

1-1946

## College Catalog 1945-1946

Iowa State Teachers College

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### Recommended Citation

Iowa State Teachers College, "College Catalog 1945-1946" (1946). *UNI Programs and Courses Catalogs*. 51.

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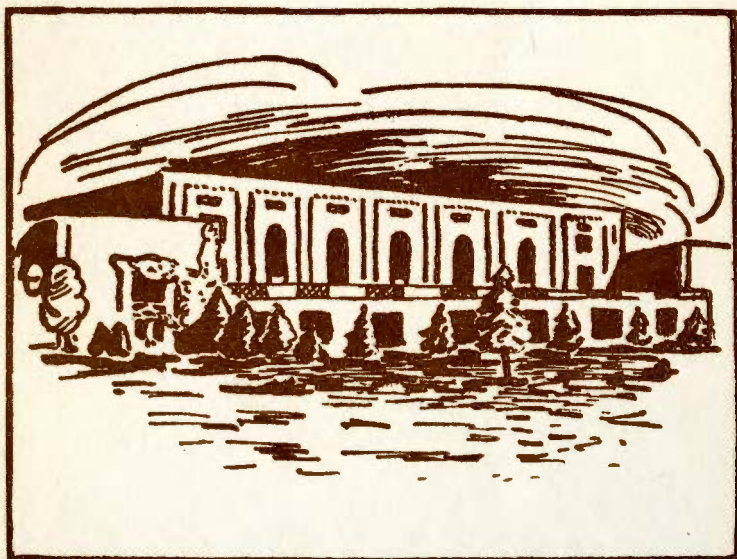
*Bulletin*

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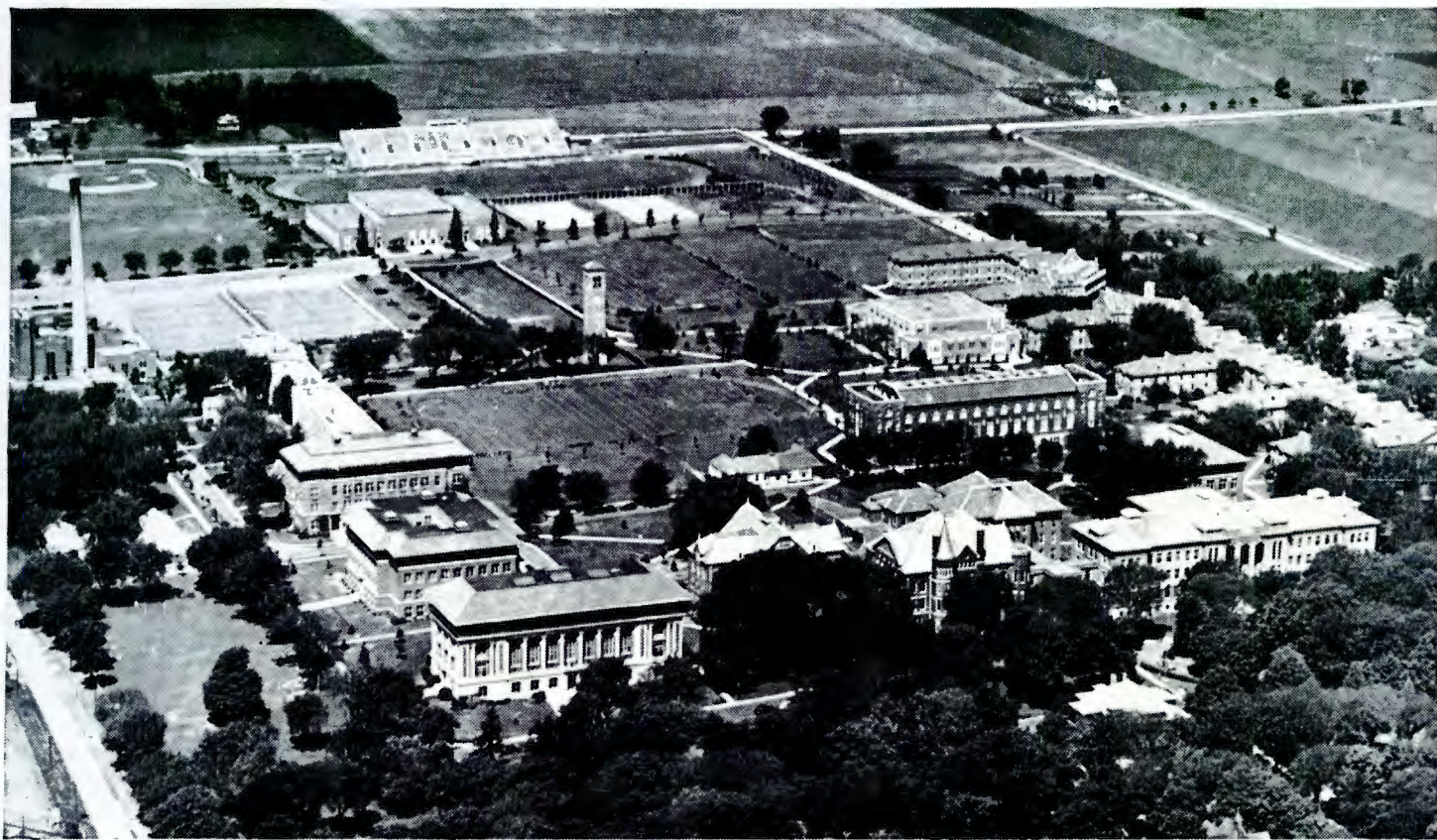
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OF THE  
IOWA STATE TEACHERS  
COLLEGE

CATALOG ISSUE



JANUARY 1946 . . . CEDAR FALLS, IOWA

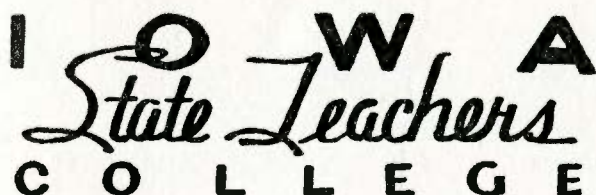


IOWA STATE TEACHERS COLLEGE, CEDAR FALLS, IOWA





# BULLETIN OF THE



CATALOG ISSUE

1945-46

INCLUDING ANNOUNCEMENTS FOR 1946-47



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

VOL. XLVII, NO. 1

JANUARY, 1946



## 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 163 to 165.

	Page
Admission to College.....	46
Application for admission.....	167
Certificates for teaching.....	56
Courses of instruction .....	73
Curricula .....	59
Dining rooms .....	33, 40
Dormitories .....	33, 37
Employment of students .....	41
Enrollment and registration.....	35
Exemption from tuition.....	42
Expenses .....	36, 41
Extracurricular activities .....	42
Fees .....	36
Loan Funds .....	42
Major lines of work offered.....	60
Matriculation fee .....	36
Medical service .....	37
Normal training, twelve weeks of.....	58
Placement Bureau .....	30, 45
Registration .....	35, 51
Requirements for graduation.....	53
Room and board.....	38
Rooming houses .....	39
Student Loan Funds.....	42
Student organizations .....	42
Table of Contents.....	5
Teachers Certificates .....	56





# TABLE OF CONTENTS

	Page
College Calendar for the year 1946-47.....	7
State Board of Education.....	9
Officers of Administration.....	11
Officers of Instruction.....	12
Department of Teaching.....	18
Extension Service.....	21
Other Officers and Assistants.....	22
Faculty Committees.....	26
General Information	
Foreword.....	29
Buildings and Grounds.....	30
Enrollment and Registration.....	35
Fees.....	36
The Residence of Women Students.....	37
The Residence of Men Students.....	39
The Commons.....	33, 40
Resumé of a Student's Expenses Per Year.....	41
Employment.....	41
Partial Tuition Exemptions.....	42
Student Loan Funds.....	42
Student Organizations.....	42
Placement Bureau.....	30, 45
General Regulations	
Admission Requirements.....	46
Notice to Prospective Students.....	51
Advisers and Amount of Work.....	27, 51
Absences and the Making up of Work.....	52
Marks and Grade Points.....	53
Independent Study.....	53
General Requirements for Graduation.....	53
Teachers Certificates.....	56
Curricula	
Four-Year Curricula.....	59
Two-Year Curricula.....	68
Courses of Instruction	
Arts.....	74
Commercial Education.....	79
Education.....	84
English.....	91
Home Economics.....	98
Languages.....	102
Mathematics.....	110
Music.....	114
Physical Education for Men.....	121
Physical Education for Women.....	124
Science.....	129
Social Science.....	137
Teaching.....	142
Extension Service for 1946-47.....	144
Graduates, 1944-45.....	153
Summary of Attendance.....	160
Index.....	163
Application for Admission.....	167



# College Calendar for 1946-47

## Summer Quarter, 1946—Twelve Weeks

- June 3 Monday —Registration of All Students Enrolling at this College for the First Time, 7:30 a.m. to 4:30 p.m.
- June 4 Tuesday —Registration of All Students Who Have Previously Been in Attendance, 7:30 a.m. to 4:30 p.m.
- June 5 Wednesday —Instruction begins, 8:00 a.m.
- July 4 Thursday —Independence Day, a holiday
- Aug. 22 Thursday —Graduating Exercises, 7:30 p.m.
- Aug. 23 Friday —Quarter ends, 12:00 noon

A Six-Week Session will be held on the campus from June 24, 1946, to August 2, 1946, inclusive

- June 24 Monday —Registration, 7:30 a.m. to 4:30 p.m.
- June 25 Tuesday —Instruction begins, 8:00 a.m.
- July 4 Thursday —Independence Day, a holiday
- Aug. 2 Friday —Six-Week Session ends, 12:00 noon

## Fall Quarter, 1946—Twelve Weeks

- Sept. 9 Monday —Registration of All Students Enrolling at
- Sept. 10 Tuesday —this College for the First Time. (Report on Monday at 8:30 a.m.)
- Sept. 11 Wednesday —Registration of All Students Who Have Previously Been in Attendance at this College, 8:00 a.m., to 5:00 p.m.
- Sept. 12 Thursday —Instruction begins, 8:00 a.m.
- Nov. 27 Wednesday —Quarter ends, 12:00 noon

## Winter Quarter, 1946-47—Twelve Weeks

- Dec. 2 Monday —Registration, 8:00 a.m. to 5:00 p.m.
- Dec. 3 Tuesday —Instruction begins, 8:00 a.m.
- Dec. 20 Friday —Holiday recess, 5:00 p.m.
- 1947
- Jan. 6 Monday —Instruction resumes, 8:00 a.m.
- Mar. 5 Wednesday —Quarter ends, 12:00 noon

## Spring Quarter, 1947—Twelve Weeks

- Mar. 10 Monday —Registration, 8:00 a.m. to 5:00 p.m.
- Mar. 11 Tuesday —Instruction begins, 8:00 a.m.
- May 27 Tuesday —Seventieth Annual Commencement
- May 28 Wednesday —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

JOHN C. REID, Cedar Rapids	}	Terms expire July 1, 1947
MRS. GEORGE KYSETH, Clarion		
W. S. RUPE, Ames		
W. EARL HALL, Mason City	}	Terms expire July 1, 1949
RICHARD H. PLOCK, Burlington		
LESTER S. GILLETTE, Fostoria		
HENRY C. SHULL, Sioux City	}	Terms expire July 1, 1951
ROY LOUDEN, Fairfield		
MRS. HIRAM C. HOUGHTON, JR., Red Oak		

## 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

JOHN C. REID  
MRS. GEORGE KYSETH  
LESTER S. GILLETTE  
HENRY C. SHULL



# Officers of Administration and Instruction, 1945-46

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## 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
- LESLIE I. REED, B.Ph., M.A., State University of Iowa  
Dean of Men, Emeritus, Part-time Service, 1916 (1944)
- PHILIP C. JENNINGS, B.S., M.S., Iowa State College  
Business Manager, 1942 (1945)
- BENJAMIN BOARDMAN, B.Ph., State University of Iowa  
Business Manager, Emeritus, Part-time Service, 1917 (1945)
- MARSHALL R. BEARD, B.A., Marion College; M.A., Ph.D., University of Wisconsin  
Registrar, 1930 (1942)
- CHARLES S. CORY, B.S., State University of Iowa  
Registrar and Examiner, Emeritus, Part-time Service, 1907 (1937)
- 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)
- IRVING H. HART, B.A., Grinnell College  
Director of the Bureau of Extension Service, 1914 (1916)
- 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
- 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, 1917 (1934)
- MAX L. DURFEE, B.A., M.D., M.S., University of Michigan  
Health Director, 1939

- FRANK N. MEAD, M.D., University of Pennsylvania  
Health Director, Emeritus, Part-time Service 1920 (1939)
- 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, 1945

## OFFICERS OF INSTRUCTION

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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

- ALISON E. AITCHISON, B.S., State University of Iowa; M.S., Univer-  
sity of Chicago  
Professor of Geography, Emeritus, Part-time Service, 1903 (1944)
- CHARLES H. BAILEY, B.S., Columbia University  
Professor of Industrial Arts, Emeritus, Part-time Service, 1905  
(1944)
- LOUIS BEGEMAN, B.S., M.S., University of Michigan; Ph.D., Univer-  
sity of Chicago  
Professor of Physics, Emeritus, Part-time Service, 1899 (1935)
- IRA S. CONDIT, B.A., M.A., Parsons College  
Professor of Mathematics, Emeritus, Part-time Service, 1898 (1937)
- EMMA F. LAMBERT, B.Ph., State University of Iowa; M.A., Columbia  
University  
Professor of Mathematics, Emeritus, 1901 (1941)
- LILLIAN V. LAMBERT, B.Ph., M.Ph., University of Chicago  
Professor of English, Emeritus, 1907 (1938)
- SAMUEL A. LYNCH, B.L., University of Missouri; M.A., University of  
Chicago  
Professor of English, Emeritus, Part-time Service, 1909 (1938)
- FRANK IVAN MERCHANT, B.A., Shurtleff College; M.A., Ph.D., Uni-  
versity of Berlin  
Professor of Latin and Greek, Emeritus, Part-time Service, 1907  
(1934)
- BERTHA L. PATT, Des Moines Academy of Art; New York Art Stu-  
dents' League  
Professor of Art, Emeritus, Part-time Service, 1895 (1938)
- O. B. READ, B.Ph., Hillsdale College; M.A., University of Wisconsin  
Professor of Chemistry, Emeritus, 1913 (1940)



- 1949  
1877
- JOHN R. SLACKS, B.Ph., M.A., University of Chicago  
Professor of Rural Education, Emeritus, Part-time Service, 1918 (1943)
- C. W. WESTER, B.S., University of California; M.A., University of Washington  
Professor of Mathematics, Emeritus, 1916 (1941)
- R. L. ABBOTT, B.A., Iowa State Teachers College; M.S., Ph.D., University of Wisconsin  
Professor of Biology, 1916 (1920)
- AMY F. AREY, B.S., M.A., Columbia University  
Professor of Education, 1919 (1944)
- A. E. BROWN, B.S., Baker University; M.A., Yale University; Ph.D., State University of Iowa  
Professor of Education, 1924 (1938)
- H. S. BUFFUM, B.A., M.A., Ph.D., State University of Iowa  
Professor of Education, 1914 (1946)
- EMMETT J. CABLE, B.S., M.S., Cornell College; Ph.D., State University of Iowa  
Professor of Earth Science and Head of the Department of Science, 1905 (1917)
- 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)
- 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, 1921 (1933)
- SELMER C. LARSON, B.A., St. Olaf College; M.A., Ph.D., University of Wisconsin  
Professor of Education, 1937 (1942)
- 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)
- 1949  
deed 1957
- 72

- 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. 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)
- 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 Commercial Education, 1924 (1945)
- SELINA M. TERRY, B.Ph., M.A., Hamline University  
Professor of English, 1922 (1933)
- 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)
- E. E. WATSON, B.S., M.S., State University of Iowa  
Professor of Mathematics, 1920
- FRED W. WELLBORN, B.A., Baker University; M.A., University of Kansas; Ph.D., University of Wisconsin  
Professor of History, 1926 (1944)
- M. J. WILCOX, B.S., Cornell College; M.A., Ph.D., State University of Iowa  
Professor of Education, 1923 (1945)
- MONICA R. WILD, B.A., Iowa State Teachers College; M.S., Ph.D., University of Wisconsin  
Professor of Physical Education for Women and Head of the Department of Physical Education for Women, 1913 (1931)

#### Associate Professors

- \*PAUL F. BENDER, B.A., State University of Iowa; M.A., Columbia University; Ed.D., New York University  
Associate Professor of Physical Education for Men, 1921 (1940)
- L. V. DOUGLAS, B.S., M.A., Ph.D., State University of Iowa  
Associate Professor of Commercial Education and Head of the Department of Commercial Education, 1937
- MARTIN L. GRANT, B.A., Oberlin College; M.A., Ph.D., University of Minnesota  
Associate Professor of Biology, 1936 (1945)
- NELIUS O. HALVORSON, B.A., Luther College; M.A., Ph.D., State University of Iowa  
Associate Professor of English, 1929 (1932)

\*On leave.



- WILLIAM E. HAYS, B.Mus., Chicago Musical College; M.Mus., DePaul University  
Associate Professor of Voice, 1921 (1944)
- HARALD 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)
- HAROLD G. PALMER, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Associate Professor of Industrial Arts and Acting Head of the Department of Arts, 1924 (1943)
- H. W. RENINGER, B.A., M.A., Ph.D., University of Michigan  
Associate Professor of English and Head of the Department of English and Speech, 1939 (1945)
- 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)
- JOSEF SCHAEFER, State Examination, Ph.D., University of Freiburg  
Associate Professor of German, 1926 (1933)
- ROLAND SEARIGHT, B.A., Grinnell College; M.A., Eastman School of Music, University of Rochester  
Associate Professor of Violoncello and Conducting, 1927 (1943)
- MAY SMITH, B.A., Coe College; M.A., Columbia University  
Associate Professor of Education, 1919 (1932)
- HAZEL B. STRAYER, B.A., Iowa State Teachers College; M.A., Columbia University  
Associate Professor of Speech, 1921 (1932)
- 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
- MARGUERITE UTTLEY, B.A., Iowa State Teachers College; M.S., Ph.D., University of Chicago  
Associate Professor of Geography, 1921 (1932)
- HENRY VAN ENGEL, 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 Instructional Materials 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

- RUSSELL N. BAUM, B.Mus., M.Mus., Eastman School of Music, University of Rochester  
Assistant Professor of Piano, 1938 (1945)
- KATHERINE BUXBAUM, B.A., State University of Iowa; M.A., University of Chicago  
Assistant Professor of English, 1924 (1927)

\*On leave.

- CORLEY A. CONLON, B.A., Iowa State Teachers College; M.A., Columbia University  
Assistant Professor of Art, 1923 (1944)
- JOHN COWLEY, B.A., Heidelberg College; M.A., University of Wichita;  
Ph.D., Yale University  
Assistant Professor of English, 1945
- ARTHUR DICKINSON, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Assistant Professor of Physical Education for Men, 1924 (1939)
- ERNEST C. FOSSUM, B.A., Augustana College; M.A., Ph.D., State University of Iowa  
Assistant Professor of Speech, 1943
- GEORGE G. GATES, B.A., William Jewell College; M.A., University of Missouri  
Assistant Professor of English, 1941
- \*HENRY HARRIS, B.Mus., Philadelphia Conservatory of Music  
Assistant Professor of Piano, 1941
- FRANK W. HILL, B.Mus., M.Mus., Eastman School of Music, University of Rochester  
Assistant Professor of Violin, Viola, and Theory, 1929 (1942)
- CLIFTON B. HUFF, B.S., M.S., Kansas State Teachers College; Ph.D., University of Kansas  
Assistant Professor of Education, 1945
- ESTHER HULT, B.Ed., Superior, Wisconsin, State Teachers College; M.Ph., Ph.D., University of Wisconsin  
Assistant Professor of Education, 1943 (1945)
- ALMA E. JOHNSON, B.S., Florida Southern College; M.A., Ph.D., Northwestern University  
Assistant Professor of Speech, 1945
- FORREST L. MAYER, B.A., Colorado State College of Education; M.S., University of Denver  
Assistant Professor of Commercial Education, 1941 (1945)
- EDNA O. MILLER, B.A., Iowa State Teachers College; M.A., Columbia University  
Assistant Professor of Latin, 1924 (1927)
- CAMERON PAULIN, B.F.A., Alfred University; M.A., Ohio State University; Ph.D., University of Chicago  
Assistant Professor of Art, 1945
- ERMA B. PLAETH, B.A., Cornell College; M.A., Ph.D., State University of Iowa  
Assistant Professor of Social Science, 1936 (1943)
- MRS. MARGARET RANDOLPH, B.A., Southwestern College; M.A., Ph.D., Columbia University  
Assistant Professor of Home Economics, 1945
- ROSE LENA RUEGNITZ, B.Mus., Northwestern University; M.Mus., Cosmopolitan Conservatory  
Assistant Professor of Piano, 1923 (1932)
- SOLOMON SIMONSON, B.A., M.A., Brooklyn College; LL.B., St. Lawrence University; Ph.D., Northwestern University  
Assistant Professor of Speech, 1945
- ERNESTINE L. SMITH, B.A., M.S., University of Michigan  
Assistant Professor of Geography, 1936 (1943)

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\*On leave.



