Iowa State Teachers College

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CATALOG
1936-37
INCLUDING ANNOUNCEMENTS FOR 1937-38

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## Calendar for 1937

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## Calendar for 1938

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COLLEGE CALENDAR FOR 1937-38

Summer Quarter, 1937—Twelve Weeks

1937
June 2, Wednesday—Registration, 7:00 a.m. to 5:00 p.m.
June 3, Thursday —Instruction begins, 8:00 a.m.
July 5, Monday —A holiday
Aug. 19, Thursday —Graduating Exercises, 7:30 p.m.
Aug. 20, Friday —Quarter ends, 12:00 noon

Fall Quarter, 1937—Twelve Weeks

Sept. 6, Monday —Registration of All Students Enrolling at
Sept. 7, Tuesday this College for the First Time. (Report
Sept. 8, Wednesday Monday at 8:00 a.m.)
Sept. 9, Thursday —Registration of All Students Who Have
Previously Been in Attendance at this
College, 8:00 a.m. to 5:00 p.m.
Sept. 10, Friday —Instruction begins, 8:00 a.m.
Nov. 24, Wednesday—Quarter ends, 12:00 noon

Winter Quarter, 1937-38—Twelve Weeks

Nov. 29, Monday —Registration, 8:00 a.m. to 5:00 p.m.
Nov. 30, Tuesday —Instruction begins, 8:00 a.m.
Dec. 17, Friday —Holiday recess, 5:00 p.m.

1938
Jan. 3, Monday —Instruction resumes, 8:00 a.m.
Mar. 4, Friday —Quarter ends, 12:00 noon

Spring Quarter, 1938—Twelve Weeks

Mar. 7, Monday —Registration, 8:00 a.m. to 5:00 p.m.
Mar. 8, Tuesday —Instruction begins, 8:00 a.m.
Mar. 30, Monday —Sixty-first Annual Commencement
Quarter ends, 12:00 noon

Summer Quarter, 1938—Twelve Weeks

June 1, Wednesday—Registration, 7:00 a.m. to 5:00 p.m.
June 2, Thursday —Instruction begins, 8:00 a.m.
July 4, Monday —Independence Day, a holiday
Aug. 18, Thursday —Graduating Exercises, 7:30 p.m.
Aug. 19, Friday —Quarter ends, 12:00 noon
IOWA STATE BOARD OF EDUCATION

OFFICERS OF THE BOARD
GEORGE T. BAKER, President
M. R. PIERSON, Secretary

MEMBERS OF THE BOARD
J. H. ANDERSON, Thompson
THOS. W. KEENAN, Shenandoah
HARRY M. NEAS, Sigourney

S. J. GALVIN, Sheffield
HENRY C. SHULL, Sioux City
MRS. CORA SIMPSON, Decorah

GEORGE T. BAKER, Davenport
ANNA B. LAWThER, Dubuque
JOHN P. WALLACE, Des Moines

Terms expire July 1, 1937
Terms expire July 1, 1939
Terms expire July 1, 1941

MEMBERS OF THE FINANCE COMMITTEE
Office, Des Moines

WILLIAM R. BOYD, Cedar Rapids, Chairman
M. R. PIERSON, Des Moines, Secretary
WILLIAM G. NOTH, Des Moines

COMMITTEES OF THE BOARD

Faculty Committee
ANNA B. LAWThER, Chairman

J. H. ANDERSON
HENRY C. SHULL
JOHN P. WALLACE
GEORGE T. BAKER

Building and Business Committee
S. J. GALVIN, Chairman

THOS. W. KEENAN
HARRY M. NEAS
MRS. CORA SIMPSON
GEORGE T. BAKER
OFFICERS OF ADMINISTRATION AND INSTRUCTION, 1936-37

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.

ORVAL RAY LATHAM, B.A., M.A., Ph.D., State University of Iowa
     President of the College, 1928

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 L. REED, B.Ph., M.A., State University of Iowa
     Dean of Men, 1916 (1924)

BENJAMIN BOARDMAN, B.Ph., State University of Iowa
     Business Manager, 1917

ROGER LEAVITT, B.A., M.A., Beloit College
     Treasurer, 1919

CHARLES S. CORY, B.S., State University of Iowa
     Registrar and Examiner, 1907 (1913)

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)

HAROLD A. BOSLEY, B.A., Nebraska Wesleyan University; B.D., Ph.D., University of Chicago
     Director of the Bureau of Religious Activities, 1934

GEORGE H. HOLMES, B.A., M.A., University of Michigan
     Director of the Publicity Bureau, 1929

ALBERT C. FULLER, B.A., State University of Iowa; LL.D., Buena Vista College
     Director of the Bureau of Alumni Affairs and Public School Relationships, 1917 (1934)

FRANK N. MEAD, M.D., University of Pennsylvania
     Health Director, 1920 (1926)

ELDON E. COLE, B.S., Iowa State College
     Superintendent of Buildings and Grounds, 1930 (1931)
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.

ORVAL RAY LATHAM, B.A., M.A., Ph.D., State University of Iowa
President of the College, 1928

MARTIN J. NELSON, B.A., Luther College; M.A., Ph.D., University of Wisconsin
Dean of the Faculty, 1924 (1934)

Professors

LOUIS BEGEMAN, B.S., M.S., University of Michigan; Ph.D., University of Chicago
Professor of Physics, Emeritus, Part-time Service, 1899 (1935)

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)

G. W. WALTERS, B.S., M.S., Iowa Wesleyan College
Professor of Education, Emeritus, Part-time Service, 1895 (1934)

R. L. ABBOTT, B.A., Iowa State Teachers College; M.S., Ph.D., University of Wisconsin
Professor of Biology, 1916 (1920)

ALISON E. AITCHISON, B.S., State University of Iowa; M.S., University of Chicago
Professor of Geography, 1903 (1914)

CHARLES H. BAILEY, B.S., Columbia University
Professor of Industrial Arts and Head of the Department of Arts, 1905 (1909)

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 University of Iowa
Professor of Earth Science and Head of the Department of Science, 1905 (1917)

JOHN W. CHARLES, B.A., M.A., Haverford College; Ph.D., State University of Iowa
Professor of Education, 1916 (1917)

IRA S. CONDIT, B.A., M.A., Parsons College
Professor of Mathematics and Head of the Department of Mathematics and Commercial Education, 1898 (1909)

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)

E. O. FINKENBINDER, B.A., University of Illinois; M.A., Ph.D., Clark University
Professor of Education, 1921

BEATRICE J. GEIGER, B.S., University of Chicago; M. S., Columbia University; Ph.D., University of Wisconsin
Professor of Home Economics and Head of the Department of Home Economics, 1932

ROBERT W. GETCHELL, B.A., Iowa State Teachers College; M.S., Ph.D., University of Wisconsin
Professor of Chemistry, 1909 (1912)

W. H. KADESHC, B.S., Ohio Wesleyan University; M.Ph., Ph.D., University of Chicago
Professor of Physics, 1921

EDWARD KURTZ, B.Mus., Detroit Conservatory; M.Mus., Cincinnati Conservatory of Music; M.A., State University of Iowa
Professor of Violin and Composition and Head of the Department of Music, 1924 (1934)

EMMA F. LAMBERT, B.Ph., State University of Iowa; M.A., Columbia University
Professor of Mathematics, 1901 (1915)

LILLIAN V. LAMBERT, B.Ph., M.Ph., University of Chicago
Professor of English, 1907 (1909)

FLOYD W. LAMBERTSON, B.A., Albion College; M.A., Northwestern University; Ph.D., State University of Iowa
Professor of Public Speaking, 1930 (1934)

C. W. LANTZ, B.A., M.A., Ph.D., University of Illinois
Professor of Biology, 1921 (1933)

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)

SAMUEL A. LYNCH, B.L., University of Missouri; M.A., University of Chicago
Professor of English and Head of the Department of English, 1909

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)

BERTHA L. PATT, Des Moines Academy of Art; New York Art Students' League
Professor of Art, 1895 (1934)

O. B. READ, B.Ph., Hillsdale College; M.A., University of Wisconsin
Professor of Chemistry, 1913 (1918)

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  

CHARLES W. WESTER, B.S., University of California; M.A., University of Washington  
Professor of Mathematics, 1916 (1918)  

MONICA R. WILD, B.A., Iowa State Teachers College; M.S., 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)  

SARA M. RIGGS, B.L., University of Michigan  
Associate Professor of History, Emeritus, Part-time Service, 1887 (1934)  

AMY F. AREY, B.S., M.A., Columbia University  
Associate Professor of Education, 1919 (1932)  

A. E. BROWN, B.S., Baker University; M.A., Yale University; Ph.D., State University of Iowa  
Associate Professor of Education, 1924 (1932)  

HARRY C. CUMMINS, B.D., Iowa State Teachers College  
Associate Professor of Commercial Education, 1898 (1932)  

W. B. FAGAN, B.A., Earlham College; M.A., University of Kansas  
Associate Professor of English, 1915 (1932)  

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)  

MARY B. HUNTER, B.A., Iowa State Teachers College; M.A., University of Chicago  
Associate Professor of Economics, 1918 (1932)  

H. EARL RATH, B.S., M.S., Ph.D., Iowa State College  
Associate Professor of Health Education, 1921 (1936)
FACULTY

H. A. RIEBE, B.Ph., M.Ph., Ph.D., University of Wisconsin
Associate Professor of Education, 1925 (1932)

JOSEF SCHAEPER, State Examination, Ph.D., University of Freiburg
Associate Professor of German, 1926 (1933)

R O. SKAR, B.A., M.A., St. Olaf College; Ph.D., State University of Iowa
Associate Professor of Commercial Education, 1924 (1932)

JOHN R. SLACKS, B.Ph., M.A., University of Chicago
Associate Professor of Rural Education, 1918 (1932)

MAY SMITH, B.A., Coe College; M.A., Columbia University
Associate Professor of Education, 1919 (1932)

ANNA MARIE SORRENSON, B.A., M.A., State University of Iowa
Associate Professor of English, 1921 (1932)

HAZEL B. STRAYER, B.A., Iowa State Teachers College; M.A., Columbia University
Associate Professor of Oral Interpretation, 1921 (1932)

ISABEL THOMES, B.A., University of Kansas; M.A., University of Michigan
Associate Professor of Spanish and French, 1918 (1932)

CHARLES O. TODD, B.A., Indiana University; M.A., University of Chicago
Associate Professor of Education, 1922 (1932)

MARGUERITE UTTLEY, B.A., Iowa State Teachers College; M.S., University of Chicago
Associate Professor of Geography, 1921 (1932)

FRED W. WELLBORN, B.A., Baker University; M.A., University of Kansas; Ph.D., University of Wisconsin
Associate Professor of History, 1926 (1932)

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

BERNICE ALLEN, B.S., M.A., Columbia University
Assistant Professor of Home Economics, 1926 (1932)

ROSCOE ARANT, B.A., M.A., Vanderbilt University; Ph. D., Northwestern University
Assistant Professor of Economics, 1936

MARSHALL R. BEARD, B.A., Marion College; M.A., Ph.D., University of Wisconsin
Assistant Professor of History, 1930 (1934)

PAUL F. BENDER, B.A., State University of Iowa; M.A., Columbia University
Assistant Professor of Physical Education for Men, 1921
BERT E. BOOTHE, B.A., Central State Teachers College; M.A., Ph.D., University of Michigan
Assistant Professor of English, 1936

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

AGNES B. COLE, B.Ph., University of Chicago; M.A., Columbia University
Assistant Professor of Art, 1921 (1932)

ALTA FREEMAN, B.Mus., M.Mus., Chicago Musical College
Assistant Professor of Piano, 1923 (1933)

WINIFRED M. GILBERT, B.S., M.S., Iowa State College; Ph.D., State University of Iowa
Assistant Professor of Biology, 1926 (1928)

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

HOMER C. HADDOX, B.A., M.A., Ohio State University
Assistant Professor of French and Spanish, 1923

WILLIAM E. HAYS, B.Mus., Chicago Musical College; M.Mus., De Paul University
Assistant Professor of Voice, 1921 (1932)

HARALD B. HOLST, B.Mus., American Conservatory of Music
Assistant Professor of Voice, 1936

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)

GEORGE R. MACH, B.S., M.S., University of Illinois
Assistant Professor of Commercial Education, 1923 (1932)

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

ARTHUR ULRIC MOORE, B.A., M.A., Ph.D., Cornell University
Assistant Professor of English, 1936

*IDA C. ROHLF, B.A., Iowa State Teachers College; M.A., State University of Iowa
Assistant Professor of English, 1923 (1926)

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

LELAND L. SAGE, B.A., Vanderbilt University; M.A., Ph.D., University of Illinois
Assistant Professor of History, 1932 (1934)

*On leave of absence
ROLAND SEARIGHT, B.A., Grinnell College; M.A., Eastman School of Music, University of Rochester
Assistant Professor of Violoncello and Conducting, 1927

GRACE VAN NESS, B.A., Cornell College; M.A., Columbia University
Assistant Professor of Physical Education for Women, 1919 (1921)

Instructors

OLIVE L. BARKER, B.A., Iowa State Teachers College; M.A., Columbia University
Instructor in Voice, 1926

CORLEY AGNES CONLON, B.A., Iowa State Teachers College, M.A., Columbia University
Instructor in Art, 1923

ARTHUR DICKINSON, B.A., Iowa State Teachers College; M.A., State University of Iowa
Instructor in Physical Education for Men, 1924

MYRTLE E. GAFFIN, B.A., Iowa State Teachers College; M.A., State University of Iowa
Instructor in Commercial Education, 1923

FRANK W. HILL, B.Mus., M.Mus., Eastman School of Music, University of Rochester
Instructor in Violin, Viola, and Theory, 1929

JOHN W. HORNS, B.S., University of Minnesota; M.A., Columbia University
Instructor in Art, 1936

ALPHA CORINNE MAYFIELD, B.S., Northeast Missouri State Teachers College; M.A., Columbia University
Instructor in Music Education, 1924

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

JULIA M. MYERS, B.A., Iowa State Teachers College; M.A., Columbia University
Instructor in Commercial Education, 1924

DAVID H. McCUSKEY, B.S., Iowa State Teachers College; M.A., Columbia University
Instructor in Physical Education for Men, 1930

HAROLD G. PALMER, B.A., Iowa State Teachers College; M.A., State University of Iowa
Instructor in Industrial Arts, 1924

MRS. T. LUCILLE McCALL REYNOLDS, B.A., Southwestern College; M.S., Kansas State College
Instructor in Home Economics, 1935

E. ARTHUR ROBINSON, B.A., Ohio Wesleyan University; M.A., Ph.D., Ohio State University
Instructor in English, 1936
MYRON RUSSELL, B.Mus., Kansas State Agricultural College; M.Mus., Eastman School of Music, University of Rochester
Instructor in Woodwind Instruments, 1929

GEORGE W. SAMSON, JR., 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

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
Instructor in Physical Education for Men, 1926

CARL A. WIRTH, B.Mus., M.Mus., Eastman School of Music, University of Rochester
Instructor in Brass Instruments and Theory, 1935

IRVING WOLFE, B.A., Iowa State Teachers College; M.S., Ph.D., Northwestern University
Instructor in Music Education, 1926
DEPARTMENT OF DIRECTED OBSERVATION
AND SUPERVISED STUDENT TEACHING

ORVAL RAY LATHAM, B.A., M.A., Ph.D., State University of Iowa
President of the College, 1928

MARTIN J. NELSON, B.A., Luther College; M.A., Ph.D., University of
Wisconsin
Dean of the Faculty, 1924 (1934)

Professor

EVA MAY LUSE, B.A., M.A., Ph.D., State University of Iowa
Professor of Teaching and Director of Student Teaching, 1906 (1919)

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)

Marna Peterson, B. Ph., University of Chicago; M. A., Columbia
University
Associate Professor of Teaching, 1920 (1932)

E. Grace Rait, B. A., Iowa State Teachers College; M. A., Columbia
University
Associate Professor of Teaching, 1914 (1932)

Assistant Professors

Mary C. Anderson, B.A., Iowa State Teachers College; M.A., State
University of Iowa
Assistant Professor of Teaching, 1926

Edith L. Barber, B.S., M.A., Columbia University
Assistant Professor of Teaching, 1924 (1932)

Mary P. Caldwell, B.A., Iowa State Teachers College; M.A., Colum-
bia University
Assistant Professor of Teaching, 1922 (1932)

Margaret Divelbess, B.A., Grinnell College; M.A., Columbia
University
Assistant Professor of Teaching, 1927

Mabelle M. Gross, B.A., Des Moines University; M.A., State Univer-
sity of Iowa
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)
OLIVE PAINE, B.Ph., University of Chicago; M.A., Columbia University; Ph.D., Yale University
Assistant Professor of Teaching, 1933

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

NATHANIEL C. SCHNEIDER, B. S., University of Minnesota; M. A., State University of Iowa
Assistant Professor of Teaching, 1926

MINNIE E. STARR, B., Mus., M. S., Northwestern University
Assistant Professor of Teaching, 1922 (1927)

MYRTLE M. STONE, B. A., Washington State College; M. B. A., University of Washington
Assistant Professor of Teaching, 1928

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

M. ELISABETH BRUGGER, B. A., University of Nebraska; M. A., Columbia University
Instructor in Teaching and Director of the Nursery School, 1931

ETHEL M. FITZSIMONS, B.A., Hastings College; M.A., University of Nebraska
Instructor in Teaching, 1930

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
GLADYS E. HANSON, B. A., Iowa State Teachers College; M. A., Columbia University
   Instructor in Teaching, 1935

MARIE HJELLE, B.A., Iowa State Teachers College; M.A., Columbia University
   Instructor in Teaching, 1925

   Instructor in Teaching, 1930

LULU MARIE JENKINS, B. A., M. A., University of California; Ph. D., Columbia University
   Instructor in Teaching, 1933

DOROTHY MAY KOEHRING, B. A., Kansas State University; M. A., Columbia University;
   Instructor in Teaching, 1933

EDNA MANTOR, B. A., Iowa State Teachers College; M. A., Columbia University
   Instructor in Teaching, 1923

RUTH J. MICHAELSON, B. A., Iowa State Teachers College; M. A., Columbia University
   Instructor in Teaching, 1927

ANNA M. NIELSEN, B. A., Iowa State Teachers College; M. A., Columbia University
   Instructor in Rural Teaching, 1930

EMMA OPFER, B. Ph., University of Chicago; M. A., Columbia University
   Instructor in Teaching, 1930

ERMA BELLE PLAHN, B. A., Cornell College; M. A., Ph. D., State University of Iowa
   Instructor in Teaching, 1936

M. MILDRED RICE, B. S., Ohio University; M. A., Columbia University
   Instructor in Teaching, 1935

MAE E. RUPPEL, B. A., Carthage College; M. A., Columbia University
   Instructor in Teaching, 1934

GENEVIEVE RYSTROM, B. A., York College; M. Mus. Ed., Northwestern University
   Instructor in Teaching, 1935

SELMA SCHUMANN, B. A., Iowa State Teachers College; M. A., Columbia University
   Instructor in Teaching, 1922

ERNESTINE L. SMITH, B. A., M. S., University of Michigan
   Instructor in Teaching, 1936

IVERNIA TYSON, B. A., Colorado State Teachers College; M. A., State University of Iowa
   Instructor in Teaching, 1930

MAXINE OLIVE WATTS, B. A., M. A., State University of Iowa
   Instructor in Teaching, 1936
Extension Division

ORVAL RAY LATHAM, B. A., M. A., Ph. D., State University of Iowa
President of the College, 1928

MARTIN J. NELSON, B. A., Luther College; M. A., Ph. D., University of Wisconsin
Dean of the Faculty, 1924 (1934)

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

Professors

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

†HOWLAND HANSON, B. A., Princeton University; D. D., Des Moines University
Professor of Religious Education, Emeritus, Part-time Service, 1928 (1934)

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

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 Professor

F. E. FULLER, B. A., Albion College; M. S., Iowa State College
Assistant Professor of Natural Science, 1917 (1932)

Instructor

H. C. MOELLER, B. A., Iowa State Teachers College
Instructor in Rural Education, 1926

†Died October 30, 1936
OTHER OFFICERS AND ASSISTANTS

Library Staff

ANNE STUART DUNCAN, B.L., University of Michigan; Library Certificate, University of Chicago
Head Librarian, 1913

ROWENA A. EDWARDS
Head Cataloguer, 1916

JESSIE L. FERGUSON, B.A., James Millikin University
Reference Librarian, 1923) (1930)

MARYBELLE McCLELLAND, B. A., Pomona College; B. S., M. S., Columbia University
Circulation Librarian, 1929 (1930)

IRENE A. EHRESMAN, B.A., Carleton College; Library Diploma, University of Wisconsin
Librarian in charge of Periodicals and Extension Service, 1926

JEAN S. McBURNEY, B. A., Geneva College; B. S., Carnegie Library
School
Juvenile Librarian, 1936

MARY DIETERICH, B. A., Grinnell College; B. S., Columbia University
Assistant Cataloguer, 1930

EVELYN J. MULLINS, B. A., Grinnell College; B. S., Columbia University
Assistant Circulation Librarian, 1930

Bartlett Hall and The Commons Staff

MARY E. HAITG
Director of Bartlett Hall, 1921

JANET C. WORKS, B. Ph., University of Chicago
Social Director of The Commons, 1934

MARGARET E. MARTIN, B. A., Smith College; M. A., Columbia University
Personnel Assistant in Bartlett Hall, 1934

ANITA V. GREEN, B. A., M. D., Ohio State University
Health Director of Bartlett Hall, 1935

MRS. F. C. MOIR
Housekeeper, 1918 (1931)

MARY SMILEY, B. S., University of Wisconsin
Director of Foods, 1936

PHYLLIS M. FOSS, B. S., University of Wisconsin
Assistant Director of Foods, 1936

MIRIAM A. HILL, B. S., University of Wisconsin
Manager of The Commons Fountain Room, 1936
The George T. Baker Hall Staff

E. MARGARET STRUBLE, B. S., State University of Iowa; M. A., Columbia University
Director of The George T. Baker Hall for Men, 1936

MRS. GRACE GRIGGS
Housekeeper, 1936

Hospital Staff

MRS. BIRDIE M. BICKLEY, R. N.
Supervisor, 1925

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

JESSIE JOYCE, R. N.
Nurse, 1934

Clerical Staff

ANNA R. WILD
Assistant Registrar, 1896

MRS. GLADYS Y. AMICK
Record Clerk, Office of the Registrar, 1925

MARY D. ANDERSON, B. A., Iowa State Teachers College
Stenographer, Office of the President, 1930 (1934)

MRS. GLADYS BAUGHMAN
Bookkeeper, Office of the Business Manager, 1927

MRS. LORETTA BREWER
Secretary, Department of Music, 1930 (1934)

HELENE J. BROWN, B. S., Iowa State Teachers College
Stenographer, Office of the Dean of Women, 1935

HARRY BURRELL, B. A., State University of Iowa
Assistant, Publicity Bureau, 1934

BESS E. CARRINGTON, B. A., Iowa State Teachers College
Recorder, Office of the Registrar, 1920

ELNA CHRISTENSEN
Secretary to the Librarian, 1936

IDA C. CHRISTENSEN
Cashier, Office of the Business Manager, 1926

MARGUARITE CRAWFORD
Stenographer, Extension Division, 1929

MRS. VIE U. CROUTER, B. A., M. Di., Iowa State Teachers College
Secretary to the Dean of Men, 1928

LOIS DALTON
Secretary, Publicity Bureau, 1929
MRS. BERNICE DEBOWER
Secretary, Department of Teaching, 1930

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

HELGA FALKENBERG
Bookkeeper, Office of the Business Manager, 1934

WILMA FORTSCH, B.S., Iowa State College
Stenographer, Office of the Registrar, 1935

LEROY FURRY, B.A., Iowa State Teachers College
Assistant, Publicity Bureau, 1936

FERN GALVIN
Filing Clerk, Office of the Registrar, 1936

GLADYCE GOODER
Stenographer, Office of the Dean of the Faculty, 1928 (1934)

MRS. BLANCHE HARLAND
Clerk, Bureau of Research, 1935

LOTTIE L. HAYES
Stenographer, Office of the Registrar, 1928

ELIZABETH HELLEN, B.S., State University of Iowa
Secretary, The Commons, 1935

JEAN HILL
Stenographer, Extension Division, 1936

MRS. ANNA N. HOLMAN
Stenographer, Extension Division, 1922

RUTH JOHNS, B.A., Iowa State Teachers College
Secretary to the Dean of Women, 1929

JESSIE JUHL
Secretary to the President, 1923

RAYMOND W. KETTLER, B.A., Iowa State Teachers College
Clerk, Office of the Business Manager, 1936

