work.

Correspondence Study

WHO MAY TAKE CORRESPONDENCE WORK?

Students must meet all requirements for college entrance. An applicant must have earned in addition at least one full year of college credit, and must have maintained a grade average of "C" or better in all work at this college or must have done equally well in other colleges attended.

Certain exceptions are made for holders of Iowa teachers' certificates. Where it is necessary to earn credit to renew, reinstate or validate a certificate, the year of college work may be waived. Such students must have maintained average grades in all college work attempted and in all correspondence work in order to be allowed to continue by correspondence study.

Exception is also made for certificate holders over 21 years of age who have not graduated from an approved high school. They may take work open to freshmen, provided they maintain average grades in all work attempted. See page 77 for the explanation of course numbers.

WHAT ARE THE RESTRICTIONS?

The courses offered are for undergraduate credit only.

If an applicant has earned college credit in any other institution or institutions, a transcript or transcripts of such credits,

together with a transcript of his high school credits, must be filed before his application can be approved.

College graduates should file only official statements of graduation from college.

Students registered for residence work in this college or for credit work in any other college or university may not be registered for extension credit work.

Students may not earn more than 15 quarter hours of credit by extension work in any one calendar year. No student may earn more than 5 quarter hours of credit by extension work in any one period of ten weeks.

Not more than one-fourth of the credit required for the completion of any curriculum may be earned by other than residence work.

The regulations pertaining to marks and credits are the same for extension work as for work in residence.

At least two written lessons for each quarter hour of credit work are required of a student registered for correspondence work.

The final examination in a correspondence course must be taken under the direct supervision of a city or county superintendent of schools whom you name upon the completion of all the assignments.

The final grade in a correspondence course will be chiefly determined by the grade on the final examination.

Credit for correspondence work will be assigned only when the student has satisfactorily passed a written examination on the course.

A five-hour course may not be completed by extension work in less than ten weeks; a three-hour course in less than six weeks; or a two-hour course in less than four weeks. A correspondence course must be completed within twelve months from the date of registration. If, however, a student who is registered for correspondence work registers for residence work within one year from the date of registration for his correspondence work and before the completion of that work, he is entitled to continue correspondence work at the close of his residence work until the entire time of his correspondence work, exclusive of time spent in residence work, amounts to twelve months. A six months' extension of time will be granted upon the payment of two dollars if a course is not completed within the one-year time limit.

After a student has registered for correspondence work, all communications between the instructor and the student concern-

ing the work must pass through the hands of the Director of the Bureau of Extension Service.

A student may enroll for only ONE correspondence course at a time. A student who has failed a course may not repeat it by correspondence.

No enrollments for correspondence work will be accepted during the first week of any quarter during the college year.

WHAT ARE THE FEES?

The fee for correspondence work is \$4 per quarter hour payable in advance. Please make your money order or check payable to the Iowa State Teachers College, Cedar Falls, Iowa. If the fee is paid by personal check, please add five cents for exchange.

The entire correspondence fee may be refunded if the application is rejected. No refund may be made after three months from the date of registration. Refunds may be made only in case of personal illness certified to by a physician, or registration for the same course in residence. In any case except that of rejection of the application, the refund shall not exceed four-fifths of the fees paid, less \$1 for each lesson submitted by the student.

What Courses Are Offered by Correspondence?

Business Education

Course Number	Course Title	Prerequisite	Quarter Hours
40	Introduction to Business.....		5
354	Business Law I.....		5
361	Accounting II.....	Business 360.....	5
362	Accounting III.....	Business 361.....	5
453	Retail Merchandising		3
454	Salesmanship		2
472	Philosophy of Vocational Education	10 hours of education or psychology	2
474	Cooperative Programs in Business Education	10 hours of education or psychology	2
476	Adult Programs in Business Education	10 hours of education or psychology	2
495	The Teaching of Secretarial Subjects	Business 150 or 157 and Education 460 or 468	3
496	The Teaching of Basic Busi- ness Subjects	Business 354 and 361; and Education 460 or 468....	3

Education

Psy	315	Educational Psychology....See Note 1.....	5
	415	Child Psychology.....5 hours of psychology.....	3
	416	Psychology of Adolescence.5 hours of psychology.....	3
	420	Social Psychology.....5 hours of psychology.....	5
Ed	425	Statistical Methods in Edu- cationSee Note 2.....	2
	434	Methods in Elementary Science	3
	436	Reading and Language in the Elementary School	5
	441	The Social Studies Program in the Elementary School.....	3
	455	Educational Tests for the Elementary School.....Ed 425.....	2
	468	Methods and Measurements in the Junior High School.....	5
	475	School Administration.....	5
	488	History of Education.....	5

English

Course Number	Course Title	Prerequisite	Quarter Hours
Eng	100	English II.....	5
	435	The British Novel to 1900..10 hours of English.....	5
	445	American Literature, 1765- 1865	5
	460	The Nature of the English Language	5
		15 hours of foreign lan- guage or its equivalent and Eng 110 or equiva- lent	

Home Economics

HE	60	Nutrition of Children.....	3
	61	Personal and Social Relation- ships	2

Languages

Fr	301	Modern French Prose.....2 years of high-school French or equivalent preparation	3
	302	Short French Plays.....2 years of high-school French or equivalent preparation	2

Ger			
301	Recent German Prose.....	2 years of high-school German or equivalent preparation	5
303	Schiller's Dramas.....	Ger 301 or equivalent preparation	5
Lat			
104	Cicero's Orations I.....	2 years of high-school Latin or Lat 103 or equivalent preparation	5
108	Vergil II.....	½ year of Vergil in high-school or Lat 107.....	5
Span			
301	Spanish Prose.....	2 years of high-school Spanish or equivalent preparation	3
302	Spanish Short Stories.....	2 years of high-school Spanish or equivalent preparation	2

Science

Agr			
485	Feeds and Feeding.....		3
486	Principles of Breeding.....		2
487	Farm Management.....		3
488	Marketing Agricultural Products		3

Social Science

Hist			
14	American History to 1865.....		5
112	Modern Europe to 1870.....		5
113	Modern Europe since 1870....	See Note 3.....	5
124	American History since 1865.....		5
321	History of Iowa.....		2
410	The Far East.....		5
412	Diplomatic History of the United States.....	5 hours of American history	5
416	Latin-American History		5
Govt			
132	American Government.....		5
133	American Government.....		3
432	State and Local Government.....		5
442	School Laws of Iowa.....		3
Econ			
152	Principles of Economics I.....		5
356	Labor Problems		3
Soc			
358	Sociology		5
468	The Family		3
470	Population		3
472	Crime and Poverty.....		5

Notes

1. No credit for a student who has credit in Child Psychology or Psychology 15.
2. No credit for a student who has credit in Mathematics 406: Statistical Measurements.
3. No credit for a student who has credit in European History since 1815 or European History since 1914.

NOTICE OF LIMITATIONS

The College reserves the right to limit the number of students in any one correspondence course. This is necessitated by the unprecedented correspondence enrollment at the present time. Only conditions beyond the control of the Extension Service will be allowed to interfere with the offering of all the above-named courses. It may be wise to list a second course on your enrollment blank in case it is not possible to complete your enrollment in the first course requested.

WHERE MAY TEXTBOOKS BE SECURED?

Correspondence students must purchase their own textbooks. The following Cedar Falls book stores will be glad to quote prices of texts upon your request:

- Cross Book Store, 2220 College Street
- Latta School Supply House, 909 West 23rd Street
- Wallace Book Store, 911 West 23rd Street (Rents Books)

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

For information as to the work required for the renewal of your certificate, address:

The Executive Secretary,
Board of Educational Examiners,
Des Moines, Iowa.

