BULLETIN

OF THE

Iowa State Teachers College

CEDAR FALLS, IOWA

CATALOG

1931-32

INCLUDING ANNOUNCEMENTS FOR 1932-33

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January, 1932

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### Note
- The calendars are for the years 1982 and 1983, showing the months from January to December.
- Each month is represented with a grid format, indicating the days of the week and the dates.
COLLEGE CALENDAR FOR 1932-33

Summer Term, 1932—Twelve Weeks

June 1, Wednesday—Registration, 7:00 a. m. to 5:00 p. m.
June 2, Thursday—Instruction begins, 7:30 a. m.
July 4, Monday—Classes suspended.
Aug. 18, Thursday—Commencement, 7:30 p. m.
Aug. 19, Friday—Term ends, 12:00 noon.

Fall Term, 1932—Twelve Weeks

Sept. 6, Tuesday—Registration of First Year Students, 8:00 a. m. to 5:00 p. m. (All first year students enrolling for the first time must report at the auditorium promptly at 8:00 a. m.)
Sept. 7, Wednesday—Registration of Upper Classmen, 8:00 a. m. to 5:00 p. m.
Sept. 8, Thursday—Instruction begins, 8:00 a. m.
Nov. 23, Wednesday—Commencement; term ends, 5:00 p. m.

Winter Term, 1932-33—Twelve Weeks

Nov. 28, Monday—Registration, 8:00 a. m. to 5:00 p. m.
Nov. 29, Tuesday—Instruction begins, 8:00 a. m.
Dec. 21, Wednesday—Holiday recess begins, 5:00 p. m.

1933
Jan. 4, Wednesday—Instruction resumed, 8:00 a. m.
Mar. 3, Friday—Commencement; term ends, 5:00 p. m.

Spring Term, 1933—Twelve Weeks

Mar. 6, Monday—Registration, 8:00 a. m. to 5:00 p. m.
Mar. 7, Tuesday—Instruction begins, 8:00 a. m.
May 29, Monday—Commencement; term ends, 12:00 noon.

Summer Term, 1933—Twelve Weeks

June 5, Monday—Registration, 7:00 a. m. to 5:00 p. m.
June 6, Tuesday—Instruction begins, 7:30 a. m.
July 4, Tuesday—Classes suspended.
Aug. 24, Thursday—Commencement, 7:30 p. m.
Aug. 25, Friday—Term ends, 12:00 noon.

Fall Term, 1933—Twelve Weeks

Sept. 11, Monday—Opening of the session.
VIII. Play Production I—5 hours. The interpretation of characters and types in a comedy of Shakespeare. Each student is required to act in this comedy and in a modern one-act play. Public performance of one-act plays. Lectures on make-up. Prerequisite: Oral Interpretation II or equivalent preparation. Open to sophomores, juniors, and seniors.

IX. Play Production II—5 hours. The interpretation of a tragedy of Shakespeare. Each student is required to act in this tragedy and in a modern one-act tragedy. Public performance of one-act plays. Lectures on the directing of plays. Prerequisite: Oral Interpretation II or equivalent preparation. Open to juniors and seniors.

X. Pedagogy of Interpretation—5 hours. The principles underlying the teaching of interpretation with observation and practice. Declamatory work and play production in the high school. Each student will superintend the production of a standard one-act play. Open to juniors and seniors.

XI. History of Design in the Theater—5 hours. The development of scenic and costume design in the theater from the Greek period to the present. Theory and practice of design. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to juniors and seniors.

XII. Technique of Scene Construction—3 hours. Theory of scene construction with practice in building scenes. Recitations, 2 periods a week; laboratory work, 2 periods a week. Open to juniors and seniors.

XIII. Stage Lighting—2 hours. Open to juniors and seniors.

XIV. Speech Correction—5 hours. Study of the nature of speech defects with training in diagnosis of individual cases. Methods of dealing with the various kinds of defects. Prerequisite: Educational Psychology I. Open to sophomores, juniors, and seniors.

HOME ECONOMICS

A. Clothing

I. Clothing I—4 hours. The principles of garment construction, the selection of materials used, design, method of construction, and problems involved in the construction of clothing. Recitations, 2 periods a week; laboratory work, 4 periods a week. Open to freshmen and sophomores.

II. Clothing II—4 hours. Garment construction continued. The elements of clothing design. Recitations, 2 periods a week; laboratory work, 4 periods a week. Prerequisite: Clothing I or equivalent preparation. Open to freshmen and sophomores.

III. Textiles—2 hours. The chief textile fibers and the standard materials used in clothing and in house furnishings. Recitation, 1 period a week; laboratory work, 2 periods a week. Open to freshmen and sophomores.

IV. Costume Design—3 hours. Fundamentals of design and color as they relate to costumes and accessories. Recitation, 1 period a week; laboratory work, 4 periods a week. Prerequisite: Applied Arts I. Open to sophomores, juniors, and seniors.

V. Clothing Appreciation and Economics—5 hours. The application of line, color harmony, and texture to costumes of different individuals and purposes. Clothing budgets and clothing hygiene. Recitations, 3 periods a week; laboratory work, 4 periods a week. Prerequisite: Costume Design. Open to juniors and seniors.
IOWA STATE BOARD OF EDUCATION

OFFICERS OF THE BOARD

GEORGE T. BAKER, President
WILLIAM H. GEMMILL, Secretary

MEMBERS OF THE BOARD

E. P. SCHOENTGEN, Council Bluffs
PAULINE L. DEVITT, Oskaloosa
GEORGE W. GODFREY, Algona

Terms expire July 1, 1933

GEORGE T. BAKER, Davenport
ANNA B. LAWThER, Dubuque
ESKIL C. CARLSON, Des Moines

Terms expire July 1, 1935

J. H. ANDERSON, Thompson
THOS. W. KEENAN, Shenandoah
HARRY M. NEAS, Sigourney

Terms expire July 1, 1937

MEMBERS OF THE FINANCE COMMITTEE

Office, Des Moines

WILLIAM R. BOYD, Cedar Rapids, Chairman
WILLIAM H. GEMMILL, Des Moines, Secretary
WILLIAM G. NOTH, Des Moines

COMMITTEES OF THE BOARD

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GEORGE T. BAKER
GEORGE W. GODFREY
ESKIL C. CARLSON
J. H. ANDERSON

Building and Business Committee

EDWARD P. SCHOENTGEN, Chairman
GEORGE T. BAKER
PAULINE L. DEVITT
THOMAS W. KEENAN
HARRY M. NEAS
OFFICERS OF ADMINISTRATION AND INSTRUCTION, 1931-32

Officers of Administration

ORVAL RAY LATHAM, B.A., State University of Iowa, 1911; M.A., 1919; Ph.D., 1928
President, 1928

HOMER H. SEERLEY, B.Ph., State University of Iowa, 1873; M.A., 1876; LL.D., Penn College, 1888; LL.D., State University of Iowa, 1901
President Emeritus, 1886 (1928)

CHARLES S. CORY, B.S., State University of Iowa, 1902
Registrar and Examiner, 1907 (1913)

LESLIE J. REED, B.Ph., State University of Iowa, 1903; M.A., 1906
Dean of Men, 1916 (1924)

BENJAMIN BOARDMAN, B.Ph., State University of Iowa, 1901
Financial Secretary, 1917

ROGER LEAVITT, B.A., Beloit College, 1882; M.A., 1885
Treasurer, 1919

FRANK N. MEAD, M.D., University of Pennsylvania, 1895
Health Director and Professor of Physical Education, 1920 (1926)

SADIE B. CAMPBELL, B.A., Colorado State Teachers College, 1919; M.A., Columbia University, 1925
Dean of Women, 1929

ELDON E. COLE, B.S., Iowa State College, 1921
Superintendent of Buildings and Grounds, 1930 (1931)

* A single date following title indicates the beginning of service at the Iowa State Teachers College. If two dates are given, the first indicates the beginning of service at the College and the second (in parenthesis) the beginning of service in present rank.
M. J. NELSON, B.A., Luther College, 1916; M.A., University of Wisconsin, 1924; Ph.D., 1928
Professor of Education and Head of the Department, 1924 (1930)

G. W. WALTERS, B.S., Iowa Wesleyan College, 1879; M.S., 1882
Professor of Education, 1895

HUGH S. BUFFUM, B.A., State University of Iowa, 1901; M.A., 1902; Ph.D., 1906
Professor of Education, 1914

HARRY L. EELELS, B.A., Iowa State Teachers College, 1918; M.S., Iowa State College, 1922
Professor of Rural Education, 1914

JOHN W. CHARLES, B.A., Haverford College, 1904; M.A., 1908; Ph.D., State University of Iowa, 1926
Professor of Education, 1914 (1917)

JOSEPH B. PAUL, B.A., Indiana University, 1911; M.A., University of Wisconsin, 1914; Ph.D., 1931
Professor of Education, 1916 (1917)

JOHN R. SLACKS, B.Ph., University of Chicago, 1930; M.A., 1930
Professor of Rural Education, 1918

E. W. GOETCH, B.A., State University of Iowa, 1910; M.A., 1920; Ph.D., 1925
Professor of Education and Director of the Placement Bureau, 1918 (1928)

MAY SMITH, B.A., Coe College, 1905; M.A., Columbia University, 1929
Professor of Education, 1919 (1921)

AMY F. AREY, B.S., Columbia University, 1905; M.A., 1906
Professor of Education, 1919 (1921)

E. O. FINKENBINDER, B.A., University of Illinois, 1910; M.A., Clark University, 1911; Ph.D., 1913
Professor of Education, 1921

J. A. WILEY, B.S., University of Missouri, 1916; M.A., 1917
Professor of Education, 1922 (1923)

CHARLES O. TODD, B.A., Indiana University, 1911; M.A., University of Chicago, 1916
Professor of Education, 1922 (1924)

†E. C. DENNY, B.A., Indiana University, 1913; M.A., University of Chicago, 1916
Professor of Education, 1923 (1924)

†M. J. WILCOX, B.S., Cornell College, 1914; M.A., State University of Iowa, 1917
Professor of Education, 1923 (1926)

A. E. BROWN, B.S., Baker University, 1909; M.A., Yale University, 1910; Ph.D., State University of Iowa, 1931
Professor of Education, 1924 (1926)

D. P. PHILLIPS, B.A., Upper Iowa University, 1915; M.A., State University of Iowa, 1923
Professor of Education, 1924 (1926)

H. A. RIEBE, B.Ph., University of Wisconsin, 1923; M.Ph., 1923; Ph.D., 1929
Professor of Education, 1925 (1926)

*Names of members of each departmental staff, other than the head, are arranged according to institutional seniority.
†On leave of absence.
FACULTY

English

SAMUEL A. LYNCH, B.L., University of Missouri, 1892; M.A., University of Chicago, 1900
Professor of English and Head of the Department, 1909

LILLIAN V. LAMBERT, B.Ph., University of Chicago, 1895; M.Ph., 1906
Professor of English, 1907 (1909)

W. B. FAGAN, B.A., Earlham College, 1910; M.A., University of Kansas, 1915
Professor of English, 1915 (1919)

ANNA MARIE SORENSON, B.A., State University of Iowa, 1907; M.A., 1912
Professor of English, 1915 (1919)

HAGAN, B.A., Iowa State Teachers College, 1914; M.A., Columbia University, 1923
Professor of English, 1923 (1926)

IDA C. ROHLF, B.A., Hamline University, 1903; M.A., 1907
Professor of English, 1922 (1925)

IDA C. ROHLF, B.A., Iowa State Teachers College, 1915; M.A., State University of Iowa, 1923
Professor of English, 1923 (1926)

KATHERINE BUXBAUM, B.A., State University of Iowa, 1928; M.A., University of Chicago, 1924
Assistant Professor of English, 1924 (1927)

†PHILLA SLATTERY, B.Ph., University of Chicago, 1923; M.A., 1924
Instructor in English, 1926

WINIFRED M. TUTTLE, B.A., University of Wisconsin, 1907; M.S., Iowa State College, 1918
Professor of Public Speaking, 1927

NELIUS O. HALVORSON, B.A., Luther College, 1921; M.A., State University of Iowa, 1925; Ph.D., 1929
Professor of English, 1929 (1933)

GEORGE H. HOLMES, B.A., University of Michigan, 1925; M.A., 1926
Professor of Journalism and Director of Publicity Service, 1929

FLOYD W. LAMBERTSON, B.A., Albion College, 1914; M.A., Northwestern University, 1922; Ph.D., State University of Iowa, 1930
Professor of Public Speaking, 1930

CHARLES F. HOLDEN, B.A., University of Michigan, 1929; M.A., 1930
Instructor in English, 1930

GEORGE T. BUCKLEY, B.A., Baylor University, 1921; M.A., 1924; Ph.D., University of Chicago, 1931
Assistant Professor of English, 1931

Latin, Greek, and German

FRANK IVAN MERCHANT, B.A., Shurtleff College, 1880; M.A., Ph.D., University of Berlin, 1890
Professor of Latin and Greek and Head of the Department, 1907 (1909)

†EDNA O. MILLER, B.A., Iowa State Teachers College, 1918; M.A., Columbia University, 1924
Assistant Professor of Latin, 1924 (1927)

†On leave of absence.
ANNA DOFFING, B.A., Iowa State Teachers College, 1914; M.A., State University of Iowa, 1917
Instructor in German, 1926

JOSEF SCHAEFER, State Examination, University of Freiburg, 1923; Ph.D., 1924
Assistant Professor of German and Latin, 1926 (1925)

DONALD E. FIELDS, B.A., Lebanon Valley College, 1924; M.A., Princeton University, 1928
Instructor in Latin, 1931

Romance Languages

INGEBRIGiT LILLEHEI, B.A., University of Minnesota, 1908; M.A., 1909; Ph.D., 1914
Professor of Romance Languages and Head of the Department, 1918 (1925)

ISABEL THOMES, B.A., University of Kansas, 1912; M.A., University of Michigan, 1924
Professor of Romance Languages, 1918 (1924)

HOMER C. HADDON, B.A., Ohio State University, 1913; M.A., 1917
Assistant Professor of Romance Languages, 1923

MILDRED DYER, B.A., Drake University, 1908; Diplôme, University of Grenoble, 1922
Assistant Professor of Romance Languages, 1923 (1925)

MARY ADELlNE SHORT, B.A., Indiana University, 1922; M.A., 1931
Instructor in Romance Languages, 1924

Mathematics and Commercial Education

IRA S. CONDIT, B.A., Parsons College, 1886; M.A., 1889
Professor of Mathematics and Head of the Department, 1898 (1905)

HARRY C. CUMMINS, B.D., Iowa State Teachers College, 1898
Professor of Commercial Education, 1898 (1922)

EMMA F. LAMBERT, B.Ph., State University of Iowa, 1904; M.A., Columbia University, 1930
Professor of Mathematics, 1901 (1915)

CHARLES W. WESTER, B.S., University of California, 1908; M.A., University of Washington, 1911
Professor of Mathematics, 1916 (1918)

E. E. WATSON, B.S., State University of Iowa, 1905; M.S., 1905
Professor of Mathematics, 1920

GEORGE R. MACH, B.S., University of Illinois, 1921; M.S., 1922
Professor of Commercial Education, 1923 (1926)

MYRTLE E. GAFFIN, B.A., Iowa State Teachers College, 1923; M.A., State University of Iowa, 1930
Instructor in Commercial Education, 1923

R. O. SKAR, B.A., St. Olaf College, 1916; M.A., 1919
Professor of Commercial Education, 1924 (1926)

JULIA M. MYERS, B.A., Iowa State Teachers College, 1924; M.A., Columbia University, 1931
Instructor in Commercial Education, 1924

Physics and Chemistry

LOUIS BEGEMAN, B.S., University of Michigan, 1889; M.S., 1897; Ph.D., University of Chicago, 1910
Professor of Physics and Head of the Department, 1899 (1909)
S. FREEMAN HERSEY, B.Ph., Beloit College, 1892
Professor of Physics, 1899 (1904)

ROBERT W. GETCHELL, B.A., Iowa State Teachers College, 1911; M.S., University of Wisconsin, 1914; Ph.D., 1930
Professor of Chemistry, 1909 (1912)

O. B. READ, B.Ph., Hillsdale College, 1902; M.A., University of Wisconsin, 1910
Professor of Chemistry, 1913 (1918)

W. H. KADESCH, B.S., Ohio Wesleyan University, 1906; M.Ph., University of Chicago, 1919; Ph.D., 1915
Professor of Physics, 1921

Natural Science

EMMETT J. CABLE, B.S., Cornell College, 1900; M.S., 1903; Ph.D., State University of Iowa, 1917
Professor of Natural Science and Head of the Department, 1905 (1917)

ALISON E. AITCHISON, B.S., State University of Iowa, 1907; M.S., University of Chicago, 1914
Professor of Natural Science, 1903 (1914)

ROY L. ABBOTT, B.A., Iowa State Teachers College, 1915; M.S., University of Wisconsin, 1917; Ph.D., 1925
Professor of Natural Science, 1916 (1920)

WINFIELD SCOTT, B.S., University of Illinois, 1916; M.S., 1918; Ph.D., Iowa State College, 1925
Professor of Natural Science, 1918 (1919)

H. EARL RATH, B.S., Iowa State College, 1916; M.S., 1923
Professor of Natural Science, 1921 (1923)

MARGUERITE UTTLEY, B.A., Iowa State Teachers College, 1915; M.S., University of Chicago, 1921
Professor of Natural Science, 1921 (1923)

C. W. LANTZ, B.A., University of Illinois, 1913; M.A., 1914; Ph.D., 1925
Professor of Natural Science, 1921

O. R. CLARK, B.A., University of Nebraska, 1916; M.A., 1921
Professor of Natural Science, 1922 (1925)

WINIFRED M. GILBERT, B.S., Iowa State College, 1918; M.S., 1921
Assistant Professor of Natural Science, 1926 (1928)

DOROTHY HAFFA, B.A., Iowa State Teachers College, 1924; M.S., University of Chicago, 1929
Instructor in Natural Science, 1930

Social Science

M. R. THOMPSON, B.A., Western Union College, 1913; M.A., State University of Iowa, 1915; Ph.D., 1917
Professor of Economics and Head of the Department, 1921 (1923)

SARA M. RIGGS, B.L., University of Michigan, 1894
Professor of History, 1887 (1922)

MARY B. HUNTER, B.A., Iowa State Teachers College, 1912; M.A., University of Chicago, 1918
Professor of Economics and History, 1918 (1921)

WARREN L. WALLACE, B.A., University of Michigan, 1907; M.A., University of Minnesota, 1918
Professor of History, 1920

†On leave of absence.
GEORGE C. ROBINSON, B.A., University of Wisconsin, 1916; M.A., Harvard University, 1920; Ph.D., 1932
Professor of Government, 1922

CARL H. ERBE, B.A., Iowa State Teachers College, 1920; M.A., State University of Iowa, 1924; Ph.D., 1925
Professor of Government, 1925 (1926)

FRED W. WELLBORN, B.A., Baker University, 1918; M.A., University of Kansas, 1923; Ph.D., University of Wisconsin, 1926
Professor of History, 1925 (1927)

RALPH R. FAHRNEY, B.A., Mount Morris College, 1919; M.A., University of Chicago, 1922; Ph.D., 1929
Assistant Professor of History, 1929

MARSHALL R. BEARD, B.A., Marion College, 1925; M.A., University of Wisconsin, 1928; Ph.D., 1930
Instructor in History and Government, 1930

ROBERT W. HARBESEN, B.A., Western Reserve University, 1925; M.A., Harvard University, 1926; Ph.D., 1931
Instructor in Economics, 1931

Home Economics

ANNA LEE LEGGETT, B.S., Columbia University, 1910; M.A., 1921
Professor of Home Economics and Head of the Department, 1921

†LUELLA OVERN, B.A., State University of Iowa, 1920; M.S., University of Chicago, 1926
Professor of Home Economics, 1925 (1928)

BERNICE ALLEN, B.S., Columbia University, 1926; M.A., 1931
Professor of Home Economics, 1926 (1928)

†LOU R. DILLON, B.S., Central Missouri State Teachers College, 1923; M.A., Columbia University, 1927
Professor of Home Economics, 1927 (1928)

BERTHA V. STOCKARD, B.S., North Texas State Teachers College, 1922; M.A., Columbia University, 1931
Instructor in Home Economics, 1931

Physical Education for Men

†L. L. MENDENHALL, LL.B., State University of Iowa, 1917
Professor of Physical Education for Men and Acting Head of the Department, 1921 (1926)

PAUL F. BENDER, B.A., State University of Iowa, 1918; M.A., Columbia University, 1931
Assistant Professor of Physical Education for Men and Acting Head of the Department, 1921 (1931)

ARTHUR DICKINSON, B.A., Iowa State Teachers College, 1917
Assistant Professor of Physical Education for Men, 1924

LAWRENCE W. WHITFORD, B.A., Iowa State Teachers College, 1924
Assistant Professor of Physical Education for Men, 1926

DAVID H. McCUSKEY, B.S., Iowa State Teachers College, 1930
Instructor in Physical Education for Men, 1930

MELVIN FRITZEL, B.S., Iowa State Teachers College, 1930
Instructor in Physical Education for Men, 1930

†On leave of absence.
FACULTY

Physical Education for Women

MONICA R. WILD, B.A., Iowa State Teachers College, 1912; M.S., University of Wisconsin, 1930
Professor of Physical Education for Women and Head of the Department, 1913 (1931)

DORIS E. WHITE, B.A., Simpson College, 1911; M.A., Columbia University, 1931
Professor of Physical Education for Women, 1915 (1920)

GRACE VAN NESS, B.A., Cornell College, 1911; M.A., Columbia University, 1930
Assistant Professor of Physical Education for Women, 1919 (1921)

†DOROTHY HUMISTON, B.A., University of Minnesota, 1920; M.A., Columbia University, 1925
Professor of Physical Education for Women, 1925 (1929)

MRS. L. GENEICE HOFFMAN, B.A., Iowa State Teachers College, 1923
Assistant Professor of Physical Education for Women, 1926

DOROTHY MICHEL, B.S., University of Minnesota, 1924; M.A., Columbia University, 1931
Instructor in Physical Education for Women, 1927

MAUDE E. MOORE, B.A., Iowa State Teachers College, 1927; M.A., Columbia University, 1931
Instructor in Physical Education for Women, 1927

MRS. JANE PETTIT, B.A., Iowa State Teachers College, 1928; M.A., State University of Iowa, 1932

THELMA SHORT, B.S., Columbia University, 1921; M.A., 1929
Instructor in Physical Education for Women, 1929

HELEN MARIE MANAHAN, B.S., Ohio State University, 1929; M.S., 1930
Instructor in Physical Education for Women, 1930

CATHERINE THOMPSON, B.S., Indiana State Teachers College, 1925; M.A., Columbia University, 1931
Instructor in Physical Education for Women, 1931

Teaching

EVA MAY LUSE, B.A., State University of Iowa, 1906; M.A., 1919; Ph.D., 1925
Professor of Teaching and Head of the Department, 1906 (1919)

E. GRACE RAITH, B.A., Iowa State Teachers College, 1920; M.A., Columbia University, 1927
Professor of Teaching, 1914 (1915)

EULALIE TURNER, B.S., State University of Iowa, 1923; M.A., Columbia University, 1929
Assistant Professor of Teaching, 1915 (1923)

ALTA L. WILMARTH, B.A., Iowa State Teachers College, 1921; M.A., State University of Iowa, 1926
Professor of Teaching, 1919 (1931)

†ROSE L. HANSON, B.S., University of Nebraska, 1920
Professor of Teaching, 1920

MARNA PETERSON, B.Ph., University of Chicago, 1913; M.A., Columbia University, 1925
Professor of Teaching, 1920

LOUISE HEARST, B.A., Iowa State Teachers College, 1921; M.S., University of Chicago, 1929
Assistant Professor of Teaching, 1921 (1926)

†On leave of absence.
†SELMA SCHUMANN, B.A., Iowa State Teachers College, 1928
Instructor in Teaching, 1922

MARY P. CALDWELL, B.A., Iowa State Teachers College, 1919; M.A., Columbia University, 1926
Professor of Teaching, 1922 (1926)

†MINNIE E. STARR, Diploma, Thomas Normal Training School, 1898; B.M., Northwestern University, 1901
Assistant Professor of Teaching, 1922 (1927)

EDNA MANTOR, B.A., Iowa State Teachers College, 1927; M.A., Columbia University, 1931
Instructor in Teaching, 1923

MARY LEONA SUTHERLAND, B.A., University of Illinois, 1925; M.A., Columbia University, 1930
Assistant Professor of Teaching, 1925

HELEN M. WATERS, B.A., University of Nebraska, 1921; M.A., Columbia University, 1930
Professor of Teaching, 1925

EDITH L. BARBER, B.S., Columbia University, 1924; M.A., 1929
Professor of Teaching, 1924

MARY C. ANDERSON, B.A., Iowa State Teachers College, 1914; M.A., State University of Iowa, 1926
Assistant Professor of Teaching, 1926

†AGNES GULICKSON, B.A., Iowa State Teachers College, 1926
Instructor in Teaching, 1926

†ALICE BAKKEN, B.A., Iowa State Teachers College, 1927
Instructor in Teaching, 1927

†On leave of absence.
MARGARET DIVELBESS, B.A., Grinnell College, 1923; M.A., Columbia University, 1927
Assistant Professor of Teaching, 1927

MABELLE M. GROSS, B.A., Des Moines University, 1918; M.A., State University of Iowa, 1926
Assistant Professor of Teaching, 1927

RUTH J. MICHAELSON, B.A., Iowa State Teachers College, 1927
Instructor in Teaching, 1927

MABELLE M. GROSS, B.A., Des Moines University, 1918; M.A., State University of Iowa, 1926
Assistant Professor of Teaching, 1927

OLGA J. JOHNSON, B.Ph., University of Chicago, 1928
Instructor in Teaching, 1928

MYRTLE M. STONE, B.A., Washington State College, 1925; M.B.A., University of Washington, 1927
Assistant Professor of Teaching, 1928

MARY ANN SCANLAN, B.A., Iowa State Teachers College, 1929
Instructor in Rural Teaching, 1929

LUCILE E. ANDERSON, B.A., Iowa State Teachers College, 1924; M.A., University of Chicago, 1927
Instructor in Teaching, 1930

ETHEL M. FITZSIMONS, B.A., Hastings College, 1922; M.A., University of Nebraska, 1930
Instructor in Teaching, 1930

MARGUERITE R. HYDE, B.Ed., University of Washington, 1921; M.A., Columbia University, 1929
Instructor in Teaching, 1930

EMMA OPFER, B.Ph., University of Chicago, 1921; M.A., Columbia University, 1929
Instructor in Teaching, 1930

BERTHA CRANE STILES, B.S., Columbia University, 1909; M.A., 1929
Instructor in Teaching, 1930

IVERNIA TYSON, B.A., Colorado State Teachers College, 1927; M.A., State University of Iowa, 1930
Instructor in Teaching, 1930

RUTH R. BODENHAM, B.A., Iowa State Teachers College, 1930
Instructor in Teaching, 1930

FLORENCE E. BROWN, B.A., Iowa State Teachers College, 1930
Instructor in Teaching, 1930

MRS. MABEL BARRON GRUPP, B.A., Iowa State Teachers College, 1924
Instructor in Teaching, 1930

MINNA M. HANSEN, B.A., Iowa State Teachers College, 1928
Instructor in Teaching, 1930

MRS. GLADYS HORNBAKER, B.A., Iowa State Teachers College, 1928
Instructor in Teaching, 1930

BERTHA ROBINSON, B.A., Iowa State Teachers College, 1929
Instructor in Teaching, 1930

ANNA M. NIELSEN, B.A., Iowa State Teachers College, 1929
Instructor in Rural Teaching, 1930

EMMA NORGARD, B.A., Iowa State Teachers College, 1930
Instructor in Rural Teaching, 1930

M. ELISEBETH BRUGGER, B.A., University of Nebraska, 1910; M.A., Columbia University, 1928
Instructor and Director of the Nursery School, 1931

VELMA COLBROOK, B.A., University of Illinois, 1923; M.A., 1927
Instructor in Teaching, 1931

†On leave of absence.
RUBY DAY, B.A., Iowa State Teachers College, 1926; M.A., Columbia University, 1931
Instructor in Teaching, 1931

OLIVE P. RITTER, B.A., Des Moines University, 1928; M.A., State University of Iowa, 1931
Instructor in Teaching, 1931

EVELYN BENZLER, B.A., State University of Iowa, 1926
Instructor in Teaching, 1931

JESSIE BERNARD, B.A., Iowa State Teachers College, 1931
Instructor in Teaching, 1931

BERNICE BRYAN, B.S., Columbia University, 1931
Instructor in Teaching, 1931

VIOLA M. COOLEY, B.A., Iowa State Teachers College, 1928
Instructor in Teaching, 1931

MRS. EDITH J. CUMMINS, B.A., Iowa State Teachers College, 1927
Instructor in Teaching, 1931

JOSEPHINE DRESDEN, B.M.E., Northwestern University, 1931
Instructor in Teaching, 1931

EVELYN BENZLER, B.A., State University of Iowa, 1926
Instructor in Teaching, 1931

JESSIE BERNARD, B.A., Iowa State Teachers College, 1931
Instructor in Teaching, 1931

BERNICE BRYAN, B.S., Columbia University, 1931
Instructor in Teaching, 1931

VIOLA M. COOLEY, B.A., Iowa State Teachers College, 1928
Instructor in Teaching, 1931

MRS. EDITH J. CUMMINS, B.A., Iowa State Teachers College, 1927
Instructor in Teaching, 1931

JOSEPHINE DRESDEN, B.M.E., Northwestern University, 1931
Instructor in Teaching, 1931

LILLIAN HANSON, B.A., Iowa State Teachers College, 1930
Instructor in Teaching, 1931

Art and Manual Arts

CHARLES H. BAILEY, B.S. in C.E., State University of Iowa, 1895; B.S. and Manual Training Diploma, Columbia University, 1903
Professor of Manual Arts and Head of the Department, 1905 (1909)

BERTHA L. PATT, Des Moines Academy of Art, 1893-94; New York Art Students' League, 1894-95 and 1898-99
Professor of Art, 1895 (1904)

HENRIETTA THORNTON, Granville Female College, 1879-80; Northwestern University, 1880-82; Chicago Art Institute, 1882-84; Cincinnati Academy of Fine Arts, 1884-85; Pratt Institute, 1891-92
Professor of Art, 1895 (1922)

EFFIE SCHUNEMAN, Normal Art Diploma, Pratt Institute, 1914
Professor of Art, 1911 (1921)

AGNES B. COLE, B.Ph., University of Chicago, 1928
Professor of Art, 1921 (1929)

CORLEY AGNES CONLON, B.A., Iowa State Teachers College, 1931
Professor of Art, 1923 (1927)

HAROLD G. PALMER, B.A., Iowa State Teachers College, 1924
Instructor in Manual Arts, 1924

MRS. IRIS BRANAGAN, B.A., Miami University, 1914; M.A., University of Chicago and Chicago Art Institute, 1927
Assistant Professor of Art, 1928

Music

C. A. FULLERTON, B.D., Iowa State Teachers College, 1889; B.S., 1890; University of Chicago, 1896-97; M.M., Chicago Musical College, 1931
Professor of Music and Head of the Department, 1897 (1909)

GEORGE W. SAMSON, JR., Iowa State Teachers College, 1900-04; Pupil of Harrison M. Wild
Associate Professor of Organ, 1916 (1923)

†On leave of absence.
MRS. ELIZABETH BURNEY SCHMIDT, B.M., Chicago Musical College, 1931; Pupil of Vincenzo Vannini, Isaac Van Grove, and Richard Hageman
Professor of Voice and Music, 1917

Professor of Voice and Music, 1921 (1925)

ROSE LENA RUGNITZ, B.M., Northwestern University, 1930; M.M., Cosmopolitan Conservatory, 1931; Pupil of Victor Heinze and Ottakar Malek
Professor of Piano, 1923 (1925)

†ALTA FREEMAN, B.M., Chicago Musical College, 1931; Pupil of Carlo Bounamici, Rudolph Ganz, Josef Lhevinne, and Alfred Cortot
Professor of Piano, 1925

†ALPHA CORINNE MAYFIELD, Music Supervisor's Diploma, Columbia University, 1924; B.S., Northeast Missouri State Teachers College, 1927; Pupil of Phradie Wells and Norman Jolliffe
Instructor in Music, 1924

LUTHER A. RICHMAN, B.S., Northwest Missouri State Teachers College, 1926; M.M., Cincinnati Conservatory of Music, 1931; M.A., University of Cincinnati, 1931; Pupil of Walter Allen Stults, Dan Beddoe, and M. Buchert
Professor of Voice, 1925

†OLIVE L. BARKER, B.A., Iowa State Teachers College, 1931; Pupil of L. A. Torrens and Thomas MacBurney
Instructor in Voice and Music, 1926

IRVING WOLFE, B.A., Iowa State Teachers College, 1925; M.S., Northwestern University, 1931
Instructor in Music, 1926

PEGGY E. LAGEN, B.M., Eastman School of Music, University of Rochester, 1931; M.A., 1931
Instructor in Piano, 1931

RALPH SQUIRES, B.M., Chicago Musical College, 1930; M.M., 1931; Pupil of Corinne Mayer and Rudolph Ganz
Instructor in Piano, 1931

MRS. DORIS A. PAUL, B.M.E., Taylor University, 1931
Instructor in Music, 1931

Orchestral Music

EDWARD KURTZ, B.M., Detroit Conservatory, 1926; M.M., Cincinnati Conservatory of Music, 1927. Studied Violin with Luigi von Kunitz, E. Normanton Bilbie, and Eugene Ysaye. Member, Pittsburgh Orchestra, 1907-08. Guest Conductor, Cincinnati Orchestra, 1920, and Cleveland Orchestra, 1921
Professor of Violin and Ensemble and Head of the Department, 1924


†MYRON RUSSELL, B.M., Kansas State Agricultural College, 1927. Studied Oboe and English Horn with Alfred Barthel. Member, Bachman's Million Dollar Band, 1926-27, and St. Louis Symphony Orchestra, 1927-28. Assistant Professor of Woodwind Instruments and Director of the College Band, 1929

†FRANK W. HILL, B.M., Eastman School of Music, University of Rochester, 1930. Studied Violin and Viola with Samuel Belov. Member, Rochester Philharmonic Orchestra, 1923-28. Assistant Professor of Violin, Viola, and Ensemble, 1929

†On leave of absence.
IOWA STATE TEACHERS COLLEGE

HARVEY R. WAUGH, B.A., Grinnell College, 1924; M.A., State University of Iowa, 1930
Assistant Professor of Violin and Ensemble, 1930

WALTER EMCH, B.M., University of Illinois, 1927; M.M., University of Michigan, 1931
Instructor in Woodwind Instruments and Director of the College Band, 1931

MARLYS SCHWARCK, B.A., Iowa State Teachers College, 1926; M.A., Eastman School of Music, University of Rochester, 1931
Instructor in Violin, 1931

CHARLES E. SCHAERGES, B.M., University of Rochester, 1927
Instructor in Brass Instruments, 1931

Religious Education

HOWLAND HANSON, B.A., Princeton University, 1892; D.D., Des Moines University, 1927
Supervisor of Religious Education, 1928

Extension Division

IRVING H. HART, B.A., Grinnell College, 1898
Director of the Extension Division, 1914 (1916)

ALBERT C. FULLER, B.A., State University of Iowa, 1911
Associate Director of the Extension Division, 1917 (1918)

F. E. FULLER, B.A., Albion College, 1902
Extension Professor of Natural Science, 1917 (1922)

FRED D. CRAM, B.A., Iowa State Teachers College, 1909; M.A., State University of Iowa, 1920
Extension Professor of Education, 1920

ELMER L. RITTER, B.A., Indiana University, 1914; M.A., State University of Iowa, 1917; Ph.D., 1920
Extension Professor of Education, 1921

LOU A. SHERBERT, B.A., Iowa State Teachers College, 1919; M.A., Columbia University, 1924
Extension Professor of Primary Education, 1924

H. C. MOELLER, B.A., Iowa State Teachers College, 1924
Extension Professor of Rural Education, 1926

HARRY M. KAUFFMAN, B.A., Iowa State Teachers College, 1927
Extension Instructor in Public School Music Education, 1929 (1930)

Library Staff

ANNE STUART DUNCAN, B.L., University of Michigan, 1897; Library Certificate, University of Chicago, 1903
Head Librarian, 1913

ROWENA A. EDWARDS, Iowa State College, 1894-96; Simmons College Library School, 1914-15
Head Cataloguer, 1916

JESSIE L. FERGUSON, B.A., James Millikin University, 1907
Reference Librarian, 1923 (1930)

IRENE A. EHRESMAN, B.A., Carleton College, 1909; Library Diploma, University of Wisconsin, 1926
Extension and Periodical Librarian, 1926

MARYBELLE McCLELLAND, B.A., Pomona College, 1925; B.S., Columbia University, 1929
Circulation Librarian, 1929 (1930)
MARY DIETERICH, B.A., Grinnell College, 1925; B.S., Columbia University, 1929
Assistant Cataloguer, 1930

EVELYN J. MULLINS, B.A., Grinnell College, 1926; B.S., Columbia University, 1928
Assistant Circulation Librarian, 1930

ELSIE JEANNETTE DUNCAN, B.A., University of Pittsburgh, 1921; Library Certificate, Carnegie Library School, 1924
Juvenile Librarian, 1930

GRACE K. NEFF, B.A., State University of Iowa, 1929; B.S., Columbia University, 1931
Assistant Cataloguer, 1931

