College Catalogue 1929-1930

Iowa State Teachers College
BULLETIN
OF THE
Iowa State Teachers College
CEDAR FALLS, IOWA

CATALOGUE
1929-30
Including Announcements for 1930-31

VOLUME XXXI, NUMBER 1
JANUARY, 1930

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Iowa State Teachers College

governed by

THE IOWA STATE BOARD OF EDUCATION

The Iowa State Teachers College, as well as the State University of Iowa, and the Iowa State College of Agriculture and Mechanic Arts, is governed by the Iowa State Board of Education, consisting of nine members, appointed by the Governor of the State. The finances are administered by a Finance Committee, consisting of three members, appointed by the Board.

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WILLIAM H. GEMMILL, Secretary

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Terms expire July 1, 1931

Terms expire July 1, 1933

Terms expire July 1, 1935

MEMBERS OF THE FINANCE COMMITTEE

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WILLIAM R. BOYD, Cedar Rapids, Chairman
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JACKSON W. BOWDISH, Des Moines

COMMITTEES OF THE BOARD

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GEORGE T. BAKER
PAULINE L. DEVITT

CHARLES C. SHEAKLEY
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### CALENDAR FOR 1930

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### CALENDAR FOR 1931

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CALENDAR FOR 1930-31

Summer Term, 1930—Twelve Weeks

1930

June 4, Wednesday—Registration, 7:00 a. m. to 5:00 p. m.
June 5, Thursday—Instruction begins, 7:30 a. m.
July 4, Friday—Classes suspended.
Aug. 22, Friday—Commencement; term ends, 5:00 p. m.

Fall Term, 1930—Twelve Weeks

Sept. 8, Monday—Freshman Registration, 8:00 a. m. to 5:00 p. m.
(All freshman students enrolling for the first time must report at the auditorium promptly at 8:00 a. m.)
Training School opens at 9:00 a. m.
Sept. 9, Tuesday—Registration of Upper Classmen, 8:00 a. m. to 5:00 p. m.
Sept. 10, Wednesday—Instruction begins, 8:00 a. m.
Nov. 26, Wednesday—Commencement; term ends, 5:00 p. m.

Winter Term, 1930—Twelve Weeks

Dec. 1, Monday—Registration, 8:00 a. m. to 5:00 p. m.
Dec. 2, Tuesday—Instruction begins, 8:00 a. m.
Dec. 19, Friday—Holiday recess begins, 5:00 p. m.

Jan. 5, Monday—Instruction resumed, 8:00 a. m.
Mar. 6, Friday—Commencement; term ends, 5:00 p. m.

Spring Term, 1931—Twelve Weeks

Mar. 9, Monday—Registration, 8:00 a. m. to 5:00 p. m.
Mar. 10, Tuesday—Instruction begins, 8:00 a. m.
June 1, Monday—Term ends; Commencement, 9:00 a. m.

Summer Term, 1931—Twelve Weeks

June 3, Wednesday—Registration, 7:00 a. m. to 5:00 p. m.
June 4, Thursday—Instruction begins, 7:30 a. m.
Aug. 21, Friday—Commencement; term ends, 5:00 p. m.

Fall Term, 1931—Twelve Weeks

Sept. 7, Monday—Opening of the term.
OFFICERS OF ADMINISTRATION AND INSTRUCTION, 1929-30

IOWA STATE NORMAL SCHOOL, 1876-1909
IOWA STATE TEACHERS COLLEGE, 1909

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; L.L.D., Penn College, 1898; L.L.D., State University of Iowa, 1901
President Emeritus, 1886 (1928)

JAMES E. ROBINSON
Superintendent of Buildings and Grounds, 1901

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

LESLIE I. 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)

MARY E. HAIght, Home Economics Diploma, Bradley Polytechnic Institute, 1908
Head of Bartlett Hall, 1921

M. J. NELSON, B.A., Luther College, 1916; M.A., University of Wisconsin, 1924; Ph.D., 1928
Director of Research, 1924 (1929)

GEO. A. BAIRNson, M.D., University of Illinois, 1919
Assistant Health Director, 1924

MRS. BIRDIE BICKLEY, R.N.
Supervisor of the Hospital and Head Nurse, 1925

SADIE B. CAMPBELL, B.A., Colorado State Teachers College, 1921; M.A., Columbia University, 1929
Dean of Women, 1929