JANET E. KRAMER
Operator, Multigraph Department, 1936

DOROTHY LAMB, B.S., Iowa State Teachers College
Secretary, Bureau of Research, 1936

GLADYS LINDERMAN, B.S., Iowa State Teachers College
Secretary, Placement Bureau, 1936

JVONE LOWRIE, B.A., Iowa State Teachers College
Secretary and Pianist, Department of Physical Education for Women, 1936

HELEN H. MARTIN
Clerk, Office of the Business Manager, 1935
MRS. LOUISE C. McKITRICK  
Secretary, Extension Division, 1921

HELEN L. MEYER  
Operator, Multigraph Department, 1929

RUTH MEYER, B.A., Iowa State Teachers College  
Stenographer, Placement Bureau, 1934

M. GENEVA NAY, B.S., Iowa State Teachers College  
Secretary, Department of Education, 1934

BEULAH NUNAMAKER, B.A., Iowa State Teachers College  
Record Clerk, Office of the Registrar, 1934

FLORENCE M. PIERES  
Secretary, Bureau of Alumni Affairs and Public School Relationships, 1935

DOROTHY REEVES, B.A., Iowa State Teachers College  
Secretary to the Dean of the Faculty, 1936

VIRGINIA RITTER, B.Mus., University of Michigan  
Accompanist and Librarian, Department of Music, 1936

KATHERINE SARSET, B.A., Iowa State Teachers College  
Clerk, Placement Bureau, 1935

MRS. WANDA SEVERIN  
Telephone Operator, Office of the Registrar, 1929

MRS. CARRIE SIMONSEN  
Record Clerk, Office of the Registrar, 1916

MRS. THERESA SLOAN  
Record Clerk, Office of the Registrar, 1929

MRS. MABEL VOGT  
Clerk, Multigraph Department, 1923

CARRIE A. WATSON, B.A., Iowa State Teachers College  
Secretary to the Registrar, 1923

SYLVERA E. WENGER, B.S., Iowa State Teachers College  
Stenographer, Placement Bureau, 1935
COMMITTEES OF THE FACULTY, 1936-37

I. ADMINISTRATIVE COMMITTEES
(Chairman’s name first)

1. Curricula
   1. Dean of the Faculty, ex officio
   2. Ira S. Condit
   3. Beatrice Geiger
   4. E. C. Denny
   5. C. H. Bailey

2. Student Welfare
   1. Dean of Women, ex officio
   2. Dean of Men, Secretary, ex officio
   3. Selina M. Terry
   4. H. A. Riebe
   5. Carl H. Erbe

3. Student Loan Fund
   1. R. R. Fahrney
   2. Marguerite Uttley
   3. R. O. Skar
   4. Dean of Women, ex officio
   5. Dean of Men, ex officio
   6. Business Manager, ex officio

4. Interpretation of Faculty Regulations
   1. Eva May Luse
   2. I. L. Lillehei
   3. E. J. Cable
   4. C. S. Cory, Secretary, ex officio

5. Athletic Board
   1. H. Earl Rath
   2. S. A. Lynch
   3. W. H. Kadesch
   4. E. C. Denny
   5. C. H. Erbe
   6. Business Manager, ex officio
   7. Director of Athletics, Secretary, ex officio

6. Commencements
   1. Leland L. Sage
   2. H. A. Riebe
   3. Roland Searight
   4. Corley Conlon
   5. Sadie B. Campbell
   6. Leslie I. Reed
   7. Benjamin Boardman

7. Student Efficiency
   1. Dean of the Faculty, ex officio
   2. Dean of Men, ex officio
   3. Dean of Women, ex officio
   4. Eva May Luse
   5. Alison E. Aitchison
   6. W. H. Kadesch
   7. R. R. Fahrney

8. 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
   7. Health Supervisor of Bartlett Hall

9. Board of Control of Student Publications
   1. Geo. H. Holmes
   2. Selina M. Terry
   3. H. Earl Rath
   4. Benjamin Boardman
10. Recreation Park
   1. C. S. Cory
   2. C. H. Bailey
   3. J. W. Charles
   4. L. L. Mendenhall
   5. Monica R. Wild

11. Special Memorial Days
   1. I. H. Hart
   2. F. W. Lambertson
   3. Geo. R. Mach

12. Editing of Faculty Rules and Regulations
   1. I. H. Hart
   2. C. S. Cory
   3. N. O. Halvorson

II. STUDENT ADVISORY COMMITTEES
   (Chairman’s name first)

1. Freshmen who have not chosen a major
   1. E. O. Finkenbinder
   2. H. S. Buffum

2. Elementary Education
   1. H. A. Riebe
   2. C. O. Todd
   3. M. J. Wilcox
   4. J. W. Charles
   5. A. E. Brown

3. Kindergarten-Primary Education
   1. Amy F. Arey
   2. May Smith
   3. Olive Paine
   4. E. Grace Rait
   5. Dorothy Koehring

4. Normal Training and Special Students
   1. Mary B. Hunter
   2. Emma Lambert
   3. Ida C. Rohlf
   4. The Registrar

5. Rural Education—John R. Slacks

6. Major Studies
   (1) Education—E. C. Denny
   (2) Teaching and Critic Training—Eva May Luse
   (3) English and Public Speaking—S. A. Lynch
   (4) Mathematics—I. S. Condit
   (5) Commercial Education—I. S. Condit
   (6) Languages—Latin, German, French, and Spanish—I. L. Lillehei
   (7) Social Science—History, Government, and Economics—M. R. Thompson
   (8) Home Economics—Beatrice J. Geiger
   (9) Science—Agriculture, Biological Science, Earth Science, Physics, and Chemistry—E. J. Cable
   (10) Art and Industrial Arts—C. H. Bailey
   (11) Physical Education for Men—Coaching and Athletics—L. L. Mendenhall
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. Boy Scout Day (October 3, 1936)
   1. Hugh S. Buffum
   2. John R. Slacks
   3. L. L. Mendenhall
   4. Geo. H. Holmes
   5. Benjamin Boardman

2. Dad’s Day (October 17, 1936)
   1. Leslie I. Reed
   2. Sadie B. Campbell
   3. Ira S. Condit
   4. Mary B. Hunter
   5. Harold G. Palmer

3. Alumni Dinner at Des Moines (November 6, 1936)
   1. A. C. Fuller
   2. Leslie I. Reed
   3. Alison E. Aitchison
   4. Maude E. Moore
   5. Olive Barker
   6. Fred D. Cram
   7. John R. Slacks

4. Homecoming (November 14, 1936)
   1. Leslie I. Reed
   2. Sadie B. Campbell
   3. L. L. Mendenhall
   4. H. A. Bosley
   5. A. C. Fuller

5. Mother’s Day (May 9, 1937)
   1. Sadie B. Campbell
   2. Leslie I. Reed
   3. Selina M. Terry
   4. Edward Kurtz
   5. Corley Conlon
GENERAL INFORMATION

HISTORICAL SKETCH

The Iowa State Normal School was established in 1876 by act of the General Assembly. Its location at Cedar Falls was due in large measure to the availability of a three-story brick building and forty acres of land originally used as a home for soldiers' orphans. Here on September 6, 1876, the normal school was formally opened with an enrollment of twenty-seven students. In 1909 the name of the institution was changed to the Iowa State Teachers College, and the Board of Trustees of the Iowa State Normal School was discontinued. At the same time the government of the Iowa State Teachers College, as well as of the State University of Iowa and of the Iowa State College of Agriculture and Mechanic Arts, was vested in the State Board of Education consisting of nine members appointed by the Governor.

BUILDINGS AND GROUNDS

The campus of the Iowa State Teachers College contains 127 acres of elevated land near the southern 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 of many varieties and are arranged in the form of an inner and an 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 Department of Mathematics and Commercial Education.

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 Extension Division. On the second and third floors are the Faculty Room, the Bureau of Alumni Affairs and Public School Relationships, the Publicity Bureau, 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 a 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 of the Catholic Students' Association, and the recitation rooms and the offices of the departments of English, of Languages, of Education, and of 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 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 science.

The Training 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 illustrative teaching, and rooms for the kindergarten, the primary school, the grammar grades, and the 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 113,134 volumes, 589 current periodicals, 10,916 pamphlets, 5,550 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 and thirty-five to forty student assistants. The library is open on week days except Saturday from 7:30 a.m. to 9:30 p.m., on Saturday from 7:30 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. Its dimensions are 68 feet by 230 feet. It 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, a running track, a dancing studio, a swimming pool, lockers, dressing rooms, and storerooms. Connected with the Women's Gymnasium are athletic fields for hockey, soccer, baseball, volleyball, and other field sports, a straightaway, an archery range, 10 Laykold tennis courts, and a putting green.

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

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, eleven tennis courts, and a quarter-mile 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,
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 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 recreation 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.

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 a turbine generating 500 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 smokestack 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 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.

Enrollment Days.—Dates of enrollment are given on page 5. A fee of $2 is charged for late enrollment. The opening days of the fall term are set aside for the orientation of students enrolling at this college for the first time. All such students, whether freshmen or upper classmen, should be present at 8:00 o'clock on Monday, September 6. Students who have previously been enrolled at this college will enroll and register on Thursday, September 9. On the first day of the winter quarter, the spring quarter, and the summer quarter all students enroll and register.

Placement Tests.—Standard intelligence and achievement tests are required of each student upon entrance. This applies not only to freshmen but to all students who have not taken the tests at this college. These tests are regularly given on the opening days of the fall quarter and on the first Saturday of the winter and spring
quarters and early in the second week of the summer quarter. A student’s registration is incomplete and for that reason no grades or credit will be recorded for him until all required tests have been taken and the results recorded. Students who fail to take the tests at the regular time will take them at a later time and will pay a fee of $2 to cover the cost of administration.

FEES

All fees are payable at the office of the Business Manager. The matriculation fee, the tuition, and college fee are payable at the time of enrollment, laboratory and music fees before entrance upon the work of a quarter, and graduation fees at least three weeks before the date of graduation.

Matriculation fee for first enrollment only.................................. $5
Tuition, including the College Fee, for fall, winter, or spring quarter—
  Freshmen and sophomores ................................................ $26
  Juniors, seniors, and college graduates (including students who have earned 88 or more hours of credit)....$32
Weekly fee for persons enrolled as visitors........................................ $3
Fee for certificate of completion of one-year rural curriculum .......................................................... $2
Fee for graduation from two-year curricula........................................ $5
Fee for graduation from four-year curricula.....................................$10
Fee for department certificate.......................................................... $2
For summer quarter fees, see the summer quarter bulletin.

If a student withdraws from the institution 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 more than six weeks, there is no refund.

Physical Education Fees.—All men pay a fee 50 cents a quarter, $2 being deposited and $1.50 refunded at the end of the quarter if locker key and towels are returned. Women who take swimming pay a fee of $1.25 a quarter, $2.50 being deposited and $1.25 refunded at the end of the quarter if the locker key, towels, and bathing suits are returned. Other women who take Physical Education 01 pay a fee of 50 cents a quarter, $1.00 being deposited and 50 cents refunded if locker key and towels are returned.

Music Fees.—All students enrolled in the college and all pupils attending the training school pay a fee of $10 per quarter for one
thirty-minute lesson each week. Persons not enrolled in the college or the training 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 of twelve lessons. Rent for auditorium or studio organ is $3 a quarter. Practice pianos are available for music students.

Laboratory Fees.—Students pay a small fee for materials and for breakage in connection with courses in chemistry, home economics, natural science, and manual training.

Commercial Education Fees.—Students in commercial education pay nominal fees for the use of equipment and for materials.

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 given to students free by the Health Director and by the Health Director of Bartlett Hall. The Health Director may be consulted at stated hours at his office. The Health Director of Bartlett Hall may be consulted by the women students of Bartlett Hall at stated hours and in emergencies at other times, and by other women students at stated hours at the office of the Health Director. Every case of sickness 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, faculty, and employees. 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. With the approval of the Health Director any regularly authorized physician may be employed.

THE COLLEGE DORMITORIES

Bartlett Hall. Bartlett Hall, the dormitory for women students, houses five hundred and ten women. Because of the architectural arrangements of the building this large living group can be broken up into units of thirty-six thus allowing opportunities which come from small group life and, at the same time, making possible the opportunities which come from the larger situation. The dormitory, a fireproof building, contains attractive living rooms, browsing rooms, kitchenettes where there are facilities for laundry and pressing, spread rooms, shampoo rooms, recreation rooms with generous play equipment, as well as complete office suites for administration of the various personnel functions carried on. The private rooms of students have hot and cold water, a clothes closet for
THE GEORGE T. BAKER HALL FOR MEN
each occupant, study tables, dresser, and single beds equipped with mattresses and pads. All bedding and linen is furnished by the student. Living conditions are supervised by the director, the assistant in personnel work, the director of social life, the resident woman physician, the director of foods, and the housekeeper.

George T. Baker Hall. The George T. Baker Hall for men accommodates one hundred and eleven students. The building is fire-proof and is equipped with every facility for the comfort and convenience of its residents. It contains guest rooms, lobby, student lounge, solarium, recreation rooms, and showers. Student rooms are furnished with single beds, mattresses and mattress pads, pillows, blankets, cot covers, straight chairs, easy chairs, built-in study tables with shelves, built-in clothes closets, bedside stand and waste paper basket. Every room is equipped with hot and cold running water. Lights are placed over the medicine cabinet and on each study table and sockets for floor lamps are provided in each room. Each student living in Baker Hall is required to furnish four single sheets size 65x90; three pillow cases, size 42x36; six hand towels and four bath towels. Social and living conditions are supervised by the director and a housekeeper.

Rental Rates. The rental rates in both college dormitories are $27 per student per quarter for a double room with one window, $30 per student per quarter for a double room with two windows, and $36 per quarter for a single room. In the women's dormitory the payment of a $10 reservation fee must be made at the time of application. This deposit is applied on the rental charge. In the men's dormitory the application for a room reservation must be accompanied by a deposit fee of $5. This deposit fee is retained as a damage fee until the end of the quarter when any unused portion is returned or applied on the deposit for the new quarter. The entire rental fee in both men's and women's dormitories is due at the time of registration. Applications for a place in Baker Hall must be made to the Dean of Men and for a place in Bartlett Hall to the Dean of Women. They should be made far enough in advance to assure reservation.

If an applicant for whom a room has been reserved finds it impossible to begin or to resume work in the institution the deposit is refunded if the notice reaches the office before the opening day 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 or the Dean of Women. Refunds are made to students who withdraw during the term only in case of personal illness or for reasons which are approved by the respective deans.
Time of Occupancy. The dormitories will be open for occupancy one day before enrollment day and must be vacated by twelve o'clock midnight on the closing day of the quarter or on the closing day preceding vacations or holidays. They are not open during the winter or summer vacation periods.

THE COMMONS

The Commons houses both the recreational facilities of the college and the food service department. Included in the recreational facilities are the large recreation hall, student lounges, faculty lounges, club rooms, rest rooms, and offices. All of these rooms are quite completely equipped to carry on the program of social education which is a significant part of the campus life.

The food service department, likewise, is equipped to offer the maximum in good food at low cost as well as joy in social contact. There are five dining rooms arranged for cafeteria and party service. A trained dietitian heads this department. A fountain room offers late breakfasts and light lunches as well as regular fountain service.

ACCREDITED ROOMING HOUSES

Students who do not reside at the home of a parent or guardian or in a dormitory must room at an accredited rooming house unless permission to room elsewhere is granted by the Dean of Men or the Dean of Women. A list of accredited rooming houses will be furnished upon request.

In making final arrangements for a room a student should insist on a definite understanding concerning prices and the service to be rendered. A written agreement is always better than an oral understanding. The college is not a party to these agreements.

EMPLOYMENT OF STUDENTS

The Dean of Women assists women students in obtaining employment. Women students desiring to work for room or board should register at the office of the Dean of Women, giving qualifications and indicating the kind of work desired.

Residents of Cedar Falls desiring the help of students in general housework, waiting on table, taking care of children, plain sewing, typewriting or other work, are requested to file applications at the office of the Dean of Women.

Men students seeking employment and residents desiring the help of men students are assisted by the Dean of Men.

Students should not in general attempt to meet any considerable part of their expenses by labor while in attendance at college.
Freshmen in particular should be free to devote their entire time to their regular college work.

**STUDENT LOAN FUND**

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 granted.

**STUDENT ORGANIZATIONS**

**Student Council.**—The Student Council, elected by the student body and composed of three seniors, two juniors, one sophomore, and one freshman deals with problems pertaining to the life of all students. It is the co-ordinating body in promoting and carrying out activities of the Men's Union and Women's League as they affect the entire student group.

**Men's Union.**—This organization, which was formed in 1934, has as its membership all of the men of the student body. Its work is planned to promote a spirit of co-operation, a feeling of good fellowship, and a solidarity of opinion among the men on the campus.

**Women's League.**—The Women's League is an organization of which every woman student is a member. The League deals with problems pertaining to the life of women students. The executive committee of twenty-nine members consists of the officers of the organization and one student representative from each of the following groups: Student Council, Inter-Sorority Council, Off-Campus Girls' Association, Bartlett Hall Council, Women's Athletic Association, Board of Control of Student Publications, United Student Movement, and one each from the freshman, sophomore, junior, and senior classes.

**Departmental Clubs.**—Departmental clubs are maintained in order to stimulate interest in various major lines of work and to acquaint students with new ideas in the different fields. These clubs are the Art League, Kappa Pi Beta Alpha (Kindergarten-Primary Education), Playcraft Club, Writers' Club, Hamilton Club (English), Ellen Richards Club (Home Economics), Classical Club, Deutscher Verein, Mathematics Club, Commercial Club, Biology Club, Chemistry Seminar, Physical Education Club, Language Club,
Social Science Honors Club, Women's Athletic Association, and Rho Epsilon Rho, a pep fraternity.

**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 Education); Gamma Theta Upsilon (Geography); Lambda Delta Lambda (Physical Science); Beta Beta Beta (Biology); Pi Gamma Mu (Social Science); Phi Mu Alpha (Music); Theta Theta Epsilon (Home Economics); Orchesis, Red Cross Life Saving Corps (Physical Education for Women); I Club (for men who have won letters in intercollegiate sports); Blue Key (a national honor fraternity for men); Purple Arrow (local scholastic honor society for first and second year women); and Sigma Alpha Iota (women music students).

**Music Organizations.**—The music department maintains four women's glee clubs, the Cecilians, Bel Cantos, Euterpeans, and Aeolians, and two men's glee clubs, the Minnesingers and Troubadours; the College Chorus, the College Singers, the College Symphony Orchestra, the Orchestra Club, the Theater Orchestra, the College Marching Band, the College Concert Band, and the Women's Band.

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

**Other Organizations.**—The Shakespearean literary society for women gives some training in public speaking and in the conducting of public meetings. An organization of former 4-H girls continues the work of the 4-H clubs.

**Student Publishing Association.**—The Student Publishing Association is governed by the Board of Control of Student Publications consisting of five students and four members of the faculty. The College Eye is a weekly newspaper managed and edited by students under the supervision of the Director of the Publicity Bureau. The Old Gold is the college annual edited by the senior class. The Purple Pen, a quarterly magazine sponsored by Sigma Tau Delta, publishes significant literary productions of students.

**CONTROL OF EXTRA-CURRICULAR ACTIVITIES**

Students are permitted to take part in extra-curricular activities whenever they can do so without detriment to their scholastic
standing. If a student's scholarship falls below average, participation in extra-curricular activities may under faculty regulations be restricted or denied.

**PLACEMENT BUREAU**

Graduates and students who have been in residence for three or more quarters are assisted by the Placement Bureau in obtaining teaching positions. Direct service is also given upon request to superintendents and other school officials by recommending qualified candidates and furnishing confidential credentials. Recommendations are based upon estimates of scholarship, teaching ability, personal qualities, and professional growth. While the bureau is not in a position to guarantee the election of candidates, it gives them all the support that is justified by the records and recommendations filed with the bureau. Superintendents and school officials are urged to visit the offices of the bureau when wishing to secure teachers.

A fee of $3 is charged for registration with the bureau. Each registration continues in force for one year from the date of registration. Prospective graduates from the college are required to register but no registration fee is charged if registration is completed within the first six weeks of the quarter of graduation or prior to that time. Prospective June and August graduates are urged to register during the winter quarter preceding their graduation.
GENERAL REGULATIONS

ENTRANCE REQUIREMENTS

Graduates of four-year public high schools or three-year senior high schools (10th, 11th, and 12th grades) in the state and graduates of secondary schools which have been accredited by the Iowa Board on Secondary School Relations are admitted to college courses.

Graduates of secondary schools in another state, if such schools are accredited by the state university of the state, are admitted to college courses.

Any person twenty-one years of age or over who has not completed 14 units* of secondary school work may be admitted to college courses as a special student.

Graduates of unaccredited schools in Iowa or in other states, if not admitted as special students, are admitted only on examination.

ADMISSION TO CURRICULA

Applicants from four-year secondary schools.

For unconditional admission—15 units; conditional admission—14 units as follows:

Required

- English (composition and rhetoric, literature, grammar) 3 units
- Social science (history, civics, economics, sociology) \(1\frac{1}{2}\) units

Restricted Electives (from the following)

- English
- Social science
- Mathematics (algebra, geometry, trigonometry)
- Foreign language
- Natural science

Free Electives

These 6 units may include additional work in the foregoing subjects, or whatever work the secondary school certifies as counting toward graduation.

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*Secondary school work is measured in units. A unit is defined as the equivalent of one high-school study satisfactorily pursued for one school year of at least thirty-six weeks in length, with five periods a week. The length of the recitation periods shall be not less than forty minutes and the laboratory periods not less than sixty minutes. A unit represents one-fourth of the full regular work of a student.
Applicants from senior high schools (10th, 11th, and 12th grades).

For unconditional admission—11 units; conditional admission—10 units.

Required

- English .......................................................... 2 units
- Social science .................................................. ½ unit

Restricted Electives (from the following) ..................... 3½ units

- English
- Social science

Mathematics (algebra, geometry, trigonometry)
- Foreign language
- Natural science

Free Electives ..................................................... 5 units

These 5 units may include additional work in the foregoing subjects, or whatever work the secondary school certifies as counting toward graduation.

A student admitted to a curriculum with an entrance deficiency must earn nine extra hours of college credit for each unit of deficiency in order to meet the requirements for graduation. If the deficiency is in English or in social science, the extra credit must be in English or in social science.

Groups of Secondary School Subjects

College entrance subjects are classified in the following six groups. The subjects included in these groups, the number of units acceptable in each subject, and other restrictions, are given below:

1. English

   The 3 required units in English must be selected from composition and rhetoric, literature, and grammar. College entrance credit for English grammar, not exceeding ½ unit, will be accepted but only provided the student accomplishes it in the 10th, 11th, or 12th grade. Additional work in English may include composition and rhetoric, literature, and not to exceed ½ unit each in business English, journalism, and public speaking.
2. Social Science (history, civics, economics, sociology)
   Ancient history ........................................ ½ to 1 unit
   Medieval and modern history ......................... ½ to 1 unit
   English history ........................................ ½ to 1 unit
   United States history (only if taken after the completion of one year of high-school work) .................. ½ to 1 unit
   General or World history .......................... 1 unit
   Civil government or community civics ........ ½ to 1 unit
   American citizenship .............................. ½ unit
   Economics ........................................... ½ unit
   Sociology ............................................ ½ unit

3. Mathematics
   Elementary algebra (not less than 1 unit accepted) .......... 1 unit
   Third semester algebra ................................ ½ unit
   Fourth semester algebra (essential equivalent of college algebra) .... ½ unit
   Plane geometry (not less than 1 unit accepted) .............. 1 unit
   Solid geometry ........................................ ½ unit
   Plane trigonometry ................................... ½ unit

4. Foreign Language
   Not less than 1 unit nor more than 4 units accepted in any single foreign language

5. Natural Sciences
   Physics (not less than 1 unit accepted) ................. 1 unit
   Chemistry (not less than 1 unit accepted) ............ 1 unit
   Physical geography or physiography ...................... ½ to 1 unit
   Botany .................................................... ½ to 1 unit
   Zoology .................................................... ½ to 1 unit
   Physiology .............................................. ½ unit
   Geology .................................................... ½ unit
   Astronomy ................................................. ½ unit
   Agriculture ............................................... ½ to 2 units
   General science ......................................... ½ to 1 unit

6. Miscellaneous
   Six units may be accepted from whatever commercial, industrial, or non-academic subjects are counted toward graduation from the high school.