Bartlett Hall Staff

MARY E. HAIGHT, Home Economics Diploma, Bradley Polytechnic Institute, 1908
Director of Bartlett Hall, 1921

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

SADIE B. WARNER, Assistant Director, Bartlett Hall West, 1925 (1931)

E. RUTH MITCHELL, Director of Foods, 1927 (1931)

HELEN M. LYNCH, B.S., University of Minnesota, 1927; M.D., 1931
Health Director of Bartlett Hall, 1931

EDITH M. McCOLLUM, B.A., Florida State College for Women, 1927
Assistant Director, Bartlett Hall East, 1931

Clerical Division

ANNA R. WILD
Executive Secretary, 1896

MRS. H. G. SIMONSEN
Record Clerk, Office of the Registrar, 1916

BESS E. CARRINGTON, B.A., Iowa State Teachers College, 1916
Chief Record Clerk, Office of the Registrar, 1920

MRS. LOUISE MCKITRICK
Secretary, Extension Division, 1921

MRS. MARGARET H. HESS
Stenographer, General College Office, 1922

MRS. ANNA HOLMAN, Rural School Diploma, Iowa State Teachers College, 1916
Stenographer, Extension Division, 1922

CARRIE A. WATSON, B.A., Iowa State Teachers College, 1922
Secretary to the Registrar, 1923

RUTH H. DUNLOP, Upper Grade Teacher's Diploma, Minnesota State Teachers College, 1919
Assistant to the Executive Secretary, 1923

MRS. MARIE HARPER
Stenographer, Extension Division, 1923

MRS. MABEL VOGT, Primary Education Diploma, Iowa State Teachers College, 1922
In charge of Multigraph Department, 1923

JESSIE JUHL
Secretary to the President, 1923

VELDA B. BENTLEY
Clerk, Office of the Registrar, 1924
MRS. GLADYS Y. AMICK
Record Clerk, Office of the Registrar, 1925

IDA CHRISTENSEN
Cashier, Office of the Financial Secretary, 1926

ROSAMOND M. TOLL
Stenographer, Placement Bureau, 1926

REGINA C. MYERS, Junior College Diploma, Iowa State Teachers College, 1926
Examiner of High School Records, Office of the Registrar, 1926

MRS. GLADYS BAUGHMAN, Junior College Diploma, Iowa State Teachers College, 1918; Commercial Diploma, 1919
Bookkeeper, Office of the Financial Secretary, 1927

ALLEYNE FOSTER
Information Clerk, General College Office, 1927

MRS. VIE U. CROUTER, B.A., Iowa State Teachers College, 1913; M.Ed., 1914
Secretary to the Dean of Men, 1928

DOROTHY M. FECHT
Stenographer, Office of the President, 1928

LOTTIE L. HAYES
Stenographer, General College Office, 1928

ALDENE E. RAINBOW, Commercial Diploma, Iowa State Teachers College, 1927
Clerk, General College Office, 1928

MRS. AILEEN HALE
Operator, Multigraph Department, 1928

MRS. RAY A. ELLIS
Bookkeeper, Office of the Financial Secretary, 1928

GLADYCE GOODER
Stenographer, General College Office, 1928

GRACE DERSCHEID
Stenographer, Placement Bureau, 1929

WANDA HARKNESS
Telephone Operator, General College Office, 1929

MARGUARITE CRAWFORD
Stenographer, Extension Division, 1929

RUTH JOHNS, B.A., Iowa State Teachers College, 1927
Secretary to the Dean of Women, 1929

MRS. JEAN R. MATHEWS
Bookkeeper, Office of the Financial Secretary, 1929

HELEN L. MEYER
Operator, Multigraph Department, 1929

HELEN L. FLETCHER
Stenographer, General College Office, 1929

LOIS DALTON
Stenographer, Publicity Office, 1929

MRS. W. C. SLOAN
Record Clerk, Office of the Registrar, 1929

MARY D. ANDERSON
Secretary, Department of Public School Music, 1930

ELIZABETH W. DAVIS
Stenographer, Multigraph Department, 1930

MRS. BERNICE DEBOWER
Secretary to the Head of the Department of Teaching, 1930
MRS. LORETTA BREWER
Stenographer, Office of the Dean of Women, 1930

MRS. GRETCHEN H. RAUSENBERGER, B.A., Iowa State Teachers College, 1927
Secretary, Department of Physical Education for Women, 1931

MILDRED G. ZUG
Stenographer, General College Office, 1931

JEAN BIXLER
Stenographer, General College Office, 1931

Additional Officers of Instruction for the 1931 Summer Session

M. E. NUGENT, Ph.D.
Education

LUELLA WRIGHT, M.A.
English

JOHN E. PARTINGTON, Ph.D.
Social Science

W. A. YOUNG, M.A.
Social Science

LOUISE VAN DYKE, M.A.
Mathematics

CLARA HOFFMAN, M.Ed.
Commercial Education

J. R. WHITMER, Ph.D.
Natural Science

W. N. KECK, M.S.
Natural Science

FRED SCHMIDT, M.A.
Manual Arts Education

BELLE SCOFIELD, B.Ph.
Art Education

EDNA GREEN, B.S.
Art Education

MRS. ILSE FOREST, Ph.D.
Teaching

MRS. ERMA MICHAEL, B.A.
Public School Music

LYLA DAY, B.A.
Public School Music

GORDON SUTHERLAND, M.M.
Public School Music

Branch Summer School

1931

RED OAK

E. L. RITTER, Ph.D., Director
Mathematics

R. H. BRACEWELL, M.A.
Education

W. A. CRESAP, M.A.
Social Science

ETHEL FITZSIMONS, M.A.
Education

MYRTA E. HARLOW, M.A.
English

J. R. INMAN, M.A.
Natural Science

FRED SCHMIDT, M.A.
Manual Arts Education

BELLE SCOFIELD, B.Ph.
Art Education

EDNA GREEN, B.S.
Art Education

MRS. ILSE FOREST, Ph.D.
Teaching

MRS. ERMA MICHAEL, B.A.
Public School Music

LYLA DAY, B.A.
Public School Music

GORDON SUTHERLAND, M.M.
Public School Music

H. C. MOELLER, B.A.
Education

SELMA SCHUMANN, B.A.
Industrial Arts

GLADYS SILSBY, B.A.
Music

J. H. TREFZ, M.A.
Education

EULALIE TURNER, M.A.
Natural Science

Penmanship

J. H. TREFZ, M.A.
Education

Penmanship
IOWA STATE TEACHERS COLLEGE

FACULTY COMMITTEES, 1931-32

I. Rotating Committees

(Chairman's name first)

1. Registration
   1. E. W. Goetch
   2. I. S. Condit
   3. I. L. Lillehei
   4. R. W. Getchell
   5. N. O. Halvorson
   6. C. S. Cory, Secretary

2. Curriculums
   1. F. I. Merchant
   2. Eva May Luse
   3. M. J. Nelson
   4. M. R. Thompson
   5. S. A. Lynch
   6. C. S. Cory, Secretary

3. Program of Recitations
   1. M. R. Thompson
   2. M. J. Nelson
   3. E. J. Cable
   4. C. S. Cory, Secretary

4. Receiving
   1. E. E. Watson
   2. F. W. Lambertson
   3. M. R. Beard

5. Student Loan Fund
   1. Mary B. Hunter
   2. O. B. Read
   3. Alison Aitchison
   4. Dean of Women, ex officio
   5. Dean of Men, ex officio
   6. Financial Secretary, ex officio

6. Acceptance of College Credits and Tests in College Subjects
   1. N. O. Halvorson
   2. W. H. Kadesch
   3. J. B. Paul
   4. F. I. Merchant, ex officio
   5. C. S. Cory, ex officio

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

8. Extension Council
   1. Director of the Extension Division, ex officio
   2. F. I. Merchant
   3. I. S. Condit
   4. C. H. Bailey
   5. W. L. Wallace
   6. J. B. Paul
   7. C. S. Cory, Secretary, ex officio

9. Interpretation of Faculty Regulations
   1. S. A. Lynch
   2. M. R. Thompson
   3. M. J. Nelson
   4. C. S. Cory, Secretary, ex officio
## II. Standing Committees

(Chairman's name first)

<table>
<thead>
<tr>
<th>Committee</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Athletic Board</strong></td>
<td>H. Earl Rath, S. A. Lynch, H. C. Haddox, W. H. Kadesch, H. A. Riebe, Director of Athletics, Financial Secretary, ex officio</td>
</tr>
<tr>
<td><strong>Lectures and Entertainments</strong></td>
<td>H. C. Cummins, W. L. Wallace, Luther A. Richman</td>
</tr>
<tr>
<td><strong>Recreation Park</strong></td>
<td>C. S. Cory, C. H. Bailey, J. W. Charles, Monica R. Wild, Thelma Short</td>
</tr>
<tr>
<td><strong>Board of Health</strong></td>
<td>Health Director, Dean of Women, Dean of Men, Head of Department of Physical Education for Women, Head of Department of Physical Education for Men, Health Supervisor of Bartlett Hall, H. Earl Rath</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td>I. S. Condit, I. H. Hart, Benjamin Boardman</td>
</tr>
<tr>
<td><strong>Commencements</strong></td>
<td>H. A. Riebe, Sadie B. Campbell, F. W. Lambertson, Luther A. Richman, Mrs. Iris Branagan, Leslie I. Reed, Benjamin Boardman</td>
</tr>
<tr>
<td><strong>Student Efficiency</strong></td>
<td>Dean of Men, Dean of Women, M. J. Nelson, Eva May Luse, Alison E. Aitchison, W. H. Kadesch, R. R. Fahrney</td>
</tr>
<tr>
<td><strong>Board of Health</strong></td>
<td>Geo. H. Holmes, R. W. Getchell, A. C. Fuller, Paul F. Bender, Benjamin Boardman</td>
</tr>
<tr>
<td><strong>Publicity</strong></td>
<td>Geo. H. Holmes, Selina M. Terry, H. Earl Rath, Benjamin Boardman</td>
</tr>
<tr>
<td><strong>Board in Control of Student Publications</strong></td>
<td>Geo. H. Holmes, Selina M. Terry, H. Earl Rath, Benjamin Boardman</td>
</tr>
<tr>
<td><strong>Editing of Faculty Rules and Regulations</strong></td>
<td>F. I. Merchant, I. H. Hart, C. S. Cory</td>
</tr>
</tbody>
</table>
III. Student Advisory Committees
(Chairman's name first)

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

2. Elementary Education
   1. J. W. Charles
   2. H. A. Riebe
   3. J. A. Wiley
   4. J. B. Paul
   5. C. O. Todd

3. Primary Education
   1. May Smith
   2. E. Grace Rait
   3. Amy F. Arey
   4. Leona Sutherland
   5. Bernice Bryan

4. Normal Training and Special Students
   1. W. L. Wallace
   2. Ida C. Rohlf
   3. Julia Myers
   4. The Registrar

5. Kindergarten Education—Helen Waters

6. Rural Education—John R. Slacks

7. Major Studies
   (1) Education—M. J. Nelson
   (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) Latin and German—F. I. Merchant
   (7) French and Spanish—I. L. Lillehei
   (8) Social Science—History, Government, and Economics—M. R. Thompson
   (9) Home Economics—Anna L. Leggett
   (10) Natural Science—Agriculture, Biological Science, and Earth Science—E. J. Cable
   (11) Physical Science—Physics and Chemistry—Louis Begeman
   (12) Art—C. H. Bailey
   (14) Physical Education for Men—Coaching and Athletics—Paul F. Bender
   (15) Physical Education for Women—Monica R. Wild
   (16) Public School Music—C. A. Fullerton
   (17) Orchestral and Band Music—Edward F. Kurtz

IV. Excusing Officers

1. For men students—Dean of Men, Leslie I. Reed
2. For women students—Dean of Women, Sadie B. Campbell
V. Committees For Special Days
(Chairman's name first)

1. Homecoming
   1. Sadie B. Campbell
   2. Leslie I. Reed
   3. Paul F. Bender
   4. Bernice Allen
   5. Marybelle McClelland
   6. M. R. Beard

2. Boy Scout Day
   1. Hugh S. Buffum
   2. J. W. Charles
   3. Paul F. Bender
   4. Geo. H. Holmes
   5. Benjamin Boardman

3. Dad's Day
   1. Leslie I. Reed
   2. Sadie B. Campbell
   3. Ira S. Condit
   4. Mary B. Hunter
   5. F. W. Lambertson
   6. Harold G. Palmer
   7. David H. McCuskey

4. Mother's Day
   1. Sadie B. Campbell
   2. Leslie I. Reed
   3. Helen Waters
   4. Monica Wild
   5. Geo. H. Holmes

5. Alumni Dinner at Des Moines
   1. A. C. Fuller
   2. E. W. Goetch
   3. Leslie I. Reed
   4. Alison Aitchison
   5. Fred D. Cram
   6. Louise Hearst
   7. Sara M. Riggs
GENERAL INFORMATION

I. 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 for a soldiers' orphans' home. Here on September 6, 1876, the normal school was formally opened with an enrollment of twenty-seven students. In the first fifty-two years of its existence the institution had but two executives: J. C. Gilchrist, Principal, 1876 to 1886; and H. H. Seerley, Principal, 1886 to 1889, and President, 1889 to 1928. 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.

II. 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 financial secretary, the registrar, and the executive secretary, and on the second floor the offices of the placement bureau. 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 rooms of the College Club, the publicity office, the offices of the College Eye and of the Old Gold, Gilchrist Chapel, and instruction 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 also located the rooms of the Y. W. C. A. and of the Catholic Students' Association, the halls of the literary societies, and the recitation rooms and the offices of the departments of English, of Romance Languages, of Latin, Greek, and German, of Education, of Religious 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 quarters of the Y. M. C. A., the College book store, instruction rooms for vocal and instrumental 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 the offices, recitation rooms, laboratories, and libraries of the department of Physics and Chemistry, and recitation rooms and laboratories for work in animal biology, physiology, and hygiene and sanitation.

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. On the ground floor are recitation rooms and laboratories for work in botany, bacteriology, and agriculture; on the first floor, shops, drafting rooms, and recitation rooms for work in manual arts; on the second floor, laboratories and recitation rooms of the department of Home Economics; and on the third floor, laboratories and an exhibition room for work in art.

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 100 feet by 103 feet. The general reading room is decorated with mural paintings by William De Leftwich Dodge and has seats for 300 readers.

The library contains 100,000 volumes, 400 current periodicals, 8,000 pamphlets, 5,000 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 nine staff members and 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. This building also contains laboratories and recitation rooms for work in geography, geology, mineralogy, and astronomy.

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, and a swimming pool, lockers, dressing rooms, and store rooms. Connected with the Women's Gymnasium are athletic fields for hockey, soccer, baseball, volleyball, and other field sports.
a straightaway, an archery range, a putting green, and tennis courts.

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, and 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 President Emeritus, 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, the last unit in 1924. Its dimensions are 41 feet by 525 feet with four wings, each 41 feet wide and 125 feet long. It is a fireproof building equipped with modern conveniences. In its single and double rooms it accommodates more than 500 women students. It has three large parlors, a large reception room, a dining room, and a cafeteria.

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, supplying the whole institution with heat, light, and power, 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.

The Campanile stands near the center of the campus. It 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 of the founders and builders of the Iowa State Teachers College.
Separate from the campus on the east the institution 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.

The Teachers College Golf Course and the college picnic grounds are 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 is a well kept nine-hole course of standard length with natural and artificial hazards.

III. ENROLLMENT AND REGISTRATION

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

Enrollment Days.—The dates of enrollment are given on page 5. A fee of $2 is charged for late enrollment. The opening day of the fall term is designated as Freshman Day. On this day all first-year students enroll and register. A part of the day is devoted to activities designed to acquaint new students with the institution. On the second day of the fall term the upper classmen enroll and register. On the first day of the winter, spring, and summer terms all students enroll and register.

Freshman Tests.—All students who have not completed the first year of college work are required to take Freshman tests if they have not already satisfied this requirement. The Freshman tests are regularly given on the second day of the fall term and on the first Saturday of the winter and spring terms at hours designated in the term program. A fee of $2 is charged for the freshman tests if they are not taken at the regular time.

IV. EXPENSES

1. Fees

All fees are paid at the office of the financial secretary. An exchange fee of 10 cents is charged on checks on banks outside of Black Hawk County except banks in Denver, Janesville, Dike, and New Hartford.

Matriculation Fee
A matriculation fee of $5 is charged for first enrollment.

Tuition and College Fee (fall, winter, and spring terms)
Freshmen and Sophomores: $25 a term
Juniors, seniors, and college graduates: $32 a term

The tuition and college fee of a student who has earned 88 or more term hours of credit is $32 a term.

Persons enrolled as visitors are charged $2 a week.

If a student withdraws from the institution the tuition and college 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, except that no part of the fee is refunded, if credit is given for work done during the time of attendance. If a student is in attendance more than six weeks, there is no refund.

Laboratory Fees
Students in chemistry, home economics, natural science, and manual training pay a small fee for material used and for breakage.

Commercial Education Fees
Students pay 50 cents a term for the use of typewriters and $1 a term for the use of the bookkeeping machine.

Applied Physical Education Fees
A fee of 75 cents a term is charged for the use of swimming suits. One dollar a term is charged for the use of towels, 50 cents of which may be refunded at the close of the term.

Music Fees
The fee for applied music (private lessons) is $20 a term for one lesson a week, $35 a term for two lessons a week with the same instructor.

Piano rent is $3 a term for one hour of practice each school day. Organ rent is $3 a term for the practice organ and $6 a term for the auditorium organ and the studio organ. Violins and other instruments are rented at $3 a term.

Medical Service and Hospital Fees
Each student upon entrance is required to take a physical examination. The results of this examination are taken into account in planning the student's program of applied physical education. Medical advice and treatment are given to students free by the health director and by the supervisor of health in Bartlett Hall. The health director may be consulted at stated hours at his office. The supervisor of health in 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 women, the dean of men, or the head nurse at the hospital. 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. 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 college health director any regularly authorized physician may be employed.

Locker Fees
Corridor lockers are rented to students at 25 cents a term. Each student furnishes his own padlock.

Graduation Fees
The fee for graduation from a degree curriculum is $10, from two-year and one-year curriculums $5. The fee for a department certificate is $2. Graduation fees must be paid two weeks before the date of graduation.

2. Room and Board in Bartlett Hall
For purposes of administration Bartlett Hall is divided into Bartlett Hall East and Bartlett Hall West. There is sufficient housing space in the college dormitories to accommodate 509 women students. The buildings are heated by steam from the college heating plant and are provided with adequate protection against fire. They contain attractive living rooms, reading rooms supplied with books and periodicals, kitchenettes and rooms for small parties, facilities for laundry and pressing, and on each corridor a large bathroom with tub and showers. The private rooms of the students have hot and cold water, a clothes closet for each occupant, study tables, and single sanitary beds with mattress and pad. Bedding must be furnished by the student and should reach the dormitory two or three days before the student arrives or should be brought with the student.
Living conditions are supervised by trained and experienced directors, a resident woman physician, a housekeeper, and a director of foods. All students living in the dormitories are expected to eat in the Bartlett Hall dining room or in the cafeteria, where balanced, well-prepared, wholesome menus are furnished at the lowest possible cost to the student. It is the aim of the institution to make life in Bartlett Hall a valuable part of a young woman's education.

The rent of double rooms with one window is $30 a term for each student; of double rooms with two windows, $33 a term. The rent of single rooms is $36 a term. An advanced payment of $10 is required for the reservation of a room and must be paid at the time that application is made for the room. The remainder must be paid at the opening of the term. If an applicant for whom a room has been reserved finds it impossible to begin or resume work in the institution as planned, the advanced payment is refunded if this is requested two weeks before the opening of the term. If a reserved room is not occupied within two days after the beginning of class work, the reservation may be canceled at the discretion of the dean of women.

Application for rooms in the dormitories should be made to the dean of women on the following dates: for the summer term of 1932, on or before March 4; for the fall term of 1932, May 4; for the winter term of 1932-33, October 4; for the spring term of 1933, January 4; for the summer term of 1933, March 4.

A booklet containing detailed information concerning Bartlett Hall will be furnished upon request.

3. Room and Board in Accredited Rooming Houses

Students may obtain rooms in accredited rooming houses at $24 to $30 a term for each student. No student should expect to be released from a contract for a room except in accordance with an expressed provision of the contract. Students who do not reside at the home of a parent or guardian must room at an accredited rooming house unless permission to room elsewhere is granted by the dean of women or the dean of men. 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.

V. SCHOLARSHIPS

A deduction of $40 from the tuition and college fee for each academic year of nine months is granted to honorably discharged soldiers, sailors, and marines of the United States who have served in time of war.

To encourage young men to enter the teaching profession, a limited number of scholarships are granted to men from each county of the state, the appointments for each county being made by the county superintendent.

VI. 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, typing, 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 and by the Young Men's Christian Association.

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.

VII. LOANS

A student loan fund, administered by a committee of the faculty, is maintained by the Iowa State Teachers College. Loans of limited amount are made to students recommended by members of the faculty and by members of their home communities, preferably to juniors and seniors and to students of superior scholarship. The loans bear interest at six per cent. For further information students should consult the secretary of the student loan fund committee.

The Seerley Foundation was originated by action of the alumni association in 1926. It is incorporated under the statutes of Iowa to administer a revolving loan fund for the assistance of students of the Iowa State Teachers College. For information concerning loans from this fund students should consult the financial secretary of the college.

VIII. STUDENT ORGANIZATIONS

Student Councils.—A Student Council, elected by the student body and composed of three seniors, two juniors, one sophomore, and one freshman, manages all social affairs which involve the entire student body and performs other duties concerned with the maintenance of high social standards. An Associated Student Council, composed of members of the Student Council and of all-college organizations, assists the Student Council in its work. A Women's Council, composed of student representatives from each rooming house and from Bartlett Hall, considers problems pertaining to the life of the women students.

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; The Education Club, Pi Beta Alpha (Primary Education), The Iowa Club (Rural Education); The English Club, The Playcraft Club, The Writers' Club, The Press Club, The Hamilton Club (English); The Ellen Richards Club (Home Economics); The Classical Club, Deutscher Verein, Cercle Francais; The Mathematics Club, The Commercial Club; The Biology Club, The Science Club; The Chemistry Seminar; The Social Science Club; The Physical Education Club, The Women's Athletic Association; and The Council of Religious Life.

Honor Organizations.—Superior achievement in various lines of educational work is recognized by membership in the following honor organizations: Kappa Delta Pi, a 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 Epsilon (Geography); Lambda Delta Lambda (Physical Science); Pi Gamma Mu (Social Science); Phi Mu Alpha (Music); The Shield Club, Orchesis, The Red Cross Life-
saving Corps (Physical Education for Women); and the I Club, composed of men who have won letters in intercollegiate sports.

**Music Organizations.**—Two men's glee clubs, The Minnesingers and The Troubadours, and four women's glee clubs, The Cecilians, The Euterpeans, The Bel Cantos, and The Aeolians, are trained in group singing. These organizations frequently appear in public programs. The Choral Society, composed chiefly of the combined glee clubs, presents annually The Messiah. The College Band and The Women's Band furnish music at athletic games and on other public occasions. The Orchestra Club and The College Orchestra afford opportunity for the study and presentation of orchestral music.

**Literary Societies.**—The Alpha, Shakespearean, Cliosophic, Zetalethean, Delphian, Eulalian, Irving, and Neo Chr esto literary societies for women, and the Men's Forum give valuable training in public speaking and in the conducting of public meetings.

**Religious Organizations.**—Religious organizations maintained on the campus are the Young Men's Christian Association, the Young Women's Christian Association, the Catholic Students' Association, the Junior Council of Religious Life, and the Sunday Evening Club.

**Other Organizations.**—An organization of former 4-H girls continues the work of the 4-H clubs. During the summer term county organizations and out-of-state organizations are formed for social purposes.

**Student Publishing Association.**—The Student Publishing Association is governed by a board of control of student publications consisting of five students and four members of the faculty. The College Eye, a weekly newspaper managed and edited by students under the supervision of the director of publicity service, and The Old Gold, the college annual edited by the senior class, publications of the Association, give training in journalistic work. The Purple Pen, a quarterly magazine sponsored by Sigma Tau Delta, publishes significant literary productions of students.

**IX. 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.

**X. THE PLACEMENT BUREAU**

The Placement Bureau of the Iowa State Teachers College aims to assist graduates and former students who are not graduates in obtaining positions and at the same time to render a service to superintendents and boards of education by recommending candidates for administrative, supervisory, and teaching positions in the public schools.

In making nominations the bureau bases its recommendations on estimates of the candidate's scholarship, teaching ability, personal qualities, and professional attitude. School officers are invited to come to the campus, whenever possible, for personal interviews.

The initial enrollment fee is $2. The fee for reenrollment is $1 a year. Those who desire the services of the bureau should keep their credentials up to date.

The bureau does not guarantee positions. It gives, however, to those who enroll all the support that is justified by their collegiate record and professional experience.
GENERAL REGULATIONS

I. ENTRANCE REQUIREMENTS

Graduates of four-year public high schools in the state and of four-year private academies or high schools approved by the Iowa board on secondary school relations are admitted to college courses.

Any person twenty-one years of age or over who has not earned 14 units of entrance credit that may be accepted for admission to a curriculum may be admitted to college courses as a special student. Credit earned by a special student may be counted toward graduation only when it has been approved for this purpose by special action of the faculty and when all requirements for admission to a curriculum have been met.

Fifteen units* of standard secondary work, as approved by the Iowa board on secondary school relations, are required for unconditional admission to a curriculum.

A student who is admitted with an entrance deficiency in algebra or geometry must register at once for work which will remove the deficiency. For each half unit of deficiency in English the student must earn before graduation 4.5 hours of credit in English in addition to the English required on the curriculum. For each half unit of deficiency in social science the student must earn before graduation 4.5 hours of credit in social science in addition to the social science required on the curriculum. For each half unit of deficiency in elective work the student must earn before graduation 4.5 hours of credit in addition to the total number of hours required for graduation.

Graduates of high schools in another state, if such schools are accredited by the state university of the state, are admitted on the same conditions as graduates of approved Iowa high schools.

Graduates of unapproved secondary schools in Iowa or in other states, if not admitted as special students, are admitted only on examination. Certificates of high school credit should be sent to the registrar several weeks before the time of enrollment.

Further information concerning methods of admission will be furnished by the registrar upon request.

The total number of units that are required and the total number of units that are accepted for admission to curriculums are as follows:

1. English ______________ 3 units required 4 units accepted
2. One Foreign Language __ 4 units accepted
   Other Foreign Language __ 4 units accepted
3. Social Science __________ 1½ units required 4 units accepted
4. Mathematics ____________
   Algebra ______________ 1 unit required 4 units accepted
   Geometry ____________ 1 unit required
5. Natural and Physical Science ____________ 4½ units accepted
   From above five groups - 11 units required 15 units accepted
6. Miscellaneous group ______ 4 units accepted

*A unit is the equivalent of one high school study satisfactorily pursued for one school year of not less than thirty-six weeks with five recitation periods of at least forty minutes each a week, the full regular work of a student not exceeding twenty recitations a week.
The units that are required and the additional units that are accepted for admission to curriculums are in detail as follows:

1. **English**—3 units required, 1 additional unit accepted.
   The required units must be selected from composition and rhetoric, literature, and grammar. Not more than ½ unit of technical grammar may be included and this must be taken in the third or fourth year of high school work. The additional unit may be selected from ½ unit in public speaking, ½ unit in argumentation, ½ unit in business English, and 1 unit in composition and literature.

2. **Foreign Language**—1 unit to 8 units accepted.
   The foreign language may be selected from Greek, Latin, French, Spanish, German, Scandinavian, and any other language taught in an approved secondary school.
   The amount of work accepted is not less than 1 unit nor more than 4 units in any one foreign language.

3. **Social Science**—1½ units required, 2½ additional units accepted.
   Ancient History ____________________________ ½ to 1 unit
   Medieval and Modern History ________________ ½ to 1 unit
   General History (but not in addition to Ancient, Medieval, or Modern History) ____________ ½ to 1 unit
   English History ____________________________ ½ to 1 unit
   United States History (if taken in the third or fourth year of high school work) ____________ ½ to 1 unit
   Civics, Citizenship, Community Civics ______ ½ to 1 unit
   Economics _________________________________ ½ unit
   Sociology __________________________________ ½ unit

4. **Mathematics**—2 units required, 2 additional units accepted.
   Elementary Algebra through quadratics (required) ____________ 1 unit
   Plane Geometry (required) ______________________ 1 unit
   Advanced Algebra, third semester’s work ____________ ½ unit
   Solid Geometry ________________________________ ½ unit
   Trigonometry _________________________________ ½ unit

5. **Natural and Physical Science**—½ unit to 4½ units accepted.
   Agriculture ________________________________ ½ to 2 units
   Astronomy _________________________________ ½ unit
   Botany _________________________________ ½ to 1 unit
   Chemistry, not less than _____________________ 1 unit
   Geology __________________________________ ½ unit
   General Science ____________________________ ½ to 1 unit
   Physiography ________________________________ ½ to 1 unit
   Physics, not less than ________________________ 1 unit
   Physiology ________________________________ ½ unit
   Zoology __________________________________ ½ to 1 unit

6. **Miscellaneous Group**—4 units accepted.
   The 4 units may be selected from any subjects, if the work was done in accordance with the regulations of the Iowa board on secondary school relations and was counted toward graduation.
   Not more than 4 units of college entrance credit are allowed for the first year of high school work and not more than 5 units for the work of any subsequent year.
II. ADMISSION WITH ADVANCED STANDING

College credit earned in other standard institutions is accepted and is counted toward graduation from any curriculum as far as the credit represents work corresponding to the work of the curriculum and as far as the acceptance of the credit would not be in conflict with the requirements for graduation. Such credit is granted at the rate of one year of credit for one year of regular work. Transcripts of college credit should be sent to the registrar several weeks before the time of enrollment.

III. 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 applied physical education.

The minimum amount of academic work required of regular students is two five-hour courses or equivalent.

A student may take a drill subject (typewriting, penmanship, music, or art), or, if he meets the prerequisite, Illustrative Teaching in addition to regular work but not in addition to extra work.

Undergraduate students may not register for more than regular work and a drill or Illustrative Teaching during their first two terms in residence.

After the first two terms 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 credit work a week; but in no case is a student permitted to register for more than 20 hours of credit work or 18 hours and a drill, each course being considered as if taken for full credit.

A graduate of a standard college may be permitted by his adviser to register for a maximum of 20 hours of credit work a week or 18 hours and a drill.

IV. 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 men or the dean of women.

Work lost by change of registration after the first three school days may not be made up for credit without the consent of the committee on registration unless the change was due to a notice of irregularity.

Credit is not given for work lost by excused absence unless the work is made up.

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

Lost work amounting to more than one-sixth of a course or to more than one-sixth of a term's work in applied physical education may not be made up for credit.

Work reported as unfinished may not be made up after the expiration of the first six weeks of the following term in residence at Cedar Falls.

One-tenth of a term hour is deducted by the instructor from the term's credit 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.
V. MARKS AND GRADE POINTS

The marks A, B, C, D, F (failed), and U (unfinished) are used in indicating the 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 are suspended temporarily or indefinitely for low scholarship.

VI. GENERAL REQUIREMENTS FOR GRADUATION

Residence and Residence Credit.—To meet the requirements for graduation a student must be in attendance 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.

Not more than one-fourth of the credit required for the completion of any curriculum may be earned by other than residence work.

Applied Physical Education.—Applied physical education is required of every student each fall, winter, and spring term of attendance at Cedar Falls with the following limitations:

1. A student may be released by the college health director from any or all applied physical education requirements.

2. A student who is teaching in an affiliated school or a student on the one-year rural teacher curriculum who is teaching in a demonstration rural school is excused from applied physical education during the term of his teaching. Such excuse does not release the student from any part of the total requirement in applied physical education.

3. Not more than six terms of applied physical education is required for graduation from any curriculum other than the physical education curriculum.

Not less than two terms of applied physical education is required for graduation from the one-year rural teacher curriculum, and not less than three terms for graduation from any other curriculum.

Three of the six terms of applied physical education must be taken in classes which meet not less than three periods a week.

Three terms or less of band practice two or more days a week may be substituted for an equal number of terms of applied physical education if the student registers for band practice instead of for applied physical education.

Listing of Candidates for Graduation.—A student may be listed as a candidate for graduation, if completion of the work for which he is registered would meet all the requirements for graduation exclusive of grade points and if the number of grade points to be earned does not exceed 1.75 times the number of hours to be earned. A student who has more than 1.75 times as many grade points yet to earn as hours of credit yet to earn may not be listed for graduation except that students needing 28 or less grade points may be listed for graduation. A student who is registered for all work required for graduation but who cannot be listed for graduation at the end of the term because he does not meet the above requirements may receive a diploma dated on the first Monday following the close of the term if he has completed the required work and has earned the number of grade points needed for graduation.

Recommendation for Graduation.—To be recommended for graduation a student must regularly earn 1.75 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 are granted only upon completion of additional work in residence.

Note.—Any student who expects to be graduated at the end of a term should make written application for graduation at the opening of the term.
TEACHERS CERTIFICATES

I. COUNTY CERTIFICATES

Normal Training
The Iowa State Teachers College makes provision for the twelve weeks of normal training required by law for a county certificate. In order 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 (5 term hours) of credit in Rural School Management and twelve weeks of credit in each of two other five-hour college subjects.

Examinations for County Certificates
The examinations for county certificates are held at the college at stated times in January, June, August, and October. Information with regard to these examinations may be obtained from the executive secretary.

Substitutions for Examinations
Credit in certain courses offered in the Iowa State Teachers College may be substituted for certain examinations required for county certificates. Specific information with regard to these substitutions may be obtained from the executive secretary.

II. STATE CERTIFICATES

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

For the completion of the one-year rural teacher curriculum, a rural teacher's state certificate;

For the completion of a four-year curriculum without having met the requirements in psychology and education for a first grade state certificate, a third grade state certificate;

For the completion of a two-year curriculum, a second grade state certificate;

For the completion of a four-year curriculum, if the credit earned includes at least 9 term hours of credit in psychology and 21 term hours of credit in education and teaching, a first grade state certificate.

To obtain a state certificate a graduate must earn at least 3 term hours of credit in American Government including the principles of a republican form of government and the constitution of the United States and of the state of Iowa, or must pass a state examination in this work.

Arrangements may be made in the office of the executive secretary for examinations for state certificates in connection with the regular county examinations.
The various curriculums of the Iowa State Teachers College provide preparation for the work of different types of teachers and administrators as follows:

One-Year Curriculum
Rural Teachers

Two-Year Curriculums
Nursery School and Kindergarten Teachers
Primary Teachers
Elementary Teachers in grades above the primary
Consolidated School Teachers

Special Music Curriculums
Teachers of Piano, Organ, and Voice
Teachers of Violin, Viola, Cello, Bass, and Harp
Teachers of Woodwind and Brass Instruments

Four-Year Curriculums
Teachers of English, Foreign Language, Mathematics, Social Science, and Science
Superintendents; Supervisors of Nursery School, Kindergarten, Primary, Intermediate, and Upper Grade Work; and Critic Teachers

I. TWO-YEAR CURRICULUMS

General Regulations
A minimum of 90 hours of college work is required for the completion of a two-year curriculum. Completion of a two-year curriculum entitles the student to 90 hours of credit on a degree curriculum if the student's major corresponds to the work of the completed curriculum.

Unless otherwise specified in the outline or in the notes following the outline of each curriculum, a student on a two-year curriculum may not elect courses in education including rural education, and may not use in meeting the requirements for graduation more than 5 hours of work in religious education or more than 15 hours in any major line.*

Ten hours is the maximum amount of credit in Teaching that may be counted toward graduation except that a student who cannot register for work on the campus during his term of teaching because of a teaching assignment outside of Cedar Falls may register for 15 hours of Teaching during the term and may use this credit in meeting the requirements for graduation.

For a full statement of the requirements in applied physical education see General Requirements for Graduation (page 37). For the requirements for a state teachers certificate see page 39.

*For a list of the major lines see Degree Curriculums—Introductory Statement (page 40).
## Nursery School and Kindergarten Teacher Curriculum

Courses named are required

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Education</td>
<td>5</td>
<td>Drawing for Nursery School, Kindergarten, and the Primary Grades</td>
</tr>
<tr>
<td>Child Psychology</td>
<td>5</td>
<td>Primary Methods in Reading and Mathematics</td>
</tr>
<tr>
<td>Activities of Young Children</td>
<td>2.5</td>
<td>Nutrition for Children</td>
</tr>
<tr>
<td>Industrial Arts for the Nursery and Kindergarten</td>
<td>2.5</td>
<td>General Science (a), Nature Study</td>
</tr>
<tr>
<td>Directed Observation in Nursery and Kindergarten</td>
<td>2</td>
<td>English I</td>
</tr>
<tr>
<td>Drawing I</td>
<td>2.5</td>
<td>Description and Narration</td>
</tr>
<tr>
<td>Applied physical education each</td>
<td></td>
<td></td>
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</table>

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods in Nursery School and Kindergarten Work</td>
<td>5</td>
<td>Nursery School and Kindergarten Teaching</td>
</tr>
<tr>
<td>Physical Growth and Health Care</td>
<td>3</td>
<td>American Government</td>
</tr>
<tr>
<td>Elements of Music</td>
<td>2.5</td>
<td>General Sociology</td>
</tr>
<tr>
<td>Music for Nursery School, Kindergarten, and the Primary Grades</td>
<td>2.5</td>
<td>Electives</td>
</tr>
<tr>
<td>Applied physical education each</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes

1. A student who earns credit in Rural School Management while registered for twelve weeks of normal training may use this credit in meeting the requirements for graduation from this curriculum.
2. For further details see General Requirements for Graduation (page 37) and Two-year Curriculums—General Regulations (page 40).

