

1-1945

College Catalog 1944-1945

Iowa State Teachers College

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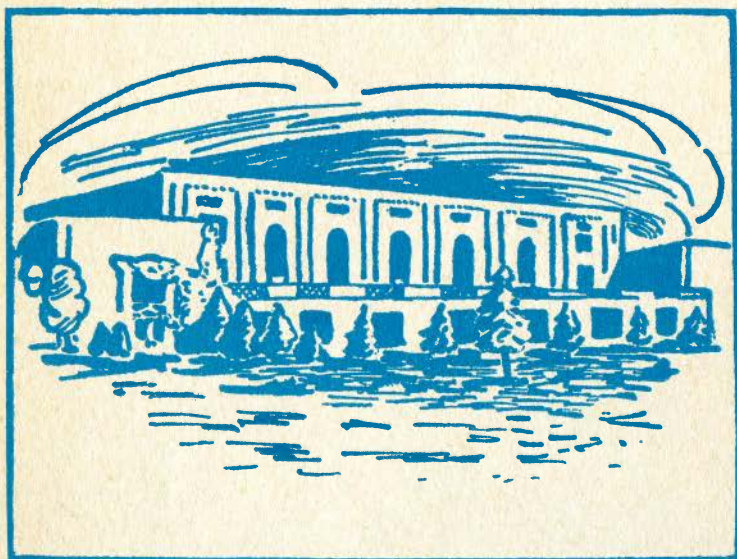
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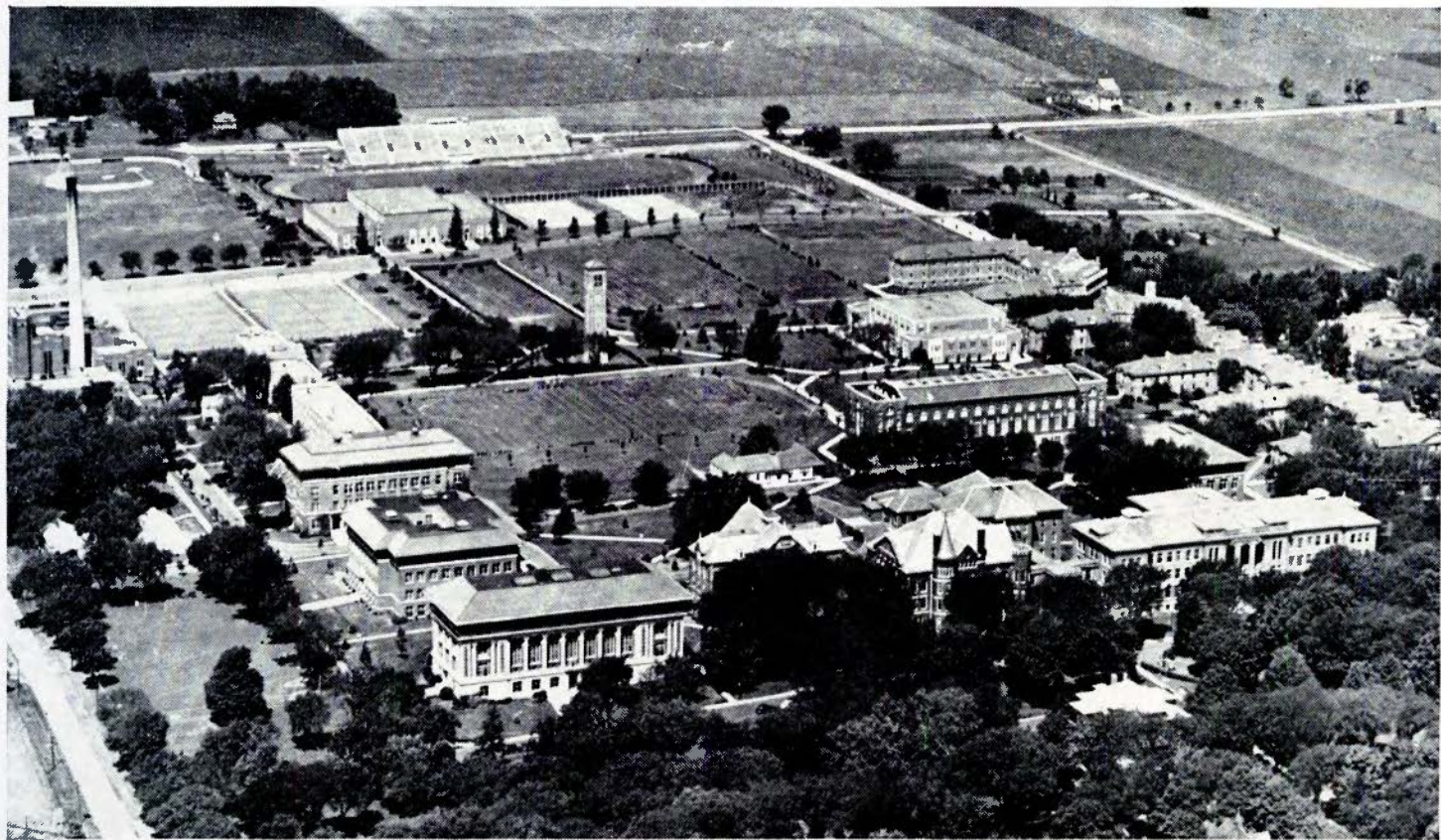
Bulletin

OF THE
IOWA STATE TEACHERS
COLLEGE

CATALOG ISSUE



JANUARY 1945 . . . CEDAR FALLS, IOWA



IOWA STATE TEACHERS COLLEGE, CEDAR FALLS, IOWA

BULLETIN OF THE

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

CATALOG ISSUE

1944-45

INCLUDING ANNOUNCEMENTS FOR 1945-46



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. XLVI, NO. 1

JANUARY, 1945

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 154 to 156.

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CALENDAR FOR 1945																											
JANUARY							FEBRUARY							MARCH							APRIL						
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14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	28
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30																					30	31					

CALENDAR FOR 1946																											
JANUARY							FEBRUARY							MARCH							APRIL						
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20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28			31	24	25	26	27	28	29	30	28	29	30			
MAY							JUNE							JULY							AUGUST						
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12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7							1	2	3	4	5	6	7	8							
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

College Calendar for 1945-46

Summer Quarter, 1945—Twelve Weeks

1945

- June 4, Monday —Registration of All Students Enrolling at this College for the First Time, 7:30 a. m. to 4:30 p. m.
- June 5, Tuesday —Registration of All Students Who Have Previously Been in Attendance, 7:30 a. m. to 4:30 p. m.
- June 6, Wednesday—Instruction begins, 8:00 a. m.
- July 4, Wednesday—Independence Day, a holiday
- Aug. 23, Thursday —Graduating Exercises, 7:30 p. m.
- Aug. 24, Friday —Quarter ends, 12:00 noon
- A Six-Week Session will be held on the campus from June 25, 1945, to August 3, 1945, inclusive.
- June 25, Monday —Registration, 7:30 a. m. to 4:30 p. m.
- June 26, Tuesday —Instruction begins, 8:00 a. m.
- July 4, Wednesday—Independence Day, a holiday
- Aug. 3, Friday —Six-Week Session ends, 12:00 noon

Fall Quarter, 1945—Twelve Weeks

- Sept. 4, Tuesday —Registration of All Students Enrolling at this College for the First Time. (Report on Tuesday at 8:30 a. m.)
- Sept. 5, Wednesday —Registration of All Students Who Have Previously Been in Attendance at this College, 8:00 a. m. to 5:00 p. m.
- Sept. 6, Thursday —Registration of All Students Who Have Previously Been in Attendance at this College, 8:00 a. m. to 5:00 p. m.
- Sept. 7, Friday —Instruction begins, 8:00 a. m.
- Nov. 21, Wednesday—Quarter ends, 12:00 noon

Winter Quarter, 1945-46—Twelve Weeks

- Nov. 26, Monday —Registration, 8:00 a. m. to 5:00 p. m.
- Nov. 27, Tuesday —Instruction begins, 8:00 a. m.
- Dec. 21, Friday —Holiday recess, 5:00 p. m.

1946

- Jan. 2, Wednesday—Instruction resumes, 8:00 a. m.
- Feb. 27, Wednesday—Quarter ends, 12:00 noon

Spring Quarter, 1946—Twelve Weeks

- Mar. 4, Monday —Registration, 8:00 a. m. to 5:00 p. m.
- Mar. 5, Tuesday —Instruction begins, 8:00 a. m.
- May 26, Sunday —Sixty-ninth Annual Commencement
- Quarter ends, 5:00 p. m.

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 at this College, 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

Iowa State Board of Education

OFFICERS OF THE BOARD

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

MEMBERS OF THE BOARD

HENRY C. SHULL, Sioux City	}	Terms expire July 1, 1945
ROY LOUDEN, Fairfield		
MRS. HIRAM C. HOUGHTON, JR., Red Oak		
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		

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, 1944-45

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 parenthesis) 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)

BENJAMIN BOARDMAN, B.Ph., State University of Iowa
Business Manager and Secretary and Treasurer, 1917 (1937)

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)

GUY W. WAGNER, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa
Director of Student Teaching, 1941

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)
- PHILIP C. JENNINGS, B.S., M.S., Iowa State College
Assistant Business Manager, 1942

OFFICERS OF INSTRUCTION

A single date following the title indicates the beginning of service at this college. If two dates are given, the first indicates the incumbent's first appointment to a position and the second (in parenthesis) 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., University 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., University 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., University of Berlin
Professor of Latin and Greek, Emeritus, Part-time Service, 1907 (1934)
- BERTHA L. PATT, Des Moines Academy of Art; New York Art Students' 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)
- 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., Univer-
sity 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
- EMMETT J. CABLE, B.S., M.S., Cornell College; Ph.D., State Univer-
sity 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 Uni-
versity 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 and Acting Head of the Department of English
1915 (1943)
- 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., Uni-
versity 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)
- FLOYD W. LAMBERTSON, B.A., Albion College; M.A., Northwestern
University; Ph.D., State University of Iowa
Professor of Speech, 1930 (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)
- 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)
- WINFIELD SCOTT, B.S., M.S., University of Illinois; Ph.D., Iowa State College
Professor of Agriculture, 1918 (1919)
- 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)
- 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

- S. FREEMAN HERSEY, B.Ph., Beloit College
Associate Professor of Physics, Emeritus, Part-time Service, 1899 (1935)
- HARRY C. CUMMINS, B.Di., Iowa State Teachers College
Associate Professor of Commercial Education, Emeritus, Part-time Service, 1898 (1939)
- *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

*On leave.