7. Other Restrictions:
   a. Not less than ½ unit in any single subject (or ⅛ unit in the case of a secondary school whose year is divided into three terms of twelve weeks in length) will be accepted.
b. In freehand or mechanical drawing, manual training, type writing, and the laboratory elements of domestic science or bookkeeping, laboratory periods of not less than 60 minutes are required.

c. Any subject such as physical training, music, glee club, band, etc., which is permitted in addition to four regular high-school subjects is considered an extra-curricular subject. In special cases credit of not more than ½ unit per year in such extra-curricular subjects may be used toward admission, if counted toward graduation from the high school.

d. Maximum Credits per Year
Not more than five units of college entrance credit may be allowed for the work of any year. Only four units will be allowed for ninth grade work in a junior high school.

e. Credits Earned in Summer Schools
Credit earned in high-school summer sessions where the normal student load is two subjects, each with two forty-five minute recitation periods a day, will be accepted as follows:
For an eight-week summer session the total amount of credit to be accepted is 1 unit, or ½ unit in each subject.
For a six-week summer session, the total amount of credit to be accepted is ¾ of a unit, or ¾ unit in each subject.

f. Credits Earned by Tutoring
A student who has not severed his connection with his high school may be permitted to make up work under the supervision of an approved private tutor with the provision that examinations for high-school credit will be given by the high-school authorities. If credits are earned by tutoring, and not in conformity with the provisions stated, such credits are not to be accepted for college entrance except by examination taken at the institution at which application for entrance is made. After a student has severed his connection with the high school, he may receive college entrance credit for work which he may accomplish in any other way than as a regular member of the high-school class, only by examination at the institution for higher learning which he desires to enter.
NOTICE TO PROSPECTIVE STUDENTS

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

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.

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 a student consists of three five-hour* courses or equivalent, with one extra hour if desired, and in addition until the requirements are satisfied 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, music, or handwork or directed observation in addition to regular work but not in addition to extra work.

Students in general may not register for more than regular work and a drill course or directed observation 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.

*An hour is defined as the equivalent of one prepared recitation a week for a period of twelve weeks.
A student is not admitted to a course for credit after the beginning of the fourth week unless he has received credit for the first half of the course.

Work lost by absence may not be made up for credit unless the absence is excused, except that one or two unexcused absences in Physical Education 01 may be made up under the same conditions as excused absences.

Lost work in excess of one-sixth of a course or in excess of one-sixth of a quarter’s work in Physical Education 01 may not be made up for credit.

Work reported as unfinished may not be completed after the expiration of six months from the time at which the report was made.

One-tenth of a quarter hour is deducted by the instructor from the quarter’s credit in the case of each course for every period of class work lost and not made up, whether the loss was due to excused or unexcused absence or to late entrance upon the course. 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 without the privilege of reinstatement if they do not maintain a satisfactory scholarship record.

**GENERAL REQUIREMENTS FOR GRADUATION**

**Residence and Residence Credit.**—To meet the requirements for graduation 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 required for graduation must be earned in residence at Cedar Falls or in an affiliated school.

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 is teaching in a rural demonstration school or in an affiliated school, except that no stu-
dent other than a student whose major is physical education is required to complete more than six quarters of Physical Education 01.

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

Three quarters of the required work in Physical Education 01 must consist of work requiring three periods a week.

Three quarters or less of band practice two or more days a week may be substituted for an equal number of quarters of Physical Education 01, if the student registers for band practice instead of for Physical Education 01.

A temporary excuse from Physical Education 01 for a quarter or a part of a quarter 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.

**Recommendation for Graduation.**—To be recommended for graduation a student must earn 2 times as many grade points as hours of credit earned in residence and by extension work at this institution and used in meeting the requirements for graduation.

If a student has failed to be recommended for graduation because of lack of grade points, additional grade points may be earned only upon completion of additional work in residence.

After a student has completed at this institution as many hours of work as he is required to complete for graduation, only grade points for work marked A, B, or C may be used in meeting the requirements for graduation.

**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.
COUNTY CERTIFICATES

Normal Training.—The college makes provision for the twelve weeks of normal training required by law for a county certificate by examination. To be admitted for normal training a student must be a graduate of a four-year approved high school. To obtain a statement certifying to twelve weeks of normal training a student must earn twelve weeks of credit (5 hours) in Rural School Management (Education 50) and twelve weeks of credit in each of two other five-hour college subjects designated by the State Board of Educational Examiners.

Examinations for County Certificates.—The examinations for county certificates are held at the college at stated times in January, June, August, and October. Information concerning these examinations may be obtained at the College Office.

Substitutions for Examinations.—Information concerning the substitution of credit in certain courses for examinations required for county certificates may be obtained at the College Office.

A student who has completed two years of college work including at least 3 quarter hours of work in American Government (Government 132) and 15 hours of work in elementary education or in elementary education and educational psychology as prescribed by the Board of Educational Examiners may receive a first grade uniform county certificate if the scholarship record is an average of C and if the whole record is approved by the Board of Educational Examiners.

FIVE-YEAR CERTIFICATES

Graduates of the Iowa State Teachers College when eighteen years of age may receive certificates without examination as indicated below:

For the completion of a two-year curriculum, a standard elementary certificate;

For the completion of a four-year curriculum with a major in nursery school-kindergarten education, kindergarten-primary education, elementary education, opportunity room education or teaching and critic training, an advanced elementary certificate;

For the completion of a four-year curriculum with a major in other lines than those mentioned above, a standard secondary certificate.

The requirements for the issuance of the elementary principal's certificate and the supervisor's certificate may also be satisfied by work taken in this institution. Detailed information with regard to these requirements may be obtained at the College Office.
The various curricula of the Iowa State Teachers College provide preparation for the work of different types of teachers and administrators as follows:

Four-Year Curricula: teachers of art, commercial education, English, foreign languages, home economics, industrial arts, mathematics, music, physical education, science, and social science; critic teachers; supervisors of nursery school and kindergarten, and of primary, intermediate, and upper grade work; elementary and secondary school principals.

Two-Year Curricula: teachers in kindergarten-primary grades, teachers in grades above the primary.

One-Year Curriculum: teachers in rural schools.

FOUR-YEAR CURRICULA

Introductory Statement

The four-year curricula are organized to include majors and lead to the degree of Bachelor of Arts or to the degree of Bachelor of Science in specified lines. The specific courses that are required in the majors of each department are indicated in statements preceding the courses of instruction in each major line.

The different departments offer majors as follows:

Arts: Art, Industrial Arts
Education: Nursery School-Kindergarten Education, Kindergarten-Primary Education, Elementary Education, Opportunity Room Education.
English: English, Speech
Home Economics: Home Economics
Languages: French, German, Latin, Spanish
Mathematics and Commercial Education: Mathematics, Commercial Education
Music: School Music (Vocal), School Music (Instrumental), Applied Music
Physical Education for Men: Physical Education (Men)
Physical Education for Women: Physical Education (Women)
Science: Biological Science, Chemistry, Physics, Earth Science, Agriculture
Social Science: History, Government, Economics and Sociology
Teaching: Teaching and Critic Training

The work of a minor may be selected from courses in psychology or music and from any major line except applied music, elementary education, kindergarten-primary education, nursery school-kindergarten education, opportunity room education, school music (instrumental), school music (vocal), and teaching and critic training. The requirements of a minor are indicated in connection with the statement of the courses offered by the department.

A student on the curriculum leading to the degree of Bachelor of Arts must choose a major and two minors 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.

A student on a curriculum leading to the degree of Bachelor of Science in a specified major line must choose the major and the required number of minors before registering for work 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 of the department in which the major is chosen is the adviser of the student.

With the consent of the adviser 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 of this institution, at least 30 hours of credit earned in the junior and senior years in residence at this institution, at least 90 hours of credit earned in courses not open to freshmen, and at least 60 hours of credit earned in courses open only to juniors and seniors.

Twenty hours of the work of a major must be in courses not open to freshmen and 10 hours must be in courses open only to juniors and seniors.

Completion of the two-year curriculum for teachers in kindergarten-primary grades entitles the student to at least 90 hours of credit toward the degree of Bachelor of Arts with a major in nursery school-kindergarten education or kindergarten-primary education or toward the degree of Bachelor of Science in Elementary Education or the degree of Bachelor of Science in Opportunity Room Education. Completion of the two-year curriculum for teachers in grades above the primary entitles the student to at least 90 hours of credit toward a degree if the major is elementary education or opportunity room education.

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 done.

Not more than 15 hours of teaching may be used in meeting the requirements for a degree.

Not more than 10 hours nor less than 8 hours of physical education for men from courses 351-354, 451-456, 458, 460-462 may be used in meeting the requirements for a degree unless the work in question is used in meeting the requirements of a major or a minor in physical education (men).

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 LEADING TO THE DEGREE OF BACHELOR OF ARTS**

**Requirements for the Degree**

**Education and Psychology—Total 22 hours except as indicated**

If the major is other than nursery school-kindergarten education, kindergarten-primary education, elementary education, or teaching and critic training, the requirement is as follows:

Psychology 315: Educational Psychology B—5 hours

Psychology 416: Psychology of Adolescence—3 hours.

Education 305: Introduction to Secondary Education—5 hours

Education 425: Statistical Methods in Education—2 hours

Education 460: Methods and Measurements in the High School—5 hours

Special methods in the student's major line (course 490 or above)—2 hours

**English—Total 10 to 15 hours**

English 1: English I (if release from this course has not been granted)—5 hours
Five hours of work from other courses in composition or from Speech 335, 336, and 465
Five hours of work from language and literature.

Foreign Language (French, German, Latin, Spanish)—Total 0 to 20 hours
If a student presents entrance credit for 3 or more units of one foreign language or of two foreign languages, no foreign language; for 2 to 2½ units in one foreign language, 5 hours of work in the same language or 15 hours of work in a new foreign language; for 1 unit to 1½ units in one foreign language, 10 hours of work in the same language or 15 hours of work in a new foreign language; for no foreign language, 20 hours of work in foreign language.

The required work in foreign language must be taken in the freshman year unless with the consent of the adviser it is postponed until the sophomore year.

Mathematics, Science 15 and 16, Biological Science, Chemistry, Physics, Earth Science—Total 15 to 20 hours
Science 15: Survey of Biological Sciences—5 hours
Science 16: Survey of Physical Sciences—5 hours
Five hours of additional work in the group, if a student presents entrance credit for 4½ or more units in this group of subjects; 10 hours of additional work, if student presents less than 4½ units.

Social Science—Total 10 to 15 hours
Social Science 10 or 400: Contemporary Affairs A or B—The combined credit, 2 hours
Government 132: American Government—5 hours
Three additional hours of social science, if a student presents entrance credit for 3 or more units of social science; 8 additional hours, if a student presents less than 3 units of social science.

Teaching—Total 8 hours
Teaching 400: High School Observation and Participation—2 hours
Teaching 408: High School Teaching—6 hours

Electives: Electives to make a total of 180 hours
The work of a student must include a major, two minors, and 120 hours in English, mathematics, Science 15 and 16, biological science, chemistry, physics, and earth science, and from courses offered in the departments of Education, Teaching, Languages, and Social Science. The adviser may release the student from one of the two minors if the student enters the college with 90 or more hours of college credit.
The work in Physical Education 01 for women students must include Elements of Motor Skills except that a student whose major is in the Department of Music must take Fundamentals of Rhythmic Education instead of Elements of Motor Skills, and a student whose major is art or speech may take Fundamentals of Rhythmic Education instead of Elements of Motor Skills.

For further details, see Four-Year Curricula—Introductory Statement (page 46) and General Requirements for Graduation (page 43).

### CURRICULA LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN SPECIFIED MAJOR LINES

#### Requirements for the Degree of Bachelor of Science in Agriculture

**Education and Psychology**—Total 22 hours
- Psychology 315: Educational Psychology B—5 hours
- Psychology 416: Psychology of Adolescence—3 hours
- Education 305: Introduction to Secondary Education—5 hours
- Education 425: Statistical Methods in Education—2 hours
- Education 460: Methods and Measurements in the High School—5 hours
- Agriculture 494: Methods in Agriculture—2 hours

**English**—Total 10 to 15 hours
- English 1: English I (if release from this course has not been granted)—5 hours
- English 300: Advanced Exposition—5 hours
- Elective—5 hours

**Science**—Total 20 hours
- Science 15: Survey of Biological Sciences—5 hours
- Science 16: Survey of Physical Sciences—5 hours
- Earth Science 60: Principles of Physiography—5 hours
- Earth Science 462: Climatology—5 hours

**Social Science**—Total 12 hours
- Social Science 10 or 400: Contemporary Affairs A or B—The combined credit, 2 hours
- Government 132: American Government—5 hours
- Economics 152: Principles of Economics I—5 hours

**Teaching**—Total 8 hours
- Teaching 400: High School Observation and Participation—2 hours
- Teaching 408: High School Teaching—6 hours
Agriculture—Total 25 hours
Agriculture 380: Dairy Cattle—3 hours
Agriculture 382: Beef Cattle and Sheep—3 hours
Agriculture 386: Swine—2 hours
Agriculture 484: Farm Poultry—2 hours
Agriculture 487: Farm Management—3 hours
Agriculture 488: Marketing Agricultural Products—3 hours
Agriculture 494: Methods in Agriculture—2 hours
Electives in Agriculture—7 hours

Electives: Electives to make a total of 180 hours
The work of a student must include two minors.
For further details, see Four-Year Curricula—Introductory Statement (page 46) and General Requirements for Graduation (page 43).

Requirements for the Degree of Bachelor of Science in Commercial Education

Education and Psychology—Total 22 hours
Psychology 315: Educational Psychology B—5 hours
Psychology 416: Psychology of Adolescence—3 hours
Education 305: Introduction to Secondary Education—5 hours
Education 425: Statistical Methods in Education—2 hours
Education 460: Methods and Measurements in the High School—5 hours
Commercial Education 495 or 496: The Teaching of Shorthand and Typewriting or the Teaching of Bookkeeping—2 hours

English—Total 10 to 15 hours
English 1: English I (if release from this course has not been granted)—5 hours
Five hours of work from other courses in composition or from Speech 335, 336, and 465
Five hours of work from language and literature.

Mathematics, Science 15 and 16, Biological Science, Chemistry, Physics, Earth Science—Total 15 to 20 hours
Science 15: Survey of Biological Sciences—5 hours
Science 16: Survey of Physical Sciences—5 hours
Earth Science 362: Commercial and Industrial Geography—5 hours
Five hours of additional work in the group, if a student presents entrance credit for less than 4½ units in this group of subjects.
Social Science—Total 10 to 15 hours
   Social Science 10 or 400: Contemporary Affairs A or B—The combined credit, 2 hours
   Government 132: American Government—5 hours
   Three hours of additional work in social science, if a student presents entrance credit for 3 or more units of social science; 8 hours of additional work, if a student presents less than 3 units.

Teaching—Total 8 hours
   Teaching 400: High School Observation and Participation—2 hours
   Teaching 408: High School Teaching—6 hours

Commercial Education—Total 40 hours
   Commercial Education 01 or 02: Penmanship—1 quarter
   Commercial Education 154 and 155 or 155 and 156: Typewriting I and II or II and III—2 hours
   Commercial Education 495 or 496: The Teaching of Shorthand and Typewriting or The Teaching of Bookkeeping—2 hours
   At least 36 hours of elective work in commercial education. Twenty hours of the work in commercial education must be from courses not open to freshmen and 10 hours from courses open only to juniors and seniors.

Electives: Electives to make a total of 180 hours
   The work of a student must include two minors and 105 hours in English, mathematics, Science 15 and 16, biological science, chemistry, physics, and earth science, and from courses offered in the departments of Education, Teaching, Languages, and Social Science.
   The work in Physical Education 01 for women students must include Elements of Motor Skills.

For further details, see Four-Year Curricula—Introductory Statement (page 46) and General Requirements for Graduation (page 43).

Requirements for the Degree of Bachelor of Science in Elementary Education

To meet the requirements for the degree of Bachelor of Science in Elementary Education the student must complete the requirements for graduation from the two-year curriculum for teachers in the kindergarten-primary grades or the two-year curriculum for teachers in grades above the primary and additional work as follows:
Education and Psychology

Psychology 416: Psychology of Adolescence—3 hours
Education 425: Statistical Methods in Education—2 hours
Education 436: Reading and Language in the Elementary School—5 hours unless the student has credit in Education 36 or 435
Education 441: The Social Studies Program in the Elementary School—5 hours unless the student has credit in Education 38 or 440
Education 455: Tests and Measurements for the Elementary School—3 hours
Education 470: Elementary School Supervision—5 hours
Education 475: School Administration—5 hours

English and Speech

The combined work of the two-year curriculum and the four-year curriculum must include:
Ten hours of English composition
Speech 485: Speech Correction—5 hours
Electives in English or speech—10 hours

Mathematics and Science

The combined work of the two-year curriculum and the four-year curriculum must include:
Earth Science 162: Elements of Geography—5 hours
Mathematics 10: Principles of Elementary Mathematics I—5 hours or Mathematics 408: Principles of Elementary Mathematics II—3 hours
Electives to make a total of 25 hours in mathematics and science

Social Science

The combined work of the two-year curriculum and the four-year curriculum must include:
Social Science 10 or 400: Contemporary Affairs A or B—The combined credit, 2 hours
Government 132: American Government
American history—10 hours
Electives to make a total of 25 hours from courses in the Department of Social Science.

Teaching

A student who took only 10 hours of work in Teaching on a two-year curriculum must take 5 hours of additional work in Teaching unless released from this requirement by the Head of the Department of Teaching.
Electives: Electives to make a total of 180 hours.
For further details, see Four-Year Curricula—Introductory Statement (page 46) and General Requirements for Graduation (page 43).

Requirements for the Degree of
... Bachelor of Science in Home Economics

Education and Psychology—Total 22 hours
- Psychology 315: Educational Psychology B—5 hours
- Psychology 416: Psychology of Adolescence—3 hours
- Education 305: Introduction to Secondary Education—5 hours
- Education 425: Statistical Methods in Education—2 hours
- Education 460: Methods and Measurements in the High School—5 hours
- Home Economics 490: Methods in Home Economics—2 hours

English—Total 10 to 15 hours
- English 1: English I (if release from this course has not been granted)—5 hours
- English 100: Description and Narration—5 hours
- Five hours of work from language and literature

Science—Total 28 to 33 hours
- Science 15: Survey of Biological Sciences—5 hours
- Science 16: Survey of Physical Sciences—5 hours
- Biological Science 11: Physiology—5 hours
- Chemistry 121 and 122: Inorganic Chemistry I * and II—10 hours
- Chemistry 321: Organic Chemistry—5 hours
- Chemistry 328: Chemistry of Foods and Nutrition—3 hours

Social Science—Total 7 hours
- Social Science 10 or 400: Contemporary Affairs A or B—The combined credit, 2 hours
- Government 132: American Government—5 hours

Art—Total 7 ½ hours
- Art 115: Design I—2 ½ hours
- Art 380: Art Appreciation—5 hours

Teaching—Total 8 hours
- Teaching 400: High School Observation and Participation—2 hours
- Teaching 408: High School Teaching—6 hours

*No credit for a student who presents entrance credit for 1 unit of chemistry.
Home Economics—Total 47 hours
  Home Economics 10: Textiles—3 hours
  Home Economics 11: Costume Design—3 hours
  Home Economics 12: House Furnishing and Decoration—3 hours
  Home Economics 300: Child Care—3 hours
  Home Economics 321: Foods I—4 hours
  Home Economics 322: Foods II—4 hours
  Home Economics 401: Clothing I—4 hours
  Home Economics 402: Clothing II—4 hours
  Home Economics 420: Meal Planning and Serving—3 hours
  Home Economics 440: Advanced Nutrition—4 hours
  Home Economics 450: Home Management—5 hours
  Home Economics 451: Problems of Consumers—5 hours
  Home Economics 490: Methods in Home Economics—2 hours

Electives: Electives to make a total of 180 hours
  The work of a student must include two minors.
  The work in Physical Education 01 must include Elements of Motor Skills.

  For further details, see Four-Year Curricula—Introductory Statement (page 46) and General Requirements for Graduation (page 43).

Requirements for the Degree of Bachelor of Science in Industrial Arts

Education and Psychology—Total 22 hours
  Psychology 315: Educational Psychology B—5 hours
  Psychology 416: Psychology of Adolescence—3 hours
  Education 305: Introduction to Secondary Education—5 hours
  Education 425: Statistical Methods in Education—2 hours
  Education 460: Methods and Measurements in the High School—5 hours
  Industrial Arts 490: The Teaching of Industrial Arts—2 hours

English—Total 10 to 15 hours
  English 1: English I (if release from this course has not been granted)—5 hours
  English 100: Description and Narration—5 hours
  Five hours of work from language and literature

Science—Total 20 hours
  Science 15: Survey of Biological Sciences—5 hours
  Science 16: Survey of Physical Sciences—5 hours
  Physics 140: Mechanics—5 hours
  Physics 343: Heat, Electricity, and Magnetism—5 hours
Social Science—Total 10 hours
  Social Science 10 or 400: Contemporary Affairs A or B—The combined credit, 2 hours
  Government 132: American Government—5 hours
  Elective—3 hours

Art—Total 2½ hours
  Art 112: Perspective—2½ hours

Teaching—Total 8 hours
  Teaching 400: High School Observation and Participation—2 hours
  Teaching 408: High School Teaching—6 hours

Industrial Arts—Total 38½ hours
  Industrial Arts 40: Metal Work I—2½ hours
  Industrial Arts 110: Industrial Arts Design—3 hours
  Industrial Arts 115: Wood Finishing—2 hours
  Industrial Arts 310: Mechanical Drawing I—2 hours
  Industrial Arts 311: Mechanical Drawing II—3 hours
  Industrial Arts 312: Mechanical Drawing III—3 hours
  Industrial Arts 320: Woodwork I—3 hours
  Industrial Arts 321: Woodwork II—2 hours
  Industrial Arts 322: Woodwork III—2 hours
  Industrial Arts 415: Architectural Drawing—3 hours
  Industrial Arts 425: Woodwork IV—5 hours
  Industrial Arts 480: The Planning and Equipment of the School Shop—3 hours
  Industrial Arts 485: Organization and Administration of Industrial Arts—3 hours
  Industrial Arts 490: The Teaching of Industrial Arts—2 hours

Electives: Electives to make a total of 180 hours
  The work of a student must include one minor.
  For further details, see Four-Year Curricula—Introductory Statement (page 46) and General Requirements for Graduation (page 43).

Requirements for the Degree of Bachelor of Science in Opportunity Room Education

To meet the requirements for the degree of Bachelor of Science in Opportunity Room Education a student must complete the two-year curriculum for teachers in kindergarten-primary grades or the two-year curriculum for teachers in grades above the primary and in addition the following work:
Education and Psychology

Psychology 408: Personality Development of Children—3 hours
Psychology 412: Mental Hygiene—2 hours
Education 425: Statistical Methods in Education—2 hours
Education 436: Reading and Language in the Elementary School—5 hours unless the student has credit in Education 36 or 435
Education 441: The Social Studies Program in the Elementary School—5 hours unless the student has credit in Education 38 or 440
Education 444: The Education of Exceptional Children—5 hours
Education 458: Mental Tests—2 hours
Education 466: The Elementary School Curriculum—3 hours

Speech

Speech 485: Speech Correction—5 hours

Biological Science

Biological Science 412: Heredity—3 hours

Social Science

Social Science 10 or 400: Contemporary Affairs A or B—The combined credit, 2 hours
Sociology 358: General Sociology—5 hours
Sociology 360: Social Problems—2 hours
Sociology 472: Crime and Poverty—5 hours

Industrial Arts

Industrial Arts 320: Woodwork I—3 hours
Industrial Arts 321: Woodwork II—2 hours

Physical Education

Physical Education 100: First Aid to the Injured—2 hours
Physical Education 303: Club and Camp Leadership—3 hours

Teaching: Additional teaching to make a total of 15 hours of teaching

Electives: Electives to make a total of 180 hours.

For further details, see Four-Year Curricula—Introductory Statement (page 46) and General Requirements for Graduation (page 43).
Requirements for the Degree of Bachelor of Science in Physical Education

Requirements for Men

Education and Psychology—Total 22 hours
Psychology 315: Educational Psychology B—5 hours
Psychology 416: Psychology of Adolescence—3 hours
Education 305: Introduction to Secondary Education—5 hours
Education 425: Statistical Methods in Education—2 hours
Education 460: Methods and Measurements in the High School—5 hours
Physical Education 490: Methods in Physical Education—2 hours

English and Speech—Total 10 to 15 hours
English 1: English I (if release from this course has not been granted)—5 hours
English 100: Description and Narration—5 hours
Speech 110: Public Speaking—5 hours

Science—Total 20 hours
Science 15: Survey of Biological Sciences—5 hours
Science 16: Survey of Physical Sciences—5 hours
Biological Science 11: Physiology—5 hours
Biological Science 300: Hygiene and Sanitation—5 hours

Social Science—Total 10 to 15 hours
Social Science 10 or 400: Contemporary Affairs A or B—The combined credit, 2 hours
Government 132: American Government—5 hours
Three hours of additional work in social science, if a student presents entrance credit for 3 or more units of social science; 8 hours of additional work, if a student presents less than 3 units.