## Primary Teacher Curriculum

Courses named are required

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Education</td>
<td>5</td>
<td>Drawing for Nursery School, Kindergarten, and the Primary Grades</td>
</tr>
<tr>
<td>Child Psychology</td>
<td>5</td>
<td>Primary Methods in Reading and Mathematics</td>
</tr>
<tr>
<td>Primary Methods in Reading and Mathematics</td>
<td>2.5</td>
<td>Nutrition for Children</td>
</tr>
<tr>
<td>Primary Methods in Language and Literature</td>
<td>5</td>
<td>General Science (a), Nature Study</td>
</tr>
<tr>
<td>Drawing I</td>
<td>2.5</td>
<td>English I</td>
</tr>
<tr>
<td>Elements of Music</td>
<td>2.5</td>
<td>Description and Narration</td>
</tr>
<tr>
<td>Applied physical education each</td>
<td></td>
<td></td>
</tr>
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### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed Observation of Primary Work</td>
<td>2</td>
<td>Health Education</td>
</tr>
<tr>
<td>Nutrition for Children</td>
<td>3</td>
<td>American Government</td>
</tr>
<tr>
<td>Primary Teaching</td>
<td>10</td>
<td>American History II or General Sociology</td>
</tr>
<tr>
<td>General Science (a), Nature Study</td>
<td>5</td>
<td>Electives</td>
</tr>
<tr>
<td>Applied physical education each</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes

1. A student who earns credit in Rural School Management while registered for twelve weeks of normal training may use this credit in meeting the requirements for graduation from this curriculum.
2. For further details see General Requirements for Graduation (page 37) and Two-year Curriculums—General Regulations (page 40).
## Elementary Teacher Curriculum

**For Teachers in Grades above the Primary**

Courses named are required.

### First Year

<table>
<thead>
<tr>
<th>Hours</th>
<th>Courses Named are Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Introduction to Education</td>
</tr>
<tr>
<td>5</td>
<td>Educational Psychology I</td>
</tr>
<tr>
<td>5</td>
<td>Rural School Management or</td>
</tr>
<tr>
<td>5</td>
<td>Elementary School Methods</td>
</tr>
<tr>
<td>2.5</td>
<td>Drawing I</td>
</tr>
<tr>
<td>2.5</td>
<td>Industrial Arts for the Intermediate Grades</td>
</tr>
</tbody>
</table>

Applied physical education each fall, winter, and spring term

### Second Year

<table>
<thead>
<tr>
<th>Hours</th>
<th>Courses Named are Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>General Science (a), Nature Study or General Science (b), Everyday Physical Science</td>
</tr>
<tr>
<td>5</td>
<td>Elements of Geography I</td>
</tr>
<tr>
<td>5</td>
<td>American Government</td>
</tr>
<tr>
<td>15</td>
<td>Electives</td>
</tr>
</tbody>
</table>

Applied physical education each fall, winter, and spring term

### Notes

1. A student who shows suitable proficiency in Drill Music may be released from this requirement by the head of the department of music.
2. A student who shows suitable proficiency in penmanship may be released from this requirement by the head of the department of mathematics and commercial education.
3. A student who has been graduated from the one-year rural teacher curriculum may substitute Rural School Methods for Elementary School Methods.
4. Elementary School Methods or Rural School Methods is a prerequisite of the Teaching required on this curriculum.
5. A student who has had two or more years of experience in teaching and who does not use in meeting the requirements for graduation more than 10 hours of credit in teaching may elect with the consent of the adviser and the head of the department of education The Education of Exceptional Children or The Teaching of Reading and Spelling.
6. Students who wish to prepare for departmental work or work in an opportunity room 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.
7. For further details see General Requirements for Graduation (page 37) and Two-year Curriculums—General Regulations (page 40).

## Rural and Consolidated School Teacher Curriculum

Courses named are required.

### First Year—Rural Teacher Curriculum

<table>
<thead>
<tr>
<th>Hours</th>
<th>Courses Named are Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>English I</td>
</tr>
<tr>
<td>5</td>
<td>General Science (a), Nature Study or General Science (b), Everyday Physical Science</td>
</tr>
<tr>
<td>5</td>
<td>Elements of Geography I</td>
</tr>
<tr>
<td>5</td>
<td>American Government</td>
</tr>
</tbody>
</table>

Applied physical education each fall, winter, and spring term
Second Year—Consolidated School Teacher Curriculum

<table>
<thead>
<tr>
<th>Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Education</td>
<td>5</td>
</tr>
<tr>
<td>Educational Psychology I</td>
<td>5</td>
</tr>
<tr>
<td>The Consolidated School</td>
<td>5</td>
</tr>
<tr>
<td>Teaching</td>
<td>10</td>
</tr>
<tr>
<td>Health Education</td>
<td>3</td>
</tr>
<tr>
<td>Illustrative Teaching</td>
<td></td>
</tr>
<tr>
<td>Applied physical education each</td>
<td></td>
</tr>
<tr>
<td>fall, winter, and spring term</td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

1. A student who completes the first year’s work on this curriculum may receive a rural teacher’s diploma and when eighteen years of age a rural teacher’s state certificate.

2. A student who does not wish to receive the rural teacher’s diploma should take an elective in place of Rural Observation and Teaching.

3. A student who earns credit in Elementary School Methods while registered for twelve weeks of normal training may substitute this credit for Rural School Methods.

4. A student who shows suitable proficiency in penmanship may be released from this requirement by the head of the department of mathematics and commercial education.

5. A student classified on the one-year rural teacher curriculum is excused from applied physical education during the term in which he is registered for Rural Observation and Teaching. See Applied Physical Education (page 37).

6. For further details see General Requirements for Graduation (page 37) and Two-year Curriculums—General Regulations (page 40).

**II. SPECIAL MUSIC CURRICULUMS**

**Requirements for Graduation**

A special music diploma will be awarded to a student who satisfactorily completes the work of any one of the curriculums outlined below.

**Outline of the Requirements for Graduation from the Special Music Curriculums**

1. **The Voice, Piano, and Organ Curriculums**
   a. Two lessons a week for at least six terms in the major music study (Note 1).
   b. Six hours of work in a minor music study (voice, piano, organ, and other instruments taught in the department of orchestral music).
   c. Forty-five hours of credit including Music I (3 hours), Introductory Harmony (3 hours), 12 hours of additional credit in harmony, and 7 hours of credit in history of music.
   d. Five hours of class work in lines other than applied music each term.
   e. A satisfactory public performance in recital in the major music study.
   f. Applied physical education each fall, winter, and spring term in attendance. For a full statement of the requirements in applied physical education see General Requirements for Graduation (page 37).

2. **The Violin Curriculum**
   a. Two lessons a week for at least six terms in violin.
   b. Six terms of work in piano.
   c. Forty-five hours of credit including Introductory Harmony (3 hours), 12 hours of additional credit in Harmony, and 7 hours of credit in history of music.
d. Five hours of class work in lines other than applied music each term.
e. Orchestral and ensemble work each term.
f. A satisfactory public performance in recital in violin.
g. Applied physical education each fall, winter, and spring term in attendance. For a full statement of the requirements in applied physical education see General Requirements for Graduation (page 37).

3. The Viola, Cello, Bass, and Harp Curriculums

The requirements for graduation from these curriculums are the same as those for the violin curriculum except that work in the chosen instrument is substituted for work in violin.

4. Wood-Wind and Brass Instrument Curriculums

The flute, oboe, clarinet, bassoon, cornet, trombone, French horn, bassett horn, and sarrusophone curriculums require work similar to that outlined for the violin curriculum.

The requirements for graduation from these curriculums are the same as those for the violin curriculum except that work in the chosen instrument is substituted for work in violin.

Notes

1. Two terms of credit with one lesson a week each term in voice, piano, or organ is equivalent to one term of credit with two lessons a week.

2. A student who has met the full requirements for admission to a college curriculum at this institution may receive one hour of college credit for one or two lessons a week and five hours of practice a week for a term in any line of music study mentioned above.

3. A student enrolled on a special music curriculum who has earned credit for three terms of applied music and at least 5 hours of college credit each term may take courses in music that are open to sophomores.

III. DEGREE CURRICULUMS

Introductory Statement

The four-year curriculums are designated as degree curriculums.

The degree curriculum organized to include majors in English, Latin, German, French, Spanish, speech, history, government, economics, mathematics, biological science, earth science, physics, chemistry, physical science, physical education, education, rural education, nursery school and kindergarten education, primary education, elementary education, teaching and critic training, psychology, art, public school music, orchestral music, band music, and orchestral and band music leads to the degree of Bachelor of Arts in Education.

The degree curriculum organized to include majors in agriculture, commercial education, coaching and athletics, home economics, and manual arts leads to the degree of Bachelor of Science in Education.

A major consists of not less than 40 hours nor more than 60 hours of work in a major line.* The major may include a maximum of 10 hours of work in related courses as designated in the departmental statements of courses of instruction.

A minor consists of not less than 20 hours nor more than 30 hours of work in a major line. Coaching and athletics, physical science, public school music, orchestral music, band music, nursery school and kindergarten education, primary education, and teaching and critic training may not be used as minors.

*A major line is the series of courses from which the work of a major may be chosen.
If physical science is the student's major, a minimum of 15 hours of physics and 15 hours of chemistry is required.

The different groups of majors are as follows:

**Professional Group**
- Education
- Rural education
- Nursery school and kindergarten education
- Primary education
- Elementary education
- Teaching and critic training
- Psychology

**English Group**
- English
- Speech

**Foreign Language Group**
- Latin
- German
- French
- Spanish

**Social Science Group**
- History
- Government
- Economics

**Mathematics and Science Group**
- Mathematics
- Biological science
- Earth science
- Agriculture
- Physics
- Chemistry
- Physical science

**Miscellaneous Group**
- Art
- Manual arts
- Home economics
- Commercial education
- Physical education
- Coaching and athletics
- Public school music
- Orchestral music
- Band music
- Orchestral and band music

A student classified on a degree curriculum must choose a major and a minor before registering for courses which will include work of the sophomore year. The choice of the major and the minor 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.

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, at least
60 hours of credit earned in courses open only to juniors and seniors.
Twenty hours of the major must be in courses not open to freshmen and
10 hours must be in courses open only to juniors and seniors.
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. For the regulation concerning
15 hours of teaching on a two-year curriculum see page 98, note (2).
A student may not use in meeting the requirements for graduation more
than 60 hours of credit in any two major lines in the same group, except
that he may use 75 hours if the two lines are his major line and his minor
line.*
Except in his major line, in the physical science major, and in profes­
sional work, a student classified on a degree curriculum may not use in
meeting the requirements for graduation more than 30 hours of credit
in any of the lines designated as major lines, or more than 20 hours in
public school music, or more than 10 hours in applied music with a
combined maximum of 20 hours in public school music and applied mu­
sic, or more than 20 hours in orchestral music and applied music, or
more than 15 hours in religious education, or more than 15 hours in
educating, or more than 10 hours or less than 8 hours in theory courses in
athletics except that those whose major is agriculture or commercial
education or manual arts may use in meeting the requirements for gradu­
ating 15 hours of credit in theory courses in athletics.
The degree of bachelor of arts in education and the degree of bachelor
of science in education are not granted to the same person.

A. Suggestive Outlines of the Curriculum
Leading to the Degree of
Bachelor of Arts in Education

1. For majors in English, Latin, German, French, Spanish, speech, his­
tory, government, economics, mathematics, biological science, earth
science, physics, chemistry, physical science, education, rural educa­
tion, nursery school and kindergarten education, primary education,
elementary education, teaching and critic training, and psychology.

Courses named in the outline are required

<table>
<thead>
<tr>
<th>Freshman Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Foreign Language</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Third Term</td>
</tr>
<tr>
<td>Foreign Language</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Applied physical education each fall, winter, and spring term</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Third Term</td>
</tr>
<tr>
<td>Educational Psychology I</td>
</tr>
<tr>
<td>Electives</td>
</tr>
</tbody>
</table>

*A minor line is the series of courses from which the work of a minor may be chosen.
### Junior Year

<table>
<thead>
<tr>
<th>First Term Hours</th>
<th>Second Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology (Note 4)</td>
<td>5</td>
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<tr>
<td>Electives</td>
<td>10</td>
</tr>
<tr>
<td>Education (Note 3)</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
</tr>
</tbody>
</table>

**Third Term Hours**

- Education (Note 3): 5
- Electives: 10
- Illustrative Teaching

#### Senior Year

<table>
<thead>
<tr>
<th>First Term Hours</th>
<th>Second Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education (Note 3)</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
</tr>
</tbody>
</table>

**Third Term Hours**

- Education (Note 3): 5
- Electives: 10

---

**Notes**

1. The electives must include 5 hours of English from courses II and V-IX or of speech from courses II-V and 5 hours of English from courses X-XXXII; 15 hours of social science; and 20 hours of work from the mathematics and science group.

2. Foreign language is required in the freshman year but with the consent of the adviser may be postponed until the sophomore year. A student admitted to a degree curriculum after finishing a two-year curriculum may postpone fulfillment of the foreign language requirement until the senior year but will receive only one-half the regular credit for required work in foreign language taken in the senior year.

3. Ten of the 15 hours of required credit in elective work in education must be earned in courses other than II, III, IV, X, XIV, and XXX-XXXIV and 5 of the 10 hours must be earned in courses open only to juniors and seniors. Five hours or less of credit in a pedagogical course in a student's major line may be substituted for an equal number of hours of required credit in elective work in education. The pedagogical courses that may be used for this purpose are designated in the departmental statements of courses of instruction.

4. Five hours of credit in psychology must be earned in courses III and VII-X.

5. For further details see Degree Curriculums—Introductory Statement (page 44) and General Requirements for Graduation (page 37).

---

**2. For a major in Public School Music**

Courses named in the outline are required

#### Freshman Year

<table>
<thead>
<tr>
<th>First Term Hours</th>
<th>Second Term Hours</th>
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</thead>
<tbody>
<tr>
<td>Music I</td>
<td>3</td>
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<tr>
<td>Applied Music</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>*Supervisors Violin (a)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Term Hours</th>
<th>Second Term Hours</th>
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</thead>
<tbody>
<tr>
<td>Music II</td>
<td>3</td>
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<tr>
<td>Applied Music</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Education</td>
<td>5</td>
</tr>
<tr>
<td>*Supervisors Violin (b)</td>
<td></td>
</tr>
</tbody>
</table>

**Third Term Hours**

- Introductory Harmony | 3
- Applied Music | 2
- Foreign Language | 2
- English I | 2
- *Supervisors Violin (c) | 0

Applied physical education each fall, winter, and spring term

*Supervisors Violin or Applied Music in Violin.
### Sophomore Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmony I</td>
<td>3</td>
<td>Harmony II</td>
<td>3</td>
</tr>
<tr>
<td>Applied Music</td>
<td>2</td>
<td>Applied Music</td>
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</tr>
<tr>
<td>Electives</td>
<td>10</td>
<td>Electives</td>
<td>10</td>
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#### Third Term

<table>
<thead>
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<td>Applied Music</td>
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<td>3 or 5</td>
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<tr>
<td>Educational Psychology I</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>5 or 3</td>
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</tbody>
</table>

Applied physical education each fall, winter, and spring term

### Junior Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>History of Music I</td>
<td>2</td>
<td>History of Music II</td>
<td>3</td>
</tr>
<tr>
<td>Choral Conducting</td>
<td>2</td>
<td>Music Methods I</td>
<td>2</td>
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<td>Psychology (Note 4)</td>
<td>5</td>
<td>Education (Note 3)</td>
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<tr>
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#### Third Term

<table>
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<tr>
<th></th>
<th>Hours</th>
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<tr>
<td>Music elective</td>
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<tr>
<td>Music Methods II</td>
<td>3</td>
</tr>
<tr>
<td>Education (Note 3)</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Illustrative Teaching</td>
<td></td>
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</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Music Appreciation I</td>
<td>3</td>
<td>Teaching</td>
<td>5</td>
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<td>Teaching</td>
<td>5</td>
<td>Electives</td>
<td>10</td>
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<tr>
<td>Electives</td>
<td>7</td>
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#### Third Term

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Education (Note 3)</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
</tr>
</tbody>
</table>

### Notes

1. The electives must include 5 hours of English from courses II and V-IX or of speech from courses II-V and 5 hours of English from courses X-XXXII; 15 hours of social science; and 20 hours of work from the mathematics and science group. A maximum of 60 hours of public school music and 24 hours of applied music with a combined maximum of 75 hours may be used in meeting the requirements for graduation from this curriculum.

2. Foreign language is required in the freshman year but with the consent of the adviser may be postponed until the sophomore year. A student admitted to a degree curriculum after finishing a two-year curriculum may postpone fulfillment of the foreign language requirement until the senior year but will receive only one-half the regular credit for required work in foreign language taken in the senior year.

3. Ten of the 15 hours of required credit in elective work in education must be earned in courses other than II, III, IV, X, XIV, and XXX-XXXIV and 5 of the 10 hours must be earned in courses open only to juniors and seniors.

4. Five hours of credit in psychology must be earned in courses III and VII-X.

5. The applied music must include 3 hours in voice and 3 hours in piano.

6. For further details see Degree Curriculums—Introductory Statement (page 44) and General Requirements for Graduation (page 37).
### 3. For a major in Orchestral Music or Band Music

Courses named in the outline are required

#### Freshman Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music I</td>
<td>3</td>
<td>Music II</td>
<td>3</td>
</tr>
<tr>
<td>Applied Music</td>
<td>2</td>
<td>Applied Music</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>5</td>
<td>Foreign Language</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Introduction to Education</td>
<td></td>
</tr>
<tr>
<td>*Supervisors Violin (a)</td>
<td></td>
<td>*Supervisors Violin (b)</td>
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#### Third Term

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Harmony: 3</td>
</tr>
<tr>
<td>Applied Music: 2</td>
</tr>
<tr>
<td>Foreign Language: 5</td>
</tr>
<tr>
<td>English I: 5</td>
</tr>
</tbody>
</table>

*Applied physical education each fall, winter, and spring term

#### Sophomore Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmony I</td>
<td>3</td>
<td>Harmony II</td>
<td>3</td>
</tr>
<tr>
<td>Orchestral Instruments I</td>
<td>1</td>
<td>Orchestral Instruments II</td>
<td>1</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1</td>
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<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
<td>Electives</td>
<td>10</td>
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#### Third Term

<table>
<thead>
<tr>
<th>Hours</th>
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<tbody>
<tr>
<td>Harmony III: 3</td>
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<td>Orchestral Instruments III: 1</td>
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<tr>
<td>Applied Music: 1</td>
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<tr>
<td>Educational Psychology I: 5</td>
</tr>
<tr>
<td>Elective: 5</td>
</tr>
</tbody>
</table>

*Applied physical education each fall, winter, and spring term

#### Junior Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counterpoint I</td>
<td>2</td>
<td>Counterpoint II</td>
<td>2</td>
</tr>
<tr>
<td>History of Music I</td>
<td>2</td>
<td>History of Music II</td>
<td>2</td>
</tr>
<tr>
<td>Orchestral Instruments IV</td>
<td>1</td>
<td>Orchestral Instruments V</td>
<td>1</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1</td>
<td>Applied Music</td>
<td>1</td>
</tr>
<tr>
<td>Psychology (Note 5)</td>
<td>3</td>
<td>Education (Note 4)</td>
<td>5</td>
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<tr>
<td>Elective</td>
<td>1</td>
<td>Elective</td>
<td>3</td>
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#### Third Term

<table>
<thead>
<tr>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Counterpoint III: 2</td>
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<tr>
<td>Orchestra Conducting or Band Conducting (Note 7): 3</td>
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<tr>
<td>Orchestral Instruments VI: 1</td>
</tr>
<tr>
<td>Applied Music: 1</td>
</tr>
<tr>
<td>Electives: 5</td>
</tr>
<tr>
<td>Illustrative Teaching: 8</td>
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</table>

#### Senior Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Orchestration I or Band Instrumentation (Note 8)</td>
<td>3</td>
<td>Applied Music</td>
<td>1</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1</td>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Education (Note 4)</td>
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<td>Elective</td>
<td>5</td>
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#### Third Term

<table>
<thead>
<tr>
<th>Hours</th>
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<tbody>
<tr>
<td>Applied Music: 1</td>
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<tr>
<td>Electives: 14</td>
</tr>
</tbody>
</table>

#### Notes

1. The electives must include 5 hours of English from courses II and V-IX or of speech from courses II-V and 5 hours of English from

*Supervisors Violin or Applied Music in Violin.
courses X-XXXII; 15 hours of social science; and 20 hours of work from the mathematics and science group.

2. The applied music must include 3 hours of piano or organ, which should be taken in the first year, and 12 hours of work in one or more of the orchestral instruments.

3. Foreign language is required in the freshman year but with the consent of the adviser may be postponed until the sophomore year. A student admitted to a degree curriculum after finishing a two-year curriculum may postpone fulfillment of the foreign language requirement until the senior year but will receive only one-half the regular credit for required work in foreign language taken in the senior year.

4. Ten of the 15 hours of required credit in elective work in education must be earned in courses other than II, III, IV, X, XIV, and XXX-XXXIV and 5 of the 10 hours must be earned in courses open only to juniors and seniors.

5. Five hours of credit in psychology must be earned in courses III and VII-X.

6. Orchestra Conducting is required of a student whose major is orchestral music, Band Conducting of a student whose major is band music.

7. Orchestration I is required of a student whose major is orchestral music, Band Instrumentation of a student whose major is band music.

8. A student may meet the requirements for a major in orchestral and band music by meeting the requirements for a major in orchestral music and completing in addition Band Conducting and Band Instrumentation.

9. For further details see Degree Curriculums—Introductory Statement (page 44) and General Requirements for Graduation (page 37).

4. For a major in Art

Courses named in the outline are required

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
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<td>Foreign Language</td>
<td>5</td>
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<tr>
<td>English I</td>
<td>5</td>
<td></td>
<td>Introduction to Education</td>
<td>5</td>
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<tr>
<td>Elective</td>
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<td>Elective</td>
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<table>
<thead>
<tr>
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<th>Hours</th>
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<td>Foreign Language</td>
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<tr>
<td>Drawing I</td>
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<tr>
<td>Perspective</td>
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<tr>
<td>Elective</td>
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Applied physical education each fall, winter, and spring term

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing II</td>
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<td>General Design</td>
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<td>Mechanical Drawing I</td>
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<td></td>
<td>Commercial Illustration</td>
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<td>Educational Psychology I</td>
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<td>English (Note 1)</td>
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<table>
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<tbody>
<tr>
<td>Water Color</td>
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<tr>
<td>Applied Arts I</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Tests and Measurements (Note 5)</td>
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<tr>
<td>Elective</td>
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Applied physical education each fall, winter, and spring term
### Junior Year

<table>
<thead>
<tr>
<th></th>
<th>First Term Hours</th>
<th>Second Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
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<tr>
<td>Electives</td>
<td>10</td>
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<tr>
<td>Drawing II</td>
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<td>2.5</td>
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<tr>
<td>Advanced Design</td>
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<tr>
<td>Elective</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Third Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teaching of Art</td>
<td>5</td>
</tr>
<tr>
<td>Education (Note 3)</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th></th>
<th>First Term Hours</th>
<th>Second Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Art</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictorial Composition</td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

### Notes

1. The electives must include 5 hours of English from courses II and V-IX or of speech from courses II-V and 5 hours of English from courses X-XXXII; 15 hours of social science; and 20 hours of work from the mathematics and science group.

2. Foreign language is required in the freshman year but with the consent of the adviser may be postponed until the sophomore year. A student admitted to a degree curriculum after finishing a two-year curriculum may postpone fulfillment of the foreign language requirement until the senior year but will receive only one-half the regular credit for required work in foreign language taken in the senior year.

3. Five of the 10 hours of required credit in elective work in education must be earned in courses other than II, III, IV, X, XIV, and XXX-XXXIV and must be earned in courses open only to juniors and seniors.

4. Five hours of work in psychology must be earned in courses III and VII-X.

5. Educational Measurement in the High School, if elected after the sophomore year, may be substituted for this course.

6. For further details see Degree Curriculums—Introductory Statement (page 44) and General Requirements for Graduation (page 37).

### For a major in Physical Education

Courses named in the outline are required

<table>
<thead>
<tr>
<th></th>
<th>First Term Hours</th>
<th>Second Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Mechanics, Light, Electricity</td>
<td>5</td>
<td>Elementary Inorganic and Organic Chemistry</td>
</tr>
<tr>
<td>Introduction to Education</td>
<td>5</td>
<td>English I</td>
</tr>
<tr>
<td>Applied physical education</td>
<td></td>
<td>Applied physical education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Third Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>5</td>
</tr>
<tr>
<td>Physiological Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Speech I or VI</td>
<td>5</td>
</tr>
<tr>
<td>Applied physical education</td>
<td></td>
</tr>
</tbody>
</table>
Sophomore Year

<table>
<thead>
<tr>
<th>First Term Hours</th>
<th>Second Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy I 5</td>
<td>Anatomy II 5</td>
</tr>
<tr>
<td>Electives 10</td>
<td>Electives 10</td>
</tr>
<tr>
<td>Applied physical education</td>
<td>Applied physical education</td>
</tr>
<tr>
<td>Kinesiology 3</td>
<td>History of Physical Education 2</td>
</tr>
<tr>
<td>Educational Psychology I 5</td>
<td>Physiology 5</td>
</tr>
<tr>
<td>Applied physical education</td>
<td></td>
</tr>
</tbody>
</table>

Junior Year

<table>
<thead>
<tr>
<th>First Term Hours</th>
<th>Second Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education I 5</td>
<td>Physical Education III 3</td>
</tr>
<tr>
<td>Physical Education II 5</td>
<td>Physical Education VI 2</td>
</tr>
<tr>
<td>Physical Education IV 2</td>
<td>Corrective Gymnastics and Massage 3</td>
</tr>
<tr>
<td>Physical Diagnosis 3</td>
<td>First Aid to the Injured 2</td>
</tr>
<tr>
<td>Applied physical education</td>
<td>Hygiene and Sanitation 5</td>
</tr>
<tr>
<td>Applied physical education</td>
<td></td>
</tr>
<tr>
<td>Physical Education V 3</td>
<td>Physical Department Administration 3</td>
</tr>
<tr>
<td>Administration 3</td>
<td>Psychology (Note 4) 5</td>
</tr>
<tr>
<td>Education (Note 3) 5</td>
<td>Illustrative Teaching Applied physical education</td>
</tr>
</tbody>
</table>

Senior Year

<table>
<thead>
<tr>
<th>First Term Hours</th>
<th>Second Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Health Problems 2</td>
<td>Teaching 5</td>
</tr>
<tr>
<td>Teaching 5</td>
<td>Education (Note 3) 5</td>
</tr>
<tr>
<td>Education (Note 3) 5</td>
<td>Elective 5</td>
</tr>
<tr>
<td>Applied physical education</td>
<td>Applied physical education</td>
</tr>
<tr>
<td>Physiology of Exercise 3</td>
<td>Electives 11</td>
</tr>
<tr>
<td>Applied physical education</td>
<td></td>
</tr>
<tr>
<td>Physical Education IV 3</td>
<td>Physical Department Administration 3</td>
</tr>
<tr>
<td>Administration 3</td>
<td>Psychology (Note 4) 5</td>
</tr>
<tr>
<td>Education (Note 3) 5</td>
<td>Illustrative Teaching Applied physical education</td>
</tr>
</tbody>
</table>

Notes

1. The electives must include 5 hours of English from courses II and V-IX or of speech II-V and 5 hours of English from courses X-XXXII; and 15 hours of social science.

2. A student whose major is physical education must take four courses in applied physical education each term unless released by the adviser from a part of this requirement.

3. Ten of the 15 hours of required credit in elective work in education must be earned in courses other than II, III, IV, X, XIV, and XXX-XXXIV and 5 of the 10 hours must be earned in courses open only to juniors and seniors.

4. Five hours of credit in psychology must be earned in courses III and VII-X.

5. For further details see Degree Curriculums—Introductory Statement (page 44) and General Requirements for Graduation (page 37).
### B. Suggestive Outlines of the Curriculum

**Leading to the Degree of Bachelor of Science in Education**

#### 1. For a major in Home Economics

Courses named in the outline are required

**Freshman Year**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>5</td>
<td>Introduction to Education</td>
<td>5</td>
</tr>
<tr>
<td>Animal Biology</td>
<td>5</td>
<td>Principles of Economics I</td>
<td>5</td>
</tr>
</tbody>
</table>

**Third Term**

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Preparation I</td>
</tr>
<tr>
<td>Textiles</td>
</tr>
<tr>
<td>Organic Chemistry</td>
</tr>
<tr>
<td>English I</td>
</tr>
</tbody>
</table>

Applied physical education each fall, winter, and spring term

**Sophomore Year**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Preparation II</td>
<td>5</td>
<td>Clothing I</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
<td>General Design</td>
<td>3</td>
</tr>
<tr>
<td>Child Care</td>
<td>2</td>
<td>English (Note 1)</td>
<td>5</td>
</tr>
</tbody>
</table>

**Third Term**

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing II</td>
</tr>
<tr>
<td>Home and Community Hygiene</td>
</tr>
<tr>
<td>Applied Arts I</td>
</tr>
<tr>
<td>Educational Psychology I</td>
</tr>
</tbody>
</table>

Applied physical education each fall, winter, and spring term

**Junior Year**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costume Design</td>
<td>3</td>
<td>House Furnishing and Decoration</td>
<td>3</td>
</tr>
<tr>
<td>House Planning</td>
<td>3</td>
<td>Bacteriology</td>
<td>5</td>
</tr>
<tr>
<td>Psychology (Note 3)</td>
<td>5</td>
<td>Education (Note 2)</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

**Third Term**

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry of Foods and Nutrition</td>
</tr>
<tr>
<td>Education (Note 2)</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Illustrative Teaching</td>
</tr>
</tbody>
</table>

**Senior Year**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Dietetics</td>
<td>3</td>
<td>Methods in Home Economics</td>
<td>3</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
<td>Education (Note 2)</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
<td>Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Elective</td>
<td>5</td>
</tr>
</tbody>
</table>

**Third Term**

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
</tr>
</tbody>
</table>

**Notes**

1. The electives must include 5 hours of English from courses II and V-IX or of speech from courses II-V and 5 hours of English from courses X-XXXII; and 5 hours of social science. If foreign language is not elected, a second 5 hours of English from courses X-XXXII is required.

*If Inorganic Chemistry A or Inorganic Chemistry B is not offered in the program of recitations, Inorganic Chemistry I may be substituted for Inorganic Chemistry A, and Inorganic Chemistry II for Inorganic Chemistry B.*
2. Seven of the 12 hours of required credit in elective work in education must be earned in courses other than II, III, IV, X, XIV, and XXX-XXXIV and 5 of the 7 hours must be earned in courses open only to juniors and seniors.

3. Five hours of work in psychology must be earned in courses III and VII-X.

4. For further details see Degree Curriculums—Introductory Statement (page 44) and General Requirements for Graduation (page 37).

2. For a major in Manual Arts

Courses named in the outline are required

Fresman Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Drawing I</td>
<td>2</td>
<td>Industrial Arts Design</td>
<td>2.5</td>
</tr>
<tr>
<td>Woodwork I</td>
<td>3</td>
<td>Wood Finishing</td>
<td>2</td>
</tr>
<tr>
<td>English I</td>
<td>5</td>
<td>Introduction to Education</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
<td>Electives</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Third Term

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheet Metal Work I</td>
</tr>
<tr>
<td>Perspective</td>
</tr>
<tr>
<td>Electives</td>
</tr>
</tbody>
</table>

Applied physical education each fall, winter, and spring term

Sophomore Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Drawing II</td>
<td>3</td>
<td>Electives</td>
<td>15</td>
</tr>
<tr>
<td>Woodwork II</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics I and II</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Third Term

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Drawing III</td>
</tr>
<tr>
<td>Woodwork III</td>
</tr>
<tr>
<td>Physics V and VI</td>
</tr>
<tr>
<td>Educational Psychology I</td>
</tr>
</tbody>
</table>

Applied physical education each fall, winter, and spring term

Junior Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teaching of Manual Arts</td>
<td>5</td>
<td>Psychology (Note 2)</td>
<td>5</td>
</tr>
<tr>
<td>Current Problems in Vocational Education</td>
<td>5</td>
<td>Electives</td>
<td>10</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Third Term

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodwork IV</td>
</tr>
<tr>
<td>Educational Measurement in the High School</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Illustrative Teaching</td>
</tr>
</tbody>
</table>

Senior Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>5</td>
<td>The Planning and Equipment of the School Shop</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
<td>Organization and Administration of Manual Arts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td>5</td>
</tr>
</tbody>
</table>

Third Term

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Drawing</td>
</tr>
<tr>
<td>Electives</td>
</tr>
</tbody>
</table>

Notes

1. The electives must include 5 hours of English from courses II and V-IX or of speech from courses II-V and 5 hours of English from
CURRICULUMS 55
courses X-XXXII; 15 hours of social science; and 10 hours of work from the mathematics and science group. If foreign language is not elected, a second 5 hours of English from courses X-XXXII is required.
2. Five hours of credit in psychology must be earned in courses III and VII-X.
3. For further details see Degree Curriculums—Introductory Statement (page 44) and General Requirements for Graduation (page 37).

3. For a major in Coaching and Athletics

Courses named in the outline except the theory courses are required

<table>
<thead>
<tr>
<th>Freshman Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term Hours</td>
</tr>
<tr>
<td>Theory of Football I</td>
</tr>
<tr>
<td>First Aid to the Injured</td>
</tr>
<tr>
<td>English I</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Third Term Hours</td>
</tr>
<tr>
<td>Theory of Track I</td>
</tr>
<tr>
<td>Introduction to Education</td>
</tr>
<tr>
<td>Electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term Hours</td>
</tr>
<tr>
<td>Theory of Football II</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Third Term Hours</td>
</tr>
<tr>
<td>Theory of Baseball I</td>
</tr>
<tr>
<td>Educational Psychology I</td>
</tr>
<tr>
<td>Electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term Hours</td>
</tr>
<tr>
<td>Theory of Football III</td>
</tr>
<tr>
<td>Psychology (Note 3)</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Third Term Hours</td>
</tr>
<tr>
<td>Theory of Track II</td>
</tr>
<tr>
<td>Education (Note 2)</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Illustrative Teaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term Hours</td>
</tr>
<tr>
<td>Theory of Swimming</td>
</tr>
<tr>
<td>Teaching</td>
</tr>
<tr>
<td>Education (Note 2)</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Third Term Hours</td>
</tr>
<tr>
<td>Organization and Administration of Athletics</td>
</tr>
<tr>
<td>Theory of Baseball II</td>
</tr>
<tr>
<td>Electives</td>
</tr>
</tbody>
</table>

Notes
1. The electives must include 5 hours of English from courses II and V-IX or of speech from courses II-V and 5 hours of English from courses X-XXXII; 15 hours of social science; and 15 hours of work from the mathematics and science group. If foreign language is not elected, a second 5 hours of English from courses X-XXXII is required.
2. Ten of the 15 hours of required credit in elective work in education must be earned in courses other than II, III, IV, X, XIV, and XXX-XXXIV and 5 of the 10 hours must be earned in courses open only to juniors and seniors.
3. Five hours of credit in psychology must be taken from courses III and VII-X.
4. For further details see Degree Curriculums—Introductory Statement (page 44) and General Requirements for Graduation (page 37).

4. For a major in Commercial Education
1. The required courses include English I, Educational Psychology I, Introduction to Education, Current Problems in Vocational Education, Commercial and Industrial Geography, Illustrative Teaching, one term of penmanship, two terms of typing, and in the junior and senior years 10 hours of Teaching. For a statement of the requirements in applied physical education see page 37.
2. The electives must include 5 hours of English from courses II and V-IX or of speech from courses II-V and 5 hours of English from courses X-XXXII; 15 hours of social science; 15 hours of work from the mathematics and science group; 5 hours of psychology from courses III and VII-X; and 10 hours of credit in education from courses other than II, III, IV, X, XIV, and XXX-XXXIV. Five of the 10 hours of required credit in elective work in education must be earned in courses open only to juniors and seniors. If foreign language is not elected a second 5 hours of English from courses X-XXXII is required. Five hours or less of credit in Problems in Commercial Education, The Teaching of Shorthand and Typewriting, and The Teaching of Bookkeeping may be substituted for an equal number of hours of required credit in elective work in education.
3. For further details see Degree Curriculums—Introductory Statement (page 44) and General Requirements for Graduation (page 37).

5. For a major in Agriculture
1. The required courses include English I, Educational Psychology I, Introduction to Education, Illustrative Teaching, and in the junior and senior years 10 hours of Teaching. For a statement of the requirements in applied physical education see page 37.
2. The electives must include 5 hours of English from courses II and V-IX or of speech from courses II-V and 5 hours of English from courses X-XXXII; 15 hours of social science; 5 hours of psychology from courses III and VII-X; and 15 hours of credit in education. Ten of the 15 hours of required credit in elective work in education must be earned in courses other than II, III, IV, X, XIV, and XXX-XXXIV and 5 hours of this credit must be earned in courses open only to juniors and seniors. If foreign language is not elected a second 5 hours of English from courses X-XXXII is required. Methods in Agriculture may be substituted for 5 hours of required credit in elective work in education.
3. For further details see Degree Curriculums—Introductory Statement (page 44) and General Requirements for Graduation (page 37).