- CLYDE L. STARBECK, B.S., South Dakota State College  
Assistant Professor of Physical Education for Men, 1936 (1945)
- HAROLD E. SUTTON, B.F.A., University of Missouri; M.A., Colorado  
State College of Education  
Assistant Professor of Art, 1944
- HAROLD C. TRIMBLE, B.A., University of Western Ontario; M.A.,  
Ph.D., University of Wisconsin  
Assistant Professor of Mathematics, 1940 (1943)
- GRACE VAN NESS, B.A., Cornell College; M.A., Columbia University  
Assistant Professor of Physical Education for Women, 1919 (1921)
- LAWRENCE W. WHITFORD, B.A., Iowa State Teachers College; M.A.,  
University of Michigan  
Assistant Professor of Physical Education for Men, 1926 (1945)
- CARL A. WIRTH, B.Mus., M.Mus., Eastman School of Music, University  
of Rochester  
Assistant Professor of Brass Instruments and Theory, 1935 (1943)

### Instructors

- OLIVE L. BARKER, B.A., Iowa State Teachers College; M.A., Columbia  
University  
Instructor in Voice, 1926
- ARCHIE E. BAUMAN, B.S., University of Minnesota; M.A., Harvard  
University  
Instructor in Art, 1945
- JANE BIRKHEAD, B.A., M.A., University of Missouri  
Instructor in Voice, 1941
- EMIL W. BOCK, B.Mus., M.Mus., Northwestern University  
Instructor in Violin, 1939
- J. ELIZABETH BROWN, B.S., Emporia, Kansas, State Teachers Col-  
lege; M.Ph., University of Wisconsin  
Instructor in Education, 1945
- JAMES J. DeJONGE, B.A., Calvin College; M.S., M.Mus., University of  
Michigan  
Instructor in Music Education, 1941
- MARTHA FISHER, B.A., Michigan State College; M.A., Columbia Uni-  
versity  
Instructor in Art, 1945
- MYRTLE E. GAFFIN, B.A., Iowa State Teachers College; M.A., State  
University of Iowa  
Instructor in Commercial Education, 1923
- NELLIE HAMPTON, B.S., Central Missouri State Teachers College;  
M.A., State University of Iowa  
Instructor in Education, 1945
- AMY JEAN HOLMBLAD, B.S., Michigan State College  
Instructor in Home Economics, 1945
- MARGARET M. KELLEY, B.S., Kansas State College; M.A., Columbia  
University  
Instructor in Home Economics, 1945
- DOROTHY MICHEL, B.S., University of Minnesota; M.A., Columbia  
University  
Instructor in Physical Education for Women, 1927

- MAUDE E. MOORE, B.A., Iowa State Teachers College; M.A., Columbia University  
Instructor in Physical Education for Women, 1927
- LESTER MCCOY, B.Mus., Morningside College; M.Mus., University of Michigan  
Instructor in Music, 1944
- \*DAVID H. McCUSKEY, B.S., Iowa State Teachers College; M.A., Columbia University  
Instructor in Physical Education for Men, 1930
- ALLIE CAROLYN NEWSOM, B.S., Texas State College for Women; M.S., Iowa State College  
Instructor in Home Economics, 1944
- \*OLIVER M. NORDLY, B.A., Carleton College  
Instructor in Physical Education for Men, 1937
- ELIZABETH OLDENBURG, B.A., Iowa State Teachers College  
Instructor in Physical Education for Women, 1945
- JANE ROBBINS, B.Mus., M.Mus., Oberlin Conservatory of Music  
Instructor in Piano and Department Accompanist, 1945
- GEORGE W. SAMSON, Iowa State Teachers College  
Instructor in Organ and Piano, 1916
- THELMA SHORT, B.S., M.A., Columbia University  
Instructor in Physical Education for Women, 1929
- LOUISE SIRES, B.S., M.Ed., University of Missouri  
Instructor in Education, 1945
- JULIA SPARROW, B.Ed., St. Cloud, Minnesota, State Teachers College; M.A., State University of Iowa  
Instructor in Education, 1944
- WILLIS H. WAGNER, B.S., Central Missouri State Teachers College; M.Ed., University of Missouri  
Instructor in Industrial Arts, 1945
- D. BANKS WILBURN, B.A., Shepherd State Teachers College; M.A., West Virginia University; D.Ed., The George Washington University  
Instructor in Mathematics, 1945
- SHIRLEY WINSBERG, B.S., Indiana University; M.S., Wellesley College  
Instructor in Physical Education for Women, 1945

#### DEPARTMENT OF DIRECTED OBSERVATION AND SUPERVISED STUDENT TEACHING

- 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)
- DWIGHT K. CURTIS, B.S., Northeast Missouri State Teachers College; M.A., Ph.D., State University of Iowa  
Assistant Professor of Teaching and Director of Student Teaching, 1945

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\*On leave.

**Professor**

**ELMER L. RITTER**, B.A., Indiana University; M.A., Ph.D., State University of Iowa  
Professor of Teaching, 1921

**Associate Professors**

**CYRIL L. JACKSON**, B.A., Grinnell College; M.A., State University of Iowa  
Associate Professor of Teaching and Principal of the College High School, 1924 (1934)

**DOROTHY MAY KOEHRING**, B.A., Kansas State University; M.A., Columbia University; Ph.D., Yale University  
Associate Professor of Teaching, 1933 (1943)

**MARNA PETERSON**, B.Ph., University of Chicago; M.A., Columbia University  
Associate Professor of Teaching and Principal of the Elementary School, 1920 (1932)

**E. GRACE RAIT**, B.A., Iowa State Teachers College; M.A., Columbia University  
Associate Professor of Teaching, 1914 (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)

**Assistant Professors**

**MARY C. ANDERSON**, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Assistant Professor of Teaching, 1924 (1926)

**M. ELISEBETH BRUGGER**, B.A., University of Nebraska; M.A., Columbia University  
Assistant Professor of Teaching and Director of the Nursery School, 1931 (1945)

**MARY P. CALDWELL**, B.A., Iowa State Teachers College; M.A., Columbia University  
Assistant Professor of Teaching, 1922 (1932)

**MARGARET DIVELBESS**, B.A., Grinnell College; M.A., Columbia University  
Assistant Professor of Teaching, 1927

**ROSE L. HANSON**, B.S., University of Nebraska; M.A., State University of Iowa  
Assistant Professor of Teaching, 1920 (1934)

**DORA E. KEARNEY**, B.A., M.A., University of Minnesota  
Assistant Professor of Teaching, 1925 (1932)

**EDNA MANTOR**, B.A., Iowa State Teachers College; M.A., Columbia University  
Assistant Professor of Teaching, 1923 (1943)

**OLIVE PAINE**, B.Ph., University of Chicago; M.A., Columbia University; Ph.D., Yale University  
Assistant Professor of Teaching, 1933

**\*ANNABELLE POLLOCK**, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Assistant Professor of Teaching, 1924 (1932)

\*On leave



MARGUIRETTE MAY STRUBLE, B.A., M.A., Ph.D., State University of Iowa

Assistant Professor of Teaching, 1935

EULALIE TURNER, B.S., State University of Iowa; M.A., Columbia University

Assistant Professor of Teaching, 1915 (1923)

ALTA L. WILMARTH, B.A., Iowa State Teachers College; M.A., State University of Iowa

Assistant Professor of Teaching, 1919 (1932)

#### Instructors

VERNA J. ADNEY, B.A., Iowa State Teachers College; M.A., Columbia University

Instructor in Teaching, 1927

LUCILE E. ANDERSON, B.A., Iowa State Teachers College; M.A., University of Chicago

Instructor in Teaching, 1930

ALICE BAKKEN, B.A., Iowa State Teachers College; M.A., Columbia University

Instructor in Teaching, 1927

WANDA C. BAUMANN, B.S., Oshkosh, Wisconsin, State Teachers College

Instructor in Teaching, 1945

BURL V. BERRY, B.S., Iowa State Teachers College

Instructor in Teaching, 1945

JOHN BLIESE, B.A., Iowa State Teachers College; M.A., Columbia University

Instructor in Teaching, 1941

WALDEMAR GJERDE, B.A., Augsburg College; M.A., University of Minnesota

Instructor in Teaching, 1945

ZELWYN GRAHAM, B.A., Iowa State Teachers College; M.A., Columbia University

Instructor in Teaching, 1926

AGNES GULLICKSON, B.A., Iowa State Teachers College; M.A., Columbia University

Instructor in Teaching, 1926

VIVIAN HARRIMAN, B.Ed., Eau Claire, Wisconsin, State Teachers College

Instructor in Teaching, 1944

BERNICE HELFF, B.A., State University of Iowa; M.A., Columbia University

Instructor in Teaching, 1942

MARIE HJELLE, B.A., Iowa State Teachers College; M.A., Columbia University

Instructor in Teaching, 1925

FLORENCE M. KASISKE, B.A., Illinois Wesleyan University; M.A., University of Illinois

Instructor in Teaching, 1945

MILDRED G. LUCE, B.A., Cornell College; M.Mus., Northwestern University

Instructor in Teaching, 1943

- RUTH J. MICHAELSON, B.A., Iowa State Teachers College; M.A.,  
Columbia University  
Instructor in Teaching, 1927
- MRS. BERNICE McCOY, B.A., Morningside College  
Instructor in Teaching, 1945
- \*MATHILDA KATHERINE NEWMAN, B.Ph., M.Ph., University of  
Wisconsin  
Instructor in Teaching, 1942
- EMMA OPFER, B.Ph., University of Chicago; M.A., Columbia Univer-  
sity  
Instructor in Teaching, 1930
- JOSEPH WILLIAM RHODES, B.Ed., Milwaukee, Wisconsin, State  
Teachers College; M.Ph., University of Wisconsin  
Instructor in Teaching, 1942
- MAE E. RUPPEL, B.A., Carthage College; M.A., Columbia University  
Instructor in Teaching, 1934
- MELVIN F. SCHNEIDER, B.Mus., University of Wisconsin  
Instructor in Teaching, 1945
- LUCETTE A. SHARP, B.A., Stephen F. Austin State Teachers College,  
M.Ph., University of Wisconsin  
Instructor in Teaching, 1945
- MANFORD SONSTEGARD, B.Ed., St. Cloud, Minnesota, State Teachers  
College; M.A., University of Minnesota  
Instructor in Teaching, 1945
- DOROTHY J. WELCH, B.A., M.A., State University of Iowa  
Instructor in Teaching, 1945
- HELEN M. WIND, B.Ed., Stevens Point, Wisconsin, State Teachers Col-  
lege; M.A., University of Wisconsin  
Instructor in Teaching, 1944
- LILLIAN V. WONG, B.S., University of Wisconsin  
Instructor in Teaching, 1944

#### EXTENSION SERVICE

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- 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)
- IRVING H. HART, B.A., Grinnell College  
Director of the Bureau of Extension Service, 1914 (1916)

#### Professor

- C. A. FULLERTON, B.S., Iowa State Teachers College; M.Mus., Chicago  
Musical College  
Professor of Music, Emeritus, Part-time Service, 1897 (1934)

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\*On leave



**Associate Professors**

- FRED D. CRAM**, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Associate Professor of Education, 1920 (1932)
- LOU A. SHEPHERD**, B.A., Iowa State Teachers College; M.A., Columbia University  
Associate Professor of Primary Education, 1924 (1932)

**Assistant Professors**

- F. E. FULLER**, B.A., Albion College; M.S., Iowa State College  
Assistant Professor of Natural Science, 1917 (1932)
- H. V. HAKE**, B.A., Central Wesleyan College; M.A., State University of Iowa  
Assistant Professor of Radio Education and Radio Program Director, 1938 (1942)

**OTHER OFFICERS AND ASSISTANTS**

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**Library**

- MARYBELLE McCLELLAND**, B.A., Pomona College; B.S., M.S., Columbia University  
Head Librarian, 1929 (1943)
- JESSIE L. FERGUSON**, B.A., James Millikin University  
Reference Librarian, Emeritus, Part-time Service, 1923 (1939)
- ROWENA A. EDWARDS**  
Head Cataloguer, 1918
- EVELYN J. MULLINS**, B.A., Grinnell College; B.S., Columbia University  
Circulation Librarian, 1930 (1939)
- IRENE A. EHRESMAN**, B.A., Carleton College; Library Certificate, University of Wisconsin  
Librarian in charge of Periodicals and Binding, 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  
Assistant Cataloguer, 1930
- GRACE K. NEFF**, B.A., State University of Iowa; B.S., Columbia University  
Order Librarian, 1931 (1943)

**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
- MRS. RUTH ANDERSON**, B.S., Iowa State Teachers College  
Social Director, 1944

**MRS. LENORA MADSEN**

Fountain Room Manager, 1942 (1945)

**MRS. IRENE EATON, B.A., Iowa State Teachers College**

Night Clerk, 1936

#### **Bartlett Hall**

**ELIZABETH EMERSON, B.A., Iowa State Teachers College**

Director, 1943 (1945)

**MRS. LILLIAN STEWART**

Housekeeper, Residence Halls for Women, 1936 (1940)

**MRS. JOSEPHINE LYON**

Desk Clerk, 1945

**MRS. ALICE BELL**

Night Hostess, 1945

#### **Anna B. Lawther Hall**

**RENA MATSON, B.A., Oberlin College; M.A., Columbia University**

Director, 1945

**MRS. LILLIAN STEWART**

Housekeeper, Residence Halls for Women, 1936 (1940)

**JEAN WILSON**

Desk Clerk, 1945

**EVA OLNEY**

Night Hostess, 1942 (1945)

#### **The George T. Baker Hall for Men**

**MRS. CLARA WHEELER**

Director, 1944

**MRS. GRACE GRIGGS**

Housekeeper, 1936

#### **The Homer H. Seerley Hall for Men**

**MRS. GLADYS A. RHODES**

Director, 1945

**MRS. BERTHA MILLER**

Housekeeper, 1945

#### **Hospital**

**MAUDE E. HAINES, R.N.**

Supervisor, 1942

**JESSIE JOYCE, R.N.**

Nurse, 1934

**MRS. MANETTA B. SPEICHER, R.N.**

Nurse, 1944

#### **Secretarial, Clerical, and Stenographic Service**

**MARJORIE J. ARMSTRONG, B.A., Iowa State Teachers College**

Stenographer, Office of the Bureau of Alumni Service, 1945

**JULIE BAILEY, B.A., Cornell College**

Clerk, Office of the Business Manager, 1945

**MRS. GLADYS BAUGHMAN**

Secretary to the Dean of Men, 1927 (1943)

**VELDA B. BENTLEY**

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

**JEAN BLAKELY, B.A., Iowa State Teachers College**

Stenographer, Office of the President, 1942

**GENEVIEVE BOEHMLER, B.A., Iowa State Teachers College**

Secretary to the Director of the Placement Bureau, 1941 (1944)

**MRS. CELESTE BOYD**

Clerk, Office of the Business Manager, 1941

**HELENE J. BROWN, B.S., Iowa State Teachers College**

Secretary to the Dean of the Faculty, 1935 (1937)

**MRS. GEORGIA A. BUNDY**

Accompanist, Department of Music, 1945

**MRS. RUSSELL CALKINS**

Information Clerk, Office of the Registrar, 1945

**VIRGINIA CARL, B.S., Oregon State College; M.S.J., Northwestern University**

Assistant, Bureau of Publications, 1945

**MRS. MARY H. CRAWFORD, B.A., Iowa State Teachers College**

Clerk, Bureau of Research, 1942 (1944)

**ROSEMARY DOW**

Stenographer, Placement Bureau, 1945

**RUTH H. DUNLOP, B.A., Iowa State Teachers College**

Record Clerk, Office of the Registrar, 1923

**JEANETTE A. EELLS**

Clerk, Office of the Registrar, 1944

**GAIL FLUHRER**

Stenographer, Bureau of Publications, 1944

**MRS. MARGARET GIBSON**

Operator, Multigraph Department, 1939

**JUNE GRIGGS**

Stenographer, Department of Buildings and Grounds, 1943

**MRS. BLANCHE HARLAND**

Secretary to the Director of the Bureau of Research, 1935 (1939)

**MABEL HERSEY**

Stenographer and Radio Control Operator, 1943 (1945)

**JESSIE JUHL**

Secretary to the President, 1923

**VERNA KENNEDY**

Cashier, Office of the Business Manager, 1941 (1945)

**MRS. ARLETTA M. KOBER, B. A., Iowa State Teachers College**

Stenographer, Placement Bureau, 1945

**MARGARET LARSEN**

Stenographer, Office of the Registrar, 1945

**PATTI LEESE**

Stenographer, Department of Music, 1945

**MRS. BETTY MAST**

Assistant Cashier, Office of the Business Manager, 1945

**MARY A. MEYER**

Faculty Stenographer, 1943

**EVA GRACE MILLER**

Mimeograph Operator, 1945

**HELEN E. MORGAN**

Stenographer, Bureau of Extension Service, 1942



- ELIZABETH McELHINNEY, B.S., Iowa State Teachers College  
Secretary, Office of the Bureau of Alumni Service, 1945
- \*ROBERT McGRANAHAN, B.A., State University of Iowa  
Assistant, Bureau of Publications, 1941
- MRS. LOUISE C. MCKITRICK  
Secretary to the Director of the Bureau of Extension Service, 1921
- JEAN ORTHEL  
Stenographer, Office of the Director of Student Teaching, 1944
- MRS. FLORENCE A. PARRY  
Secretary to the Dean of Women, 1936 (1944)
- RUTH M. PETERSEN  
Stenographer, Mimeograph and Multigraph Office, 1944
- MRS. EARLINE M. PORTER  
Stenographer, Department of Education, 1945
- MRS. MARGARET ROSE  
Telephone Operator, 1944
- ARLENE R. SCHLEGEL  
Stenographer, Office of the Librarian, 1945
- EVELYN A. SCHMIDT  
Stenographer, Bureau of Extension Service, 1941
- MRS. CARRIE SIMONSEN  
Supervisor, Office of the Registrar, 1916 (1938)
- MRS. BETTY LOU SNELL  
Clerk, Office of the Business Manager, 1944
- BETH SPAFFORD  
Stenographer, Placement Bureau, 1945
- BETTY JEAN STOVER  
Stenographer and Accompanist, Department of Physical Education  
for Women, 1944
- MRS. JEANNE WALTON, B.A., Cornell College  
Clerk, Office of the Business Manager, 1943
- CARRIE A. WATSON, B.A., Iowa State Teachers College  
Clerk, Advanced Transfer Credits, Office of the Registrar, 1923  
(1938)
- MRS. VERNETTE WRIDER  
Acting Secretary, Office of the Director of Student Teaching, 1944
- MRS. GWYNETH YAGGY  
Stenographer, Office of the Dean of Women, 1945