Teaching—Total 8 hours
Teaching 400: High School Observation and Participation—2 hours
Teaching 408: High School Teaching—6 hours

Physical Education—Total 38 to 42 hours
Physical Education 300: Anatomy—5 hours
Physical Education 455: Gymnastics—2 hours
Physical Education 456: Swimming—2 hours
Physical Education 457: Activities for Schools—2 hours
Physical Education 463: Athletic Training and Conditioning—2 hours
Physical Education 471: History and Principles of Physical Education—3 hours
Physical Education 472: Supervision of Physical Education—3 hours
Physical Education 473: Organization and Administration of Physical Education—3 hours
Physical Education 490: Methods in Physical Education—2 hours
Football—5 or 6 hours
Basketball—5 or 6 hours
Baseball—2 or 3 hours
Track and Field—2 or 3 hours

Electives: Electives to make a total of 180 hours

For further details, see Four-Year Curricula—Introductory Statement (page 46) and General Requirements for Graduation (page 43).

Requirements for Women

Education and Psychology—Total 22 hours
Psychology 315: Educational Psychology B—5 hours
Psychology 416: Psychology of Adolescence—3 hours
Education 305: Introduction to Secondary Education—5 hours
Education 425: Statistical Methods in Education—2 hours
Education 460: Methods and Measurements in the High School—5 hours
Physical Education 491: Principles of Physical Education—2 hours

English and Speech—Total 15 to 20 hours
English 1: English I (if release from this course has not been granted)—5 hours
Five hours additional composition
Five hours from language and literature
Speech—5 hours

Science—Total 20 hours
Science 15: Survey of Biological Sciences—5 hours
Science 16: Survey of Physical Sciences—5 hours
Biological Science 11: Physiology—5 hours
Biological Science 100: Animal Biology—5 hours

Social Science—Total 10 hours
Social Science 10 or 400: Contemporary Affairs A or B—The combined credit, 2 hours
Government 132: American Government—5 hours
Elective in social science—3 hours
Home Economics—Total 3 hours
   Home Economics 60: Nutrition of Children—3 hours

Teaching—Total 8 hours
   Teaching 400: High School Observation and Participation—2 hours
   Teaching 408: High School Teaching—6 hours

Physical Education—Total 46 hours
   Physical Education 100: First Aid to the Injured—2 hours
   Physical Education 300: Anatomy—5 hours
   Physical Education 301: Kinesiology—3 hours
   Physical Education 303: Club and Camp Leadership—3 hours
   Physical Education 305: Play and Recreational Leadership—3 hours
   Physical Education 401: The Dance in Education—2 hours
   Physical Education 402: The Teaching of Basketball and Swimming—3 hours
   Physical Education 403: The Teaching of Hockey, Soccer, and Tennis—2 hours
   Physical Education 404: The Teaching of Baseball and of Track and Field—3 hours
   Physical Educational 405: Tests and Measurements in Physical Education—2 hours
   Physical Education 406: Administration of Physical Education—3 hours
   Physical Education 407: School Health Problems—5 hours
   Physical Education 408: Therapeutic Exercise—2 hours
   Physical Education 409: Physical Diagnosis—3 hours
   Physical Education 410: Physiology of Exercise—3 hours
   Physical Education 491: Principles of Physical Education—2 hours

Each student must pass a test in the playing of piano accompaniments for rhythmic work in physical education.

Electives: Electives to make a total of 180 hours
   The work of a student must include one minor.
   Four courses in Physical Education 01 are required each quarter unless the student is released by the adviser from work in excess of the general requirement in Physical Education 01.

   For further details, see Four-Year Curricula—Introductory Statement (page 46) and General Requirements for Graduation (page 43).
**TWO-YEAR CURRICULA**

**General Regulations**

A minimum of 90 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 done.

For a full statement of the requirements in Physical Education 01, see General Requirements for Graduation (page 43).

**Curriculum for Teachers in Kindergarten-Primary Grades**

### First Year

<table>
<thead>
<tr>
<th>Hours</th>
<th></th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Education 10</strong>: Introduction to Elementary Education</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Education 25</strong>: Reading and Mathematics for Primary Grades</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Education 30</strong>: Language and Literature for Kindergarten Primary Grades</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Psychology 20</strong>: Child Psychology</td>
<td>5</td>
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<td></td>
<td><strong>Art 20</strong>: Art for Kindergarten-Primary Grades</td>
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<tr>
<td></td>
<td><strong>Art 110</strong>: Art Essentials</td>
<td>2½</td>
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<tr>
<td></td>
<td><strong>Industrial Arts 21</strong>: Industrial Arts for Kindergarten-Primary Grades</td>
<td>2½</td>
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<tr>
<td></td>
<td><strong>English 1</strong>: English I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>English 100</strong>: Description and Narration</td>
<td>5</td>
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<tr>
<td></td>
<td><strong>Music 10</strong>: Elements of Music</td>
<td>2½</td>
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<tr>
<td></td>
<td><strong>Music 11</strong>: Music for Kindergarten-Primary Grades</td>
<td>2</td>
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<tr>
<td></td>
<td><strong>History 14</strong>: American History to 1865</td>
<td>5</td>
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<tr>
<td></td>
<td><strong>Teaching 02</strong>: Directed Observation of Kindergarten-Primary Work</td>
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Physical Education 01 each fall, winter, and spring quarter

### Second Year

<table>
<thead>
<tr>
<th>Hours</th>
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<tbody>
<tr>
<td></td>
<td><strong>Education 310</strong>: Methods in the Kindergarten</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Speech 20</strong>: Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Home Economics 60</strong>: Nutrition of Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Science 16</strong>: Survey of Physical Sciences</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Biological Science 10</strong>: Nature Study, General Science A</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Biological Science 12</strong>: Health Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Earth Science 162</strong>: Elements of Geography</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Social Science 10</strong>: Contemporary Affairs A</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Government 132</strong>: American Government</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>History 304</strong>: American History since 1865</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Teaching 304</strong>: Kindergarten-Primary Teaching</td>
<td>10</td>
</tr>
</tbody>
</table>

Physical Education 01 each fall, winter, and spring quarter
Notes

1. With the consent of the Head of the Department of Teaching 5 hours of Nursery School Teaching (Teaching 302) may be substituted for 5 hours of Teaching 304.

2. Students on this curriculum are not permitted to take American Government or Health Education until they have registered for Kindergarten-Primary Teaching.

3. The work in Physical Education 01 must include Physical Education for Primary Grades and Fundamentals of Rhythmic Education.

4. A student who has completed this curriculum may use all the credit in meeting the requirements for the degree of Bachelor of Arts with a major in nursery school-kindergarten education, kindergarten-primary education, or teaching and critic training, and for the degree of Bachelor of Science in Elementary Education or in Opportunity Room Education.

5. To receive the standard elementary certificate a student who has been released from English I must have credit for 5 hours of additional work in English.

6. For further details, see General Requirements for Graduation (page 43) and Two-Year Curricula—General Regulations (page 61).

Curriculum for Teachers in Grades Above the Primary

First Year

<table>
<thead>
<tr>
<th>Hours</th>
<th>Education 10: Introduction to Elementary Education</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Education 36: The Teaching of Reading and Spelling</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Education 38: The Teaching of Social Studies in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Education 45: Elementary School Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Psychology 15: Educational Psychology A</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>English 1: English I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>English 100: Description and Narration</td>
<td>5</td>
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<tr>
<td></td>
<td>Physical Education 01 each fall, winter, and spring quarter</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours</th>
<th>Speech 20: Fundamentals of Speech</th>
<th>3</th>
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<tbody>
<tr>
<td></td>
<td>Art 110: Art Essentials</td>
<td>2½</td>
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<tr>
<td></td>
<td>Industrial Arts 22: Industrial Arts</td>
<td>2½</td>
</tr>
<tr>
<td></td>
<td>Music 10: Elements of Music</td>
<td>2½</td>
</tr>
<tr>
<td></td>
<td>Music 12: Music for Intermediate Grades</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Biological Science 10: Nature Study, General Science A</td>
<td>5</td>
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<tr>
<td></td>
<td>Social Science 10: Contemporary Affairs A</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Teaching 01: Directed Observation of Intermediate Grade Work</td>
<td></td>
</tr>
</tbody>
</table>

Second Year

| Hours   | English 305: Literature for Intermediate Grades | 3 |
|---------| Mathematics 10: Principles of Mathematics I | 5 |
|         | Science 16: Survey of Physical Sciences | 5 |
|         | Biological Science 12: Health Education | 3 |
|         | Earth Science 162: Elements of Geography | 5 |
|         | Physical Education 01 each fall, winter, and spring quarter |

| Hours   | Government 132: American Government | 3 |
|---------| History 14: American History to 1865 | 5 |
|         | History 304: American History since 1865 | 5 |
|         | Teaching 306: Intermediate Grade Teaching | 10 |
|         | Commercial Education 01: Penmanship |

Notes

1. A student who shows suitable proficiency in penmanship may be released from the requirement in penmanship by the Head of the Department of Mathematics and Commercial Education.

2. Students on this curriculum are not permitted to take American Government or Health Education until they have registered for Intermediate Grade Teaching.

3. A student who has completed this curriculum may use all the credit in meeting the requirements for a degree with a major in elementary education or in opportunity room education.

4. The work in Physical Education 01 for women students must include Physical Education for Intermediate Grades.

5. 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.

6. To receive the standard elementary certificate a student who has been released from English I must have credit for 5 hours of additional work in English.

7. For further details, see General Requirements for Graduation (page 43) and Two-Year Curricula—General Regulations (page 61).

ONE-YEAR CURRICULUM

Curriculum for Teachers in Rural Schools

<table>
<thead>
<tr>
<th>Hours</th>
<th>Education 35: Elementary School Methods</th>
<th>5</th>
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<tbody>
<tr>
<td>Hours</td>
<td>Education 50: Rural School Management</td>
<td>5</td>
</tr>
<tr>
<td>Hours</td>
<td>English 1: English I</td>
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<tr>
<td>Hours</td>
<td>Mathematics 10: Principles of Elementary Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>Hours</td>
<td>Music 10: Elements of Music</td>
<td>2½</td>
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<tr>
<td>Hours</td>
<td>Art 110: Art Essentials</td>
<td>2½</td>
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<tr>
<td>Hours</td>
<td>Biological Science 10: Nature Study, General Science A or Science 16: Survey of Physical Sciences</td>
<td>5</td>
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</table>

<table>
<thead>
<tr>
<th>Hours</th>
<th>Earth Science 162: Elements of Geography</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Hours</td>
<td>Government 132: American Government</td>
<td>3</td>
</tr>
<tr>
<td>Hours</td>
<td>History 14: American History to 1865</td>
<td>5</td>
</tr>
<tr>
<td>Hours</td>
<td>Teaching 5: Rural Observation and Teaching</td>
<td>2½</td>
</tr>
<tr>
<td>Hours</td>
<td>Commercial Education 01: Penmanship</td>
<td></td>
</tr>
</tbody>
</table>

Physical Education 01 each fall, winter, and spring quarter
Notes

1. A student who completes this curriculum may receive a certificate of completion of the rural teacher curriculum and when eighteen years of age a rural teacher's state certificate.

2. With the exception of the credit in Teaching 5 and 2 hours of the credit in Education 50, the credit earned on this curriculum may be used in meeting the requirements of the curriculum for teachers in grades above the primary.

3. A student who shows suitable proficiency in penmanship may be released from the requirement in penmanship by the Head of the Department of Mathematics and Commercial Education.

4. The work in Physical Education 01 for women students must include Physical Education for Intermediate Grades.

5. For further details, see General Requirements for Graduation (page 43) and Two-Year Curricula—General Regulations (page 61).
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.

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

Charles H. Bailey, B. S., Professor of Industrial Arts and Head of the Department
Bertha L. Patt, Professor of Art
Agnes B. Cole, M. A., Assistant Professor of Art
Corley Agnes Conlon, M. A., Instructor in Art
John W. Horns, M. A., Instructor in Art
Harold G. Palmer, M. A., Instructor in Industrial Arts

1. Art

A major in art must include Art 110, 111, 112, 115, 125, 312, 480, 489, 490; 7½ hours from Art 315, 330, 405, 410, 475; and 5 hours from Art 340, 375, and 425.

The work of a student whose major is art must include Industrial Arts 22.

A minor in art consists of at least 20 hours of work in art.

20. *Art for Kindergarten-Primary Grades—2½ hours. Credit only on the curriculum for teachers in kindergarten-primary grades and for a student whose major is nursery school-kindergarten education or kindergarten-primary education. No credit for a student who has credit for Art 111. Prerequisite: Art 110. Daily.

*Art 20 may be counted toward a minor in art for those students who can use credit in this course toward graduation.
110. **Art Essentials**—2½ hours. No credit for a student who has credit for Drawing I. Basic course arranged primarily for elementary school teachers. Drawing, design, and color. Fundamental art theory and applications. Daily.

111. **Drawing and Painting I**—2½ hours. No credit for a student who has credit for Art 20. Mass drawing in light and shade. Figure drawing and illustration. Prerequisite: Art 110 and 112. Daily.

112. **Perspective**—2½ hours. Type forms, single objects, groups of objects. Linear and aerial perspective. Daily.


125. **Art Crafts I**—2½ hours. No credit for a student who has credit for Applied Arts I. Drawing and design applied to different spaces, materials, and objects. Prerequisite: Art 115 or equivalent preparation. Daily.

312. **Drawing and Painting II**—2½ hours. Freehand drawing with emphasis upon fundamental principles of representation and upon accuracy of delineation. Reflections, shiny objects with backgrounds, costumed figures. Pen and ink drawing. Prerequisite: Art 110 and 112. Daily.

315. **Interior Design**—2½ hours. Design and color as applied to the home. Room interiors showing arrangement of pictures, windows, draperies, and furniture. Prerequisite: Art 110 and 112. Daily.

330. **Lettering and Poster Design**—2½ hours. Principles of design and lettering applied in illustration and advertising. Prerequisite: Art 110. Daily.

340. **Art Metal Work**—2½ hours. Basic principles and operations of metal work applied to such materials as brass, copper, and pewter. Emphasis on design, materials, and finish. Daily.


380. **Art Appreciation**—5 hours. Examples of architecture, sculpture, painting, and handicraft.

405. **Water Color**—2½ hours. Study of color as applied to still life and landscape. Technique of water color painting. Prerequisite: Art 110 and 112, and 111 or 312. Daily.

410. **Figure Drawing and Painting**—2½ hours. Special problems in figure drawing and painting. Use of various media, including oils. Prerequisite: Art 110 and 112, and 111 or 312. Daily.
415. **Design II**—2½ hours. Prerequisite: Art 115 or equivalent preparation. Daily.

425. **Art Crafts II**—2½ hours. No credit for a student who has credit for Applied Arts II. Similar to Art Crafts I with applications to other spaces, materials, and objects. Prerequisite: Art 115 or equivalent preparation. Daily.

475. **Prints and Print Making**—2½ hours. Appreciation of fine prints; study of tools and manipulations in print making; the making of prints. Intaglio and planographic prints with attention to their uses in advertising and in school publications. Prerequisite: Art 112, and 111 or 312. Daily.

480. **History of Art**—5 hours. Architecture, painting, sculpture, and handicraft of different peoples.

489. **The Organization of Public School Art**—3 hours. The place and purpose of art in the public schools. Organization of art work in the public schools. Standards of appreciation, skills, and knowledge. Materials and equipment. Prerequisite: Art 110, 112, 115, 125, and 111 or 312.

490. **The Teaching of Art**—2 hours. This course has been approved as a course in education for a student whose major is art. Prerequisite: Art 110, 112, 115, 125, and 111 or 312, and Education 460.

### 2. Industrial Arts

A major in industrial arts must include Industrial Arts 40, 110, 115, 310, 311, 312, 320, 321, 322, 415, 425, 480, 485, and 490.

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

A minor in industrial arts consists of at least 20 hours of work in industrial arts.

For the requirements of the degree of Bachelor of Science in Industrial Arts, see page 55.

01. **Elementary Handwork**—Drill credit. Daily.

10. **Wood Turning**—2 hours. The wood-turning lathe. Various methods of turning. Laboratory work, 4 periods a week.

21. **Industrial Arts for Kindergarten-Primary Grades**—2½ hours. Credit only on the curriculum for teachers in kindergarten-primary grades and for a student whose major is nursery school-kindergarten education or kindergarten-primary education. A study of the modern conceptions of the nature and purposes of industrial arts activities at the kindergarten and primary levels. Development

*Industrial Arts 21 and 22 may be counted toward a minor in art for those students who can use credit in these courses toward graduation.*
of projects suitable for accomplishing these purposes through manipulative activities in which children may engage. Prerequisite: Art 110. Daily.

22. *Industrial Arts for Intermediate Grades—2½ hours. Credit only on the curriculum for teachers in grades above the primary and for a student whose major is art or elementary education. Industrial arts involved in the construction of shelter, and in the production of utensils, machines, and records. Weaving, pottery making, and book making. Fundamentals of design and color as applied to construction and decoration. Prerequisite: Art 110. Daily.


110. Industrial Arts Design—3 hours. General principles of constructive and decorative design as applied to wood and metal. Period styles in furniture. Recitation, 1 period a week; laboratory work, 4 periods a week.


120. Woodworking for Grade Teachers—1 hour. Credit only on the curricula for teachers in kindergarten-primary grades, in grades above the primary, in rural schools, and for a student whose major is nursery school-kindergarten education, kindergarten-primary education, or elementary education. Instruction in the use of woodworking tools and materials for the construction of projects employed in the teaching of children. Laboratory work, 2 periods a week.

310. Mechanical Drawing I—2 hours. Laboratory work, 4 periods a week.

311. Mechanical Drawing II—3 hours. Laboratory work, 6 periods a week.

312. Mechanical Drawing III—3 hours. Laboratory work, 6 periods a week.

Instruction in the use of drawing instruments, working drawings, blue printing, lettering, tracing, orthographic projections, isometric drawing, machine drawing. These courses must be taken in consecutive order.

320. Woodwork I—3 hours. Laboratory work, 6 periods a week.

*Industrial Arts 21 and 22 may be counted toward a minor in art for those students who can use credit in these courses toward graduation.
321. **Woodwork II**—2 hours. Laboratory work, 4 periods a week.

322. **Woodwork III**—2 hours. Laboratory work, 4 periods a week.

Study of tools and exercises in the use of tools. Materials of construction. Elementary cabinet work. These courses must be taken in consecutive order.

341. **Metal Work II**—2½ hours. Advanced tin plate and cold iron work; bench metal work; metal turning; metal spinning; simple forging; tool tempering; and soft metal casting. Prerequisite: Industrial Arts 40 or equivalent preparation. Daily.

350. **Automobile Mechanics I**—5 hours. The general care and repair of the automobile. Laboratory work, 10 periods a week.

415. **Architectural Drawing**—3 hours. Prerequisite: Industrial Arts 310 and 311. Laboratory work, 6 periods a week.

425. **Woodwork IV**—5 hours. Advanced problems in design and construction. Prerequisite: Industrial Arts 320, 321, and 322. Laboratory work, 10 periods a week.

430. **Cabinet Making**—5 hours. Design and construction applied to advanced cabinet projects. Period furniture. Emphasis upon detail and finish. Prerequisite: Industrial Arts 320, 321, 322, and 425. Laboratory work, 10 periods a week.

451. **Automobile Mechanics II**—5 hours. Intensive study of automobile engines and electrical equipment, with laboratory practice in adjustments, repairs, and replacements. Prerequisite: Industrial Arts 350. Laboratory work, 10 periods a week.


480. **The Planning and Equipment of the School Shop**—3 hours. Plans for buildings and rooms. Purchase and arrangement of equipment. Suitable equipment for special conditions. The cost of equipment, supplies, and maintenance.

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. This course has been approved as a course in education for a student whose major is industrial arts. Prerequisite: Psychology 315; Industrial Arts 310, 311, 320, 321; and Education 460.
EDUCATION

E. C. Denny, Ph.D., Professor of Education and Head of the Department
G. W. Walters, M. S., Professor of Education, Emeritus, Part-time Service
Hugh S. Buffum, Ph.D., Professor of Education
John W. Charles, Ph.D., Professor of Education
E. O. Finkenbinder, Ph.D., Professor of Education
Amy F. Arey, M.A., Associate Professor of Education
A. E. Brown, Ph.D., Associate Professor of Education
H. A. Riebe, Ph.D., Associate Professor of Education
John R. Slacks, M.A., Associate Professor of Rural Education
May Smith, M.A., Associate Professor of Education
Charles O. Todd, M.A., Associate Professor of Education
M. J. Wilcox, Ph.D., Associate Professor of Education

1. Psychology

A minor in psychology consists of at least 20 hours of work in psychology.

15. Educational Psychology A—5 hours. No credit for a student who has credit for Psychology 20 or 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 20. 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. Personality and behavior traits from infancy to maturity. Attitudes and their development.


414. Genetic Psychology—5 hours. Origin and development of consciousness in the child and in the race. 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. 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.

2. Education

A student whose major is nursery school-kindergarten education must complete all of the work of the two-year curriculum for teachers in kindergarten-primary grades and in the work of the junior and senior years must include Psychology 408 and 412; and Education 425, 442, 448, 450, 458, and 482.

A student whose major is kindergarten-primary education must complete all of the work of the two-year curriculum for teachers in kindergarten-primary grades and in the work of the junior and senior years must include Education 425, 442, 458, 464, and 482; and Psychology 408 or Home Economics 300.

A student whose major is elementary education and who desires the degree of Bachelor of Arts must complete the work in psychology and education required on the two-year curriculum for teachers in grades above the primary and in the work of the junior and senior years must include Education 425, 455, 470, and 475; and Psychology 416.

For the requirements of the degrees of Bachelor of Science in Elementary Education and Bachelor of Science in Opportunity Room Education see pages 52 and 56.

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. Credit only on the curriculum for teachers in kindergarten-primary grades and for a student whose major is nursery school-kindergarten education or kindergarten-primary education. 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. Credit only on the curriculum for teachers in kindergarten-primary grades and for a student whose major is nursery school-kindergarten education, kindergarten-primary education, elementary education, teaching and critic training, or opportunity room education. 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. No credit for a student who has credit for Education 40 (Rural School Methods.) 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. No credit for a student who has credit for Education 440 or 441. The materials, content, organization and techniques at the various grade levels in these fields.

45. Elementary School Management—3 hours. Credit toward a degree only for a student whose major is elementary education, teaching and critic training, or opportunity room education. 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. Credit toward a degree only for a student whose major is elementary education, teaching and critic training, or opportunity room education. No credit for a student who has credit for Education 45. The extra-instructional activities of the rural school teacher.

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. Credit only on the curriculum for teachers in kindergarten-primary grades and for a student whose major is nursery school-kindergarten education or kindergarten-primary education. Principles and methods of kindergarten teaching. Prerequisites: 10 hours of psychology and education.

*The Registrar is authorized to report this course as a course in English for a student who is graduated from the curriculum for teachers in kindergarten-primary grades.
331. **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.

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 foundations. Use of these methods in the construction of tests and the classification of pupils.

436. **Reading and Language in the Elementary School**—5 hours. No credit for a student who has credit for Education 36 or 435 (The Teaching of Reading and Spelling). The materials, content, organization and techniques at the various grade levels in these fields.

441. **The Social Studies Program in the Elementary School**—3 hours. Credit only for a student whose major is nursery school-kindergarten education, kindergarten-primary education, elementary education, or opportunity room education. No credit for a student who has credit for Education 38 or 440 (The Teaching of Social Studies in the Elementary School). Materials and methods. Integration of the social sciences in the elementary grades.

442. **Literature for Kindergarten-Primary Children**—5 hours. Credit only for a student whose major is nursery school-kindergarten education or kindergarten-primary education.

443. **Story Telling**—5 hours. Organization of stories for different age levels. Principles underlying successful story telling and practice in the application of these principles. Prerequisite: Education 442.

444. *The Education of Exceptional Children*—5 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.

448. **Current Literature of Child Development**—3 hours. Readings in scientific and popular publications on child development. Designed to acquaint students with the findings of research and methods by which these are brought to the average reader.