C. Degrees Conferred upon College Graduates

A bachelor's degree is conferred upon a graduate from a four-year liberal arts curriculum of a standard college upon completion of thirty-six weeks of residence work including 45 hours of work in courses not open to freshmen, if the student has met the scholarship requirement of 1.75 grade points for each hour of required credit. If the student has earned at this institution or elsewhere 15 hours of college credit in foreign language, he receives the degree of Bachelor of Arts in Education. If he has not earned such credit, he receives the degree of Bachelor of Science in Education.
The courses described in the following departmental statements may be taken as parts of majors and minors and as general electives with such exceptions and restrictions as are indicated in the description of the courses themselves or in the general regulations or in the regulations governing the several curriculums.

ART AND MANUAL ARTS

1. Art

I. *Drawing I—2½ hours. A basic course in drawing. The theory and use of color. Drawing of type and nature forms. Figure drawing. Type problems of teachers under actual school conditions. Daily. Open to freshmen, sophomores, and juniors.

II. **Drawing II—2½ hours. A continuation of Drawing I with more emphasis upon technique. Mass drawing in light and shade. Figure drawing and illustration. Daily. Prerequisite: Drawing I or equivalent preparation. Open to freshmen, sophomores, and juniors.

III. Drawing III—2½ hours. Technical 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. Daily. Prerequisite: Drawing II or equivalent preparation. Open to sophomores, juniors, and seniors.

IV. **Drawing for Nursery School, Kindergarten, and the Primary Grades—2½ hours. Credit only on the nursery school and kindergarten teacher curriculum, the primary teacher curriculum, and the consolidated school teacher curriculum. Special applications of drawing and art to the kindergarten and the primary grades. Daily. Prerequisite: Drawing I. Open to freshmen and sophomores.

V. Industrial Arts for the Primary Grades—2½ hours. Credit only on the primary teacher and consolidated school teacher curriculums. Design and color fundamentals and their application to primary construction problems with use of clay, wood, cloth, and paper. The development of free expression in these media. Daily. Open to freshmen and sophomores.

VI. Industrial Arts for the Intermediate Grades—2½ hours. Credit only on the elementary teacher curriculum for grades above the primary and on the consolidated school teacher curriculum and for a student whose major is elementary education. The industrial arts involved in the production of shelter, utensils, records, and machines. Decoration of textiles, weaving, pottery making, and book making. The fundamentals of color and design as applied to construction problems. Daily. Prerequisite: Drawing I. Open to freshmen and sophomores.

*A student who has credit for Still Life or Primary Drawing I and II may not have additional credit for Drawing I.

**A student who has credit for Primary Drawing or for Drawing for Nursery School, Kindergarten, and the Primary Grades may not have additional credit for Drawing II. A student who has credit for Drawing II or Primary Drawing may not have credit for Drawing for Nursery School, Kindergarten, and the Primary Grades.
VII. Perspective—2½ hours. Type forms, single objects, groups of objects. Linear and aerial perspective. Daily. Open to freshmen and sophomores.

VIII. General Design—3 hours. The principles of design and their application to decoration and construction. Color theory and harmony. Daily. Open to freshmen, sophomores, and juniors.

IX. Advanced Design—2½ hours. Daily. Prerequisite: General Design or equivalent preparation. Open to juniors and seniors.

X. Water Color—2½ hours. A study of color as applied to still life groups and landscape. Technique of water color painting. Daily. Prerequisite: Drawing I and General Design or equivalent preparation. Open to freshmen and sophomores.

XI. Applied Arts I—3 hours. Drawing and design applied to different spaces, materials, and objects. Daily. Prerequisite: General Design or equivalent preparation. Open to freshmen, sophomores, and juniors.

XII. Applied Arts II—2½ hours. A continuation of course XI in different lines of application. Daily. Prerequisite: General Design or equivalent preparation. Open to sophomores, juniors, and seniors.

XIII. Pictorial Composition—2½ hours. Emphasis upon the drawing of the human figure and upon composition in connection with illustration and pictorial drawing. Daily. Prerequisite: Drawing I and II or equivalent preparation. Open to juniors and seniors.

XIV. Commercial Illustration—2½ hours. The principles of design and lettering applied in illustration and poster making. Daily. Prerequisite: one term of drawing. Open to sophomores, juniors, and seniors.

XV. Interior Decoration—2½ hours. Design and color in their application to the home. The drawing of room interiors showing arrangement of pictures, windows, draperies, and furniture. Daily. Prerequisite: one term of drawing or equivalent preparation. Open to sophomores, juniors, and seniors.

XVI. Art Appreciation—5 hours. Appreciation of art through a study of examples of architecture, sculpture, painting, and handicraft. Open to sophomores, juniors, and seniors.

XVII. History of Art—5 hours. The development of art as shown in the architecture, painting, sculpture, and handicraft of different peoples. Open to juniors and seniors.

XVIII. The Teaching of Art—5 hours. The place and purpose of art in the public school. Special problems in teaching and supervision. Courses of study. If art is the student's major, this course may be substituted for 5 hours of required credit in elective work in education. Prerequisite: Drawing I, II, and General Design. Open to juniors and seniors.

XIX. Elementary Drawing, Elementary Handwork, and Upper Grade Handwork are offered for drill credit. Daily.

2. Manual Arts

I, II, III. Woodwork I—3 hours. II and III—each 2 hours. Study of tools and exercises in the use of tools. Materials of construction. Elementary cabinet work. These courses must be taken in consecutive order. I—Laboratory work, 6 periods a week. II and III—Labora-

A student who has credit for Drawing and Design, and Applied Design may not have additional credit for General Design.
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IV. Woodwork IV—5 hours. Advanced problems in design and construction. Laboratory work, 10 periods a week. Prerequisite: Woodwork I, II, III. Open to sophomores, juniors, and seniors.

V. Cabinet Making—5 hours. Design and construction applied to advanced cabinet projects. Period furniture. Emphasis upon detail and finish. Laboratory work, 10 periods a week. Prerequisite: Woodwork I, II, III, IV. Open to juniors and seniors.

VI. Wood Turning—2 hours. The woodturning lathe. Instruction in the various methods of turning. Laboratory work, 4 periods a week. Open to freshmen and sophomores.


VIII, IX. Sheet Metal Work I and II—each 2½ hours. The design and construction of articles in tin plate, brass, copper, and galvanized iron. The common processes of tinsmithing. Construction of articles in strap iron and heavy sheet iron. Daily. Course I or equivalent preparation is a prerequisite of Course II. Course I is open to freshmen and sophomores. Course II is open to sophomores, juniors, and seniors.

X. Automobile Mechanics I—5 hours. The general care and repair of the automobile. Operating the car; lubrication and cooling; care and adjustment of brakes, steering gear, ignition system, and carburetor. Laboratory work, 10 periods a week. Open to sophomores, juniors, and seniors.

XI. Automobile Mechanics II—5 hours. Intensive study of automobile engines and electrical equipment, with laboratory practice in adjustments, repairs, and replacements. Laboratory work, 10 periods a week. Prerequisite: Automobile Mechanics I. Open to sophomores, juniors, and seniors.

XII, XIII, XIV. Mechanical Drawing I—2 hours. II and III—each 3 hours. 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. I—Laboratory work, 4 periods a week. II and III—Laboratory work, each 6 periods a week. Open to freshmen, sophomores, and juniors.

XV. Architectural Drawing—3 hours. The essentials of architectural drawing. Laboratory work, 6 periods a week. Prerequisite: Mechanical Drawing I, II, III. Open to juniors and seniors.

XVI. Industrial Arts Design—2½ hours. No credit for those who earned credit in Woodwork III before June 1, 1929. The general principles of constructive and decorative design with emphasis upon constructions in wood and metal. Period styles in furniture. Daily. Open to freshmen, sophomores, and juniors.

XVII. Home Mechanics—3 hours. Students work out courses in home mechanics, analyze problems for instructive purposes, work out original projects, and prepare individual instruction sheets and other instructional material. Daily. Open to juniors and seniors.

XVIII. Organization and Administration of Manual Arts—3 hours. Manual arts in various types of schools. Work for different grades. Teaching material, courses of study, class organization for individual and group work. Prerequisite: Woodwork I and II, and Mechanical Drawing I and II. Open to sophomores, juniors, and seniors.
XIX. The Planning and Equipment of the School Shop—2 hours. Plans for buildings and rooms. Purchase and arrangement of equipment. Suitable equipment for special conditions. The cost of equipment, supplies, and maintenance. Open to juniors and seniors.

XX. The Teaching of Manual Arts—5 hours. The aims of manual arts in the school. The analysis of problems in constructive work. The relation of manual arts to other subjects. If manual arts is the student's major, this course may be substituted for an equal number of hours of required credit in elective work in education. Prerequisite: Educational Psychology I, Woodwork I and II, and Mechanical Drawing I and II. Open to juniors and seniors.

EDUCATION AND PSYCHOLOGY

1. Psychology

Ten hours of work from courses in education open only to juniors and seniors, though not included in the psychology major line, may be counted toward a major in psychology.

I. Educational Psychology I—5 hours. No credit for those who have credit in Psychology I or Child Psychology. An introduction to the study of mental processes with special attention to the psychology of learning and habit formation. Open to freshmen and sophomores.

II. Educational Psychology II—5 hours. A continuation of Educational Psychology I with special attention to individual differences in the elementary school. Prerequisite: *Educational Psychology I. Open to juniors and seniors.

III. Educational Psychology for High School Teachers—5 hours. The psychological principles which determine the scope and character of education in the high school. Application of these principles to typical problems of organization and teaching. Prerequisite: *Educational Psychology I. Open to juniors and seniors.

IV. Child Psychology—5 hours. No credit for those who have credit in Psychology I or Educational Psychology I. The physical and mental growth of the child. A study of instincts in relation to the problems of teaching. Open to freshmen and sophomores.

V. Personality Development of Children—3 hours. Emphasis is placed upon the social factors which affect a child's personality. Open to juniors and seniors.

VI. Mental Hygiene—2 hours. The behavior problems of young children. Open to juniors and seniors.

VII. Genetic Psychology—5 hours. The origin and development of consciousness in the child and in the race. Lectures, reports, observation, and class discussions. Prerequisite: *Educational Psychology I. Open to juniors and seniors.

VIII. Psychology of Adolescence—5 hours. The changing attitudes and concepts of youths from eleven to eighteen years of age. The mental and physical influences that retard or accelerate mental growth. Prerequisite: *Educational Psychology I. Open to juniors and seniors.

IX. Social Psychology—5 hours. The thinking and behavior of people as affected by their association with one another. A course in group psychology. Prerequisite: *Educational Psychology I. Open to juniors and seniors.

X. Experimental Psychology—5 hours. Typical experiments in approved lines of psychological investigation. The nature and use of

*Students classified on the nursery school and kindergarten teacher curriculum or on the primary teacher curriculum may use Child Psychology as the prerequisite.
modern psychological apparatus. Methods of experimentation and their significance for the public school teacher. Prerequisite: *Educational Psychology I. Open to juniors and seniors.

2. Education

Ten hours of work from courses in psychology open only to juniors and seniors, though not included in the education major line, may be counted toward a major in education.

A major in nursery school and kindergarten education must include courses IV, V, VI in psychology; courses II, III, XI, and XVII in education; courses V, VI, VII, and VIII in teaching; and course XVI in physical education for women.

A major in primary education may include Drawing for Nursery School, Kindergarten, and the Primary Grades; Directed Observation of Primary Work; Primary Teaching; and courses in education.

A major in elementary education must include courses I, VI, XIII, XIX, XXIV, and XXVII or XXVIII, and 10 hours of electives in psychology and education.

Twelve hours of work in education may be counted toward a major in rural education.

Students who wish to prepare for work in an opportunity room should take the following courses: Mental Tests, The Education of Exceptional Children, and Elementary Tests and Measurements. Other desirable courses for this type of work are Personality Development of Young Children, Mental Hygiene, and Parent Education.

I. Introduction to Education—5 hours. A survey of the field of education with attention to historical development; the profession of teaching, its development and opportunities. Open to freshmen and sophomores.

II. Methods in Nursery School and Kindergarten Work—5 hours. Credit only on the nursery school and kindergarten teacher curriculum and for a student whose major is nursery school and kindergarten education. Principles and methods of kindergarten and nursery school teaching. Prerequisite: 10 hours of psychology and education. Open to sophomores, juniors, and seniors.

III. Primary Methods in Reading and Mathematics—5 hours. Credit only on the primary school and kindergarten teacher curriculum and for a student whose major is nursery school and kindergarten education or primary education. Principles and aims of the teaching of primary reading and mathematics with special attention to methods. Open to freshmen and sophomores.

IV. Primary Methods in Language and Literature—5 hours. Credit only on the primary teacher curriculum and for a student whose major is primary education. Principles and methods involved in the teaching of language, writing, and spelling in the primary grades and the relation of these to other subjects in the curriculum. Special work in the selection and presentation of stories and poems suitable for primary grades. Open to freshmen and sophomores.

V. Rural School Methods—5 hours. Methods of teaching the common branches under rural school conditions. Open to freshmen and sophomores.

VI. Elementary School Methods—5 hours. Methods of teaching the elementary school subjects. The principles which underlie various methods of instruction. Open to freshmen and sophomores.

*Students classified on the nursery school and kindergarten teacher curriculum or on the primary teacher curriculum may use Child Psychology as the prerequisite.
VII. High School Methods—5 hours. Methods of teaching high school subjects with attention to the course of study, provision for individual differences, and teaching techniques. Open to juniors and seniors.

VIII. The Teaching of Reading and Spelling—5 hours. Methods and materials involved in the teaching of reading and spelling in the elementary school, especially in grades above the primary. Open to sophomores, juniors, and seniors.

IX. Teaching Techniques—2 hours. Recent developments in the field of educational methods in the elementary school. Offered only in spring and summer terms. Open to sophomores, juniors, and seniors.

X. Literature for Primary Children—5 hours. Credit only for a student whose major is nursery school and kindergarten education or primary education. Various types and sources of children's literature. The technique of the story teller illustrated in the telling of many stories. Open to juniors and seniors.

XI. Parent Education—5 hours. Problems of the child in relation to home environment. Open to juniors and seniors.

XII. Current Literature of Child Development—3 hours. Directed readings in the current literature of child development. The results of research. Open to juniors and seniors.

XIII. Elementary School Supervision—5 hours. The problems of method in the elementary school from the standpoint of the supervisor. A course primarily for elementary school principals, supervisors, and superintendents. Open to juniors and seniors.

XIV. The Primary Curriculum—5 hours. Credit only for a student whose major is nursery school and kindergarten education or primary education. The purpose, origin, construction, and function of the primary school curriculum. Open to juniors and seniors.

XV. The Elementary School Curriculum—3 hours. The origin, purpose, function, and construction of the elementary school curriculum with special attention to the curriculum in grades above the primary. Offered only in summer terms. Open to sophomores, juniors, and seniors.

XVI. The Education of Exceptional Children—5 hours. The organization of subject matter for opportunity room teaching. The technique of teaching sub-normal, backward, and unusually bright children. Prerequisite: *Educational Psychology I. Open to sophomores, juniors, and seniors.

XVII. Mental Tests and Measurements for Young Children—5 hours. An examination of the mental development of children with tests for the determination of the development of children below six years of age. Open to juniors and seniors.

XVIII. Mental Tests—2 hours. The Stanford revision of the Binet-Simon tests. Leading group tests of mental ability in use in the elementary grades above the primary and in high schools. Methods of administering and scoring the tests and of tabulating and interpreting the results. Prerequisite: *Educational Psychology I. Open to juniors and seniors.

XIX. Elementary Tests and Measurements—5 hours. Leading tests in the elementary school subjects and in mental ability; methods of administering and scoring tests; diagnosis of difficulties. Prerequisite: *Educational Psychology I. Open to sophomores, juniors, and seniors.

*Students classified on the nursery school and kindergarten teacher curriculum or on the primary teacher curriculum may use Child Psychology as the prerequisite.
XX. Educational Measurement in the High School—5 hours. Leading tests in the secondary school field together with methods of administering and scoring tests and of tabulating and graphing results. Each student has opportunity to study tests in his major line of work. Prerequisite: *Educational Psychology I. Open to juniors and seniors.

XXI. Problems of Grade Teachers—3 hours. Child accounting, classification and progress of pupils, relation of the curriculum to individual differences, classroom practices, and improvement programs. Offered only during summer terms. Open to freshmen, sophomores, and juniors.

XXII. The Consolidated School—5 hours. The consolidated school: its development and place in education and its relation to the community. Open to sophomores, juniors, and seniors.

XXIII. The Junior High School—3 hours. The problems involved in junior high school organization and the advantages and disadvantages of such organization. Offered only in spring and summer terms. Open to sophomores, juniors, and seniors.

XXIV. Elementary School Management—5 hours. No credit for a student who has earned credit in Elementary Schoolroom Procedure or in Management and Measurements. The problems of management of the elementary school. Open to freshmen and sophomores.

XXV. Rural School Management—5 hours. The extra-instructional activities of the rural school teacher. Open to freshmen and sophomores.

XXVI. Problems of Superintendents and Principals—2 hours. The legal principles involved in the organization and administration of a public school system. Buildings, cost accounting, and school surveys. Offered only in summer terms. Open to juniors and seniors.

XXVII. School Administration—5 hours. No credit for a student who has credit in Consolidated School Administration. The relation of the administrator to the community and the school. Buildings, equipment, promotions, records, reports, course of study, sanitation, transportation, and important school legislation. Open to juniors and seniors.

XXVIII. Consolidated School Administration—5 hours. No credit for a student who has credit in School Administration. The duties involved in the administration of a consolidated school. Buildings, transportation, records, and reports. A course for teachers, principals, and superintendents in consolidated schools. Open to juniors and seniors.

XXIX. Problems of Student Advisers—3 hours. A study of the special problems of adolescence. Suggestions to teachers and advisers for meeting these problems. Offered only in the spring and summer terms. Open to women of junior or senior classification.

XXX. History of Nursery School, Kindergarten, and Primary Education—5 hours. Credit only for a student whose major is nursery school and kindergarten education or primary education. The history of infant schools, of the Montessori nursery schools, of the Froebelian and modern kindergartens, and of primary education. Open to juniors and seniors.

XXXI. History of American Education—5 hours. The origin and growth of education in the United States. The development of our various schools and their adaptation to American ideals. Open to juniors and seniors.

*Students classified on the nursery school and kindergarten teacher curriculum or on the primary teacher curriculum may use Child Psychology as the prerequisite.
XXXII. History and Principles of Secondary Education—5 hours. The origin and development of high schools. The philosophy of secondary education. Open to juniors and seniors.

XXXIII. Current Problems in Vocational Education—5 hours. Credit only for a student whose major is coaching and athletics, home economics, manual arts, commercial education, or agriculture. The history, principles, and organization of vocational education. Open to juniors and seniors.


ENGLISH AND SPEECH

English I, or in case of release from English I five hours from courses II-IX in composition, is required for graduation from any curriculum. An additional five hours from courses II and V-IX in composition or from courses II-V in speech is required for graduation from a degree curriculum.

1. English

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

It is desirable that the minimum of a major in English consist of 40 hours of work from the following courses in English: (1) 10 hours from I-IX; (2) 5 hours from XVI, XVII, XXVII; (3) XVIII, XIX, XX, XXI; (4) 5 hours from XXII, XXVIII, XXIX; (5) XXXII.

A. Composition


Freshmen who show on the basis of preliminary tests unusual ability in English composition may be excused by the head of the department from English I as a freshman requirement and as a prerequisite of other courses.

English O—No credit. Freshmen not properly prepared for English I are registered for English O. During the first three weeks of the term students registered for English O may with the consent of the head of the department be advanced to English I without loss of credit in English I. All other students registered for English O must earn a passing grade in this course before registering for English I.

II. Description and Narration—5 hours. Practice in writing description and the simpler forms of narration. Open to freshmen, sophomores, and juniors.


IV. Copy Reading and Copy Editing—3 hours. Preparation of newspaper copy for publication. Newspaper style and make-up. Prerequisite: News Gathering and News Writing. Open to freshmen, sophomores, and juniors.

V. Editorial Writing—3 hours. Criticism and writing of various forms of newspaper editorials. Open to sophomores, juniors, and seniors.

VI. Feature Writing—3 hours. Practice in writing feature stories for publication. Open to sophomores, juniors, and seniors.
VII. Advanced Exposition—5 hours. Study of representative specimens of exposition. Application of principles and methods in original work. Open to sophomores, juniors, and seniors.

VIII. Advanced Story Writing—5 hours. The technique of the short story. Writing of short stories on subjects suited to the individual student. Prerequisite: Description and Narration. Open to juniors and seniors.

IX. The Essay—5 hours. The development of the essay. Practice in the writing of original essays. Open to juniors and seniors.

B. Language and Literature

X. Elements of Literature—5 hours. Explanation and illustration of the characteristics of the chief kinds of literature. Recommended for those who take only one term of English literature. Open to freshmen and sophomores.

XI. American Prose Writers—2 hours. Important prose writers from 1825 to 1875. Open to freshmen and sophomores.

XII. Chief American Poets—3 hours. Poets from 1825 to 1875. Open to freshmen and sophomores.

XIII. Recent American Prose Writers—3 hours. Prominent prose writers since 1875. Open to sophomores, juniors, and seniors.

XIV. Recent American Poets—2 hours. Prominent writers of verse since 1875. Open to sophomores, juniors, and seniors.

XV. Old English—5 hours. The grammar and pronunciation of Old English. Exercises in translation. Selections from prose and poetry. Open to sophomores, juniors, and seniors.

XVI. History of the English Language—2 hours. A survey of the forms of English from its beginning to the present. Open to sophomores, juniors, and seniors.

XVII. Chaucer—3 hours. Introduction to the study of Chaucer with reading of selections from the Canterbury Tales. Open to juniors and seniors.

XVIII. Shakespeare—5 hours. Intensive study of selected plays and sonnets. Rapid reading of other poems and plays. Open to sophomores, juniors, and seniors.

XIX. Milton—2 hours. Open to sophomores, juniors, and seniors.

XX. The Age of Classicism—3 hours. English literature from the Restoration to the death of Swift (1660-1745). Open to sophomores, juniors, and seniors.

XXI. The English Romantic Movement—5 hours. The reaction against Classicism between 1745 and 1825. The novel of the period is not considered in this course. Open to sophomores, juniors, and seniors.

XXII. History of the English Novel—5 hours. Narrative fiction from the late medieval prose romances to the beginning of the twentieth century. Reading of representative novels. Open to sophomores, juniors, and seniors.

XXIII. American Drama—2 hours. European influences. Representative American dramatists. Open to sophomores, juniors, and seniors.

XXIV. Modern European Drama—3 hours. Modern tendencies in drama. Plays of noted European dramatists. Open to sophomores, juniors, and seniors.

XXV. Recent English Poets—2 hours. Noted English poets since 1875. Open to sophomores, juniors, and seniors.
XXVI. Recent English Prose Writers—3 hours. Noted English prose writers since 1875. Open to sophomores, juniors, and seniors.

XXVII. Development of the English Drama—5 hours. English drama from its beginning till the time of Shakespeare. Open to sophomores, juniors, and seniors.

XXVIII. Victorian Prose—2 or 3 hours. A study of important English prose writers from 1825 to 1875. Reading of representative works of these authors. The novel of the period is not considered in this course. Open to juniors and seniors.

XXIX. Victorian Poetry—3 hours. No credit for those who have credit for Tennyson and Browning. A study of the chief British poets from 1825 to 1875. Open to juniors and seniors.

XXX. Literary Criticism—5 hours. The main principles of literary criticism. Illustrations of these principles in literature. Open to juniors and seniors.

XXXI. The Technique of Poetry—5 hours. An advanced study of English poetry with practice in writing original verse in various forms. Open to juniors and seniors.

XXXII. The Teaching of English—5 hours. The rise of the study of English to its present position in secondary schools and colleges. Problems in the teaching of English. If English is the student's major this course may be substituted for 5 hours of required credit in elective work in education. Open to juniors and seniors.

2. Speech

English I, unless release has been granted from this course, is prerequisite to all courses in speech.

It is desirable that the minimum of a major in speech consist of the following courses in speech: I, II, III, IV, VI, VII, VIII, X, XIV.

I. Public Speaking—5 hours. The psychology of effective speaking, the various forms of public address, platform deportment, voice building, and the elimination of vocal defects. Practice in the presentation of original speeches. Open to freshmen, sophomores, and juniors.

II. Extempore Speech—5 hours. Study and analysis of current issues with practice in oral discussion. Prerequisite: Public Speaking. Open to sophomores, juniors, and seniors.

III. Theory of Debating—2 hours. Briefing, note taking, card-indexing, evaluation of evidence, principles of rebuttal, strategy of debates, platform deportment, and duties of different speakers. This course should accompany Debating. Open to sophomores, juniors, and seniors.

IV. Debating—3 hours. An intensive study of a debate question with forensic practice. With change of the debate question this course may be repeated once for an additional 3 hours of credit. Required of students who participate in intercollegiate debate. Open to sophomores, juniors, and seniors.

V. Advanced Public Speaking—5 hours. The history, literature, and technique of the oration, with special attention to the college oration. Various forms of public address other than debating. Prerequisite: Public Speaking. Open to juniors and seniors.

VI. Oral Interpretation I—5 hours. The vocal interpretation of literature. Open to freshmen, sophomores, and juniors.

VII. Oral Interpretation II—5 hours. A continuation of course VI. Prerequisite: Oral Interpretation I or equivalent preparation. Open to freshmen, sophomores, and juniors.
VIII. Play Production I—5 hours. The interpretation of characters and types in a comedy of Shakespeare. Each student is required to act in this comedy and in a modern one-act play. Public performance of one-act plays. Lectures on make-up. Prerequisite: Oral Interpretation II or equivalent preparation. Open to sophomores, juniors, and seniors.

IX. Play Production II—5 hours. The interpretation of a tragedy of Shakespeare. Each student is required to act in this tragedy and in a modern one-act tragedy. Public performance of one-act plays. Lectures on the directing of plays. Prerequisite: Oral Interpretation II or equivalent preparation. Open to juniors and seniors.

X. Pedagogy of Interpretation—5 hours. The principles underlying the teaching of interpretation with observation and practice. Declamatory work and play production in the high school. Each student will superintend the production of a standard one-act play. Open to juniors and seniors.

XI. History of Design in the Theater—5 hours. The development of scenic and costume design in the theater from the Greek period to the present. Theory and practice of design. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to juniors and seniors.

XII. Technique of Scene Construction—3 hours. Theory of scene construction with practice in building scenes. Recitations, 2 periods a week; laboratory work, 2 periods a week. Open to juniors and seniors.

XIII. Stage Lighting—2 hours. Open to juniors and seniors.

XIV. Speech Correction—5 hours. Study of the nature of speech defects with training in diagnosis of individual cases. Methods of dealing with the various kinds of defects. Prerequisite: Educational Psychology I. Open to sophomores, juniors, and seniors.

HOME ECONOMICS

A. Clothing

I. Clothing I—4 hours. The principles of garment construction, the selection of materials used, design, method of construction, and problems involved in the construction of clothing. Recitations, 2 periods a week; laboratory work, 4 periods a week. Open to freshmen and sophomores.

II. Clothing II—4 hours. Garment construction continued. The elements of clothing design. Recitations, 2 periods a week; laboratory work, 4 periods a week. Prerequisite: Clothing I or equivalent preparation. Open to freshmen and sophomores.

III. Textiles—2 hours. The chief textile fibers and the standard materials used in clothing and in house furnishings. Recitation, 1 period a week; laboratory work, 2 periods a week. Open to freshmen and sophomores.

IV. Costume Design—3 hours. Fundamentals of design and color as they relate to costumes and accessories. Recitation, 1 period a week; laboratory work, 4 periods a week. Prerequisite: Applied Arts I. Open to sophomores, juniors, and seniors.

V. Clothing Appreciation and Economics—5 hours. The application of line, color harmony, and texture to costumes of different individuals and purposes. Clothing budgets and clothing hygiene. Recitations, 3 periods a week; laboratory work, 4 periods a week. Prerequisite: Costume Design. Open to juniors and seniors.
B. Foods

VI. Food Preparation I—5 hours. An experimental study of the general principles of cookery and of the nutritive facts involved. Recitations, 3 periods a week; laboratory work, 4 periods a week. Inorganic Chemistry B or equivalent preparation must precede or accompany this course. Open to freshmen and sophomores.

VII. Food Preparation II—5 hours. A continuation of Food Preparation I, including meal service. Recitations, 3 periods a week; laboratory work, 4 periods a week. Prerequisite: Inorganic Chemistry B and Food Preparation I or equivalent preparation. Open to freshmen and sophomores.

VIII. Meal Planning and Food Marketing—5 hours. The economic selection and nutritive value of foods. Various types of meals and table service. Actual purchase of foods served. Recitations, 3 periods a week; laboratory work, 4 periods a week. Prerequisite: Food Preparation I and II. Open to juniors and seniors.

IX. Food and Dietetics—3 hours. The principles of nutrition. The selection of food for normal individuals. Recitations, 2 periods a week; laboratory work, 2 periods a week. Prerequisite: Food Preparation I and II. Open to juniors and seniors.

X. Experimental Cookery—3 hours. Special problems in standardizing methods of food preparation. Individual problems. Recitation, 1 period a week; laboratory work, 4 periods a week. Prerequisite: Food Preparation I and II. Open to juniors and seniors.

XI. The School Lunch—2½ hours. Credit only on the one-year rural teacher curriculum. Special problems pertaining to the management, selection, and organization of the one hot dish lunch in schools. Recitations, 2 periods a week; laboratory work, 2 periods a week. Open to freshmen and sophomores.

XII. Nutrition—3 hours. No credit on a home economics curriculum or for those who have credit in Food Preparation I and II. A general course giving the elementary principles of nutrition. Selection of food in relation to food values and costs. Open to freshmen, sophomores, and juniors.

XIII. Nutrition for Children—3 hours. Students whose major is home economics may not secure credit for this course after completing the freshman year. Open to freshmen and sophomores.

C. Home Administration

XIV. House Planning—3 hours. Design, construction, and choice of dwelling. The drawing of floor plans for homes costing not over $6000. Prerequisite: General Design. Open to sophomores, juniors, and seniors.


XVI. Home and Community Hygiene—3 hours. Public health problems and home sanitation. Open to freshmen and sophomores.

XVII. Home Nursing—2 hours. Care of sick under home conditions. First aid and emergency work. This course must be preceded or accompanied by Bacteriology. Open to juniors and seniors.

XVIII. Home Management—5 hours. Basic principles of home making. Household budgets and time budgets. Recitations, 3 periods a
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week; laboratory work, 4 periods a week. Prerequisite: Food Preparation I and II. Open to juniors and seniors.

XX. Child Care—2 hours. Child care by nation, state, and home. Problems involved in the care of infants and older children. Open to sophomores, juniors, and seniors.

XX. Methods in Home Economics—3 hours. Adaptation of subject matter and methods of presentation to different types of schools and to community needs. If home economics is the student's major, this course may be substituted for 3 hours of required credit in elective work in education. Open to juniors and seniors.

LATIN, GREEK, AND GERMAN

1. Latin

Courses I-VIII may not be included in a major or in a minor in Latin. With the consent of the adviser 10 hours of Greek from courses III and IV, though not included in the Latin major line, may be counted toward a major in Latin.

I. *Elementary Latin I—5 hours. Pronunciation. Declension of nouns, adjectives, and personal pronouns. The indicative and infinitive of all conjugations. Fundamental uses of the cases. Reading of easy Latin stories. Open to freshmen, sophomores, and juniors.


IV. 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 Elementary Latin III or equivalent preparation. Open to freshmen, sophomores, and juniors.

V. Cicero's Orations II—5 hours. Selected orations. Writing of Latin. Roman government. A continuation of course IV. Open to freshmen, sophomores, and juniors.

VI. Ovid—5 hours. Easy stories from the Metamorphoses. Study of classical myths. Review of Latin grammar. Scansion and reading of the dactylic hexameter. Writing of Latin. Prerequisite: two years of high school Latin or Elementary Latin III or equivalent preparation. Open to freshmen, sophomores, and juniors.

VII. Vergil I—5 hours. Selections from the Aeneid. Scansion and reading of the dactylic hexameter. Writing of Latin and comparison of poetic and prose constructions. The mythology of the Aeneid. Open to freshmen, sophomores, and juniors.

VIII. Vergil II—5 hours. A continuation of course VII. Open to freshmen, sophomores, and juniors.

IX. Cicero's Cato Major and Latin Composition—5 hours. Translation with special study of the process of understanding and translating Latin. Review of Latin grammar. Composition exercises based on the Cato Major and involving systematic drill in syntax. Prerequisite: four years of high school Latin or other preparation approved by the

*Three terms of first-year work in Latin must be completed before credit for any part of this work may be used in meeting the requirements for graduation.
head of the department. Open to freshmen, sophomores, and juniors.

X. Pliny's Letters—5 hours. Interpretation of selected letters illustrating Roman life under the early empire. Writing of Latin. Prerequisite: four years of high school Latin or other preparation approved by the head of the department. Open to freshmen, sophomores, and juniors.

XI. Epodes and Odes of Horace—5 hours. The life of Horace from the original sources. The epodes and odes as related to Greek poetry and to the Augustan Age. Their cosmopolitan character. The lyric meters of Horace. Prerequisite: Latin IX or equivalent preparation. Open to freshmen, sophomores, and juniors.

XII. Latin Composition—5 hours. Written and oral exercises in the use of the more difficult Latin constructions. Practice in translating into Latin continuous discourse based on a Latin author. Translation of selections from English literature. Prerequisite: Latin IX or equivalent preparation. Open to sophomores, juniors, and seniors.

XIII. Tibullus—3 hours. The development of Greek and Roman elegy. Selections from the elegies of Tibullus. Prerequisite: Latin IX or equivalent preparation. Open to sophomores, juniors, and seniors.

XIV. Vergil's Bucolics and Georgics—3 hours. Pastoral and didactic poetry in Roman literature. Reading of the Eclogues and of selections from the Georgies. Prerequisite: Latin IX or equivalent preparation. Open to freshmen, sophomores, and seniors.


XVI. Historical Latin Grammar I—3 hours. Sounds and inflections: the development of the regular declensions and conjugations and the phonetic principles involved. This course must be preceded or accompanied by Greek I. Prerequisite: Latin IX or equivalent preparation. Open to juniors and seniors.

XVII. Historical Latin Grammar II—3 hours. Syntax: the development of the commoner constructions. Prerequisite: Latin IX or equivalent and XVI. Open to juniors and seniors.

XVIII. The Teaching of Latin—5 hours. Latin instruction in the secondary school: aims, subject matter, the teaching process. Pedagogical exercises. Latin tests, Latin textbooks, and other subsidiary topics. If Latin is the student's major, this course may be substituted for 5 hours of required credit in elective work in education. Prerequisite: Latin IX or equivalent preparation. Open to juniors and seniors.

XIX. Teachers' Course in Caesar—5 hours. Reading and interpretation of a large part of the Gallic War with attention to the historical background, to Roman military antiquities, and to the special problems involved in the teaching of Caesar. Prerequisite: Latin IX or equivalent preparation. Open to juniors and seniors.

2. Greek


II. *Xenophon—5 hours. Selections from the Anabasis. Writing of Greek. Open to sophomores, juniors, and seniors.

*Three terms of first-year work in Greek must be completed before credit for any part of this work may be used in meeting the requirements for graduation.
III. Homer—5 hours. Selections from the Iliad. The Greek element in English. Open to sophomores, juniors, and seniors.

IV. Homer, Greek Drama, Greek Prose Writers—3 to 10 hours. Open to juniors and seniors.

3. German

I. **German I—5 hours.** Pronunciation, conversation, grammar, and easy reading for beginners. Open to freshmen, sophomores, and juniors.

II. **German II—5 hours.** Conversation, grammar, reading, and composition. Open to freshmen, sophomores, and juniors.

III. Short Stories—5 hours. Reading with conversation and composition based on the text. Prerequisite: one year of high school German or equivalent preparation. Open to freshmen, sophomores, and juniors.

IV. †Historical Prose—5 hours. Selections from standard works on German history. Exercises in composition. Prerequisite: two years of high school German or equivalent preparation. Open to sophomores, juniors, and seniors.

V. †Schiller's Dramas—5 hours. Prerequisite: German IV or equivalent preparation. Open to sophomores, juniors, and seniors.

VI. †Drama of the Nineteenth Century—5 hours. Representative works of Heinrich von Kleist, Grillparzer, Hebbel, Ludwig, Anzengruber, and Hauptmann. Prerequisite: German IV or equivalent preparation. Open to sophomores, juniors, and seniors.

VII. †Scientific German—5 hours. Articles by eminent German scientists on subjects pertaining to chemistry, physics, biology, and other sciences. Prerequisite: German IV or equivalent preparation. Open to sophomores, juniors, and seniors.

VIII. Goethe's Hermann und Dorothea—2 hours. Prerequisite: German IV or equivalent preparation. Open to sophomores, juniors, and seniors.

IX. Lyrics and Ballads—5 hours. Prerequisite: German IV or equivalent preparation. Open to juniors and seniors.

X. Composition and Advanced Grammar—3 hours. The more difficult parts of German grammar. Exercises in translating into German descriptions of German life and German institutions. Original themes. Prerequisite: German IV or equivalent preparation. Open to sophomores, juniors, and seniors.

XI. Lessing—5 hours. Prerequisite: German IV and 10 hours of work from courses V-X. Open to juniors and seniors.

XII. Goethe—5 hours. Prerequisite: German IV and 10 hours of work from courses V-X. Open to juniors and seniors.

XIII. History of German Literature—3 hours. Prerequisite: German IV and 10 hours of work from courses V-X. Open to juniors and seniors.

XIV. The Teaching of German—2 hours. Prerequisite: German IV and 10 hours of work from courses V-X. Open to juniors and seniors.