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\*On leave

# I. Administrative Committees

(Chairman's name first)

1. **Curricula**
  1. Dean of the Faculty, ex officio
  2. E. C. Denny
  3. Elisabeth Sutherland
  4. W. B. Fagan
  5. I. L. Lillehei
2. **Instructional Research**
  1. J. B. Paul
  2. James DeJonge
  3. R. W. Getchell
  4. E. C. Fossum
  5. Esther Hult
  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. Marybelle McClelland
  3. S. C. Larson
  4. F. W. Wellborn
  5. Forrest Mayer
4. **Student Welfare**
  1. Dean of Women, ex officio
  2. Dean of Men, Secretary, ex officio
  3. L. V. Douglas
  4. May Smith
  5. V. P. Bodein
  6. H. A. Riebe
5. **Student Loan Fund**
  1. Frank Hill
  2. Dorothy Michel
  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 Hill
  2. Sadie B. Campbell
  3. M. R. Beard
  4. Vernon P. Bodein
8. **Student Efficiency**
  1. Dean of the Faculty, ex officio
  2. Dean of Men, ex officio
  3. Dean of Women, ex officio
  4. H. Earl Rath
  5. H. E. Sutton
  6. Edna O. Miller
9. **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
  6. Head of the Department of Physical Education for Men
10. **Board in Control of Student Publications**
  1. George H. Holmes
  2. Selina M. Terry



- |                     |                           |
|---------------------|---------------------------|
| 3. H. Earl Rath     | 4. C. L. Starbeck         |
| 4. Philip Jennings  | 5. Monica R. Wild         |
| 11. Recreation Park | 12. Special Memorial Days |
| 1. L. L. Mendenhall | 1. I. H. Hart             |
| 2. C. S. Cory       | 2. A. D. Dickinson        |
| 3. E. C. Denny      | 3. Geo. C. Robinson       |

## II. Student Advisory Committees

(Chairman's name first)

### Elementary Education

Julia Sparrow  
A. E. Brown  
H. S. Buffum  
C. H. Erbe  
H. A. Riebe

### Kindergarten-Primary Education

Amy F. Arey  
James DeJonge  
Edna O. Miller  
Thelma Short  
May Smith

### Military

H. A. Riebe

### No Major

R. R. Fahrney  
M. L. Grant

### Normal Training

Mary B. Hunter  
V. P. Bodein

### Pre-Engineering

W. H. Kadesch

### Pre-Medic, Pre-Nursing, Pre-Dental, Pre-Pharmacy, and Pre-Veterinary

C. W. Lantz

### Rural Education

Esther Hult  
John R. Slacks  
Winfield Scott

### Art

Corley Conlon  
H. E. Sutton  
Cameron Paulin

### Industrial Arts

H. G. Palmer

### Commercial Education

L. V. Douglas  
Forrest Mayer  
R. O. Skar

### Elementary, Kindergarten-Primary, and Nursery School-Kindergarten Education (B.A.)

E. C. Denny  
M. J. Wilcox

### English and Speech

H. W. Reninger  
W. B. Fagan  
George Gates  
N. O. Halvorson

### Foreign Languages

I. L. Lillehei

### History and Social Science

M. R. Thompson  
F. W. Wellborn

### Home Economics

Elisabeth Sutherland  
Mrs. Margaret Randolph

### Mathematics

Henry Van Engen

**Music**

Edward Kurtz  
Harald Holst

**Physical Education for Women**

Monica R. Wild  
Maude Moore

**Physical Education for Men**

L. L. Mendenhall  
A. D. Dickinson  
C. L. Starbeck  
L. W. Whitford

**Science**

E. J. Cable  
R. W. Getchell

### 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, Leslie I. Reed
  - b. For women students—Dean of Women, Sadie B. Campbell

### IV. Committees for Special Events

(Chairman's name first)

**1. Dad's Day**

1. Leslie I. Reed
2. Sadie B. Campbell
3. H. A. Riebe
4. Monica R. Wild
5. A. D. Dickinson

**2. Leslie I. Reed**

3. Alison E. Aitchison
4. Olive L. Barker
5. Fred D. Cram

**2. Alumni Dinner at Des Moines**

1. A. C. Fuller

**3. Mother's Day**

1. Sadie B. Campbell
2. Leslie I. Reed
3. Selina M. Terry

# 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 25 principal buildings on a 179-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

National Association of Schools of Music

The primary function assigned by the State of Iowa to the Iowa State Teachers College is the training of teachers for the public schools of Iowa. The College trains for virtually every type of teaching position in these schools. In addition there are always on the campus some students who are using the college facilities for the first year or two of college work leading to other professions which they plan to complete elsewhere.

Veterans coming to the campus following their service in the armed forces will find the College authorities eager and able to help them with their educational problems. Every effort is made to help the veteran adjust to civilian life. Those who plan to make teaching their career will, of course, be served most effectively.



## Buildings and Grounds

The campus of the Iowa State Teachers College contains 179 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 and the Bureau of Research. On the second and third floors are also the offices and recitation rooms of the Departments of Commercial 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 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 art and industrial arts, home economics, and biological science.

**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 1907. The dimensions are 72 feet by 169 feet with an extension of 103 feet by 27 feet. The general reading room is decorated with mural paintings by William De Leftwich Dodge and has seats for 300 readers.

The Library contains 140,746 volumes, 595 current periodicals, 10,174 pamphlets, 5,500 small prints for general circulation, and 450 large wall pictures. Housed in the general library are special libraries devoted to art, music, fiction, education, chemistry, physics, juvenile literature, and state and federal documents.

The library force consists of eight staff members, a secretary, and thirty-five student assistants. The library is open on week days except Saturday from 7:30 a. m. to 9:30 p. m., on Saturday from 8:00 a. m. to 5:00 p. m., and on Sunday from 2:00 to 5:00 p. m.

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.

**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.

**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 building is so constructed that wings can be added at a later date, thus providing for a total of 297 men.

**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.

## 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 Monday, September 9. Students who have previously been enrolled at this college will enroll and register on Wednesday, September 11. 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.

## Fees

All fees are paid at the office of the Business Manager. The matriculation fee, the tuition, the college fee, the dormitory room rent, and all other fees including laboratory and music fees are payable at the time of enrollment. The graduation fees should be paid at least three weeks before graduation.

Matriculation fee for first enrollment only.....	\$ 5
Tuition, including the college fee, for fall, winter, spring, or summer quarter—	
Freshmen and sophomores.....	\$26
Juniors, seniors, and college graduates (including students who have earned 90 or more quarter hours of credit).....	\$32
Weekly fee for persons enrolled as visitors.....	\$ 3
Fee for certificate of completion of one year or four quarters of the rural curriculum.....	\$ 2
Fee for graduation from two-year curricula.....	\$ 5
Fee for graduation from four-year curricula.....	\$10

If a student withdraws from the college the tuition 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. No refund is made of the matriculation fee.

**Physical Education Fees**—All men pay a fee of 50 cents per quarter, \$1 being deposited and 50 cents refunded at the end of the quarter if towels are returned. All women who take Physical Education 01 pay a fee of 75 cents a quarter, \$1.25 being deposited and 50 cents refunded if towels are returned.

**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. A fee of \$1.50 each is charged for any number of thirty-minute lessons less than a full quarter's work.

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**—Students pay a small fee for materials and for breakage in connection with courses in chemistry, commercial education, home economics, natural science, and industrial arts. A fee to cover transportation in connection with field trips is charged in some of the courses in agriculture.

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 a 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 College 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 such 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 \$5. The deposit fee is retained as a damage fee until the end of the period of residence when any unused portion is returned. 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 1. 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 the rental for the quarter has been paid in full prior thereto.

**Rates and Payment.** The rental rates are \$30 per quarter for each student for a double room with one window, \$33 per quarter for each student for a double room with two windows, and \$36 per quarter for a single room. 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 520 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 30 students 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. 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 physician, the director of social life, and the housekeeper.



**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.

**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, 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. 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.

**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 \$5. The deposit fee is retained as a damage fee until the end of the period of residence when any unused portion is returned. 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 \$30 per quarter for each student for a double room with one window, \$33 per quarter for each student for a double room with two windows, and \$36 per quarter for a single room. **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 managers of rooming houses for men require written contracts, and while the college supervises rooming house conditions, it is not a party to the room contract.

## The Commons

The Commons houses the food service units and additional recreational facilities. The food service department is equipped to offer the maximum in good food at low cost. All new students living in college residence halls are required to eat in the College Commons during their first three quarters in residence. Board payments for each quarter are payable at the college business office at the time of registration. The charge will be based on the prices then in effect.

Included in the recreational facilities are a large recreation hall, student lounges, 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.

## 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 the freshman year:

Matriculation fee (for first enrollment only).....	\$ 5
Tuition—\$26 for each of three quarters.....	78
Room—\$30 for each of three quarters.....	90
Board—\$84 (\$7.00 per week) for each of three quarters .....	252
Books, supplies, and laboratory fees—\$10 for each of three quarters.....	30
	<hr/>
	\$455

This amount 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.

## 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 Tuition Exemptions

The college has no scholarships to place at the disposal of its students. It does grant partial tuition 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 tuition exemptions. 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 June 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. Loans are made only to students who have completed four or more quarters of college work, who have completed at least two full quarters in residence at this college, and who are within approximately one year of graduation. 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 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.

## 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 detailed program which follows gives the reader a picture of extracurricular life in normal times. Such parts of it as contribute to the needs of growth and living in this particular year are being maintained; other parts of it have been superseded by activities of a more vital nature.

The Men's Union and Women's League, organizations comprising all men and women students on the campus, are interested in promoting the intellectual and social growth of the members through projects particularly fitted to their respective memberships. The Student League Board, an administrative group representing the entire student body, 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 work of these three organizations—Student League Board, Men's Union, and Women's League—is coordinated to give the maximum benefits of growth which might come from the participation in the solution of campus problems.

Aside from the campus leadership organizations noted, there are interest groups which include departmental clubs and religious organizations. Provision is made for other organizations which bind students of similar interests together; for honor and recognition organizations; for social organizations; and for a student publishing association.

**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, Industrial Arts Guild; **Commercial Education**—Future Business Leaders of America; **Education**—(Elementary), Two-Year Elementary Club, Beta Alpha Epsilon; (Kindergarten-Primary), First Year Kindergarten-Primary Club, Second Year Kindergarten-Primary Club, Kappa Pi Beta Alpha; (Rural), Rural Teachers Club; **English and Speech**—(Drama), College Players; (Speech), Hamilton Club; (Writing), Writers' Club, Writers' Round Table; **Home Economics**—Ellen Richards Club; **Mathematics**—Mathematics Club; **Physical Education, Women**—Life Saving Corps, Physical Education Club, Women's Recreation Association.

**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), and the Baptist Student Center. All of these and the S.C.A. work together in harmonious relationship.

**Miscellaneous Interest Groups.** Alpha Phi Omega (National Boy Scout Fraternity), Campus 4-H Club, Tau Chi Eta (Pep Fraternity) are included.

**Honor Organizations.** Superior achievement in various lines of educational work is recognized by membership in the following honor organizations: Kappa Delta Pi (national honor scholastic fraternity), Delta Sigma Rho (Debate), Theta Alpha Phi (Drama), Sigma Tau Delta (English), Kappa Mu Epsilon (Mathematics), Pi Omega Pi (Commercial), Gamma Theta Upsilon (Geography), Lambda Delta Lambda (Physical Science), Beta Beta Beta (Biology), Pi Gamma Mu (Social Science), Phi Mu Alpha Sinfonia and Sigma Alpha Iota (music fraternities for men and women respectively), Theta Theta Epsilon (Home Economics), Orchesis (Dance), I Club (for men who have won letters in intercollegiate sports), Blue Key (a national honor fraternity for men), Epsilon Pi Tau (Industrial Arts), Purple Arrow (local scholastic honor society for first- and second-year women), Torch and Tassel (local honor society for junior and senior women), Golden Ledger (local honor society for first- and second-year commercial education students), Social Science Honors Society, Iowa Teachers First (open to those who achieve excellence of college record), and Future Teachers of America (open to all those who are interested in teaching as a profession).

**Social Organizations.** There are nine local sororities: Delta Phi Delta, 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. Alpha Beta Gamma will remain inactive in 1945-46.

Also inactive in 1945-46 are five fraternities: Alpha Chi Epsilon, Alpha Delta Alpha, Lambda Gamma Nu, Phi Sigma Epsilon, and Xanho as well as the Interfraternity Council.

**Music Organizations.** College Chorus, A Capella Chorus, College Symphony Orchestra, Men's Band, Women's Band, and Women's Chorus make up this group.

**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 managed by a Board of Control composed of four faculty members and five students, publishes significant literary and artistic productions of students.

## Placement Bureau

Graduates and former students of the college who have been in residence for three or more quarters are assisted by the Placement Bureau in obtaining teaching positions. Direct services are given upon request to superintendents and other school officials by recommending qualified candidates and furnishing copies of confidential credentials. Recommendations are based upon personality, scholarship, teaching traits, success in student teaching, actual teaching experience, character, and professional growth. The Bureau is not in a position to guarantee its registrants teaching positions but it does give them all the support that is justified by the records and recommendations filed with the bureau.

A fee of \$3 is charged for registration with the Bureau. Each registration continues in force for one year from the date the fee is paid. Prospective graduates from the college are required to register with the Bureau but no fee is charged if registration is completed within the first six weeks of the quarter of graduation or prior to this time. Prospective June and August graduates are urged to register not later than within the first six weeks of the winter quarter preceding their graduation. Former graduates who are now teaching and who desire the services of the Bureau are requested to complete their registration with the Bureau before February 1.



# 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. Evidence of another step in this development is shown by the new regulations which went into effect with classes entering college in 1945. Students who have made preparation for entrance under the last set of requirements will not be penalized by the new changes. The new 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

The basic requirement for admission to study in the three state institutions for higher learning is graduation from an approved high school. It is believed, therefore, that under ordinary circumstances students expecting to continue their education at the college level should be urged to complete their secondary school studies before seeking admission to an institution of higher education. It is clear, however, that **not all persons who complete a high school program are in reality prepared for college study.** Actually, it is assumed that students seeking admission to college will 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.

Some high school graduates, no matter what program of studies they have followed, have not adequately acquired the above qual-



ities and, consequently, are not prepared to do work at the college level. Such individuals are likely to experience extreme difficulty in completing a college program. In other words, it should be emphasized that, while the satisfactory completion of the secondary school studies may prepare an individual for study at the college level, it does not guarantee success in college.

Experience has demonstrated that no specific pattern of high school subjects is essential to success in college. On the other hand, there are certain fields of study which, when properly taught, provide an opportunity for the student to secure a general background of primary importance for continued study at the college level. Such studies also can be made to contribute considerably in the development of the essential qualities mentioned above.

Certain suggestions designed to emphasize the desirability of including various studies in the high school program of the student who plans to enter college are outlined below:

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, commer-

cial 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 46. 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 demonstrate their competence to do college work when the high school record indicates low scholarship.

### 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 page 49.)

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\*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.

#### 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 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. This arrangement is designed especially to care for returning veterans who may not have completed their high school program before entrance to the armed forces and who will be better adapted to study at the college level than they will be to return to high school. It also applies to that small proportion of individuals over seventeen who will find a more satisfactory educational experience if they are permitted to enter upon college study before they have graduated from high school.

#### 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 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 averages C for all work undertaken in college.

Students residing in Iowa who have been in attendance at another college and who are under suspension from that college



because of their scholarship are not admitted to the Iowa State Teachers College.

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.

## College Credit for Military Service

Provision is made for the acceptance and use of credit earned in military service in so far as it can be used to complete the requirements for a degree and at the same time meet the requirements for the appropriate teaching certificate. Two principal types of credit are possible. The first type is that earned while in a college military program. Students should request that official transcripts from all colleges attended be sent to the Registrar. This also includes college credit earned through one or more of the colleges and universities cooperating with the United States Armed Forces Institute in offering correspondence courses. The majority of these credits may be accepted in the same manner as regular college work transferred in the usual manner. There are a few exceptions and the College reserves the right to grant credits towards a degree only upon examinations given by members of this faculty.

The second type of credit is that earned while in service schools which will be difficult to evaluate. The Handbook of Military Credit issued by the American Council on Education will be the basis for determining college equivalents. Since these courses do not correspond to regular college requirements, provision is made for the completion of partial courses on the campus. In most cases credits will be given upon examination.

Students who are not eligible for other military credit may be allowed up to a maximum of 12 quarter hours for the completion of basic military training. This credit may be substituted for required work in physical education (except for major and minor requirements), and for electives. As the most convenient method of assembling and transmitting service credit a Special Service Officer should be requested to file USAFI form number 47 with the College Registrar. If one is already discharged, the Separation Papers may be presented to the Registrar as evidence of training completed. The College will assist in securing additional information that may be needed in order to assess the value of the military credit.

## Provisions for Veterans

The College authorities believe that the best interests of returning veterans will be served if they are enrolled in classes with other civilian students. For that reason, no separate classes are created and no special treatment is provided. However, everything possible is done to aid veterans to complete their educational training. Both men and women who have been discharged from the armed services may enroll under one of several programs sponsored by the Veterans Administration.

Additional information on military credit is available in the most recent edition of the United States Armed Forces Institute Catalog, and in a special bulletin prepared by the College and available upon request to the Registrar.

## Notice to Prospective Students

Make applications for admission as early as possible. 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.

A student may take a drill course in penmanship in addition to the credit work which he is permitted to carry.

Students in general may not register for more than regular work and a drill course 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. The practice of permitting students to earn credit for the first six weeks of one quarter and the second six weeks of another quarter has been discontinued.

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 very 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 who pursue majors in the Departments of Education, English, Mathematics, Science, or Social Science 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. In some instances workshops are provided for groups with similar interests; in other instances students work on individual projects. This work is also under the general supervision of the Committee on Independent Study.

## 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 in courses of the junior and senior years.

For the completion of a two-year curriculum or the four-quarter curriculum or the one-year curriculum for teachers in rural

schools, 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.

For details of the total requirements for each curriculum see pages 59 to 72 of this catalog.

A student is required to pursue work in Physical Education 01 each quarter in residence until six quarter hours of credit have been earned. 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 to 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. A student who completes the four-quarter curriculum or the one-year curriculum for teachers in rural schools is eligible for a three-year state 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.

## 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.

### Rural School Teachers

This college has established three curricula which are planned particularly for teachers in rural schools.

A student who completes the two-year curriculum for teachers in rural schools is eligible for a Standard Elementary Certificate.

A student who completes the four-quarter curriculum or the first year's work on the two-year curriculum for teachers in rural schools is eligible for a Special Rural Teacher's State Certificate. This certificate is a license to teach in a standard or a non-standard rural school for a period of three years and is renewable.

### Special Teachers

Students completing a degree curriculum with a major in art, 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, 1946, 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, 1946, to August 31, 1948, 15 quarter hours

selected from courses required for a Standard Elementary Certificate. Nine (9) quarter hours of this work must be in the field of elementary education including at least 3 quarter hours in elementary school methods. Six (6) quarter hours of work must be in academic subjects.

From September 1, 1948, to August 31, 1950, 45 quarter hours of work will be required and from September 1, 1950, to August 31, 1952, 67½ quarter hours will be required.

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.

### Uniform County Certificates

The Uniform County Certificates are obtained by examination. New certificates will not be issued after August 31, 1946.

Examinations for these certificates will be held at the college in January, June, and August, 1946. Information concerning these examinations may be obtained at the office of the Bureau of Research.

### 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, commercial 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.

Special teachers of art, industrial arts, music, and physical education.

Principals of elementary schools and of high schools.

**Two-year Diploma Curricula:** Teachers in kindergarten-primary grades, teachers in grades above the primary, and teachers in rural schools.

**Four-Quarter Rural Curriculum:** Teachers in rural schools.

## 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. 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 73.

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 63.