- RALPH R. FAHRNEY, B.A., Mount Morris College; M.A., Ph.D., University of Chicago
Associate Professor of History, 1929 (1934)
- NELIUS O. HALVORSON, B.A., Luther College; M.A., Ph.D., State University of Iowa
Associate Professor of English, 1929 (1932)
- 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)
- 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)
- LELAND L. SAGE, B.A., Vanderbilt University; M.A., Ph.D., University of Illinois
Associate Professor of History, 1932 (1937)
- 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)
- R. O. SKAR, B.A., M.A., St. Olaf College; C.P.A., Wisconsin; Ph.D., State University of Iowa
Associate Professor of Commercial Education, 1924 (1932)
- 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)
- DORIS E. WHITE, B.A., Simpson College; M.A., Columbia University
Associate Professor of Physical Education for Women, 1915 (1932)

M. J. WILCOX, B.S., Cornell College; M.A., Ph.D., State University of Iowa
Associate Professor of Education, 1923 (1936)

Assistant Professors

KATHERINE BUXBAUM, B.A., State University of Iowa; M.A., University of Chicago
Assistant Professor of English, 1924 (1927)

CORLEY A. CONLON, B.A., Iowa State Teachers College; M.A., Columbia University
Assistant Professor of Art, 1923 (1944)

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

*MARTIN L. GRANT, B.A., Oberlin College; M.A., Ph.D., University of Minnesota
Assistant Professor of Biology, 1936

*GERTRUDE HANKAMP, B.A., M.A., State University of Iowa
Assistant Professor of Education, 1941 (1943)

*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)

*DOROTHY HUMISTON, B.A., University of Minnesota; M.A., Columbia University; Ph.D., New York University
Assistant Professor of Physical Education for Women, 1925 (1932)

EDNA O. MILLER, B.A., Iowa State Teachers College; M.A., Columbia University
Assistant Professor of Latin, 1924 (1927)

*H. WILLARD RENINGER, B.A., M.A., Ph.D., University of Michigan
Assistant Professor of English and Head of the Department of English, 1939 (1940)

ROSE LENA RUEGNITZ, B.Mus., Northwestern University; M.Mus., Cosmopolitan Conservatory
Assistant Professor of Piano, 1923 (1932)

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)

*On leave.

- GRACE VAN NESS, B.A., Cornell College; M.A., Columbia University
Assistant Professor of Physical Education for Women, 1919 (1921)
- 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
- RUSSELL N. BAUM, B.Mus., M.Mus., Eastman School of Music, Univer-
sity of Rochester
Instructor in Piano, 1938
- 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
- JAMES J. DE JONGE, B.A., Calvin College; M.S., M.Mus., University
of Michigan
Instructor in Music Education, 1941
- JOHN F. DIETRICH, B.Ph., M.A., University of Chicago
Instructor in Art, 1939
- MYRTLE E. GAFFIN, B.A., Iowa State Teachers College; M.A., State
University of Iowa
Instructor in Commercial Education, 1923
- *JOHN W. HORNS, B.S., University of Minnesota; M.A., Columbia Uni-
versity
Instructor in Art, 1936
- ESTHER M. HULT, B.Ed., Superior, Wisconsin, State Teachers College;
M.Ph., University of Wisconsin
Instructor in Education, 1943
- MRS. JESSIE LOOMIS, B.A., Iowa State Teachers College; M.A., State
University of Iowa
Instructor in Art, 1944
- FORREST L. MAYER, B.A., Colorado State College of Education; M.S.,
University of Denver
Instructor in Commercial Education, 1941
- 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
- AGNES McCLELLAND, B.A., Hastings College; M.A., Columbia Uni-
versity
Instructor in Home Economics, 1937
- LESTER McCOY, B.Mus., Morningside College; M.Mus., University of
Michigan
Instructor in Music, 1944

*On leave.

- *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
Instructor in Home Economics, 1944
- *OLIVER M. NORDLY, B.A., Carleton College
Instructor in Physical Education for Men, 1937
- 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
- JULIA SPARROW, B.Ed., St. Cloud, Minnesota, State Teachers College;
M.A., State University of Iowa
Instructor in Education, 1944
- CLYDE L. STARBECK, B.S., South Dakota State College
Instructor in Physical Education for Men, 1936
- LAWRENCE W. WHITFORD, B.A., Iowa State Teachers College; M.A.,
University of Michigan
Instructor in Physical Education for Men, 1926
- RACHEL F. WILLIAMS, B.M.E., Northwestern University; M.A., State
University of Iowa
Instructor in Music and Department Accompanist, 1944

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)
- GUY W. WAGNER, B.A., Iowa State Teachers College; M.A., Ph.D.,
State University of Iowa
Associate Professor of Teaching and Director of Student Teaching,
1941

Professor

- ELMER L. RITTER, B.A., Indiana University; M.A., Ph.D., State Uni-
versity 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)

*On leave.

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)

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

ERMA B. PLAETH, B.A., Cornell College; M.A., Ph.D., State University of Iowa
Assistant Professor of Teaching, 1936 (1943)

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

ERNESTINE L. SMITH, B.A., M.S., University of Michigan
Assistant Professor of Teaching, 1936 (1943)

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
- *JOHN BLIESE, B.A., Iowa State Teachers College; M.A., Columbia University
Instructor in Teaching, 1941
- M. ELISEBETH BRUGGER, B.A., University of Nebraska; M.A., Columbia University
Instructor in Teaching and Director of the Nursery School, 1931
- 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
- SELMA B. HILL, B.A., Iowa State Teachers College; M.A., State University of Iowa
Instructor in Teaching, 1938
- MARIE HJELLE, B.A., Iowa State Teachers College; M.A., Columbia University
Instructor in Teaching, 1925
- MILDRED G. LUCE, B.A., Cornell College; M.Mus., Northwestern University
Instructor in Teaching, 1943
- ELEONORE MARTIN, B.A., Iowa State Teachers College; M.A., State University of Iowa
Instructor in Teaching, 1939
- RUTH J. MICHAELSON, B.A., Iowa State Teachers College; M.A., Columbia University
Instructor in Teaching, 1927
- MATHILDA KATHERINE NEWMAN, B.Ph., M.Ph., University of Wisconsin
Instructor in Teaching, 1942
- EMMA OPFER, B.Ph., University of Chicago; M.A., Columbia University
Instructor in Teaching, 1930

*On leave.

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

HELEN M. WIND, B.Ed., Stevens Point, Wisconsin, State Teachers College; M.A., University of Wisconsin
Instructor in Teaching, 1944

LILLIAN V. WONG, B.S., University of Wisconsin
Instructor in Teaching, 1944

*On leave

EXTENSION SERVICE

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 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)

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

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, 1916

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)

MRS. CAROL CERWINSKE, B.S., Iowa State College
Assistant Director of Foods, 1943

MRS. IRENE EATON, B.A., Iowa State Teachers College
Night Clerk, 1936

Bartlett Hall

MRS. LILLIAN STEWART
Housekeeper, Residence Halls for Women, 1936 (1940)

Anna B. Lawther Hall

ELIZABETH EMERSON, B.A., Iowa State Teachers College
Director, 1943 (1944)

MRS. LILLIAN STEWART
Housekeeper, Residence Halls for Women, 1936 (1940)

MISS EVA OLNEY
Night Clerk, 1942

The Homer H. Seerley Hall

MARY E. HAIGHT
Director, Emeritus, Part-time Service, 1921 (1944)

MRS. DORIS CARPENTER, B.S., Iowa State College
Assistant Director, 1944

MRS. WINIFRED PECK
Housekeeper, 1938

The George T. Baker Hall for Men

MRS. CLARA WHEELER
Director, 1944

MRS. GRACE GRIGGS
Housekeeper, 1936

Hospital

MAUDE E. HAINES, R.N.
Supervisor, 1942

MRS. CLARA HOUGHKIRK, R.N.
Nurse, 1925

JESSIE JOYCE, R.N.
Nurse, 1934

Secretarial, Clerical, and Stenographic Service

MRS. GLADYS BAUGHMAN
Secretary to the Dean of Men, 1927 (1943)

EUNICE BAUMGARTNER, B.A., Iowa State Teachers College
Assistant Radio Announcer and Control Operator, 1944

VELDA B. BENTLEY
Record Clerk, Office of the Registrar, 1924 (1937)

MRS. GLADYS BIERBAUM
Mimeograph Operator, 1943

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)

MARGARET CAVANAUGH
Stenographer, Bureau of Extension Service, 1943

IDA CHRISTENSEN
Cashier, Office of the Business Manager, 1926

ROSELLA CONRADI
Stenographer, Department of Education, 1942

MRS. MARY H. CRAWFORD, B.A., Iowa State Teachers College
Clerk, Bureau of Research, 1942 (1944)