* 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.
Officers of Instruction*

Education

G. W. WALTERS, B.S., Iowa Wesleyan College, 1879; M.S., 1882
Professor of Education and Head of the Department, 1895 (1916)

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

JOHN W. CHARLES, B.A., Haverford College, 1904; M.A., 1908; Ph.D., State University of Iowa, 1926
Professor of Education, 1916 (1917)

MAY SMITH, B.A., Coe College, 1905; M.A., Columbia University, 1929
Professor of Education, 1916 (1921)

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

R. W. GOETCH, B.A., State University of Iowa, 1910; M.A., 1916; Ph.D., 1925
Professor of Education and Director of the Placement Bureau, 1918 (1928)

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

ROBERTSON RILEY HOLLINGSWORTH, B.A., University of Washington, 1915; M.A., Columbia University, 1921
Professor of Education, 1921 (1922)

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, 1915; 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. W. HOYT, B.S, Iowa State College, 1894; M.A., University of Colorado, 1923
Professor of Education, 1924 (1926)

A. E. BROWN, B.S., Baker University, 1909; M.A., Yale University, 1910
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.
Rural Education

HARRY L. EELLS, B.A., Iowa State Teachers College, 1918; M.S., Iowa State College, 1922
Professor of Rural Education and Head of the Department, 1914 (1927)
†JOHN R. SLACKS, B.D., Iowa State Teachers College, 1901
Professor of Rural Education, 1917 (1918)

ALTA L. WILMARTH, B.A., Iowa State Teachers College, 1921; M.A., State University of Iowa, 1926
Professor of Rural Education, 1919 (1929)

FRED D. CRAM, B.A., Iowa State Teachers College, 1909; M.A., State University of Iowa, 1920
Professor of Rural Education, 1920 (1929)

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

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, 1918 (1923)

SELINA M. TERRY, B.Ph., Hamline University, 1903; M.A., 1907
Professor of English, 1922 (1923)

HAZEL B. STRAYER, B.A., Iowa State Teachers College, 1914; M.A., Columbia University, 1923
Professor of Oral Interpretation, 1922 (1923)

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

KATHERINE BUXBAUM, B.A., State University of Iowa, 1908; 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., Iowa State Teachers College, 1920; M.A., University of Chicago, 1928
Instructor in Oral Interpretation, 1927

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

BERNICE C. TOMS, B.A., Coe College, 1905; M.A., 1922
Assistant Professor of English, 1929

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

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

KATHERINE E. BERKSTRESSER, B.A., Iowa State Teachers College, 1919; M.A.,
University of Wisconsin, 1929
Instructor in Speech, 1929

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 Uni-
versity, 1924
Assistant Professor of Latin, 1924 (1927)

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 (1929)

Romance Languages

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

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

HOMER C. HADDOX, 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 ADELINE SHORT, B.A., Indiana University, 1922
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 (1922)

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

EMMA F. LAMBERT, B.Ph., State University of Iowa, 1904
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
Instructor in Commercial Education, 1923

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

JULIA M. MYERS, B.A., Iowa State Teachers College, 1924
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 (1912)

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
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, 1910; Ph.D., 1915
Professor of Physics, 1921

HAROLD E. MURPHY, B.S., University of Wisconsin, 1924; M.S., 1925
Professor of Chemistry, 1929

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, 1913
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., 1922
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 (1923)

WINIFRED M. GILBERT, B.S., Iowa State College, 1918; M.S., 1921
Assistant Professor of Natural Science, 1923 (1928)

BELVA L. SWALWELL, B.S., State University of Iowa, 1923; M.A., 1924
Assistant Professor of Natural Science, 1924

JOHN S. HODGES
Taxidermist, 1923

† On leave of absence
FACULTY

Social Science

M. R. THOMPSON, B.A., Western Union College, 1913; M.A., State University of Iowa, 1915; Ph.D., 1917
Professor of Government and 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 Government and Economics, 1918 (1921)

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

GEORGE C. ROBINSON, B.A., University of Wisconsin, 1916; M.A., Harvard University, 1920
Professor of Government, 1922