The college assumes no responsibility in determining the amount of credit needed for certificate renewal, reinstatement, validation or change.

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

Many colleges operate on the Quarter plan. All courses run twelve weeks. Nearly as many colleges operate on the Semester plan, where all courses run for about eighteen weeks. 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. The IOWA STATE TEACHERS COLLEGE operates on the QUARTER PLAN and all credits are given in QUARTER HOURS.

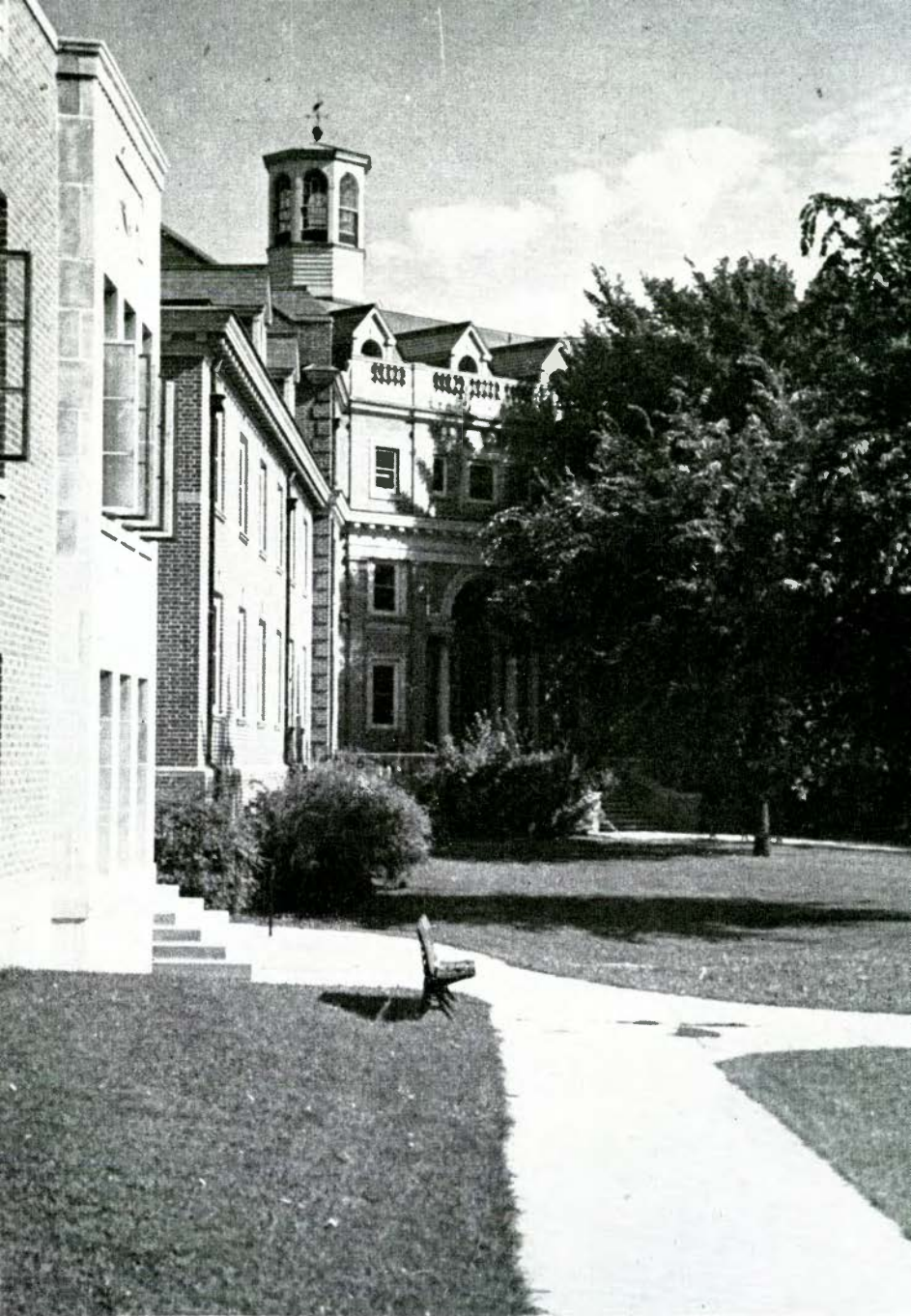
3 Quarter hours are equivalent to 2 Semester hours.

5 Quarter hours are equivalent to $3\frac{1}{2}$ Semester hours.

6 Quarter hours are equivalent to 4 Semester hours.

9 Quarter hours are equivalent to 6 Semester hours.

Address all inquiries regarding work by correspondence study to E. L. Ritter, Director, Bureau of Extension Service, Iowa State Teachers College, Cedar Falls, Iowa.



Barlett Hall for Women



Watching the Panther Champs

Graduates

A list of graduates from November, 1947, to August, 1948

Four-Year Curricula

DEGREE CURRICULUM ORGANIZED FOR MAJOR SUBJECTS
Major and minor lines of work are indicated

The Degree of Bachelor of Arts November, 1947

- Beeman, Jean Marilyn—Physical Education (Women)—
Mathematics, Biological Science.....Cedar Falls
- Burnett, Michael R., Jr.—Mathematics—Physics.....Mason City
- Carney, Rosemary Kathryn—Physical Education (Women)—
English, Business Education.....New Hampton
- Clemmensen, Harvey D.—Business Education—Mathematics,
Economics and Sociology Waterloo
- East, Dorothy Jane—Physical Education (Women)—Biological
Science, EnglishDes Moines
- Eells, William Leroy—Art—Mathematics, English Cedar Falls
- Ellefson, Verdun E.—Business Education—Mathematics,
Economics and Sociology Waterville
- Flieder, Donald E.—Science (Biology)—English, Mathematics. Waterloo
- Gambalana, Paul J.—Science (Chemistry)—Mathematics,
History Waverly
- Hansen, Lois Edgar—Kindergarten-Primary Education—Art,
Music, Biological and Physical Science.....Phoenix, Ariz.
- Harrington, James A.—Physical Education (Men)—
Biological Science, Mathematics.....Wapello
- Hazelett, Harold Golden—Mathematics—Business Education,
EnglishHuntington, W. Va.
- Hemphill, James Floyd—Physical Education (Men) and Social
Science—Biological Science.....Marshalltown
- Heyen, Robert D.—Social Science—English, Biological Science,
History, Economics and Sociology.....Langworthy
- Joyce, Patricia Catherine—Physical Education (Women)—
History, English, Biological ScienceDes Moines
- Kibbee, George T.—Business Education—History, Economics
and SociologyEstherville
- Kneedy, Robert Hughes—Social Science—Speech, Physical
Education (Men)Webster City
- Kos, James H.—Junior High School Education and Social
Science—Industrial Arts, Earth Science, History.....Waterloo
- Merritt, Frances Eleanor—Social Science—English,
Biological Science, HistoryOsage
- Neubecker, Gretchen Ann—Physical Education (Women)—
Biological Science, EnglishWaterloo
- Nordskog, Paul R.—Social Science—English.....Cedar Falls
- Olson, Edward J.—Physical Education (Men)—Biological
Science, AgricultureRed Wing, Minn.