**Three terms of first-year work in German must be completed before credit for any part of this work may be used in meeting the requirements for graduation.

†Open also to freshmen who have had two years of high school German or equivalent preparation.
MATHEMATICS AND COMMERCIAL EDUCATION

1. Mathematics

Advanced Mechanics, Alternating Currents, and Radio and Wireless, though not included in the mathematics major line, may be counted toward a major in mathematics.

I. Mathematics I, College Algebra—5 hours. College algebra and numerical trigonometry. Open to freshmen, sophomores, and juniors.

II. Mathematics II—5 hours. Theory of trigonometry and a continuation of college algebra. Prerequisite: Mathematics I. Open to freshmen, sophomores, and juniors.

III. Mathematics III—5 hours. Analytical geometry and allied topics. Prerequisite: Mathematics II. Open to freshmen, sophomores, and juniors.

IV. Calculus I—5 hours. A general course in differential and integral calculus with applications. Prerequisite: Mathematics III. Open to sophomores, juniors, and seniors.

V. Calculus II—5 hours. A continuation of Calculus I. Open to sophomores, juniors, and seniors.

VI. Calculus III—5 hours. Taylor's theorem, series, theorem of the mean, partial differentiation surfaces, practical applications, easy differential equations. Prerequisite: Calculus II. Open to sophomores, juniors, and seniors.

VII. Principles of Elementary Mathematics I—5 hours. Credit only on the elementary teacher curriculum for teachers in grades above the primary and on the rural and consolidated school teacher curriculum, and for a student whose major is elementary education or mathematics. The mathematics of the elementary school. Essential subject matter and its organization. The technique of teaching elementary mathematics. Diagnostic and remedial work. Textbooks and supplementary material. Open to freshmen and sophomores.

VIII. Principles of Elementary Mathematics II—3 hours. Special problems in the teaching and supervision of elementary mathematics. Readings and reports on research. Organization of subject matter. The evaluation of teaching procedures. The testing program. The relation of arithmetic to the whole curriculum. Open to juniors and seniors.

IX. The Teaching of Secondary Mathematics—5 hours. The mathematics of junior and senior high schools. Readings and reports on research in this field. The selection of essential subject matter. The evaluation of teaching procedures. Diagnostic and remedial work. The new state high school course of study. If mathematics is the student's major, this course may be substituted for 5 hours of required credit in elective work in education. Prerequisite: two courses in college mathematics. Open to juniors and seniors.

X. History of Mathematics—3 hours. The historical development of secondary mathematics. Prerequisite: Mathematics III. Open to juniors and seniors.

XI. Spherical Trigonometry—2 hours. Theory of spherical trigonometry with applications involving both plane and spherical trigonometry. Prerequisite: Mathematics II. Open to sophomores, juniors, and seniors.

XIII. Theory of Equations—5 hours. The complex number and the importance of the system of numbers based upon the imaginary unit. The analytic criterion for constructions with ruler and compasses. The proof for 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: Calculus I. Open to juniors and seniors.

XIV. Theoretical Mechanics (a), Dynamics—3 hours. The principles of dynamics and their application largely in the field of mathematical physics. Prerequisite: Calculus I. Open to juniors and seniors.


XVI. Number Systems—2 hours. Positive integers and operations with integers defined. Negative, rational and irrational, and complex numbers. Historical study of number development. Open to juniors and seniors.

XVII. Modern Algebra—5 hours. Analytical trigonometry, hyperbolic functions, vectors, and introduction to functions of a complex variable. Prerequisite: Calculus I. Open to juniors and seniors.

XVIII. Modern Geometry (a), Projective Geometry—3 hours. Prerequisite: Mathematics II. Open to sophomores, juniors, and seniors.

XIX. Modern Geometry (b), Advanced Euclidian Geometry—2 hours. Prerequisite: Mathematics II. Open to sophomores, juniors, and seniors.

XX. Differential Equations—3 hours. The commoner differential equations of the first order and the simplest cases of linear equations with constant coefficients, with emphasis upon forms occurring in mechanics and physics. Prerequisite: Calculus II. Open to juniors and seniors.

XXI. Mathematics of Finance—3 hours. The relation of interest to sinking funds, depreciation, bonds, building and loan associations, and life insurance. Open to sophomores, juniors, and seniors.


2. Commercial Education

Money and Banking, though not included in the commercial education major line, may be counted toward a major in commercial education.

I. Accounting I—5 hours. Fundamental principles of accounting. Theories of debit and credit. Practice in journalizing, posting, and in the compiling of trial balances, balance sheets, and statements of profit and loss. Open to freshmen, sophomores, and juniors.

II. Accounting II—5 hours. Partnership and corporation accounting, with special attention to the voucher system and records. The classification of accounts including accrued items, deferred items, and reserves. Prerequisite: Accounting I. Open to freshmen, sophomores, and juniors.

III. 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: Accounting II. Open to freshmen, sophomores, and juniors.

IV. Commercial Law I—5 hours. The law governing business relations and dealings. Open to sophomores, juniors, and seniors.

V. Commercial Law II—3 hours. A continuation of Commercial Law I with special attention to legal documents and the solution of legal problems. Prerequisite: Commercial Law I. Open to juniors and seniors.

VI. Advertising—3 hours. The theory of advertising. The inception of advertising ideas and their development. The planning and preparing of advertisements. Open to sophomores, juniors, and seniors.

VII. Commercial Correspondence—5 hours. Fundamental principles of business writing, business letters, and business reports. Open to sophomores, juniors, and seniors.

VIII. Marketing—3 hours. The organization and operation of markets. The activities involved in transferring manufactured goods and agricultural products from producer to consumer. Open to juniors and seniors.


X. Business Organization—2 hours. The underlying principles of organization and management and their application in various types of business undertakings. Open to juniors and seniors.

XI. Retail Merchandising—3 hours. Economic principles of retail merchandising. Establishing a business, locating the store, financing, buying, pricing, advertising, selling, accounting, business forecasting. Open to juniors and seniors.

XII. Business Publications—1 hour. Current business magazines and new books on commercial subjects. Lectures, readings, and reports. Open to juniors and seniors.

XIII. Business Ethics—2 hours. Ideals of conduct and character in business. Open to juniors and seniors.

XIV. Methods in Junior Business Training—3 hours. Modern business functions and services. Clerical practices and office procedures on a level with the occupational opportunities available to students of high school age. Open to sophomores, juniors, and seniors.


XVI. Secretarial Training II—2 hours. The Library Bureau System of alphabetic, numeric, geographic, and automatic-numeric filing. Open to juniors and seniors.


*If commercial education is the student's major 5 hours or less from Problems in Commercial Education, The Teaching of Shorthand and Typewriting, and The Teaching of Bookkeeping may be substituted for an equal number of hours of required credit in elective work in education.
COURSES OF INSTRUCTION

XVIII. *The Teaching of Shorthand and Typewriting—3 hours. Prerequisite: Shorthand I, II, III, and Typewriting I, II, III. Open to juniors and seniors.

XIX. *The Teaching of Bookkeeping—2 hours. Prerequisite: 10 hours from Accounting I, II, III. Open to juniors and seniors.


XXI. Machine Accounting—1 hour. Use of accounting machine in bank and mercantile accounting. Drill in the use of machine in the four fundamental operations of arithmetic. Two periods of class work or laboratory work each week. Prerequisite: elementary bookkeeping or equivalent preparation. Open to sophomores, juniors, and seniors.

XXII. **Shorthand I—5 hours. No credit for a student who presents one or more units of entrance credit in shorthand. The principles of the Gregg System. Prerequisite: Typewriting I or equivalent preparation. Open to freshmen and sophomores.

XXIII. **Shorthand II—5 hours. A continuation of Shorthand I. Plate reading and dictation. Prerequisite: Shorthand I, one unit of entrance credit in shorthand, or equivalent preparation. Open to freshmen and sophomores.

XXIV. Shorthand III—5 hours. Dictation, reporting, transcription of letters and lectures. Open to sophomores, juniors, and seniors.

XXV. ***Typewriting I—1 hour. No credit for students with one or more units of entrance credit in typewriting. Mechanism and operation of the typewriter with special attention to technique, rhythm, and accuracy. A standard of fifteen to twenty-five words a minute with reasonable accuracy. Daily. Open to freshmen, sophomores, and juniors.

XXVI. ***Typewriting II—1 hour. Practice in writing business letters, and in the filing of letters. Preparation of telegrams and drafts of business papers. A standard of from twenty-five to forty words a minute with reasonable accuracy. Daily. Prerequisite: Typewriting I, or one unit of entrance credit in typewriting, or equivalent preparation. Open to freshmen, sophomores, and juniors.

XXVII. **Typewriting III—1 hour. A review of letter writing. Arrangement of reports and manuscripts. Tabulation of statistics. Use and care of the mimeograph. A standard of thirty-five to fifty words a minute with not more than ten errors in a fifteen minute test. Daily. Prerequisite: Typewriting II or equivalent preparation. Open to freshmen, sophomores, and juniors.

XXVIII. Penmanship (a), (b)—Drill credit. The fundamentals of muscular movement writing with special attention to the teaching of the subject.

MUSIC

I. Elements of Music—2½ hours. No credit on the elementary teacher curriculum for teachers in grades above the primary or for a student who has credit in Drill Music or for a student whose major is public school

If commercial education is the student's major 5 hours or less from Problems in Commercial Education, The Teaching of Shorthand and Typewriting, and The Teaching of Bookkeeping may be substituted for an equal number of hours of required credit in elective work in education.

Shorthand I or the equivalent, and Shorthand II must be completed before credit for any part of this work may be used in meeting the requirements for graduation.

A student whose major is commercial education must earn credit in Typewriting I and II or in II and III. Other students may use in meeting the requirements for graduation not more than 1 hour from Typewriting I, II, III.
music. Introductory course in school music consisting of singing, rhythmic development and elementary theory. Preparation for sight singing. Daily. Open to freshmen and sophomores.

II. Music for Nursery School, Kindergarten, and the Primary Grades—2½ hours. Credit only on the nursery school and kindergarten teacher curriculum, on the primary teacher curriculum, and for a student whose major is nursery school and kindergarten education or primary education. A continuation of Elements of Music. Songs suitable for the kindergarten and for the primary grades. Daily. Prerequisite: Elements of Music or equivalent preparation. Open to freshmen and sophomores.


V. Music II—3 hours. Continuation of Music I. Dalcroze eurhythmics simplified and adapted. Theory, ear training, dictation, elementary conducting, and sight singing. Open to freshmen and sophomores.

VI. Sight Singing—5 hours. Based on material for the eight grades in the various music systems. Open to freshmen and sophomores.

VII. Ear Training—3 hours. Training of the ear in rhythm, melody, and harmony. Open to sophomores, juniors, and seniors.

VIII. Music Methods I—2 hours. Methods for primary grades. Open to sophomores, juniors, and seniors.

IX. Music Methods II—3 hours. Methods for upper grades. Open to sophomores, juniors, and seniors.

X. Choral Conducting—2 hours. Practice in conducting men's glee clubs, ladies' glee clubs, choruses, assembly singing, and community singing. Problems involved in conducting. Open to sophomores, juniors, and seniors.

XI. Introductory Harmony—3 hours. Major and minor scales developed on piano keyboard and written on staffs. Intervals. Primary triads with inversions. Dominant seventh chord with inversions and resolutions. Dictation. Ear training. Open to freshmen and sophomores.


XIII. Harmony II—3 hours. A continuation of Harmony I introducing primary seventh chords and simple modulation. Open to sophomores, juniors, and seniors.

XIV. Harmony III—3 hours. A continuation of Harmony II introducing secondary sevenths, altered chords, and melodic ornamentation. Open to sophomores, juniors, and seniors.


XVI. Music Analysis—2 hours. Analysis of harmonic material used by the masters. Prerequisite: Harmony I, II, III. Open to juniors and seniors.


XIX. History of Music III—2 hours. Modern music in Italy, France, Russia, Scandinavia, England, and America. Open to juniors and seniors.

XX. Music Appreciation I—3 hours. A study of musical literature, vocal and instrumental, by means of the phonograph, the piano player, the voice, and musical instruments. Open to juniors and seniors.

XXI. Music Appreciation II—3 hours. Prerequisite: Music Appreciation I. Open to juniors and seniors.

XXII. High School Music—3 hours. Material for high school music including cantatas and operettas. Courses of study in music for junior and senior high schools. Advanced conducting. A cappella emphasized. Prerequisite: Choral Conducting. Open to juniors and seniors.

XXIII. Music Supervision—2 hours. The history and scope of school music. The problems involved in supervising music. Open to juniors and seniors.

XXIV. Counterpoint I—2 hours. Melodic progressions, clefs, two-part counterpoint in all species. Prerequisite: Harmony I, II, III. Open to juniors and seniors.


XXVII. Applied Music I, *Piano and Organ—each 1 to 12 hours. For 1 hour of credit the student must take one or two lessons a week for a term. This must be accompanied by not less than five hours of practice a week.

XXVIII. Applied Music II, *Voice—1 to 12 hours. For 1 hour of credit the student must take one or two lessons a week for a term. This must be accompanied by not less than five hours of practice a week.


XXX. Normal Piano Methods—Drill credit. Materials and methods for individual and class piano instruction of all grades with special attention to class work for children. Demonstration of methods of presentation, performance, and drill. A course for advanced piano students. Classes will not be organized for less than ten students. Two periods a week.

XXXI. Piano Class Instruction (a)—Drill credit. This course is planned for group instruction purposes for those who have had no previous instruction. Two periods a week.

*The first, second, and third hours are open to freshmen, sophomores, and juniors; the fourth, fifth, and sixth hours are open to sophomores, juniors, and seniors; and the seventh to twelfth hours are open to juniors and seniors.
XXXII. Piano Class Instruction (b)—Drill credit. This course is open to students who have had a small amount of previous instruction. One period a week.

NATURAL SCIENCE

1. Biological Science

Ten hours of agriculture other than General Agriculture, though not included in the biological science major line, may be counted toward a major in biological science.

I. Animal Biology—5 hours. Life processes, interrelations of animals, modes of reproduction and development, structure, classification, distribution, and descent. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen, sophomores, and juniors.

II. Invertebrate Zoology—5 hours. The anatomy and physiology of several type-forms in each division of invertebrate animals. Emphasis upon classification and organic evolution. Prerequisite: Animal Biology. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen, sophomores, and juniors.

III. Vertebrate Zoology—5 hours. A survey of the classes of vertebrates with particular reference to their origin, development, anatomy, physiology, and economic importance. Practice in dissection. Prerequisite: Animal Biology. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to juniors and seniors.

IV. Physiology—5 hours. The functioning of the different systems of organs of the human body. Dissection and experimentation. The correlation of physiology and anatomy of each organ. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen and sophomores.

V. Hygiene and Sanitation—5 hours. No credit for a student who has credit in Health Education. Personal hygiene. Sanitation. School health problems: heating, lighting, ventilation, the spread of communicable diseases. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to sophomores, juniors, and seniors.

VI. Botany I, General College Botany—5 hours. A general survey of botany. Plants, their classification and evolution. The economic application of botany. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen, sophomores, and juniors.

VII. Botany II, Non-flowering Plants—5 hours. Plant groups to illustrate the development of the plant kingdom. Algae, fungi, liverworts, mosses, ferns. The reproductive features of seed plants. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to sophomores, juniors, and seniors.

VIII. Botany III, Plant Taxonomy—5 hours. The identification, field recognition, and economic importance of seed plants of our local flora. A systematic study of the principal families of seed plants. Prerequisite: entrance credit in botany, or Botany I. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to sophomores, juniors, and seniors.

IX. Botany IV, Trees and Shrubs—3 hours. The identification and recognition of trees and shrubs common to this region. An introduction to the economic uses of woody plants. Recitation, 1 period a week; laboratory work, 4 periods a week. Open to freshmen, sophomores, and juniors.

X. Botany V, Plant Physiology—5 hours. Chemical elements necessary for plant life and methods by which plants assimilate these ele-
ments. The influence of light, heat, moisture, and gravity on living plants. Prerequisite: Botany I. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to juniors and seniors.

**XI. Botany VI, Plant Ecology—5 hours.** The important factors of environment and the effect of environment upon plant growth and plant distribution. The application of ecology to crop production. Prerequisite: Botany I. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to juniors and seniors.

**XII. Insects and Man—3 hours.** Insects with special reference to their relations to man. Prerequisite: Animal Biology. Recitations, 2 periods a week; laboratory work, 2 periods a week. Open to juniors and seniors.

**XIII. Bacteriology—5 hours.** Microorganisms, their classification, morphology, and physiology. The relation of bacteria, yeasts, and molds to health, sanitation, and the preservation of foods. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to juniors and seniors.

**XIV. Organic Evolution—2 hours.** The meaning, evidences, and factors of organic evolution. Its significance in biology and in modern thought. Open to sophomores, juniors, and seniors.

**XV. Heredity—3 hours.** The laws of heredity and their relation to plants, animals, and man. The significance of heredity to the human race. Open to sophomores, juniors, and seniors.

**XVI. General Science (a), Nature Study—5 hours.** Credit only on the two-year curriculums and for a student whose major is nursery school and kindergarten education, primary education, or elementary education. Rocks, minerals, soils, insects, birds, and trees. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen and sophomores.

**XVII. Health Education—3 hours.** No credit for a student who has credit in Hygiene and Sanitation. Imperfections leading to health disorders. Personal, community, and school hygiene. The aims and methods of health education. Open to freshmen and sophomores.

**XVIII. The Teaching of the Biological Sciences—3 hours.** Organization of subject matter. Methods of teaching the biological sciences in high school. Demonstrations and practice in laboratory. Field exercises. Collection and preparation of laboratory materials. If biological science is the student's major this course may be substituted for 3 hours of required credit in elective work in education. Prerequisite: 15 hours of credit in biological science including botany and biology. Recitations, 2 periods a week; laboratory work, 2 periods a week. Open to juniors and seniors.

2. Earth Science

Ten hours of work from Chemistry I and II, Soils, and Soil Fertility, though not included in the earth science major line, may be counted toward a major in earth science.

**I. Principles of Physiography—5 hours.** The agencies and processes at work in producing land forms. Life as affected by physical environment. Interpretation of topographic maps. Field trips. Open to freshmen and sophomores.

**II. Physiography of the United States—5 hours.** The origin of the various physiographic regions of the United States. Open to sophomores, juniors, and seniors.

**III. Principles of Geology—5 hours.** The origin, history, and struc-
ture of the earth. Present processes and changes. Laboratory and field work. Open to freshmen, sophomores, and juniors.

IV. Mineralogy—5 hours. Descriptive and determinative mineralogy. Prerequisite: high school or college physics or inorganic chemistry. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to juniors and seniors.

V. Climatology—5 hours. The air, its composition and physics. Moisture. Weather forecasting, map making, and instruments used in gathering data. Open to juniors and seniors.

VI. Astronomy—5 hours. The fundamental facts and laws of astronomy. The uses of various astronomical instruments. A general study of the heavenly bodies. Open to sophomores, juniors, and seniors.

VII. Elements of Geography I—5 hours. Man’s adjustments to climate, surface, soil, water resources, mineral resources, and other natural features. Open to freshmen, sophomores, and juniors.

VIII. Elements of Geography II—5 hours. Subject matter organized as problems for the various grades. Selection and use of textbooks and supplementary material. Collection of illustrative material. Objective tests, field trips, map and graph work for teachers of geography. Prerequisite: Elements of Geography I. Open to sophomores, juniors, and seniors.

IX. Commercial and Industrial Geography—5 hours. Credit only for those whose major is commercial education or earth science. The commodities of international trade. Trade routes of the world. Ocean transportation. Open to freshmen and sophomores.

X. Geography of Europe—5 hours. A regional study of the continent of Europe. The economic development of the various sections as related to the natural environment. Present day problems and the bearing of natural resources upon their solution. Open to sophomores, juniors, and seniors.

XI. Geography of North America—5 hours. The major geographic regions of the continent. Intensive study of the regions of the United States. The organization of problems based on the relation between economic activities and natural environment. Open to sophomores, juniors, and seniors.

XII. Geography of South America—5 hours. Trade opportunities in South America. The economic activities of the major geographic regions as reflecting the present day utilization of the natural resources. Possibilities for future development. Open to juniors and seniors.

XIII. Historical Geography of the United States—5 hours. Correlation of geography and American history. Man’s changing adjustments to natural environment in the settlement and development of the United States. Prerequisite: entrance credit or college credit in American history. Open to juniors and seniors.

XIV. Conservation of Natural Resources—5 hours. The natural resources of the United States: the soils, the water supply, the forests, the grasslands, the minerals. Past exploitations of these resources. The movement for the better utilization of natural resources by such means as scientific forestry, reclamation of waste lands, checking of erosion. Open to juniors and seniors.

3. Agriculture

Ten hours of work from Botany I-VI, Chemistry I and II, Bacteriology, and Elements of Geography, though not included in the agriculture major line, may be counted toward a major in agriculture.
I. General Agriculture—5 hours. No credit for a student who presents one or more units of college entrance credit in agriculture. An introductory course. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen and sophomores.

II. Dairy Cattle—3 hours. Breeds and types. Judging and marketing. Recitations, 2 periods a week; laboratory work, 2 periods a week. Open to freshmen, sophomores, and juniors.

III. Beef Cattle and Sheep—3 hours. Breeds, types, grades. Judging and marketing. Recitations, 2 periods a week; laboratory work, 2 periods a week. Open to freshmen, sophomores, and juniors.

IV. The Testing of Dairy Products—2 hours. Recitation, 1 period a week; laboratory work, 2 periods a week. Open to sophomores, juniors, and seniors.

V. Swine—2 hours. Breeds, types, market classes, and grades. Judging and marketing. Recitation, 1 period a week; laboratory work, 2 periods a week. Open to freshmen, sophomores, and juniors.

VI. Horses—2 hours. Types, breeds, classes, grades. Judging. Recitation, 1 period a week; laboratory work, 2 periods a week. Open to freshmen, sophomores, and juniors.

VII. Soils—3 hours. Management of soils for maximum production. Recitations, 2 periods a week; laboratory work, 2 periods a week. Open to freshmen, sophomores, and juniors.

VIII. Horticulture—2 hours. The management of orchard, bush, and small fruits. Harvesting and marketing. Recitation, 1 period a week; laboratory work, 2 periods a week. Open to freshmen, sophomores, and juniors.

IX. Farm Crops—5 hours. The important field crops of Iowa. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to juniors and seniors.

X. Weeds—2 hours. Identification and control of common weeds. Recitation, 1 period a week; laboratory work, 2 periods a week. Open to sophomores, juniors, and seniors.

XI. Feeds and Feeding—3 hours. Balanced rations. Methods of feeding farm animals. Open to juniors and seniors.

XII. Principles of Breeding—2 hours. Laws of breeding and care of breeding stock. Open to juniors and seniors.

XIII. Farm Poultry—2 hours. Breeds and varieties. Management. Recitation, 1 period a week; laboratory work, 2 periods a week. Open to sophomores, juniors, and seniors.

XIV. Soil Fertility—2 hours. Plant food materials and permanent agriculture. Open to sophomores, juniors, and seniors.

XV. Farm Management—3 hours. The factors involved in various kinds of farming. Open to sophomores, juniors, and seniors.

XVI. Marketing Agricultural Products—3 hours. Study of grain, live stock, and produce marketing, with emphasis upon cooperative methods. Open to sophomores, juniors, and seniors.

XVII. Methods in Agriculture—5 hours. Agriculture in the high school: aims, subject matter, methods of presentation. If agriculture is the student’s major, this course may be substituted for 5 hours of required credit in elective work in education. Prerequisite: 10 hours in agriculture. Open to juniors and seniors.
I. Supervisors Violin (a)—Drill credit. Elementary class work in violin. Two periods a week. Open only to students whose major is public school music or orchestral music or band music.

II. Supervisors Violin (b)—Drill credit. Intermediate class work in violin. Prerequisite: Supervisors Violin (a) or equivalent preparation. Two periods a week. Open only to students whose major is public school music or orchestral music or band music.

III. Supervisors Violin (c)—Drill credit. Advanced class work in violin. Prerequisite: Supervisors Violin (b) or equivalent preparation. Two periods a week. Open only to students whose major is public school music or orchestral music or band music.

IV. Orchestral Instruments I-VI (I. Cello, II. Bass, III. Clarinet, IV. Trumpet, French Horn, Trombone, V. Flute, Saxophone, Percussion, VI. Oboe, Bassoon)—each 1 hour. A study of the orchestral instruments in class. The selection and care of instruments. Methods of teaching orchestral instruments. Prerequisite: 3 hours of credit in applied music other than voice. Two periods a week. Open to sophomores, juniors, and seniors.

V. Orchestra Conducting—3 hours. Technique of the baton, score reading, orchestral seating. Orchestral material and repertoire. Form and management of school and community orchestras. Practice in conducting an orchestra. Prerequisite: 3 hours of credit in applied music other than voice. Open to juniors and seniors.

VI. Orchestration I—3 hours. Orchestral scores and arrangements adapted to the needs of smaller orchestras. Cross cuing and practical arranging for small orchestras. Prerequisite: Harmony I, II, III, and 3 hours of credit in applied music other than voice. Open to juniors and seniors.

VII. Band Conducting—3 hours. Band baton technique. Formation and management of school and community bands. Military band drill and letter formations. Practice in band directing. Prerequisite: 3 hours of credit in applied music other than voice. Open to juniors and seniors.

VIII. Band Instrumentation—3 hours. A study of band scores. Practical arrangement and preparation of scores for band. Prerequisite: Harmony I, II, III, and 3 hours of credit in applied music other than voice. Open to juniors and seniors.

IX. Orchestration II—3 hours. Scores for large orchestras adapted to needs of large high school and civic orchestras. Practical arrangement and preparation of scores for large orchestras. Prerequisite: Orchestration I and Counterpoint I, II, III. Open to juniors and seniors.

X. Canon and Fugue—3 hours. Cultivation of ability to write canon, accompanied and unaccompanied. Two and three part inventions. Two, three, and four voice fugues. Prerequisite: Harmony I, II, III, and Counterpoint I, II, III. Open to juniors and seniors.


XII. Applied Music III, Violin, Viola, Cello, Bass, Harp—each 1 to 12 hours. For 1 hour of credit the student must take one or two lessons a week for a term. This must be accompanied by not less than five hours of practice a week. The first three hours are open to freshmen, sophomores, and juniors, and the fourth to twelfth hours are open to sophomores, juniors, and seniors.
XIII. Applied Music IV, Flute, Oboe, Clarinet, Bassoon, French Horn, Trumpet, and Trombone—each 1 to 12 hours. Other Wood-Wind and Brass Instruments—each 1 to 6 hours except that not more than 1 hour in saxophone may be counted toward graduation. For 1 hour of credit the student must take one or two lessons a week for a term. This must be accompanied by not less than five hours of practice a week. The first three hours are open to freshmen, sophomores, and juniors, and the fourth to twelfth hours are open to sophomores, juniors, and seniors.

XIV. Applied Music V, Tympani, Xylophone, and Drums and Traps—each 1 to 6 hours. Open to freshmen, sophomores, and juniors.

Note
String ensemble for the study and performance of sonatas, trios, quartettes, and quintettes is open to students in violin, viola, cello, bass, harp, and piano. Wood-wind and brass ensemble for work of a similar nature is open to students in wood-wind and brass instruments.

PHYSICAL EDUCATION

1. Physical Education for Women
A student whose major is physical education must take four courses in applied physical education each term unless released by the adviser from part of this requirement.

I. Applied Physical Education
Applied physical education for women includes:

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<thead>
<tr>
<th>Applied Physical Education</th>
<th>Folk Dancing</th>
<th>Tennis</th>
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<tbody>
<tr>
<td>Social Dancing</td>
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<td>Hockey</td>
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a. For the Primary Grades

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<tr>
<th>Grades</th>
<th>National Dancing</th>
<th>Soccer</th>
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<tr>
<td>Interpretive Dancing</td>
<td>Archery</td>
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b. For the Intermediate Grades

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<tr>
<th>Grades</th>
<th>Clogging and Tap Dancing</th>
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<tr>
<td>Basketball</td>
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<td>Archery Golf</td>
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<tr>
<td>Clogging and Tap Dancing</td>
<td>Golf</td>
<td>Archery Golf</td>
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Simple Team Games

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<tr>
<th>Sports</th>
<th>Baseball</th>
<th>Speedball</th>
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<tr>
<td>Basketball</td>
<td>Volleyball</td>
<td>Life Saving</td>
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Track and Field Sports

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<tr>
<th>Sports</th>
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<td>Tennis</td>
<td>Hockey</td>
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<td>Hockey</td>
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Games and Athletics

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<tr>
<td>Golf</td>
<td>Hockey</td>
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Stunts and Contests

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<th>Sports</th>
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<td>Canoeing</td>
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Regulation gymnasium suits are required of all women who take applied physical education.

II, III. Anatomy I, II—each 5 hours. Gross anatomy of the osseous, muscular, and nervous systems and of the vital organs. Open to sophomores, juniors, and seniors.

IV. Kinesiology—3 hours. The analysis of the body mechanics involved in the movements of gymnastics, games, and dancing, and of everyday life in relation to the problem of bodily development and efficiency. Prerequisite: Anatomy I, II. Open to sophomores, juniors, and seniors.

V. First Aid to the Injured—2 hours. Students may prepare themselves in this course for the examination for a Red Cross First Aid Certificate. Open to freshmen, sophomores, and juniors.

VI. Play and Playground—3 hours. No credit for a student whose major is physical education. The play needs of children at the various age levels and an evaluation of play materials. The construction of daily and yearly programs for a playground. Cost, placement, and use of playground apparatus. Open to freshmen and sophomores.

VII. Club Craft and Leadership—2 hours. Girls' club work and its correlation with the physical education program of the public school.
The organization and administration of Camp Fire Girls, Girl Scouts, Girl Reserves, and other similar clubs. Open to sophomores, juniors, and seniors.

VIII. *Physical Education I—5 hours. The principles, the objectives, the programs, and the methods of physical education. Open to sophomores, juniors, and seniors.

IX. *Physical Education II—5 hours. Age group characteristics. Adaptation of play material to age groups. The daily program for playground. A recreational program for the year and programs for special days. Play movements in relation to present playground organizations. Cost, selection, use, and placing of playground apparatus. The playground site. Open to juniors and seniors.

X. Physical Education III—3 hours. The teaching of swimming, life saving, and basketball. Basketball officiating. Open to sophomores, juniors, and seniors.

XI. Physical Education IV—2 hours. The teaching of soccer, hockey, and tennis. Officiating. Open to juniors and seniors.

XII. Physical Education V—3 hours. The teaching of indoor baseball, and of track and field sports. Officiating. Motor ability tests. The organization and administration of track meets and play days. Open to juniors and seniors.

XIII. Physical Education VI—2 hours. The philosophy of the dance. The dance as an educational activity. Its technique. Methods of teaching. Open to juniors and seniors.

XIV. History of Physical Education—2 hours. The development of physical education from ancient times to the present day. Open to sophomores, juniors, and seniors.

XV. *School Health Problems—2 hours. The laws of growth and development. The technique of physical measurement. The principles of health education. The use of health scales in determining the needs and in evaluating the results of health education. Criteria for judging subject matter in health education. Open to juniors and seniors.

XVI. Physical Growth and Health Care—3 hours. The physical growth of children with particular reference to the anatomic and muscular nature of the child. Sleep, exercise, clothing, and first aid. Open to freshmen and sophomores.

XVII. *Physical Diagnosis—3 hours. Diagnosis of the common defects and diseases of school children. Prerequisite: Anatomy I, II, and Physiology. Open to juniors and seniors.

XVIII. *Physiology of Exercise—3 hours. The effects of exercise upon the various organic functions of the body. A comparative study of strength, speed, and endurance exercises. Prerequisite: Anatomy I, II, and Physiology. Open to juniors and seniors.

XIX. *Corrective Gymnastics and Massage—3 hours. Causes, diagnosis, and treatment of posture and of foot defects. Massage. Prerequisite: Kinesiology. Open to juniors and seniors.

XX. *Physical Department Administration—3 hours. Administration of a school program in physical education. Equipment and care of gymnasiums. Special problems of teachers of physical education. Open to juniors and seniors.

2. Coaching and Athletics

Anatomy I and II, History of Physical Education, Corrective Gymnastics and Massage, and First Aid to the Injured are included in the

*Credit only for a student whose major is physical education or coaching and athletics.
coaching and athletics major line. Hygiene and Sanitation and Physiology, though not included in the coaching and athletics major line, may be counted toward a major in coaching and athletics.

Not more than 9 hours of credit in theory of football, 9 hours in theory of basketball, 6 hours in theory of baseball, and 6 hours in theory of track may be counted toward graduation.

Not more than 10 hours of credit in theory courses in athletics may be counted toward graduation in the case of a student whose major is other than coaching and athletics, except that 15 hours of such credit may be counted toward graduation in the case of a student whose major is agriculture, commercial education, or manual arts.

Not less than 5 hours of credit in theory courses in athletics may be counted toward graduation from a two-year curriculum. Not less than 8 hours may be counted toward graduation from a degree curriculum.

A student who registers for a course in theory of athletics selected from courses II-XI is not required to register for applied physical education during the term. A student who has earned credit for one or more of these courses is released from a corresponding number of terms of applied physical education.

I. Applied Physical Education

Applied physical education for men includes:

- Football
- Handball
- Boxing
- Gymnastics
- Basketball
- Tennis
- Wrestling
- Floor Work
- Baseball
- Golf
- Soccer
- Boy Scout Work
- Volleyball
- Track Athletics
- Games
- Swimming

II. Theory of Football I—3 hours. The fundamentals of football: coaching, kicking, passing, interference, tackling, and the elementary principles of line and backfield work. Football rules. Theory and practice, 10 periods a week. Open to freshmen, sophomores, and juniors.

III. Theory of Football II—3 hours. An intensive study of team play, offensive and defensive systems, signal systems, and scouting. Theory and practice, 10 periods a week. Open to sophomores, juniors, and seniors.

IV. Theory of Football III—3 hours. Football coaching under supervision. The coach’s problems: building formations and plays, strategy and generalship. Observation work. Theory and practice, 10 periods a week. Prerequisite: Theory of Football I or II. Open to juniors and seniors.

V. Theory of Basketball I—3 hours. The fundamentals of basketball: goal throwing, passing, dribbling, stops and turns. Rules. Theory and practice, 10 periods a week. Open to freshmen and sophomores.

VI. Theory of Basketball II—3 hours. The selection of plays. The execution of plays from tip-off, out-of-bounds, and foul-shot positions. Offensive and defensive methods. Theory and practice, 10 periods a week. Open to sophomores, juniors, and seniors.

VII. Theory of Basketball III—3 hours. Coaching under supervision. Training and conditioning. Observation work. Theory and practice, 10 periods a week. Prerequisite: Theory of Basketball I or II. Open to juniors and seniors.

VIII. Theory of Track I—3 hours. Forms and methods of starting, sprinting, hurdling, distance running, pole vaulting, high and broad jumping, shot putting, discus and javelin throwing. Theory and practice, 10 periods a week. Open to freshmen and sophomores.
IX. **Theory of Track II**—3 hours. The theory of coaching for different track and field events. Massage, treatment of sprains, and conditioning of men. Rules. Theory and practice, 10 periods a week. Open to juniors and seniors.


XIV. **Theory of Swimming**—2 hours. Elementary swimming and diving. Methods of rescue and resuscitation. Theory and practice, 5 periods a week. Open to juniors and seniors.

XV. **Theory of Mass Athletics**—2 hours. Mass athletics adapted to playground, schoolroom, and gymnasium. Theory and practice, 5 periods a week. Open to juniors and seniors.

XVI. **Organization and Administration of Athletics**—3 hours. Purpose of athletics. Intramural plan, efficiency tests, playground work, and scout leadership. Interscholastic athletics, games, track meets, tournaments. Business administration, sportsmanship, and ethics. Open to juniors and seniors.

Summer Term Courses.

XVII. **Theory of Football IV**—2 hours. The theory of offensive and defensive systems from the viewpoint of the coach. Rules for the coach, the official, and the player. Theory and practice, 5 periods a week. Open to sophomores, juniors, and seniors.

XVIII. **Theory of Basketball IV**—2 hours. A course for coaches in the theory and art of basketball. Theory and practice, 5 periods a week. Open to sophomores, juniors, and seniors.

XIX. **Theory of Track III**—2 hours. The theory of coaching for track and field events. The conditioning of men and the management and promotion of meets. Rules. Theory and practice, 5 periods a week. Open to sophomores, juniors, and seniors.


**PHYSICS AND CHEMISTRY**

1. **Physics**

Ten hours of work in chemistry, Mathematics III, and calculus, though not included in the physics major line, may be counted toward a major in physics.

Physics A—5 hours. Mechanics, sound, and light. A course in general physics for those who do not present credit in physics for entrance. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen and sophomores.
COURSES OF INSTRUCTION

Physics B—5 hours. Heat, electricity, and magnetism. A continuation of course A. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen and sophomores.

I. Mechanics—3 hours. No credit for those who have earned credit in Physics A. Prerequisite: high school physics or equivalent preparation. Open to freshmen, sophomores, and juniors.

II. Laboratory Work in Mechanics—2 hours. No credit for those who have earned credit in Physics A. Application of the principles of mechanics studied in Physics I. This course should accompany Physics I. Laboratory work, 4 periods a week. Open to freshmen, sophomores, and juniors.

III. Sound and Light—3 hours. The theory of light is presented from the point of view of geometrical and physical optics. Prerequisite: Physics I or Physics A and B or equivalent preparation. Open to sophomores, juniors, and seniors.