HELEN DETTMANN
Secretary to the Librarian, 1943

RUTH H. DUNLOP, B.A., Iowa State Teachers College
Record Clerk, Office of the Registrar, 1923

MRS. WILMA EELLS

Stenographer, Office of the Dean of the Faculty, 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, Bureau of Extension Service, 1943

JESSIE JUHL

Secretary to the President, 1923

VERNA KENNEDY

Assistant Cashier, Office of the Business Manager, 1941

*ROBERT McGRANAHAN, B.A., State University of Iowa
Assistant, Bureau of Publications, 1941

MRS. LOUISE C. MCKITRICK

Secretary to the Director of Extension Service, 1921

MARY A. MEYER

Faculty Stenographer, 1943

DORIS MILLER, B.A., Iowa State Teachers College

Stenographer, Department of Music, 1941

HELEN E. MORGAN

Stenographer, Bureau of Extension Service, 1942

JEAN ORTHEL

Stenographer, Office of the Director of Teacher Training, 1944

MRS. FLORENCE A. PARRY

Secretary to the Dean of Women, 1936 (1944)

RUTH M. PETERSEN

Stenographer, Mimeograph and Multigraph Office, 1944

MRS. LOIS N. PITTMAN

Typist, Placement Bureau, 1944

MRS. MARGARET REEVE, B.A., Iowa State Teachers College

Stenographer, Office of the Dean of Women, 1944

EVELYN A. SCHMIDT

Stenographer, Bureau of Extension Service, 1941

MRS. CARRIE SIMONSEN

Supervisor, Office of the Registrar, 1916 (1938)

ELLA JEAN STOHR

Clerk, Office of the Business Manager, 1943

BETTY JEAN STOVER

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

*On leave.

MRS. DOROTHY VANDERLIP

Secretary to the Director of Alumni Service, 1944

MRS. DOROTHY VAN DYKE

Stenographer, Office of the Registrar, 1942

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)

BETTY M. WILLHOITE, B.J., University of Missouri

Assistant, Bureau of Publications, 1944

MRS. VERNETTE WRIDER

Stenographer, Office of the Director of Teacher Training, 1944

I. Administrative Committees

(Chairman's name first)

1. Curricula

1. Dean of the Faculty,
ex officio

2. Henry Van Engen

3. Guy Wagner

4. Elisabeth Sutherland

5. W. B. Fagan

4. May Smith

5. Vernon P. Bodein

6. H. A. Riebe

2. Instructional Research

1. J. B. Paul

2. L. L. Sage

3. James DeJonger

4. R. W. Getchell

5. E. C. Fossum

6. Dean of the Faculty,
ex officio

7. Head of the Department
of Education, ex officio

5. Student Loan Fund

1. Frank Hill

2. Dorothy Michel

3. Alison Aitchison

4. Dean of Women, ex officio

5. Dean of Men, ex officio

6. Business Manager,
ex officio

6. Athletic Board

1. H. Earl Rath

2. W. H. Kadesch

3. E. C. Denny

4. C. H. Erbe

5. H. G. Palmer

6. Business Manager,
ex officio

7. Director of Athletics,
Secretary, ex officio

3. Independent Study

1. Dean of the Faculty,
ex officio

2. R. L. Abbott

3. Marybelle McClelland

4. S. C. Larson

5. F. W. Wellborn

7. Commencements

1. Frank Hill

2. Marshall R. Beard

3. Herbert V. Hake

4. Harald Holst

5. Sadie B. Campbell

6. Leslie I. Reed

7. Benjamin Boardman

8. Vernon P. Bodein

4. Student Welfare

1. Dean of Women, ex officio

2. Dean of Men, Secretary,
ex officio

3. Lloyd V. Douglas

8. Student Efficiency

1. Dean of the Faculty,
ex officio
2. Dean of Men, ex officio
3. Dean of Women, ex officio
4. M. J. Wilcox
5. F. W. Lambertson
6. Geo. C. Robinson

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. Benjamin Boardman

11. Recreation Park

1. L. L. Mendenhall
2. C. S. Cory
3. E. C. Denny
4. C. L. Starbeck
5. Monica R. Wild

12. Special Memorial Days

1. I. H. Hart
2. A. D. Dickinson
3. Geo. C. Robinson

II. Student Advisory Committees

(Chairman's name first)

Elementary Education

H. A. Riebe
A. E. Brown
H. S. Buffum
C. H. Erbe
Grace Van Ness

Kindergarten-Primary Education

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

Military

H. A. Riebe

No Major

R. R. Fahrney
R. W. Getchell

Normal Training

Mary B. Hunter
Dorothy Michel

Pre-Engineering

W. H. Kadesch

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

C. W. Lantz

Rural Education

John R. Slacks
Esther Hult
Winfield Scott

Art

Corley A. Conlon

Industrial Arts

H. G. Palmer

Commercial Education

L. V. Douglas
Myrtle Gaffin
F. L. Mayer
R. O. Skar

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

E. C. Denny
M. J. Wilcox

English and Speech

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

Foreign Languages

I. L. Lillehei

History and Social Science

M. R. Thompson
Geo. C. Robinson
L. L. Sage
F. W. Wellborn

Home Economics

Elisabeth Sutherland
Agnes McClelland

Mathematics

Henry Van Engen

Music

Edward Kurtz
Harald Holst

Physical Education for Men

L. L. Mendenhall
C. L. Starbeck
L. W. Whitford

Physical Education for Women

Monica R. Wild
Maude E. Moore

Science

E. J. Cable
Marguerite Uttley

III. Excusing Officers

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

IV. Committees for Special Events

(Chairman's name first)

1. **Homecoming**
 1. A. C. Fuller
 2. Monica R. Wild
 3. Sadie B. Campbell
 4. Leslie I. Reed
 5. L. L. Mendenhall
2. **Dad's Day**
 1. Leslie I. Reed
 2. Sadie B. Campbell
 3. H. A. Riebe
 4. Monica R. Wild
 5. A. D. Dickinson
3. **Alumni Dinner at Des Moines**
 1. A. C. Fuller
 2. Leslie I. Reed
 3. Alison E. Aitchison
 4. Olive L. Barker
 5. Fred D. Cram
4. **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 of higher education 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 132-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.

The present national emergency has resulted in requests from the Army and Navy for special work of a military character. The College will continue to assist in these efforts to the best of its ability, remembering always that it must provide the public schools with well-trained teachers lest the efforts of her several thousand alumni in uniform be lost by the failure to train the next generation in sound citizenship.

Buildings and Grounds

The campus of the Iowa State Teachers College contains 132 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, 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 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. It is connected with the Administration Building by a subway, which is opened for use during inclement weather. 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 134,025 volumes, 595 current periodicals, 10,709 pamphlets, 5,500 small prints for general circulation, and 450 large wall pictures. Supplementing the general library there 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 twenty-nine 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 Tuesday, September 4. Students who have previously been enrolled at this college will enroll and register on Thursday, September 6. 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 physican. This examination is done by appointment during

the first quarter of enrollment at a time designated by the Health Director. Subsequent examinations are done 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.

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 of \$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, student 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. There are five dining rooms arranged for cafeteria, dining room, and party service. A fountain room offers late breakfast and light lunches, as well as regular fountain service. A trained dietitian is in charge of the department.

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.

Resumé 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—\$54 (\$4.50 per week) for each of three quarters	162
Books, supplies, and laboratory fees—\$10 for each of three quarters.....	30
	<hr/>
	\$365

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. In order to receive consideration for these grants-of-aid, prospective students must file their applications in the office of the President not later than June 1, and must take the placement tests beginning at 8:30 a. m. on June 15, 1945, in one of the following centers: Algona High School; Creston High School; Harlan High School; and the Men's Gymnasium on the Iowa State Teachers College campus. The successful applicants will be notified about July 15.

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. Applications 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**—(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. Religious organizations maintained on the campus are the United Student Movement, which sponsors a religious program open to the entire student body, the Catholic Students' Association, and various denominational groups.

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 will be 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 Cappella 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 of higher education. 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 go 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 of 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 45. 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 below.)

*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.

For the assembling and transmission of service credit write to the United States Armed Forces Institute, Madison, Wisconsin. Since some time is required for this work, application should be made before discharge, if possible. An officer in your post or station may have the necessary forms and will be able to assist you. Request the United States Armed Forces Institute to forward the report to the Office of the Registrar, Iowa State Teachers College.

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 application 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—To meet the requirements for a degree or a diploma a student must be in residence at this institution at least thirty-six weeks, earning in such residence at least 45 hours of college credit. The last 15 hours of credit earned before graduation must be earned in residence at Cedar Falls.

Three-fourths of the credit required for the completion of any curriculum must be earned by residence work.

Physical Education—A student is required to take work in Physical Education 01 each fall, winter, and spring quarter of attendance at Cedar Falls unless he is released from a part or all of this requirement by the Health Director or the Dean of the Faculty or is teaching in a rural demonstration school or in an affiliated school. For the duration of the war, this regulation applies every quarter to students of any classification.

For the duration, all men students are required to take Physical Education 01 five days a week except that men students in the College Band may be excused on Tuesday and Thursday and men students in the College Orchestra may be excused on Monday and Wednesday. Students participating in both band and orchestra may be excused for only one of these organizations, except that juniors and seniors registering for and participating in both organizations may be excused from physical education.

The director of the band and the conductor of the orchestra shall furnish a list of the men students participating in their organizations, who wish to be excused from two days of physical education because of that activity, to the Head of the Department of Physical Education for Men not later than the second week of each quarter.