- Pastorino, Charles—Physical Education (Men)—Industrial Arts, Business EducationBronx, N. Y.
- Pinkham, Dolores Ann—Home Economics—Business EducationCedar Falls
- Plaehn, Marlys June—Kindergarten-Primary Education—English, History, Biological and Physical Science..Cedar Falls
- Riggs, Carl B.—Social Science—Agriculture.....Ames
- Schaefer, Reed N.—Science (Physics)—Mathematics, Economics and SociologyWaterloo
- Schiller, Evelyn—Business Education—Earth Science, Economics and SociologyAlden
- Schwertfeger, Mary Jane—Kindergarten-Primary Education—Biological and Physical Science, History, English....Toledo, Ohio
- Seiberling, Arlene F.—Home Economics—English.....Tipton
- Sewell, John T.—English—Speech, History.....Emmetsburg
- Shafer, Dwight Thomas—Science (Physics)—Mathematics, Economics and SociologyWaterloo
- Simpson, Dolores Jean—Physical Education (Women)—Biological Science, EnglishWebster City
- Stanek, Lawrence T.—Business Education—Biological Science, FrenchFt. Dodge
- Starner, Kathryn Klousia—Home Economics—Spanish, ChemistryHampton
- Sullivan, Virginia Jean—Elementary Education—English, History, Biological and Physical Science.....Mason City
- *Thies, Helen Bernice Carr—English—History, Speech.....Leon
- Torgerson, Marshall T.—Business Education—Mathematics, PhysicsHanlontown
- Vincent, Beverly J.—Applied Music (Piano)—EnglishWaterloo
- Wolfe, Robert Stanley—Social Science—Physical Education (Men), Biological ScienceFremont

March, 1948

- Affeldt, Dolores L.—Business Education—English, GermanWest Allis, Wis.
- Austin, Max G.—Science (Chemistry)—Safety Education, MathematicsRaton, N. M.
- Baird, John Jeffers—Science (Biology)—History, English..Cedar Falls
- Barger, Robert Glenn—Physical Education (Men) and Social Science—Biological ScienceMuscatine
- Bentley, Doris M.—School Music (Piano and Voice)—English....Ames
- Blumeyer, Russell L.—Social Science—Physical Education (Men), Agriculture, History.....George
- *Bredbenner, Novella Dorothy—Elementary Education—Biological and Physical Science, Earth Science, History, English..Klemme
- Casey, Dennis M.—Social Science—English.....Cedar Falls
- Cockrum, David M.—Industrial Arts—Physics, Business EducationOsage
- Connolly, Paul J.—Social Science and Business Education..Monticello
- ***de Stigter, Cornelius—History—English, Earth Science, Economics and SociologySioux Center
- Dillon, Maxine M.—School Music (Voice)—EnglishMason City
- Everman, Clayton Maurice—Industrial Arts and Business EducationWaterloo
- *Hall, James A.—Physical Education (Men)—Biological Science, MathematicsCresco

- Heckart, Nancy Bodwell—English—Home Economics,
Economics and Sociology Waterloo
Immerzeel, George Ellis—Mathematics—Chemistry, Physics. Cedar Falls
Johnson, Neal J.—Physical Education (Men)—Mathematics,
Physics Waterloo
Kennedy, Robert W.—Business Education—Physics,
Economics and Sociology Cedar Falls
Larsen, Mrs. Helen Foote—Elementary Education—History,
Earth Science, English Waterloo
Nelson, James, Jr.—Physical Education (Men)—Art, History,
Business Education Cedar Falls
Nordskog, Mrs. Shirley Barker—School Music (Piano)—
English Manly
Petersen, Joseph Aaroe—Business Education—Mathematics,
Economics and Sociology Cedar Falls
Randall, Clifton W.—Social Science—English, Industrial
Arts Mason City
Rogers, Howard W.—Social Science—Biological Science,
English Waterloo
Schumacher, Erwin R.—Science (Biology)—Economics and
Sociology, Safety Education Waterloo
*Smith, Warren Allen—English—French, Band and
Orchestra Conducting (Piano) Rippey
Towne, Allison D.—Business Education—Mathematics,
Economics and Sociology Waterloo
Vanderlip, William F.—Business Education—Economics and
Sociology, Earth Science Cedar Falls
Wegand, Mary Lou—Mathematics—English, History..... Greene
Wombolt, Mary—School Music (Voice)—English..... Red Oak

May, 1948

- Andersen, Verna J.—Home Economics—Art.....Dike
Anderson, Harris Leonard, Jr.—Applied Music (Piano)—
English Cedar Falls
Aurand, Wayne Orion—School Music (French Horn)—
Physics Cedar Falls
**Baker, Mary Jeanette Benfer—English—Speech, History. Cedar Falls
Bare, Mary Eva—Home Economics—Biological Science,
Chemistry Independence
Beall, Blanche C. Martin—Industrial Arts—English, Business
Education West Union
Beilke, Gene I.—Social Science—Biological Science, History... Wapello
Belknap, Donald A.—Mathematics—Physics, Chemistry... Des Moines
Bell, Margaret L.—Home Economics—Biological Science,
History Buckingham
Berry, Angeline—Elementary Education—History, English,
Earth Science Blakesburg
Boemecke, Margaret Y.—English—Speech, Physical Education
(Women) Waterloo
*Bollhoefer, Wanda M.—Elementary Education—Biological and
Physical Science, Earth Science, English..... Haverhill
Borden, Dale P.—Social Science—Biological Science, Business
Education Cedar Falls
Borden, Wilma D.—Business Education—History, Earth
Science Waterloo
Brady, Ruth Anne—Applied Music (Voice)—English Nashua
Britson, William J.—Industrial Arts and Earth Science—
Safety Education Roland

- Brown, Doris—Kindergarten-Primary Education—History,
Biological and Physical Science, English.....Merrill
- Brown, Douglas Gay—Science (Biology)—Agriculture,
MathematicsAlgona
- Bruns, LaVerne—Physical Education (Men)—Mathematics,
Biological ScienceDenver
- Bryant, Joyce M.—Spanish—English, Home Economics...Marshalltown
- *Buckingham, Betty Jo—English—History, Speech, French..Prairie City
- Buzicky, Clea Anastasia—School Music (Piano)—English.....Britt
- *Calkins, Russel C.—Science (Chemistry)—Mathematics,
German, EnglishCedar Falls
- Carroll, Shirley A.—Business Education—Home Economics,
SpanishCedar Falls
- Carter, Edwin LeRoy—Social Science—English.....Hudson
- Case, George Grant—Physical Education (Men)—History,
Industrial ArtsKingsley
- Chambers, William J.—Physical Education (Men)—History, In-
dustrial ArtsWebster City
- Chapler, Beth E.—Social Science—Business Education,
EnglishCharles City
- Clarke, Phyllis Janet—Social Science—EnglishConrad
- Davis, Helen Mae—Business Education—Home Economics,
EnglishMediapolis
- **DeKoster, Judith Mary—English—History, Biological Science..Hull
- *Dempster, Sarah Joan—Physical Education (Women)—English,
Biological ScienceCedar Falls
- Devine, Clarence LeRoy—Physical Education (Men)—History,
AgricultureAlgona
- Diekmann, Darlys A.—Business Education—Spanish,
EnglishDenver
- Dillman, Don P.—Physical Education (Men)—Physics,
Biological ScienceFt. Dodge
- Domer, Edith L.—Elementary Education—English, History,
Biological and Physical Science.....Springville
- Doss, Keith—Business Education—English, Speech,
SpanishArnolds Park
- Erbe, Clarice Doreen—Home Economics—History,
Biological ScienceLime Springs
- Feuling, Janet—Kindergarten-Primary Education—Biological
and Physical Science, History, Art.....Cresco
- Fisher, Margaret Louise—Home Economics—History,
EnglishReedsburg, Wis.
- Flanders, Mark Wilson—English and Speech—French.....Waterloo
- Fleming, Thelma Jean—Art—Economics and Sociology,
SpanishWaterloo
- Frakes, Wilbur B.—Business Education—Economics and
Sociology, EnglishWebster City
- *Frank, Evelyn Britt—Science (Biology)—History, German..Cedar Falls
- Gard, Wayne Bliss—School Music (Percussion and Organ)—
EnglishSioux City
- Gardner, Colleen Adair—History—French, Biological Science..Ottumwa
- Gates, Allan F.—Social Science—English, Business
EducationWaterloo
- Gildersleeve, Myron A.—Industrial Arts—Agriculture,
Safety EducationZearing
- Glorfeld, Louis E.—English—Speech, HistoryWaterloo
- Grant, Harold Glenn—Science (Physics)—Mathematics,
GermanAlameda, Calif.