HARRY J. O'NEILL, B.A., University of Nebraska, 1919; M.A., Columbia University, 1922; Ph.D., University of California, 1927
Professor of Economics, 1925 (1927)

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)

†JOHN DUMONT GEMMILL, B.A., State University of Iowa, 1920; M.A., Columbia University, 1923
Professor of Government and Economics, 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, 1926 (1927)

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

HAROLD TASCHER, B.A., University of Illinois, 1925; M.A., 1926
Instructor in Government, 1929

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
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)

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
Assistant Professor of Physical Education for Men and Coach of Athletics, 1921

† On leave of absence.
ARTHUR DICKINSON, B.A., Iowa State Teachers College, 1917  
Assistant Professor of Physical Education for Men and Coach of Athletics, 1924

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

**Physical Education for Women**

†MONICA R. WILD, B.A., Iowa State Teachers College, 1912  
Professor of Physical Education for Women and Acting Head of the Department, 1913 (1926)

DORIS E. WHITE, B.A., Simpson College, 1911  
Professor of Physical Education for Women and Acting Head of the Department for 1929-30, 1915 (1920)

†GRACE VAN NESS, B.A., Cornell College, 1911  
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, 1924 (1925)

†HARRIETTE EGAN, B.A., Iowa State Teachers College, 1925  
Instructor in Physical Education for Women, 1925

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  
Instructor in Physical Education for Women, 1927

MAUDE E. MOORE, B.A., Iowa State Teachers College, 1927  
Instructor in Physical Education for Women, 1927

MRS. JANE PETTIT, B.A., Iowa State Teachers College, 1928  
Instructor in Physical Education for Women, 1928

EMILY MEARES, B.S., Converse College, 1925; Certificate of Department of Hygiene and Physical Education, Wellesley College, 1928  
Instructor in Physical Education for Women, 1928

MARJORIE B. ADAMS, B.S., Smith College, 1922; Certificate of Department of Hygiene and Physical Education, Wellesley College, 1926  
Professor of Physical Education for Women, 1929

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

DELIA H. KOLLING, B.S., University of Nebraska, 1929  
Instructor in Physical Education for Women, 1929

**Teaching**

EVA MAY LUSE, B.A., State University of Iowa, 1906; M.A.; 1910; Ph.D., 1925  
Professor of Teaching and Head of the Department, 1906 (1919)

E. GRACE RAIT, B.A., Iowa State Teachers College, 1920; M.A., Columbia University, 1927  
Professor of Teaching, 1914 (1916)

EULALIE TURNER, B.S., State University of Iowa, 1922; M.A., Columbia University, 1929  
Assistant Professor of Teaching, 1914 (1923)

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

† On leave of absence.
MARN A PETERSON, B.Ph., University of Chicago, 1913; M.A., Columbia University, 1925
Professor of Teaching, 1920

SELMA SCHUMANN, B.A., Iowa State Teachers College, 1928
Instructor in Teaching, 1921

MINNIE LEIGH BOURLAND
Instructor in Teaching, 1921

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

MARY P. CALDWELL, B.A., Iowa State Teachers College, 1919; M.A., Columbia University, 1926
Professor of Teaching, 1921 (1926)

MARGUERITE REESE, B.A., Iowa State Teachers College, 1927
Instructor in Teaching, 1922 (1924)

MINNIE E. STARR, Diploma, Detroit Conservatory of Music, 1895; Diploma, Thomas Normal Training School, 1898
Assistant Professor of Teaching, 1922 (1927)

EDNA MANTOR, B.A., Iowa State Teachers College, 1927
Instructor in Teaching, 1923

CYRIL L. JACKSON, B.A., Grinnell College, 1913; M.A., State University of Iowa, 1924
Professor of Teaching and High School Principal, 1924

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

ANNABELLE POLLOCK, B.A., Iowa State Teachers College, 1921
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, 1924 (1926)

DORA E. KEARNEY, B.A., University of Minnesota, 1920; M.A., 1924
Professor of Teaching, 1925

†MARY LEONA SUTHERLAND, B.A., University of Illinois, 1925
Assistant Professor of Teaching, 1925

DOROTHY MAE WHEELER, B.S., University of Kansas, 1921; M.A., Columbia University, 1925
Professor of Teaching, 1925