**Majors**

Agriculture	Kindergarten-primary education
Applied music	Latin
Art	Mathematics
Commercial education	Nursery school-kindergarten education
Earth science	Physical education (men)
Elementary education	Physical education (women)
English	School music
French	Science
History	Social science
Home economics	Speech
Industrial arts	

**Minors**

Agriculture	History
Art	Home economics
Band and orchestra conducting	Industrial arts
Biological science	Latin
Chemistry	Mathematics
Commercial education	Physical education (men)
Earth science	Physical education (women)
Economics and sociology	Physics
English	Spanish
French	Speech
German	Vocal music
Government	

**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 residence 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.

A student is considered deficient in written English if he receives a scholarship mark of "D" in his last course taken in English composition previous to his junior year. In the case of a student who transfers from another college his status is determined by the transferred grade record. If, however, a transfer student in his English placement test receives a low mark he shall be considered deficient in written English. All students who are deficient in written English must take work with the English Counselor. Required work with the English Counselor must be completed satisfactorily before a student is eligible for graduation.

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, or physical education may also qualify for a Special Certificate in their special field.



First and Second Years		Quarter Hours
Psychology 315: Educational Psychology B.....		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 B.....		2
Social Science 10: Contemporary Affairs A.....		2
Government 132: American Government.....		5
Physical Education 01.....		6
Electives chosen from English, foreign languages, mathe- matics, science, and social science.....		18
General electives.....		30
		<hr/> 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 Participa- tion .....		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
		<hr/> 90
Minimum total requirements for the degree.....		186

For major and minor requirements see General Requirements for Graduation on page 53.

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 59) and General Requirements for Graduation (page 53).

## SECONDARY PRINCIPAL

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

## 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
Industrial Arts 22: Industrial Arts for Intermediate Grades .....	2
Psychology 15: Educational Psychology A.....	5
Education 10: Introduction to Elementary Education.....	5
**Education 36: The Teaching of Reading and Spelling....	5

\*The student is required to take either Art 110 or Art 105, 106, and 107.

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

<b>Education 38: The Teaching of Social Studies in the Elementary School.....</b>	<b>2</b>
<b>Education 45: Elementary School Management.....</b>	<b>3</b>
<b>English 1: English I.....</b>	<b>5</b>
<b>English 100: English II.....</b>	<b>5</b>
<b>Speech 21: Speech for Elementary Teachers.....</b>	<b>3</b>
<b>Mathematics 10: Principles of Elementary Mathematics..</b>	<b>5</b>
<b>Music 10: Elements of Music.....</b>	<b>2</b>
<b>Music 12: Music for Intermediate Grades.....</b>	<b>2</b>
<b>Science (Nature Study or Survey of Biological Sciences and Survey of Physical Sciences).....</b>	<b>10</b>
<b>Biological Science 12: Health Education A.....</b>	<b>3</b>
<b>Social Science 10: Contemporary Affairs A.....</b>	<b>2</b>
<b>Government 133: American Government.....</b>	<b>3</b>
<b>Physical Education 01.....</b>	<b>6</b>
(to include Physical Education for Intermediate Grades)	
<b>Electives .....</b>	<b>25</b>
	<b>96</b>

### Third and Fourth Years

	Quarter Hours
<b>Psychology 415: Child Psychology.....</b>	<b>3</b>
<b>Psychology 416: Psychology of Adolescence or</b>	
<b>Psychology 412: Mental Hygiene.....</b>	<b>3 (or 2)</b>
<b>Education 425: Statistical Methods in Education.....</b>	<b>2</b>
<b>*Education 436: Reading and Language in the Elementary School .....</b>	<b>5</b>
<b>Education 455: Educational Tests for the Elementary School .....</b>	<b>2</b>
<b>Education 458: Mental Tests.....</b>	<b>3</b>
<b>Education 470: Elementary School Supervision.....</b>	<b>5</b>
<b>Teaching 406: Intermediate Grade Teaching.....</b>	<b>10</b>
<b>English 305: Literature for Intermediate Grades.....</b>	<b>3</b>
<b>Mathematics 408: The Teaching of Arithmetic.....</b>	<b>3</b>
<b>Elective in geography.....</b>	<b>5</b>
<b>Social Science 400: Contemporary Affairs B.....</b>	<b>2</b>
<b>History 304: American History since 1865.....</b>	<b>5</b>
<b>Electives .....</b>	<b>39 or 40</b>
	<b>90</b>

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



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 include Industrial Arts 21 or 22 and 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 60, 470, or 471, and Biological Science 12.

For further details, see Degree Curricula (page 59) and General Requirements for Graduation (page 53).

## Major in Kindergarten-Primary Education

First and Second Years	Quarter Hours
Art 20: Kindergarten-Primary Arts.....	2
*Art 110: Art Essentials.....	3
Industrial Arts 21: Industrial Arts for Kindergarten- Primary Grades.....	2
Psychology 15: Educational Psychology A.....	5
Education 10: Introduction to Elementary Education....	5
Education 25: Reading and Mathematics for Primary Grades .....	5
Education 30: Language and Literature for Kindergarten- Primary Grades.....	3
English 1: English I.....	5
English 100: English II.....	5
Speech 21: Speech for Elementary Teachers.....	3
Home Economics 60: Nutrition of Children.....	3
Music 10: Elements of Music.....	2
Music 11: Music for Kindergarten-Primary Grades.....	2
Science (Nature Study or Survey of Biological Sciences and Survey of Physical Sciences).....	10
Biological Science 12: Health Education A.....	3
Social Science 10: Contemporary Affairs A.....	2
Government 133: American Government.....	3

\*The student is required to take either Art 110 or Art 105, 106, and 107.

<b>Physical Education 01</b> .....	<b>6</b>
(to include Physical Education for Primary Grades and Fundamentals of Rhythmic Education)	
<b>Electives</b> .....	<b>27</b>
	<hr/>
	<b>96</b>

**Third and Fourth Years**Quarter  
Hours

<b>Psychology 415: Child Psychology</b> .....	<b>3</b>
<b>Psychology 408: Personality Development of Children or</b>	
<b>Psychology 412: Mental Hygiene</b> .....	<b>3 (or 2)</b>
<b>Education 310: Methods in the Kindergarten</b> .....	<b>3</b>
<b>Education 425: Statistical Methods in Education</b> .....	<b>2</b>
<b>Education 442: Literature for Kindergarten-Primary</b>	
<b>Children</b> .....	<b>5</b>
<b>Education 455: Educational Tests for the Elementary</b>	
<b>School</b> .....	<b>2</b>
<b>Education 458: Mental Tests</b> .....	<b>3</b>
<b>Education 470: Elementary School Supervision</b> .....	<b>5</b>
<b>Teaching 404: Kindergarten-Primary Teaching</b> .....	<b>10</b>
<b>Social Science</b> .....	<b>5</b>
(to include Social Science 400: Contemporary Affairs B, 2 hours, and 3 additional hours unless at least 8 hours were taken during the first two years)	
<b>Electives</b> .....	<b>49 or 50</b>
	<hr/>
	<b>90</b>

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 Industrial Arts 21 or 22 and 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 60, 470, or 471, and Biological Science 12.

For further details, see Degree Curricula (page 59) and General Requirements for Graduation (page 53).

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

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

## 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 Curricula

## General Regulations

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

A minimum of 95 hours of college work is required for the completion of a 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.

For a full statement of the requirements in Physical Education 01, see General Requirements for Graduation (page 53).

## Curriculum for Teachers in Kindergarten-Primary Grades

	Quarter Hours
<b>Psychology 15: Educational Psychology A.....</b>	<b>5</b>
<b>Education 10: Introduction to Elementary Education.....</b>	<b>5</b>
<b>Education 25: Reading and Mathematics for Primary Grades .....</b>	<b>5</b>
<b>Education 30: Language and Literature for Kindergarten- Primary Grades.....</b>	<b>3</b>
<b>Education 131: Manuscript Writing.....</b>	<b>1</b>
<b>Education 310: Methods in the Kindergarten.....</b>	<b>3</b>
<b>Teaching 304: Kindergarten-Primary Teaching.....</b>	<b>10</b>
<b>Art 20: Kindergarten-Primary Arts.....</b>	<b>2</b>
<b>Art 110: Art Essentials.....</b>	<b>3</b>
<b>Industrial Arts 21: Industrial Arts for Kindergarten-Pri- mary Grades.....</b>	<b>2</b>
<b>English 1: English I.....</b>	<b>5</b>
<b>English 100: English II.....</b>	<b>5</b>
<b>Speech 21: Speech for Elementary Teachers.....</b>	<b>3</b>
<b>Home Economics 60: Nutrition of Children.....</b>	<b>3</b>
<b>Music 10: Elements of Music.....</b>	<b>2</b>
<b>Music 11: Music for Kindergarten-Primary Grades.....</b>	<b>2</b>
<b>Science 16: Survey of Physical Sciences.....</b>	<b>5</b>
<b>Biological Science 10: Nature Study.....</b>	<b>5</b>

<b>Biological Science 12: Health Education A.....</b>	<b>3</b>
<b>Earth Science 162: Elements of Geography.....</b>	<b>5</b>
<b>Social Science 10: Contemporary Affairs A.....</b>	<b>2</b>
<b>History 14: American History to 1865.....</b>	<b>5</b>
<b>History 304: American History since 1865.....</b>	<b>5</b>
<b>Government 133: American Government.....</b>	<b>3</b>
<b>Physical Education 01.....</b>	<b>6</b>
(including Physical Education for Primary Grades and Fundamentals of Rhythmic Education)	

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 98

### Notes

1. With the consent of the Head of the Department of Teaching, 5 hours of Teaching 302: Nursery School Teaching may be substituted for 5 hours of Teaching 304: Kindergarten-Primary Teaching.

2. For further details, see General Requirements for Graduation (page 53) and Two-Year Curricula—General Regulations (page 68).

## Curriculum for Teachers in Grades Above the Primary

	Quarter Hours
<b>Psychology 15: Educational Psychology A.....</b>	<b>5</b>
<b>Education 10: Introduction to Elementary Education.....</b>	<b>5</b>
<b>Education 36: The Teaching of Reading and Spelling....</b>	<b>5</b>
<b>Education 38: The Teaching of Social Studies in the Elementary School.....</b>	<b>2</b>
<b>Education 45: Elementary School Management.....</b>	<b>3</b>
<b>Teaching 306: Intermediate Grade Teaching.....</b>	<b>10</b>
<b>Art 110: Art Essentials.....</b>	<b>3</b>
<b>Industrial Arts 22: Industrial Arts for Intermediate Grades .....</b>	<b>2</b>
<b>English 1: English I.....</b>	<b>5</b>
<b>English 100: English II.....</b>	<b>5</b>
<b>English 305: Literature for Intermediate Grades.....</b>	<b>3</b>
<b>Speech 21: Speech for Elementary Teachers.....</b>	<b>3</b>
<b>Mathematics 10: Principles of Elementary Mathematics..</b>	<b>5</b>

<b>Music 10: Elements of Music.....</b>	<b>2</b>
<b>Music 12: Music for Intermediate Grades.....</b>	<b>2</b>
<b>Science 16: Survey of Physical Sciences.....</b>	<b>5</b>
<b>Biological Science 10: Nature Study.....</b>	<b>5</b>
<b>Biological Science 12: Health Education A.....</b>	<b>3</b>
<b>Earth Science 162: Elements of Geography.....</b>	<b>5</b>
<b>Social Science 10: Contemporary Affairs A.....</b>	<b>2</b>
<b>History 13: European Backgrounds of American Civiliza- tion .....</b>	<b>5</b>
<b>History 304: American History since 1865.....</b>	<b>5</b>
<b>Government 133: American Government.....</b>	<b>3</b>
<b>Physical Education 01.....</b>	<b>6</b>
(including Physical Education for Intermediate Grades)	

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 99

### Notes

1. Students who wish to prepare for departmental work should complete more work than is required on a two-year curriculum and should make suitable preparation in the field or fields of specialization. Those who wish to prepare for teaching positions in junior high schools should have four years of college preparation.

2. For further details, see General Requirements for Graduation (page 53) and Two-Year Curricula—General Regulations (page 68).

## Curriculum for Teachers in Rural Schools

<b>First Year</b>	<b>Quarter Hours</b>
<b>Education 35: Elementary School Methods.....</b>	<b>5</b>
<b>Education 50: Rural School Management.....</b>	<b>5</b>
<b>Education 131: Manuscript Writing.....</b>	<b>1</b>
<b>Teaching 5: Rural Observation and Participation.....</b>	<b>2</b>
<b>Art 110: Art Essentials.....</b>	<b>3</b>
<b>English 1: English I.....</b>	<b>5</b>
<b>Mathematics 10: Principles of Elementary Mathematics...</b>	<b>5</b>
<b>Music 17: Rural School Music.....</b>	<b>2</b>
<b>Science 16: Survey of Physical Sciences or</b>	
<b>Biological Science 10: Nature Study.....</b>	<b>5</b>
<b>Earth Science 162: Elements of Geography.....</b>	<b>5</b>



<b>Social Science 10: Contemporary Affairs A.....</b>	<b>1</b>
<b>History 14: American History to 1865.....</b>	<b>5</b>
<b>Government 133: American Government.....</b>	<b>3</b>
<b>Physical Education 01.....</b>	<b>3</b>
(including Physical Education for Intermediate Grades)	
	<hr/>
	<b>50</b>

**Second Year**Quarter  
Hours

<b>Psychology 15: Educational Psychology A.....</b>	<b>5</b>
<b>Teaching 105, 305: Rural School Teaching.....</b>	<b>10</b>
<b>Industrial Arts 21: Industrial Arts for Kindergarten- Primary Grades or</b>	
<b>Industrial Arts 22: Industrial Arts for Intermediate Grades .....</b>	<b>2</b>
<b>English 100: English II.....</b>	<b>5</b>
<b>English 305: Literature for Intermediate Grades.....</b>	<b>3</b>
<b>Speech 21: Speech for Elementary Teachers.....</b>	<b>3</b>
<b>Music 11: Music for Kindergarten-Primary Grades or</b>	
<b>Music 12: Music for Intermediate Grades.....</b>	<b>2</b>
<b>Physical Education for Women 100: First Aid to the In- jured or</b>	
<b>Physical Education for Women 303: Club and Camp Leadership or</b>	
<b>Physical Education for Women 305: Play and Recrea- tional Leadership.....</b>	<b>(2 or 3)</b>
<b>Biological Science 12: Health Education A.....</b>	<b>3</b>
<b>Elective in Science.....</b>	<b>5</b>
<b>Agriculture 155: Rural Institutions.....</b>	<b>5</b>
<b>Social Science 10: Contemporary Affairs A.....</b>	<b>1</b>
<b>Physical Education 01.....</b>	<b>3</b>

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**49 or 50****Notes**

1. A student who completes the first year of this curriculum may receive a certificate of completion of the rural teacher curriculum and when eighteen years of age, a Special Rural Teacher's State Certificate. Completion of the second year entitles one to a two-year diploma and a Standard Elementary Certificate.

2. For further details, see General Requirements for Graduation (page 53) and Two-Year Curricula—General Regulations (page 68).

## The Four-Quarter Curriculum for Teachers in Rural Schools

High school graduates who are recommended by their county superintendents and approved by the college may pursue the special four-quarter program operated by the college. Such students have certain privileges including a partial tuition exemption for the third and the last quarters and the opportunity to do their apprentice teaching in their home county under the guidance of a specially selected senior teacher.

The curriculum for these students consists of the courses listed under the first year of the Curriculum for Teachers in Rural Schools and in addition, Teaching 105 or 305, 10 hours, and Agriculture 155, 5 hours.

A student who completes this curriculum is eligible to a Special Rural Teacher's State Certificate when eighteen years of age.

# 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.

## Arts

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

Charles H. Bailey, B.S., Professor of Industrial Arts, Emeritus,  
Part-time Service

Bertha L. Patt, Professor of Art, Emeritus, Part-time Service

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

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

Harold E. Sutton, M.A., Assistant Professor of Art

Archie E. Bauman, M.A., Instructor in Art

Martha Fisher, M.A., Instructor in Art

Willis H. Wagner, M.Ed., Instructor in Industrial Arts



## Art

A major in art must include Art 105, 106, 107, 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 20, Industrial Arts 30 and 310, and home economics of which 6 hours may be included in the major.

A minor in art must include Art 105, 106, 107, 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.

**20. Kindergarten-Primary Arts—2 hours.** A course developing both a point of view for teaching and creative experience with materials used in art and industrial arts at the kindergarten-primary level. It is recommended that Art 110 or 105, 106, and 107 precede this course. Four periods a week.

**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 designing and constructing with 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 individual expression in 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 individual expression in 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.

**125. Design and Materials I—2 hours.** Continuation of the cre-

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

ative 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.** A 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 in various media used 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.

**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, covering the areas of modeling and sculpturing. 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.** The 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 on an advanced level in the various structural media. 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 Arts 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. It is recommended that this course precede or accompany Teaching 408.

## Industrial Arts

A major in industrial arts must include Industrial Arts 40, 110, 115, 310, 311, 312, 320, 321, 322, 341, 415, 480, 485, and 490, and electives from Art 125, 340, and 425, or from other courses in industrial arts to make a total of not less than 40 hours.

The work of a student whose major is industrial arts must include Art 112 and Physics 140 and 343.

A minor in industrial arts must include Industrial Arts 40 or 341, 310, 311, 320, 321, 490, and electives in industrial arts to make a total of at least 20 hours.

**21. \*Industrial Arts for Kindergarten-Primary Grades**—2 hours. A study of the modern conceptions of the nature and purposes of

*\*Industrial Arts 21 and 22 may be counted toward a minor in art*



industrial arts activities at the kindergarten and primary levels. Development of projects suitable for accomplishing these purposes through manipulative activities in which children may engage. Four periods a week.

**22. \*Industrial Arts for Intermediate Grades—2 hours.** Industrial Arts involved in the construction of shelter, and in the production of utensils, machines, clothing or textiles, and records. Weaving, pottery making, and bookmaking. Fundamentals of design and color as applied to construction and decoration. Four periods a week.

**30. Introduction to Industrial Arts—3 hours.** Exploration and participation in the areas of mechanical drawing, woodworking, art metal and sheet metal work, home and farm mechanics, and wood finishing. Study of tools, materials and processes in connection with the making of projects. Emphasis on individual initiative and planning. Six hours a week.

**40. Metal Work I—3 hours.** Theory and practice of tin plate work. Hand and machine operations. Study of materials. Simple pattern drafting. Working cold iron; bending, shaping, fastening, and finishing. Six periods a week.

**110. Industrial Arts Design—3 hours.** General principles of constructive and decorative design as applied to wood and metal. Period styles in furniture. Recitation, one period a week; laboratory work, four periods a week.

**115. Wood Finishing—2 hours.** Purposes and kinds of finishing. Preparation and application of finishing materials.

**135. Basic Training in Industrial Occupations—5 hours.** Shop-work in wood, sheet metal, bench metal work, welding, electric wiring, automobile engines, elementary machine-tool work, blueprint reading, and working drawings. Designed especially for factory workers. Laboratory work, ten periods a week.

**310. Mechanical Drawing I—2 hours.** No credit for a student who has entrance credit for two units of mechanical drawing. Laboratory work, four periods a week.

**311. Mechanical Drawing II—3 hours.** Laboratory work, six periods a week.

**312. Mechanical Drawing III—3 hours.** Laboratory work, six periods a week.

Instruction in the use of drawing instruments, working drawings, blueprinting, lettering, tracing, orthographic projections,

\*Industrial Arts 21 and 22 may be counted toward a minor in art.

isometric drawing, machine drawing. These courses must be taken in consecutive order.

**320. Woodwork I—3 hours.** No credit for a student who has entrance credit for two units of woodworking. Industrial Arts 310 must precede or accompany this course except for students who have had entrance credit for one unit of mechanical drawing. Laboratory work, six periods a week.

**321. Woodwork II—2 hours.** Laboratory work, four periods a week.

**322. Woodwork III—2 hours.** Laboratory work, four periods a week. Courses 320, 321, and 322 are concerned with a study of tools and practice in the use of tools, materials of construction, and elementary cabinet work. These courses must be taken in consecutive order.