- Granzow, Jeanne Marie—Elementary Education—Music, History,
English Alden
- Griep, Marvin D.—Junior High School Education—Biological
Science, History, French Creston
- Hadley, Keith L.—Social Science—Physical Education (Men),
Business Education Richland
- Hakeman, Rodney W.—Mathematics—Physical Education
(Men), Agriculture Sutherland
- Hamilton, Carolyn Corinne—Applied Music (Piano)—English... Greene
- Harken, Marianne—School Music (Voice)—Spanish..... Aplington
- Hartman, Clarence Henry—Social Science—Physics,
Mathematics Elkader
- Hermann, Edgar Warren—Social Science and Earth Science—
Mathematics Waterloo
- Hoos, Dorothy V.—Physical Education (Women)—Biological
Science, English Davenport
- Hoover, Celeste Laurene—Physical Education (Women)—
Biological Science, Home Economics..... Marion
- Hugh, Clair E.—Mathematics—Physics, Economics and
Sociology Delhi
- Indvik, Robert L.—Science (Chemistry)—Mathematics,
Physical Education (Men) Cedar Falls
- Jans, Marlus E.—English—Speech, Spanish..... Reinbeck
- Jensen, Gordon O.—Business Education—Physics,
Economics and Sociology Thornton
- Johnson, Frances A.—Business Education—History,
Mathematics Aurelia
- Johnson, Norma Jean—Physical Education (Women)—
Biological Science, English Eddyville
- Jonkheer, William Wesley—Science (Physics)—History,
Mathematics Cedar Falls
- Jungen, Martha Jean—Art—English, Speech, Economics and
Sociology Waterloo
- Kaiser, Sheldon Bruce—Industrial Arts—Physics,
Agriculture Waterloo
- Kellogg, Virginia Mae—Business Education—Economics and
Sociology, German Austin, Minn.
- Kelly, Eldon George—Social Science—Business Education..... Oyens
- Kelly, Grace Adelaide—Social Science and Spanish—
English, History Sigourney
- Kindwall, Delaine Bell—Home Economics—Art, Chemistry..... Alta
- Kingman, Dorothy C.—Home Economics—English..... Cedar Falls
- Knudsen, Elmer H.—Business Education—Physics,
Economics and Sociology Oak Park, Ill.
- Koll, William H.—Social Science—Physical Education (Men),
Biological Science Ft. Dodge
- Leahy, Paul J.—Business Education—Economics and
Sociology, History Waterloo
- Linn, Ione Louise—Home Economics—Business Education..... Atalissa
- Linn, Joyce Evelyn—Mathematics—Physics, Biological
Science, Earth Science Atalissa
- Lund, James Victor—Science (Biology)—Speech, Economics and
Sociology, Earth Science Troy, N. Y.
- Lutz, Elberta A.—Elementary Education—English,
History, Art Vinton
- Maiden, Rose Irene—School Music (Cornet)—Business
Education Bremerton, Wash.

- Markland, Margaret McAtee—French—Spanish, Home
Economics Cedar Falls
- Marshall, Charles D.—Social Science—Mathematics, Physics..Bedford
- Maurer, Merwin Howard—Mathematics—Physics, Economics
and SociologyRenwick
- McBride, Beth Arlene—History—Spanish, English.....Dike
- McDowell, Jean Marie—School Music (Voice)—
EnglishWestern Springs, Ill.
- McNamee, Mildred Ruth—School Music (Voice)—English... Waterloo
- Menzel, Betty Jean—Kindergarten-Primary Education—
English, Mathematics, Biological and Physical
ScienceIndependence
- Meyerhoff, Richard A.—Industrial Arts—Physics, Safety
EducationCedar Falls
- Meyers, Lorna L.—Physical Education (Women)—
Biological Science, HistoryArlington
- Mooney, Joseph L.—English—Speech, Economics and
SociologyWaverly
- Mueller, Kenneth L.—Industrial Arts—Speech, English,
Business EducationCedar Falls
- Myer, Honōra Lee—Art—English, Spanish, Government..... Waterloo
- Nelson, Bonnbelle—School Music (Piano)—English..Independence, Mo.
- Nelson, John F.—Speech—English Cedar Falls
- Nieting, Royce O.—Mathematics—Physics, Biological
ScienceUte
- Norwood, Helen Lenore—School Music (Piano)—English..Bozeman, Mont.
- Page, Sarah M.—Elementary Education—History, English,
Biological and Physical ScienceSigourney
- Palmer, Douglas L.—Industrial Arts—Mathematics, Physics.Cedar Falls
- Pavich, Diana I.—Science (Chemistry)—German,
Mathematics Waterloo
- Peterson, Dorance Lyle—Elementary Education—Biological and
Physical Science, Mathematics, History.....Moorhead
- Philo, John R.—Physical Education (Men)—Mathematics,
Industrial Arts Cedar Falls
- Pohlmann, Rose June—Science (Chemistry)—Mathematics,
EnglishDurant
- Puckhaber, Ruth Ann—Mathematics—Biological Science,
PhysicsBoone
- Reed, Ramona M.—Business Education—English, Band and
Orchestra Conducting (Piano)Marshalltown
- Reed, Ruth Ann—Kindergarten-Primary Education—Biological
and Physical Science, History, Physical Education
and HealthLantana, Fla.
- **Reeve, Mary Louise—Earth Science—Spanish, Physical
Education (Women) Cedar Falls
- Reeves, Tom Voss—Social Science—Biological Science,
Earth Science Cedar Falls
- Richards, Edward B.—History—English, SpeechFort Madison
- Rodamar, Benjamin W.—Science (Chemistry and Biology)—
Mathematics Waterloo
- Rohde, Eleanor Kathryn—Social Science—Spanish..... Marshalltown
- ***Schlegel, Arlene Ruth—English—Speech, Spanish.....Maynard
- Secor, Virginia—Elementary Education—Biological and
Physical Science, English, History.....Ft. Dodge
- Segar, Joe E. W.—Physical Education (Men)—Mathematics,
Biological Science, Industrial Arts.....Ft. Dodge