MARIE HJELLE, B.A., Iowa State Teachers College, 1925
Instructor in Teaching, 1925

ZELWYN GRAHAM, B.A., Iowa State Teachers College, 1927
Instructor in Teaching, 1926

GLADYS I. EVANS, B.A., Grinnell College, 1921; M.A., State University of Iowa, 1926
Assistant Professor of Teaching, 1926

JOANNA KYLE, B.A., State University of Iowa, 1915; M.A., 1916
Assistant Professor of Teaching, 1926

NATHANIEL O. SCHNEIDER, B.S., University of Minnesota, 1921
Coach and Assistant Professor of Teaching, 1926

†HELEN M. WATERS, B.A., University of Nebraska, 1921
Professor of Teaching, 1926

† On leave of absence.
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<th>Name</th>
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<td>Agnes Gullickson</td>
<td>B.A., Iowa State Teachers College, 1926</td>
<td>Instructor in Teaching, 1926</td>
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<td>Vernice J. Adney</td>
<td>B.A., Iowa State Teachers College, 1927</td>
<td>Instructor in Teaching, 1927</td>
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<td>Alice Bakken</td>
<td>B.A., Iowa State Teachers College, 1927</td>
<td>Instructor in Teaching, 1927</td>
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<td>Margaret Divelbess</td>
<td>B.A., Grinnell College, 1923; M.A., Columbia University, 1927</td>
<td>Assistant Professor of Teaching, 1927</td>
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<td>Mabelle M. Gross</td>
<td>B.A., Des Moines University, 1918; M.A., State University of Iowa, 1926</td>
<td>Assistant Professor of Teaching, 1927</td>
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<td>Helen C. Thompson</td>
<td>B.S., State University of Iowa, 1927</td>
<td>Instructor in Teaching, 1927</td>
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<td>Ruth J. Michaelsen</td>
<td>B.A., Iowa State Teachers College, 1927</td>
<td>Instructor in Teaching, 1927</td>
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<tr>
<td>Esther Leech</td>
<td>B.A., Iowa State Teachers College, 1925</td>
<td>Assistant Professor of Child Welfare and Parent Education, 1927</td>
</tr>
<tr>
<td>Evelyn Findley</td>
<td>B.A., Iowa State Teachers College, 1928</td>
<td>Instructor in Teaching, 1928</td>
</tr>
<tr>
<td>Olga J. Johnson</td>
<td>B.Ph., University of Chicago, 1928</td>
<td>Instructor in Teaching, 1928</td>
</tr>
<tr>
<td>Myrtle M. Stone</td>
<td>B.A., Washington State College, 1923; M.A., University of Washington, 1927</td>
<td>Assistant Professor of Teaching, 1928</td>
</tr>
<tr>
<td>Julia A. Kirkwood</td>
<td>B.A., Tulane University, 1921; Ph.D., State University of Iowa, 1926</td>
<td>Professor of Child Welfare and Parent Education, 1928</td>
</tr>
<tr>
<td>Louise Crafton</td>
<td>B.A., Oberlin College, 1927; M.A., University of Illinois, 1929</td>
<td>Instructor in Teaching, 1929</td>
</tr>
<tr>
<td>Mary Ellen Hendrick</td>
<td>B.A., Iowa State Teachers College, 1929</td>
<td>Instructor in Teaching, 1929</td>
</tr>
<tr>
<td>Ethel Hardie</td>
<td>B.A., Iowa State Teachers College, 1929</td>
<td>Instructor in Teaching, 1929</td>
</tr>
</tbody>
</table>

**Art and Manual Arts**

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree and Institution</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles H. Bailey</td>
<td>B.S. in C.E., State University of Iowa, 1895; B.S. and Manual Training Diploma, Columbia University, 1903</td>
<td>Professor of Manual Arts and Head of the Department, 1905 (1922)</td>
</tr>
<tr>
<td>Bertha L. Patt</td>
<td>Des Moines Academy of Art, 1893-94; New York Art Students' League, 1894-95 and 1898-99</td>
<td>Professor of Art, 1895 (1904)</td>
</tr>
<tr>
<td>Henrietta Thornton</td>
<td>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</td>
<td>Professor of Art, 1895 (1922)</td>
</tr>
<tr>
<td>Clark H. Brown</td>
<td>Manual Arts Diploma, Iowa State Teachers College, 1908</td>
<td>Assistant Professor of Manual Arts, 1906 (1916)</td>
</tr>
</tbody>
</table>