Not less than two quarters of Physical Education 01 are required for the completion of one year of the curriculum for teachers in rural schools and not less than three quarters for graduation from any other curriculum.

One hour of credit is granted for the completion of one quarter of work in Physical Education 01 but in no case will a student be permitted to use more than six hours of credit in Physical Education 01 in meeting the requirements of a curriculum. Only one hour of credit in Physical Education 01 may be earned in any one quarter although a student may schedule for more than one class.

A temporary excuse from Physical Education 01 by the Health Director 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

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.

A person must be eighteen years of age to receive an Iowa certificate. All state certificates mentioned below except the Rural Teachers State Certificate are good for five years with the privilege of renewal under certain conditions. These certificates are based upon graduation and no examinations are required.

High School Teaching

Students completing a degree curriculum with a major in a secondary school subject are qualified to receive a Standard Secondary Certificate. The holder of this certificate is eligible to teach in both junior and senior high schools.

Grade School Teaching

Students completing a four-year degree curriculum with one of the majors in education are qualified to receive an Advanced Elementary Certificate. This is valid for teaching in all elementary schools in Iowa.

Students completing a two-year diploma curriculum are qualified to receive a Standard Elementary Certificate. This is valid for teaching in all but a few elementary schools in Iowa.

Students holding the Advanced Elementary Certificate and who have prepared for upper-grade teaching may have the certificate validated for teaching ninth grade work of a junior high school.

Rural School Teaching

Students completing the two-year rural curriculum are qualified to receive the Standard Elementary Certificate mentioned above.

Students completing the four-quarter rural curriculum or who complete the first year of the two-year rural curriculum are qualified to receive a Special Rural Teachers State Certificate. This is valid for three years with the privilege of renewal under certain conditions. This certificate is a license to teach in rural schools, both standard and non-standard.

Special Teachers

Students completing a degree curriculum with a major in art, industrial arts, music, or physical education may also be qualified for a Special 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.

County Certificates

First Grade Uniform County

This certificate is issued for three years and is subject to renewal under certain conditions. It is valid in both standard and non-standard rural schools and in some town schools.

Students completing two years (90 quarter hours) of college work, including 15 quarter hours in specified fields of elementary education and three quarter hours in American Government, are qualified to receive this certificate without examination.

Students who have taught one year on a Second Grade Uniform County Certificate and who earn satisfactory grades in the examinations of four additional subjects are qualified for the First Grade Uniform County Certificate. College courses in English I, Elementary School Methods, and Nature Study may be substituted for examinations in English composition, elementary school methods, and general science.

Second Grade Uniform County

This certificate is issued for two years and is subject to renewal under certain conditions. It is valid only in non-standard rural schools.

Students completing one year of college work and who pass the twelve uniform county examinations with proper grades are qualified to receive this certificate.

Students who complete the twelve weeks of normal training as required by law and who pass the twelve uniform county examinations with proper grades are qualified to receive this certificate. The student must be a graduate of an approved four-year high school. To receive a certificate certifying to the completion of twelve weeks of normal training the student must earn 5 quarter hours credit in Rural School Management and 10 quarter hours credit in other courses designated by the Board of Educational Examiners.

The examinations for Uniform County Certificates are held at the college at stated dates in January, June, August, and October. Information concerning these examinations may be obtained at the Bureau of Research of the College.

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 school, 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 three education majors, each student selects two or three minors for additional study. 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 71.

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 61.

Majors

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	
Kindergarten-primary education	

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.

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. Majors in art, industrial arts, music, and 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..... (except courses in Agriculture or Mathematics 10)	5
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, mathematics, 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 Participation	2
Teaching 408: High School Teaching.....	6
English Language and Literature (unless 5 hours were taken during the first two years)	5
Social Science (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)	3
General electives	62
	<hr/>
	90
Minimum total requirements for the degree	186

The work of a student must include a major and two minors.

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 57) and General Requirements for Graduation (page 52).

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 listed below 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
Education 38: The Teaching of Social Studies in the Elementary School	2
Education 45: Elementary School Management	3
English 1: English I	5
English 100: English II	5
Speech 21: Speech for Elementary Teachers	3
Mathematics 10: Principles of Elementary Mathematics ..	5
Music 10: Elements of Music	2

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

Music 12: Music for Intermediate 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
Physical Education 01	6
(to include Physical Education for Intermediate Grades)	
Electives	25
	<hr/> 96

Third and Fourth Years

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

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

Note: In planning to meet the requirements in the subject-matter fields, students should note the following: Art may include Industrial Arts 21 or 22 and Home Economics 460; English may include Speech 21 and 485; history may include any credit

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

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 57) and General Requirements for Graduation (page 52).

Major in Kindergarten-Primary Education

First and Second Years

Quarter Hours

Art 20: Art for Kindergarten-Primary Grades.....	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
Physical Education 01	6
(to include Physical Education for Primary Grades and Fundamentals of Rhythmic Education)	
Electives	27

Third and Fourth Years

	Quarter Hours
Psychology 415: Child Psychology.....	3
Psychology 408: Personality Development of Children or	
Psychology 412: Mental Hygiene	3 (or 2)
Education 310: Methods in the Kindergarten.....	3
Education 425: Statistical Methods in Education.....	2
Education 442: Literature for Kindergarten-Primary Children	5
Education 455: Educational Tests for the Elementary School	2
Education 458: Mental Tests	3
Education 470: Elementary School Supervision.....	5
Teaching 404: Kindergarten-Primary Teaching.....	10
Social Science	5
(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)	
Electives	49 or 50
	<hr/> 90

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

Note: In planning to meet the requirements in the subject-matter fields, students should note the following: Art may include 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 57) and General Requirements for Graduation (page 52).

Major in Nursery School-Kindergarten Education

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

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

Opportunity Room Preparation

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

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

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 52).

Curriculum for Teachers in Kindergarten-Primary Grades

	Quarter Hours
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
Education 131: Manuscript Writing.....	1
Education 310: Methods in the Kindergarten.....	3
Teaching 304: Kindergarten-Primary Teaching.....	10
Art 20: Art for Kindergarten-Primary Grades.....	2
Art 110: Art Essentials	3
Industrial Arts 21: Industrial Arts for Kindergarten-Pri- mary Grades	2
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 16: Survey of Physical Sciences.....	5
Biological Science 10: Nature Study.....	5
Biological Science 12: Health Education A.....	3

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

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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 52) and Two-Year Curricula—General Regulations (page 66).

Curriculum for Teachers in Grades Above the Primary

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

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

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 52) and Two-Year Curricula—General Regulations (page 66).

Curriculum for Teachers in Rural Schools

First Year

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

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

 50
Second Year

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

 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 Rural School 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 52) and Two-Year Curricula—General Regulations (page 66).

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.

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

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

John F. Dietrich, M.A., Instructor in Art

*John W. Horns, M.A., Instructor in Art

Jessie Parrott Loomis, M.A., Instructor in Art

*On leave.

Art

A major in art must include Art 110, 111, 112, 115, 125, 312, 480, 489, and 490; 7 hours from Art 315, 330, 405, 410, and 475; 5 hours from Art 340, 375, and 425; Industrial Arts 22 and 310; and electives in art to make a total of 47 hours, except that these electives may include not more than 6 hours from Industrial Arts 110, Home Economics 460, and Home Economics 415 if credit in Art 315 is not earned.

A minor in art must include Art 110, 111 or 312, 115, 125 or 425, 490 and electives in art to make a total of at least 20 hours.

16. Art Appreciation—3 hours. Creative expression in various craft media to develop sensitivity to the aesthetic quality of both historical and contemporary art and to articles in one's environment. Daily.

20. Art for Kindergarten-Primary Grades—2 hours. Creative graphic expression on the adult level. Methods of providing art experiences which will bring about free growth of the creative forces within the child. Prerequisite: Art 110. Four periods a week.

110. Art Essentials—3 hours. Basic course. Drawing and color in composition using graphic materials suitable for art education of the child. Six periods a week.

111. Drawing and Painting I—2 hours. Experiential material expressed through line, form, and pattern as structural elements in composition. Prerequisite: Art 110. Four periods a week.

112. Perspective—2 hours. Type forms, single objects, groups of objects. Linear and aerial perspective. Four periods a week.

115. Design I—3 hours. A theory course giving practice in creative designing and in the appreciation of fine design and color. Six periods a week.

125. Art Crafts I—2 hours. Design principles applied to book-making and pottery. Four periods a week.

312. Drawing and Painting II—3 hours. Art structure elements of volume, solidity, and space. Acquaintance with modern painting as it affects the student's work. Design and composition in practice and appreciation. Prerequisite: Art 110 and 111 or 112. Six periods a week.

315. Interior Design—2 hours. Color and arrangement of textiles, furniture, and accessories for the home. Drawing and painting of elevations for experience in design and interpretation. Prerequisite: Art 110 and 115. Four periods a week.

330. Lettering and Poster Design—2 hours. Composition. Lettering in advertising, in books, and in other page arrangements. Prerequisite: Art 110. 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.

405. Water Color—3 hours. A continuation of drawing, painting, and composition with emphasis on water-color technique. Prerequisite: Art 110, 112, and 312. Six periods a week.

410. Figure Drawing and Painting—3 hours. Special problems in figure drawing and painting. Use of various media, emphasizing oils. Prerequisite: Art 110 and 111. Six periods a week.

415. Design II—3 hours. Experimentation with a wide range of materials and techniques to develop creative ability in two and three dimensional design. Prerequisite: Art 115 or equivalent preparation. Six periods a week.