- *Sietmann, Katherine M.—Physical Education (Women)—
History, Biological Science Haverhill
- Smiley, Marjorie Eileen—Business Education—Band and
Orchestra Conducting (Piano), Economics and
Sociology Waterloo
- Smith, Harold John—Business Education—Spanish, English... Reinbeck
- Staley, Rachel Ann—Elementary Education—English, History,
Earth Science Denison
- Strickler, Mary Lou—School Music (Voice)—English..... Waterloo
- Sturm, Harold E.—Science (Physics)—History, English.. Cedar Falls
- Sur, Betty K. S.—Social Science—English, Earth Science. Honolulu, T. H.
- Taylor, Evan J.—Social Science—Speech, Earth Science.. Des Moines
- Thompson, Lois L.—English and Speech—Spanish..... Waterloo
- *Thornton, Lucile Elenore—Spanish—English, Latin..... Decorah
- Thorpe, Jean—English—History, Home Economics..... Algona
- Traurig, Marilyn Reeve—Business Education—English,
Spanish Tipton
- Tucker, Helen Marie—Home Economics—English..... West Branch
- Tuttle, Barbara Janet—Kindergarten-Primary Education—
English, Earth Science, Art Norway
- Van Houten, Robert A.—Physical Education (Men) and Social
Science—Agriculture Hampton
- Varce, Pauline Lucile—Kindergarten-Primary Education—
History, English, Biological and Physical Science..... Collins
- Webb, Mildred Evelyn—Elementary Education—History,
Biological and Physical Science, English..... Donnan
- Whitney, Kathryn—English—Speech, History Arlington, Va.
- Wilson, Barbara—Kindergarten-Primary Education—Art,
English, History Cherokee
- Wilund, Deloras M.—Science (Biology)—Business Education,
Physical Education (Women) Prentice, Wis.
- Wohlens, Jean Marilyn—Kindergarten-Primary Education—
English, Biological and Physical Science, Art..... Rock Rapids

August, 1948

- Ahltz, LeRoy Allen—Physical Education (Men) and Mathe-
matics—Chemistry Mason City
- Anderson, Jack Charles—English—Speech, History..... Waterloo
- Asp, Bertha Kathleen—Elementary Education—Music,
English, History Muscatine
- Barlow, Willard Eugene—Business Education—Mathematics,
Economics and Sociology Cedar Falls
- Becker, Dorothea Catharine—Earth Science—Mathematics,
History Merrill
- Berguido, Carmen Eloisa—English—Speech, History,
Spanish Panama
- Bielefeldt, Julia Ione—Elementary Education—English, History,
Biological and Physical Science Story City
- Bigler, Robert Francis—Business Education—Chemistry,
Economics and Sociology Cedar Falls
- Blake, Roger Oral—Physical Education (Men) and Business
Education Marshalltown
- Boone, Laura Mae Farrington—School Music (Voice)—
English Cedar Falls
- Brucklacher, Gertrude Margery—Elementary Education—
History, English, Earth Science Marshalltown
- Bundy, Eugene Allen—Mathematics—Industrial Arts, Band
and Orchestra Conducting (Piano)..... Cedar Falls

- Camarata, August Lavene—Physical Education (Men) and Social Science—English Cedar Falls
- Carlquest, Theodore Otto—History—Spanish, Latin, English Gladbrook
- Childs, Jane Marie—Kindergarten-Primary Education—History, English, Physical Education and Health Manchester
- Christensen, Adele Marie—Kindergarten-Primary Education—History, English, Biological and Physical Science Castana
- Clark, Glen Era—Social Science—Physical Education (Men), Biological Science Dundee
- *Claude, Phyllis Jane—Elementary Education—History, English, Earth Science Woolstock
- Cole, Jean Marie—Speech—English, French Cedar Falls
- Collins, Elizabeth Faye—Home Economics—Speech Cedar Falls
- Creswell, Marlys Jean—Applied Music (Piano)—Business Education Dike
- Croter, Frances Jean—Science (Biology)—English, Spanish Cedar Falls
- Darland, Jack LeMar—Physical Education (Men) and Social Science—Industrial Arts Waterloo
- Dominy, Leona Kathryn—Elementary Education—History, English, Biological and Physical Science Estherville
- Dorsey, Herbert Lawrence—Physical Education (Men)—Agriculture, Industrial Arts, History Cambria
- Doyle, Joseph Thomas—Physical Education (Men)—History, Safety Education Waterloo
- Dykstra, Herbert Benjamin—Social Science—Physical Education (Men), Biological Science Nashua, Mont.
- Elmore, Howard Clayton—Mathematics—Physics, Economics and Sociology Lanyon
- Engel, Ross A.—Social Science—English, Mathematics, History.. Dike
- Fairbrother, Mercedes—Kindergarten-Primary Education—English, Biological and Physical Science, Social Science.. Waverly
- Fleming, Laura Matilda—Elementary Education—Earth Science, History, English Waterloo
- Ford, Doris Evangeline—Home Economics—English Marion
- Fowler, John C.—Physical Education (Men) and Social Science—Earth Science Vinton
- Fuller, Grace Marilee—Art—English, Home Economics Cedar Falls
- Giger, Mildred—Kindergarten-Primary Education—History, English, Biological and Physical Science Toledo
- Gorman, Richard Fey—Social Science—Physical Education (Men), Agriculture, History Cedar Falls
- Griffin, Kenneth Neil—Business Education—Economics and Sociology, Biological Science Jamestown, N. Dak.
- Grinnell, Darrell Dean—Business Education—History, Economics and Sociology Readlyn
- Haines, Thomas Benn—Junior High School Education—Music, History, Mathematics Marshalltown
- Hall, Anna Rae—Social Science—English Sheldon
- Hamlin, Dorothy Myrle—Kindergarten-Primary Education—English, History, Biological and Physical Science Stuart
- Hamm, Nola L.—Kindergarten-Primary Education—Earth Science, Biological and Physical Science, History Clarinda
- Hanson, Ellis George—Business Education—Economics and Sociology, Mathematics Callender
- Hart, Rose M.—Home Economics—English Nora Springs
- Hatch, Rachel L.—Kindergarten-Primary Education—Physical Education and Health, Art, English Cedar Rapids

- Hill, Judith Alice—Elementary Education—Earth Science,
Biological and Physical Science, Art.....Story City
- Hill, Kathryn Johnsen—Social Science—Business Education..Cedar Falls
- Holmes, Martha Emma—Elementary Education—Biological
and Physical Science, Earth Science, History.....Hudson
- Hougham, Russel LaVerne—Physical Education (Men)—Mathe-
matics, Biological Science.....Granger
- Hoversten, Carrie—Kindergarten-Primary Education—English,
Biological and Physical Science, Art.....Williams
- Howe, Martha—Physical Education (Women)—English,
Biological Science.....Tipton
- Huisman, Alvin Floyd—Physical Education (Men)—Mathematics,
Biological Science.....Parkersburg
- Inman, Donald Clyde—Mathematics—Physics, Chemistry,
English.....Keokuk
- **Isaacson, Fenton Roy—Mathematics—Physics, Chemistry..Ft. Dodge
- Jacobs, Dean Franklin—Business Education—History, English.Ottumwa
- Johansen, Norman Bruhn—Physical Education (Men)—In-
dustrial Arts, Mathematics, Biological Science.....Clinton
- Kaisand, Mildred Edna—Elementary Education—English,
History, Biological and Physical Science.....Des Moines
- *Kascht, Robert Lawrence—Science (Chemistry)—English,
German.....Waterloo
- Kline, Jessie Alberta—Kindergarten-Primary Education—
History, Earth Science, English.....West Liberty
- Knight, Patricia Lucille—Physical Education (Women)—
English, Biological Science.....Des Moines
- Kragel, Roy Fred—Physical Education (Men)—History, Safety
Education.....Latimer
- Langmann, Dale Benhardt—Physical Education (Men)—Mathe-
matics, Biological Science, Safety Education.....Durant
- Law, Harry Weldon, Jr.—Physical Education (Men)—
Biological Science, Mathematics.....Burlington
- Lee, James Edward—Social Science—Earth Science, History,
Business Education.....Dumont
- Leist, Thomas Dale—Junior High School Education—Business
Education, History, Earth Science.....Manson
- Letsch, William Raymond—Science (Chemistry)—Economics and
Sociology, Business Education.....Cedar Falls
- Lind, Ruby Marian—Junior High School Education—Mathe-
matics, History, English.....Dayton
- Llewellyn, Russell Hopkins—Physical Education (Men) and
Social Science—Safety Education.....Cedar Falls
- Loomer, James Albert—Social Science—Speech, Business
Education.....Cedar Falls
- Lund, Hilda Kathryn—Kindergarten-Primary Education—
English, Art, History.....Mason City
- Mayo, Charles Ralph—School Music (Trombone)—English.Washington
- McElhinney, James Russell—Physical Education (Men)—
English, Biological Science.....Morning Sun
- McKercher, Elinor Ann—Elementary Education—History,
English, Biological and Physical Science.....Manly
- McMillan, Winnifred Maxine—Kindergarten-Primary Education—
History, Biological and Physical Science, Earth Science..Elgin
- McQuigg, Robert Bruce—Social Science—English, Speech.....Schaller
- Meredith, Pauline—Elementary Education—Biological and
Physical Science, History, English, Earth Science.....Mallard