† On leave of absence.
EFFIE SCHUNEMAN, Normal Art Diploma, Pratt Institute, 1914
Professor of Art, 1911 (1921)

CORLEY AGNES CONLON, Art Diploma, Iowa State Teachers College, 1919; Diploma of Fine Arts, Pratt Institute, 1922
Professor of Art, 1919 (1927)

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

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

PUBLIC SCHOOL MUSIC

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

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

MRS. ELIZABETH BURNEY SCHMIDT, Public School Music Diploma, Iowa State Teachers College, 1909; Voice Diploma, 1911; Pupil of Vincenzo Vannini, Isaac Van Grove, and Richard Hageman
Professor of Voice and Public School Music, 1917

WILLIAM E. HAYS, B.Di., Public School Music Diploma, and Voice Diploma, Iowa State Teachers College, 1912; Pupil of L. A. Torrens, Herbert Witherspoon, and Sandor Radonavits
Professor of Voice and Public School Music, 1921 (1925)

ROSE LENA RUEGNITZ, B.M., Northwestern University, 1920; Pupil of Victor Heinze and Ottaka Malek
Professor of Piano, 1923 (1925)

ALTA FREEMAN, Graduate of Piano Soloist's and Teachers' Course, New England Conservatory of Music, 1912; Pupil of Carlo Bounamici, Rudolph Ganz, Josef Lhevinne, and Alfred Cortot
Professor of Piano, 1923 (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 Public School Music, 1924

LUTHER A. RICHMAN, B.A., Northwest Missouri State Teachers College, 1924; B.M., Cincinnati Conservatory of Music, 1929; Pupil of Walter Allen Stults, Dan Beddoe, and M. Buchert
Professor of Voice, 1925

OLIVE L. BARKER, Public School Music Diploma, Iowa State Teachers College, 1920; Pupil of L. A. Torrens and Thomas MacBurney
Instructor in Voice and Public School Music, 1926

NAOMI EVANS, Music Graduate Degree, Northwestern University, 1923; Pupil of Victor Heinze and Rudolph Ganz
Instructor in Piano, 1926

HARRY M. KAUFFMAN, B.A., Iowa State Teachers College, 1927
Instructor in Public School Music, 1929
Orchestral Music

EDWARD KURTZ, B.M., Detroit Conservatory, 1907; M.M., Cincinnati Conservatory, 1926. Studied Violin with Luigi von Kunitz, E. Normanton Bilbie, and Eugene Ysaye. Member, Pittsburgh Orchestra, 1907-08. Guest Conductor, Cincinnati Orchestra, 1929, 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.


MIRIAM H. LITTLE, B.M., University School of Music, Lincoln, Nebraska, 1918; B.A., University of Nebraska, 1923. Studied Violoncello with Henry Steckelberg, Richard Callies, and Hans Hess. Assistant Professor of Violoncello, 1929.

Religious Education


Extension Division


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


IDA HUGLIN, B.Ph., University of Chicago, 1912; M.A., 1924. Extension Professor of English, 1918 (1923).


LOU A. SHEPHERD, 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.

IRVING WOLFE, B.A., Iowa State Teachers College, 1925. Extension Professor of Public School Music Education, 1926 (1929).

† On leave of absence.
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 Cataloger, 1916

JESSIE L. FERGUSON, B.A., James Millikin University, 1907
Circulation Librarian, 1923

RUTH VAN TUYL, B.A., Mt. Holyoke College, 1916; M.A., University of Minnesota, 1919
Assistant Cataloger, 1925

WINTRESS BRENNAN, B.A., University of Illinois, 1914; B.L.S., University of Illinois Library School, 1917
Reference Librarian, 1925

MARJORIE TRUE, B.A., Macalester College, 1925
Assistant Cataloger, 1926

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

MARY ELIZABETH LEWIS, B.A., University of Missouri, 1920; Certificate, New York Library School, 1921
Juvenile Librarian, 1928