425. Art Crafts II—2 hours. Principles of creative design applied to textiles with lineoleum block, stencil and silk screen methods, and to modeling and lacing of leather. Appreciation of design and color in these media. Prerequisite: Art 115 or Industrial Arts 110. Four periods a week.

475. Prints and Print Making—2 hours. Appreciation of fine prints; study of tools and manipulation in print making; the making of prints. Intaglio and planographic prints with attention to their uses in advertising and in school publications. Prerequisite: Art 110 and 111. 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 design, painting, or applied art. Prerequisite: Approval of the Head of the Department of Arts and of the instructor.

480. History of Art—5 hours. A study of the 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. Ma-

terials and equipment. Prerequisite: Art 110, 115, 125, and 111 or 312.

490. The Teaching of Art—2 hours. Credit also as a course in education for a student whose major is art. Prerequisite: Art 110, 115, 125, and 111 or 312; and Education 460.

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 activities at the kindergarten and primary levels. Development of projects suitable for accomplishing these purposes through manipulative activities in which children may engage. Art 110 must precede or accompany this course. 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. Art 110 must precede or accompany this course. 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.

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

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 defense 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, 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

Harry C. Cummins, B.Di., Associate Professor of Commercial Education, Emeritus, Part-time Service

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

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

Forrest L. Mayer, M.S., 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. 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—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.

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 typewriter with special attention to technique and rhythm. The standard of speed is twenty-five words a minute. Daily.

155. *Typewriting II—2 hours. Practice in typing business letters, telegrams, drafts, and business papers. The standard of speed is forty 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 standard of speed is fifty words a minute. Prerequisite: Commercial Education 155 or equivalent preparation. Daily.

*Students who have had previous work in typewriting or shorthand will be assigned to these courses in accordance with proficiency as revealed by tests.

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.

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. Daily.

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.

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.S., 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

May Smith, M.A., Associate Professor of Education

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

***Gertrude Hankamp, M.A.,** Assistant Professor of Education

Esther M. Hult, M.Ph., 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 personal integrity and social living. The mental hygiene movement in the United States.

*On leave.

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. Principles 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) 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 51 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. Willard Reninger, Ph.D., Assistant 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 and Acting Head of the Department

Floyd W. Lambertson, Ph.D., Professor of Speech

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

Katherine Buxbaum, M.A., 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

Vernon P. Bodein, Ph.D., Instructor in Religious Education

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

English

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

A major in English 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, 425, and 426; and English 443, 445, 460, and 490.

Courses primarily devoted to written composition are numbered 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,

*On leave.

110; 325 or 435; and one period course to be chosen from courses 322, 425, 426, 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 Wordsworth, 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, 1832-1867—5 hours. A study of English poetry and prose as found in Carlyle, Newman, Mill, Tennyson, the Brownings, Arnold, Ruskin, Macaulay, and Kingsley. Prerequisite: English 110.

426. Victorian Literature, 1867-1900—5 hours. A study of English poetry and prose as found in such representative writers as Spencer, Huxley, the Rossettis, 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 English 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 51 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 who chooses a major in speech must also choose a major in English.

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. Principles of effective speaking. Study and analysis of different forms of public address with practice in oral discussion of current issues.

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 Debating—2 hours. This course should accompany Speech 336.

336. Debating—3 hours. Intensive study of a debate question with forensic practice. With change of the debate question this course may be taken again for 3 hours of additional credit. Required of students who participate in intercollegiate debate.

340. Dramatic Interpretation—5 hours. Study and presentation of scenes from full-length plays and of one-act plays. Studio productions.

358. Stage Make-up—1 hour. Laboratory work, two periods a week.

365. Advanced Public Speaking—5 hours. History, literature, and technique of the oration with practice in various forms of public address other than debating. Prerequisite: Speech 110, or 335 and 336.

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. Intensive, historical study of techniques of acting. Studio production of a major play.

470. Directing—5 hours. Principles of the directing of plays through study of composition and stage movement. Evaluation of objectives and procedure in building a program of speech activities in high schools.

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 kinds 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.

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. Problems of Religious Thought—5 hours. Basic concepts of religion.

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.

Home Economics

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

Agnes McClelland, M.A., Instructor in Home Economics

Allie Carolyn Newsom, B.S., Instructor in Home Economics

A major in home economics must include Home Economics 15, 21, 300, 322, 324, 402, 415, 440, 450, 451, 463, and 490.

The work of a student whose major is home economics must include Art 16 or 480 and 115 or 110; Chemistry 318, 319, and 328 (or Chemistry 121, 122, 321, and 328); and Biological Science 11.

A minor in home economics consists of at least 20 hours in home economics which should include Home Economics 21 and 324 or 60 and 471; 15 or 470; 463 and 490. To meet the requirements for teaching the subject, a minor must include at least 30 hours in home economics. In selecting courses the student should give first consideration to Home Economics 15 or 470; 21 and 324 or 60 and 471; 463; and 490. The remaining courses should be chosen from Home Economics 300, 415, 450, 451, 460, 461, and 466. Students who minor in home economics should elect Science 16 if this course is not otherwise required.

Courses 15, 21, 60, 181, 324, 463, 470, 471, and 490 are especially recommended for a student whose major is not in home economics.

15. Clothing Problems—5 hours. Relation of fabric, line, and color to clothing selection; problems in the purchase and care of ready-to-wear garments; fundamentals of clothing construction. Recitations, three periods a week; laboratory work, four periods a week.

21. Food Problems—5 hours. Food selection, preparation and service applied to problems of the college girl. Recitations, three periods a week; laboratory work, six periods a week.

60. Nutrition of Children—3 hours.

181. War and the Consumer—1 hour. The effect of the war on the consumer.

300. Child Care—3 hours.

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. Chemistry 319 or 321 must precede or accompany this course. Recitations, three periods a week; laboratory work, six periods a week.

324. Meal Planning—4 hours. No credit for a student who has credit for Home Economics 471. Problems in the selection of food for family groups at various cost levels; problems in serving family and larger groups and in serving hot lunches. Prerequisite: Home Economics 21. Recitations, two periods a week; laboratory work, six periods a week.

402. Advanced Clothing—5 hours. Problems in clothing construction with related problems in the study of fabrics and costume design. Prerequisite: Home Economics 15 or 470 and Art 110 or 115. Recitations, three periods a week; laboratory work, four periods a week.

415. House Furnishings and Decorations—3 hours. Prerequisite: Art 110 or 115. Recitations, two periods a week; laboratory work, three periods a week.

440. Advanced Nutrition—3 hours. Prerequisite or corequisite: Chemistry 328.

450. Home Management—3 hours.

451. Problems of Consumers—5 hours.

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

461. Personal and Family Finance—2 hours.

463. Personal and Social Relationships—3 hours.

466. Home Management House—4 hours. Offered on workshop plan during summer sessions only. Prerequisite: Home Economics 324. Home Economics 450 must precede or accompany this course.

470. Textiles and Clothing—5 hours. No credit for a student who has credit in Home Economics 15 or 402. Textiles, fabrics, and their care; important phases of dress design and construction; selection of the wardrobe.

471. Food for the Family—5 hours. No credit for a student who has credit for Home Economics 21, 322, or 324. Essentials of food selection and service. Recitations, three periods a week; laboratory work, four periods a week.

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

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. 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.

*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: 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.

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 the 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.

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

Latin

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

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

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

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

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

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

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

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

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

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

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

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

*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.

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

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

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

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

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

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

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

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

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

*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.

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.

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

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.

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.

*On leave.

**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.

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 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—2 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.

*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.

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.

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 51 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

*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

Russell N. Baum, M.Mus., Instructor in Piano

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

George W. Samson, Instructor in Organ and Piano

Rachel F. Williams, M.A., Instructor in Music and Department Accompanist

A student whose major is in the field of music must earn 20 hours of credit in one foreign language if he presents no entrance credit in foreign language; if he presents 1 unit to 1½ units in one foreign language, he must earn 10 hours of credit in the same foreign language or 15 hours of credit in a new foreign language; if he presents 2 to 2½ units in one foreign language, he must earn 5 hours of credit in the same foreign language or 15 hours of credit in a new foreign language. No additional credit 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. 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.

*On leave.

A major in school music must include 24 hours in applied music, 36 hours in music theory, and 13 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, 36 hours in music theory, and 10 hours of electives in music. The student must pass an examination in the applied major field including Grade XVIII; and must give a recital in the senior year. The student whose major is applied music is to receive an additional hour of credit per quarter in the major applied field in the senior year in consideration of recital preparation.

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; elementary 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 bases 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.

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.

*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 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

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.

Study of instrument in class; selection and care of instrument; methods of instruction. Two periods a week.

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

**Credit only for a student whose major or minor is in the field of music.

400. School Music Methods I—3 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—3 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.

412. Conducting—2 hours. Baton techniques, score reading; practice in conducting. Prerequisite: Music 10, 17, or 113. Two periods a week.

413. Band Management—2 hours. Development of school bands; marching and drill maneuvers; arrangement and preparation of band scores. Two periods a week.

431. Orchestral Materials—3 hours. A study of elementary and advanced orchestral literature. Designed for instrumental majors.

432. Band Materials—3 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.

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

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 two hours of credit by taking two 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.

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

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

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

Clyde L. Starbeck, B.S., Instructor in Physical Education for Men

Lawrence W. Whitford, M.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. Physical Education 300 must precede or accompany this course.

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 examina-

*On leave.

tion; 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

*Dorothy Humiston, Ph.D., Assistant 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

Thelma Short, M.A., 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.

With the consent of the adviser a student may register for four courses in Physical Education 01 each quarter provided that the total number of periods required for this work does not exceed eight periods a week.

*On leave.