IV. Laboratory Work in Sound and Light—2 hours. This course should accompany Physics III. Prerequisite: Physics I and II or Physics A and B. Laboratory work, 4 periods a week. Open to sophomores, juniors, and seniors.

V. Heat, Electricity, and Magnetism—3 hours. Prerequisite: Physics I or Physics A and B or equivalent preparation. Open to sophomores, juniors, and seniors.

VI. Laboratory Work in Heat, Electricity, and Magnetism—2 hours. This course should accompany Physics V. Prerequisite: Physics I and II or Physics A and B or equivalent preparation. Laboratory work, 4 periods a week. Open to sophomores, juniors, and seniors.

VII. Advanced Mechanics—3 hours. The experimental work is devoted particularly to problems of inertia and of harmonic motion. Laboratory work, 6 periods a week. Prerequisite: Physics I and II or equivalent preparation. Open to sophomores, juniors, and seniors.

VIII. Advanced Course in Light—3 hours. Experiments with spectrometer, gratings, and interferometer. Laboratory work, 6 periods a week. Prerequisite: Physics III and IV or equivalent preparation. Open to sophomores, juniors, and seniors.

IX. 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 by means of the gold leaf electroscope mounted with reading telescope. Laboratory work, 10 periods a week. Prerequisite: Physics V and VI or equivalent preparation. Open to juniors and seniors.

X. Alternating Currents—2 hours. An elementary course preparatory to Physics XII. Recitation, 1 period a week; laboratory work, 2 periods a week. Prerequisite: Physics I, II, V, VI, or equivalent preparation. Open to juniors and seniors.

XI. Radio and Wireless—3 hours. Alternating current phenomena. Problems of capacity and inductance. Commercial wireless telegraphy and telephony. Recitations, 2 periods a week; laboratory work, 2 periods a week. Prerequisite: Physics I, V, VI. This course must be preceded or accompanied by Physics X. Open to juniors and seniors.

XII. Modern Physics—5 hours. An introductory course in radioactive and electronic phenomena in general. Recitations, 3 periods a week; laboratory work, 4 periods a week. Prerequisite: Physics I, II, V, VI. Open to juniors and seniors.
XIII. Advanced Modern Physics—5 hours. A continuation of Modern Physics. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to juniors and seniors.

XIV. Teachers' Course in Physics—5 hours. The history of physics. Methods of teaching physics. Laboratory devices illustrated in experiments performed by the student. If physics or physical science is the student's major, this course may be substituted for 5 hours of required credit in elective work in education. Recitations, 3 periods a week; laboratory work, 4 periods a week. Prerequisite: 10 hours of college physics. (The prerequisite may be set aside during the summer term for teachers of physics.) Open to juniors and seniors.

XV. General Science (b), Everyday Physical Science—5 hours. Credit only on the two-year curriculums and for a student whose major is nursery school and kindergarten education, primary education, or elementary education. The common phenomena of inanimate nature in the student's environment. The more common inventions in the home and elsewhere. Recitations, 4 periods a week; laboratory work, 2 periods a week. Open to freshmen and sophomores.

XVI. Mechanics, Light, Electricity—5 hours. Credit only for students whose major is physical education. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen and sophomores.

XVII. Sound and Music—5 hours. Credit only on degree curriculums. An elementary study of the physics of sound with about fifteen laboratory exercises for each student. Sound as music. Recitations, 4 periods a week; laboratory work, 2 periods a week. Open to freshmen and sophomores.

XVIII. Household Physics—3 hours. Credit only for students whose major is home economics. Recitations, 2 periods a week; laboratory work, 2 periods a week. Open to sophomores, juniors, and seniors.

XIX. General Physical Science—5 hours. Credit only on degree curriculums. Fundamental principles and important applications of the physical sciences. A non-mathematical demonstration course designed especially as a preparation for teaching general science. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen and sophomores.

2. Chemistry

Ten hours of physics from courses I-VI, though not included in the chemistry major line, may be counted toward a major in chemistry.

I. Inorganic Chemistry I—5 hours. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen, sophomores, and juniors.

II. Inorganic Chemistry II—5 hours. A continuation of course I. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen, sophomores, and juniors.

III. Chemistry of Nonmetals—5 hours. No credit for students who have earned credit in Inorganic Chemistry I, II, or A, B. A condensed course for students who present entrance credit in chemistry. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen, sophomores, and juniors.

IV. Chemistry of Metals and Qualitative Analysis—5 hours. An introduction to the study of the properties of the metallic elements. Recitations, 2 periods a week; laboratory work, 6 periods a week. Open to freshmen, sophomores, and juniors.

V. Organic Chemistry—5 hours. The essentials of organic chemistry. Prerequisite: Chemistry I and II. Recitations, 3 periods a week;
COURSES OF INSTRUCTION

laboratory work, 4 periods a week. Open to sophomores, juniors, and seniors, and to freshmen who have credit for Chemistry III.

VI. Organic Preparations:
(a) —3 hours. Synthesis of typical compounds representative of organic reactions. Prerequisite: Chemistry V or XV. Laboratory work, 6 periods a week. Open to sophomores, juniors, and seniors.
(b) —2 hours. A continuation of course VI (a). Laboratory work, 4 periods a week. Open to sophomores, juniors, and seniors.

VII. Quantitative Analysis (Gravimetric):
(a) —3 hours. The elementary principles of gravimetric analysis. Prerequisite: Chemistry IV. Laboratory work, 6 periods a week. Open to sophomores, juniors, and seniors.
(b) —2 hours. A continuation of course VII (a). Chemistry VII (a) must precede or accompany this course. Laboratory work, 4 periods a week. Open to sophomores, juniors, and seniors.

VIII. Quantitative Analysis (Volumetric):
(a) —3 hours. An introduction to volumetric analysis. Laboratory work, 6 periods a week. Open to sophomores, juniors, and seniors.
(b) —2 hours. A continuation of VIII (a). An essential part of a major in chemistry. Chemistry VIII (a) must precede or accompany this course. Laboratory work, 4 periods a week. Open to sophomores, juniors, and seniors.

IX. Water Analysis:
(a) Sanitary Water Analysis—2 hours. Analysis of drinking water from the point of view of the sanitary chemist. Prerequisite: Chemistry IV. Laboratory work, 4 periods a week. Open to juniors and seniors.
(b) Mineral Water Analysis—3 hours. Determination of the mineral content of waters. The evaluation of softening processes. Prerequisite: Chemistry IV. Laboratory work, 6 periods a week. Open to juniors and seniors.

X. Physical Chemistry—3 hours. Prerequisite: Chemistry I, II, IV. Open to juniors and seniors.

XI. Special Laboratory Course—5 hours. This course may be arranged to include various kinds of quantitative experimental work. For students of exceptional ability, it may be in the nature of a senior research problem. Laboratory work, 10 periods a week. Open to juniors and seniors.

XII. The Teaching of Chemistry—5 hours. Classroom methods, the literature of chemistry, laboratory supervision and care, experimental demonstrations, materials and purchasing. If chemistry is the student's major, this course may be substituted for 5 hours of required credit in elective work in education. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to juniors and seniors.

XIII. Inorganic Chemistry A—5 hours. Open only to students whose major is home economics. Courses XIII and XIV are equivalent to courses I and II, except that courses XIII and XIV include a study of the metals and their compounds. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen, sophomores, and juniors.

XIV. *Inorganic Chemistry B—5 hours. A continuation of Inorganic Chemistry A. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen, sophomores, and juniors.

*Those who take this course may not receive additional credit for Chemistry of Metals and Qualitative Analysis.
XV. Organic Chemistry—3 hours. Prerequisite: Chemistry I and II or XIII and XIV or equivalent preparation. Recitation, 1 period a week; laboratory work, 4 periods a week. Open to freshmen, sophomores, and juniors.

XVI. Chemistry of Foods and Nutrition—5 hours. The essentials of physiological chemistry. The chemical composition of foods. Prerequisite: Chemistry V or XV. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to sophomores, juniors, and seniors.

XVII. Advanced Nutrition Chemistry—2 hours. A more complete study of metabolism than in course XVI. Recitation, 1 period a week; laboratory work, 2 periods a week. Open to sophomores, juniors, and seniors.

XVIII. Food Analysis—5 hours. Proximate analysis of the common foods in a quantitative way. Recitations, 2 periods a week; laboratory work, 6 periods a week. Open to juniors and seniors.

XIX. Elementary Inorganic and Organic Chemistry—5 hours. Credit only for students whose major is physical education. Basic principles and laboratory technique. A course preparatory to Physiological Chemistry. Recitations, 3 periods a week; laboratory work, 4 periods a week. Open to freshmen and sophomores.

XX. Physiological Chemistry—5 hours. Credit only for students whose major is physical education. The chemistry of digestion, metabolism, muscular action, and other physiological processes. Recitations, 3 periods a week; laboratory work, 4 periods a week. Prerequisite: Elementary Inorganic and Organic Chemistry. Open to freshmen and sophomores.

RELIGIOUS EDUCATION

Five hours of work in religious education may be elected by a student on a two-year curriculum and 15 hours by a student on a degree curriculum.


II. Hebrew Religion I—3 hours. The origin of the Hebrew religion and its development into a political messianic monarchy. Open to freshmen, sophomores, and juniors.

III. Hebrew Religion II—3 hours. The rise of Judaism and its development into a religion of law. Open to sophomores, juniors, and seniors.

IV. The Hebrew Prophets—3 hours. The development of prophetism with special attention to the greater prophets. Open to sophomores, juniors, and seniors.

V. Synoptic Life of Jesus—3 hours. A study of the life and teaching of Jesus as portrayed in the synoptic gospels in contrast with the current ideas of his day. Open to freshmen, sophomores, and juniors.

VI. The Life and Letters of Paul—2 hours. The rise of the apostle and his extension of Christianity to the Gentiles as described in Acts. A study of parts of his thirteen letters in their historical setting. Open to freshmen, sophomores, and juniors.


VIII. Origin and Growth of the Christian Religion—3 hours. Open to juniors and seniors.
IX. The Bible as Literature—3 hours. The literary quality of the Bible. Open to sophomores, juniors, and seniors.

X. Bible Ethics—3 hours. The development of ethical standards from the legalistic to the voluntary motivations of life. The ethical contributions of the gospels. Open to sophomores, juniors, and seniors.

XI. Religions of the World—2 hours. A survey of the great world religions other than Christianity. Open to juniors and seniors.

XII. Methods of Religious Education—2 hours. Methods, materials, and curriculums for vacation schools, church schools, and public schools. Open to sophomores, juniors, and seniors.

ROMANCE LANGUAGES

1. French

Ten hours of Spanish from courses IV-IX, though not included in the French major line, may be counted toward a major in French.

Freshmen who have had two years of French in high school may take French IV, V, VI, and may continue in the sophomore year beyond French VI.

I. *French I—5 hours. The elements of grammar, pronunciation, and training in simple conversation. Open to freshmen, sophomores, and juniors.

II. *French II—5 hours. Grammar and easy reading. Drill in conversation and composition. Open to freshmen, sophomores, and juniors.

III. French III—5 hours. Reading of a number of the easier texts and practice in conversation. Prerequisite: one year of high school French or equivalent preparation. Open to freshmen, sophomores, and juniors.

IV (a). Reading—3 hours. Texts selected from the better known fiction and drama. Prerequisite: two years of high school French or equivalent preparation. Open to sophomores, juniors, and seniors, and to freshmen who have had two years of French in high school. See statement preceding course I.

IV (b). French Short Stories—2 hours. Short stories from leading French authors will be read. Prerequisite: two years of high school French or equivalent preparation. Open to sophomores, juniors, and seniors, and to freshmen who have had two years of French in high school.

V (a). Advanced Reading—3 hours. Open to sophomores, juniors, and seniors.

V (b). Short French Plays—2 hours. Reading of French plays suitable for dramatic production in French classes or clubs. The Cercle Francais presents one or two of these plays a year. Conversation. Open to sophomores, juniors, and seniors.

VI (a). Cyrano de Bergerac—3 hours. A study of Rostand's great masterpiece. Open to sophomores, juniors, and seniors.

VI (b). Composition and Conversation—2 hours. The aim of the course is a reasonable fluency in the use of French for conversation and correspondence. Open to sophomores, juniors, and seniors.


VII (b). French Drama of the Romantic Period—2 hours. Open to juniors and seniors.

*Three terms of first-year work in French must be completed before credit for any part of this work may be used in meeting the requirements for graduation.
VIII (a). French Novel and Short Story of the Realistic Period—3 hours. Open to juniors and seniors.

VIII (b). French Drama of the Realistic Period—2 hours. Open to juniors and seniors.

IX (a). Contemporary French Drama—3 hours. Open to juniors and seniors.

IX (b). Contemporary French Novel and Short Story—2 hours. Open to juniors and seniors.

X, XI, XII. French Literature of the 17th and 18th Centuries—each 3 hours. A study of the classical writers of France. Open to juniors and seniors.

XIII. Victor Hugo—2 hours. The prose and poetry of Victor Hugo. Open to juniors and seniors.

XIV. Edmond Rostand—2 hours. The lyric and dramatic poetry of Edmond Rostand. Open to juniors and seniors.

XV. Pierre Loti—2 hours. The novels of Pierre Loti. Open to juniors and seniors.

XVI. History of French Literature—3 hours. Reading, reports, and lectures. Open to juniors and seniors.

XVII. The Teaching of French—2 hours. If French is the student’s major, this course may be substituted for 2 hours of required credit in elective work in education. Prerequisite: French VI or equivalent preparation. Open to juniors and seniors.

2. Spanish

Ten hours of French from courses IV-XVI, though not included in the Spanish major line, may be counted toward a major in Spanish.

Freshmen who have had two years of Spanish in high school may take Spanish IV, V, VI, and may continue in the sophomore year beyond Spanish VI.

I. *Spanish I—5 hours. The elements of grammar, pronunciation, and training in simple conversation. Open to freshmen, sophomores, and juniors.

II. *Spanish II—5 hours. Grammar and easy Spanish reading. Drill in conversation and composition. Open to freshmen, sophomores, and juniors.

III. Spanish III—5 hours. Reading of a number of the easier texts and practice in conversation. Prerequisite: one year of high school Spanish or equivalent preparation. Open to freshmen, sophomores, and juniors.

IV (a). Advanced Reading—3 hours. Texts selected from the better known fiction and drama of the nineteenth century. Prerequisite: two years of high school Spanish or equivalent preparation. Open to sophomores, juniors, and seniors, and to freshmen who have had two years of Spanish in high school. See statement preceding course I.

IV (b). Conversation and Composition—2 hours. The grammar, idioms, and vocabulary necessary for general conversation. Prerequisite: two years of high school Spanish or equivalent preparation. Open to sophomores, juniors, and seniors.

V (a). Advanced Reading—3 hours. A continuation of Spanish IV (a). Open to sophomores, juniors, and seniors.

*Three terms of first-year work in Spanish must be completed before credit for any part of this work may be used in meeting the requirements for graduation.
V (b). **Conversation and Composition**—2 hours. A continuation of Spanish IV (b). Concentration on the Spanish of everyday life and business, some facility on the part of the student in the use of the more general vocabulary and idioms being presumed. Open to sophomores, juniors, and seniors.

VI (a). **Advanced Rapid Reading**—3 hours. Reading of a maximum number of texts with the purpose of accustoming the student to read Spanish with facility. Open to sophomores, juniors, and seniors.

VI (b). **Conversation and Composition**—2 hours. A continuation of Spanish V (b). The aim of the course is a reasonable fluency in the use of Spanish for conversation and correspondence. Open to sophomores, juniors, and seniors.

VII (a), VIII (a), IX (a). **Spanish Literature of the Seventeenth Century**—each 3 hours. A study of Cervantes and the classical dramatists. Open to juniors and seniors.

VII (b), VIII (b), IX (b). **Advanced Grammar and Composition**—each 2 hours. A detailed study of grammar and the teaching of Spanish. Open to juniors and seniors.

3. **Italian**

I, II. *Italian I, II*—each 5 hours. Conducted similarly to French I, II, and Spanish I, II. Open to freshmen, sophomores, and juniors.

III. **Italian III, Reading**—5 hours. Reading of typical extracts from the older and modern classics. Open to freshmen, sophomores, and juniors.

**SOCIAL SCIENCE**

1. **History**

American Constitutional History, though not included in the history major line, may be counted toward a major in history.

I. **Greek and Roman Civilization**—5 hours. The contribution of Greek and Roman civilization to human progress. Open to juniors and seniors.

II. **European History I**—5 hours. A survey of Europe from the fifth to the sixteenth century with emphasis on the portions most important in their influence on later periods. Open to sophomores and seniors.

III. **European History II**—5 hours. The Reformation. The political revolution of the seventeenth and eighteenth centuries. The background of the French Revolution. Open to sophomores, juniors, and seniors.

IV. **European History III**—5 hours. Europe from 1789 to 1900 with emphasis upon the French Revolution, the Napoleonic Period, and constitutional developments. Open to sophomores, juniors, and seniors.

V. **Recent European History**—5 hours. Problems of the twentieth century: growth of states, national imperialism, international relations, the World War, reconstruction. Open to juniors and seniors.

VI. **English History I**—5 hours. The period prior to the eighteenth century. The development of institutions which have influenced American life. Open to freshmen, sophomores, and juniors.

VII. **English History II**—5 hours. The history of England since the

*Three terms of first-year work in Italian must be completed before credit for any part of this work may be used in meeting the requirements for graduation.
beginning of the eighteenth century. The triumph of parliamentary government. Industrial, social, and political developments. Open to sophomores, juniors, and seniors.

VIII. The British Empire—5 hours. The history of the British commonwealth of nations. Twentieth century imperialism. Recent changes affecting India, Ireland, Canada, Egypt, and South Africa. Open to juniors and seniors.


X. American History I—5 hours. A survey of the period from 1789 to 1865 with emphasis on foreign relations, westward expansion, development of democracy, the growth of nationalism, and sectional controversies. Open to freshmen and sophomores.

XI. American History II—5 hours. The nation since 1865: growth of the West, immigration, business and labor organizations, financial and monetary problems, popular control of government, American territorial expansion, imperialism, and world relations. Open to sophomores, juniors, and seniors.

XII. Diplomatic History of the United States—5 hours. American foreign relations from the Revolution to the present time with emphasis upon the Monroe Doctrine and its changing interpretation, the rights of neutrals, territorial expansion, and peaceful solutions for disputes. Open to juniors and seniors.

XIII. History of the West—5 hours. The westward moving frontier, and the influence which movements and forces originating on the frontier have had on American institutions and history. Open to juniors and seniors.

XIV. History of Iowa—2 hours. The discovery and exploration of the Iowa country. The Indians and their removal. The early government and social and economic problems of the pioneer. The organization of Iowa as a state. Problems of antislavery, population, transportation, money, and prohibition in Iowa since 1846. Open to freshmen, sophomores, and juniors.

XV. Latin-American History—3 hours. The development of the Latin-American States and their relations to the United States. Open to sophomores, juniors, and seniors.

XVI. History of the Far East—3 hours. A brief survey of the Orient. The recent history of China, Japan, and India. The relation of the western nations to these countries. Open to sophomores, juniors, and seniors.

XVII. The Teaching of the Social Sciences—5 hours. Objectives, content, problems, and methods of instruction. If history or government or economics is the student's major this course may be substituted for 5 hours of required credit in elective work in education. Open to juniors and seniors.

2. Government

The Teaching of the Social Sciences and Public Finance, though not included in the government major line, may be counted toward a major in government.

I. American Government—5 hours. The republican form of government and the constitutions of the state and the nation. The organization and actual workings of American government in all its branches.
The completion of this course satisfies the requirement of Code section 3862 for a state teacher's certificate in Iowa. Open to freshmen, sophomores, and juniors.

II. Parliamentary Law—1 hour. Recognized rules and practices governing the action of deliberative bodies. Open to freshmen, sophomores, and juniors.

III. Principles of Political Science—3 hours. The nature, origin, and sovereignty of the state. The relation of a state to other states. The separation of the powers of the state. The authority of the state over the individual. Open to sophomores, juniors, and seniors.

IV. American Constitutional History—5 hours. The development of the constitution of the United States from its adoption to the present time. Open to sophomores, juniors, and seniors.

V. Modern European Governments—5 hours. A comparative study of the organization and administration of the governments of England, France, Germany, Switzerland, Italy, and certain newer European states. Open to sophomores, juniors, and seniors.

VI. Local Government and Problems—2 hours. County, township, and village government in the United States. Problems of order, public safety, administration of justice, enforcement of law, good roads, and institutional charity. Open to sophomores, juniors, and seniors.

VII. Legislation—2 hours. A survey of the nature and function of legislative bodies. Emphasis upon the work of American legislatures. Open to sophomores, juniors, and seniors.

VIII. State Government and Administration—3 hours. A comparative study of the organization and administration of the state governments in the United States. Students who have had American Government in a standard institution outside of Iowa may take this course to meet the requirement of Code section 3862 for a state teacher's certificate in Iowa. Open to sophomores, juniors, and seniors.

IX. Political Parties and Leaders—3 hours. The origin, organization, methods, and operation of political parties in the United States. The aims and achievements of prominent leaders. Open to sophomores, juniors, and seniors.

X. 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. Open to sophomores, juniors, and seniors.


XII. Colonial Government—2 hours. The principles of governmental organization and administration of colonies and dependencies developed by the leading colonial powers of the world. Governmental problems of the United States in connection with its territories and dependencies. Open to sophomores, juniors, and seniors.

XIII. Municipal Government—5 hours. The structure and functions of city government. The relation of the city to the state. Open to juniors and seniors.


XV. School Laws of Iowa—3 hours. School corporations in Iowa.
The rights, powers, duties, and responsibilities at law of school boards, school officers, superintendents, teachers, parents, and pupils. Open to juniors and seniors.

XVI. American Political Theories—2 hours. The evolution of American political ideas from colonial times to the present. Open to juniors and seniors.

XVII. Legal Status of Women—2 hours. Common law status of women and the development of certain guarantees. Women's rights and responsibilities as related to property holding, contract, guardianship, and family expenses. Open to juniors and seniors.

3. Economics

The Teaching of the Social Sciences and Marketing, though not included in the economics major line, may be counted toward a major in economics.

I. Economic History of the United States—5 hours. The principal factors and institutions involved in the development of trade and industry. Open to freshmen and sophomores.

II. Rural Sociology—5 hours. Social and economic institutions and problems of rural life: agricultural production and marketing, farm incomes, rural credits, tenantry, rural leadership, social centers and recreation, the rural church and the rural school. Open to freshmen and sophomores.

III. Principles of Economics I—5 hours. The fundamental principles of economics. Open to freshmen, sophomores, and juniors.

IV. Principles of Economics II—5 hours. A further treatment of certain fundamental principles of economics and their application to selected current problems. Prerequisite: Principles of Economics I. Open to sophomores, juniors, and seniors.

V. Money and Banking—5 hours. Money and the nature and functions of banks. The structure and operations of the federal reserve system and the federal farm loan system. Open to sophomores, juniors, and seniors.

VI. Corporation Finance and Investments—5 hours. The methods used in financing business enterprises. Types of corporate securities and their uses. Failures and reorganizations. Factors to be considered in selecting investments. Open to juniors and seniors.

VII. General Sociology—5 hours. The principal social forces and institutions involved in the evolution of society. Processes of social control. Open to sophomores, juniors, and seniors.

VIII. The Family—3 hours. Society's most basic institution, its origin, development, and social value. Problems of the modern family. Open to juniors and seniors.

IX. Social Problems—2 hours. Present day problems and social trends. Open to sophomores, juniors, and seniors.

X. Labor Problems—3 hours. Wage levels, hours of work, unemployment, and labor organizations. Women in industry. Methods of settling industrial disputes. Industrial democracy and labor legislation. Open to sophomores, juniors, and seniors.

XI. Transportation—3 hours. Problems of highway, water, rail, and air transportation. The regulation of rates and services. Prerequisite: Principles of Economics I. Open to juniors and seniors.

XII. Foreign Trade Problems—3 hours. Principles of international trade. Growth and changing character of exports and imports. Prob-

XIII. **Insurance**—2 hours. Property and life insurance. Types of policies and their business and personal uses. Open to juniors and seniors.

XIV. **Industrial Combinations**—3 hours. Factors tending toward large scale operation. Industrial combinations and monopolies. Types of organization. Legislation. Open to juniors and seniors.


XVI. **Public Utilities**—5 hours. History of public utilities: electric light and power, gas, telephone, and street railways. Their relationship to the community. Valuation and rates. Service requirements. Regulation. Open to juniors and seniors.

XVII. **Population**—3 hours. The composition of population according to age, sex, marital status, occupation, and race. The decrease of rural population. Growth of population and its bearing upon wages and standards of living. Theories of population and movements to improve racial quality. Open to juniors and seniors.


**TEACHING**

I. **Illustrative Teaching**—Credit required. A prerequisite for Teaching, except on the one-year rural teacher, the nursery school and kindergarten teacher, and the primary teacher curriculums. Observation and discussion of illustrative lessons, plan writing, projects, and lectures. Three periods a week. Prerequisite: Educational Psychology I.

II. **Teaching**—15 hours. Students take charge of classes in the campus schools or in affiliated schools, make and submit lesson plans, meet with critics for conferences, prepare comprehensive reports on the phases of teaching undertaken during the term, and perform such other duties as may be assigned. Five periods a week of classroom work and two periods of conferences with the supervisor are required for each 5 hours of credit. Prerequisite: 10 hours of psychology and education and credit for Illustrative Teaching. Open to sophomores, juniors, and seniors.

III. **Directed Observation of Primary Work**—2 hours. Credit only on the primary teacher curriculum. The theory of primary teaching. Lesson plans and units of work. The observation and discussion of illustrative lessons. Four periods a week. Prerequisite: Child Psychology. Open to freshmen and sophomores.

IV. **Primary Teaching**—15 hours. Students take charge of classes in the campus schools or in affiliated schools, make and submit lesson plans, meet with critics for conference and criticism, prepare comprehensive reports on the work undertaken during the term and perform such other duties as may be assigned. Prerequisite: Directed Observation of Primary Work and 10 hours of psychology and education. Open to sophomores, juniors, and seniors.

V. **Activities of Young Children**—2½ hours. Credit only on the
nursery school and kindergarten teacher curriculum and on the primary teacher curriculum. Child life in its physical, mental, and social aspects. Observation in the nursery school and kindergarten, lectures, references, and class discussions. Daily. Open to freshmen and sophomores.

VI. Industrial Arts for the Nursery School and Kindergarten—2½ hours. Credit only on the nursery school and kindergarten teacher curriculum. Materials, projects, observation. Daily. Open to freshmen and sophomores.

VII. Directed Observation of Nursery School and Kindergarten Work—2 hours. Credit only on the nursery school and kindergarten teacher curriculum. Rhymes, songs, plays, and games for children from two to six years of age. Children's literature with emphasis on the selection and presentation of poems and stories. Daily. Open to freshmen and sophomores.

VIII. Nursery School and Kindergarten Teaching—15 hours. Students take charge of nursery school and kindergarten work in the campus schools or in affiliated schools, meet with critics for conferences and criticism, prepare comprehensive reports on the work undertaken, and perform such other duties as may be assigned. Prerequisite: 10 hours of psychology and education, and courses V, VI, and VII above. Open to sophomores, juniors, and seniors.

IX. Critic Training—15 hours. Six terms of training under the supervision of the department of teaching. Students are selected for this work by the department of teaching. Prerequisite: two years of college credit. Open to juniors and seniors.

X. Rural Observation and Teaching—2½ hours. Credit only on the one-year rural teacher curriculum and on other curriculums for graduates of the one-year rural teacher curriculum. Observation of illustrative lessons with discussion and plan writing. Teaching in the demonstration rural schools under critic supervision. Three periods on each of two afternoons a week. Open to freshmen and sophomores.

Notes

1. 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.

2. A student who cannot register for work on the campus during his term of teaching because of a teaching assignment outside of Cedar Falls may register for 15 hours of teaching during the term and may use credit for this work in meeting the requirements for graduation with the limitation that not more than 15 hours of credit in teaching including Rural Observation and Teaching may be used in meeting the requirements for graduation from any curriculum.

3. The major in teaching and critic training may include Critic Training, teaching, and courses in education.

4. A student who has completed two years of college work and has been selected by the department of teaching as a critic in training is permitted to carry 5 hours of college work each term in addition to Critic Training. Critics in training are employed as teachers in the campus schools or in affiliated schools. For further particulars consult the head of the department of teaching.

5. A critic in training may receive a department certificate in critic
teaching on meeting the requirements for a degree and completing six terms of service in the department of teaching.

6. 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 terms of credit in Critic Training in meeting the requirements for a department certificate in critic teaching.

EXTENSION SERVICE FOR 1932-1933

The extension service of the Iowa State Teachers College includes schools service, extension class work, and correspondence work.

SCHOOLS 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 extension class work or by correspondence work. The fee for each hour of extension credit work is $3.

General Regulations

No student may be registered for extension credit work who is registered for residence work in this institution or for credit work of any kind in any other institution.

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.

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 per week.
Courses approved for Extension Class Work off the Campus

For the content, prerequisites, and classification limits of these courses see the departmental statements of courses of instruction.

### ART

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### ENGLISH

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# Extension Service 101

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## German

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## Government

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<td>Political Parties and Leaders</td>
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<td>American Constitutional History</td>
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<td>Municipal Government</td>
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## History

<table>
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<td>Diplomatic History of the United States</td>
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## Home Economics

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<td>Home and Community Hygiene</td>
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<td>House Furnishing and Decoration</td>
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<td>Textiles</td>
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## Latin

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<tr>
<td>Elementary Latin I, II, III, each</td>
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<td>Cicero's Orations I, II, each</td>
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<tr>
<td>Ovid</td>
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<td>Vergil I, II, each</td>
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<td>Calculus I</td>
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<td>Principles of Elementary Mathematics I</td>
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<td>Theoretical Mechanics (a), Dynamics</td>
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<td>The Teaching of Secondary Mathematics</td>
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<td>Modern Geometry</td>
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<tr>
<td>(a) Projective Geometry</td>
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<td>(b) Advanced Euclidian Geometry</td>
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<td>Mathematics of Finance</td>
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<td>Statistical Measurement</td>
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### NATURAL SCIENCE

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<td>Heredity</td>
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<td>Astronomy</td>
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### PSYCHOLOGY

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<td>Genetic Psychology</td>
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### ROMANCE LANGUAGES

<table>
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<tr>
<td>French I</td>
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<td>French II</td>
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<tr>
<td>French III</td>
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<td>Spanish I</td>
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<td>Spanish II</td>
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<tr>
<td>Spanish III</td>
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**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.

**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 extension council 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 1.75 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 be 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, prerequisites, and classification limits of these courses see the departmental statements of courses of instruction.

<table>
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<th>Course</th>
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<td>Accounting II</td>
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<td>Commercial Law I</td>
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<td>Advertising</td>
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<td>Commercial Correspondence</td>
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<td>Marketing</td>
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<td>History of Commerce</td>
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<td>Salesmanship</td>
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<td>Business Organization</td>
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<td>Retail Merchandising</td>
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<td>Methods in Junior Business</td>
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<tr>
<td>Training</td>
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<tr>
<td>The Teaching of Shorthand and Typewriting</td>
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<td>The Teaching of Bookkeeping</td>
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<tr>
<td>Problems in Commercial Education</td>
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<tr>
<td>Shorthand II</td>
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<td><strong>EDUCATION</strong></td>
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<td>Elementary School Methods</td>
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<td>High School Methods</td>
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<td>Elementary Tests and Measurements</td>
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<td>History and Principles of Secondary Education</td>
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<td>Problems of Superintendents and Principals</td>
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<td><strong>ENGLISH</strong></td>
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<td>Advanced Story Writing</td>
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<td>Advanced Exposition</td>
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<td>German IV, Historical Prose</td>
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<td>German V, Schiller's Dramas</td>
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<td>German X, Composition and Advanced Grammar</td>
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<td>Modern European Governments</td>
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<td>Local Government and Problems</td>
<td>2</td>
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<td>School Laws of Iowa</td>
<td>3</td>
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<tr>
<td>Principles of Economics I</td>
<td>5</td>
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<td>Money and Banking</td>
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<td>General Sociology</td>
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<td>Crime and Poverty</td>
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<td>Social Problems</td>
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<td>Labor Problems</td>
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**IOWA STATE TEACHERS COLLEGE**

### HISTORY

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### HOME ECONOMICS

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### MUSIC

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<td>Principles of Breeding</td>
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<td>Soil Fertility</td>
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<td>Farm Management</td>
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<td>Marketing Agricultural Products</td>
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### PSYCHOLOGY

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### ROMANCE LANGUAGES

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<td>French V (a), Advanced Reading</td>
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<td>French VI (a), Cyrano de Bergerac</td>
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<td>French VII (a), French Novel of the Romantic Period</td>
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<td>French VIII (a), French Novel and Short Story of the Realistic Period</td>
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<td>French IX (a), Contemporary Drama</td>
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<td>French X, XI, XII, French Literature of the 17th and 18th Centuries, each</td>
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<td>French XIII, Victor Hugo</td>
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<td>French XIV, Edmond Rostand</td>
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<td>French XV, Pierre Loti</td>
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<td>Spanish IV (a), Advanced Reading</td>
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A list of graduates for the calendar year 1931 with addresses is given below. Major and minor lines of work are indicated. Occupation and residence for 1931-32 are given if known.

The Degree of Bachelor of Arts in Education

Adam, S. Grace (Normal Training High School Critic Work—Education). Cedar Falls Primary; Cedar Falls. 1122 W. First St.
Arnold, Dorothy M. (Physical Education—Education). Sac City
Arns, Gladys Louise (Public School Music—Education). Doland, S. Dak.
Music teacher and librarian in elementary school; Waterloo. 1124 Washington St.
Asher, D. Adeline (Public School Music—Education). Clarksville Music supervisor; Clarksville.
Bailey, Ralph (Economics—History). Cedar Falls
Ball, Mary Ann (Primary Education—History). Cedar Rapids Critic in training, Iowa State Teachers College; Cedar Falls.
Barnes, Ruth M. (Education—History). Greenfield Junior high school teacher; Greenfield.
Beard, Marie Helen (Primary Education—English). Marion, Ind. Second grade; Algona.
Berg, Esther O. (Education—English). Eagle Grove
Bernard, Jessie M. (Primary Teaching and Critic Training—English). Eagle Grove Primary critic. Iowa State Teachers College; Waterloo. 259 Western Ave.
Birchard, Glenn F. (History—Spanish). Woodbine First and second grades; Algona.
Bishop, Nina E. (History—Speech). Webster City Junior high school teacher; Cedar Heights. 506 Rainbow Drive, Waterloo.
Blank, Dorothy E. (History—French). Baldwin Bobo, Helen E. (Art—English). Fontanelle First and second grades; Cumberland.
Boehlje, Esther (Primary Education—Biological Science). Sheffield Primary; Ottumwa. 157 N. Willard St.
Boege, Leona Marie (English—French). Davenport English and dramatics in high school; Oelwein. 108 Fourth Ave. NE.
Bowie, Condit (Physical Science—Mathematics). Zearing Principal of high school, coach; Burt.
Bringleson, Thurman (Mathematics—History). LaGrunes
Bristol, Richard M. (History—Economics). Waterloo Stock clerk; Waterloo. 227 W. Fourth.
Brown, Anna May (Public School Music—English). Waterloo Music in junior high school; Ames. 633 Burnett Ave.
Brown, Helen Frances (Biological Science—English). Beaman Mrs. F. W. Strubbe, Beaman.
Burd, W. Eugene (Speech—English). Cedar Falls Music teacher; Cedar Falls. 2120 College Ave.
Cable, Emmett Van Horn (Economics—English). Cedar Falls Student, Harvard University; Boston, Mass. McCulloch Hall, Soldiers Field.
Carstensen, Louis P. (Physical Science—Mathematics) .................. Preston
Carter, Ella Jane (Public School Music—Education) .................. Piney Woods, Miss.
  Supervising principal, Piney Woods School; Piney Woods, Miss.
Chambers, S. Ward (Mathematics—Physics) .................. Anderson
  Coach and teacher of mathematics in high school; Peterson,
Christensen, Grace C. (History—Economics) .................. Grand Mound
  Superintendent of schools; Keota.
Clark, Rena Evelyn (Physical Education—Speech) .................. Waterloo
  Principal of high school; Cooper.
Cobb, Bess E. (Primary Education—Spanish) .................. Mitchell, S. Dak.
  Critic teacher in second grade; Mitchell, S. Dak. 519 S. Wisconsin St.
Cobb, Doreen C. (Public School Music—French) .................. Bradgate
  Music, University High School; Iowa City.
Cole, Gerald P. (Education—Speech) .................. Greene
  Principal of high school; Cooper.
Collicott, Eula Mae (English—Latin) .................. Burt
  Cedar Rapids. 435 Fourth Ave. west.
Collins, D. Wayne Rolland (Public School Music—Education) .................. Mount Union
  Instrumental music in public schools; Algona. 422 N. Thorington St.
Constance, Corley Agnes (Art—Education) .................. Faro
  Student, Columbia University; New York, N. Y. 509 W. 112th,
  Mathematics and science in high school; Lake City.
Cowie, Helen E. (English—French) .................. Cedar Falls
  Instructor in junior high school; Laurens.
  Superintendent of schools; Denver.
Crowl, Orson I. (Education—Economics) .................. Correctionville
  Dale, Edna Margaret (English—Speech) .................. Story City
  Feider, Mary Elizabeth (Intermediate grade) Gary, Ind. Lake Hotel.
  Daughton, Dwain L. (History—Government) .................. Grand River
  Principal of junior high school, science; Charter Oak.
  Dauschmidt, Ruby D. (Public School Music—Education) .................. Reinbeck
  Davis, Clark B. (History—Mathematics) .................. Delhi
  Davis, Erna M. (History—English) .................. Marengo
  De Jong, Dorothy (English—History) ..................709 Edgewood
  Departmental work in history and dramatics; Kirkwood. Mo.
  Dinsmore, Dorothy Marguerite (Public School Music—English) .................. Cedar Falls
  Coaching home talent plays; Wapello.
  Doebert, Mrs. M. Alice (Teaching and Critic Training—English) .................. Altvold
  Intermediate grade supervisor, Eastern State Normal; Madison, S. Dak. 406 Lee
  Ave. north.
  Dow, Milton V. (History—Speech) .................. Janesville
  Dows, M. Alice (Speech—English) .................. Cedar Falls
  Drackley, Dorothy M. (Primary Teaching and Critic Training—English) .................. Webster
  Place;
  Entrance, normal training in high school; La Porte City.
  Edgar, Dorothy Evelyn (History—English) .................. Rock Falls
  Rock Falls.
  Edmundson, Pansy E. H. (History—Earth Science) .................. Cedar Falls
  Principal of high school, social science; Webster.
  Emerson, Lysele (Public School Music—English) .................. Toledo
  Music supervisor; Cedar Falls. 235 W. Third St.
  Farris, Grace Helen (Latin—Mathematics) .................. Vinton
  Principal of high school; Empire, Mich.
  Fernau, Dwight W. (Biological Science—Speech) .................. Swaledale
  Farming, Jannesville.
  Finch, Basil Merwin (Government—Mathematics) .................. Summer
  Mathematics in high school; Summer.
  Fish, Julia Evelyn (Economics—History) .................. Marathon
  Fliehler, Mrs. Rachel E. (English—History) .................. Waterloo
  Fluent, Margaret (Physical Education—Education) .................. Charles City
  Formanack, Irma Virginia (Physical Education—English) .................. Mitchell, S. Dak.
  Primary; Castlewood, S. Dak.
  Gardner, Gaylen H. (History—Speech) .................. Washta
  Washita.
 Gillett, Norma (Teaching and Critic Training—Earth Science) Laurium, Mich. Third grade, University Elementary School, State University of Iowa; Iowa City. 227 N. Clinton St. 