MARYBELLE McCLELLAND, B.S., Columbia University, 1929
Assistant Circulation Librarian, 1929

DAVID SANDS WRIGHT, B.A., National Normal University, 1871; M.A., Penn College, 1887
Professor Emeritus, 1876 (1928)

ANNA E. McGOVERN, B.S., Iowa State Teachers College, 1880
Professor Emeritus, 1880 (1919)

MELVIN F. AREY, B.A., Bowdoin College, 1867; M.A., 1870
Professor Emeritus, 1890 (1928)

EVA L. GREGG, B.A., Iowa State Teachers College, 1910
Professor Emeritus, 1895 (1929)

LAURA E. FALKLER, Chicago Woman's Medical College, 1881-82; Dillenbeck's School of Oratory, 1893-95
Professor Emeritus, 1896 (1929)

JENNETTE CARPENTER, B.A., Cornell College, 1885; M.A., 1888
Professor Emeritus, 1899 (1929)

MARION McFARLAND WALKER, B.L., Ferry Hall, 1880; B.A., Iowa State Teachers College, 1912
Professor Emeritus, 1890 (1929)

Earl Allen
Chemistry

Helen Cowie
Library

Marcia Griggs
Public School Music

Helen Haller
Library

Esther Nissen
Natural Science

Richard Purdy
Library
Affiliated Schools, 1929-30

Supt. R. C. Williams
   Jesup Consolidated School
Supt. Karl Nolte
   Hudson Consolidated School
Mrs. Anna Moore
   East Waterloo Township No. 2

Florence Beckner
   Cedar Falls Township No. 6
Mrs. Grace Crisman
   Washington Township No. 2
Mrs. Grace Bote
   Cedar Falls Township No. 1

Clerical Division

ANNA R. WILD
   Executive Secretary, 1896

MRS. CARRIE E. 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
   Clerk, General College Office, 1923

JESSIE JUHL
   Secretary to the President, 1923

VELDA BENTLEY
   Clerk, General College Office, 1924

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

IDA CHRISTENSEN
   Assistant to the Financial Secretary, 1926

ROSAMOND TOLL
   Stenographer, Placement Bureau, 1926

REGINA C. MYERS, Junior College Diploma, Iowa State Teachers College, 1926
   Clerk, Office of the Registrar, 1926

MRS. MAUDE MADSSEN
   Clerk, General College Office, 1926
MRS. GLADYS BAUGHMAN, Junior College Diploma, Iowa State Teachers College, 1918; Commercial Diploma, 1919
Bookkeeper, Office of the Financial Secretary, 1927

ALLEYNE FOSTER
Clerk, General College Office, 1927

MRS. VIE CROUTER, B.A., Iowa State Teachers College, 1913; M.Di., 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

ALDINE RAINBOW, Commercial Diploma, Iowa State Teachers College, 1927
Clerk, General College Office, 1928

EILEEN SWOPE
Clerk, General College Office, 1928

MRS. MARY HELEN ELLIS
Stenographer, 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

JEAN RALF
Bookkeeper, Office of the Financial Secretary, 1929

HELEN L. MEYER
Mimeograph Operator, General College Office, 1929

HELEN FLETCHER
Stenographer, General College Office, 1929

MRS. MILDRED KOHL
Stenographer, General College Office, 1929

ANNA KLEPPE
Clerk, General College Office, 1929

LOIS DALTON
Stenographer, Publicity Office, 1929

RUTH MEYER, B.A., Iowa State Teachers College, 1929
Secretary to the Director of Teaching, 1929

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

MERLE SLITER, B.A., Iowa State Teachers College, 1926
Secretary, Department of Physical Education for Women, 1929
EDITH C. BARBER, M.A.
Education