Mitchell, Helen Louise—Business Education—English, Economics and Sociology	Sloan
Nielsen, Orval George—Junior High School Education—History, English, Biological and Physical Science.....	Elk Horn
Nielsen, Paul Christen—School Music (Trumpet)—Business Education	Elk Horn
Northey, Ethel May—Kindergarten-Primary Education—Biological and Physical Science, Art, English.....	Muscatine
Noxon, Kathryn Kassler—School Music (Voice)—French.....	Marion
Nystuen, Richard Wayne—Physical Education (Men)—Biological Science, Business Education.....	Kanawha
Omlid, Gerald Leonard—Science (Chemistry)—History, German	Waterloo
O'Rourke, Robert Emmett—Social Science—Physical Education (Men), English	Dubuque
Pedersen, Homer Burdett—Business Education—Mathematics, Economics and Sociology	Elmhurst, Ill.
Peterson, Wayne Francis—Social Science and Physical Education (Men)—History	Shell Rock
**Pettit, Patricia Ann—English—Speech, Home Economics. Cedar Falls Pogemiller, Dwight Russell—Physical Education (Men)—Mathematics, Biological Science, Agriculture.....	Wapello
Pylman, Fred John, Jr.—School Music (Bassoon and Voice)—History	Sheldon
**Ransom, Jean Ellen—English and Speech—History. Albuquerque, N. M. Rashid, Charlotte Lorraine—Home Economics—English. Fort Madison Reinke, Lawrence Donald—Industrial Arts—Mathematics, Physics	Geneva
Reis, Raymond Paul—Social Science—Biological Science, Agriculture	Odebolt
Rodemeyer, Cecil G.—Industrial Arts—Mathematics, Physics	Alexander
Rolland, Geraldine Joyce—English—History, Speech.....	Bode
Rollstin, Donald Hill—Elementary Education—History, Music, English	Newton
Saunders, Gladys Wilma—Kindergarten-Primary Education—History, English, Biological and Physical Science.....	Waterloo
Schauland, Evelyn Lorraine Krieger—Kindergarten-Primary Education—English, Biological and Physical Science, History	Muscatine
Schmadeke, Louis Fredrick—Mathematics and Physical Education (Men)—Biological Science.....	Sumner
Schramm, Earl Edward—Physical Education (Men)—History, Biological Science	Hutchinson, Minn.
Seltenrich, Philip Rudolph—School Music (Clarinet)—English	Cedar Falls
Sheerer, Harold Walter—Physical Education (Men)—Industrial Arts, Safety Education	Cedar Falls
Sherrer, Lorraine Marie—Business Education—Home Economics, Economics and Sociology.....	Hazleton
Shirk, Velma Irene Whitley—English—Speech, Spanish.....	Fayette
Siebsen, Charles John—Physical Education (Men)—History, Biological Science	Lester
Siegel, Charles Albert—Social Science—Business Education, English	New York, N. Y.
Silbaugh, Ethel Grace—Elementary Education—English, History, Mathematics	Churdan

Skarshaug, Elizabeth—Kindergarten-Primary Education— English, Art, Earth Science	Ames
Starner, Glenn Leslie—Physical Education (Men)—Biological Science, Physics	Hampton
Stephenson, Robert James—Science (Physics)—Mathematics, German	Waterloo
Sterrett, Ronald Lee—Social Science—Safety Education, Vocal Music, Speech	Des Moines
Stillman, Mary Verona—Kindergarten-Primary Education— Earth Science, English, Biological and Physical Science	Emmetsburg
Taber, Esther Wilcox—Elementary Education—History, Earth Science, Biological and Physical Science	Marshalltown
Tharp, Eunice M. Tjepkes—Home Economics—Biological Science, Chemistry	Waterloo
Thomas, Myron Gerald—Physical Education (Men)— Agriculture, Industrial Arts	Waterloo
Todd, Donald William—Physical Education (Men) and Business Education—History	Morning Sun
Tomlinson, Grace Ilene—Elementary Education—History, English, Earth Science	Menlo
Traugott, Richard Oliver—Business Education—Economics and Sociology, Industrial Arts	Cedar Falls
Ubben, Louise Johanna—Kindergarten-Primary Education— English, Mathematics, History	Ackley
von Oven, Helen—Elementary Education—History, Earth Science, English	Fulton, Ill.
Wade, Frederick Calvin—Science (Chemistry)—Mathematics, Safety Education	Waterloo
Wahlgren, Donald Vernon—Physical Education (Men)— Physics, Agriculture	Palmer
Warner, Robert Lavern—School Music (Trumpet)— Biological Science	Flandreau, S. Dak.
Wells, Catherine Adella—Art—Home Economics, Business Education	Waterloo
Wendel, Roland King—Industrial Arts and Physical Education (Men)—Safety Education	Meservey
Wessling, Cathleen D.—Business Education—History, English	Arcadia
**West, William Walter—English and Speech—French	Waterloo
White, Sarah Jane—Kindergarten-Primary Education— Mathematics, History, English	Chariton
Wicklow, Dorothy Luella—History—English, Speech ..	Owatonna, Minn.
Wildman, Ruth Patridge—English—Speech, Vocal Music	Maynard
Wintersteen, Ethel Cora—Elementary Education—English, History, Biological and Physical Science	Clarinda
Wistey, Bonnie McCulloch—School Music (Piano)—English ..	Cedar Falls
Wistey, Glenn Myron—Business Education—Physical Education (Men), Economics and Sociology	Clear Lake
Wolf, Catherine Elizabeth—Business Education—English, History	Osage

*Graduated with honors

**Graduated with high honors

***Graduated with highest honors

Two-Year Curricula

Elementary Teacher Diploma

November, 1947

Benning, Gladys Jane.....	Holstein
Campbell, Gladys Lucille.....	Hedrick

March, 1948

Blum, Mary Kathryn.....	Armstrong
Healey, Irene.....	Marango
Holland, Margaret Mary.....	Charles City