**324. Wood Turning—2 hours.** The wood-turning lathe. Various methods of turning. Prerequisite: Industrial Arts 320. Laboratory work, four periods a week.

**341. Metal Work II—3 hours.** Advanced tin plate and cold iron work; bench metal work; metal turning; metal spinning; simple forging; tool tempering; and soft metal casting. Six periods a week.

**415. Architectural Drawing—3 hours.** Prerequisite: Industrial Arts 310 and 311. Laboratory work, six periods a week.

**425. Woodwork IV—5 hours.** Advanced problems in design and construction. Prerequisite: Industrial Arts 320, 321, and 322. Laboratory work, ten periods a week.

**470. The General Shop and Home Mechanics—3 hours.** General shop organization and procedure, individual instruction sheets, original projects. Daily.

**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.

## Commercial Education

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

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

Forrest L. Mayer, M.S., Assistant Professor of Commercial Education

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

A major in commercial education must include Commercial Education 40, 154, 155, 156, 354, 360, 361, and 362; 3 hours elected from Commercial Education 494, 495, and 496; and 16 additional hours of elective work from courses in commercial education.

The work of a student whose major is commercial education must include 5 hours in geography and 5 hours in economics. Earth Science 472 and Economics 152 are recommended.

Students who fail to make a grade of C or higher in Commercial Education 361 may substitute 5 hours of additional electives in commercial education for Commercial Education 362.

The student whose major is commercial education will be required to take Commercial Education 01: Penmanship, if his penmanship is of inferior quality.

A minor in commercial education consists of at least 20 hours of work in commercial education. It is suggested that the student choose one of the following combinations of courses:

A. To teach any commercial subject except shorthand: Commercial Education 154, 155, 156, 40 or 354, 360, 361, 494, and 496.

B. To teach any commercial subjects except bookkeeping: Commercial Education 50, 51, 150, 154, 155, 156, 494, and 495.

C. To teach any commercial subjects if the student has passed proficiency tests releasing him from Commercial Education 50, 51, 154, and 155: Commercial Education 150, 156, 360, 361, 494, and 495 or 496, and 1 hour of elective credit in commercial education.

**01. Penmanship**—Drill credit. Muscular movement in writing with special attention to the teaching of penmanship. Daily.

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



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

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

145. **Personal Use Typewriting for Teachers**—1 hour. Not open to those who have one unit or equivalent credit in typewriting. Designed to develop 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 commercial teachers. 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: Commercial Education 146. Practice periods arranged.

148. **Duplicating Techniques for Teachers**—1 hour. Operation of mimeograph, the liquid process duplicator, and the gelatin type duplicator. Preparation of copy, including color work, tracings, drawing, lettering, maps, and tests. Stencils and master sheets prepared may be retained if desired. Prerequisite: Ability to operate the typewriter. One day a week plus arranged practice hours as needed.

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

154. **\*Typewriting I**—1 hour. Mechanism and operation of the

\*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.

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 speed required is forty-five words a minute. Prerequisite: Commercial 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: Commercial Education 155 or equivalent preparation. Daily.

**350. Machine Accounting—1 hour.** Use of the accounting machine in bank and mercantile accounting. Prerequisite: Elementary bookkeeping or equivalent preparation. Two periods of class work or laboratory work a week.

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

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

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

**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: Commercial 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: Commercial Education 361.

**371. Directed Work Experience—1 hour.** Special studies coordinated with problems related to student's approved work experience.

\*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.



rience; job analyses 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—5 hours.** Consolidated statements, estate accounting, federal and state tax accounting, accounting for receiverships, statements of application of funds, and social security accounting. Prerequisite: Commercial Education 362.

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

**451. Secretarial Training I—3 hours.** Qualifications and duties of a secretary. Arrangement of office equipment.

**452. Secretarial Training II—2 hours.** The Library Bureau system of alphabetical, numeric, geographic, and automatic-numeric filing.

**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.

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

**461. Problems in Commercial Education—3 hours.** Field and objectives of commercial 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 commercial education; and selected current problems.

**463. Transcription—1 hour.** Designed to give the student additional facility in transcribing shorthand notes on the typewriter. Prerequisites: Commercial Education 150 and 156. Three periods a week.

**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 commercial teachers only. Prerequisite: Commercial Education



156 or equivalent preparation and consent of the Head of the Department of Commercial Education. Two hours of laboratory work a week.

**470. The Teaching of Commercial Subjects—3 hours.** Not open to students whose major is in commercial education. Prerequisite: 15 hours in commercial education.

**472. History and Philosophy of Vocational Business Education—2 hours.** The 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.

**474. Cooperative Part-time 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.

**494. The Teaching of Typewriting—1 hour.** Credit also as a course in education for a student whose major is commercial education. Prerequisite: Commercial Education 156 and Education 460.

**495. The Teaching of Shorthand—2 hours.** Credit also as a course in education for a student whose major is commercial education. Prerequisite: Commercial Education 150 and Education 460.

**496. The Teaching of Bookkeeping—2 hours.** Credit also as a course in education for a student whose major is commercial education. Prerequisite: 10 hours of work from Commercial Education 360, 361, and 362; and Education 460.

## Education

- E. C. Denny, Ph.D., Professor of Education and Head of the Department  
John R. Slacks, M.A., Professor of Rural Education, Emeritus, Part-time Service  
Amy F. Arey, M.A., Professor of Education  
A. E. Brown, Ph.D., Professor of Education  
H. S. Buffum, Ph.D., Professor of Education  
John W. Charles, Ph.D., Professor of Education  
Selmer C. Larson, Ph.D., Professor of Education  
H. A. Riebe, Ph.D., Professor of Education  
M. J. Wilcox, Ph.D., Professor of Education  
May Smith, M.A., Associate Professor of Education  
Clifton B. Huff, Ph.D., Assistant Professor of Education  
Esther Hult, Ph.D., Assistant Professor of Education  
J. Elizabeth Brown, M.Ph., Instructor in Education  
Nellie Hampton, M.A., Instructor in Education  
Louise Sires, M.Ed., Instructor in Education  
Julia Sparrow, M.A., Instructor in Education

## Psychology

**15. Educational Psychology A—5 hours.** No credit for a student who has credit for Psychology 20 (Child Psychology) or Psychology 315. Introduction to the study of mental processes with special attention to the psychology of learning and to habit formation with particular applications to elementary schools.

**315. Educational Psychology B—5 hours.** No credit for a student who has credit for Psychology 15 or Psychology 20 (Child Psychology). Study of mental processes with special attention to the psychology of learning and habit formation with particular applications to the 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 per-

sonal 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 61 to 65 for the requirements for a major in nursery school-kindergarten education, kindergarten-primary education, or elementary education.

**10. Introduction to Elementary Education—5 hours.** Survey of the field of education with attention to historical development; development of the profession of teaching; opportunities for the elementary teacher.

**25. Reading and Mathematics for Primary Grades—5 hours.** Principles and aims of the teaching of primary reading and mathematics with special attention to methods.

**30. Language and Literature for Kindergarten-Primary Grades—3 hours.** Principles and methods involved in the teaching of language, writing, and spelling in the kindergarten-primary grades. Special work in the selection and presentation of stories and poems suitable for kindergarten-primary grades.

**35. Elementary School Methods—5 hours.** Methods of teaching the elementary school subjects. The principles which underlie various methods of instruction.

**36. The Teaching of Reading and Spelling—5 hours.** The teaching of reading and spelling in the elementary school.

**38. The Teaching of Social Studies in the Elementary School—2 hours.** The materials, content, organization, and techniques at the various grade levels in these fields.

**45. Elementary School Management—3 hours.** No credit for



a student who has credit for Education 50. The problems of management of the elementary school.

**50. Rural School Management**—5 hours. No credit for a student who has credit for Education 45. The extra-instructional activities of the rural school teacher.

**131. Manuscript Writing**—1 hour. Study of the history of writing and consideration of the advantages of manuscript writing in the development of the child. Practice in this type of writing through the construction of charts and booklets for children. Two periods a week.

**137. Rural School Supervision**—3 hours. This course is planned primarily for senior supervisors of the students doing practice 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. No credit for a student who has credit for Education 10. 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.

**411. The Teaching of Highway Safety**—1 hour. Physical and mental equipment needed for proper driving. Driver and pedestrian responsibilities. Sound driving practices. Methods and organization of course for high schools. Prerequisite: An Iowa Driver's License. Two periods a week.

**413. Materials and Methods of Safety Education**—2 hours. Includes an overview of the safety problem; a philosophy of safety education; the place of safety education in the modern school; sources of instructional materials; selection and grade placement of materials; objectives of safety instruction; methods of teaching for safety; the relation of outside agencies to a safety education program; the use of visual aids; and the measurement of results of safety teaching.

**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.** Aims to develop familiarity with outstanding syllabi, textbooks, collateral reading and units in elementary school science. Valuable science projects and many 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.** The materials, content, organization and technique at the various grade levels in these fields.

**438. Clinical Practice in Remedial Reading—2 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.

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

**442. Literature for Kindergarten-Primary Children—5 hours.**

**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.

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

**468. The Junior High School—3 hours.** Problems involved in the organization of the junior high school.

**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.

**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. Vocational Guidance—2 hours. Principals underlying the selection of an occupation.

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 Industrial Arts (Industrial Arts 490)—2 hours.
- (c) The Teaching of Typewriting (Commercial Education 494)—1 hour.
- (d) The Teaching of Shorthand (Commercial Education 495)—2 hours.
- (e) The Teaching of Bookkeeping (Commercial Education 496)—2 hours.
- (f) The Teaching of English (English 490)—2 hours. (Also used as education when the major is speech.)
- (g) Methods in Home Economics (Home Economics 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. (Also used as education when the major is history.)

520. Independent Study. See page 53 for conditions applying to credit for independent study.

## Library Science

**481. School Library Administration—2 hours.** Planning and equipping a school library; the techniques of reference work; teaching the use of the school library; the routine of circulating books.

**485. School Library Book Selection—3 hours.** A comprehensive view of the books and magazines available for boys and girls from the nursery through the high school. The basic interests of children of different ages. Book selection aids and tools, routine of acquisition, annotations, and reading promotion.

**487. Techniques for School Libraries—2 hours.** Classification, cataloging, and related technical and mechanical processes are presented from the standpoint of the needs of the teacher-librarian.

**489. Library Science—2 hours.** Problems of the school library and its organization. Selection and classification of books. Offered by members of the library staff.

## English

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

Samuel A. Lynch, M.A., Professor of English, Emeritus, Part-time Service

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

Selina M. Terry, M.A., Professor of English

Nelius O. Halvorson, Ph.D., Associate Professor of English

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

Vernon P. Bodein, Ph.D., Assistant Professor of Religious Education

Katherine Buxbaum, M.A., Assistant Professor of English

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

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

George G. Gates, M.A., Assistant Professor of English

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

Alma E. Johnson, Ph.D., Assistant Professor of Speech

Solomon Simonson, Ph.D., Assistant Professor of Speech

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  $1\frac{1}{2}$  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  $2\frac{1}{2}$  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 must include English 1 and 100; 5 hours of English composition from courses not open to freshmen; English 110 and 325; English 322, and one other period course in English literature to be chosen from courses 315, 418, 422, and 425; and English 443, 445, 460, and 490.

See page — for regulations governing deficiencies in written English.

Courses primarily devoted to written composition are num-



bered as follows: English 1, 100, 300, 310, 350, 400, 405, 410, 415, and 452.

A minor in English consists of at least 25 hours of work in English which should be distributed as follows: English 1, 100, 110; 325 or 435; and one period course to be chosen from courses 322, 425, and 445.

1. English I—5 hours. Frequent compositions, with emphasis upon expository writing. The careful reading and discussion of a few books which offer stimulating interpretations of present-day life in America, especially in the Midwest. Required of all freshmen.

100. English II—5 hours. Frequent compositions. Expository writing continued; descriptive and narrative techniques introduced. The careful reading and discussion of a few books which broaden the student's capacity to read imaginative literature and apply it to his own experience.

110. English III—5 hours. An introduction to the fundamental ideas found in the literature of America and England, and a discussion of the problems in the understanding of mature imaginative literature with an emphasis upon poetry and non-fictional prose. Prerequisite: English 100.

300. Advanced Exposition—5 hours. Study of advanced specimens of exposition. Application of principles and methods in original work.

305. Literature for Intermediate Grades—3 hours. Study of the basic principles for the selection of literary material for the intermediate grades. The teaching of literature in the intermediate grades.

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.

315. Medieval Literature—5 hours. English literature from the beginning to 1500. Important types and traditions of early English literature, with special attention to Chaucer. Prerequisite: English 110.

322. Romantic Literature—5 hours. Chronological limits; 1798-1832. Emphasis upon the major English poets of the Romantic Period. Wordsworth, Shelley, Byron, and Keats, and their social background. Prerequisite: English 110.

325. Shakespeare—5 hours. Intensive study of selected plays; reading of other plays; brief study of the non-dramatic works of Shakespeare. 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 craftsmanship of the one-act play. Elementary experience in creative writing for the stage.

**400. Advanced Story Writing—5 hours.** Technique of the short story. Writing of short stories. Prerequisite: English 100 or 300.

**405. The Essay—5 hours.** Development of the essay. Practice in the writing of original essays. Prerequisite: English 100 or 300.

**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. A study of English poetry and prose as found in such representative writers as Carlyle, Newman, Tennyson, the Brownings, Arnold, Swinburne, Meredith, Hardy, and Pater. Prerequisite: English 110.

**430. The Development of the English Drama—5 hours.** A critical synthesis of the factors combined in modern drama. Study of representative plays and discussion of significant trends from the Greek period to the present.

**435. The English Novel to 1900—5 hours.** The development of the English novel from Sir Thomas Malory to Thomas Hardy. Emphasis upon the major novelists of the nineteenth century. Prerequisite: 10 hours of English.

**440. Contemporary British Poets—2 hours.** The careful study of a few highly influential poets, such as Hardy, Yeats, and Lawrence. Prerequisite: English 110.

**443. American Literature, 1865 to the Present—5 hours.** The study of American culture after the Civil War as revealed in the rise of American realism: In prose, from Twain to Steinbeck; in poetry, from Whitman to MacLeish. Prerequisite: English 110.

**445. American Literature, 1620-1865—5 hours.** Definition of the main traditions of American culture before 1800. Emphasis upon the Romantic Period of American literature; the most representative authors of the generation before the Civil War. Prerequisite: English 110.

**450. Literary Criticism—5 hours.** A study of the major critical ideas and movements and their relation to the history of ideas. This course is designed particularly for students who wish to discuss, informally, the social and philosophical implications in literature. Prerequisite: English 110.

**452. Creative Writing—2-5 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.

**460. History of the English Language—5 hours.** A survey of the development of the English language with special reference to modern English grammar and vocabulary. The teaching of the English language. Prerequisite: 15 hours of foreign language or its equivalent and English 110 or equivalent.

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

**520. Independent Study.** See page 53 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 and 486.

A major in speech must include 44 hours of work distributed as follows: Speech 20 or 21, 110 or 365, 120, 335, 336, 340, 375, 477,



478, 485, 486, and 5 hours of elective. English 350 and 430 although not included in the speech field, may be counted as part of the 44-hour requirement.

A student whose major is in speech and whose interests are in radio should take Speech 20, 110 or 365, 114, 340, 367, 368, and 5 hours of elective work 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 major in English. If special circumstances are involved, however, a minor in English may be substituted for the major in English with permission from the Dean of Faculty.

A minor in speech consists of at least 23 hours of work in speech.

**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.

**335. Theory of Discussion and Argumentation—2 hours.** Principles, methods, and types of public discussion and debate. This course should accompany Speech 336.

**336. Practice in Discussion and Argumentation—3 hours.** Prac-

tical 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. This course should accompany Speech 335.

**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.

**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.

**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.

**365. Advanced Public Speaking—5 hours.** Applied psychology in communications and social control. Ways of influencing action. Use and control of principles of persuasion pertaining to attention, interest, impression, emotion, suggestion, identification, invective, compliment, hero-worship, and motivation. Propaganda analysis. Case records. Lectures and selected readings in representative writings on rhetoric by Aristotle, Cicero, Quintilian, Campbell, Whately, and the Institute of Propaganda Analysis publications.

**367. Radio Survey—2 hours.** Basic organization of the radio industry. Demonstrations at Station KXEL, class work, and field trips.

**368. Radio Practice—3 hours.** Training in announcing, control operation, continuity writing, and selling through cooperation of department heads of Station KXEL. Experience in 50,000 watt station with educational interpretation by college instructor. 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.

**470. Directing—5 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.

**477. Stagecraft I—3 hours.** Theory and practice of scene construction and backstage organization. Experience in building, painting, and assembling scenery for play production. Four periods a week.

**478. Stagecraft II—2 hours.** Theory and practice of stage lighting. Experience in assembling and operating electrical equipment for play production. Prerequisite or corequisite: Speech 477. Three periods a week.

**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.

**486. Clinical Practice in Speech Correction—1 hour.** Work with speech defectives under supervision: Diagnosis, planning remedial procedures, and working with cases. Prerequisite or corequisite: Speech 485.

## Religious Literature and 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.** A study of 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

Mrs. Margaret Randolph, Ph.D., Assistant Professor of Home Economics

Amy Jean Holmblade, B.S., Instructor in Home Economics

Margaret M. Kelley, M.A., Instructor in Home Economics

Allie Carolyn Newsom, 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 economics 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, 324, 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. A student is advised to meet the requirements of a second minor if possible.

Courses 15 or 470, 21 or 471, 60, 61, 112, 300, 324, 450, 460, and 461 are especially recommended for a student who wishes to take elective work in home economics.

**15. Clothing Problems**—3 to 5 hours. Analysis of individual problems in planning, selection, and care of the wardrobe. A beginning course in 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 Problems**—3 to 5 hours. Fundamentals of nutrition and their application to the selection of food for the individual. An introductory course in techniques of food preparation. Requirement may be met by pretest. Recitations, three 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, ten periods a week.

**115. House Furnishings and Decorations—3 hours.** A study of the principles of interior decoration with practice in their practical application to the home. Prerequisite: Art 105. Recitations, two periods a week; laboratory work, three 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.** Planned for students with some previous training and may be taken in place of the laboratory work in Home Economics 21. May be taken twice for a total of 4 hours credit. Laboratory work, six periods a week. Prerequisite or corequisite: Home Economics 21.

**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.** Participation in the nursery school with discussions of problems in child care and feeding. Prerequisite: Home Economics 300.

**310. Textiles—3 hours.** Study of 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.** Study of the 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 Art 115. To be taken with a course in clothing construction. Laboratory work, four periods a week.

**322. Principles of Food Preparation—5 hours.** The physical and chemical properties of food nutrients as they affect the preparation of foods; introduction to current literature. Prerequisite: Home Economics 21 and 5 hours of chemistry. Recitations, three periods a week; laboratory work, six periods a week.

**324. Meal Planning—5 hours.** No credit for a student who



has credit in Home Economics 471. Problems in food selection; planning, preparation, and serving of meals for the family. Includes a special study of problems connected with the school lunch and feeding of other larger groups. Prerequisite: Home Economics 21. Recitations, two periods a week; laboratory work, nine periods a week, three of which are to be arranged.

**402. Advanced Clothing—3 hours.** To include tailoring and use of difficult materials; alteration of garments; adaptation of patterns; and construction of children's garments. Prerequisite: Home Economics 15 and 116. Home Economics 470 may be used as the prerequisite with permission of the instructor. Recitation, one period a week; laboratory work, six periods a week.

**416. Interior Decoration—2 hours.** Advanced study in the planning of interiors and 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.

**435. Problems in 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 324 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. Nutrition and food selection for the family, with laboratory optional. Recitations, three periods a week; laboratory work, six periods a week. It is recommended that Home Economics 60 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.

## Languages

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

Frank Ivan Merchant, Ph.D., Professor of Latin and Greek,  
Emeritus, Part-time Service

Josef Schaefer, Ph.D., Associate Professor of German

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

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. Prerequisite: French 305 and 306 or Spanish 305; and Education 460.