*This course may be counted as a course in education or as a course in psychology.*
450. **Parent Education**—5 hours. Problems of co-operation between home and school and of pre-parental education.

455. **Tests and Measurements for the Elementary School**—3 hours. Leading tests in the elementary school field; methods of administering and scoring tests; 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*—2 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. Credit only for a student whose major is nursery school-kindergarten education or kindergarten-primary education. Purpose, origin, construction, and function of the kindergarten-primary curriculum.

466. **The Elementary School Curriculum**—3 hours. Origin, function, purpose, and construction of the elementary school curriculum with special attention to the grades above the primary.

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.

*This course may be counted as a course in education or as a course in psychology.*
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.

478. Problems of Student Advisers—3 hours. Special problems of adolescence. A course for women only.

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.


484. Vocational Education—3 hours. History and problems of vocational education.


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 in 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 English (English 490)—2 hours. (Also used as education when the major is speech)
(d) Methods in Home Economics (Home Economics 490)—2 hours
(e) The Teaching of French (French 490)—2 hours
(f) The Teaching of German (German 490)—2 hours
(g) The Teaching of Latin (Latin 490)—2 hours
(h) The Teaching of Spanish (Spanish 490)—2 hours
(i) The Teaching of Secondary Mathematics (Mathematics 490)—2 hours
(j) The Teaching of Shorthand and Typewriting (Commercial Education 495)—2 hours
(k) The Teaching of Bookkeeping (Commercial Education 496)—2 hours
(l) The Teaching and Supervision of Music (Music 490)—2 hours

(m) Methods in Physical Education (Physical Education for Men 490)—2 hours
(n) Principles of Physical Education (Physical Education for Women 491)—2 hours
(o) The Teaching of the Biological Sciences (Biological Science 490)—2 hours
(p) The Teaching of the Physical Sciences (Physics 492)—2 hours. (Also used as education when the major is chemistry)
(q) The Teaching of Geography (Earth Science 493)—2 hours
(r) Methods in Agriculture (Agriculture 494)—2 hours
(s) The Teaching of the Social Sciences (History 490)—2 hours. (Also used as education when the major is government or economics and sociology)

ENGLISH

Samuel A. Lynch, M.A., Professor of English and Head of the Department
Lillian V. Lambert, M.Ph., Professor of English
Floyd W. Lambertson, Ph.D., Professor of Public Speaking
Selina M. Terry, M.A., Professor of English
W. B. Fagan, M.A., Associate Professor of English
Nelius O. Halvorson, Ph.D., Associate Professor of English
Anna Marie Sorenson, M.A., Associate Professor of English
Hazel B. Strayer, M.A., Associate Professor of Oral Interpretation
Bert E. Boothe, Ph.D., Assistant Professor of English
Harold A. Bosley, Ph.D., Assistant Professor of Biblical Literature
Katherine Buxbaum, M.A., Assistant Professor of English
George H. Holmes, M.A., Assistant Professor of Journalism
Arthur Ulric Moore, Ph.D., Assistant Professor of English
*Ida C. Rohlf, M.A., Assistant Professor of English
E. Arthur Robinson, Ph.D., Instructor in English

*On leave of absence.
1. English

English I, unless release from this course has been granted, is a prerequisite of all other courses in English.

A major in English must include 5 hours of English composition from courses not open to freshmen; English 315, 325, 440 and 441 or 442 and 443, 445, 460, 490, and 8 hours of elective work in English.

A minor in English consists of at least 20 hours of work in English, exclusive of English I.

English I may not be included in a major or a minor in English.

A. Composition


Freshmen who show on the basis of preliminary tests unusual ability in English composition will be excused from English I as a freshman requirement and as a prerequisite of other courses and will not be permitted to take English I for credit.

English 0—No credit. Freshman students not properly prepared for English I must register for English 0. During the first three weeks of any quarter students registered for English 0 may be advanced to English I without loss of credit in English I. All other students registered for English 0 must earn a passing grade in this course before registering for English I unless released from this requirement by the Head of the Department of English.

100. Description and Narration—5 hours. No credit for a student who presents credit for 6 semester hours of Freshman English.

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

310. Journalism 1—5 hours. News values; methods of obtaining, verifying, and presenting news; preparation of newspaper copy for publication; newspaper style and make-up.

400. Advanced Story Writing—5 hours. Technique of the short story. Writing of short stories. Prerequisite: 10 hours of English composition exclusive of English 310.

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


B. Language and Literature

10. Elements of Literature—5 hours. No credit for a student whose major is English. Characteristics of the chief kinds of literature. Reading of typical works. This course is recommended for those who take only one quarter of English literature.

15. American Prose Writers, 1825-1875—2 hours. No credit for a student whose major is English.

16. American Poets, 1825-1875—3 hours. No credit for a student whose major is English.

305. Literature for Intermediate Grades—3 hours. Credit only on the curriculum for teachers in grades above the primary and for a student whose major is elementary education, teaching and critic training, or opportunity room education. Study of the basic principles for the selection of literary material for the intermediate grades. The teaching of literature in the intermediate grades.

315. English Literature, 670-1625—5 hours. Important authors of the period, except Shakespeare, with special attention to Chaucer.

320. English Literature, 1625-1784—5 hours.

325. Shakespeare—5 hours. Intensive study of selected plays; reading of other plays; brief study of the non-dramatic works of Shakespeare.

420. English Literature, 1734-1832—5 hours.

425. English Literature, 1832-1880—5 hours.

430. Development of the English Drama—5 hours. English drama from its beginning to the time of Shakespeare.

435. The English Novel, 1740-1875—5 hours.

440. English Poets since 1875—2 hours.

441. English Prose Writers since 1875—3 hours.

442. American Poets since 1875—2 hours.
443. American Prose Writers since 1875—3 hours.

445. American Literature, 1640-1875—5 hours. No credit for a student who has credit for English 15 or 16.

450. Literary Criticism—5 hours. Prerequisite: 5 hours of English literature.

455. Technique of English Poetry—5 hours.


490. The Teaching of English—2 hours. Credit also as a course in education for a student whose major is English or speech. Prerequisite: 15 hours of English and Education 460.

2. Speech

English I, unless release from this course has been granted, is a prerequisite of all courses in speech with the exception of Speech 20.

A major in speech must include 38 hours of work in speech except that English 325 and 400, though not included in the speech major line, may be counted as a part of the 38-hour requirement.

The work of a student whose major is speech must include English 490.

A minor in speech consists of at least 20 hours of work in speech.

20. Fundamentals of Speech—3 hours. No credit for a student who has credit for Speech 110 or 115. Principally for teachers in the elementary grades.

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.

115. Oral Interpretation I—5 hours.

120. Oral Interpretation II—5 hours. Prerequisite: Speech 20, 115, 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. **Play Production I**—5 hours. Oral interpretation of a Shakespearean comedy, a modern comedy, and one-act plays. **Prerequisite:** Speech 120 or equivalent preparation.

355. **Stage Lighting**—2 hours

356. **Technique of Scene Construction**—3 hours. Recitations, 2 periods a week; laboratory work, 2 periods a week.

358. **Stage Make-up**—1 hour. Laboratory work, 2 periods a week.

465. **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 20 or 110.

470. **Pedagogy of Interpretation**—5 hours.

475. **Play Production II**—5 hours. Oral interpretation of a Shakespearean tragedy, a modern tragedy, and one-act plays. **Prerequisite:** Speech 120 or equivalent preparation.

480. **Design in the Theater**—5 hours. Scenic and costume design in the theater from the Greek period to the present. Recitations, 3 periods a week; laboratory work, 4 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:** Psychology 15 or 20 or 315.

3. **Religious Literature and Philosophy**

125. **The Bible as Literature**—5 hours.

130. **The Life of Jesus**—3 hours.


365. **Christian Ethics**—3 hours.

402. **Religions of the World**—5 hours. Study of the great religions which hold sway throughout the world.

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 teachings of significant thinkers from Plato to John Dewey.
COURSES OF INSTRUCTION

HOME ECONOMICS

Beatrice J. Geiger, Ph.D., Professor of Home Economics and Head of the Department
Bernice Allen, M.A., Assistant Professor of Home Economics
Mrs. T. Lucille McCall Reynolds, M.S., Instructor in Home Economics

A student who desires the degree of Bachelor of Arts with a major in home economics must include Home Economics 10, 11, 300, 321, 322, 401, 402, 420, 440, 451, and 490.

The work of a student whose major is home economics must include Art 115 and 380; English 100; Chemistry 121, 122, 321, and 328; Biological Science 11; and Government 132.

A minor in home economics consists of at least 20 hours of work in home economics.

For the requirements of the degree of Bachelor of Science in Home Economics, see page 54.

10. Textiles—3 hours. The chief fibres and materials used in clothing and house furnishings. Daily.

11. Costume Design—3 hours. Prerequisite: Art 115. Recitation, 1 period a week; laboratory work, 4 periods a week.

12. House Furnishing and Decoration—3 hours. Prerequisite: Art 115.

60. Nutrition of Children—3 hours. No credit after the completion of the freshman year for a student whose major is home economics.

61. Personal and Social Relationships—3 hours.

300. Child Care—3 hours.

321. Foods I—4 hours. Principles of cookery and the nutritive facts involved. Prerequisite: Chemistry 122 or equivalent preparation. Recitations, 2 periods a week; laboratory work, 4 periods a week.

322. Foods II—4 hours. Prerequisite: Chemistry 122 and Home Economics 321 or equivalent preparation. Recitations, 2 periods a week; laboratory work, 4 periods a week.

401. Clothing I—4 hours. No credit for a student who has credit for Home Economics 70. Problems in the selection and construction of clothing. Prerequisite: Home Economics 10 and 11. Recitations, 2 periods a week; laboratory work, 4 periods a week.
402. Clothing II—4 hours. No credit for a student who has credit for Home Economics 70 or 71. Prerequisite: Home Economics 401 or equivalent preparation. Recitations, 2 periods a week; laboratory work, 4 periods a week.

411. Applied Dress Design—3 hours. Historic dress design as applied to modern clothing. Oriental embroidery and appliqué. Prerequisite: Home Economics 402. Laboratory work, 6 periods a week.

412. Clothing Appreciation—2 hours. Prerequisite: Home Economics 11.

420. Meal Planning and Serving—3 hours. No credit for a student who has credit for Home Economics 72 or 471. Prerequisite: Home Economics 321 and 322. Recitation, 1 period a week; laboratory work, 4 periods a week.

430. Experimental Cookery—3 hours. Prerequisite: Home Economics 321 and 322. Recitation, 1 period a week; laboratory work, 4 periods a week.

440. Advanced Nutrition—4 hours. Principles of nutrition. The selection of food for normal individuals. Prerequisite: Home Economics 321 and 322; Chemistry 328 must precede or accompany this course. Recitations, 3 periods a week; laboratory work, 2 periods a week.

450. Home Management—5 hours. Prerequisite: Home Economics 321 and 322. Recitations, 3 periods a week; laboratory work, 4 periods a week.

451. Problems of Consumers—5 hours.

460. Weaving and Home Crafts—3 hours. Daily.

461. Personal and Family Finance—2 hours.

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.

Special Courses in Home Economics

A student whose major is home economics may not receive credit for the following courses in home economics.

70. Clothing Selection—5 hours. No credit for a student who has credit for Home Economics 401 and 402. Selection of garments from the standpoint of suitability, durability, fashion and beauty.

71. Clothing for Children—3 hours. No credit for a student who has credit for Home Economics 401 and 402. Selection, construction, alteration, and care of clothing for children. Daily.
72. **Food Preparation and Meal Service**—5 hours. No credit for a student who has credit for Home Economics 21 and 22 or 321 and 322 (Foods I and II). Recitations, 3 periods a week; laboratory work, 4 periods a week.

470. **Textiles and Clothing**—5 hours. No credit for a student who has credit in Home Economics 10, 401, 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 and 22 or 321 and 322 (Foods I and II) or Home Economics 72 or 420. Essentials of food selection and preparation and of meal planning and serving. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**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
Isabel Thomes, M.A., Associate Professor of Spanish and French
Homer C. Haddox, M.A., Assistant Professor of French and Spanish
Edna 0. Miller, M.A., Assistant Professor of Latin

1. **French**

A major in French must include French 490 and 38 hours of elective work in French except that 10 hours of credit in Spanish 301 to 406, though 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 French 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.

*French 103 must be completed before credit for French 101 or 102 may be used in meeting the requirements for graduation.
103. **French III**—5 hours. Reading of simple plays and stories. Prerequisite: one year of high-school French or equivalent preparation.

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

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

303. **French Short Stories**—3 hours. Prerequisite: French 301 or 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 Rostand’s Chantecler. 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.

408. **Edmond Rostand**—2 hours. Lyric and dramatic poetry of Edmond Rostand. 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.

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

2. **German**

A major in German must include German 490 and 38 hours of elective work in 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 (except German 490) 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.

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.

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

405. *History of German Literature*—3 hours. Prerequisite: German 301 and 10 hours of work from German 302, 303, 304, 305, 306, and 401.

490. *The Teaching of German*—2 hours. Credit also as a course in education for a student whose major is German. Prerequisite: German 301 and 10 hours of work from German 302, 303, 304, 305, 306, and 401, and Education 460.

3. 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, though 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 109, 110, 111, 301, 302, 401, 402, and 490.

All of the work of a minor in Latin (20 hours) must be selected from courses 107, 108, 109, 110, 111, 301, 302, 401, 402, and 496.
102. *Elementary Latin II—5 hours. Prerequisite: one year of high-school Latin or Latin 101 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.

105. Cicero's Orations II—5 hours. Selected orations. Prerequisite: two and one-half years of high-school Latin or Latin 104 or equivalent preparation.

106. Ovid—5 hours. Easy stories from the Metamorphoses. 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.


110. Pliny's Letters—5 hours. Prerequisite: four years of high-school Latin or equivalent preparation.

111. Epodes and Odes of Horace—5 hours. Prerequisite: Latin 109 or equivalent preparation.

301. Livy—5 hours. Prerequisite: Latin 109 or equivalent preparation.

302. Latin Composition—5 hours. Prerequisite: Latin 109 or equivalent preparation.


*Latin 103 must be completed before credit for Latin 101 or 102 may be used in meeting the requirements for graduation.
402. **Studies in Caesar**—5 hours. Interpretation of selections from the Gallic War and from the Civil War with attention to the historical background and to Roman military antiquities. Prerequisite: Latin 109 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 109 or equivalent preparation and Education 460.

4. **Spanish**

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

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 (except Spanish 490) 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.

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 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.

403. Spanish Classical Drama—3 hours. Study of Lope de Vega and Tirso de Molina. Prerequisite: Spanish 301 and 302 or equivalent preparation.

404. Calderon—2 hours. Prerequisite: Spanish 301 and 302 or equivalent preparation.

405. Galdos—3 hours. Novels and plays of Galdos. Prerequisite: Spanish 305 or equivalent preparation.

406. Spanish-American Literature—3 hours. General survey course designed to give an idea of the progress of letters in the various countries of Spanish America. Prerequisite: Spanish 305 and 307 or equivalent preparation.

490. The Teaching of Spanish—2 hours. Credit also as a course in education for a student whose major is Spanish. Prerequisite: Spanish 305 and 307, or equivalent preparation, and Education 460.

MATHMATICS AND COMMERCIAL EDUCATION

Ira S. Condit, M.A., Professor of Mathematics and Head of the Department

Emma F. Lambert, M.A., Professor of Mathematics

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

Charles W. Wester, M.A., Professor of Mathematics

Harry C. Cummins, B.Di., Associate Professor of Commercial Education

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

George R. Mach, M.S., Assistant Professor of Commercial Education

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

Julia M. Myers, M.A., Instructor in Commercial Education
1. **Mathematics**

A major in mathematics must include Mathematics 490 and 38 hours of elective work in mathematics except that Physics 340 and 441, though not included in the mathematics major line, may be counted as a part of the 38-hour requirement.

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

10. **Principles of Elementary Mathematics I**—5 hours. Essential subject matter and its organization; the technique of teaching elementary mathematics; diagnostic and remedial work; textbooks and supplementary materials.

100. **Mathematics I, College Algebra**—5 hours.

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

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

300. **Calculus I**—5 hours. Differential and integral calculus with applications. Prerequisite: Mathematics 102.

301. **Calculus II**—5 hours. Prerequisite: Mathematics 300.

302. **Calculus III**—5 hours. Taylor's theorem, series, theorem of the mean, partial differentiation surfaces, practical applications, easy differential equations. Prerequisite: Mathematics 301.

303. **Spherical Trigonometry**—2 hours. Prerequisite: Mathematics 101.

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

305. **Modern Geometry A, Projective Geometry**—3 hours. Prerequisite: Mathematics 101.


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

400. **Theory of Equations**—5 hours. The complex number and the system of numbers based upon the imaginary unit; 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 \( n \) unknowns. Prerequisite: Mathematics 300.
401. **Theoretical Mechanics A**—3 hours. Principles of dynamics and their application in the field of mathematical physics. Prerequisite: Mathematics 300.

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 300.

403. **Number Systems**—2 hours. Positive integers and operations with integers defined; negative, rational and irrational, and complex numbers; historical study of number development.

404. **Modern Algebra**—5 hours. Analytical trigonometry, hyperbolic functions, vectors, and introduction to functions of a complex variable. Prerequisite: Mathematics 300.

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 301.

406. **Statistical Measurement**—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. **Principles of Elementary Mathematics II**—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.

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.

2. **Commercial Education**

A major in commercial education must include Commercial Education 495 or 496 and 154 and 155 or 155 and 156, one quarter of work in penmanship, and 36 hours of elective work in commercial education except that Economics 354, though not included in the commercial education major line, may be counted as a part of the 36-hour requirement.
The work of a student whose major is commercial education must include Earth Science 362.

A minor in commercial education consists of at least 20 hours of work in commercial education.

For the requirements of the degree of Bachelor of Science in Commercial Education, see page 51.

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

02. Penmanship B—Drill credit. Prerequisite: Commercial Education 01.

50. *Shorthand I—5 hours. No credit for a student who presents entrance credit for 1 unit of shorthand. Principles of the Gregg System. Prerequisite: Commercial Education 154 or equivalent preparation.

51. Shorthand II—5 hours. Plate reading and dictation. Prerequisite: Commercial Education 50 or equivalent preparation.

150. Shorthand III—5 hours. Dictation, reporting, transcription of letters and lectures.

154. **Typewriting I—1 hour. No credit for a student who presents entrance credit for 1 unit of typewriting. Mechanism and operation of the typewriter with special attention to technique and rhythm. The standard of speed is fifteen to twenty-five words a minute. Daily.

155. **Typewriting II—1 hour. Practice in typing business letters, telegrams, drafts, and business papers. The standard of speed is from twenty-five to forty words a minute. Prerequisite: Commercial Education 154 or equivalent preparation. Daily.

156. **Typewriting III—1 hour. Typing of reports and manuscripts; tabulation of statistics; use and care of the mimeograph. The standard of speed is thirty-five to fifty words a minute. Prerequisite: Commercial Education 155 or equivalent preparation. Daily.

*Commercial Education 51 must be completed before credit for Commercial Education 50 may be used in meeting the requirements for graduation.

**A student whose major is commercial education may use in meeting the requirements for graduation 3 hours from Commercial Education 154, 155, and 156; other students may use credit in only one of these courses.
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**—5 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.

360. **Accounting I**—5 hours. Fundamental principles of accounting; theories 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.

450. **Commercial Law II**—3 hours. Prerequisite: Commercial Education 354.


452. **Secretarial Training II**—2 hours. The Library Bureau system of alphabetic, 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.

457. Business Ethics—2 hours.


460. Methods in Junior Business Training—3 hours. Clerical practices and office procedures on a level with the occupational opportunities of high-school students.

461. Problems in Commercial Education—2 hours. Field and objectives of commercial education; selection and organization of subject matter; equipment of commercial departments; community surveys and vocational guidance in co-operation with business firms; testing and remedial work.

465. The Teaching of Shorthand and Typewriting—2 hours. Credit also as a course in education for a student whose major is commercial education. Prerequisite: Commercial Education 50, 51, 150, 154, 155, 156; and Education 460.

466. 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, 362; and Education 460.

MUSIC

Edward Kurtz, M.A., Professor of Violin and Composition and Head of the Department
Alta Freeman, M.Mus., Assistant Professor of Piano
William E. Hays, M.Mus., Assistant Professor of Voice
Harald B. Holst, B.Mus., Assistant Professor of Voice
Rose Lena Ruegnitz, M.Mus., Assistant Professor of Piano
Roland Searight, M.A., Assistant Professor of Violoncello and Conducting
Olive L. Barker, M. A., Instructor in Voice
Frank W. Hill, M.Mus., Instructor in Violin, Viola, and Theory
Alpha Corinne Mayfield, M. A., Instructor in Music Education
Myron Russell, M. Mus., Instructor in Wood-wind Instruments
George W. Samson, Jr., Instructor in Organ and Piano
Carl A. Wirth, M. Mus., Instructor in Brass Instruments and Theory
Irving Wolfe, Ph.D., Instructor in Music Education

A major in school music (vocal) must include Music 01, 02, 03, 13, 14, 15, 16, 312, 315, 316, 317, 318, 402, 408, 410, 412, 429 or 430, 6 hours of credit in Voice, 3 hours in Piano*, 3 hours from Music 300 to 305, and 6 hours of elective work in applied music. The student is also required to take nine quarters of work in Glee Club; nine quarters of work in Chorus; three quarters of work in Orchestra and three quarters of work in Band or six quarters of work in Orchestra. Music 01, 02, and 03 may be omitted if the student takes work in Violin, and 1 hour of work in Music 300 to 305 may be omitted for each hour of credit in an instrument of the wood-wind and brass group or in the percussion group. Each student must make a public appearance in Voice, and must pass an examination in Voice up to Grade XII.

A major in school music (instrumental) must include Music 01, 02, 03, 13, 14, 15, 16, 20, 21, 22, 315, 316, 317, 318, 410, 412, 413, 429 or 430, 490, 6 hours of credit in a major instrument, 3 hours in Piano** if that is not the student’s major instrument, 3 hours from Music 312, 402, and 408, 3 hours from Music 300 to 305***, and 6 hours of elective work in applied music. The student is also required to take six quarters of work in Orchestra and three quarters of work in Band, or nine quarters of work in Orchestra; three quarters of work in Chorus; three quarters of work in Glee Club; and six quarters of work in Ensemble. A student whose major instrument is Piano must take nine quarters of work in Ensemble. If the student takes work in Violin, Music 01, 02, and 03 may be omitted. Each student must make a public appearance in an instrument and must pass an examination in the instrument up to Grade XII.

A major in applied music must include Music 13, 14, 15, 16, 315, 316, 317, 318, 327, 403, 404, 405, 410, 412, 414, 415, 416, 428, 429 or 430, 490, 12 hours of credit in the student’s major in-

*On passing a satisfactory examination (Grade VI) in Piano a student may be permitted by the Head of the Department of Music to substitute credit in Organ or other music for this requirement.
**On passing a satisfactory examination (Grade VI) in Piano a student whose major instrument is other than Piano may be permitted by the Head of the Department of Music to substitute credit in Organ or other music for this requirement.
***A student whose major instrument is in the field covered by Music 300 to 305 may be exempt from the corresponding course in this line.
strument (or Voice), and 3 hours in Piano****. The student whose major is applied music in lines other than Voice is required to take Orchestra or Band or both for twelve quarters; Ensemble for six quarters; and should elect Glee Club and Chorus for three quarters each. If the principal line of work in applied music is Voice, the student is required to take twelve quarters of work in Glee Club and twelve quarters of work in Chorus unless released by the Head of the Department of Music. The major instrument may be selected from Piano, Organ, Violin, Viola, Flute, Oboe, Clarinet, Bassoon, French Horn, Trumpet, Trombone, and Tuba and String Bass. Voice may also be a major line in applied music. Each student must pass an examination in Voice or in the major instrument up to Grade XVIII.

A minor in school music must include Music 13, 14, 15, 312, 402, 412; 6 hours of credit in applied music; and 3 hours from Music 300 to 305 or the minor must include Music 13, 14, 408, 412, 429, 430; 6 hours of credit in applied music; and 3 hours from Music 300 to 305. The student whose minor is school music is also required to pass a satisfactory examination up to Grade VI in some line of applied music, and must take a combined total of twelve quarters in Chorus, Glee Club, Ensemble, Band, and Orchestra.

A student whose major or minor is in the field of music must attend all recitals given by students in the department unless released from this requirement by the Head of the Department of Music.