May, 1948

Babl, Mary Rose.....	Rock Rapids
Baker, Ruth Ellen.....	Whitten
Beck, Barbara Ann.....	Sloan
Becker, Gertrude.....	Spirit Lake
Becker, Margaret Ann.....	Calmar
Carlson, Arlene Mable.....	Marathon
Caulkins, Helen A.....	Collins
Challstrom, Emma Frances.....	Cedar Falls
Christian, Nona Lea.....	Hampton
Clark, Ila L.....	Dundee
Cline, Betty Marie.....	Ossian
Crandell, Genevieve Darlene.....	Rippey
Gardner, Shirley F.....	Nevada
Haines, Jacqueline Ann.....	Ida Grove
Hanson, Beverly Anita.....	Spirit Lake
Hein, Geraldine Marie.....	Waterloo
Hiatt, Marilyn Lee.....	Newton
Huntrods, Wanda Naomi.....	Collins
Keizer, Doris Blanche.....	Hawarden
Kerr, Patricia A.....	Waterloo
Kludas, Donna D.....	Cherokee
Lawrence, Barbara Jean.....	Muscatine
Leigh, Dorothy E.....	Algona
Mauer, Dorothy Mae.....	LeMars
Miller, Elaine Marie.....	Bristow
Mitchell, Charlotte.....	Vinton
Ose, Audrey.....	McCallsburg
Ploen, Bertha Elfriede.....	Granville
Ragan, Marilyn Olive.....	Rolfe
Rasmussen, Mary P.....	Webster City
Reimer, Mrs. Viola Barth.....	Latimer
Scholl, Barbara Ann.....	Rockwell
Schoon, Irma Ann.....	Monticello
Scott, Margaret Louise.....	Paullina
Sherwood, Marcia.....	Grinnell
Shields, Marian.....	Cresco
Tapper, Bernece E.....	Kamrar
Tiemann, Helen Marie.....	Keokuk
Wynia, Lorraine June.....	Lester

August, 1948

Brandau, Eunice Catherine	Rudd
Broadbent, Donna Lou	Waucoma
Burley, Maxine Marie	Grand River
Evans, Pearl R.	Russell
Ferns, Grace Helen	Washington
Fett, Eleanora Katharine	Adair
Greenlee, Mercedes Anne	Sac City
Halverson, Marguerite Elaine	Coon Rapids
Hausladen, Virginia Sara	West Union
Heikens, Frankie Francine	Everly
Henrichs, Florence Ethel	Osceola
Johnston, Alpha Lucille	Forest City
McCullough, Dorothy Irene	Conesville
Miller, Sara Jane	Waterloo
Olson, Frances Miller	Cedar Falls
Pearce, Eleanor Marion	Maxwell
Pogemiller, Olive Blanche	Wapello
Reints, Geraldine LaVerne	Clarksville
Sparrow, Carrie Marian	Zearing
Wolfe, Helen Mary	Ossian
Yocom, Doris Alene	Woodbine

**Kindergarten-Primary Teacher Diploma
November, 1947**

Frazier, Jessie	Malvern
Mumaw, Lois June	Jesup
Rasmussen, Norma Marjorie	Audubon

March, 1948

Barton, Zola Lorraine	Eldora
Brown, Rosemarie Elaine	Gruver
Coulson, Shirley Mae	Belmond
Hall, Virginia Hadley	Rowley

May, 1948

Alley, Adrienne Joan	Riceville
Arnold, June M.	Lake Park
Babcock, Bertha E.	Gloversville, N. Y.
Bailey, Mrs. Dorothy Geer	Mason City
Barlow, Billie Lou	Clear Lake
Barnes, Lucille M.	Oskaloosa
Bean, Phyllis Ann	Yale
Bjonerud, Mary Ann	Calmar
Chapman, Patricia Marie	Belmond
Christensen, Evelyn A.	Waterloo
Coffman, Mary Virginia	South English
Crim, Lois Marie	Stratford
Dankel, Shirley JoAnn	Glidden
Dreeszen, Jean M.	Auburn
Dvorak, Helen Agnes	Ely
Eason, Ada E.	Scranton
Engstrom, Katherine Elizabeth	Renwick
Fink, Donna Jane	Conrad
Forsen, Charlotte	Modale

Haakinson, Shirley Jean.....	Sloan
Hanson, Eloise Elaine.....	Soldier
Harrison, Jeanette Lucille.....	Hansell
Heinz, Lois Jean.....	Ackley
Higgins, Marilyn Jeanne.....	Independence
Ireland, Margaret Lillian.....	Farragut
Johnston, Marilyn Wynette.....	St. Anthony
Judas, Glenyce Mae.....	Cedar Falls
Kannegieter, Delores L.....	George
King, Margery Jean.....	Richland
Kolb, Virginia Louise.....	Storm Lake
Kopp, Helen Jean.....	Monticello
Kracht, Isabell Ruth.....	Hampton
Lary, Charmaine Esther.....	Central City
Lenth, Betty M.....	Clayton
Lorimor, Shirley A.....	Farragut
McElhinney, Doris Kingland.....	Kensett
McGrath, Frances Virginia.....	Eagle Grove
Meyer, Rose Marie.....	Postville
Milewsky, Vivian M. L.....	Garnaville
Molstad, Mary Maxine.....	Moville
Northey, Carol Elaine.....	Milford
Olesen, Marcella Jean.....	Waterloo
Oltmann, Mildred.....	Coulter
Otis, Marjorie Charlotte.....	Earlville
Payne, Jahet Gertrude.....	Exira
Peterson, Helen Marie.....	Nashua
Peyton, Donna Leota.....	Sac City
Quinn, Mary Jean.....	Marion
Ryan, Ruth Helen.....	Chelsea
Schlicher, Mary F.....	Fort Madison
Schnepf, Georgia M.....	LeMars
Schroeder, Arlene.....	Irwin
Schuelke, C. Alice.....	Alta
Severson, Carlene A.....	Webster City
Smith, Eleanor L.....	Waterloo
Sorensen, Jane E.....	Spencer
Swant, Betty Jeanne.....	Marble Rock
Tesdahl, Marjorie LaVonne.....	Kanawha
Trueblood, Mildred Irene.....	Mount Pleasant
Tucker, Muriel Luan.....	Hampton
Ward, Joyce Evelyn.....	Hampton
Ward, Marjorie E.....	Plymouth
Wilson, June Marie.....	Curlew
Wright, Betty June.....	Emmetsburg

August, 1948

Alberson, Louise Anne.....	Omaha, Nebr.
Blair, Shirley Morse.....	Cedar Falls
Coomes, Donnis Mardelle.....	Wiota
Eckmann, Lavina Catherine.....	Persia
Fallis, Wilda.....	Barnes City
Foster, Janet Abbie.....	Hampton
Foxwell, Viola Zephine.....	Elgin
Frey, Marian Mae.....	New Hartford
Gillespie, Julia Ann.....	Guthrie Center
Haynes, Claudia Carmen.....	Delhi
Jensen, Myrtle Lenora.....	Dike

Johnson, Vernie Marie.....	Gowrie
Jorgensen, Dorothy Lena.....	Guthrie Center
Lamb, Exy Rebecca.....	Tingley
Mackin, Norma Lee.....	Des Moines
McCord, Eleanor Louise.....	Carroll
Milbrandt, Edith Louise.....	Buffalo Center
Monkelien, Charleene Mae.....	Fonda
O'Brien, Mary Joyce.....	Algona
Olson, Betty Jane.....	Marshalltown
Stoakes, Wanda Mae.....	Traer
Stoelting, Betty Louise.....	Sac City
Voelker, June M.....	Clarion
Westfall, Audrey Virginia.....	Sergeant Bluff
Zarr, Norma Imogene.....	Council Bluffs