## 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.

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\*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.

**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.

**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.** Study of 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.

**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.

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

**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 Galic War. Writing of Latin. Prerequisite: Latin 102 or equivalent preparation.

**104. Cicero's Orations I**—5 hours. Selections from the orations against Catiline. Review of Latin grammar. Writing of Latin.

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\*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.



**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.

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\*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.



**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.** A study of 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 course designed to give an idea of the letters of the various coun-

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\*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.

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

**408. The Plays of Benavente**—3 hours. A study of 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 junior and senior 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.



# Mathematics

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

Ira S. Condit, M.A., Professor of Mathematics, Emeritus, part-time Service

E. E. Watson, M.S., Professor of Mathematics

Harold C. Trimble, Ph.D., Assistant Professor of Mathematics

D. Banks Wilburn, D.Ed., Instructor in Mathematics

A major in mathematics consists of at least 42 hours of work in mathematics which must include Mathematics 416, 490, and either 304 or 305.

A minor in mathematics consists of at least 23 hours of work in mathematics which must include Mathematics 101 and at least 2 hours from courses 304, 305, and 306.

Students who have had one year of algebra and one year of geometry in high school and who have met the course prerequisites in their freshman year may take Mathematics 415, 416, and 417 in the sophomore year.

**10. Principles of Elementary Mathematics—5 hours.** Specifically designed for prospective elementary teachers. Emphasizes important mathematical concepts in the fields of arithmetic, algebra, and geometry and includes such items as interpretation of data, use of tables, ratios, etc. Diagnostic and remedial work in fundamentals. No credit for a student who has previously earned credit in other college mathematic courses except for students whose major is designed for grade teachers.

**100. \*Mathematics I, College Algebra—5 hours.** Prerequisite: Mathematics 110.

**101. \*Mathematics II—5 hours.** Trigonometry and continuation of college algebra. Prerequisite: Mathematics 100.

**102. Mathematics III—5 hours.** Analytical geometry and allied topics. Prerequisite: Mathematics 101.

**110. \*Survey of Mathematics—5 hours.** Develops the social significance of mathematics and shows the relationship of mathematics to other fields of learning. Recommended for certain students who pursue a major or a minor in mathematics and

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\*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 ideas of trigonometry or algebra. In either case, see your adviser and the head of the Department of Mathematics.

designed for those who do not plan to take further work in mathematics.

**122. Elementary Navigation—5 hours.** Applications of the principles of spherical trigonometry to problems of navigation, using elementary instruments of navigation for taking bearings from celestial bodies. Prerequisite: Mathematics 101. Recitations, three periods a week; laboratory work, four periods a week.

**304. Surveying—3 hours.** Principles and operations; field practice in measurement; leveling. Prerequisite: Mathematics 101. Four periods a week.

**305. Projective Geometry—3 hours.** Concepts and theorems underlying projective geometry. The use of the quadrangle and the quadrilateral, the theorems of Desargues, Pascal, Brianchon, theory of poles and polars, projective transformations and harmonic relations. Prerequisite: Mathematics 101.

**306. College Geometry—3 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: Mathematics 101.

**307. Mathematics of Finance—3 hours.** Sinking funds, depreciation, bonds, building and loan associations, and life insurance.

**310. Solid Analytical Geometry—5 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 102.

**400. Theory of Equations—5 hours.** The analytic criterion for constructions with ruler and compasses; the impossible constructions of Euclidian Geometry; the solution of numerical equations by Newton's and Horner's methods; the determinants for systems of linear equations in unknowns. Prerequisite: Mathematics 415.

**401. Theoretical Mechanics A—3 hours.** Principles of dynamics and their applications in the field of mathematical physics. Prerequisite: Mathematics 415.

**402. Theoretical Mechanics B—2 hours.** The size of stars and their probable distribution, determination of orbits, mass, density, distance; the law of gravitation. Kepler's Laws; velocity of escape of gases. Prerequisite: Mathematics 415.



**405. Differential Equations**—3 hours. Differential equations of the first order and linear equations with constant coefficients, with emphasis upon forms occurring in mechanics and physics. Prerequisite: Mathematics 416.

**406. Statistical Measurements**—5 hours. Introduction to the mathematics of statistical methods. Some knowledge of calculus is desirable: Prerequisite: Mathematics 100 and 101 or equivalent preparation.

**407. History of Mathematics**—3 hours. Prerequisite: Mathematics 102.

**408. The Teaching of Arithmetic**—3 hours. Organization of subject matter; the relation of arithmetic to the whole curriculum; evaluation of teaching procedures; the testing program.

**410. Materials in Secondary Mathematics**—3 hours. Prerequisite: Two courses in college mathematics and Education 460.

**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.

**432. Special Studies in Arithmetic**—2 hours. A detailed consideration of those studies in the field of arithmetic, which have influenced arithmetical instruction. Special emphasis on more recent trends. Prerequisite or corequisite: Mathematics 408.

**490. The Teaching of Secondary Mathematics**—2 hours. Credit also as a course in education for a student whose major is mathematics. Prerequisite: Two courses in college mathematics and Education 460.

**520. Independent Study.** See page 53 for conditions applying to credit for independent study.



# Music

Edward Kurtz, D.Mus., Professor of Violin and Composition and  
Head of the Department

William E. Hays, M.Mus., Associate Professor of Voice

Harald B. Holst, M.Mus., Associate Professor of Voice

Myron Russell, M.Mus., Associate Professor of Wood-wind Instruments

Roland Searight, M.A., Associate Professor of Violoncello and  
Conducting

Russell N. Baum, M.Mus., Assistant Professor of Piano

\*Henry Harris, B.Mus., Assistant Professor of Piano

Frank W. Hill, M.Mus., Assistant Professor of Violin, Viola, and  
Theory

Rose Lena Ruegnitz, M.Mus., Assistant Professor of Piano

Carl A. Wirth, M.Mus., Assistant Professor of Brass Instruments and Theory

Olive L. Barker, M.A., Instructor in Voice

Jane Birkhead, M.A., Instructor in Voice

Emil W. Bock, M.Mus., Instructor in Violin

James J. DeJonge, M.Mus., Instructor in Music Education

Lester McCoy, M.Mus., Instructor in Music

Jane Robbins, M.Mus., Instructor in Piano and Department Accompanist

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.

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\*On leave.

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 studios of station KXEL. Student recitals are given Friday of each week in Gilchrist Hall. Throughout the year, Leisure Time Hour faculty recitals are given at the college.

A concert course by celebrated artists is sponsored by the college affording opportunities for students to hear the best in music.

Students desiring to minor in the field of music must choose one of the following:

**A. Vocal music**

The requirements are Music 113, 114, 115, 408, 412; 6 hours in voice.

**B. Band and orchestra conducting**

The requirements are Music 113, 114, 115; 3 hours from 300, 302, 303, 304, 305, 306; 412 and 413; and 6 hours in a field of applied music.

## Courses for Elementary Teachers

**10. Elements of Music—2 hours.** Introductory course in school music consisting of singing, rhythmic development, and elementary theory. One hour per week is devoted to class work in voice. Students showing proficiency may be excused from the class work in voice. Daily.

**11. Music for Kindergarten-Primary Grades—2 hours.** Training in singing; sight singing, ear training, and dictation; ele-



mentary conducting; materials for kindergarten-primary grades. Prerequisite: Music 10 or equivalent preparation. One hour per week is devoted to class work in piano. Students showing proficiency in piano may be excused from the class work in piano. Daily.

**12. Music for Intermediate Grades**—2 hours. Training in singing; sight singing, ear training, and dictation; elementary conducting; materials for intermediate grades. Prerequisite: Music 10 or equivalent preparation. One hour per week is devoted to class work in piano. Students showing proficiency in piano may be excused from the class work in piano. Daily.

**17. Rural School Music**—2 hours. Singing, rhythmic development, elementary theory, choir plan, and rural school music problems. One hour per week is devoted to class work in voice from which students showing proficiency in voice may be excused. No credit for a student who has credit for Music 10. 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.** Devoted to study of methods of modulation and ornamental harmony such as suspensions, anticipations, organ point, and passing notes. This course emphasizes practical application of the work in Harmony I, i.e., piano accompaniments to songs, keyboard harmonization, and original settings for children's rhymes. 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.

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\*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.

**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 with special emphasis on 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*.

**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, etc., 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;

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\* Music 443 or 416 must be completed before credit for Music 441 or 442 may be used in meeting the requirements for graduation.



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.

## 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 ensemble 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.

## 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., Associate Professor of Physical Education for Men

Arthur Dickinson, M.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

\*David H. McCuskey, M.A., Instructor in Physical Education for Men

\*Oliver M. Nordly, B.A., Instructor in Physical Education for Men

Max L. Durfee, 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 Sanita-

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\*On leave.



tion). 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.

**471. History and Principles of Physical Education**—3 hours. For women this course must be accompanied by Physical Education for Intermediate Grades 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. Physical Education 01: Games must accompany this course.

**463. Training and First Aid**—2 hours. Diet; treatment of injuries; massage and bandaging; lectures; demonstrations, and practice. Prerequisite: Physical Education 300 and Biological Science 11.

**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.



## Physical Education for Women

**Monica R. Wild, Ph.D., Professor of Physical Education for Women and Head of the Department**

**Doris E. White, M.A., Associate Professor of Physical Education for Women**

**Grace Van Ness, M.A., Assistant Professor of Physical Education for Women**

**Dorothy Michel, M.A., Instructor in Physical Education for Women**

**Maude E. Moore, M.A., Instructor in Physical Education for Women**

**Elizabeth Oldenburg, B.A., Instructor in Physical Education for Women**

**Thelma Short, M.A., Instructor in Physical Education for Women**

**Shirley Winsberg, M.S., Instructor in Physical Education for Women**

**Max L. Durfee, M.D., Health Director**

A major in physical education (women) must include Physical Education 100, 300, 301, 303, 305, 401, 402, 403, 404, 406, 407, 408, 410, 471, and 492.

The work of a student whose major is physical education (women) must include Biological Science 11 and 100; and four courses in Physical Education 01 each quarter unless the student is released by the adviser from this requirement. The student must pass a test in the playing of piano accompaniments for rhythmic work in physical education.

A minor in physical education (women) must include Physical Education 300, 305, and 471; 5 hours of work selected from courses 401, 402, 403, and 404; at least 5 hours of elective work in physical education for women; and at least two courses in Physical Education 01 each quarter for six quarters unless released from this requirement by the Head of the Department of Physical Education for Women.

## 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.

**471. History and Principles of Physical Education—3 hours.** For women this course must be accompanied by Physical Education for Intermediate Grades 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 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, physical education for intermediate grades, physical education for primary grades, 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.

**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. This course 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. This course must be accompanied by Games.

**312. Home Nursing**—2 hours. Individual, home, and community hygiene; care of the sick and convalescent; special problems such as infant, child, maternal, and aged care; nursing techniques.

**401. The Dance in Education**—2 hours. Dance as an art; fundamentals in rhythmic education; the teaching of dance in the public school physical education program. This course must be



accompanied by two of the following activity courses as arranged: Fundamentals of Rhythmic Education, Folk Dancing, Tap and Clog, and Beginning Modern Dance.

**402. The Teaching of Basketball and Swimming—3 hours.** This course must be accompanied by Basketball and Swimming as arranged.

**403. The Teaching of Hockey, Soccer, and Tennis—2 hours.** This course must be accompanied by Tennis and Hockey or Soccer as arranged.

**404. The Teaching of Softball and of Track and Field—3 hours.** This course must be accompanied by Softball and Track and Field 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.

**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. This course must be accompanied by Physical Education Activities for High School Girls.

**440. Advanced First Aid—3 hours.** Intensive course in first aid leading to the American Red Cross Advanced First Aid Certificate, followed by the instructor's course leading to the American Red Cross First Aid Instructor's Certificate. Prerequisite: PEW 100, permission of the instructor, and 20 years of age.



## Science

Emmett J. Cable, Ph.D., Professor of Earth Science 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

R. L. Abbott, Ph.D., Professor of Biology

Robert W. Getchell, Ph.D., Professor of Chemistry

W. H. Kadesch, Ph.D., Professor of Physics

C. W. Lantz, Ph.D., Professor of Biology

H. Earl Rath, Ph.D., Professor of Health Education

Winfield Scott, Ph.D., Professor of Agriculture

Martin L. Grant, Ph.D., Associate Professor of Biology

Marguerite Uttley, Ph.D., Associate Professor of Geography

Ernestine L. Smith, M.S., Assistant Professor of Geography

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 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.

**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.

**520. Independent Study.** See page 53 for conditions applying to credit for independent study.

## Biological Science

**10. Nature Study**—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. 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. Health Education A**—3 hours. No credit for a student who has credit for Biological Science 13 or 300 (Hygiene and Sanitation). Personal, community, and school hygiene. Aims and methods of health education with emphasis on child health.

**13. Health Education B**—2 hours. No credit for a student who has credit for Biological Science 12 or 300 (Hygiene and Sani-



tation). 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.

**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.

**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, sanitation, 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.

321. **Organic Chemistry**—5 hours. Essentials of organic chemistry. Prerequisite: Chemistry 122. Recitations, three periods a week; laboratory work, four periods a week.

322. **Organic Preparations**—5 hours. Synthesis of typical compounds representative of organic reactions. Prerequisite: Chemistry 321. Laboratory work, ten periods a week.

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\*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.

**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**—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, 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.

**146. Elementary Radio**—10 hours. Designed to give the beginning student of electricity a practical working knowledge of radio. The operation of transmitters, receivers, and their associated apparatus. Some attention to the international code, and to radio regulations. Recitations, five periods a week; laboratory work, ten periods a week.

**340. Advanced 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.

**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.** Introductory course in 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. Advanced 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.

## Earth Science

**162. Elements of Geography—5 hours.** A survey of man's occupation 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.

**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 occupation 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.** A study of 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. A study of 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.

**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.

**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: 5 hours of college work in geography and Education 460, or 5 hours of geography and 15 hours in kindergarten-primary education or 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. 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.

**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.



## 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

Fred W. Wellborn, Ph.D., Professor of History

Mary B. Hunter, M.A., Associate Professor of Economics

Erma B. Plaehn, Ph.D., Assistant Professor of Social Science

A major in social science must include 10 hours of history (courses 303 and 304 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 one of the required minors may be in the field of social science. However, it is recommended that a minor in history be declared and completed by all students pursuing this major who intend to teach the social studies.

A major in history must include History 14, 303, and 304; Social Science 490; Government 132; Economics 152, and the following additional work; 18 hours of elective work in history which should be distributed over the several fields of history, including History 410 and 416; 5 hours of elective work in government; and 5 hours of electives in economics and sociology (Sociology 358 recommended). No one of the required minors shall be in the field of social science.

Foreign language is recommended for students majoring in history or social science who are not familiar with at least one foreign language and especially for students who plan to do graduate work.

A minor in history consists of 23 hours, of which 20 hours should be chosen from History 13 or 14, 104, 112, 303, 304, 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.

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\*On leave.



## General Courses in Social Science

10. \*Contemporary Affairs A—1 hour.

400. \*Contemporary Affairs B—1 hour.

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.

520. **Independent Study**. See page 53 for conditions applying to credit for independent study.

## History

13. **European Backgrounds of American Civilization**—5 hours.

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.

104. **English History since 1688**—5 hours.

112. **Modern Europe to 1870**—5 hours.

301. **Medieval Civilization**—5 hours.

303. **Modern Europe since 1870**—5 hours. No credit for a student who has credit in European History since 1815 or European History since 1914.

304. **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.

306. **American Colonial History**—5 hours. Founding of the American colonies; evolution of economic, social, and governmental institutions; various phases of the independence movement.

401. **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. The transition from feudalism; the new industrialism; the ascend-

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\*Courses 10 and 400 may be repeated for credit toward graduation.

ancy of British enterprise; trade rivalry among the powers; the economic aspects of the World War and the post-war period.

**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.

## 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 1947-48 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 1947-48 and alternate years.

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\*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.



**340. Political Parties—3 hours.** Origin, organization, and operation of political parties in the United States. Offered 1946-47 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 1947-48 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 and procedures of the national government. Prerequisite: Government 132 or 133. Offered 1946-47 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. Principals of Economics I—5 hours.**

**153. Economic History of the United States—5 hours.**

**352. 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 1946-47 and alternate years.

### **Sociology**

**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

Elmer L. Ritter, Ph.D., Professor of Teaching

Cyril L. Jackson, M.A., Associate Professor of Teaching and  
Principal of the College High School

Dorothy May Koehring, Ph.D., Associate Professor of Teaching

Marna Peterson, M.A., Associate Professor of Teaching and  
Principal of the Elementary School

E. Grace Rait, M.A., Associate Professor of Teaching

Myrtle M. Stone, Ed.D., Associate Professor of Teaching

Mary C. Anderson, M.A., Assistant Professor of Teaching

M. Elisebeth Brugger, M.A., Assistant Professor of Teaching  
and Director of the Nursery School

Mary P. Caldwell, M.A., Assistant Professor of Teaching

Margaret Divelbess, M.A., Assistant Professor of Teaching

Rose L. Hanson, M.A., Assistant Professor of Teaching

Dora E. Kearney, M.A., Assistant Professor of Teaching

Edna Mantor, M.A., Assistant Professor of Teaching

Olive Paine, Ph.D., Assistant Professor of Teaching

\*Annabelle Pollock, M.A., Assistant Professor of Teaching

Marguirette May Struble, Ph.D., Assistant Professor of Teaching

Eulalie Turner, M.A., Assistant Professor of Teaching

Alta L. Wilmarth, M.A., Assistant Professor of Teaching

Verna J. Adney, M.A., Instructor in Teaching

Lucile E. Anderson, M.A., Instructor in Teaching

Alice Bakken, M.A., Instructor in Teaching

Wanda C. Baumann, B.S., Instructor in Teaching

Burl V. Berry, B.S., Instructor in Teaching

John Bliese, M.A., Instructor in Teaching

Waldemar Gjerde, M.A., Instructor in Teaching

Zelwyn Graham, M.A., Instructor in Teaching

Agnes Gullickson, M.A., Instructor in Teaching

Vivian Harriman, B.Ed., Instructor in Teaching

Bernice Helff, M.A., Instructor in Teaching

Marie Hjelle, M.A., Instructor in Teaching

Florence M. Kasiske, M.A., Instructor in Teaching

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\*On leave.



Mildred G. Luce, M.Mus., Instructor in Teaching  
Ruth J. Michaelson, M.A., Instructor in Teaching  
Mrs. Bernice McCoy, B.A., Instructor in Teaching  
\*Mathilda Katherine Newman, M.Ph., Instructor in Teaching  
Emma Opfer, M.A., Instructor in Teaching  
Joseph William Rhodes, M.Ph., Instructor in Teaching  
Mae E. Ruppel, M.A., Instructor in Teaching  
Melvin F. Schneider, B.Mus., Instructor in Teaching  
Lucette A. Sharp, M.Ph., Instructor in Teaching  
Manford Sonstegard, M.A., Instructor in Teaching  
Dorothy J. Welch, M.A., Instructor in Teaching  
Helen M. Wind, M.A., Instructor in Teaching  
Lillian V. Wong, B.S., Instructor in Teaching

Credit used in meeting the requirement in teaching on any curriculum must be earned in courses offered by the Department of Teaching at this institution.

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.

The scholarship average required before a student is permitted to register for teaching is the same as that required for graduation. (See page 54). 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.** Credit only on the curriculum for teachers in rural schools. 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.

\*On leave.

\*\*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.



302, 402. **\*Nursery School Teaching.** Prerequisite: Industrial Arts 21 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.

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.

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\*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 1946-47

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 73 for the explanation of course numbers.

Special permission is granted for men and women in the armed services to take correspondence work during the freshmen year.



The Dean of the Faculty will consider special requests of other freshmen and in the proper cases may grant special permission to do correspondence work.

### WHAT ARE THE RESTRICTIONS?

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.