01. *Violin in Class A—Drill credit. Two periods a week.
02. *Violin in Class B—Drill credit. Prerequisite: Music 01. Two periods a week.
03. *Violin in Class C—Drill credit. Prerequisite: Music 02. Two periods a week.
10. Elements of Music—2½ hours. No credit for a student whose major is in the field of music. Introductory course in school music consisting of singing, rhythmic development and elementary theory. Daily.
11. Music for Kindergarten-Primary Grades—2 hours. Credit only on the curriculum for teachers in kindergarten-primary grades and for a student whose major is nursery school-kindergarten education or kindergarten-primary education. No credit for a student who has credit for Music 312. Prerequisite: Music 10 or equivalent preparation. Four periods a week.

*Open only to a student whose major is in the field of music.

****On passing a satisfactory examination (Grade VI) in Piano a student whose major line is Voice or whose major instrument is other than Piano may be permitted by the Head of the Department of Music to substitute credit in Organ or other music for this requirement.
12. **Music for Intermediate Grades**—2 hours. No credit for a student whose major is in the field of music. No credit for a student who has credit for Music 402. Training in singing; essentials of theory; sight singing, ear training, and dictation; elementary conducting. Prerequisite: Music 10 or equivalent preparation. Four periods a week.


15. **Aural Theory III**—3 hours. Ability to take from dictation harmonic exercises in four-part writing, using mixed and altered chords. Daily.

16. **Harmony I**—3 hours. Major and minor scales developed on the key-board and the staff; intervals; primary triads, inversions, and cadences; secondary triads and inversions; melodies and harmonizations; keyboard patterns. Prerequisite: Music 15.

20. *Voice in Class I*—1 hour. Two periods a week.

21. *Voice in Class II*—1 hour. Prerequisite: Music 20. Two periods a week.

22. *Voice in Class III*—1 hour. Prerequisite: Music 21. Two periods a week.

300. **Orchestral Instruments I**—1 hour. Cello.

301. **Orchestral Instruments II**—1 hour. Bass.

302. **Orchestral Instruments III**—1 hour. Clarinet.

303. **Orchestral Instruments IV**—1 hour. Trumpet, French Horn, Trombone.

304. **Orchestral Instruments V**—1 hour. Flute, Saxophone, Percussion.

305. **Orchestral Instruments VI**—1 hour. Oboe, Bassoon. Study of instrument in class; selection and care of instrument; methods of instruction. Two periods a week.

*Credit only for a student whose major is school music (instrumental) or applied music in a line other than voice. No credit for a student who has credit in applied music in voice.

**Credit only for a student whose major or minor is in the field of music.
312. **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 15.

315. **Music History and Form I**—2 hours. Survey of music among primitive peoples; early church music; troubadours and minnesingers; the invention of opera; music from Bach to Weber. Early forms; suites; song forms; symphonies.

316. **Music History and Form II**—3 hours. Development of romanticism; program music; music from Mendelssohn to Richard Strauss. Tone poems. Prerequisite: Music 315.

317. **Harmony II**—3 hours. Dominant seventh chords, inversions, resolutions; dominant ninth chords; supertonic and leading tone sevenths; modulation by means of common chords. Prerequisite: Music 16.

318. **Harmony III**—3 hours. Secondary seventh chords, altered chords, ornamentations, advanced modulations, analysis. Prerequisite: Music 317.


327. **Music History and Form III**—2 hours. Modern music in Italy, France, Russia, Scandinavia, England, and America. Free forms. Prerequisite: Music 316.

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 15.

403. **Counterpoint I**—2 hours. Melodic progressions, clefs, two-part counterpoint in all species. Prerequisite: Music 319.

404. **Counterpoint II**—2 hours. Three-part counterpoint in all species. Prerequisite: Music 403.

405. **Counterpoint III**—2 hours. Four-part counterpoint in all species. Florid counterpoint. Prerequisite: Music 404.

407. **Music Appreciation**—3 hours. A study of the literature of music.

408. **School Music Methods III**—3 hours. Materials and methods for junior and senior high schools. Prerequisite: Music 15.
410. **Orchestration**—3 hours. Study, arrangement, and preparation of orchestra scores. Prerequisite: Music 318.

412. **Conducting**—3 hours. Baton techniques; score reading; practice in conducting. Prerequisite: 10 hours of credit in music.

413. **Band Management and Instrumentation**—3 hours. Development of school bands; marching and drill maneuvers; arrangement and preparation of band scores. Prerequisite: Music 412.

414. *Composition I*—1 hour. The phrase and its development and harmonic equipment. The period form single and double. Prerequisite: Music 318.

415. *Composition II*—1 hour. The song-forms; the two- 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.

428. **Senior Recital**—1 hour. Credit only for a student whose major is applied music. A recital in the student's major instrument or voice.

429. **Instrumental Materials**—1 hour. Materials for instrumental ensembles, bands, and orchestras. Prerequisite: Music 412. Two periods a week.

430. **Vocal Materials**—1 hour. Materials for vocal ensembles, glee clubs, choruses, and a cappella choirs. Prerequisite: Music 412. Two periods a week.

490. **The Teaching and 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 or more lessons per week for one quarter. 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.

*Music 416 must be completed before credit for Music 414 or 415 may be used in meeting the requirements for graduation.*
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.

100. Applied Music I—The 1st, 2nd, and 3rd 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, quartettes, and quintettes 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, M. A., Assistant Professor of Physical Education for Men
Arthur Dickinson, M. A., Instructor in Physical Education for Men
David H. McCuskey, M. A., Instructor in Physical Education for Men
Clyde L. Starbeck, B. S., Instructor in Physical Education for Men
Lawrence W. Whitford, B. A., Instructor in Physical Education for Men

A major in physical education (men) must include Physical Education 300, 455, 456, 457, 463, 471, 472, 473, 490; Football—5 or 6 hours; Basketball—5 or 6 hours; Baseball—2 or 3 hours; Track and Field—2 or 3 hours, and sufficient elective work to make a total of 30 hours in physical education.

The work of a student whose major is physical education (men) must include Biological Science 11 and 300.

A minor in physical education (men) must include Physical Education 455, 456, 457, 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.

Credit for Football I and II, Basketball I and II, Track and Field I or Baseball I may also be recorded as credit for Physical Education 01.

For the requirements of the degree of Bachelor of Science in Physical Education, see page 58.

01. Physical Education.

The work in Physical Education 01 required of all men students is selected from the following courses: baseball, basketball, boxing, cross country, diamond-ball, floor and mat work, football, games, golf, gymnastics, handball, modified activities, soccer, speed-ball, beginning swimming, advanced swimming, tennis, touch football, track and field, volleyball, and wrestling.

300. Anatomy—5 hours. Gross anatomy of the osseous, muscular, and nervous systems and of the vital organs.

351. Football I—3 hours. Theory and practice, 10 periods a week.
352. Basketball I—3 hours. Theory and practice, 10 periods a week.

353. Baseball I—3 hours. Theory and practice, 10 periods a week.

354. Track and Field I—3 hours. Theory and practice, 10 periods a week.

355. Physiology of Exercise—3 hours. Effects of exercise upon the various organic functions of the body. Comparison of strength, speed, and endurance exercises. Prerequisite: Biological Science 11 and Physical Education 300.

351. Football II—3 hours. Prerequisite: Physical Education 351. Theory and practice, 10 periods a week.

352. Basketball II—3 hours. Prerequisite: Physical Education 352. Theory and practice, 10 periods a week.


354. Track and Field II—2 hours. A course for coaches. Theory and practice, 5 periods a week. Summer quarter.


356. Swimming—2 hours. Theory and practice, 5 periods a week.

357. Activities for Schools—2 hours. Activities suitable for the growing child at different age levels. Theory and practice, 5 periods a week.

358. Wrestling—2 hours. Theory and practice, 5 periods a week.

359. Recreational Activities—2 hours. City, county, state, and national organizations promoting recreational activities. Playground equipment and programs. Theory and practice, 5 periods a week.


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

471. **History and Principles of Physical Education**—3 hours.

472. **Supervision of Physical Education**—3 hours. This course must be taken in conjunction with Methods in Physical Education. Prerequisite: Football I or II and Basketball I or II. Theory and practice, 8 periods a week.

473. **Organization and Administration of Physical Education**—3 hours. Intramural athletics, efficiency tests, and playground work; interscholastic athletics, games, track meets, tournaments; business administration, sportsmanship, and ethics.

490. **Methods in Physical Education**—2 hours. Credit also as a course in education for a student whose major is physical education (men). Prerequisite: Education 460.

**PHYSICAL EDUCATION FOR WOMEN**

Monica R. Wild, M. S., Professor of Physical Education for Women and Head of the Department

Frank N. Mead, M. D., Professor of Physical Education

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 Moore, M. A., Instructor in Physical Education for Women

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

A major in physical education (women) must include Physical Education 100, 300, 301, 303, 305, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, and 491.

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 491; 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.

For the requirements of the degree of Bachelor of Science in Physical Education, see page 59.

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: games (representative activities for various age groups), simple team games (the lead-up games to the major sports), beginning baseball, advanced baseball, beginning basketball, advanced basketball, beginning hockey, advanced hockey, beginning volleyball, advanced volleyball, beginning soccer, advanced soccer, speedball, fieldball, lacrosse, cricket and badminton.

Individual and Dual Activities: combat activities, handball, beginning archery, advanced archery, archery golf, indoor archery, track and field, beginning swimming, first intermediate swimming, second intermediate swimming, life saving, advanced swimming, golf, beginning tennis, intermediate tennis, advanced tennis, canoeing, fencing, horseback riding, winter sports, ice skating, stunts and contests, games and athletics (a combination of simple team games and track and field), outing activities, recreational games (deck tennis, paddle tennis, ping pong, etc.).

Rhythmic Activities: first dancing, second dancing, third dancing, fourth dancing, fifth dancing, first folk dancing, second folk dancing, third folk dancing, advanced folk dancing, national dancing, beginning social dancing, advanced social dancing, beginning clogging, advanced clogging, rhythmic form and analysis.

Gymnastics: The technique of gymnastics, therapeutic gymnastics, gymnastics.

Physical Education for Special Groups: fundamentals of rhythmic education, physical education for primary grades, physical education for intermediate grades, elements of motor skills.
100. First Aid to the Injured—2 hours. Students may prepare themselves in this course for the examination for a Red Cross first aid certificate.

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 physical development and efficiency. Prerequisite: Physical Education 300.

303. Club and Camp Leadership—3 hours. Organization and activities of girls clubs; the correlation of the physical education program of the school; summer program; camp 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, 1 period a week; laboratory work, 2 periods a week.

305. Play and Recreational Leadership—3 hours. Play as education. Age needs. Yearly and daily program planning. Playground equipment and sites. This course must be accompanied by Games.

401. The Dance in Education—2 hours. Dancing as an art; fundamentals in rhythmic education; the teaching of dancing in the public school physical education program. This course must be accompanied by Rhythmic Form and Analysis.

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

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

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

405. Tests and Measurements in Physical Education—2 hours. Prerequisite: Education 425.

406. Administration of Physical Education—3 hours. Program of instruction and of intramurals; equipment, gymnasium, play fields, locker room, swimming pool. Budget; supervisory problems; community relationships.

407. School Health Problems—5 hours. No credit for a student who has credit for Biological Science 12 or 300. Credit only

*Credit only for a student whose major or minor is physical education (women).
for a student whose major is physical education (women). Physical examinations; the hygiene of environment; health needs of the individual child; evaluation of the literature and devices of health instruction; and similar problems of the school and home. Prerequisite: Physical Education 300 and Biological Science 11.

408. Therapeutic Exercise—2 hours. Prerequisite: Physical Education 300, 301, and Biological Science 11.

409. Physical Diagnosis—3 hours. The technique of physical examinations. Symptoms of the diseases of school children. Control of contagion. Practice in auscultation and blood pressure reading. Prerequisite: Physical Education 300 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.

491. Principles of Physical Education—2 hours. Credit also as a course in education for a student whose major is physical education (women). History, interpretation, objectives, and methods of physical education. This course must be accompanied by Physical Education for Intermediate Grades. Prerequisite: Education 460.

SCIENCE

Emmet J. Cable, Ph.D., Professor of Earth Science and Head of the Department
Louis Begeman, Ph.D., Professor of Physics, Emeritus, Part-time Service
Roy L. Abbott, Ph.D., Professor of Biology
Alison E. Aitchison, M.S., Professor of Geography
Robert W. Getchell, Ph.D., Professor of Chemistry
W. H. Kadesch, Ph.D., Professor of Physics
C. W. Lantz, Ph.D., Professor of Biology
O. B. Read, M.A., Professor of Chemistry
Winfield Scott, Ph.D., Professor of Agriculture
S. Freeman Hersey, B. Ph., Associate Professor of Physics, Emeritus, Part-time Service
H. Earl Rath, Ph.D., Associate Professor of Health Education
Marguerite Uttley, M.S., Associate Professor of Geography
Winifred M. Gilbert, Ph.D., Assistant Professor of Biology
Martin L. Grant, Ph.D., Assistant Professor of Biology

*Credit only for a student whose major or minor is physical education (women).
General Courses in Science

15. Survey of Biological Sciences—5 hours. No credit for a student who has credit in Biological Science 10. Survey of the fields of animal and plant biology, including genetics, neurology, human heredity, and organic evolution. Recitations, 3 periods a week; laboratory work, 4 periods a week.

16. Survey of Physical Sciences—5 hours. No credit for a student who has credit in Physics 50 (Everyday Physical Science, General Science B). Survey of basic concepts in chemistry, physics, astronomy, climatology, geology, and of other phases of earth science. Recitations, 3 periods a week; laboratory work, 4 periods a week.

These courses must precede other courses in the Department of Science except Biological Science 10 and 12, and courses in geography.

1. Biological Science

A major in biological science must include Science 15, Biological Science 100, 102, 108 or 306, 302 or 414, 490, and at least 3 hours of elective work in biological science.

The work of a student whose major is biological science must include 5 hours of chemistry and 5 hours of physics. The required courses in science 15 and 16, biological science, chemistry, and physics afford preparation for teaching general science.

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.

10. Nature Study, General Science A—5 hours. No credit for a student who has credit for Science 15. Rocks, minerals, soils, insects, birds, and trees. Recitations, 3 periods a week; laboratory work, 4 periods a week.

11. Physiology—5 hours. Functioning of the different systems of organs of the human body; correlation of the physiology and anatomy of each organ; dissection and experimentation. Recitations, 3 periods a week; laboratory work, 4 periods a week.

12. Health Education—3 hours. No credit for a student who has credit for Biological Science 300. Personal, community, and school hygiene. Aims and methods of health education.

100. Animal Biology—5 hours. Life processes and structure of animals. Recitations, 3 periods a week; laboratory work, 4 periods a week.
102. **Plant Biology**—5 hours. Life processes and structure of plants. Recitations, 3 periods a week; laboratory work, 4 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, 3 periods a week; laboratory work, 4 periods a week.

300. **Hygiene and Sanitation**—5 hours. No credit for a student who has credit for Biological Science 12. Personal hygiene. Sanitation. School health problems; heating, lighting, ventilation, spread of communicable diseases. Recitations, 3 periods a week; laboratory work, 4 periods a week.

302. **Plant Morphology**—5 hours. Morphology and evolution of the great groups of plants, with special emphasis upon algae, fungi, mosses, and ferns. Recitations, 3 periods a week; laboratory work, 4 periods a week.

306. **Vertebrate Zoology**—5 hours. The classes of vertebrates with particular reference to their origin, development, anatomy, and physiology. Prerequisite: Biological Science 100. Recitations, 3 periods a week; laboratory work, 4 periods a week.

308. **Vertebrate Embryology**—5 hours. Development of vertebrate organisms, formation and development of germ cells, fertilization, growth and differentiation, sex, and heredity. Prerequisite: Biological Science 100 and 306. Recitations, 3 periods a week; laboratory work, 4 periods a week.

402. **Insects and Man**—3 hours. Prerequisite: Biological Science 100. Recitations, 2 periods a week; laboratory work, 2 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, 3 periods a week; laboratory work, 4 periods a week.

406. **Plant Ecology**—5 hours. Effects of environment upon plant growth and plant distribution. Application of ecology to crop production. Prerequisite: Biological Science 102. Recitations, 3 periods a week; laboratory work, 4 periods a week.

408. **Bacteriology**—5 hours. Micro-organisms, their classification, morphology, and physiology; their relation to health, sanitation, and food preservation. Recitations, 3 periods a week; laboratory work, 4 periods a week.
410. **Organic Evolution**—2 hours. Meaning, evidences, and factors of organic evolution; its significance in biology and in modern thought.

412. **Heredity**—3 hours. Laws of heredity and their relation to plants, animals, and man. Significance of heredity to the human race.

414. **Plant Taxonomy**—5 hours. Identification, field recognition, and economic importance of seed plants of our local flora. Prerequisite: entrance credit in botany, or Biological Science 102. Recitations, 3 periods a week; laboratory work, 4 periods a week.

490. **The Teaching of the Biological Sciences**—2 hours. Credit also as a course in education for a student whose major is biological science. Prerequisite: 15 hours of biological science including botany, and biology, and Education 460. Recitation, 1 period a week; laboratory work, 2 periods a week.

2. **Chemistry**

A major in chemistry must include Science 16, Physics 492, and 23 hours from courses in chemistry.

The work of a student whose major is chemistry must include 5 hours of biological science and 5 hours of physics. The required courses in biological science, chemistry, and physics afford preparation for teaching general science.

A minor in chemistry consists of Science 16, and 15 hours of work in chemistry.

121. **Inorganic Chemistry I**—5 hours. No credit for a student who presents entrance credit for 1 unit of chemistry. Recitations, 3 periods a week; laboratory work, 4 periods a week.

122. **Inorganic Chemistry II**—5 hours. Prerequisite: Chemistry 121. Recitations, 3 periods a week; laboratory work, 4 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 or 123 (Chemistry of Nonmetals). Recitations, 2 periods a week; laboratory work, 6 periods a week.

321. **Organic Chemistry**—5 hours. Essentials of organic chemistry. Prerequisite: Chemistry 122 or 123 (Chemistry of Nonmetals). Also open to freshmen who have credit for Chemistry 123 (Chemistry of Nonmetals). Recitations, 3 periods a week; laboratory work, 4 periods a week.

322. **Organic Preparations I**—3 hours. Synthesis of typical
compounds representative of organic reactions. Prerequisite: Chemistry 321. Laboratory work, 6 periods a week.

323. Organic Preparations II—2 hours. Prerequisite: Chemistry 322. Laboratory work, 4 periods a week.

324. Quantitative Analysis I—3 hours. Elementary principles of gravimetric analysis. Prerequisite: Chemistry 124. Laboratory work, 6 periods a week.

325. Quantitative Analysis II—2 hours. Chemistry 324 must precede or accompany this course. Laboratory work, 4 periods a week.

326. Quantitative Analysis III—3 hours. Volumetric analysis. Prerequisite: Chemistry 122 or 123 (Chemistry of Non-metals). Laboratory work, 6 periods a week.

327. Quantitative Analysis IV—2 hours. Chemistry 326 must precede or accompany this course. Laboratory work, 4 periods a week.

328. Chemistry of Foods and Nutrition—3 hours. Essentials of physiological chemistry. The chemical composition of foods. Prerequisite: Chemistry 321. Recitation, 1 period a week; laboratory work, 4 periods a week.

421. Water Analysis I—2 hours. Analysis of drinking water from the point of view of the sanitary chemist. Prerequisite: Chemistry 124. Laboratory work, 4 periods a week.

422. Water Analysis II—3 hours. Determination of the mineral content of waters. The evaluation of softening processes. Prerequisite: Chemistry 124. Laboratory work, 6 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, 10 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, 2 periods a week; laboratory work, 6 periods a week.

3. Physics

A major in physics must include Science 16, Physics 492, and at least 23 hours of work from courses in physics exclusive of Physics 150.
The work of a student whose major is physics must include 5 hours of biological science and 5 hours of chemistry. The required courses in biological science, chemistry, and physics afford preparation for teaching general science.

A minor in physics consists of Science 16 and at least 15 hours of work in physics.

140. Mechanics—5 hours. Prerequisite: high-school physics or Mathematics 100 or 101. Recitations, 3 periods a week; laboratory work, 4 periods a week.

150. Sound and Music—5 hours. Credit only for a student whose major is in the field of music. An elementary study of the physics of sound with laboratory exercises. Recitations, 4 periods a week; laboratory work, 2 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, 6 periods a week.

341. Sound and Light—5 hours. The theory of light presented from the point of view of geometrical and physical optics. Prerequisite: Physics 140 or equivalent preparation. Recitations, 3 periods a week; laboratory work, 4 periods a week.

342. Advanced Course in Light—3 hours. Experimental problems preceded by discussion of the principles involved. Prerequisite: Physics 341 or equivalent preparation. Laboratory work, 6 periods a week.

343. Heat, Electricity, and Magnetism—5 hours. Prerequisite: Physics 140. Recitations, 3 periods a week; laboratory work 4 periods a week.

440. Advanced Course in Electricity and Magnetism—5 hours. Use of the magnetometer and the quadrant electrometer; measurements of the coefficients of induction; experiments in radioactivity. Prerequisite: Physics 343 or equivalent preparation. Laboratory work, 10 periods a week.

441. Alternating Currents—5 hours. Includes a study of industrial alternating currents and high frequency alternating currents used in radio transmission and reception. Prerequisite: Physics 140 and 343. Recitations, 3 periods a week; laboratory work, 4 periods a week.

442. Modern Physics I—5 hours. Introductory course in radioactive and electronic phenomena. Prerequisite: Physics 140 and 343. Recitations, 3 periods a week; laboratory work, 4 periods a week.
443. Modern Physics II—5 hours. Prerequisite: Physics 442. Recitations, 3 periods a week, laboratory work, 4 periods a week.

444. The History of Physics—2 hours. Prerequisite: 10 hours of college physics.

492. The Teaching of the Physical Sciences—2 hours. Credit also as a course in education for a student whose major is physics or chemistry. Prerequisite: 10 hours of college physics or chemistry and Education 460. Recitation, 1 period a week; laboratory work, 2 periods a week.

4. Earth 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 60, 160, 162, 360, 366, 460, 462, 464, 466 and 468.

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.

60. Principles of Physiography—5 hours. Agencies at work in producing land forms; life as affected by physical environment; interpretation of topographic maps. Field trips.


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.


362. Commercial and Industrial Geography—5 hours. Commodities of international trade; trade routes of the world; ocean transportation.

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. Prerequisite: 5 hours of inorganic chemistry. Recitations, 3 periods a week; laboratory work, 4 periods a week.
462. Climatology—5 hours. Composition and physics of the air; weather forecasting; map making; instruments used in gathering data.

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 occupation. 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.

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.

5. Agriculture

A major in agriculture must include Science 15, Agriculture 380, 382, 386, 484, 487, 488, 494, and at least 7 hours of additional work in agriculture.

The work of a student whose major is agriculture must include Earth Science 60 and 462, Government 132, and Economics 152.

A minor in agriculture consists of Science 15 and at least 18 hours of work in agriculture.

For the requirements of the degree of Bachelor of Science in Agriculture, see page 50.

80. Forage Crops—5 hours. Important forage crops of Iowa and their production. Recitations, 3 periods a week; laboratory work, 4 periods a week.

82. Grain Crops—5 hours. Important grain crops of Iowa and their production. Recitations, 3 periods a week; laboratory work, 4 periods a week.
180. Soils—3 hours. Management of soils for maximum production. Recitations, 2 periods a week; laboratory work, 2 periods a week.

182. Horticulture—2 hours. Management of orchard, bush, and small fruits. Harvesting and marketing. Recitation, 1 period a week; laboratory work, 2 periods a week.

380. Dairy Cattle—3 hours. Types and breeds. Judging and marketing. Recitations, 2 periods a week; laboratory work, 2 periods a week.

382. Beef Cattle and Sheep—3 hours. Types, breeds, grades. Judging and marketing. Recitations, 2 periods a week; laboratory work, 2 periods a week.

384. Horses—2 hours. Types, breeds, classes, grades. Judging. Recitation, 1 period a week; laboratory work, 2 periods a week.

386. Swine—2 hours. Types, breeds, market classes, grades. Judging and marketing. Recitation, 1 period a week; laboratory work, 2 periods a week.

480. Soil Fertility—2 hours.

484. Farm Poultry—2 hours. Breeds and varieties. Management. Recitation, 1 period a week; laboratory work, 2 periods a week.


487. Farm Management—3 hours.

488. Marketing Agricultural Products—3 hours. Grain, livestock, and produce marketing, with emphasis upon co-operative methods.

489. Organization and Administration of General Agriculture—3 hours. The course of study for the various grades, securing and organizing materials, equipment of the laboratory and library.