**Rural Teacher Diploma
November, 1947**

Johnston, Eleanor M.....	Ackley
Lee, Lavona M.....	Buffalo Center

August, 1948

Grey, Marjorie Eleanor.....	Greene
Hatter, Betty Lou.....	Millersburg
Howell, Lois Belle.....	Rose Hill
Littell, Doris Ruth.....	Maquoketa
Nehas, Rhoda.....	Wilton Junction
Reth, Viola Logina.....	Delhi
Tompkins, Mary Ellen.....	Osceola

Number Receiving Degrees and Diplomas

November 1947 to August 1948

	Men	Women	Total
1. The degree of bachelor of arts.....	172	168	340
2. Two year Diplomas			
a. For teachers in grades above the primary..	0	65	65
b. For teachers in the kindergarten-primary grades.....	0	96	96
c. For teachers in rural schools.....	0	9	9
Total number of graduates.....	172	338	510

Summary of Attendance

1947-1948

I. Students with baccalaureate degrees.....	33	29	62
Sub-total.....	33	29	62
II. Students on degree curricula			
Seniors.....	320	288	608
Juniors.....	335	426	761
Sophomores.....	517	252	769
Freshmen.....	597	344	941
Sub-total.....	1769	1310	3079

III. Students on diploma curricula

Sophomores			
Elementary	5	198	203
Kindergarten-Primary	0	192	192
Rural	1	43	44
Freshmen			
Elementary	21	492	513
Kindergarten-Primary	0	402	402
Rural	13	154	167

IV. Four-quarter Rural

1. Second year	0	2	2
2. First year			
Sub-total	40	1483	1523

TOTAL NUMBER OF REGULAR

STUDENTS1842 2822 4664

V. Special Students

General	4	11	15
Music not on other curricula (Collegiate)	5	20	25
Music (Sub-collegiate)	*	*	*
Visitors	22	10	32
Workshops	39	5	44
Sub-total	70	46	116
TOTAL IN RESIDENCE.....	1912	2868	4780

Students completing extension work

Correspondence work	38	676	714
Extension work	1	44	45
Total completing extension.....	39	720	759

Grand total exclusive of duplicates and of

pupils in the campus and affiliated schools....1938 3475 5413

Attendance by Quarters

1947-1948

	Men	Women	Total	Men	Women	Total
Summer Quarter 1947.....				665	1551	2216
Cedar Falls	641	1046	1687			
Corning						
Twelve-weeks	6	85	91			
Six-weeks	2	57	59			
Denison						
Twelve-weeks	7	114	121			
Six-weeks	2	95	97			
Estherville						
Twelve-weeks	2	72	74			
Six-weeks	5	82	87			
Fall Quarter 1947.....				1443	1403	2846
Winter Quarter 1947-48.....				1408	1322	2730
Spring Quarter 1948.....				1339	1231	2570
Total for fall, winter and spring quarters exclusive of duplicates				1700	1508	3208

*Beginning June 1, 1947, sub-collegiate students are removed from all college reports.

Total in residence exclusive
of duplicates and of pupils
in the campus and affiliated
schools

1912 2868 4780

Full-Time Equivalency Enrollment

In order to avoid difficulty of comparison enrollments both of part-time students and intermittent students the following table is computed from the total quarter hours of work attempted by all students. Fifteen quarter hours is taken as a normal load per quarter.

	1946-47			1947-48		
	Men	Women	Total	Men	Women	Total
Full time equivalency enrollment for academic year September to May.....	1185.5	1182.9	2369.4	1341.9	1347.5	2689.4
Full time equivalency enrollment for year from June through May			3052.3	1547.6	1831.0	3379.6

Pupils in the Campus and Affiliated Schools

	Boys	1947-48	
		Girls	Total
Campus School			
Nursery School	19	14	33
Kindergarten	56	43	99
Primary Grades	143	108	251
Intermediate Grades	114	116	230
High School	123	141	264
Sub-total	455	422	877
Affiliated schools in classes taught by student teachers			
Hudson			
Primary grades	38	26	64
Intermediate and upper grades.....	48	39	87
High School	64	65	129
Waterloo			
Primary grades	35	31	66
Intermediate grades	79	77	156
Rural demonstration schools (2).....	6	4	10
TOTAL	725	664	1389

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Steps in Preparing for Admission

1. Application for Admission

Fill in form below and mail to the REGISTRAR.
See Notice to Prospective Students, page 56.

2. Transcripts

Have your high school principal send a Certificate of High School Credits to the REGISTRAR. If you attended a high school outside 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

Write either the Dean of Men or the Dean of Women and ask for room reservation information and a reservation card.

IOWA STATE TEACHERS COLLEGE
Cedar Falls, Iowa
Application for Admission Blank

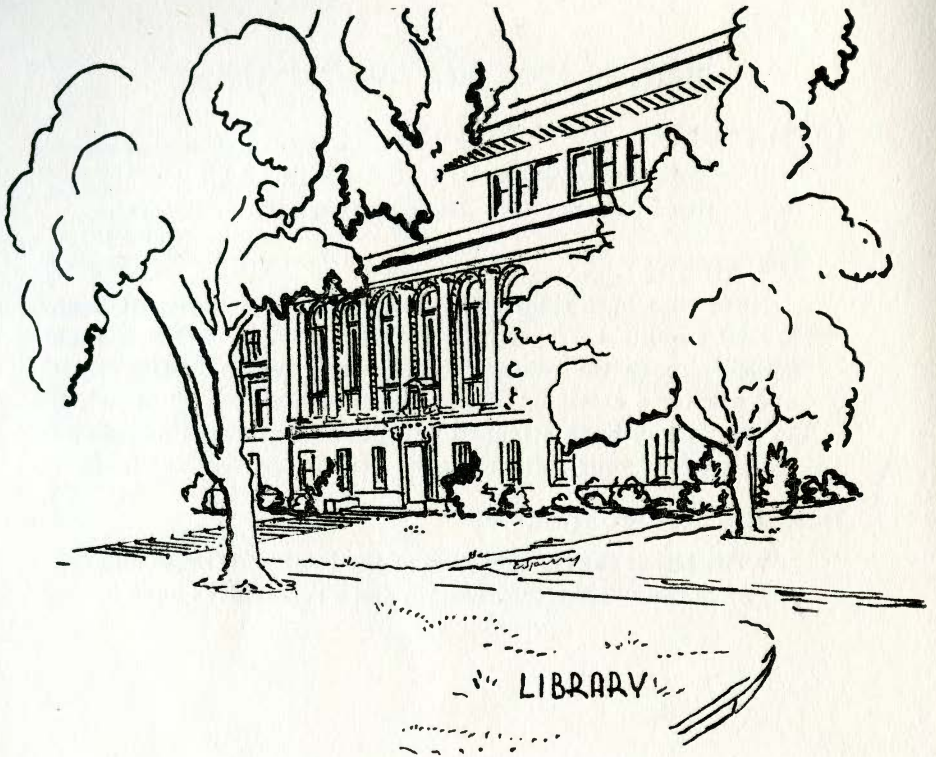
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Name { Mr. Date _____ 194____
Mrs.
Miss

Street and No. or RFD _____ City _____
County _____ State _____

I am considering entering Teachers College () FALL Quarter () WINTER
() SPRING () SUMMER

Please send me: An application for admission.....()
Information on housing.....()
A Summer Bulletin.....()

I would like additional information concerning _____



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