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.

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 con-



cerning 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.

### **WHAT ARE THE FEES?**

The fee for correspondence work is \$4 per quarter hour payable in advance. In addition, a matriculation fee of \$5 is charged the first time a student enrolls for resident or non-resident work at the Iowa State Teachers College. 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. When a matriculation fee has been paid in connection with registration for correspondence work, no part of the matriculation fee may be refunded unless the application is rejected.

### **WHAT COURSE SHOULD BE SELECTED?**

A student should select courses which will apply to the completion of the curriculum which will best serve his needs.

Some suggestions as to how courses offered by correspondence apply on the two-year curricula are shown here.

### **Courses Which Apply on All Two-Year Curricula**

Biology 12—Health Education A

English 100—English II

Government 133—American Government

Psychology 15—Educational Psychology A

### **Courses Which Apply on the Two-Year Kindergarten-Primary Teacher Curriculum**

Education 10—Introduction to Elementary Education

Education 25—Reading and Mathematics for Primary Grades

Education 30—Language and Literature for Kindergarten-Primary Grades

History 14—American History to 1865

History 304—American History since 1865

Home Economics 60—Nutrition of Children

### Courses Which Apply on the Two-Year Elementary Teacher Curriculum

Education 10—Introduction to Elementary Education

Education 36—The Teaching of Reading and Spelling

Education 38—The Teaching of the Social Studies in the  
Elementary School

Education 45—Elementary School Management

History 304—American History Since 1865

Mathematics 10—Principles of Elementary Mathematics

### Courses Which Apply on the Two-Year Rural Teacher Curriculum

Education 35—Elementary School Methods

History 14—American History to 1865

Mathematics 10—Principles of Elementary Mathematics

## What Courses Are Offered by Correspondence?

### Commercial Education

Course Number	Course Title	Prerequisite	Quarter Hours
40	Introduction to Business.....		5
354	Commercial Law I.....		5
361	Accounting II.....	Coml 360.....	5
362	Accounting III.....	Coml 361.....	5
453	Retail Merchandising.....		3
454	Salesmanship .....		2
470	The Teaching of Commercial Subjects .....	15 hours in Coml Ed.....	3

Course Number	Course Title	Prerequisite	Quarter Hours
472	History and Philosophy of Vocational Business Education	10 hours of education or psychology .....	2
474	Cooperative Part-time Programs in Business Education	10 hours in education or psychology .....	2
476	Adult Programs in Business Education .....	10 hours in education or psychology .....	2
494	The Teaching of Typewriting	Coml 156 and Ed 460....	1
495	The Teaching of Shorthand	Coml 150 and Ed 460....	2
496	The Teaching of Bookkeeping	10 hours of work from Coml 360, 361, 362, and Ed 460 .....	2

## Education

### Psy

15	Educational Psychology A....	See Note 1.....	5
315	Educational Psychology B....	See Note 2.....	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

10	Introduction to Elementary Education .....		5
25	Reading and Mathematics for Primary Grades.....		5
30	Language and Literature for Kindergarten - Primary Grades .....		3
35	Elementary School Methods.....		3
36	The Teaching of Reading and Spelling .....		5
38	The Teaching of the Social Studies in the Elementary School .....		2
45	Elementary School Management .....	See Note 3.....	3
425	Statistical Methods in Education .....	See Note 4.....	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	The Junior High School.....		3
475	School Administration.....		5
488	History of Education.....		5



## English

Course Number	Course Title	Prerequisite	Quarter Hours
<b>Eng</b>			
100	English II.....	Eng 1.....	5
110	English III.....	Eng 100.....	5
330	The Contemporary Novel.....	10 hours of Eng.....	5
400	Advanced Story Writing.....	Eng 100 or Eng 300.....	5
435	The English Novel to 1900....	10 hours of English.....	5
443	American Literature, 1865 to the Present.....	Eng 110.....	5
445	American Literature, 1620-1865 .....	Eng 110.....	5
460	History of the English Language .....	15 hours of foreign language or its equivalent and Eng 110 or equivalent .....	5

## Home Economics

**HE**

60	Nutrition of Children.....	3
463	Personal and Social Relationships .....	3

## 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 or 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

## Mathematics

Course Number	Course Title	Prerequisite	Quarter Hours
<b>Math</b>			
10	Principles of Elementary Mathematics .....		5
100	Mathematics I, College Algebra .....	Math 110, also see Note 5	5
101	Mathematics II, Trigonometry .....	Math 100, also see Note 5	5
407	History of Mathematics .....	Math 102 .....	3

## Science

<b>Biol</b>			
12	Health Education A .....		3
<b>Agr</b>			
485	Feeds and Feeding .....		3
486	Principles of Breeding .....		2
487	Farm Management .....		3
488	Marketing Agricultural Products .....		3

## Social Science

<b>SS</b>			
490	The Teaching of the Social Sciences .....	15 hours of social science and Ed 460 .....	2
<b>Hist</b>			
14	American History to 1865 .....		5
112	Modern Europe to 1870 .....		5
303	Modern Europe since 1870 .....	See Note 6 .....	5
304	American History since 1865 .....		5
401	History of Iowa .....		2
410	The Far East .....		3
412	Diplomatic History of the United States .....	5 hours of American history .....	5
416	Latin-American History .....		5
<b>Govt</b>			
132	American Government .....		5
133	American Government .....		3
432	State and Local Government .....		5
442	School Laws of Iowa .....		3
<b>Econ</b>			
152	Principles of Economics I .....		5
356	Labor Problems .....		3
<b>Soc</b>			
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 315.
2. No credit for a student who has credit in Child Psychology or Psychology 15.
3. No credit for a student who has credit in Rural School Management.
4. No credit for a student who has credit in Mathematics 406: Statistical Measurements.
5. Students presenting one-half unit of entrance credit in trigonometry or two units of credit in algebra, may be excused from Mathematics 100, 101, or 110 upon furnishing satisfactory evidence of mastery of the basic ideas of trigonometry or algebra. In either case, see your adviser and the head of the Department of Mathematics.
6. 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, and the fact that certain members of the faculty are absent from the campus in military service. 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:

Wallace Book Store, 911 West 23rd Street (Rents Books)

Latta School Supply House, 909 West 23rd Street

Cross Book Store, 2220 College Street

## 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  $3\frac{1}{3}$  Semester hours.

6 Quarter hours are equivalent to 4 Semester hours.

9 Quarter hours are equivalent to 6 Semester hours.

### **WHAT DO THE COURSE NUMBERS MEAN?**

Courses 10- 99 open to freshmen and sophomores

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

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

Courses 400-499 open to juniors and seniors

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.

# Graduates

A list of graduates from November, 1944, to August, 1945

## Four-Year Curricula

DEGREE CURRICULUM ORGANIZED FOR MAJOR SUBJECTS  
Major and minor lines of work are indicated

### The Degree of Bachelor of Arts November, 1944

- \*Baumgartner, Eunice Mary—English—Speech, History.... Cedar Falls  
Carver, Esto Leora—Social Science—Earth  
Science.....San Juan, Puerto Rico  
Cunningham, Jean Ann—Kindergarten-Primary Education—  
History, English, Biological and Physical Science.....Boone  
Frery, Marion B.—Elementary Education—English, History,  
Biological and Physical Science.....Fort Madison  
Griffin, Veronica—Kindergarten-Primary Education—History,  
Earth Science, English.....Fort Dodge  
Jensen, Folmer E.—Social Science—English,  
Biological Science.....Cedar Falls  
Kolling, Marjorie Carleen—Physical Education (Women)—  
Mathematics, Biological Science.....West Des Moines  
Lane, Ruth Irene—Elementary Education—English, Biological  
and Physical Science, History.....Washington  
Lord, Genevieve Beth—Home Economics—Mathematics.....Dumont  
Reeve, Gladys Lucille—Kindergarten-Primary Education—English,  
Biological and Physical Science, History.....Cedar Falls  
Simmons, Mary L. Gardner—Home Economics—English,  
History, Chemistry.....Charles City  
Uban, Mary Elizabeth—Home Economics—Physical  
Education (Women), Commercial Education.....Waterloo

### February, 1945

- Fleming, Ida E.—Elementary Education—Biological and  
Physical Science, Earth Science, English.....Waterloo  
Hill, Margaret Ann—Commercial Education—History,  
English.....Fort Dodge  
Kindschi, Paul Lorenz—Social Science—English, History.....Waterloo  
Todd, Jeanne Kathleene—English—History, Commercial  
Education.....Cedar Falls  
Traeder, Patricia M.—Elementary Education—History, English,  
Physical Education and Health.....Odebolt



## May, 1945

- Anliker, Shirley—School Music (Voice)—English, German....Primghar  
 \*Arrasmith, Jean—Physical Education (Women)—Biological  
     Science, English, Mathematics.....Ames  
 Bacher, Constance F.—Kindergarten-Primary Education—History,  
     English, Biological and Physical Science.....Burlington  
 Bazel, Betty Malaine—Kindergarten-Primary Education—History,  
     English, Biological and Physical Science.....Burlington  
 Brown, Harold Wright—Applied Music (Piano)—English,  
     German .....Waterloo  
 Fairlie, Phyllis Val Jeanne—Applied Music (Piano)—English..Janesville  
 Faust, Frances—Commercial Education and Social Science—  
     English .....Waterloo  
 Flemmig, Elaine—Kindergarten-Primary Education—English,  
     Art, Biological and Physical Science.....Renwick  
 Fox, Darlene—Kindergarten-Primary Education—English,  
     History, Earth Science.....Jesup  
 Garver, Winifred Ann—Social Science—Speech, English,  
     French, History.....Fort Dodge  
 Gleason, Kathryn Melva—Kindergarten-Primary Education—  
     History, English, Biological and Physical Science....Cedar Falls  
 Grafenberg, Maxine L.—School Music (Piano)—English....West Union  
 Hallene, Mary Lou—Nursery School-Kindergarten Education—  
     English, Art, Biological and Physical Science.....Orion, Ill.  
 Hansen, Gladene—English—History, Speech.....Traer  
 Hansen, Miriam F.—School Music (Voice)—  
     English, French.....Cedar Falls  
 Hansen, Virginia O.—Kindergarten-Primary Education—History,  
     Biological and Physical Science, Art.....Cedar Falls  
 Hart, Dorothy Mae—English—Speech, History, French.....Humboldt  
 Hartman, Byrdine L.—Home Economics—Biological Science,  
     Commercial Education.....Waterloo  
 Henderson, Gloria—English—French, Speech.....Story City  
 Hesse, Dorothy—Nursery School-Kindergarten Education—  
     English, Art, History.....Yale  
 Hurlbut, Mary Jean—Applied Music (Piano)—English.....Waterloo  
 Jensen, Ydun Virginia—English—Speech, Spanish.....Kimballton  
 Kolind, Lucille J.—Physical Education (Women)—Biological  
     Science, Mathematics.....Cresco  
 Larson, Ruth L.—School Music (Piano)—English, Speech.....Laurens  
 Leichtman, Loreen J.—Commercial Education—Mathematics,  
     Economics and Sociology.....New Hampton  
 Lindeman, Marcella C.—Home Economics—Biological Science,  
     Chemistry .....Dysart  
 Maas, June Darleth—Home Economics—History,  
     English.....New Hampton  
 Macy, Aletha Wilkey—Kindergarten-Primary Education—  
     English, Art, Biological and Physical Science.....Lynnville  
 Miner, Margaret Ann—Kindergarten-Primary Education—  
     Biological and Physical Science, English, Art.....Cavour, S. Dak.  
 Mitchell, Ruth Maxine—Elementary Education—History,  
     English, Earth Science.....Hudson  
 Nelson, Mrs. Hazel Benson—Kindergarten-Primary Education—  
     History, English, Biological and Physical Science.....Hawarden  
 Neville, Margaret Mary—Mathematics—Earth Science,  
     History .....Anamosa  
 Olson, Margaret Ann—Social Science—English, French.....Waterloo



- Ottman, Constance—Nursery School-Kindergarten Education—  
English, Art, Music.....Cedar Falls
- Pine, Lola Larie—English—Speech, French.....Clear Lake
- Poitevin, Mildred Anne—English—Speech, History.....Dow City
- Prill, Louise A.—Elementary Education—English, Earth  
Science, History.....Glidden
- Reimer, Rachel G.—Commercial Education—Home Economics,  
Physical Education (Women).....Marshalltown
- Schiller, Eleanor—Commercial Education—English, History.....Alden
- \*Setterberg, M. Glendora—Kindergarten-Primary Education—  
English, History, Biological and Physical Science.....Mason City
- Shannahan, Martha Jane—Physical Education (Women)—  
English, Home Economics.....Des Moines
- Skaar, Arlet Corrine—Kindergarten-Primary Education—Physical  
Education and Health, History, English, Earth Science..Primghar
- Smith, Beverley Anne—English—Speech, Commercial  
Education.....Waterloo
- Smith, Luella Gladys—English—Art, Speech.....Cedar Falls
- Spitzmiller, Mary Esther C.—Kindergarten-Primary Education—  
Biological and Physical Science, History, English.....Middletown
- Stamy, Jane Esther—Kindergarten-Primary Education—  
Biological and Physical Science, Art, English.....Webster City
- Terfehn, Hattie—Commercial Education—Mathematics,  
Government, History.....Wellsburg
- Traynor, Theresa Maxine—Elementary Education—Art, Biological  
and Physical Science, English.....Sioux City
- Woodruff, Marilyn—Social Science—English, Speech....New Hampton
- Wright, Jeanne Louise—Kindergarten-Primary Education—  
History, English, Earth Science.....Ironwood, Mich.

### August 1945

- Andersen, Elsa—Commercial Education—English, History..Cedar Falls
- Archambault, Eldon D.—Science (Biology)—Chemistry,  
Physics, English.....Cedar Falls
- Ayer, Mary Dorothy—Kindergarten-Primary Education—English,  
History, Biological and Physical Science.....Keokuk
- Benson, Stanley—Social Science—Mathematics, English,  
Economics and Sociology.....Cedar Falls
- \*Bernd, Doris—Kindergarten-Primary Education—English,  
History, Biological and Physical Science.....Manson
- Colson, Elsie Lorine—Art—English, Vocal Music.....Des Moines
- Digney, Cecilia M. Foley—Kindergarten-Primary Education—  
English, Mathematics, History.....Belle Plaine
- Ehlers, Ethel M.—Kindergarten-Primary Education—English,  
Biological and Physical Science, History.....Mason City
- Engelman, Pauline B.—Elementary Education—English, Biological  
and Physical Science, Earth Science.....Aurora, Ill.
- Farnsworth, Felva D.—Elementary Education—Earth Science,  
English, History.....Centerville
- Fratzke, Marie G.—School Music (Voice)—English, German.....Jesup
- Gudvangen, Gladys Burnette—Elementary Education—English,  
Biological and Physical Science, History.....Brookings, S. Dak.
- Harder, Helen—Mathematics—Physics, History.....Missouri Valley
- Hayes, Florence Stahl—Kindergarten-Primary Education—  
English, Biological and Physical Science, Art.....Independence
- Hemmes, Wilma Mae—Kindergarten-Primary Education—English,  
Biological and Physical Science, History.....Hampton
- Hennrich, Viola—Elementary Education—History, English,  
Earth Science.....Sioux City

- High, Jean Louree—Social Science and Earth Science....Grundy Center  
 Hill, Betty Janet—Elementary Education—English, Biological  
 and Physical Science, History.....Bettendorf  
 Huber, Marie Margaret—Elementary Education—English, Earth  
 Science, History.....Ottumwa  
 Hummel, L. Esther—Kindergarten-Primary Education—Art,  
 Biological and Physical Science, English.....Sterling, Colo.  
 Janssen, Rosa—Elementary Education—History, Earth Science,  
 Biological and Physical Science.....Aplington  
 Jenks, June M.—Art—English, History.....Lamont  
 Joyce, Winnie—Commercial Education—Latin, English.....Osceola  
 Judge, Helen Agnes—Kindergarten-Primary Education—History,  
 Art, English.....Clinton  
 Kindred, Dorothy R.—Nursery School-Kindergarten Education—  
 Biological and Physical Science, History, English...Miller, S. Dak.  
 King, Mary Margaret—Kindergarten-Primary Education—  
 English, History, Art.....Seymour  
 Knudson, Mae—Elementary Education—English, Earth Science,  
 Biological and Physical Science.....Salem, S. Dak.  
 Kolpin, Chrystal E.—English and Mathematics—Commercial  
 Education.....Cherokee  
 Kurtz, Jane—English—Speech, Spanish, History.....Fort Dodge  
 Lindsey, Merle Iris—Elementary Education—Physical Education  
 and Health, English, History.....Cedar Falls  
 Lyke, Annabelle W.—Kindergarten-Primary Education—Art,  
 Earth Science, English.....Mason City  
 Martin, Helen Marie—Kindergarten-Primary Education—History,  
 English, Biological and Physical Science.....Des Moines  
 Maurer, Emma Lou—English—Speech, History.....Lester  
 McGlade, Beth—Social Science—Mathematics, English.....Hopkinton  
 McGrath, Agnes Veronica—Elementary Education—English,  
 History, Mathematics.....Cedar Falls  
 \*Nelson, Doris Lowene—English, Speech, History.....Audubon  
 Pappas, Sophie—French—Spanish, English.....Fort Dodge  
 Perfect, Mary Nelson—Kindergarten-Primary Education—  
 English, Art, History.....Cedar Falls  
 Robertson, Mildred Loomer—Kindergarten-Primary Education—  
 Music, English, Physical Education and Health.....Manilla  
 Simpson, Janet Lee—French—English, Chemistry.....Bronx, N. Y.  
 \*Skillen, Lois—History—German, English.....Plainfield  
 Skinner, Hilda E.—Kindergarten-Primary Education—English,  
 Biological and Physical Science, History.....Clearfield  
 Smith, Frances Marie—Kindergarten-Primary Education—  
 English, History, Earth Science.....West Liberty  
 Smoley, Alice—Kindergarten-Primary Education—Earth  
 Science, English, Art.....Downers Grove, Ill.  
 Spurbeck, Maurine Jane—Mathematics—Physics, History....Waverly  
 Thomas, Guy—History—Mathematics, English.....Muscatine  
 Thompson, Ellen Redmond—Home Economics—History,  
 Biological Science.....Marshalltown  
 Walsh, Fern Lucille—Home Economics—English.....Bristow  
 Weiss, Irma L.—Kindergarten-Primary Education—Art,  
 Earth Science, History.....Reinbeck  
 Wiese, Hazel A.—Kindergarten-Primary Education—History,  
 Physical Education and Health, Biological and  
 Physical Science.....Lake Park  
 Wildebour, Gertrude—Kindergarten-Primary Education—History,  
 English, Biological and Physical Science.....Epworth



*Wirkler, Helen Margaret—Commercial Education—Mathematics, Earth Science .....	Garnavillo
Yoakam, Mildred Eva—Elementary Education—English, History, Earth Science.....	Hedrick
Zimmerman, Warren W.—Elementary Education—History, English, Physical Education and Health.....	Aredale

\*Graduated with honors

## Two-Year Curricula

### Elementary Teacher Diploma November, 1944

Alberts, Arlene LaVonne.....	Pocahontas
Anders, Norma A.....	Dysart
Bishop, N. Maxine.....	Rowley
Durschmidt, Norma Louise.....	Fort Dodge
Silver, Velva.....	Webster City

### February, 1945

Erickson, Jean M.....	Swea City
Knoll, Reah Gene.....	Kanawha

### May, 1945

Brockmeyer, Melva R.....	Earlville
Davis, Ida Mae.....	Bonaparte
Emmel, Mabel Mae.....	Charles City
Fischer, Ruth Naome.....	Webster City
Hansen, Ellen Louise.....	Center Junction
Harlan, Kathryn.....	Marshalltown
Henderson, Jean.....	Coggon
Hladky, Harriet R.....	Hubbard
Irwin, Phyllis Ann.....	Sac City
Johnson, Mildred Marie.....	Ringsted
Klemme, Margaret Mary.....	Hubbard
Meier, Lois Ann.....	Hubbard
Nagel, Juanita Faye.....	Mason City
Nash, LaVera M.....	Marble Rock
Petersen, Ruth Aileen.....	Ringsted
Plumb, Patricia Marie.....	Algona
Sealine, Clara L.....	Webster City
Thompson, Beth Elaine.....	Chester
Timmerman, LaDean.....	Marengo
VanBenschoten, Ruth Evelyn.....	Neodesha, Kansas
Van Engen, Frances Irene.....	Webster City
Wall, Ruby E.....	Sabula
Zack, Vivian Ruth.....	Mason City

### August, 1945

Baker, Meredith Anne.....	Steamboat Rock
Benson, Beulah Betty.....	Dana
Bertelsen, Margaret F.....	Tabor
Christopher, Cora B.....	Graettinger
Crane, Loan.....	Tama
Eddy, Rachel Katherine.....	Greenfield



Fitzgerald, Mary Margie.....	Britt
Foxworthy, Esther Grace.....	Woodward
Hackbarth, Rachael Anne.....	Dows
Lamm, Mary Catherine.....	Dumont
Monahan, Lavon .....	Waterloo
Moon, Jeanne E.....	Luana
Osborn, Mabel C.....	Collins
Pepper, Margaret M.....	Boone
Pierce, Edna Margaret.....	Oakland
Rasmussen, Elsie Irene.....	Audubon
Schuldt, Mabel Eda.....	Garner
Sievers, Wanda Rose.....	Walnut
Smith, Margaret Marie.....	Manson
Sterner, Helen Louise.....	Muscatine
Stieneke, Frances .....	Quimby
Stillman, Ruth Elizabeth.....	Emmetsburg
Templeton, Dorothea Electa.....	Shannon City
Traxler, Eleanor Lyons.....	Exline
Tredennick, Ardis Lenore.....	Lucas
Wendland, Evalyn Edith.....	Hawkeye
Wirsig, Elsa Alta.....	Donnellson

#### Kindergarten-Primary Teacher Diploma

November, 1944

Dietz, Dorothy A.....	Hartley
Gulbranson, Ruth C.....	Garretson, S. Dak.
Lehman, Wilma Evelyn.....	Cumberland
McLaughlin, Eleanor Ann.....	Mason City
Reasoner, Mescal Mavis.....	Beaconsfield
Shelquist, Lucile.....	Moravia
Sinning, Louisa.....	Lennox, S. Dak.