494. Methods in Agriculture—2 hours. Credit also as a course in education for a student whose major is agriculture. Prerequisite: 10 hours of agriculture and Education 460.
COURSES OF INSTRUCTION

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
Sara M. Riggs, B.L., Associate Professor of History, Emeritus, Part-time Service
Ralph R. Fahrney, Ph.D., Associate Professor of History
Mary B. Hunter, M.A., Associate Professor of Economics
Fred W. Wellborn, Ph.D., Associate Professor of History
Roscoe Arant, Ph.D., Assistant Professor of Economics
Marshall R. Beard, Ph.D., Assistant Professor of History
Leland L. Sage, Ph.D., Assistant Professor of History

General Courses in Social Science

10. Contemporary Affairs A—*1/2 hour.
400. Contemporary Affairs B—*1/2 hour.

1. History

A major in history must include History 14, 304, 404, 490; and 18 hours of additional work in history, 15 hours of which must be selected from History 12, 102, 104, 302, 402, 406, and 408.

The work of a student whose major is history must include Government 132, Economics 152, Sociology 358 or 5 hours of additional work selected from courses in economics and sociology, and 5 hours of additional work in government.

A minor in history consists of at least 20 hours of work which should be chosen from History 14, 302, 304, 402, and 404.

12. European History, 400-1650—5 hours. Survey course with emphasis upon the movements most important for their influence on later periods.

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.
106. History of Iowa—2 hours.

*Courses 10 and 400 may be repeated for credit toward graduation up to a total of 1 hour of credit on a two-year curriculum or 2 hours of credit on a four-year curriculum. This credit may not be counted as a part of a major or a minor.
302. European History, 1650-1815—5 hours. Survey course with emphasis upon the French Revolution and the Napoleonic period.

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.

308. 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 a course in American history.

402. Greek and Roman Civilization—5 hours. Contributions of Greek and Roman civilization to human progress.

404. European History since 1815—5 hours. Introduction to current national and international problems.

406. European History since 1914—5 hours. Intensive study of post-war developments. Prerequisite: 15 hours of social science.

408. The British Empire—5 hours. An intensive study of British possessions throughout the world since 1815.

410. The Far East—3 hours. Brief course including recent history of China, Japan, and India. Offered 1937-38 and alternate years.

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.


490. The Teaching of the Social Sciences—2 hours. Credit also as a course in education for a student whose major is history or government or economics and sociology. Prerequisite: 15 hours of social science and Education 460.
2. Government

A major in government must include Government 132, 342, 438, and 13 hours of additional work from courses in government.

The work of a student whose major is government must include History 304, 490, and 3 hours of additional work in history; Economics 152; and 5 hours of additional work selected from courses in economics and sociology.

A minor in government consists of at least 20 hours of work in government.

132. 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 1937-38 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. Offered 1937-38 and alternate years.


342. Modern European Governments—5 hours. Comparative study of the organization and administration of the governments of England, France, Germany, Switzerland, Italy, and certain newer European states.

432. Local Government—2 hours. County, township, and village government in the United States. Offered 1937-38 and alternate years.


*The three-hour course is credit only on the one-year curriculum for teachers in rural schools and on the two-year curricula.

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.

440. International Law—5 hours. Development of the law of nations; its nature, source, and present status; doctrine of intervention; laws of war and peace; rights and duties of neutrals. Prerequisite: Government 132. Offered 1938-39 and alternate years.

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.

3. Economics and Sociology

A major in economics and sociology must include Economics 152 and 352; Economics 354 or Sociology 358; and 13 hours of additional work in economics and sociology.

The work of a student whose major is economics and sociology must include History 304, 490; Government 132; and 3 hours of additional work in history and 5 hours of additional work in government.

Commercial Education 455, though not included in the economics and sociology major line, may be used in meeting the requirements of a major in economics and sociology.

A minor in economics and sociology consists of at least 20 hours of work in economics and sociology.

Economics

152. Principles of Economics I—5 hours.


353. Economic History of the United States—5 hours.

354. Money and Banking—5 hours.

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.


460. **Transportation**—3 hours. Problems of highway, water, rail, and air transportation. Regulation of rates and services. Prerequisite: Economics 152. Offered 1938-39 and alternate years.

462. **Public Utilities**—5 hours. History of public utilities; their relationship to the community; valuation and rates; service requirements; regulation. Offered 1937-38 and alternate years.

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 1938-39 and alternate years.

**Sociology**

154. **Rural Sociology**—3 hours. Agricultural production, farm incomes, rural credits, tenancy, rural leadership, social centers and recreation, the rural church and the rural school.

358. **General Sociology**—5 hours. The principal social forces and institutions involved in the evolution of society. Methods of social control.

360. **Social Problems**—2 hours.


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

Eva May Luse, Ph.D., Professor of Teaching and Director of Student Teaching
Cyril L. Jackson, M.A., Associate Professor of Teaching
Marna Peterson, M.A., Associate Professor of Teaching
E. Grace Rait, M.A., Associate Professor of Teaching
Mary C. Anderson, M.A., Assistant Professor of Teaching
Edith L. Barber, M.A., Assistant Professor of Teaching
Mary P. Caldwell, M.A., Assistant Professor of Teaching
Margaret Divelbess, M.A., Assistant Professor of Teaching
Mabelle M. Gross, M.A., Assistant Professor of Teaching
Rose L. Hanson, M.A., Assistant Professor of Teaching
Dora E. Kearney, M.A., Assistant Professor of Teaching
Olive Paine, Ph.D., Assistant Professor of Teaching
Annabelle Pollock, M.A., Assistant Professor of Teaching
Nathaniel O. Schneider, M.A., Assistant Professor of Teaching
Minnie E. Starr, M.S., Assistant Professor of Teaching
Myrtle M. Stone, M.B.A., Assistant Professor of Teaching
Marguerette May Struble, Ph.D., Assistant Professor of Teaching

Eulalie Turner, M.A., Assistant Professor of Teaching
Alta L. Wilmarth, M.A., Assistant Professor of Teaching
Verna J. Adney, M.A., Instructor in Teaching
Lucile E. Anderson, M.A., Instructor in Teaching
Alice Bakken, M.A., Instructor in Teaching
M. Elisebeth Brugger, M.A., Instructor in Teaching
Ethel M. Fitzsimons, M.A., Instructor in Teaching
Zelwyn Graham, M.A., Instructor in Teaching
Agnes Gullickson, M.A., Instructor in Teaching
Gladys E. Hanson, M.A., Instructor in Teaching
Marie Hjelle, M.A., Instructor in Teaching
Marguerite R. Hyde, M.A., Instructor in Teaching
Lulu Marie Jenkins, Ph.D., Instructor in Teaching
Dorothy May Koehring, Ph.D., Instructor in Teaching
Edna Mantor, M.A., Instructor in Teaching
Ruth J. Michaelson, M.A., Instructor in Teaching
Anna M. Nielsen, M.A., Instructor in Rural Teaching
Emma Opfer, M.A., Instructor in Teaching
Erma Belle Plaehn, Ph.D., Instructor in Teaching
M. Mildred Rice, M.A., Instructor in Teaching
Mae E. Ruppel, M.A., Instructor in Teaching
Genevieve Rystrom, M.Mus.Ed., Instructor in Teaching
Selma Schumann, M.A., Instructor in Teaching
Ernestine L. Smith, M.S., Instructor in Teaching
Ivernia Tyson, M.A., Instructor in Teaching
Maxine Olive Watts, M.A., Instructor in Teaching
Credit used in meeting the teaching requirements of any curriculum must be earned in courses offered by the Department of Teaching at this institution.

A major in teaching and critic training must include 15 hours of teaching, 15 hours of Critic Training, and 10 hours of education.

In all work in teaching, students take charge of classes in the campus schools 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 5 hours of additional credit in teaching in the senior year unless released from this requirement by the Head of the Department of Teaching. Critics in training are permitted to register for the last 5 hours of teaching in the junior year.

The scholarship average required before a student is permitted to enroll for teaching is the same as that required for graduation. (See page 44.) A student must make application for teaching at least one quarter in advance of the time when the work in teaching is to be done.

The course in Critic Training is open to a student who has completed at least two years of college work and has been selected by the head of the department as a critic in training. A critic in training is employed as a teacher in one of the campus schools or in an affiliated school and is permitted to register for 5 hours of other college work each quarter. For further particulars consult the Head of the Department of Teaching.

A critic in training may receive a department certificate in critic training on meeting the requirements for a degree and completing six quarters of service in the Department of Teaching.

A student who has received a bachelor's degree from a standard college and has been selected as a critic in training may substitute eleven, twenty-two, or thirty-three weeks of graduate credit earned at a standard graduate school for one, two, or three quarters of credit in critic training in meeting the requirements for a department certificate in critic training.

01. Directed Observation of Intermediate Grade Work—Credit required on the curriculum for teachers in grades above the primary. Observation and discussion of illustrative lessons. Lectures. Selection and planning of units of work. Prerequisite: Psychology 15. Three periods a week.

02. Directed Observation of Kindergarten-Primary Work—Credit required on the curriculum for teachers in kindergarten-
primary grades and for a student whose major is nursery school-kindergarten education or kindergarten-primary education. Selection and planning of units of work. Observation and discussion of illustrative lessons. Prerequisite: Psychology 20. Four periods a week.

5. **Rural Observation and Teaching**—2½ hours. Credit only on the curriculum for teachers in rural schools. Observation of illustrative lessons with discussion and plan writing. Teaching in the demonstration schools under critic supervision. Three periods on each of two afternoons a week.

302, 402. **Nursery School Teaching.** Prerequisite: Teaching 02, Industrial Arts 21, and 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.

304, 404. **Kindergarten-Primary Teaching.** Prerequisite: Teaching 02, and 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: Teaching 01, and 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. Three 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.

470. **Critic Training**—15 hours. Six quarters of training. Students are selected for this work by the Head of the Department of Teaching. Prerequisite: two years of college credit.

*Not more than a total of 15 hours of credit in all courses 302 to 408 inclusive may be used in meeting the requirements for graduation on any curriculum.*
EXTENSION SERVICE FOR 1937-1938

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.

Fees

The fee for extension credit work is $4 a term hour payable in advance. A matriculation fee of $5 is charged for first enrollment whether for residence or extension credit work.

Refunds

In case a student is unable to complete an extension credit course because of illness certified to by a physician or for other excusable cause, not to exceed four-fifths of the total amount paid may be refunded.

General Regulations

No student who is registered for residence work in this institution or for credit work of any kind in any other institution may be registered for extension credit work.

No student may earn more than 15 term hours of credit by extension work in any one calendar year. No student may earn more than 5 term hours of credit by extension work in any one period of twelve weeks.

A five-hour course may not be completed by extension work in less than twelve weeks, a three-hour course in less than eight weeks, or a two-hour course in less than five 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 credit are the same for extension work as for work in residence.

**Correspondence Work**

To be registered for correspondence work an applicant must have met all requirements for college entrance and must have earned in addition at least one full year of college credit, except that with the permission of the Dean of the Faculty mature and experienced teachers may register for correspondence work without a full year of college credit.

To be registered for correspondence work an applicant must have earned an average of two times as many grade points as hours of credit at this institution or must have maintained as high scholarship standing at another institution.

At least two written lessons for each term hour of credit work are required of a student registered for correspondence work.

No credit may received for correspondence work unless the student has satisfactorily passed a written examination on the course.

Partial credit earned in residence in any course may not be completed by correspondence work.

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.

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 Extension Division.

**Courses Approved for Correspondence Work**

For the content and prerequisites of these courses see the departmental statements of courses of instruction.
### Education

<table>
<thead>
<tr>
<th>Psychology</th>
<th>Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>15: Educational Psychology A</td>
<td>5</td>
<td>441: The Social Studies Program in the Elementary School</td>
</tr>
<tr>
<td>20: Child Psychology</td>
<td>5</td>
<td>455: Tests and Measurements for the Elementary School</td>
</tr>
<tr>
<td>315: Educational Psychology B</td>
<td>5</td>
<td>460: Methods and Measurements in the High School</td>
</tr>
<tr>
<td>414: Genetic Psychology</td>
<td>5</td>
<td>466: The Elementary School Curriculum</td>
</tr>
<tr>
<td>416: Psychology of Adolescence</td>
<td>3</td>
<td>468: The Junior High School</td>
</tr>
<tr>
<td>420: Social Psychology</td>
<td>5</td>
<td>470: Elementary School Supervision</td>
</tr>
<tr>
<td>36: The Teaching of Reading and Spelling</td>
<td>5</td>
<td>475: School Administration</td>
</tr>
<tr>
<td>425: Statistical Methods in Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>436: Reading and Language in the Elementary School</td>
<td>5</td>
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</table>

### English

<table>
<thead>
<tr>
<th>Hours</th>
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<tbody>
<tr>
<td>10: Elements of Literature</td>
<td>5</td>
</tr>
<tr>
<td>15: American Prose Writers, 1825-1875</td>
<td>2</td>
</tr>
<tr>
<td>16: American Poets, 1825-1875</td>
<td>3</td>
</tr>
<tr>
<td>100: Description and Narration</td>
<td>5</td>
</tr>
<tr>
<td>300: Advanced Exposition</td>
<td>5</td>
</tr>
</tbody>
</table>

### Home Economics

<table>
<thead>
<tr>
<th>Hour</th>
<th>Hour</th>
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</thead>
<tbody>
<tr>
<td>10: Textiles</td>
<td>3</td>
</tr>
<tr>
<td>12: House Furnishing and Decoration</td>
<td>3</td>
</tr>
</tbody>
</table>
### Languages

<table>
<thead>
<tr>
<th>French</th>
<th>Hours</th>
<th>German</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>301: Modern French Prose</td>
<td>3</td>
<td>302: Goethe's Hermann und Dorothea</td>
<td>2</td>
</tr>
<tr>
<td>302: Short French Plays</td>
<td>2</td>
<td>303: Schiller's Dramas</td>
<td>5</td>
</tr>
<tr>
<td>303: French Short Stories</td>
<td>3</td>
<td>304: German Drama of the 19th Century</td>
<td>5</td>
</tr>
<tr>
<td>304: French Comedies</td>
<td>2</td>
<td>306: German Composition and Advanced Grammar</td>
<td>3</td>
</tr>
<tr>
<td>305: Rostand's Cyrano de Bergerac</td>
<td>3</td>
<td>401: German Lyrics and Ballads</td>
<td>5</td>
</tr>
<tr>
<td>306: French Life</td>
<td>2</td>
<td>402: Scientific German</td>
<td>5</td>
</tr>
<tr>
<td>307: French Novel of the Romantic Period</td>
<td>3</td>
<td>Latin</td>
<td></td>
</tr>
<tr>
<td>309: The French Novel and Short Story of the Realistic Period</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>401: Contemporary French Drama</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>404: The Plays of Corneille and Molière</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>405: Racine and La Fontaine</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>406: French Literature of the 18th Century</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>407: Victor Hugo</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>408: Edmond Rostand</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>409: Pierre Loti</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GERMAN</td>
<td></td>
<td>307: Readings from Contemporary Spanish Authors</td>
<td>2</td>
</tr>
</tbody>
</table>

### Mathematics and Commercial Education

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Hours</th>
<th>Commercial Education</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10: Principles of Elementary Mathematics I</td>
<td>5</td>
<td>352: Commercial Correspondence</td>
<td>5</td>
</tr>
<tr>
<td>100: Mathematics I, College Algebra</td>
<td>5</td>
<td>353: Advertising</td>
<td>3</td>
</tr>
<tr>
<td>101: Mathematics II</td>
<td>5</td>
<td>354: Commercial Law I</td>
<td>5</td>
</tr>
<tr>
<td>102: Mathematics III</td>
<td>5</td>
<td>360: Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>300: Calculus I</td>
<td>5</td>
<td>361: Accounting II</td>
<td>5</td>
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<tr>
<td>301: Calculus II</td>
<td>5</td>
<td>362: Accounting III</td>
<td>5</td>
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<tr>
<td>305: Modern Geometry A, Projective Geometry</td>
<td>3</td>
<td>450: Commercial Law II</td>
<td>3</td>
</tr>
<tr>
<td>306: Modern Geometry B, Advanced Euclidian Geometry</td>
<td>2</td>
<td>453: Retail Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>401: Theoretical Mechanics A</td>
<td>3</td>
<td>454: Salesmanship</td>
<td>2</td>
</tr>
<tr>
<td>407: History of Mathematics</td>
<td>3</td>
<td>455: Marketing</td>
<td>3</td>
</tr>
<tr>
<td>408: Principles of Elementary Mathematics II</td>
<td>3</td>
<td>456: Business Organization</td>
<td>2</td>
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<tr>
<td>Commercial Education</td>
<td></td>
<td>460: Methods in Junior Business Training</td>
<td>3</td>
</tr>
<tr>
<td>61: Shorthand II</td>
<td>5</td>
<td>461: Problems in Commercial Education</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td>495: The Teaching of Shorthand and Typewriting</td>
<td>2</td>
</tr>
<tr>
<td>16: Harmony I</td>
<td>3</td>
<td>496: The Teaching of Bookkeeping</td>
<td>2</td>
</tr>
<tr>
<td>315: Music History and Form I</td>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>316: Music History and Form II</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>403: Counterpoint I</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>404: Counterpoint II</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>405: Counterpoint III</td>
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</tr>
</tbody>
</table>
## 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.

Only those students who fully meet college entrance requirements may receive credit for extension class work. Other persons, especially teachers in service, twenty-one years of age or over, who do not fully meet college entrance requirements may be admitted to such classes as special students. Any person may be admitted to an extension class for work without credit.

For each term 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.

### Courses Approved for Extension Class Work off the Campus

For the content and prerequisites of these courses see the departmental statements of courses of instruction.

#### Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>110: Art Essentials</td>
<td>2½</td>
<td>380: Art Appreciation</td>
</tr>
<tr>
<td>115: Design I</td>
<td>2½</td>
<td>Industrial Arts</td>
</tr>
<tr>
<td>125: Art Crafts I</td>
<td>2½</td>
<td>22: Industrial Arts for Intermediate Grades</td>
</tr>
<tr>
<td>315: Interior Design</td>
<td>2½</td>
<td></td>
</tr>
<tr>
<td>330: Lettering and Poster Design</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>486: Principles of Breeding</td>
<td>2</td>
</tr>
<tr>
<td>487: Farm Management</td>
<td>3</td>
</tr>
<tr>
<td>488: Marketing Agricultural Products</td>
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</tbody>
</table>

#### Social Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>132: American Government</td>
<td>5</td>
</tr>
<tr>
<td>342: Modern European Governments</td>
<td>5</td>
</tr>
<tr>
<td>432: Local Government</td>
<td>2</td>
</tr>
<tr>
<td>434: Municipal Government</td>
<td>5</td>
</tr>
<tr>
<td>442: School Laws of Iowa</td>
<td>3</td>
</tr>
<tr>
<td>152: Principles of Economics I</td>
<td>5</td>
</tr>
<tr>
<td>354: Money and Banking</td>
<td>5</td>
</tr>
<tr>
<td>356: Labor Problems</td>
<td>3</td>
</tr>
<tr>
<td>358: General Sociology</td>
<td>5</td>
</tr>
<tr>
<td>360: Social Problems</td>
<td>2</td>
</tr>
<tr>
<td>468: The Family</td>
<td>3</td>
</tr>
<tr>
<td>470: Population</td>
<td>3</td>
</tr>
<tr>
<td>472: Crime and Poverty</td>
<td>5</td>
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</tbody>
</table>

#### History

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>12: European History, 400-1650</td>
<td>5</td>
</tr>
<tr>
<td>14: American History to 1865</td>
<td>5</td>
</tr>
<tr>
<td>102: English History to 1688</td>
<td>5</td>
</tr>
<tr>
<td>104: English History since 1688</td>
<td>5</td>
</tr>
<tr>
<td>106: History of Iowa</td>
<td>2</td>
</tr>
<tr>
<td>302: European History, 1650-1815</td>
<td>5</td>
</tr>
<tr>
<td>304: American History since 1865</td>
<td>5</td>
</tr>
<tr>
<td>404: European History since 1815</td>
<td>5</td>
</tr>
<tr>
<td>406: European History since 1914</td>
<td>5</td>
</tr>
<tr>
<td>410: The Far East</td>
<td>3</td>
</tr>
<tr>
<td>412: Diplomatic History of the United States</td>
<td>5</td>
</tr>
</tbody>
</table>

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For each term 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.

Courses Approved for Extension Class Work off the Campus

For the content and prerequisites of these courses see the departmental statements of courses of instruction.
### Education

<table>
<thead>
<tr>
<th>Psychology Hours</th>
<th>Education Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>15: Educational Psychology</td>
<td>436: Reading and Language in the Elementary School 5</td>
</tr>
<tr>
<td>A. ___________________________ 5</td>
<td>441: The Social Studies Program in the Elementary School 3</td>
</tr>
<tr>
<td>20: Child Psychology</td>
<td>442: Literature for Kindergarten-Primary Children 5</td>
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<tr>
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<td>455: Tests and Measurements for the Elementary School 3</td>
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<td>414: Genetic Psychology</td>
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<td>416: Psychology of Adolescence</td>
<td>460: Methods and Measurements in the High School 5</td>
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<td>464: The Kindergarten-Primary Curriculum 5</td>
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<td>420: Social Psychology</td>
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<th>470: Elementary School Supervision 5</th>
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<td>30: Language and Literature for Kindergarten-Primary Grades</td>
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### English

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Mathematics and Commercial Education

Mathematics

10: Principles of Elementary Mathematics I 5
100: Mathematics I, College Algebra 5
102: Mathematics III 5
300: Calculus I 5
305: Modern Geometry A, Projective Geometry 3
306: Modern Geometry B, Advanced Euclidian Geometry 2
307: Mathematics of Finance 3
401: Theoretical Mechanics A 3
406: Statistical Measurement 5
408: Principles of Elementary Mathematics II 3

Commercial Education

490: The Teaching of Secondary Mathematics 2
352: Commercial Correspondence 5
353: Advertising 3
354: Commercial Law I 5
360: Accounting I 5
361: Accounting II 5
362: Accounting III 5
450: Commercial Law II 3
451: Secretarial Training I 3
452: Secretarial Training II 2
454: Salesmanship 2
459: History of Commerce 2
460: Methods in Junior Business Training 3

Science

Biological Science

412: Heredity 3

Earth Science

162: Elements of Geography 5

Social Science

History

12: European History, 400-1650 5
14: American History to 1865 5
102: English History to 1688 5
104: English History since 1688 5
106: History of Iowa 2
302: European History, 1650-1815 5
304: American History since 1865 5
308: American Constitutional History 5
404: European History since 1815 5
412: Diplomatic History of the United States 5

Economics and Sociology

152: Principles of Economics I 5
354: Money and Banking 5
356: Labor Problems 3
358: General Sociology 5
360: Social Problems 2
454: Corporation Finance and Investments 5
456: Public Finance 5
468: The Family 3

Extension Class Work on the Campus

With the approval of the head of the department concerned any course offered for work in residence may be offered for extension class work on the campus.
GRADUATES, 1935-36
A list of graduates from November, 1935, to August, 1936

FOUR-YEAR CURRICULA
DEGREE CURRICULUM ORGANIZED FOR MAJOR SUBJECTS
Major and minor lines of work are indicated

The Degree of Bachelor of Arts

November, 1935

Abel, Jack D. (History—Economics and Sociology, Earth Science) .................................................. Cedar Falls
Brownlie, Alexander D. (Mathematics—History) ...........Martensdale
Conklin, Oliver Keith (Music—Education, Biological Science) ....................................................... Marble Rock
Specht, Luella K. (Primary Teaching and Critic Training—English, Biological Science) .................... Hartley

March, 1936

Aupperle, Donald Keith (Music—History, French) ..........Idaho Falls, Idaho
Farnessy, Austin E. (History—Economics and Sociology, Government) ............................................ Cumming
Love, Miriam (History—English, Mathematics) ..................Garner
Robson, Dorothy Ruth (Kindergarten-Primary Education— English) .................................................. Scranton
Wangler, Marie (Biological Science—Speech, Earth Science) ......Waterloo
Watson, Dorothy E. (Mathematics—Chemistry, Biological Science) .................................................. Waterloo
Wengert, Joyce Eleanor (English—Mathematics, Speech) ............Colo
Wiegand, Laura M. (Elementary Education—English, Speech) .......................................................... Independence