Gleason, N. Mildred (History—Earth Science) Oelwein. Substitute teacher; Oelwein. 17 Third Ave. NW. 


Grapper, Ruth Mae (Public School Music—Education) Nera Springs. Music supervisor; Osage. 

Greens, Helen Janette (Primary Education—English) Mason City. Primary; Guttenberg. 


Gruis, Carl B. (Economics—Agriculture) Meservey. 

Coach; Aurelia. 

Guenette, Esther (History—German) Bridgewater, S. Dak. Clerk; Bridgewater, S. Dak. 

Gullickson, Olive L. (Public School Music—Education) Rolla. Music teacher; Correctionville. 


Haley, Edna Mae (Primary Education—History) Ackley. Physical education; Dunlap. 

Haley, George F. (History—Economics) Waterloo. 500 Reed St. 

Haley, Wilhelmine L. (Physical Education—French) Norfolk, Nebr. Student, Middlebury College; Middlebury, Vt. 8 Hillcrest Road. 

Hanvatt, Murvle H. (English—Speech) Dumin. English in high school; Orange Township Consolidated School; Waterloo, R. I. 

Hannah, Hazel Josephine (Public School Music—Art) Oakland. Supervisor of music and art; Bellevue. 

Hansen, Olive Berneice (Latin—Mathematics) Forest City. 

Hanson, Albert C. (Biological Science—English) Fremont. Science in high school; Fremont. 

Hanson, Edith July (English—Education) Cassoday, Kans. Music and English in high school; Adrian, Mo. 

Hansen, Harland H. (Mathematics—English) Cedar Falls. 

Hawley, Edith Loraine (Latin—History) Scranston. 

Latin and history in high school; Stuart. 

Hawett, Ettalee (Primary Education—Biological Science) Riceville. First grade; West Waterloo. 314 A Walnut Court. 


Heflin, Lula Louise (Primary Education—Biological Science) Pierson. First grade; Akron, Ohio. 369 Palm Drive. 

Hederman, Monica Elizabeth (Art—Speech) Denison. 

Denison. 

Henderson, Dorothy Mae (Physical Education—Speech) Castalia. Private school; Wilmette, Ill. 611 Lake Ave. 

Hilbert, Helen (English—History) Traer. 

Tracer. 

Hill, Dotty B. (Physical Education—Spanish) Marshalltown. 

Marshalltown. 703 W. State St. 

Hines, Mary Irene (Art—Speech) Sioux City. 261 W. Third St. 

Hodges, John E. (Mathematics—History) Cedar Falls. 

Mathematics and history in high school; Jesup. 

Hoelscher, Laura Charlotte (English—Mathematics) Hubbard. English in junior high school; Algona. 314 S. Minnesota St. 

Horn, Dorothy Marie (Mathematics—Physics) Des Moines. 

Mathematics in junior and senior high schools; Geneva. 

Horner, Elizabeth Grace (Public School Music—Education) Roman, Mont. 

Seventh and eighth grades; Arlee, Mont. 

Horton, Geo. H. (Biological Science—Physics) Cedar Falls. 

Assistant, Botany Department, University of Nebraska; Lincoln, Nebr. 224 N. 28th. 

Horton, Elizabeth Alice (Earth Science—History) Livingston, Mont. 

Livingston, Mont. 313 N. Yellowstone. 

Howard, Donald F. (English—French) Strawberry Point. 

Band and social science in high school; Lamont. 

Hsia, Eugenia (Kindergarten Education—English) Nauchong, Kiangsi, China. Student, Columbia University; New York, N. Y. International House, 500 Riverside Drive. 

Humphrey, Frances (Primary Education—Biological Science) Roland. 

Primary; Des Moines. 1430 W. Tenth St. 

Hunter, Helen Ruth (Education—English) Pulaski. 

Junior high school teacher; Remsen. 


Public school music and junior high school; Thornburg.
<table>
<thead>
<tr>
<th>Name</th>
<th>Discipline</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingebretsen, Roba Taylor</td>
<td>History (Government)</td>
<td>Cedar Falls</td>
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<tr>
<td>Ivens, Ida Margaret</td>
<td>Teaching and Critic Training (History)</td>
<td>Battle Creek</td>
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<tr>
<td>Jensen, Agnes</td>
<td>Mathematics</td>
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<tr>
<td>Jensen, Dan</td>
<td>Chemistry (Physics)</td>
<td>Waterloo</td>
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<tr>
<td>Jensen, Herbert P.</td>
<td>English (Speech)</td>
<td>Coulter</td>
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<tr>
<td>Johnson, Pauline</td>
<td>Public School Music (English)</td>
<td>Harcourt</td>
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<tr>
<td>Johnson, Vinnie</td>
<td>Music and Latin in high school</td>
<td>Pomeroy</td>
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<tr>
<td>Johnson, Winnie</td>
<td>Normal Training High School Critic Work</td>
<td>Mediapolis</td>
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<tr>
<td>Kaufman, Irex Mae</td>
<td>Mathematics</td>
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<td>Kern, Gwendolyn A.</td>
<td>English (Speech)</td>
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<td>Kerr, Margretta</td>
<td>Public School Music (Education)</td>
<td>Grundy Center</td>
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<td>Kettering, Mary Elizabeth</td>
<td>Education (German)</td>
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<td>Klionoff, Mickael</td>
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<td>Knudsen, Ingrid</td>
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<td>Kochersperger, Wanda</td>
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<td>Larsen, John A.</td>
<td>Earth Science (Biological Science)</td>
<td>Iowa City</td>
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<td>Lewis, Alta Mae</td>
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<td>Limback, Eleanor</td>
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<td>Lindley, Jane Burns</td>
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<td>Lynn, Bernice M.</td>
<td>History (French)</td>
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<td>Mace, Wanda Bernice</td>
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<td>Fort Dodge</td>
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<td>Mack, Lillian Cecelia</td>
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<td>Sioux City</td>
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<td>Madison, Heiga Camille</td>
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<td>Madison, Ingrid E. Holst</td>
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<td>Mallory, Robert Allen</td>
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<td>Marteney, Winnifred</td>
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<td>Miller, Catherine Mary</td>
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<td>Miller, Doris</td>
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<td>Miller, Maude Esther</td>
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<td>Spencer</td>
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<td>Moberg, Ethel M.</td>
<td>Public School Music (Education)</td>
<td>Rockwell City</td>
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<td>Momyer, Marjorie Elizabeth</td>
<td>Kindergarten Education and Critic Training (Spanish)</td>
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<td>Montgomery, Isabel</td>
<td>Primary Education (English)</td>
<td>Fulton, Ill.</td>
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<td>Mittle, Ida Margarett</td>
<td>Teaching and Critic Training (History)</td>
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<td>McCarty, Donald W.</td>
<td>Physical Science (Economics)</td>
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<td>McCorkle, Ruth</td>
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<td>McDaniell, Evelyn</td>
<td>Mathematics (English)</td>
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<td>McCellan, John G.</td>
<td>(History (Economics))</td>
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<td>McLeod, Carrie</td>
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<td>McMillan, Ralph</td>
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</tbody>
</table>
Nagel, Margaret M. (Biological Science—History)..........................Guthrie Center
Newman, Lola E. (Primary Education—Education)..........................Atlantic
First grade; Aurelia.
Njus, Segrind (Speech—Latin)..................................................Lawler
North, Charles Wright (Mathematics—Physics).............................George
Olson, Ann Perry (Physical Education—Speech)..............................Niagara Falls, N. Y.
Orr, Hazel Dorothy (Physical Education—Biological Science).............Shenandoah
Physical education in grades; Shenandoah.
Orr, Orville O. (Government—History).......................................Cedar Falls
Student, State University of Iowa; Iowa City. 141-A Quadrangle Dormitory.
Oxborrow, Thelma Blanche (History—Government)..........................Humboldt
Upper grades; Rutland.
Parker, Alma S. (Speech—English)..............................................Williamsburg
Grade teacher; Marengo.
Paul, Lloyd C. (Physics—Mathematics)........................................Gilman
Payne, J. Everett (Mathematics—Chemistry)................................Sheldon
Pearson, Berniece R. (History—Education).....................................Swea City
Swea City.
Pennell, Margaret E. (History—Earth Science).................................Independence
Perry, Esther Hazel (History—Earth Science).................................Dunkerton
Dunkerton.
Petersen, Lillian Carlyn (French—English)....................................Cedar Falls
Student, Northwestern University; Evanston, Ill. 245 Sherman.
Petersen, Laurine Elizabeth (Primary Education—English)....................Growie
Second grade; Algona.
Pillsbury, Lucille (Mathematics—English)....................................Council Bluffs
Potz, Marjorie Mae (Physical Education—Spanish)............................Cedar Falls
Physical education, Wartburg Normal College; Waverly. 17 East St., Cedar Falls.
Putnam, Ethel Clare (Primary Education—Psychology).........................Delta
First grade; East Waterloo. 314 Fowler St.
Rainey, Marian (Public School Music—Education).............................Colwell
Music and geometry in high school; Lost Nation.
Ranney, Roger L. (Economics—History)........................................Cedar Falls
Student, State University of Iowa; Iowa City.
Read, Mary Josephine (Earth Science—Biological Science)....................Cedar Falls
Student, University of Chicago; Chicago, Ill. 26 Blake Hall.
Reade, Janet Ellen (Mathematics—Speech)....................................Wyoming
English, dramatics, and history in high school; Maxwell.
Reichert, Bernece Elizabeth (Kindergarten Education—Spanish).............Tipton
Kindergarten; Fort Madison. 1002 Ave. F.
Reid, Mabel J. (Primary Education—Speech)....................................Traer
Rangoon, Burma. 245 Creek St.
Rierson, Bernice Joyce (Physical Education—Speech).........................Stratford
Robinson, Hazel J. (English—French)..........................................Selma
English in high school; Dike.
Rousselow, Lyndon R. (History—Speech).......................................Cedar Falls
Student, Bonebrake Theological Seminary; Dayton, Ohio.
Rummers, Ruth Ione (Mathematics—Speech)....................................Hardy
Mathematics in high school; Marion. 915 Tenth St.
Rutan, Lucille (Public School Music—Earth Science)..........................Scranton
Clerk; Scranton.
Ryan, John Lincoln, Jr. (History—Education)................................Sioux City
Supervisor of boys, Iowa School for the Blind; Vinton.
Schenk, Edith M. (Primary Education—Psychology)...........................Menno, S. Dak.
Second grade; Scotland, S. Dak.
Schlegelman, Fred W. (Art—Earth Science)..................................Victor
Schmidt, Ethel W. (Primary Education—Biological Science)...............Garnavillo
Schneider, C. Elmer (English—Mathematics)..................................Ocheyedan
Rural school; Ocheyedan.
Schubert, Elmer Lawrence (Mathematics—Physics)............................Rock Rapids
Schumings; Rock Rapids.
Schultz, Ruth Pearl (History—Earth Science).................................Murray
Murray.
Sea, Ruth Janet (English—French).............................................Hedrick
Hedrick.
Selck, Irma (Education—Economics).............................................Chester
Fourth grade; Bensenville.
Severson, Charlotte L. (Public School Music—Education)..................Radcliffe
Music supervisor; Nora Springs.
Sullivan, Eva
(Speech—English) Cedar Falls

Shear, Grace Eleanor (Latin—French) ___________ Cedar Falls

Sherrill, Marie E. (History—English) ___________ Cedar Falls

Short, Melvin (Government—Economics) ___________ Cedar Falls

Smith, Dorothy Maude (Education—Psychology) ___________ Waterloo

Spencer, Dora (Mathematics—Economics) ___________ Waterloo

Sparling, Murray S. (Government—Economics) ___________ Beech

Student, State University of Iowa; Iowa City. 214 N. Capitol St.

Stanley, H. J. (History—Agriculture) ___________ Massena

Tardel, Mary H. (Mathematics—French) ___________ Kewanee

Tillapaugh, Iola W. (Biological Science—History) ___________ Cedar Rapids

Terdal, Mary L. (Mathematics—French) ___________ Nora Springs

Tready, Viva Fern (History—English) ___________ Eldora

Trentham, Mary A. (Primary Education—Science) ___________ Tipton

Tripp, Dave C. (Government—Speech) ___________ Colfax

Trites, Kenneth Allen (Mathematics—Physics) ___________ Boston, Mass.

Ullensvang, Guilla (Education—Spanish) ___________ Estherville

Van Arsdale, Gladys (Primary Education—English) ___________ Huron, S. Dak.

Van Arsdale, Gladys (Primary Education—English) ___________ Faribault, Minn.

Vandervort, Frances (Primary Education—English) ___________ Wapello

Vance, Bertha C. (Speech—English) ___________ Swaledale

Vanderwall, R. D. (Education—Pharmacy) ___________ Delta

Vestal, Mary E. (Primary Education—Economics) ___________ Oelwein

Vesely, Charles M. (Public School Music—Education) ___________ Algona

Vesey, Charlotte M. (Public School Music—Education) ___________ Collins

Vegor, Lila Irene (Primary Education—English) ___________ Stratford

Vigor, Etta Gene (Biological Science—Earth Science) ___________ Villisca

Vogelsang, Cecelia (Public School Music—English) ___________ Marshalltown

Waggoner, Oral E. (Mathematics—Education) ___________ Bloomfield

Wehrle, Wayne H. (Earth Science—Biological Science) ___________ Wellman

Wellman, Georgia (Kindergarten Teaching and Critic Training—Economics) ___________ Davenport

Wells, Lydia (Kindergarten Teaching and Critic Training—Economics) ___________ Davenport

Wesling, Ella R. (Physical Education—English) ___________ Paton

Whit, Mary Agnes (English—Commercial Education) ___________ Lawler

Wille, Frieda Marie (Public School Music—German) ___________ Waterloo

Wilt, Marian Alice (Primary Education—Economics) ___________ Oakville

Wilson, Neva B. (Primary Education—English) ___________ Fairmont, Minn.

Wright, Milton William (Education—Physics) ___________ Waterloo

Wood, Stanley G. (Speech—English) ___________ Cedar Falls

The Degree of Bachelor of Science in Education

Anderson, Durward (Coaching and Athletics—Manual Arts) ___________ Minneapolis, Minn.

Armstrong, Louis W. (Coaching and Athletics—Agriculture) ___________ Brooklyn

Cedar Falls.
Arterholt, Lester Wade (Commercial Education—Mathematics) ..................................................... Clarksville

Bahnson, C. A. (Manual Arts—Agriculture) ..................................................................................... Cedar Falls

Bamberick, Edward, Jr. (Manual Arts—Agriculture) ................................................................. Seymour

Baral, Lilian (Home Economics—Government) ............................................................................ Waterloo

Barghahn, Kenneth C. (Coaching and Athletics—English) ................................................................... Elkader

Benshoof, Gladys Arvilla (Commercial Education—Economics) .............................................. Grimes

Berger, Harold (Commercial Education—Speech) ...................................................................... Alvoird

Bird, Edwin Ellsworth (Commercial Education—Spanish) ......................................................... Osage

Boyle, Rita M. (Home Economics—Chemistry) ............................................................................ Cascade

Bullen, N Rufus (Coaching and Athletics—Agriculture) .............................................................. Conesville

Burns, Leslie W. (Manual Arts—Agriculture) ............................................................... Pulaski

Carter, Charles Vernoy (Manual Arts—Agriculture) ................................................................. Osage

Clark, Max R. (Agriculture—Manual Arts) ............................................................... Nora Springs

Collins, Claude E. (Agriculture—Manual Arts) .............................................................................. Swaledale

Corder, Hubert B. (Manual Arts—Agriculture) ........................................................................... Lineville

Crowell, Frank Nathan (Agriculture—Manual Arts) ................................................................. Shannon City

Daubert, Clarence E., Jr. (Coaching and Athletics—History) .................................................... Ames

De Boer, Gilbert (Coaching and Athletics—History) ................................................................. Hull

Dietrick, Dotha Marie (Commercial Education—Mathematics) ............................................. Cedar Falls

Dodge, Vina M. (Home Economics—Chemistry) .................................................................... Spencer

Dreigman, Marcus L. (Commercial Education—History) ....................................................... George

Eriksen, Finn Bjorn (Coaching and Athletics—Agriculture) ..................................................... Odder, Jutland, Denmark

Fottitt, Rhea (Commercial Education—Economics) .................................................................. Warren, Ill.

Ganiere, Gladys E. (Commercial Education—Mathematics) .................................................. Jesup

Goltermann, Adeline (Commercial Education—German) ........................................................ Elmhurst, Ill.

Graham, Fred Lemont (Coaching and Athletics—Agriculture) ................................................ Prairie City

Graser, Albert H. (Coaching and Athletics—Agriculture) .......................................................... Waverly

Habichter, Lloyd R. (Coaching and Athletics—Agriculture) ..................................................... La Porte City

Heitz, Wayne D. (Coaching and Athletics—Agriculture) ........................................................... Collins

Heitz, Elly R. (Coaching and Athletics—Earth Science) .............................................................. Allison

Hooper, Stanley D. (Coaching and Athletics—Manual Arts) .................................................. Cresco


Hough, Charles Henry (Commercial Education—History) ....................................................... Summer

Hunt, Charles Edward (Manual Arts—Physics) ............................................................................ Earlville

Hunt, Doris R. (Home Economics—History) ............................................................................. Manchester

Johnson, Marion D. (Home Economics—Chemistry) .............................................................. Waterloo

Johnson, Marion D. (Home Economics—Chemistry) .............................................................. Waterloo

Juvenile, printing company; Seymour.
Johnson, Paul M. (Coaching and Athletics—Agriculture) .......... Shannon City
                                 ... Shannon City.
Jones, Pearl Hazel (Commercial Education—Economics) .......... Marion
                                 ...Commercial teacher; Center Point.
Jordan, Myrtle Mae (Home Economics—English) .......... Luverne
                                 ...Commercial teacher; Mankato, Minn., 229 Center St.
King, Zerlita M. (Commercial Education—English) .......... Monetamin
                                 ...Commercial teacher; Spirit Lake.
Letson, Clarence (Manual Arts—Agriculture) .......... Cedar Falls
                                 ...Teacher of manual arts and mathematics, coach, high school; Pocahontas.
Letch, Albert L., Jr. (Coaching and Athletics—Agriculture) .... Waverly
                                 ...Teacher of manual arts and mathematics, coach, high school; Pocahontas.
Lynch, M. Hoyt Ritz (Manual Arts—Agriculture) .......... Troy
                                 ...Manual training teacher and coach in junior high school; Port Madison. 1816 Ave. H.
Miller, Albert R. (Coaching and Athletics—Agriculture) .... La Porte City
                                 ...La Porte City.
McAulamanan, Eth M. (Commercial Education—Economics) .... Mondamin
                                 ...Commercial teacher; Decorah.
McCready, Leslie L. (Manual Arts—Education) .......... Haskins
                                 ...Student, University of Iowa; Iowa City, 102 S. Gilbert St.
McDowell, Marjorie (Home Economics—Chemistry) .......... Waterloo
                                 ...Enlargement of power plant; Nevada.
Nay, Maurine Geneva (Commercial Education—English) .... Cedar Falls
                                 ...Commercial teacher; Dunlap.
Ortberg, Elmer G. (Manual Arts—Agriculture) .......... Earlville
                                 ...Principal of high school, coach Irwin.
Paulson, Clarence Arnold (Coaching and Athletics—Manual Arts) .......... Cedar Falls
                                 ...Coach; Bagley.
Philipp, Edward (Coaching and Athletics—German) .......... Rudd
                                 ...Rudd.
Poynter, Wm. L. (Agriculture—Manual Arts) .......... Dickens
                                 ...Principal of schools; Moorland.
 Roberts, Edwin (Agriculture—Economics) .......... Troy
                                 ...Troy.
Sandvien, R. W. (Coaching and Athletics—History) .......... Roland
                                 ...Roland.
Schuster, Jane Alice (Commercial Education—Mathematics) .......... Shelby
                                 ...Shelby.
Seyb, Leota Irene (Home Economics—History) .......... Donnellson
                                 ...Donnellson.
Shugart, Mary Orr (Commercial Education—Economics) .......... Cedar Falls
                                 ...Cedar Falls.
Speers, Gordon Rutledge (Coaching and Athletics—Commercial Education) .......... Cedar Falls
                                 ...Cedar Falls.
Standley, Willis D. (Coaching and Athletics—Manual Arts) .......... Boone
                                 ...Boone.
Steiner, Gertrude M. (Commercial Education—Economics) .......... Villa Park, Ill.
                                 ...Commercial teacher; Gardner, Ill.
Stout, Harold L. (Manual Arts—Economics) .......... Rose Hill
                                 ...Woodwork in seventh and eighth grades; Council Bluffs. 211 Lincoln Ave.
Thompson, Mabel (Commercial Education—History) .......... Moravia
                                 ...Moravia.
Tomkings, Charles John (Coaching and Athletics—Agriculture) .......... Spirit Lake
                                 ...Coach and teacher of manual training in high school; Dallas Center.
Townsend, Lucille C. (Home Economics—Chemistry) .......... Dysart
                                 ...Dysart.
Van't Hof, Alice (Home Economics—History) .......... Hull
                                 ...Hull.
Vincent, Charles W. (Coaching and Athletics—Agriculture) .......... Searsboro
                                 ...Searsboro.
Welch, Helen Elizabeth (Commercial Education—Mathematics) .......... Bedford
                                 ...Commercial and mathematics teacher; Mondamin.
Williams, Ivan C. (Coaching and Athletics—English) .......... Coin
                                 ...Coin.
Wiseman, Albert L. (Agriculture—History) .......... Modale
                                 ...Modale.
                                 ...
*The Three-Year Public School Music Teacher Diploma

Arnold, Audrey M. .......... Garden Grove
                                 ...Garden Grove.
Auld, Marguerite .......... Delta
                                 ...Delta.
                                 ...
*To be discontinued January 1, 1933.
DEGREES AND DIPLOMAS, 1931

113

Dawson, Dorothy Mae............................................. Rentwick
   Music and English in high school; Preston.
Fahan, Evelyn Irene.............................................. Vetter
   Student, Iowa State Teachers College; Cedar Falls. Bartlett Hall.
Guenther, Loretta................................................ Bridgewater, S. Dak.
   English and music in high school; Webster.
Hatchley, Betty Venetta......................................... Central City
   Student, Iowa State Teachers College; Cedar Falls.
Hunter, Alice Eleanor.......................................... Washington
   Student, Iowa State Teachers College; Cedar Falls.
Kopplin, Ida........................................................ Waterloo
   Music and his father in high school; Clarence.
Lampe, Erna Mildred.............................................. Albert City
   Piano teacher; Albert City.
Leemkuil, Phyllis Madge...................................... Sanborn
   Band and orchestra in high school; Pella.
Martiniek, Aline E.............................................. Wesley
   Third and fourth grades, grades music, glee clubs; Winthrop. Box 48.
McMillan, Helen Florence..................................... Hudson
   Music supervisor; Jesup.
Nieth, E. Alma.................................................. Independence
   Public school music and junior high school; Janesville.
Ringen, Elsie E.................................................. Lisbon
   Student, Iowa State Teachers College; Cedar Falls. Bartlett Hall.
Smith, Ethel Marjorie.......................................... Cedar Falls
   Music, English; Owasa.
Stukenberg, Wesley.............................................. Mount Vernon
   Piano teacher; Jesup.
Watson, Jean Elizabeth...................................... Reinbeck
   Piano teacher; Reinbeck.
Zimmer, Berniece C............................................ Ida Grove
   Public school music; Bradgate.

**The Two-Year Art Teacher Diploma**

Barker, Ione.................................................... Milton
   Student, University of Nebraska; Lincoln, Nebr. 354 N. Thirteenth St.
Barnett, Doris F................................................. Atlantic
   Student, Iowa State Teachers College; Cedar Falls. Bartlett Hall.
Herrick, Elizabeth.............................................. Davenport
   Art supervisor; Independence.
Jespersen, Carla................................................ Royal
   Third and fourth grades; Ayshire.
Kathan, Marshall................................................. Osage
   Student, Iowa State Teachers College; Cedar Falls.
Nicholson, E. Adelaide......................................... Waterloo
   Phares, Gladys E............................................... Ida Grove
   Fourth grade, art in grades; Ankeny.
Smalley, Grace L................................................ Osage
   Art, literature, dramatics; Eldora.
Taylor, Ila Mae.................................................. Winthrop
   Junior high school, art; Winthrop.
Vollers, Beth..................................................... Fort Madison
   Wood, La Deema................................................ Traer
   Wood, La Deema................................................ Traer.

**The Two-Year Commercial Teacher Diploma**

Brown, Don W...................................................... Gilman
   Callaghan, Frances Veronica................................... Green Island
   Student, Iowa State Teachers College; Cedar Falls. 2311 Olive St.
   Chesebro, Imogene............................................ Shell Rock
   Fourth grade; Tripoli.
Collins, Henry M................................................ Mount Union
   Music and commercial teacher; Parnhamville.
Footitt, Weta...................................................... Warren, Ill.
   Student, University of Illinois; Urbana, Ill. 1104 W. Illinois St.
Ford, Eunice E.................................................. Paonia, Colo.
   Commercial teacher; Magnolia.
Hawkins, Ruth E................................................ Avoca
   Stenographer; Avoca.
Hickman, Margaret E............................................ Winthrop
   Rural school; Independence.

**To be discontinued September 1, 1932.**
Hinde, G. La Verne......................................................... Early
Early.
Horgan, Loretta Mary..................................................... Postville
Huck, Marlys Leone......................................................... Toledo
Student, Iowa State Teachers College; Cedar Falls.
Johnson, Jay R.............................................................. Radcliffe
Rural school; Radcliffe.
Junker, LeSha Venita...................................................... Glidden
Student, Iowa State Teachers College; Cedar Falls.
Kraft, Shirley Ann.......................................................... Cedar Falls
Mattson, Bonnie B.......................................................... Jefferson
Student, Iowa State Teachers College; Cedar Falls.
Mills, Violet B............................................................... Storm Lake
Storn Lake, 805 Oneida St.
Moody, Ruth G.............................................................. Elgin
Mossman, Barbara M......................................................... Iowa Falls
Ostrander, Mrs. Faith....................................................... Martinsburg
Fifth grade; Stanwood.
Paulson, Anna I............................................................. Aurelia
Intermediate grades; Atvord.
Paulson, Crystal A.......................................................... Joice
Rural school; Joice.
Phillips, Ruthe L........................................................... Tracy
First grade; Tracy.
Porter, Irma L.............................................................. Coon Rapids
Rowe, Julia Meriam......................................................... Minburn
Student, Grinnell College; Grinnell. Quad.
Sandtjen, Frances M....................................................... Thor
Sears, Gladice............................................................... Nashua
Commercial teacher; Plainfield. Nashua.
Sherwood, Wanda Mae..................................................... Prescott
Prescott.
Smith, Ruby E............................................................... Dunlap
Dunlap, R. 4................................................................. Early
Stephan, Elsie K............................................................. Early
Taylor, Helen Pauline..................................................... Cassopolis, Mich.
Tisdale, Minna Louise.................................................... Manning
Manning.
Wegner, Helen Marie..................................................... Postville
Postville.

**The Two-Year Home Economics Teacher Diploma**

Christensen, Mabel......................................................... Royal
Cedar Falls.
Christensen, Sena Annette.............................................. Cedar Falls
Cedar Falls, R. 2.
Conklin, Helen E........................................................... Hawkeye
Cedar Falls, 2022 Olive St.
Cover, Helen L............................................................. Bedford
Crawford, Leatine......................................................... Davenport
Davenport, 115 W Fourteenth St.
Dunkelberg, Ruth Evelyn................................................. Rockford
English, Latin, and home economics in high school; Orchard.
Edwards, Grace E........................................................... Blairstown
English and commercial teacher; Fairbank.
Ernsting, Lillian Carolyn................................................. Lowden
Home economics; Williamson.
Everett, Mrs. Helen....................................................... Little Sioux
Primary; Honey Creek.
Gisgin, Mrs. Alice Griffith.............................................. Wellman
Rural school; Wellman, R. 1.
Grier, Mildred Thelma.................................................... Hartwick
Seventh and eighth grades, home economics; Randalia.
Higgins, Harriet J......................................................... Keswick
Home economics; Harcourt.
Kellogg, Elois Elsie........................................................ Miles
Rural school; Miles.
Light, Margaret Eleanor................................................ Deep River
Home economics; Greyside.
Madsen, Lena.............................................................. Latimer
Home economics in high school; Latimer.
Marsh, Dorothy F.......................................................... Charles City

**To be discontinued September 1, 1932.**
**The Two-Year Manual Arts Teacher Diploma**

Beckman, Paul D. ............................... Corwith
Coach and teacher of manual training and mathematics in high school; Leets.

Burt, Carl L. ...................................... Marshalltown
Student, Iowa State Teachers College; Cedar Falls.

Dunning, William J. .............................. Eddyville
Student, Iowa State Teachers College; Cedar Falls.

Fiester, Donnan ................................ Independence
Manual arts, mathematics; Randalia.

Grodland, Merle Eugene ....................... Graettinger
Principal of high school, coach; Curlew.

Hinchen, Mahlon A. ............................... Nora Springs
Coach, manual training; Hanlontown.

Lage, Kenneth C. ............................... Latimer
Student, Iowa State Teachers College; Cedar Falls.

Miller, Jed H. .................................... Conway
Manual arts, music; Cedar.

Niewald, Jesse Veryl ............................ Barnes City
Employee, drug store; Barnes City.

Norton, Burton Ellwood ....................... Algona
Student, Iowa State Teachers College; Cedar Falls.

Ralston, Owen ................................... Sheldon
Student, Iowa State Teachers College; Cedar Falls.

Risse, Delmar W. ............................... Grinnell
Student, Iowa State Teachers College; Cedar Falls.

Skarsaug, Richard U. .......................... Clermont
Coach, Grant Township School; Ledyard.

Swanson, Edgar P. ............................... Alta
Manual training, history; Wapello.

Thomson, George M. ............................. Stanwood

Zoller, Hadwen L. ............................... Fredericksburg
Band, mathematics, and manual training in high school; Webster.

**The Kindergarten Teacher Diploma**

Bidne, Eleanor ................................. Northwood
Kindergarten; Malvern.

Bork, Helen S. ................................. Manson
Kindergarten; Belmond.

**To be discontinued September 1, 1932.
Brand, Bernice Eleanor...........................................Fort Dodge
Kindergarten; Cedar Falls. 314 W. Third St.

Brisbane, Marinh Jeannette.....................................Mason City
First grade; Lovilia.

Bruce, Betty.........................................................Tama

Clements, Gelia....................................................Manchester
Student, Iowa State Teachers College; Cedar Falls.

Craven, Jewell......................................................Ames
First grade; Iowa State Teachers College; Cedar Falls.

Currie, Mary Esther................................................Schaller
Rural school; Schaller.

Gardner, Marguerite Buttrick..................................Vinton
First grade; Shellsburg.

Garrett, Ruth M.....................................................Cedar Rapids
Clerk; Cedar Rapids. 816 Twenty-first Ave. SW.

Graves, Carol Alberta.............................................Madison, Wis.
Kindergarten; Appleton. Wis. 208 W. Hancock St.

Harlin, Haule................................................................Toledo
Mrs. Oliver Keith Conklin, Marble Rock. Box 69.

Harney, Helen M......................................................West Liberty
West Liberty.

Hunter, Mary Virginia.............................................Iowa City
Student, Iowa State Teachers College; Cedar Falls. 2304 Olive St.

Lindsay, Lorraine Elizabeth.....................................Des Moines
Kindergarten; Bloomfield.

Longworth, Beatrice A..............................................First grade; Jefferson.

Mowry, Grace Ardelle...............................................Marshalltown
Kindergarten, Iowa School for the Blind; Vinton.

McElman, Gwen B....................................................Mapleton
Standard rural school; Mapleton.

McFarland, Marjorie E..............................................Marshalltown
Kindergarten; Eagle Grove.

Neilson, Leone.........................................................Marion
Kindergarten; Halfa.

Oehring, Esther A...................................................McGregor

Student, Iowa State Teachers College; Cedar Falls. Bartlett Hall.

Painter, Barbara Georgia.........................................Cedar Falls
Kindergarten; West Bend.

Peters, Catharina M................................................Denison
Kindergarten; Wapello.

Pratt, Ruth S........................................................Cedar Rapids
Rural Rapids, R.I.

Rawson, Frances J..................................................Sioux City
First grade; Akron.

Reeves, Madeleine M...............................................Muscatine
Museatine, 402 Begg St.

Ryan, Alice Cecelia.................................................Sioux City
Sioux City, 4133 Tyler Ave.

Sherman, Beth V......................................................Mason City
Kindergarten; Toledo.

Smith, Paulette..........................................................Audubon
First grade; Arnolds Park.

Sorden, Edmore Lorene.............................................Webster
Rural school; Harper.

Sulhoff, Virginia Lee.............................................Council Bluffs
Council Bluffs, 601 N. Second St.

Voll, Margaret Mary................................................Davenport
Walters, Clara G....................................................West Liberty
Wheeler, Violet Lorene............................................Fairfield
Saleswoman; Fairfield. 607 N.E. St.

Young, Julia L........................................................Webster City
Student, Iowa State Teachers College; Cedar Falls.

Zache, Helen Virginia..............................................Mount Vernon
Third grade; Mount Vernon.

The Primary Teacher Diploma

Anderson, Elsie Irene............................................Fonda
Primary; Meriden.

Anderson, Martha L................................................Chariton
Second grade; Coon Rapids.

Arensom, Viola M.....................................................Knierim
Cedar Rapids M State Teachers College; Cedar Falls.

Austin, Margaret Drayom..........................................Griswold
Rural school; Griswold.