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. Physical Education 300 must precede or accompany this course.

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. Play-ground 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

S. Freeman Hersey, B.Ph., Associate Professor of Physics, Emeritus, Part-time Service

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

*Martin L. Grant, Ph.D., Assistant Professor of Biology

A major in science must include Science 15, 16, and 490; 25 hours from a field of special interest which may be either biological science, chemistry, or physics; 10 hours from each of the two above mentioned fields which have not been chosen as the field of special interest; and 7 hours from Earth Science 360, 460, 461, 474, and 475. No one of the required minors shall be in the field of science.

A major in earth science must include Science 15 and 16; Earth Science 493; and at least 18 hours of work selected from Earth Science 162, 360, 366, 460, 461, 464, 466, 468, 470, 474, and 475.

A 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.

*On leave.

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 51 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 Sanitation). Community and school hygiene with emphasis on personal health and hygiene.

100. Animal Biology—5 hours. Life processes and structure of animals. Prerequisite: Science 15. Recitations, three periods a week; laboratory work, four periods a week.

102. Plant Biology—5 hours. Life processes and structure of plants. Prerequisite: Science 15. Recitations, three periods a week; laboratory work, four periods a week.

108. Invertebrate Zoology—5 hours. Anatomy and physiology of several type-forms in each division of invertebrate animals. Prerequisite: Biological Science 100. Recitations, three periods a week; laboratory work, four periods a week.

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. **Inorganic Chemistry of the Home**—5 hours. No credit for a student who has credit in Chemistry 121. Fundamental principles of inorganic chemistry as applied to the home. Especially designed for home economics students. Recitations, three periods a week; laboratory work, four periods a week.

319. **Organic Chemistry of the Home**—5 hours. No credit for a student who has credit in Chemistry 321. The chemistry of foods, textiles, and other organic substances of household application. A continuation of Chemistry 318. 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.

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:

*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.

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 occupancy of the earth developed through the classification and distribution of the major types of natural environment and man's utilization of the resources in each type.

360. Astronomy—5 hours. A course in descriptive astronomy. Uses of various astronomical instruments.

366. Geography of North America—5 hours. Description, analysis and interpretation of the present occupancy pattern of the major regions of the United States. Brief survey of Canada, Mexico, and the Caribbean regions.

460. Mineralogy—5 hours. Descriptive and determinative mineralogy. Recitations, three periods a week; laboratory work, four periods a week.

461. Meteorology—5 hours. 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. 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

George C. Robinson, Ph.D., Professor of Government

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

Ralph R. Fahrney, Ph.D., Associate Professor of History

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

Leland L. Sage, Ph.D., Associate Professor of History

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.

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 51 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 ascendancy 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.

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

410. The Far East—3 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 1945-46 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 1945-46 and alternate years.

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.

*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.

432. State and Local Government—5 hours. State, county, township, and village government in the United States. Offered 1945-46 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. Principles 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

Guy W. Wagner, Ph.D., Associate 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

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

Erma B. Plaehn, Ph.D., Assistant Professor of Teaching

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

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

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

*John Bliese, M.A., Instructor in Teaching

M. Elisebeth Brugger, M.A., Instructor in Teaching and Director
of the Nursery School

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

Selma B. Hill, M.A., Instructor in Teaching

Marie Hjelle, M.A., Instructor in Teaching

*On leave

Mildred G. Luce, M.Mus., Instructor in Teaching
Eleonore Martin, M.A., Instructor in Teaching
Ruth J. Michaelson, M.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
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 53.) 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.

05. 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.

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.

*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.

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.

*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 1945-46

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 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 71 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 concerning 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 her 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

Courses Which Apply on the Two-Year Kindergarten-Primary Curriculum

Education 10—Introduction to Elementary Education

Education 25—Reading and Mathematics for Primary Grades

Education 30—Language and Literature for Kindergarten-Primary Grades

Home Economics 60—Nutrition of Children

Courses Which Apply on the Two-Year Elementary 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
 Mathematics 10—Principles of Elementary Mathematics

Course Which Applies on the Two-Year Rural Curriculum

- Mathematics 10—Principles of Elementary Mathematics

What Courses Are Offered by Correspondence?

Commercial Education

Course Number	Course Title	Prerequisite	Quarter Hours
Coml			
40	Introduction to Business.....		5
354	Commercial Law I.....		5
361	Accounting II.....	Coml 360.....	5
405	Accounting IV.....	Coml 362.....	5
453	Retail Merchandising.....		3
454	Salesmanship.....		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

Course Number	Course Title	Prerequisite	Quarter Hours
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

Eng			
100	English II.....	Eng 1.....	5
400	Advanced Story Writing....	Eng 100 or Eng 300.....	5
435	The English Novel to 1900....	10 hours of English.....	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

Course Number	Course Title	Prerequisite	Quarter Hours
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.....	$\frac{1}{2}$ year of Vergil in high school or Lat 107.....	5
Span			
301	Spanish Prose.....	2 years of high-school Spanish or equivalent preparation	3
302	Spanish Short Stories.....	2 years of high-school Spanish or equivalent preparation	2

Mathematics

Math

10	Principles of Elementary Mathematics	5
100	Mathematics I, College Algebra	5
101	Mathematics II, Trigonometry	5
407	History of Mathematics.....	3

Music

Mus

308	Harmony I	Mus 115.....	3
317	Harmony II	Mus 308.....	3
318	Harmony III	Mus 317.....	3
403	Counterpoint I	Mus 317.....	2
404	Counterpoint II	Mus 403.....	2
405	Counterpoint III	Mus 404.....	2
435	Music History and Literature I.....		2
436	Music History and Literature II.....		2

Science

Course Number	Course Title	Prerequisite	Quarter Hours
12	Health Education A.....		3
Agr			
485	Feeds and Feeding.....		3
486	Principles of Breeding.....		2
487	Farm Management.....		3
488	Marketing Agricultural Prod- ucts		3

Social Science

SS			
490	The Teaching of the Social Sciences	15 hours of social science and Ed 460.....	2
Hist			
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
Govt			
132	American Government.....		5
133	American Government.....		3
432	State and Local Government.....		5
442	School Laws of Iowa.....		3
Econ			
152	Principles of Economics I.....		5
356	Labor Problems.....		3
Soc			
358	Sociology		5
468	The Family.....		3
470	Population		3
472	Crime and Poverty.....		5

Notes

1. No credit for a student who has credit in Child Psychology or Psychology 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 $3\frac{1}{2}$ Semester hours.

6 Quarter hours are equivalent to 4 Semester hours.

9 Quarter hours are equivalent to 6 Semester hours.

Extension Class Work

Extension classes may be organized either on the campus or elsewhere in the state for teachers in service whenever a sufficient number of persons properly qualified to take an extension course indicate their desire to register for the course.

The conditions for admission to extension class work are the same as for admission to residence work except that any student may be admitted to an extension class for work without credit.

For each quarter hour of credit work, an extension class receives not less than ten clock hours of actual class instruction. No extension class receives more than five hours of class instruction a week.

Persons wishing to take extension class work either on the campus or elsewhere in the state should communicate with the Director of the Bureau of Extension Service.

Graduates

A list of graduates from November, 1943, to August, 1944

Four-Year Curricula

DEGREE CURRICULUM ORGANIZED FOR MAJOR SUBJECTS

Major and minor lines of work are indicated

The Degree of Bachelor of Arts

November, 1943

- Barrigar, Lois Arlyne—School Music (Violin)—English,
History Cedar Falls
- *Cross, Theodore Ryland—Commercial Education—Mathematics,
English, Economics and Sociology..... Cedar Falls
- Cunningham, Agnes—Science (Biology)—English,
Mathematics Volga
- Hall, Bernice Edna—Kindergarten-Primary Education—Physical
Education and Health, English, Biological and Physical
Science Whiting
- Kelleher, Loleati Ann—Home Economics—Commercial
Education, English Elkader
- Morphew, Richard M.—English—Mathematics, Physics,
French Waterloo
- Nicoll, Eleanor Joy—English—Speech, Spanish..... Mechanicsville

February, 1944

- Black, Hazel Marie—Kindergarten-Primary Education—
English, Earth Science, Art..... Waverly
- Dale, Earleen Mercia—Social Science—English..... Minneota, Minn.
- Dearborn, Norman Paul—School Music (Cello)—French... Rock Valley
- *Gibson, Elizabeth Stewart—Commercial Education—English,
Spanish Waterloo
- Kusumoto, Masako M.—Home Economics—Biological Science,
History..... Puunene, Maui, Hawaii
- Laipple, Margaret L.—Home Economics—Commercial Educa-
tion, Chemistry Cedar Rapids
- McGinnis, Cora Davidine—Kindergarten-Primary Education—
English, History, Biological and Physical Science... Center Point
- **Merryman, Joan—Social Science—English, Earth
Science Marshalltown
- Perry, Marjorie—Social Science—Commercial Education,
Speech Clear Lake
- Schoemann, Josephine Catherine—Kindergarten-Primary Educa-
tion—Biological and Physical Science, English, History.. Woodbine
- Veit, Doris Evelyn—Physical Education (Women)—Earth
Science, Biological Science..... Marquette