June, 1936

Anderson, J. Elizabeth (Mathematics—English, Biological Science) .................................................. Fort Dodge
Austin, Amy Ruth (Nursery School-Kindergarten Education— English, History) ................................ Clarion
Bailey, Albert David (Physics—Mathematics, Chemistry) ....Cedar Falls
Ballheim, Margaret Lucille (Mathematics—Latin, English) ..La Porte City
Beebee, John C. S. (Biological Science—History, English, French) ..Logan
Beem, Lucille M. (English—Spanish, Economics and Sociology) ..Toledo
Benander, Carl E. (Speech—English, History) .......................Pomeroy
Bernatz, Bernice H. (Mathematics—History, Biological Science, Physics) ........................................ Spillville
Berninghausen, David K. (Speech—English, French) ..........New Hartford
Blum, Frieda D. (Mathematics—Latin, English, Physics, History) .................................................. Hampton
Bowen, Nora Margaret (Music—History, English) Cedar Falls
Bragg, Margaret Evelyn (English—History, Speech) Ruthven
Brakel, Margaret C. (Commercial Education—English, Mathematics, History) Mason City
Brouhard, Forrest Edward (Mathematics—History, Physics) New Hartford
Bruch, Carol Irene (Nursery School-Kindergarten Education—Speech) Blairs town
Brunner, Marjorie Madeline (English—Spanish, Earth Science) Plymouth
Buckwalter, Florence A. (English—History, Earth Science) Laurens
Carritt, Dorothy Lenore (Kindergarten-Primary Education—History, English) Soldier
Chihak, Emma A. (History—English, French, Earth Science, Economics and Sociology) Cresco
Cowle, John A. (Chemistry—Physics, Mathematics) Cedar Falls
Crawford, Helen L. (Kindergarten-Primary Education—Psychology, French) Ida Grove
Davenport, Margaret (Speech—English, History, Earth Science) Cresco
DeGriselles, Naveda (Kindergarten-Primary Teaching and Critic Training—Psychology, Government) Linn Grove
Donovan, George Robert (Mathematics—Economics and Sociology) Cedar Falls
Fey, Violet P. (Physical Education for Women—English, History) Boone
Foss, Merna M. (Biological Science—English, History) La Porte City
Gillespie, Helen Irene (Chemistry—Mathematics, Physics) La Porte City
Grawe, E. Winifred (English—Speech, History, French) Nashua
Hahn, Lawrence (Orchestral and Band Music—Mathematics, German) Linn Grove
Haines, Guy R. (History—English, Economics and Sociology, French) Mystic
Harryman, Harold E. (History—Agriculture, Economics and Sociology) Douds
Heeggen, William H., Jr. (History—Physical Education for Men, Biological Science) Des Moines
Henry, Robert Hayden (Music—Earth Science, History) Traer
Herring, Helen M. (Physical Education for Women—Government, Biological Science) Charles City
Hesse, Beverly (Commercial Education—English, Mathematics) Waterloo
Ingebretson, Miriam E. (History—English, Economics and Sociology, French) Thornton
Johnson, Harry L. (Chemistry—Mathematics, Earth Science) Waterloo
Kettler, Raymond W. (Mathematics—English, History) Sioux City
Logan, Dorothy E. (Music—English, French) Beverly Hills, California
Lovell, Alice Owens (History—English, Government) Cedar Falls
Margadant, Betty Jane (Home Economics—Chemistry, Biological Science) Waterloo
Mast, Elizabeth Rachel (Speech—English, History) Cedar Falls
Maurer, Darwin T. (Orchestral and Band Music—History, Economics and Sociology) Renwick
McDowall, Helen L. (Commercial Education—Mathematics, French) Gladbrook
McNabb, William Keith (Mathematics—History, Physics) Cedar Falls
McNally, Pauline Mary (English—Speech, History, French) Waterloo
Mills, Elizabeth E. (English—Biological Science, French) Mason City
Myers, Lillian Edith (Mathematics—History, Physics, Chemistry) Cedar Falls
Neff, Edith Elizabeth (Art—English) Brooklyn
Northrup, Muriel Mae (Kindergarten-Primary Teaching and Critic Training—Speech) Fairbank
Olson Lloyd R., (Chemistry—Physics, Mathematics) Alta
Padovan, Mary (History—English, French) Numa
Pierce, Lloyd R. (Mathematics—English, Commercial Education) Masonville
Prottengerier, Kathryn Louise (Physical Education for Women—Biological Science, Chemistry) Charles City
Reaney, Edith Eutie (Music—History, English) Waterloo
Rench, Bernadine (English—Speech, History, Biological Science) Rockwell City
Robertson, Margaret (Mathematics—English, Speech, Commercial Education) La Porte City
Rogers, Rutherford D. (English—Speech, French, Earth Science) Jesup
Rollins, Frank E. (Education—Agriculture) Hancock
Ruby, Robert B. (Orchestral and Band Music—French, Biological Science) Sheldon
Sagen, Helen Aneta (Elementary Education—History, Mathematics) Mason City
Schnable, Marjorie E. (Speech—English, History, Earth Science) Mason City
Schrader, Gail A. (Orchestral and Band Music—English, French) Charles City
Schwab, Lois A. (History—English, Economics and Sociology) Greenfield
Sheaffer, Dorothy Mae (English—Speech, History) Adel
Silence, Mary Jane (English—French, History) Marshalltown
Slaughter, Robert E. (Mathematics—History, Physics) Waterloo
Smith, Roy S. (Mathematics—Physics, Biological Science) Harcourt
Soles, Violette M. (Kindergarten-Primary Education—English) Parkersburg
Sorenson, Raymond E. (History—Government, Economics and Sociology) Plymouth
Starr, Dorthy M. (Home Economics—Economics and Sociology, Biological Science) Volga City
Steinberg, Gunther (Mathematics—Physics, English) Waterloo
Streeter, Dorothy Ann (Government—History, English, Speech, French) Cedar Falls
Strong, Albert LeVerne (History—English, Mathematics, Earth Science) Plover
Suter, Frances H. (English—Speech, History) Sibley
Sutton, Eliza E. (Elementary Education—Earth Science, Psychology) Plymouth
Tatum, Dorathea Evelyn (Music—Mathematics, French) Nora Springs
Templeton, Mary E. (Music—English, History) Whiting
Thompson, Dorothy Bernice (Biological Science—Mathematics, English, Economics and Sociology) Waterloo
Tigges, Alberta H. (Commercial Education—Mathematics, History) Peterson
Traer, Marcia Esther (Mathematics—History, Earth Science) Vinton
Tye, Beulah Belle (Physical Education for Women—History, Biological Science) Orange City
Wachtel, Margaret L. (Teaching and Critic Training—English, Earth Science) Arnolds Park
Winter, Dorothy V. (Earth Science—Government, History) Independence
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<td>Scarpace, Lorraine E.</td>
<td>Commercial Education—Earth Science, History</td>
<td>Cedar Falls</td>
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<td>Schmelling, Stanley J.</td>
<td>History—Mathematics, English, Economics and Sociology</td>
<td>Suring, Wisconsin</td>
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<td>Scholz, Lumilda Maria</td>
<td>Elementary Education—Earth Science, History, German, English</td>
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THE DEGREE OF BACHELOR OF SCIENCE IN SPECIFIED MAJOR LINES

Minor lines of work are indicated

The Degree of Bachelor of Science in Agriculture

March, 1936
Schrader, Clarence H. (Physical Education for Men, Manual Arts) ... Burt

August, 1936
Bacon, Royden S. (Mathematics, Industrial Arts, Commercial Education) ... Randalia
Harris, S. Everett (Mathematics, Industrial Arts) ... Plano

The Degree of Bachelor of Science in Commercial Education

June, 1936
Barry, Howard (Biological Science, Physical Education for Men) ... Woodbine
Erickson, Vivian Cecelia (History, English) ... Eldora
Lamb, Dorothy M. (English, Speech) ... Cedar Falls
Nay, Doris M. (English, Earth Science, History) ... Cedar Falls
Nemeck, Josephine V. (Biological Science, History) ... Pocahontas
Starr, Jeannette (English, History) ... Eldora
Strieby, Blanche Beatrice (Mathematics, English) ... Odebolt
Teisinger, Ramona Alice (Speech, English, Earth Science) ... Waterloo

August, 1936
Barr, Wayne L. (English, Government) ... Strawberry Point
Collins, Henry Miles (Economics and Sociology) ... Mount Union
Day, William E. (History, English) ... Clarksville
Hill, Lorraine L. (History) ... Elmhurst, Illinois
Volberding, Edward F. (Mathematics, History) ... Dike
Wickersheim, John William (Economics and Sociology, Agriculture) ... McGregor
The Degree of Bachelor of Science in Home Economics
June, 1936
Hughes, Pauline Godden (Government, English)..................Waterloo
Kroeger, Loney Lilly (English).................................Traer
Robinson, Mary Elizabeth (English, Biological Science, Economics
and Sociology)................................................Waterloo
Spies, Vera Magdelena (Biological Science, English)...........Dunkerton

August, 1936
Geick, Mabel C. (English, Chemistry)................................Rock Rapids
Hanson, Leilah (English, French)...................................Parkersburg
Lynch, Bernice V. (English)...........................................Cedar Falls
Nielsen, Agnes M. (English).........................................Elk Horn

The Degree of Bachelor of Science in Industrial Arts
August, 1936
Basler, Wayne Gordon (Earth Science).............................Sac City
Beckman, Paul D. (Physics)...........................................Corwith
Fye, W. W. (Education)................................................Tripoli
Marlenee, Ben A. (Agriculture).......................................Stuart
Meuler, Milton Carl (Mathematics, Physics)........................Burlington
Miller, Jed H. (Agriculture)..............................................Conway
Skaare, Richard U. (Agriculture, Physics)........................Ames
Vanderlinden, Leonard W. (Agriculture)............................Cedar Falls

The Degree of Bachelor of Science in Manual Arts
June, 1936
Hutton, Elliott Charles (Mathematics, Physics)....................Marion
Snook, Loring F. (History, Agriculture)............................Grand River
Swanson, Edgar P. (Agriculture).................................Alta

The Degree of Bachelor of Science in Music
June, 1936
Felter, E. Mae (English)...............................................Olin
Hanawalt, Harold D. (French)........................................Dumont
Mikesh, Otilla Rose (English).......................................Protivin
Oelrich, Dorothy Augusta (Speech, History)........................Hull
Weihe, Murtis E. (English, Speech)................................Postville

August, 1936
Griffing, Meredith R. (Speech, English)............................Seymour
Nordin, Helen (English)..............................................Gowrie
Nymeyer, Grace Elizabeth (English, German)........................Hull

The Degree of Bachelor of Science in Orchestral and Band Music
June, 1936
Rider, Wendell Jack (English)......................................Traer
Smith, Thomas Keith (History)......................................Oelwein

The Degree of Bachelor of Science in Physical Education
March, 1936
Christensen, Richard S. (History, Commercial Education)........Cedar Falls
Stelner, James H. (Manual Arts)...................................Dubuque
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**August, 1936**

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<td>Tolan, John J.</td>
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<td>Walgren, John Wilson</td>
<td>Mathematics, Industrial Arts</td>
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**DEPARTMENT CERTIFICATE IN CRITIC TRAINING**

Granted only to a student eligible for a degree

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<td>Specht, Luella K.</td>
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**June, 1936**

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<td>Northrup, Muriel Mae</td>
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**August, 1936**

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<td>Willits, Mary E.</td>
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**TWO-YEAR CURRICULA**

Curriculum for Teachers in Nursery School and Kindergarten

**March, 1936**

<table>
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<td>Stoddard, Mary Elizabeth</td>
<td>Waterloo</td>
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Curriculum for Teachers in Kindergarten-Primary Grades
November, 1935

Alleman, Mary Ann ........................................ Marathon
Benton, Fae Carolyn ........................................ Cedar Falls
Bohen, Helen Ruth ........................................ Marshalltown

March, 1936

Covey, Mary Elizabeth ..................................... Fort Dodge
Hansen, Jean Ardis .......................................... Clarion
Horning, Lucille Madalene ................................ Audubon
Jay, Lenore .................................................. Waverly
Schlensig, Faith L ........................................... Pocahontas
Vanderwilt, Frances W ...................................... Knoxville
Wright, Genevieve Maud ..................................... Woodward

June, 1936

Alcorn, Rhea Alvira ......................................... Roscoe, South Dakota
Ballantyne, Margaret Jane .................................. Janesville
Barns, Rachel E .............................................. Grinnell
Black, Ruth Elizabeth ....................................... Algona
Bonath, Marjorie Claire .................................... Primghar
Byrne, Margaret M ............................................ Moorland
Carmichael, Treva Jane ...................................... Hawkeye
Carstensen, Leone M ......................................... Merrill
Clark, Beulah Louise ......................................... Cedar Falls
Closson, Laura Turner ......................................... Waterloo
Cornellius, Frieda Maria ..................................... Bellevue
Cover, Josephine .............................................. Wapello
Datisman, Edna Mae .......................................... Inwood
DeBuhr, E. Lorraine .......................................... Albert Lea, Minnesota
Densmore, Cathrine Leone .................................. Edgewood
Erickson, Ruth Ivadelle ...................................... Nevada
Fleming, Elizabeth ........................................... Afton
Gibson, Roberta J ............................................. Corning
Greenlee, Frances ............................................. Cedar Falls
Gruis, Cena W ................................................ George
Harms, Irene Alma ............................................. Eldora
Hickok, Marcia June ......................................... Ventura
Hopkins, Dorothy ............................................. Guthrie Center
Huntrods, Donna Vera ......................................... Collins
Huus, Helen M ................................................. Northwood
Jensen, Doris H ............................................... Sutherland
Johnson, Dorothy Elsie ...................................... Melvin
Johnson, J. Clarine .......................................... Radcliffe
Keene, Lois Irene .............................................. Waterloo
Kiehl, Ella May ............................................... Mechanicsville
Kirkpatrick, Bonnybel Mary ................................ Mount Vernon
Kurtz, Betty .................................................. Fort Dodge
Lake, Ruth G .................................................. Primghar
Lamb, Eunice Ida ............................................. Rockwell City
Lande, Palma Merle ........................................... Ellisworth
Lothian, Wilma Pauline ...................................... Palmer
August, 1936

Albers, Sylvia Juliet ................................................. New Providence
Christensen, Christine ............................................. Kimballton
Dachenbach, Helen L. .................................................. Williamson
Harper, Nell ............................................................. Mediapolis
Kessler, Laureen ......................................................... Radcliffe
Kline, Catherine .......................................................... Baxter
Korneman, Gretchen Claire .......................................... Muscatine
Kyhl, Ruth E. ............................................................ Cedar Falls
Langford, Hazel Irene .................................................. Numa
Lowe, Corlenne M. ......................................................... Letts
Lowery, Joyce Lorraine ................................................ Sanborn
Luce, Essie E. ............................................................. Meriden
McBride, Geraldine Frances ......................................... Missouri Valley

Marsau, Irene E. ............................................................. Waterloo
McNamee, Goldie Anna ................................................. Hartley
Musser, Margot ........................................................... West Union
Myers, Charlotte V. ..................................................... Mount Pleasant
Myers, Margaret L. ........................................................ Shell Rock
Neasham, Alice ........................................................... Nevada
Nygren, Anna Marie ...................................................... Waverly
Olsen, Mildred Virginia .............................................. Cedar Falls
Olson, Carrie Alice ...................................................... Calamus
Parker, Genevieve E. ..................................................... Stockton, Illinois
Petersen, Katherine E. ................................................... Turin
Petersen, Esther G. ........................................................ Waterloo
Pink, Vivian Louise ....................................................... Buffalo Center
Plumb, Leona A. ............................................................ Wapello
Powell, Darlene ........................................................... Keota
Reckler, Helen Ruby ..................................................... Newton
Reyltz, Helen Louise .................................................... Hull
Rieger, Eleanor Marie ................................................... Lisbon
Roden, Florence V. ......................................................... Orson
Ruggles, Mildred Theodosia .......................................... Birmingham
Ruwe, Geneva Doreen .................................................. Cedar Falls
Sill, Berea Cleda .......................................................... Paton
Smith, Marjorie N. ......................................................... Victor
Smith, Veda Maurine ..................................................... Rippey
Spence, Lois L. ............................................................. Laurel
Stewart, Nadeen D. ....................................................... Sioux Falls, South Dakota
Stillman, Verona .......................................................... Emmetsburg
Taylor, Faye C. ............................................................. Chicago
Theimer, Emma Marie ..................................................... Cedar Falls
Thorsen, Marie Ione ........................................................ Ruthven
Tooker, Joyce Juanita .................................................. Merrill
Vall, Lucile Eloise ........................................................ SluX Rapids
Wick, Helen M. ........................................................... Mount Union
Wiese, Marjorie Virginia .............................................. Mount Auburn
Williams, Gretchen ...................................................... Brandon
Williams, L. Ave. .......................................................... Milford
Williams, Margaret Esther ........................................... Birmingham
Wilson, Dorothy Jeanne ................................................ Spencer
Wise, Catherine O. ........................................................ Cedar Rapids
Mueller, Evelyn M. .............................................. Sutherland
Randa, Adelaide .................................................. Tipton
Schalow, Alvina A. .............................................. Adair
Seward, Mildred M. .............................................. Mason City
Thomas, Hazel Mae .............................................. Cedar Falls
Van Hauen, Marcella .............................................. Shell Rock
Wagner, Vesper Fern .............................................. Hamburg
Ward, Isabel Alice ................................................ Albia
Wilkin, Lucille .................................................... Remsen
Willenburg, Helen Kathryn ...................................

Curriculum for Teachers in Grades above the Primary
November, 1935

Kuehl, Lillian Mary .............................................. Schleswig
Nelson, Anna Kathryn ............................................ Rowley
Wellmerling, Fern ................................................. Rembrandt

March, 1936

Bishop, M. Helen .................................................. Rowley
Bradford, Helena M. ............................................. Charlton
Eickelberg, Lucille Esther ...................................... Cedar Falls
Garvin, Catherine G. ............................................. Marcus
Kremenak, Margery Blanche .................................. Clutter
Parks, Marjorie D. .................................................. Afton

June, 1936

Ackley, Winifred S. ............................................... Marble Rock
Adair, Ruth Lorraine .............................................. LeGrand
Adams, Edrie V. ................................................... Belle Plaine
Barger, Marjorie A. ............................................... Swea City
Bartlett, Frances A. .............................................. Story City
Bassel, Elaine Dorothea ......................................... Waterloo
Belthuis, Lyda ................................................... Parkersburg
Benz, Maurine L. .................................................. Lawler
Boddicker, Helen Maurine ....................................... Newhall
Branstrup, A. Arlene .............................................. Marshalltown
Briggs, S. Jeanette ................................................ Brandon
Bueghly, Ada Marguerite ........................................ Conrad
Cade, Eleanor Mae ................................................ Oelwein
Calmer, Jean L. ................................................... Manson
Cameron, Ethel Mae ............................................... Egan, South Dakota
Cannon, Marie R. .................................................. Washington
Caslavka, Gladys Helen ......................................... Cluittier
Clausen, Marjorie ................................................ Stanhope
Crosby, Roberta Jane ............................................ Clarksville
Dodd, Winifred Alice ............................................ New Hartford
Elder, Jessie E. .................................................... Belmond
Eller, Fern Olive .................................................. Hubbard
Ellison, Dorris Arleen ........................................... Mount Vernon
Engelman, Pauline B. ............................................. Creston
Fogg, Evelyn A. ................................................... Barrington, Illinois
Freeburger, Helen Lee ........................................... Sioux City
Galloway, Dorothy Elizabeth ................................... Cedar Falls
Guillixson, Thora Constance ................................... Bode
Haines, Anna Eileen ............................................. Oskaloosa
Hamilton, Mary E. ................................................ Maquoketa
Hausner, Helen D. ................................................ Brandon
GRADUATES, 1935-36

Hill, Ruth .......................................................... Maquoketa
Hostetter, Ruth M. .................................................. Grundy Center
Hughes, Rachel Ann ................................................ Cedar Falls
Hunt, Irma ........................................................... Earlville
Huntrods, Margaret Elizabeth ................................... Collins
Johnson, Shirley Virginia ........................................... Missouri Valley
Kelting, Viola Esther ................................................ Williamsburg
King, Gladys Jane .................................................... Hubbard
Klemme, Elsie C. ..................................................... Hubbard
Knutson, Agnes H. ................................................... Radcliffe
Kuhn, Jane ................................................................... Bedford
Kurtz, Lois Helene ..................................................... Prescott
Madsen, Vera Julianne ................................................ Cedar Falls
Marshall, Harriett ....................................................... Glenwood
Mather, Mary Alice ..................................................... Laurens
Miller, Leila A. .......................................................... Reinbeck
Mortenson, Mildred E. ................................................ Cherokee
Nelsen, Alberta C. .................................................... Alden
Newcomer, Margaret ................................................ Newburg
Olson, Eleanor Bernice ............................................... Radcliffe
Olson, Marian Lorraine ............................................... Spencer
Putnam, Helen .......................................................... Eldora
Ransom, Lucille G. .................................................... Ionia
Rasmussen, Madlyn ..................................................... Goldfield
Reasoner, Vera Mae ................................................... Beaconsfield
Ressegule, Edna M. .................................................... Laurens
Robinson, Evelyn Eletha .............................................. Stockton, Illinois
Rothlisberger, Coranel ............................................... Elgin
Rouse, Elaine .......................................................... Brandon
Schaefer, Eleanor L. .................................................. Hampton
Sperry, Aileen .......................................................... Jolley
Stauffer, Dorothy E. .................................................... Greene
Steel, Dorothea M. ...................................................... Bedford
Studebaker, Irene L. ................................................... Belmond
Thomas, Retta ........................................................... Sewal
Tietjen, Aletha .......................................................... Alta Vista
Vaala, Ethel Mae ........................................................ Lawler
Varce, Artheda M. ..................................................... Bristow
Wallace, Catherine E. ................................................ De Witt
Wear, Loyola A. ........................................................ Persia
Williams, Mildred L. ................................................... Columbus Junction
Woods, Eleanor Louise ............................................... Maquoketa
Zehms, Evalyn M. ....................................................... Knierim
Zilk, Wilda A. .......................................................... Riceville
Zintz, Miles Vernon ..................................................... Plano

August, 1936

Andersen, Helen Marie ................................................. Rudd
Barnes, Frances Dee .................................................... Union
Bierce, Gertrude Celeste .............................................. Ottumwa
Blue, Dorothy .......................................................... Cedar Falls
Bowman, Evelyn Jeanette .......................................... Humboldt
Brown, Junius B. ........................................................ University Park
Carlisle, Ruth R. ........................................................ Whittemore
Carper, Gertrude ........................................................ Olds
Carstensen, Elvira M. .................................................. Preston
Christenson, Margaret C. .......................................... Peterson
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# ONE-YEAR CURRICULUM

## Curriculum for Teachers in Rural Schools

**November, 1935**

<table>
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<tr>
<th>Shaa, Frances A.</th>
<th>Ashton</th>
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**March, 1936**

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<td>Nelson, Emelia</td>
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<td>Stookey, Flora Louise</td>
<td>Palo</td>
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<td>Vander Ploeg, Delia</td>
<td>Kanawha</td>
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**June, 1936**

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<th>Anderson, Hazel M.</th>
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<td>Gladbrook</td>
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<td>Ricketts</td>
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<td>Dieckman, Verna L. C.</td>
<td>Farmersburg</td>
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NUMBER RECEIVING DEGREES AND DIPLOMAS

NOVEMBER, 1935, TO AUGUST, 1936

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1. The degree of bachelor of arts.................................. 48 135 183

2. Degree curricula organized for special subjects
   a. The degree of bachelor of science in agriculture .................. 3 3
   b. The degree of bachelor of science in commercial education ......... 6 8 14
   c. The degree of bachelor of science in home economics ............... 8 8
   d. The degree of bachelor of science in industrial arts .............. 8 8
   e. The degree of bachelor of science in manual arts .................. 3 3
   f. The degree of bachelor of science in music ................................... 2 6 8
   g. The degree of bachelor of science in orchestral and band music .. 2
   h. The degree of bachelor of science in physical education ............ 20 2 22

3. Two-year diplomas
   a. For teachers in the nursery school and kindergarten .......... 1 1
   b. For teachers in the primary grades .................................. 108 108
   c. For teachers in the grades above the primary ................. 3 132 135

4. One-year diploma
   a. For teachers in rural schools .................................. 4 54 58

   Total number of graduates .................................. 99 454 553
SUMMARY OF ATTENDANCE

JUNE 5, 1935, TO JUNE 1, 1936

CLASSES OF STUDENTS

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<td>Students registered for twelve weeks of normal training and not on a curriculum</td>
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<td>Total in extension work exclusive of duplicates</td>
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<td>Grand total exclusive of duplicates and of pupils in the training school</td>
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### ATTENDANCE BY TERMS

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### PUPILS IN THE TRAINING SCHOOL AND IN AFFILIATED SCHOOLS

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