Hosapers.
Averill, Shirley Bernice.................................................................Fort Dodge
Ayer, M. Dorothy.................................................................Keokuk
Third and fourth grades; Moorhead.
Bagstad, Opal G. .................................................................Mission Hill, S. Dak.
Kindergarten, first grade; Rolfe.
Barber, Lillian Alma.............................................................Hartwick
Fourth grade; Maynard.
Barton, Emma Jackson............................................................Centerville
First grade; Lenox.
Beard, Marie Helen..............................................................Marion, Ind.
Second grade; Algona.
Berg, Doris V.................................................................Dayton
Second grade; Dayton.
Bernsteiiff, Lillian Louise....................................................Keystone
Intermediate grades; West Liberty. 710 Calhoun.
Beyer, Evelyn E.................................................................Belle Plaine
Third and fourth grades; Newburg.
Boeck, Mervell Adams............................................................Waverly
Rural school; Summer.
Boeck, Neva Elizabeth..........................................................Hubbard
Second grade; Jewell.
Boor, Marie Frances.............................................................Ashton
Ashton
Booher, Lucille S.................................................................Plover
Fourth grade; Rolfe.
Bugbee, Darlene Opal........................................................Jamaica
Fifth and sixth grades; Bagley.
Burrichter, Bernice E..........................................................Monticello
First and second grades; Viola.
Butler, Esther............................................................Atlantic
Principal of ward building; Atlantic.
Canfield, Gertrude...............................................................Milton
First grade; Marcus.
Carlton, Pauline B...............................................................Clearfield
Carlton
Carney, Ellen Grace............................................................Storm Lake
Storm Lake, R. 2.
Carpenter, Mrs. Helen B........................................................Chariton
Student, Iowa State Teachers College; Cedar Falls.
Cesler, Marjorie Anne........................................................Leon
Second grade; Leon.
Christofers, Margaret E.......................................................Palmer
Third grade; Rois.
Clover, Eva M.................................................................Wever
First grade; Melvin.
Coffman, Lois D.................................................................Richland
Primary, Rubio School; Richland.
Compton, Alice........................................................................Eagleham
Daugherty, Una Louise........................................................Bedford
Second grade; Wellman.
De Atley, Merle E.................................................................Dallas Center
Kindergarten, first grade; Belle Plaine, 1812 Ninth Ave.
Deering, Esther S.................................................................Clermont
De Grau, Mildred A.............................................................Algona
Third grade; Cedar Falls. 314 W. Third St.
Dehkoop, Iola T.................................................................Dysart
Rural school; Elberon.
Dethmann, Viola Lucille.........................................................Clarence
Primary; Clarence.
Drew, Florence W...............................................................Decora
Dvorak, Irene M.................................................................Dysart
Rural school; Dysart.
Ellis, Mamie Irene...............................................................Cantril
Third and fourth grades; Donnellson.
Ensminger, Lena Mildred......................................................Villisca
Third grade; Stuart.
Evans, Gwen.................................................................Lucas
Kindergarten; Melcher.
Fabricius, Elsie.................................................................Audubon
Fifth grade; Audubon.
Fisher, Edith Eula...............................................................Williams
Williams.
Florence, Iva Lora..............................................................Drakesville
Primary; Monroe.
Flickinger, Neva A.............................................................Independence
Third grade; Maynard.
Forbes, Freda M.................................................................Onawa
Onawa.
<table>
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<tr>
<th>Name</th>
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<th>Location</th>
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<td>Foster, Marjorie G.</td>
<td>Plainfield</td>
<td>Delaware Township</td>
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<td>Fry, Lavaun Louise</td>
<td>Mount Ayr</td>
<td>Consolidated School</td>
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<td>Gallimore, Florence Ella</td>
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<td>Gee, Ruth Adaline</td>
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<td>Holman, Zelda Paye</td>
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<td>Holt, Katherine Helen</td>
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<td>Hushaw, Elizabeth Irene</td>
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<td>Johnson, Dorothy Dolores</td>
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<td>Johnson, Nina Locena</td>
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<td>Jones, Elizabeth Grace</td>
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<td>Jones, Ruth G.</td>
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<td>Kammeuller, Dorothy Hazel</td>
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<td>Karr, Marjorie</td>
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<td>Kerr, Wilma Dorothy</td>
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<td>King, Frances Carolyn</td>
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<td>Kingsbury, Isabell R.</td>
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<td>Kirchner, Marguerite F.</td>
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<td>Kopecky, Margaret G.</td>
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<td>Kraus, Lucile</td>
<td>Klemme</td>
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<td>Kress, Mrs. Hazel Butler</td>
<td>Garrison</td>
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</tbody>
</table>
DEGREES AND DIPLOMAS, 1931

Lande, Gladys B. ........................................................... Lake Mills
Second grade; La Porte City.
Larve, Vivien M. ................................................................ Fort Madison
First and second grades; Monrose.
Leney, Bethine ................................................................ Smithland
Primary; Smithland.
Loben, Caroline A. ............................................................ Maquoketa
Maquoketa, Box 853.
Lundblad, Alice Marie ....................................................... Odebolt
Primary; Albion.
Madison, Vera Elizabeth ..................................................... Anamosa
Rural school; Elma.
Miller, Bernice R. ................................................................ Cedar Falls
Miller, Frances Marie ........................................................ Brooklyn
Primary; Hartwick.
Miller, Martha June .......................................................... Waterloo
Rural school; Waterloo. 265 Hammond Ave.
Miner, Helen Marie ........................................................... Spirit Lake
Primary; Gray.
Mitchell, Elizabeth ............................................................ Monmouth
First, second, and third grades; Monmouth.
Montandon, Opal Bell ......................................................... Alden
Alden.
Moore, Grace Elva ............................................................ Iowa City
Primary; West Liberty.
McCaskley, Violet Camery .................................................. Toledo
First and second grades; Keystone.
McClymonds, Iuez Marie ..................................................... Council Bluffs
First and second grades; Crescent.
McCurdy, Martha Elizabeth ................................................ Earham
Fourth grade; Earham.
Nash, Beula M. ................................................................... Nichols
Primary, music in grades; Fredericksburg.
Neal, Dorothy M. ................................................................ Mount Vernon
Second grade; Mount Vernon.
North, Lavinia K. ................................................................ Vail
First and second grades; Vail.
Obrecht, Grace Elizabeth ................................................... Thornton
Primary; Ossian.
O'Brien, Avis M. ................................................................ Sigmourney
First grade; Jordan.
Olson, Ethel E. .................................................................... Odebolt
Olson, Rachel ...................................................................... Calamus
Olson, Sara I. ................................................................. Thor
Rural school; Thor.
Oshorn, Pauline ................................................................ Fenton
Fenton.
Palmer, Etta Lucille ................................................................ Davenport
Pederson, Ovedeia C. ........................................................ Thor
Pederson, Lora J. ............................................................... Lawton
Primary; Eagle Grove.
Pennell, Lolabelle Augusta .................................................. Rudd
Intermediate grades; Frederika.
Perrier, Leona A. .............................................................. Newton
First grade; Jesup.
Petersen, Alice S. ................................................................ Cedar Falls
Cedar Falls. 212 E. Thirteenth St.
Petersen, Theresa Marie ..................................................... Cedar Falls
Petersen, Ava Louise ........................................................ Montezuma
Primary; Bagley.
Petersen, Helen Esther ........................................................ Lawton
Rural school; Hinton.
Petersen, Mildred ............................................................... Marshall
Second grade; Ruthven.
Petersen, Ruth A. ................................................................ Clarinda
Primary; Janesville.
Pike, Ada E. ........................................................................ Mount Pleasant
Departmental; Wellman.
Pollard, Mary G. ................................................................ Waterloo
First and second grades; Hanover, Il. Box 88.
Powell, Orva Mildred ........................................................ Monroe
Primary; Eldora.
Price, Velma Alice ............................................................ Keswick
Keswick.
Putnam, June Helene ......................................................... Otranto
Otranto.
<table>
<thead>
<tr>
<th>Name</th>
<th>Grade and School</th>
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<tbody>
<tr>
<td>Raymond, Fern H.</td>
<td>First grade; Peterson</td>
<td>Sanborn</td>
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<tr>
<td>Reed, Pauline Mary</td>
<td>Iowa City</td>
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<td>Reiser, Lila Marie</td>
<td>Rural school; Sanborn</td>
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<td>Reynolds, Gail</td>
<td>Rural school; Bedford</td>
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<td>Rich, Gladys M.</td>
<td>Reading, history, departmental; Corydon. 500 N. West St.</td>
<td>Buckingham</td>
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<td>Richardson, Louise</td>
<td>Buckingham</td>
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<td>Rierson, Tone M.</td>
<td>Primary; Carpenter</td>
<td>Stratford</td>
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<td>Robinson, Grace Hallie</td>
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<td>Second and third grades; Albion.</td>
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<td>Roder, Amanda M.</td>
<td>Grade teacher; Summer</td>
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<td>Ross, Lucille</td>
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<td>Ryan, Gladys M.</td>
<td>Primary; Elwood</td>
<td>Slater</td>
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<td>Sampson, Irene Margie</td>
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<td>Schmidt, Helen E.</td>
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<td>Scherer, Ida Marie</td>
<td>Third and fourth grades; Casey. Box 334</td>
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<td>Scott, Dorothy M.</td>
<td>Hampton</td>
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<td>Severson, Lucile M.</td>
<td>Marble Rock. Box 163</td>
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<td>Shillington, Elva</td>
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<td>Skinner, Goldie M.</td>
<td>Blockton</td>
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<td>Smith, F. Fern</td>
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<td>Knoxville</td>
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<td>Smith, Margaret</td>
<td>Third grade; Cherokee</td>
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<td>Smith, Mildred Catherine</td>
<td>First, second, and third grades; Atalissa</td>
<td>West Liberty</td>
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<td>Smith, Mildred L.</td>
<td>Atlantic</td>
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<td>Spongberg, Emma V.</td>
<td>First and second grades; Mount Union</td>
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<td>Stephenson, Nora A. C.</td>
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<td>Strube, Ethel V.</td>
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<td>Studebaker, H. Marguerite</td>
<td>Second grade; Belmond</td>
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<td>Sundal, Gladys S.</td>
<td>Colton, S. Dak. Part-time teacher and student, Augustana College; Sioux Falls, S. Dak.</td>
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<td>Swanson, Helen Georgina</td>
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<td>Taylor, Helen Ann</td>
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<tr>
<td>Name</td>
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<td>Adams, Theima</td>
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<td>Cunningham, Margaret</td>
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<td>Dwyer, Mary Josephine</td>
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The Intermediate Grade Teacher Diploma
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<tr>
<th>Name</th>
<th>Grade and School</th>
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<td>Emmlie, Gertrude M.</td>
<td>Rural school; Cresco</td>
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<td>Engelman, Ethel M.</td>
<td>Intermediate grades; Melbourne</td>
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<td>Friedrickson, Esther Marie</td>
<td>Grade teacher; Moorhead</td>
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<td>Gillespie, Marie C.</td>
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<td>Grimes, Gladys M.</td>
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<td>Hall, Ruth Kathryn</td>
<td>Fourth grade; Iowa Falls</td>
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<td>Hillier, Edith May</td>
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<td>Fourth and fifth grades; Sharpsburg</td>
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<td>Hotchkiss, Mary</td>
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<td>Jayne, Thelma L.</td>
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<td>Julander, Beulah Vivian</td>
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<td>Kidder, Vera Audrey</td>
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<td>Latham, Mary M.</td>
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<td>Student, Iowa State Teachers College; Cedar Falls, 2205 College St.</td>
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<td>Lykke, Nadine G.</td>
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</table>
The Upper Grade Teacher Diploma

Ahrens, Lucile.......................................................Redfield
Principal of grade school, seventh and eighth grades; Wiota.
Anderson, Lois E..................................................Callender
Student, Iowa State Teachers College; Cedar Falls.
Andresen, Velma Georgia.................................Manilla
Manilla.
Back, Helga E........................................................Exira
Student, Iowa State Teachers College; Cedar Falls.
Beck, Evelyn E......................................................Atlantic
Seventh and eighth grades; Biancee.
Becker, Inez M......................................................Littleport
Fourth grade; Colesburg.
Bender, Gladys H....................................................Clearfield
Omaha, Nebr. 3631 State St.
Bereiter, Bonnie B...............................................Brighton
Student, Iowa State Teachers College; Cedar Falls.
Bode, Cora A..........................................................Kesley
Rural school; Kesley.
Brandhorst, Nina F................................................Reinbeck
Seventh and eighth grades; Moorland.
Brouhard, Zelma Adriane..................................Colo
Fifth grade; Roland.
Burch, Clarice......................................................Osage
Elm.
Burrell, Ella Elizabeth........................................Epworth
Seventh and eighth grades; Epworth.
Busick, Dorothy M.............................................Des Moines
Cedar Falls.
Charlewirth, Alice Mae.......................................Clarion
Student, Iowa State Teachers College; Cedar Falls. 2321 Walnut.
Clausen, Ellen L....................................................Duncombe
Clay, Lois E..........................................................Olin
Third and fourth grades; Bristow.
Conklin, Vernice Lorraine................................Hawkeye

DEGREES AND DIPLOMAS, 1931

Powers, Genevieve................................................Guttenberg
Rural school; McGregor.
Reckley, Alice.....................................................Newton
Newton. R. 2.
Roben, Marian Frances..........................................Ackley
Second grade; Lamont.
Rockstad, Edwrig Blayney..................................Cedar Rapids
Substitute teacher in fourth grade; Cedar Rapids. 1122 First Ave. east.
Savits, Eloise Lina..................................................Ogden
Ogden.
Scholl, Grace Jean..............................................Doon
Third and fourth grades; Doon.
Scholz, Lumilda.....................................................Guttenberg
Rural school; Guttenberg.
Scott, Enid..........................................................Cedar Falls
Rural school; Cedar Falls. Care of Karl Kiemz.
Showalter, Cherily I...............................................Hampton
Fourth and fifth grades; Lakota.
Steele, Amy I......................................................Sioux Falls, S. Dak.
Student, Iowa State Teachers College; Cedar Falls.
Stilson, Sylvia Mae...............................................Corwith
Hampton.
Stockdale, Ethel May...............................................Hampton
Hampton.
Stoltz, Grace C......................................................Curlew
Fourth and fifth grades; Alta.
Taylor, Leona M....................................................Guernsey
Third and fourth grades; Oneida.
Thorsen, Vivian...................................................Somers
Somers.
Townswick, Hazel Bessie........................................Story City
Grade teacher; Story City.
Trounner, Margaret...............................................Nashua
Van de Weerd, Gordon Chandler, Nashua.
Van Deest, Alma E................................................Rockford
Rural school; Rudd. Rockford.
Walberg, Frances M...............................................Mediapolis
Mediapolis.
Watson, Marjorie A...............................................Schaller
Wilson, Harriette Lois...........................................Toledo
Fifth and sixth grades; Melbourne.
Cran, Kermit S. .................................................... Rutland
Coach; Oxford.
Crumrine, Ione G. ................................................ Wateroo
Four and fifth grades; East Waterloo, 727 Baltimore.
Dahlberg, Anna Marguerita ........................................ Ogden
Davis, Elvira J. .................................................... Lime Springs
Fifth and sixth grades; Luana.
Davis, Ruth Gladys ................................................ Hedrick
Child nurse; Waterloo, 2220 W. Fourth St.
DeSart, Ida Josephine ............................................ Elgin
Dornan, Alyce Marella ............................................ McIntire
Fourth and fifth grades; Wahpeton, S. Dak.
Downey, Anna Marie .............................................. Elkport
Fourth grade; Belmond.
Downey, Stella M. .................................................. Elkport
Ellis, Dora L. ....................................................... Riverton
Junior high school teacher; Nevada.
Farlow, Evelyn Louise ............................................. Ankeny
Fasnacht, Lois Kathryn .......................................... Twin Falls, Idaho
Teacher; Murtaugh, Idaho.
Ferguson, Hazel E. ................................................ Independence
Fifth grade; Independence.
Fink, Helen L. ..................................................... Conrad
Conrad.
Fitch, Margaret Elma ............................................ Richland
Intermediate grades, Pleasant Lawn Consolidated School; Mount Pleasant.
F. Z.
Frank, Hazel J. .................................................... La Porte City
Departmental teacher; Janesville.
Getting, Caroline Maye ........................................... Sanborn
Rural school; Sanborn.
Gibson, Viola M. ................................................... Irwin
Irwin.
Goodell, Helen Annabelle ....................................... Humboldt
Fifth, sixth, and seventh grades; Hardy.
Grimes, Dorothy A. ................................................ Goldfield
Grade teacher; Dunlap.
Haffield, Mildred Tone ........................................... Ocheyedan
Grade teacher; Wanblee, S. Dak.
Handelt, Florence .................................................. Williams
Junior high school teacher; Williams.
Hannum, Mary Jane ................................................ Mediapolis
Sixth grade; Colesburg.
Hardie, Eileen ..................................................... Dubuque
Sixth grade; McGregor.
Hardin, Elizabeth .................................................. Pleasantville
Pleasantville.
Hart, Elizabeth A. ................................................ Plymouth
Seventh and eighth grades; Otranto.
Helm, Ruth R ........................................................... Red Oak
Junior high school teacher; North English.
Hershey, Ethel M. ................................................... Parkersburg
Rural school; Parkersburg.
Hoffmeister, Laurel V. ............................................. Wheatland
Hundley, Ruby M. ................................................... Aurora
English in high school; Oneida.
Huseman, Lucie Emma ............................................. Yorktown
Seventh grade; Clarence.
Johnson, Alice Helen ............................................. Doon
Fifth and sixth grades; Doon.
Kiar, Bertha Marie ................................................ Atlantic
Part-time teacher; Atlantic.
Kramer, Irene Velma ............................................... Ackley
Kriener, Arrazeta, Leonetta ..................................... Mason City
Hygiene, arithmetic, departmental; Mason City, 102 S. Taylor.
Krieger, Geneva Hazel ............................................ Mason City
Geography, history, departmental; Mason City. 102 S. Taylor.
Lange, Anna Margareth ........................................... Marene
Marne.
Larson, Ruth Olga ................................................ Kanawha
Lehmann, Lena Rozena ........................................... Geneva
Fifth grade; Story City.
Long, W. Edna ...................................................... Clarinda
Seventh and eighth grades; Council Bluffs.
Ludley, Dorothy E. ................................................................. Manchester
Sixth grade; Anamosa. 300 Booth St.

Lynch, Vyrna M. ................................................................. Cedar Falls
Rural school; La Porte City. Care of Thomas Taylor.

Lyon, Julia Krul ................................................................. Denison
Student, Iowa State Teachers College; Cedar Falls. 2521 Walnut St.

Mackie, David Eldon ............................................................ Vinton

Mackie, Neva L. ................................................................. Lake Mills
Fifth and sixth grades; Hull.

Malone, Grace M. ............................................................... Bouton
Fifth grade; Albert City.

Mayer, Valera C. ................................................................. Waterloo
Grades, departmental; Mason City. 330 E. State.

Menzies, Emily H. ............................................................. Boone
Grade teacher; Boone. 608 Carroll St.

Miller, Florence ................................................................. Harris
Seventh and eighth grades, Excelsior Township Consolidated School; Lake Park.

Moeller, Mae A. ................................................................. Eldridge
Eight grade; Belle Plaine.

Mott, Mildred ................................................................. Pleasantville

Muller, Meta Erna .............................................................. Osage

McCombs, Thelma L ............................................................. Eddyville

McCormick, Ellen .............................................................. Olin
Fifth and sixth grades, departmental; Morley.

McCosh, Wanda M. ............................................................. Mount Union
Fifth and sixth grades; Odebolt.

McCoy, Helen Irene ........................................................... Missouri Valley
Junior high school teacher; Onawa.

McDaniel, Margaret ............................................................ Linn Grove

McElhinney, Betty Kathleen ................................................... Primghar
Primary; Kesley.

McElhinney, Margaret Christiana ............................................. Morning Sun
Sixth and seventh grades; Ainsworth.

McKeever, Merle Wayne ..................................................... Mitchellville
Mitcheville.

Nauman, Mildred Florence ..................................................... Tipton

Neff, Evelyn M. ................................................................. Grand Mound
Grammar grades; Luton.

Nelson, Ramona L ............................................................... Ottosen

Newhouse, Verna A. ............................................................ Decorah
Junior high school teacher; Decorah. 717 Maple Ave.

Nichol, Mabel ................................................................. Sioux City
Intermediate grades; Sioux City. 3721 Ridge Ave.

Nielsen, Margaret Christina ................................................... Cedar Falls
Student, Iowa State Teachers College; Cedar Falls. 809 Bluff St.

Nouman, Margaret ............................................................. Waterloo
Waterloo. 414 Williston Ave.

Olson, Mildred Anna ........................................................... Calamus
Fourth grade and physical training in high school; Clarence.

Page, Ruby L. ................................................................. Newton
Fifth and sixth grades; Ireton.

Patterson, Evabelle Greer .................................................. Clear Lake
Rural school; Clear Lake.

Paulus, Marjorie ............................................................... Iowa City
Teacher, St. Monica's Training School; Des Moines. 1011 Park Ave.

Pearson, Wilma Marjorie .................................................... Ainsworth
Sixth and seventh grades; Yarmouth.

Reimer, Dorothy Georgene .................................................. Kellogg

Reynolds, Phyllis .............................................................. Whitten

Rittgers, Brenda Beryl ...................................................... Polk City
Rural school; Valley Junction. R. 1.

Rittgers, Laura Ann ............................................................ Grimes
Student nurse, Iowa Lutheran Hospital; Des Moines.

Rogers, Elizabeth Ann ........................................................ Prescott
Rural school; Prescott.

Schneider, Mildred Ruth ...................................................... Wheatland
Principal of high school; Bouton.

Schultz, Ruth ................................................................. Murray

Murray.

Slocum, Ardis Myrtle ........................................................ Humboldt
Rural school; Humboldt.

Sullivan, Alice ............................................................... Burlington

Sutton, Eliza Esther ............................................................ Plymouth
Rural school; La Porte City.
The Consolidated School Teacher Diploma

Arendt, Eva F. ............................................. Yetter
Sixth grade; Gowrie.

Arney, Alice F. ........................................... Marshalltown
Rural school; Marshalltown.

Brown, Helen Pearl ....................................... Hazleton
 Hazleton.

Clausen, Pauline K. ...................................... Schleswig
Fifth and sixth grades; Moorhead.

Colburn, Juel Howard ..................................... Des Moines
Coach; Kamrar.

Cole, Mary ................................................ Hudson, S. Dak.
Fifth and sixth grades; Hudson, S. Dak.

Curtis, Elizabeth Mary ................................... Charles City
Rural school; Charles City.

Fiscus, Cleitis Marie ..................................... Liscomb
Liscomb.

Harryman, Harold E. .................................... Douds
Junior high school teacher; Delhi.

Harryman, Mary M. ........................................ Douds
Grade teacher; Birmingham.

House, Ella ................................................ Slater
Standard rural school; Osage.

Hultman, Helen F. ........................................ Osage
Rural school; Osage, R. 2.

Juhl, Christalle M. ........................................ Thornton
Fifth and sixth grades; Thornton.

King, Bessie S. ........................................... Gravity

Kroeger, Loney Lilly ....................................... Traer
Upper grade teacher; Miller.

Lange, Lorraine Agnes .................................. Northwood
Hazard.

Lunidien, Elsie M. ....................................... Stratford
Fourth and fifth grades; Clarksville.

Maag, Marie ............................................... Wagner, S. Dak.

Murphy, Florence Anne .................................. Jamaica
Jamaica.

Percin, Esther M. ......................................... Parkersburg
Rural school; Parkersburg.

Peterson, Sadie N. ...................................... Rolfe
Sixth and seventh grades; Ottosen.

Reed, Augusta M. ......................................... Springfield
Third and fourth grades; Delmar.

Roundis, Margaret M. ................................... Postville
Postville.

Ryan, Agnes Ellen ....................................... Beaver

Schiebel, Alice Mildred ................................ Marshalltown
Third and fourth grades; Beaman.

Shafer, Stella Agnes .................................... Blockton
Rural school; Bedford.

Slipe, Vivian Irene ....................................... Alta
Fifth grade, Delaware Township Consolidated School; Nemaha.

Sorensen, Constance Leonora .......................... West Branch
West Branch.

Tenney, Norma M. ....................................... Strawberry Point

126 IOWA STATE TEACHERS COLLEGE
The Rural Teacher Diploma

Adams, Eva V. ..................................................... Callender
Rural school; Callender.

Baker, Margaret E. ................................................. Centerville
Rural school; La Porte City. Box 13.

Boeideker, Grace M. ................................................. Fort Madison
Rural school; Fort Madison.

Brown, Ruth Barbara .............................................. Wilton Junction
Carley, Nina L. .......................................................... Carson

Carlson, Dorothy .................................................... Stratford
Rural school; Nevada.

Clampitt, Alice Reba .............................................. New Providence
New Providence.

Clauson, Jarla M. .................................................. Emergency, R. 4.
Rural school; Decorah, R. 4.

Clemens, Thelma A. .................................................. Beaman
Substitute teacher; Beaman.

Cran, Constance ..................................................... Rutland
Rural school; Rutland.

Crisler, Dorothy Marie ................................................. Macedonia
Rural school; Macedonia.

Dewey, Evelyn R. .................................................. Woolstock
Rural school; Woolstock.

Dooley, Florence F. .................................................. Aredale
Edgar, Levetta F. ..................................................... Rock Falls
Rural school; Rock Falls.

Foss, Elbertine Rae ................................................. Salem
Primary; New Boston.

Foster, Nina Lou ...................................................... Edgewood
Rural school; Edgewood.

Gilmore, Ethel M..................................................... monmouth

Monmouth.

Griswold, Magnolia F. ............................................. Fort Madison
Hadley, Florence ....................................................... Storm Lake
Sioux City. 2004 Nebraska St.

Hale, Twila E. ........................................................... Conrad

Hansen, Florence Mae ............................................. Popejoy
Fourth, fifth, and sixth grades; Popejoy.

Heetner, Leola P ..................................................... Center Point
Rural school; Center Point.

Hoffmeister, Wilma D. ............................................. Wheatland
Rural school; Wheatland.

Holt, Mildred G. .................................................... Stratford
Rural school; Stanhope. R. 2.

Hons, Frank J. ......................................................... Calumet
Dairying; Calumet.

Hons, Mrs. Vivian G. ................................................. Paulina
Rural school; Calumet.

Howell, Ann Maria .................................................. Long Grove
Rural school; Long Grove.

Huber, Violet Lavern .................................................. Blakesburg
Rural school; Blakesburg.

Isakson, Genevieve .................................................. Holstein
Rural school; Holstein.

Janssen, Alice J....................................................... Ackley
Rural school; Ackley. Care of Henry Eisenrager.

Johnson, Mildred Helen .............................................. Inwood

Keeley, Arla D. ......................................................... Clinton
Rural school; Bryant.

Knuston, Selmer L ..................................................... Eagle Grove
Student, Iowa State Teachers College; Cedar Falls.

Koppecky, Irma Zedna .............................................. Eagle Grove
Layman, Kathryn ........................................................ Bedford
Sixth grade; Roland.

Lind, Mable Claire .................................................. Dumont

Mrs. Robert E. Anderson, Dumont.

Linnenkamp, Naomi .................................................... Harper
Rural school; Harper.

Lough, Mary Elizabeth .............................................. Ollie
Rural school; Ollie.
Ludemann, Leona
Rural school; Aplington.

Marshall, Grace Fern
Rural school; Woolstock.

Mayer, Elizabeth C.
Rural school; Ashton.

Meier, Dorothy A.
Rural school; Clarence.

Meier, Gladys
Rural school; Hubbard.

Monson, Audella
Rural school; Remsen.

Morgan, Alice Luella
Mrs. Kenneth W. Pattee, Janesville.

Mulvey, Lillian Rose
Rural school; Remsen.

Mcke, Orma Lenore
Waterloo.

Natvig, Margaret D.
Lawler.

Nelson, Dorotha Rachel
Dolliver.

Nelson, Ruth Margaret
Rural school; Aplington.

Noren, Ruth Amelia
Marshalltown.

Olsen, Mary Elizabeth
Student, Iowa State Teachers College; Cedar Falls. 3315 Olive St.

Pardun, Icil R
Rural school; Brandon.

Patterson, Vesta
Standard rural school; Adelphi.

Pauls, Edna L
Lowden.

Peeters, Mary-Clarke
Rural school; Adelphi.

Pembie, Gladys Evelyn
Paton.

Rural school; Milford.

Peterson, Berneda C.
Student, Iowa State Teachers College; Cedar Falls. 424 W. Sixth St.

Phillips, Oral L
Little Sioux.

Phillips, Wilbur Wendell
Davenport.

Rafferty, Irene C. P.
Clermont.

Resene, Idale
Cleghorn.

Reutter, De Lora
Rural school; Cleghorn.

Robinson, Elizabeth E.
Schaller.

Rolston, Hulda
Conrad.

Rosewinkel, Margaret Caroline
Clarksville.

Rural school; Clarksdale.

Schminkey, Edith E.
Marion.

Rural school; Central City. Care of A. F. Schley.

Sehrmann, Marie Joanne
Parkersburg.

Shipman, Evelyn Joyce
McIntire.

Rural school; Brandon.

Skopp, Erma Lucile
Anamosa.

Sieveka, Wilma Viola
Wyoming.

Student, Iowa State Teachers College; Cedar Falls. Bartlett Hall.

Skow, Harriet Louise
Rutland.

Sloan, Mabel Alice
Rowley.

Rural school; Rowley.

Steckelberg, Viola Ann.
Manilla.

Rural school; Manilla.

Stevenson, Pearl
Marshalltown.

Standard rural school; Harpers Ferry. R. 2.

Strohbehn, Myrtle June
Buckingham.

Swine, L. Catherine
Greenfield.

Standard rural school; Creston. Care of Herbert Scheuch.

Swiss, Emma Eleanor
Monmouth.

Toppin, Gertrude P.
Winnebago, Minn.

Rural school; Thornton.

Voelkers, Emma Eleanor
Employee in restaurant; Monmouth.
DEGREES AND DIPLOMAS, 1931

The Voice Teacher Diploma

Anderson, Imogene........................................................................................................Atlantic
Music supervisor; Kanawha.
Arnold, Audrey M........................................................................................................Garden Grove
Music supervisor; Mondamin.
Asher, D. Adeline........................................................................................................Clarksville
Music supervisor; Clarksville.
Horner, Elizabeth Grace...............................................................................................Ronan, Mont.
Seventh and eighth grades; Arlee, Mont.
Klinoff, Michael........................................................................................................Waterloo
Music supervisor; Harcourt.
Madesen, Helga Camille...............................................................................................Cedar Falls
Music supervisor; Mondamin.
McMillan, Helen Florence.............................................................................................Hudson
Music supervisor; Jesup.
Stoneking, Helen Jean................................................................................................Mount Vernon

The Piano Teacher Diploma

Arns, Gladys Louise.........................................................................................................Doland, S. Dak.
Music teacher and librarian in elementary school; Waterloo. 1124 Washington St.
Music supervisor; Mondamin.
Madesen, Ingrid E. Holst..............................................................................................Cedar Falls
Clerical work; Cedar Falls. 1610 Franklin St.
Madsen, Minna M..........................................................................................................Collins
Music; Glidden.
Vasey, Charlotte M.........................................................................................................
Music; Laurium, Mich.

Students Receiving Department Certificates in Critic Training during the calendar year 1931

Bernard, Jessie M......................................................................................................Eagle Grove
Primary critic. Iowa State Teachers College; Waterloo. 250 Western Ave.
Doherty, Nell U.............................................................................................................Alvord
Drackley, Dorothy M..................................................................................................Webster City
Kindergarten, normal training in high school; La Porte City.
Gillett, Norma.................................................................................................................Laurium, Mich.
Third grade. University Elementary School. State University of Iowa; Iowa City. 227 N. Clinton St.
Hansen, Minna M.........................................................................................................Center Junction
Primary critic. Iowa State Teachers College; Cherokee.
Wells, Lydia.....................................................................................................................Davenport
Textbook demonstrator; Davenport. 401 Kirkwood Blvd.

Number Receiving Degrees and Diplomas in 1931

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<th>Category</th>
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<td>1. The degree of bachelor of arts in education</td>
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<td>163</td>
<td>225</td>
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<td>2. The degree of bachelor of science in education</td>
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<tr>
<td>3. Three-year diplomas</td>
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<td></td>
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</tr>
<tr>
<td>a. Public school music</td>
<td>2</td>
<td>18</td>
<td>20</td>
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4. Two-year diplomas
   a. Two-year art teacher diploma ........................................ 1 10 11
   b. Two-year commercial teacher diploma ................................. 4 29 33
   c. Two-year home economics teacher diploma ............................ 33 33
   d. Two-year manual arts teacher diploma ................................ 16 16
   e. Kindergarten teacher diploma .......................................... 20 20
   f. Primary teacher diploma ................................................. 186 186
   g. Intermediate grade teacher diploma .................................... 86 86
   h. Upper grade teacher diploma ............................................ 4 106 110
   i. Consolidated school teacher diploma ................................. 2 29 31
5. Special music diplomas
   a. Voice ................................................................. 1 7 8
   b. Piano ................................................................. 4 4
6. One-year diplomas
   a. Rural teacher diploma ................................................ 3 86 89

Total number of graduates ................................................... 144 822 966
### SUMMARY OF ATTENDANCE

**JUNE 4, 1930, TO JUNE 1, 1931**

#### A. Classes of Students

<table>
<thead>
<tr>
<th>1. Students with College Degrees</th>
<th>Men</th>
<th>Women</th>
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<td>2. Students on Degree Curriculums</td>
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</tr>
<tr>
<td>Seniors</td>
<td>138</td>
<td>327</td>
<td>515</td>
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<tr>
<td>Juniors</td>
<td>193</td>
<td>546</td>
<td>739</td>
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<tr>
<td>Sophomores</td>
<td>159</td>
<td>153</td>
<td>282</td>
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<tr>
<td>Freshmen</td>
<td>233</td>
<td>199</td>
<td>432</td>
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<td><strong>Total</strong></td>
<td>785</td>
<td>1270</td>
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3. Students on Two-Year and Three-Year Curriculums

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<th>Third Year</th>
<th>Men</th>
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<td>Public School Music</td>
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<td>27</td>
<td>52</td>
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<td>Second Year</td>
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<tr>
<td>Art</td>
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<td>13</td>
<td>26</td>
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<tr>
<td>Commercial</td>
<td>12</td>
<td>52</td>
<td>64</td>
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<tr>
<td>Consolidated School</td>
<td>8</td>
<td>86</td>
<td>94</td>
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<tr>
<td>Elementary Education (Upper and Intermediate Grades)</td>
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<td>353</td>
<td>368</td>
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<tr>
<td>Home Economics</td>
<td>48</td>
<td>48</td>
<td>96</td>
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<tr>
<td>Kindergarten</td>
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<td>40</td>
<td>80</td>
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<tr>
<td>Manual Arts</td>
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<td>24</td>
<td>47</td>
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<tr>
<td>Primary</td>
<td>301</td>
<td>301</td>
<td>602</td>
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<tr>
<td>Public School Music</td>
<td>21</td>
<td>22</td>
<td>43</td>
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<tr>
<td><strong>First Year</strong></td>
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<td>2418</td>
<td>2531</td>
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<tr>
<td>Art</td>
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<tr>
<td>Commercial</td>
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<td>Rural and Consolidated School</td>
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<td>696</td>
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<td>623</td>
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<td>Home Economics</td>
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<td>37</td>
<td>74</td>
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<tr>
<td>Kindergarten</td>
<td>56</td>
<td>56</td>
<td>112</td>
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<tr>
<td>Manual Arts</td>
<td>22</td>
<td>22</td>
<td>44</td>
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<tr>
<td>Primary</td>
<td>415</td>
<td>415</td>
<td>830</td>
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<tr>
<td>Public School Music</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>133</td>
<td>2418</td>
<td>2551</td>
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4. Twelve Weeks of Normal Training

not classified on a curriculum | 23 | 213 | 236

5. Special Music

not classified on other curriculums | 7 | 35

6. Special Students (Students past 21 years of age who did not have 14 units of entrance credit) | 3 | 55 | 58

Total in Residence College Work | 951 | 3984 | 4935

7. Students in Non-Residence Work

Extension Class Work | 2 | 30 | 32

Correspondence Work | 40 | 190 | 230

Total in Non-Residence College Work exclusive of duplicates | 42 | 219 | 261

Grand Total in College Work exclusive of duplicates | 968 | 4084 | 5052

8. Other Students

Special Music Students past 16 years of age not high school graduates | 2 | 9 | 11

Visitors | 6 | 54 | 60

Grand Total without duplicates exclusive of pupils in the training school | 976 | 4147 | 5123
### B. Attendance by Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>Summer Term, 1930</td>
<td></td>
<td></td>
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<tr>
<td>Cedar Falls</td>
<td>333</td>
<td>1985</td>
<td>2318</td>
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<tr>
<td>Centerville</td>
<td>6</td>
<td>151</td>
<td>157</td>
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<tr>
<td>Shenandoah</td>
<td>7</td>
<td>285</td>
<td>292</td>
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<tr>
<td>Spencer</td>
<td>9</td>
<td>197</td>
<td>206</td>
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<tr>
<td>Total for Summer Term</td>
<td>355</td>
<td>2618</td>
<td>2973</td>
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<tr>
<td>Fall Term</td>
<td></td>
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<tr>
<td></td>
<td>578</td>
<td>1591</td>
<td>2169</td>
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<tr>
<td>Winter Term</td>
<td></td>
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<tr>
<td></td>
<td>605</td>
<td>1547</td>
<td>2152</td>
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<tr>
<td>Spring Term</td>
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<td></td>
<td>537</td>
<td>1467</td>
<td>2024</td>
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<tr>
<td>Total different students for the Fall, Winter, and Spring Terms</td>
<td>690</td>
<td>1806</td>
<td>2496</td>
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<table>
<thead>
<tr>
<th>Term</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>6. Total in Residence without Duplicates exclusive of the Training School</td>
<td>959</td>
<td>4047</td>
<td>5006</td>
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</table>

### C. Pupils in the Training School and in Affiliated Schools

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<th>School Type</th>
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<tbody>
<tr>
<td>1. Campus Training School</td>
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<tr>
<td>2. East Waterloo in Classes Taught by Students</td>
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<td>Lower Grades</td>
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<tr>
<td>Intermediate Grades</td>
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<td>141</td>
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<tr>
<td>3. West Waterloo in Classes Taught by Students</td>
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<tr>
<td>Lower Grades</td>
<td>107</td>
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<tr>
<td>Intermediate Grades</td>
<td></td>
<td>228</td>
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<td>4. Cherokee in Classes Taught by Students</td>
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<td>Lower Grades</td>
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<tr>
<td>Intermediate Grades</td>
<td>40</td>
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<td>5. Hudson in Classes Taught by Students</td>
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<td>Lower Grades</td>
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<td>6. Mason City in Classes Taught by Students</td>
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<td>Lower Grades</td>
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<td>7. Shenandoah in Classes Taught by Students</td>
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<td>Lower Grades</td>
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<td>Intermediate Grades</td>
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<td>8. Rural Demonstration Schools in Classes Taught by Students</td>
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<td></td>
<td>92</td>
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<tr>
<td>Grand Total in Training Schools</td>
<td></td>
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<td>1558</td>
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<td>Minor, definition of</td>
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