May, 1944

- Bennett, Charlotte V.—Physical Education (Women) and
Social Science—Biological Science.....Rockwell City
- **Boysen, Marie Meta Elizabeth**—English—Speech, German,
HistoryMorning Sun
- Brechbiel, Myrna—English—Speech, History, French.....Yale
- Bro, Manville I.—Science (Chemistry)—Mathematics,
EnglishExira
- Canavan, Florence Claire—Elementary Education—Biological
and Physical Science, History, English, Earth Science....Waterloo
- Chapman, Iva Cecilia—Commercial Education—English,
Biological ScienceBlairsburg
- Cozad, Marilyn—Home Economics—Biological Science,
Chemistry, EnglishWaterloo
- Deane, Dorothy—Physical Education (Women)—English,
Biological ScienceCresco
- Dickson, Adrienne Elaine—English—Speech, French.....Menlo
- Eller, Lavonne E.—Elementary Education—Earth Science,
History, EnglishRadcliffe
- Farnsworth, Irvne Laurice—English—Speech, French.....Primghar
- Hach, Mildred Anna—School Music (Voice)—English
GermanMarshalltown
- Halverson, Lolas E.—Physical Education (Women)—English,
Biological Science.....Conde, S. Dak.
- Heig, Barbara E.—Physical Education (Women)—Mathematics,
Biological ScienceWorthington, Minn.
- Heinz, Helen May—School Music (Piano)—English, History.....Ackley
- Holst, Martin Thorvald—Commercial Education—Mathematics,
PhysicsCedar Falls
- *Horn, Margaret Jean**—English—Speech, Spanish, History.....Tipton
- Huibregtse, Lucille Marianne—English—Vocal Music, Speech..Monticello
- Iseminger, Neva L.—Commercial Education—History, Economics
and SociologyHudson
- *Jones, Marvel J.**—Science (Biology, Chemistry)—Home
Economics, SpanishHawkeye
- Lauren, Howard C.—Social Science—English, Commercial
EducationBurlington
- Macy, Virginia—English—Speech, French, History.....Grundy Center
- McClelland, Flossie Woollard—Earth Science—Biological
Science, HistoryMoscow, Idaho
- Meek, Mavis V.—Home Economics—Commercial Education,
EnglishCharles City
- Nelson, Sarah Beatrice—Kindergarten-Primary Education—
English, History, Biological and Physical Science.....Roland
- Nieman, Elaine Muriel—Elementary Education—Music,
History, EnglishGuttenberg
- *Oesterle, Elsie E.**—Commercial Education—English, History...Amana
- Ormiston, Helen—Kindergarten-Primary Education—History,
Art, EnglishBrooklyn
- Popoff, Magdeline—School Music (Voice)—English,
HistoryWaukegan, Ill.
- Protheroe, Mary Jane—Commercial Education—English,
Physical Education (Women).....Eldora
- Rambo, Aileen—Home Economics—Biological Science, English,
ChemistryKeosauqua
- Roose, Marion E.—English—History, Speech.....Allison
- Schlattman, Irene L.—Physical Education (Women)—English,
Biological ScienceSheridan, Wyo.

Schultz, Dorothy S.—Kindergarten-Primary Education—Music,
English, ArtPostville
 ***Scott, Penelope M.—Nursery School-Kindergarten Education—
Biological and Physical Science, English, Music.....Cedar Falls
 Semm, Anna M.—Home Economics and English—
ChemistryCedar Falls
 Squires, Mary Ellen—Social Science—English, Physics.....Colo
 Stein, Mary Louise—Kindergarten-Primary Education—English,
History, Biological and Physical Science.....Burlington
 Strait, Mrs. Edith Lucille—Elementary Education—History,
English, Art.....Larchwood
 Strudthoff, Stanley L.—Mathematics and Science (Chemistry)—
PhysicsWaterloo
 Van Dyke, Richard M.—Science (Chemistry)—Mathematics,
EnglishSheldon
 Wessel, Jean Agnes—Kindergarten-Primary Education—English,
Biological and Physical Science, History.....New Hartford
 Winter, Mary—Kindergarten-Primary Education—Biological
and Physical Science, History, English.....Mason City

August, 1944

Arenson, Viola Mae—Kindergarten-Primary Education—
English, Art, Biological and Physical Science.....Fort Dodge
 Baker, Dorothy Eleanor—Elementary Education—History,
English, Biological and Physical Science.....Mount Union
 *Barton, Gretchen F.—Elementary Education—Biological
and Physical Science, History, English.....Des Moines
 Bear, Veda Louisa—Kindergarten-Primary Education—
Biological and Physical Science, History, English.....Waterloo
 Beckner, Berdean Alice—Kindergarten-Primary Education—
History, English, Biological and Physical Science....Clear Lake
 Besler, Eva—Social Science—English, Speech, History,
Economics and Sociology.....Worthington
 Brake, Verna Phipps—Commercial Education—History, English..Boone
 Bratschi, Nora M.—Kindergarten-Primary Education—English,
History, Earth Science.....Exline
 Britton, Lola Genevieve—Kindergarten-Primary Education—
Earth Science, English, History.....Council Bluffs
 Clarke, Ellen M.—Elementary Education—English, History,
Earth ScienceCenterville
 Cole, Doris May—Home Economics—English, Biological
ScienceCedar Falls
 Collins, Ruth Bernice—Kindergarten-Primary Education—
Biological and Physical Science, Earth Science, English...Schaller
 Cook, Hazel R.—Kindergarten-Primary Education—Biological
and Physical Science, History, English.....Cedar Rapids
 Dekker, Marion—Elementary Education—History, Earth Science,
EnglishAplington
 Fyler, Marian I.—Commercial Education—Home Economics,
EnglishCharles City
 Galagan, Catherine C.—Elementary Education—History, Earth
Science, EnglishRockwell
 Goodjohn, Janet D.—Kindergarten-Primary Education—English,
History, Biological and Physical Science.....Delmar
 Gray, Basil D.—Social Science—English, Agriculture, History,
Economics and Sociology.....Bussey
 Grimm, Etola D.—Kindergarten-Primary Education—Art, Earth
Science, Biological and Physical Science.....Osceola

- Gustafson, Hazel C.—English—Speech, French.....Mason City
- *Hansen, Margaret Noersgaard—School Music (Organ)—
English, Commercial Education.....Cedar Falls
- Iseminger, Ruth E.—Commercial Education—Mathematics,
HistoryHudson
- Jacobson, Constance Margaret—Kindergarten-Primary Education—
English, Art, History.....Decorah
- Jordan, Harriet Pauline—Art—Home Economics, English.....Glidden
- Junker, Elna—Kindergarten-Primary Education—English,
History, Biological and Physical Science.....Sioux City
- Kolthoff, Margaret Gladys—Elementary Education—Biological
and Physical Science, English, History.....New Hampton
- Larson, Ruby Adina—Kindergarten-Primary Education—English,
Art, Biological and Physical Science.....Gowrie
- Laurie, Ruth Ann—Commercial Education—English,
HistoryMason City
- Lee, Hope Barto—English—Speech, History.....Auburn
- Lehmann, Elfrieda Mary—Commercial Education—Home
Economics, EnglishMason City
- Lund, Josephine—Home Economics—Commercial Education,
HistoryWaterloo
- Madson, Eunice M.—English—History, Speech, French.....Britt
- Mark, Mary Elizabeth—School Music (Piano)—Physical Education
(Women), SpeechYarmouth
- Martini, Alice Mary—Elementary Education—History, Biological
and Physical Science, Mathematics.....Cylinder
- Maxwell, Joyce Elizabeth—Physical Education (Women)—
Biological Science, English.....Arlington, S. Dak.
- McKinney, Vera M.—Kindergarten-Primary Education—History,
English, Earth Science.....Fort Dodge
- Meeker, Martha Jean—Elementary Education—Biological and
Physical Science, History, English.....Letts
- Miller, Dorothy G.—School Music (Organ)—English.....Lake City
- Moodie, Marjorie D.—Kindergarten-Primary Education—English,
History, ArtWaverly
- Porter, Jane Elizabeth—Physical Education (Women)—English,
Biological ScienceWaterloo
- Reed, Carol June—School Music (Organ)—English, History....Waterloo
- Sailer, Sophie—Art—English, History.....Ackley
- Schaefer, Luverne M.—Home Economics—English, Biological
ScienceCresco
- ***Schoof, Dorothy Gene—Commercial Education—Mathematics,
EnglishDunkerton
- Shakespeare, Phyllis—Kindergarten-Primary Education—
Biological and Physical Science, History, English....Central City
- Shaw, Bernice Luella—Elementary Education—Biological and
Physical Science, Physical Education and Health, Earth
ScienceEstherville
- Smith, Marceline Elaine—Elementary Education—Biological and
Physical Science, English, History.....Burlington
- Sorensen, Evelyn—Kindergarten-Primary Education—English,
History, Biological and Physical Science.....Pella
- Spink, Joan O'Neil—School Music (Voice)—English, Biological
ScienceMason City
- Sponsler, Verna Madge—Kindergarten-Primary Education—
History, English, Art.....Cedar Falls
- Stewart, Eleanor E.—Kindergarten-Primary Education—Music,
Earth Science, History.....Cedar Falls

*Tallman, Wilma Lenore—History—English, Speech.....	Guthrie Center
Thompson, June Arlene—Kindergarten-Primary Education— English, Biological and Physical Science, Art.....	Northwood
*Tinsley, Minta Marguerite—English—Earth Science, History	Cedar Falls
Walker, Bernice Ella—Kindergarten-Primary Education—History, English, Biological and Physical Science.....	Williams
Wallin, Margaret M.—Kindergarten-Primary Education—Music, English, History	Essex
**Weiss, Leona Madalyn—Science (Biology)—French, Band and Orchestra Conducting (Violin).....	Waterloo
Welch, Vivien Opal—Social Science—English, History, French	Arlington, Va.
Williamson, Mrs. Florence D.—Elementary Education—English, Earth Science, History	Cedar Falls
Wood, Margaret Elizabeth—Commercial Education—English, History	Davenport
Workman, Maxine E.—Elementary Education—English, History, Earth Science	Ottumwa