February, 1945

Brown, Dorothy Jean.....	Guttenberg
Koch, Darlene E.....	St. Anthony
Pedelt, Joyce Elaine.....	Mason City
Stone, Maxine Margaret.....	Waterloo
Whitlow, Cathryn L.....	Armstrong

May, 1945

Aiken, Vesta Ellen.....	Lohrville
Andersen, Beth I.....	Hudson
Baker, Norma June.....	Iowa Falls
Beresford, Helen L.....	Garrison
Blume, Darlene I.....	Sumner
Breiholz, Delores M.....	West Bend
Brownell, Rosemarie.....	Sac City
Buck, Barbara Jean.....	Collins
Buthman, E. Jeanne.....	Sioux City
Collier, Leona L.....	Sutherland
Dunlap, Deloris Irene.....	Corwith
DuPre, Dorothy.....	Toledo
Ekeland, Trena M.....	Des Moines
Engstrom, Marlys Jean.....	Renwick
Fink, Dorothy Ann.....	Conrad
Garner, Beverly Sue.....	Taintor
Groteboer, Jean Lavonne.....	Lime Springs
Grothaus, Dorothy Maxine.....	Kingsley

## GRADUATES

159

Heide, Laura .....	Pomeroy
Howard, Adeline .....	Lawton
Johnson, Carol A. ....	Pomeroy
Kallem, Marilyn M. ....	Ellsworth
Kellogg, Helen R. ....	Cedar Rapids
Kettering, Jean .....	Lake View
Long, LaVerle A. ....	Algona
Lund, A. Jeanette .....	Laurens
Marx, Dorothy Julaine .....	Rockwell City
McArthur, Georgia J. ....	Independence
McCollough, Barbara Jean .....	Webster City
Michael, Margaret .....	Westfield
Nagel, Joan .....	Lime Springs
Nash, Leila D. ....	Marble Rock
Nelson, Helen Loretta .....	Boone
Norine, Florence Evelyn .....	Gowrie
Ontjes, Eunice Louise .....	Aplington
O'Toole, Corinne Gertrude .....	Letts
Peterson, Jean .....	Marathon
Rowe, June Clarine .....	Lake Park
Schnoor, Catherine B. ....	Laurel
Taylor, Marie .....	Milford
Van Beek, Margaret K. ....	Oskaloosa
Welch, Phyllis M. ....	Marathon
Wickersheim, Irene Eleanor .....	McGregor

## August, 1945

Amdahl, Sarah R. ....	Estherville
Barrett, Marilyn .....	Rolfe
Carlson, Delma Phyllis .....	Fort Dodge
Deweese, Barbara Lou .....	Waterloo
Fitzgibbon, Maxine .....	Missouri Valley
Frye, Drucilla May .....	Des Moines
Hunchis, Dorothy .....	Plymouth
Kedley, Mary Loretta .....	Monmouth
Kimpston, Lois Maxine .....	Elgin
Langston, Laura Lucille .....	Greene
Lenius, Lucille Dorothy .....	Fairbank
Luing, Lois I. ....	Rhodes
Munson, Lorraine Harriette .....	Clinton
Murdock, Janelle .....	Eldora
Oldfield, Mrs. Mary Timmins .....	Ainsworth
Ryan, Marian .....	Ryan

## Rural Teacher Diploma

## May, 1945

Bell, Irene M. ....	Williams
Meinke, Lucille Ellen .....	Delmar
Solomon, Mary Frances .....	Palo

## August, 1945

Bangs, Darlene A. ....	Dows
Dempewolf, Irene Faye .....	Cresco
Fischer, Florence Clara .....	Granville
Hackbarth, Phyllis Alvena .....	Dows
Johnson, Faye Helen Violet .....	Pocahontas
Nelson, Edna June .....	Primghar

Peet, Gloria M.....	Martelle
Reed, Ruth A.....	Elmore, Minn.
Weeks, Maggie M.....	Olin

## Number Receiving Degrees and Diplomas

November, 1944, to August, 1945

	Men	Women	Total
1. The degree of bachelor of arts.....	7	114	121
2. Two-year diplomas			
a. For teachers in the grades above the primary..	0	57	57
b. For teachers in the kindergarten-primary grades .....	0	71	71
c. For teachers in the rural schools.....	0	12	12
	<hr/>	<hr/>	<hr/>
Total number of graduates.....	7	254	261

## Summary of Attendance

1944-45

	Men	Women	Total
I. Students with baccalaureate degrees.....	12	27	39
Sub-total .....	12	27	39
II. Students on four-year college curricula			
Seniors .....	10	224	234
Juniors .....	22	297	319
Sophomores .....	17	132	149
Freshmen .....	81	252	333
Sub-total .....	130	905	1035
III. Students on two-year curricula			
Second year			
Elementary Education .....	1	150	151
Kindergarten-Primary .....	0	133	133
Rural .....	0	40	40
First year			
Elementary Education .....	3	273	276
Kindergarten-Primary .....	1	249	250
Rural .....	0	55	55
IV. Four-quarter rural			
Second year .....	0	25	25
First year .....	0	28	28
V. Twelve weeks normal training.....	4	204	208
Sub-total .....	9	1157	1166
Total number of regular students.....	151	2089	2240



## GRADUATES

161

VI. Special music not on other curricula (Collegiate) .....	4	26	30
VII. Special music (Sub-collegiate) .....	6	19	25
VIII. Visitors .....	0	12	12
Sub-total .....	10	57	67
TOTAL IN RESIDENCE .....	161	2146	2307
Students completing extension work			
Correspondence work .....	28	579	607
Extension work .....	0	0	0
Total completing extension work .....	28	579	607
Grand total exclusive of duplicates and of pupils in the campus and affiliated schools...	187	2633	2820

August 8, 1945

## Attendance by Quarters

1944-45

	Men	Women	Total	Men	Women	Total
Summer quarter .....				57	1411	1468
Cedar Falls						
Twelve-week session ...	39	800	839			
Six-week session .....	7	182	189			
Workshop .....	2	15	17			
Atlantic						
Twelve-week session ...	2	98	100			
Six-week session .....	1	76	77			
Estherville						
Twelve-week session ...	4	77	81			
Six-week session .....	1	77	78			
Mount Ayr						
Twelve-week session ...	0	44	44			
Six-week session .....	1	42	43			
Fall quarter .....				85	813	898
Winter quarter .....				93	736	829
Spring quarter .....				76	726	802
Total for fall, winter, and spring quarters exclusive of duplicates .....				124	912	1036
Total in residence exclusive of duplicates and of pupils in the campus and affiliated schools .....				161	2146	2307

August 21, 1945

## Pupils in the Campus and Affiliated Schools

	Boys	Girls	Total
Campus school .....	249	281	530
Affiliated schools in classes taught by students			
Hudson			
Primary grades .....	43	32	75
Intermediate and upper grades.....	52	53	105
Waterloo			
Primary grades .....	40	46	86
Intermediate grades .....	144	123	267
Rural demonstration schools (2).....	10	6	16
Rural apprentice teaching centers (27).....	248	265	513
	<hr/>	<hr/>	<hr/>
Total in the campus and affiliated schools .....	786	806	1592

## INDEX

	Page		Page
Absences .....	52	County certificates .....	58
Accredited rooming houses ..	39, 40	Courses in diction .....	108
Admission requirements .....	46	Courses of instruction .....	73
Advisers .....	27, 51, 52	Courses presented in the Eng- lish language .....	108
Agriculture		Curricula .....	59
courses in .....	134	major in .....	59
major in .....	128	Degree, second baccalaureate ..	61
minor in .....	129	Diction, courses in .....	108
Amount of work .....	51, 52	Dining rooms .....	33, 40
Anna B. Lawther Hall .....	33, 39	Dormitories .....	33, 37
Anna B. Lawther Hall staff .....	23	Earth science	
Application for admission .....	167	courses in .....	133
Applied Music, credit in .....	118	major in .....	128
Art		minor in .....	129
courses in .....	74	Economics and sociology	
major in .....	74	courses in .....	139
minor in .....	74	minor in .....	136
Assistants .....	22	Education, courses in .....	84
Attendance, summary of .....	160	Elementary education	
Bachelor of Arts .....	59	major in .....	63
Baker Hall .....	33, 39	two-year curriculum .....	69
Band practice as a substitute for physical education .....	54	Elementary principal's certifi- cate .....	56, 67
Bartlett Hall .....	33, 37, 38	Employment of students .....	41
Bartlett Hall staff .....	23	English	
Biological Science		courses in .....	92
courses in .....	129	major in .....	91
minor in .....	128	minor in .....	92
Board of Education, State .....	9	Enrollment and registration ..	35
Buildings and grounds .....	30	Examinations for certificates ..	58
Bureau of Alumni Service .....	30	Excusing officers .....	28
Bureau of Extension Service ..	30	Expenses .....	36, 41
Bureau, Placement .....	30, 45	Extension service .....	144
Bureau of Research .....	30	Extracurricular activities .....	42
Cafeteria .....	40	Faculty .....	11
Calendar, college .....	6	Faculty committees .....	26
Campus School .....	31	Fees .....	36
Certificates, renewal of by cor- respondence .....	151	Four-quarter rural curriculum ..	72
Certificates, requirements for ..	56	Four-year curricula .....	59
Certificates, teachers .....	56	French	
Chemistry		courses in .....	102
courses in .....	131	major in .....	102
minor in .....	128	minor in .....	102
Clerical staff .....	23	General information .....	29
College office hours .....	35	General regulations .....	46
Commercial Education		George T. Baker Hall .....	33, 39
courses in .....	79	George T. Baker Hall staff .....	23
major in .....	79	German	
minor in .....	79	courses in .....	104
Committees .....	26	minor in .....	104
Commons, The .....	33, 40	Government	
Commons staff .....	22	courses in .....	138
Correspondence work .....	144	minor in .....	136

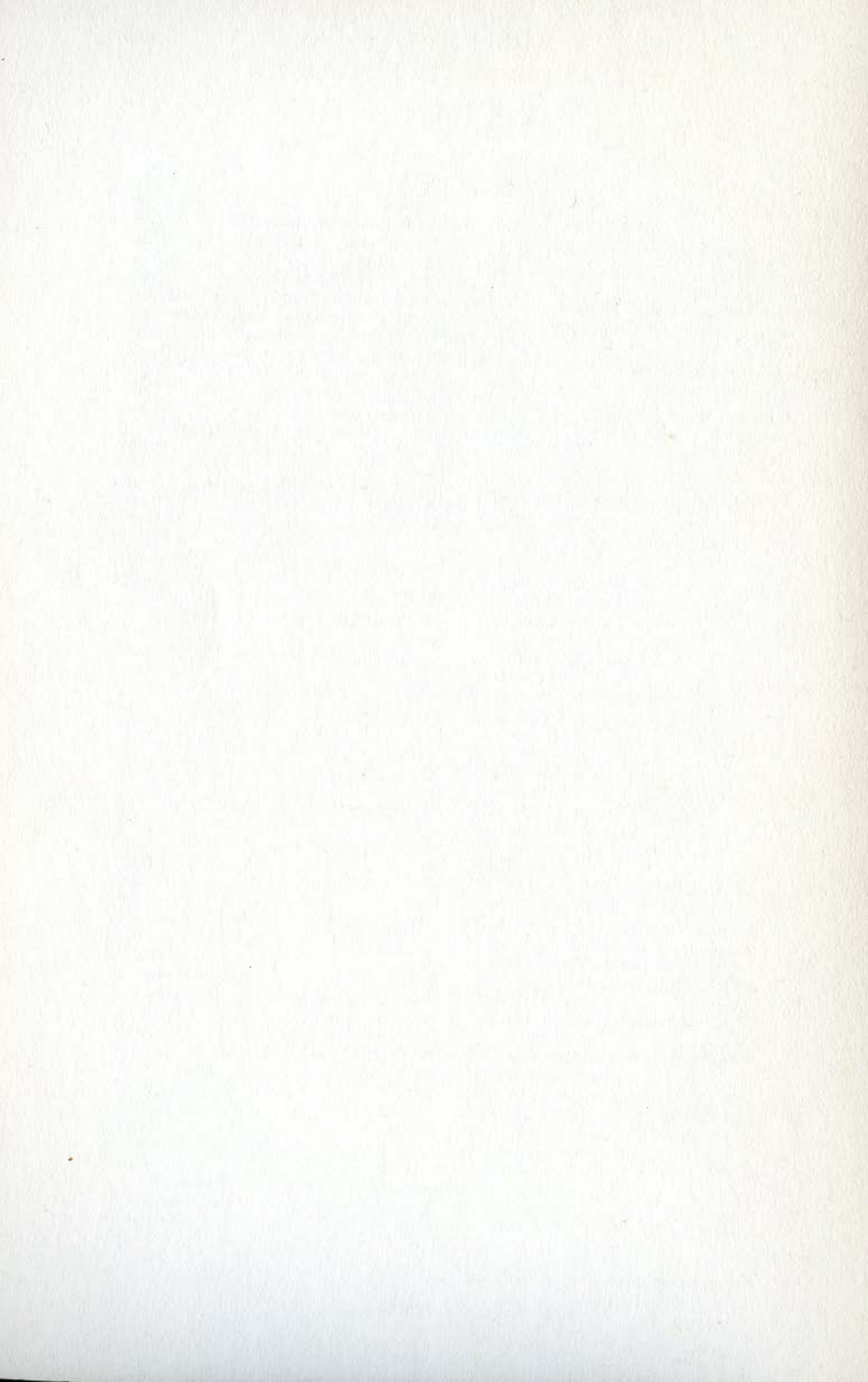


## INDEX

	Page		Page
Grade points.....	53	minor in.....	114
Graduates, list of.....	153	Music organizations.....	44
Graduation		Navigation, elementary.....	111
application for.....	55	Normal training, twelve weeks	
general requirements for..	53	of.....	58
History		Notice to prospective students.	51
courses in.....	137	Numbering of courses, explan-	
major in.....	136	tion of.....	73
minor in.....	136	Nursery school-kindergarten	
Home Economics		major.....	67
courses in.....	98	Officers of administration.....	11
major in.....	98	Officers of instruction.....	12
minor in.....	98	Opportunity room teaching....	67
Homer H. Seerley Hall.....	33, 39	Organizations.....	42
Homer H. Seerley Hall staff...	23	Partial tuition exemptions.....	42
Homer H. Seerley Loan Fund..	42	Physical education for men	
Honor organizations.....	44	courses in.....	121
Hospital.....	34, 37	major in.....	121
Hospital staff.....	23	minor in.....	121
Independent study.....	53	Physical education for women	
Industrial Arts		courses in.....	124
courses in.....	76	major in.....	124
major in.....	76	minor in.....	124
minor in.....	76	Physical education, require-	
Kindergarten-primary education		ments in.....	54
major in.....	65	Physical examinations.....	35
two-year curriculum.....	68	Physics	
Latham stadium.....	32	courses in.....	132
Latin		minor in.....	128
courses in.....	105	Placement Bureau.....	30, 45
major in.....	105	Psychology, courses in.....	84
minor in.....	105	Publications, student.....	44, 45
Lawther Hall.....	33, 39	Radio, elementary.....	132
Library.....	31	Radio, speech courses.....	96
Library science, courses in....	90	Registration.....	35, 51
Library staff.....	22	Reinstatement of certificate by	
Loan funds.....	42	correspondence work.....	151
Majors, list of.....	60	Religious literature and philos-	
Making up work.....	52	ophy, courses in.....	97
Marking system.....	53	Religious organizations.....	43
Mathematics		Requirements for graduation,	
courses in.....	110	general.....	53
major in.....	110	Residence requirements for	
minor in.....	110	graduation.....	53
Matriculation fee.....	36	Resumé of student's expenses..	41
Medical service.....	37	Room and board.....	38
Men's Union.....	43	Rooming houses.....	39, 40
Military service credit.....	50	Rural teacher curriculum.....	70
Military survey.....	122	Scholarship regulations.....	52
Minors, list of.....	60	Scholarships.....	42
Miscellaneous interest groups..	44	Science	
Music		courses in.....	129
courses in.....	114	major in.....	128
major in.....	113		

# INDEX

	Page		Page
Secondary Principal's Certificate .....	57	minor in.....	95
Seerley Foundation Loan Fund.....	42	State Board of Education.....	9
Seerley Hall.....	33, 39	Student League Board.....	43
Social organizations.....	44	Student Loan Funds.....	42
Social science		Student organizations.....	42
courses in.....	137	Student publications.....	44, 45
major in.....	136	Student Publishing Association	44
Sociology, courses in.....	140	Summary of attendance.....	160
Spanish		Table of contents.....	5
courses in.....	106	Teachers certificates.....	56
major in.....	106	Teaching, courses in.....	142
minor in.....	106	Two-year curricula.....	68
Speech		Tuition, including the college	
courses in.....	95	fee .....	36
major in.....	94	Visitors .....	36
		Withdrawal from the college...	36
		Women's League.....	43





# Steps in Preparing for Admission

## 1. Application for Admission

Fill in form below and mail to the REGISTRAR.

See Notice to Prospective Students, page—.

## 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

### 1. Print name in full

Date \_\_\_\_\_ 194\_\_

CHECK ☐ Mr. ☐  
          ☐ Mrs. ☐  
          ☐ Miss ☐

\_\_\_\_\_  
Last Name

\_\_\_\_\_  
First

\_\_\_\_\_  
Middle

### 2. Home address: Street and Number or R. F. D. \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

In what county do you live? \_\_\_\_\_

### 3. Name of parent or guardian \_\_\_\_\_

Address of parent or guardian \_\_\_\_\_

(PLEASE SEE REVERSE SIDE)