*Graduated with honors

**Graduated with high honors

***Graduated with highest honors

Two-Year Curricula

Elementary Teacher Diploma

November, 1943

Hodge, Betty Ann.....	Rockwell
McGough, Catherine Marie.....	Ackley

February, 1944

Bertram, Mary Jean.....	Ireton
Cathcart, Frances Eileen.....	Rockwell City
Church, Beverley Jane.....	New Hartford
Huebsch, Betty V.....	Humboldt
Kennelly, Mary Elizabeth.....	Cresco
Lutz, Elberta Anna.....	Dysart
Meyer, Margaret	Stanley
Nelson, Lucille Cathern.....	Mason City
Powley, Mary C.....	Dunlap

May, 1944

Beck, June.....	Royal
Bentz, Marilyn V. Smith.....	Waterloo
Carlson, Adeline M.....	Paton
Carlson, Elizabeth S.....	Lanyon
Challgren, R. Marlys.....	Harcourt
Frandsen, Kathleen M.....	Garwin
Frank, Barbara Pauline.....	Fenton
Freeman, Elaine	Boxholm
Gjerstad, Lucile	Corwith
Guldager, Ruth A.....	Ackley

Hanna, Ruth Frances.....	Spencer
Hansen, Wilma Mae.....	Pringhar
Harder, Helen L.....	Missouri Valley
Hiler, Joyce Eileen.....	Rockwell City
Hoffman, Jean L.....	Moville
Holtby, Mary Helen.....	Maxwell
Hoversten, Mazel.....	Roland
Howard, Marjorie Jean.....	Dayton
Kelly, Evon E.....	Fort Dodge
Lindsey, Merle Iris.....	Cedar Falls
Meints, Marjorie.....	Central City
Moore, Ellen Louise.....	Keswick
Naegle, Phyllis.....	Arnolds Park
Nagel, Neva Lavonne.....	Lime Springs
Newel, LaVonne Ruth.....	Fenton
Rath, Beatrice Charlene.....	Algona
Reynolds, Doris J.....	Laurens
Russell, M. Maxine.....	Plainfield
Siefken, Shirley Jeanne.....	Rembrandt
Sietmann, Katherine M.....	Haverhill
Wegand, Mary Lou.....	Greene
Wurtzel, Marjorie E.....	Dysart

August, 1944

Brophy, Agnes M.....	Riverside
Brown, Betty.....	Kirkman
Corkery, Leone M.....	Rowley
Fleming, Ruth Georgia.....	Marion
Frandsen, Wilma Jean.....	Garwin
Grant, Patricia W.....	Iowa Falls
Hoffland, Harriet C.....	Cresco
Onnen, Vera Louise.....	Rockwell City
Perry, Evelyn R.....	Cresco
Schoeneman, Ruth J.....	Parkersburg
Vesey, Irene L.....	Boone
Wessling, Catholeen.....	Arcadia
Wieskamp, Alberta.....	Nichols
Wine, Madeline Mearl Belgard.....	Ottumwa

Kindergarten-Primary Teacher Diploma

November, 1943

Powers, Katherine Lucille.....	Marshalltown
Whitney, Hazel.....	Adel

February, 1944

Cunningham, Jean Ann.....	Boone
Leo, Mary Carol.....	Oelwein
McGill, Dorothy.....	Letts
Simons, Grace Eleanor.....	Ireton
Stubbs, Mabel E.....	Waterloo

May, 1944

Bartley, Margery L.....	Laurens
Blakely, Gladys A.....	Castana
Bortz, Beverly A.....	Callender
Bridge, Patricia Jean.....	Cedar Rapids

Childs, Jane M.	Manchester
Crouse, Shirley Ann	Paullina
Cullinan, Dolores M.	Grundy Center
Engelson, Eleanor T.	Hubbard
Fenimore, Marjory Lois	Numa
Gildersleeve, Mildred I.	Gilbert
Gillespie, Virginia	Coon Rapids
Greenlee, Marilyn J.	Council Bluffs
Hanson, Phyllis B.	Callender
Hawe, Edna Mary	Manchester
Hawley, Laura Lee	Olin
Holland, Elizabeth V.	Ames
Johnson, Lois Anna	Aurelia
Johnson, Melba Carol	Dike
Kriz, Georgia Margaret	Milford
Kuehl, Elinor	Hartley
Mathiasen, Ruth	Harlan
Meisenholder, Elsie	Springfield, Ore.
Pavlovec, Dorothy Catherine	Fort Atkinson
Perry, Beulah Rose	Sac City
Peterson, Margaret Ann	Clarion
Rasmussen, Lois Arlene	Goldfield
Rockafellow, Marjorie M.	Wapello
Rose, Vanetta	Auburn, Nebr.
Rubenbauer, Betty Jean	Albion
Saupe, Frances Cecile	Primghar
Signs, Marjorie Alyce	Mingo
Tanner, Margaret	Eagle Grove
Thomae, Dorothy L.	Gladbrook
Tussing, Veronica	Laurens
Wagner, Joyce	Glidden
Weaver, Maydean Margaret	Fairbank
Webbink, Florence Anna	Rolfe
Wells, Lois Rosemary	Marathon
Westerberg, Virginia May	Callender

August, 1944

Bagge, Shirley M.	Fonda
Benson, Maryann	Alden
Bobzin, Ruth Helen	Cedar Falls
Burt, Elizabeth M.	Ainsworth
Campbell, Lois Yulon	Brazil
Carrothers, Ilene	Manchester
Charlson, Rachel B.	Forest City
Corey, Claudia L.	Des Moines
Daniels, Donna Jean	Blairsburg
Dilts, Evelyn G.	Crescent
Doolittle, Frances Nayda	Story City
Duncan, Devota M.	Cresco
Fox, Mary Patricia	Waterloo
Frederick, Alice Lucille	Marion
Guthrie, Naoma Fern	Clarinda
Lee, Dorothy Ann	Le Mars
Marcussen, Ethel M.	Cedar Falls
Miller, Hannah	Sioux Falls, S. Dak.
Olson, Velma C.	Pilot Mound
Paris, Marylee Lucille	Wapello
Peterson, Celia	Randolph

Smith, Jean A.....	Waterloo
Swanson, Ruth Marie.....	Gowrie
Thomas, Madeline	Hubbard
Wilson, Barbara	Cherokee

Rural Teacher Diploma

May, 1944

Flynn, Capitolia A.....	West Chester
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August, 1944

Loveless, Margaret Arlene.....	Lohrville
Stover, Betty Jean.....	Anamosa
Vogt, Alice Maxine.....	Atkins

Number Receiving Degrees and Diplomas

November, 1943, to August, 1944

	Men	Women	Total
1. The degree of bachelor of arts.....	9	113	122
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	4	4
Total number of graduates.....	9	245	254

Summary of Attendance

1943-44

	Men	Women	Total
I. Students with baccalaureate degrees.....	7	38	45
Sub-total	7	38	45
II. Students on four-year college curricula			
Seniors	26	226	252
Juniors	2	237	239
Sophomores	20	135	155
Freshmen	72	275	347
Sub-total	120	973	1093
III. Students on two-year curricula			
Second year			
Elementary Education	0	139	139
Kindergarten-Primary	0	151	151
Rural	0	21	21
First year			
Elementary Education	0	236	236
Kindergarten-Primary	0	255	255
Rural	1	93	94

IV. Four-quarter rural			
Second year	0	20	20
First year	1	57	58
V. Twelve weeks normal training	1	223	224
Sub-total	3	1195	1198
Total number of regular students	130	2206	2336
VI. Special music not on other curricula (Collegiate)	1	29	30
VII. Special music (Sub-collegiate)	4	6	10
VIII. Visitors	0	20	20
Sub-total	5	55	60
TOTAL IN RESIDENCE	135	2261	2396
Students completing extension work			
Correspondence work	24	772	796
Extension work	0	0	0
Total completing extension work	24	772	796
Grand total exclusive of duplicates and of pupils in the campus and affiliated schools ..	158	2951	3109

Attendance by Quarters

1943-44

	Men	Women	Total	Men	Women	Total
Summer quarter	54	1608	1662			
Cedar Falls						
Twelve-week session ...	49	822	871			
Six-week session	3	333	336			
Workshop	0	31	31			
Corning						
Twelve-week session ...	0	40	40			
Six-week session	0	100	100			
Missouri Valley						
Twelve-week session ...	0	70	70			
Six-week session	1	73	74			
Sheldon						
Twelve-week session ...	1	79	80			
Six-week session	0	60	60			
Fall quarter	75	745	820			
Winter quarter	63	684	747			
Spring quarter	53	667	720			
Total for fall, winter, and spring quarters exclusive of duplicates	96	830	926			
Total in residence exclusive of duplicates and of pupils in the campus and affiliated schools	135	2261	2396			

Pupils in the Campus and Affiliated Schools

	Boys	Girls	Total
Campus school	306	345	651
Affiliated schools in classes taught by students			
Hudson			
Primary grades	41	25	66
Intermediate and upper grades.....	48	43	91
High school	48	36	84
Waterloo			
Primary grades	45	56	101
Intermediate grades	67	71	138
Junior high school.....	0	0	0
Rural demonstration schools (2).....	14	8	22
Rural apprentice teaching centers (22).....	175	182	357
	<hr/>	<hr/>	<hr/>
Total in the campus and affiliated schools	744	766	1510

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Steps in Preparing for Admission

1. Application for Admission

Fill in form below and mail to the REGISTRAR.

See Notice to Prospective Students, page —.

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

C
H
E
C
K { 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)