OLEMA MOTE, M.A.
English

GRACE HUNTER, M.A.
English

ETHEL LYON, M.A.
English

ROY BROWN, Ph.D.
Social Science

JOHN PARTINGTON, Ph.D.
Social Science

LILLY ROBINSON, M.A.
Social Science

LOUISA VAN DYKE, M.A.
Mathematics

NEVA D. RADDELL, M.A.
Commercial Education

WINIFRED BRONSON, M.A.
Commercial Education

L. H. HALVERSON, M.A.
Natural Science

EDNA GREEN, B.S.
Art Education

MYRTLE IRONS, B.A.
Art Education

M. LOUISE ZILLER, M.A.
Home Economics

EUNICE ACHESON, M.A.
Rural Education

KARL NOLTE, B.A.
Rural Education

EMMA OPFER, M.A.
Rural Education

MILDRED DAWSON, M.A.
Teaching

MYRL CARLSON, B.A.
Music

MRS. ERMA MICHAEL, B.A.
Music

LUCINE JONES, B.M.
Music

Branch Summer Schools
1929

CORNING

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

R. H. BRACEWELL, M.A.
Education

WILFRED A. CRESAP, M.A.
Mathematics
Social Science
Education

LUCILLE DUNCAN, B.A.
English
Physiology

STENA HANSON, B.Ph.
English

MYRTA E. HARLOW, M.A.
English
Education

F. W. JONES, B.S.
Natural Science

HAZEL LIVINGSTON
Typewriting

H. OSTERGAARD, M. A.
Social Science

SELMA SCHUMANN, B.A.
Industrial Arts

PAULINE SCHWARTZ, M.A.
Education
Physical Training

GLADYS SILSBY, B.M.E.
Music

L. R. TAYLOR, M.A.
Social Science
Mathematics

J. H. TREFZ, M.A.
Social Science
Education

EULALIE TURNER, M.A.
Education
Industrial Arts
Penmanship
H. C. MOELLER, B.A., Director  
Education

VILDA BARKER, M.A.  
Education  
Industrial Arts

R. H. BARNES, M.A.  
Education

EVA BURNET, B.A.  
Natural Science  
Social Science

SUE DODD, M.A.  
English

DOLLIE DULGAR, B.A.  
Natural Science

J. M. LOGAN, M.A.  
Social Science  
Mathematics

ALTHEA MONTGOMERY, M.A.  
Education

F. E. FULLER, B.A. Director  
Education  
Natural Science

ROSS H. BEALL, M.A.  
Mathematics  
Social Science

MYRTLE CAMPBELL, B.A.  
Education

F. H. CHANDLER, M.A.  
Education  
Social Science

JEAN GLEAVES, B.A.  
Industrial Arts

MARGUERITE LOGAN, B.A.  
Education  
Natural Science  
English

N. H. RINGSTROM, B.A.  
Social Science

MILICENT RITTER, B.M.  
Music  
English

E. A. SPARLING, B.A.  
Mathematics  
Education  
Natural Science

EDITH STOCKER  
Industrial Arts

M. B. STREET, M.S.  
Science  
Social Science

T. J. TORMEY, B.S.  
Education  
Mathematics

F. J. HOWE  
Typewriting

C. L. McDOWELL, B.A.  
Mathematics  
Typewriting

KATHRYN ROBB, M.A.  
English  
Education

MRS. BEULAH SHOEMAKER, B.A.  
Education  
Natural Science

H. D. TAYLOR, B.A., LL.B.  
Social Science  
Education

F. A. WELCH, M.A.  
Social Science  
Education

MAUDE WENCK, B.M.E.  
Music  
Penmanship
FACULTY COMMITTEES, 1929-30

I. Rotating Committees—Executive Service

(Chairman’s name first)

1. Registration
   1. W. H. Kadesch
   2. Carl H. Erbe
   3. E. W. Goetch
   4. I. S. Condit
   5. I. L. Lillehei
   6. C. S. Cory, Secretary

2. Curriculums
   1. S. A. Lynch
   2. G. W. Walters
   3. E. J. Cable
   4. F. I. Merchant
   5. Eva May Luse
   6. C. S. Cory, Secretary

3. Program of Recitations
   1. Louis Begeman
   2. I. L. Lillehei
   3. M. R. Thompson
   4. C. S. Cory, Secretary

4. Receiving
   1. Clark H. Brown
   2. A. W. Hoyt
   3. S. F. Hersey

5. Student Loan Fund
   1. Winfield Scott
   2. A. E. Brown
   3. Mary B. Hunter
   4. Dean of Women, ex officio
   5. Dean of Men, ex officio
   6. Financial Secretary, ex officio

6. Tests in College Subjects
   1. Roy L. Abbott
   2. F. W. Wellborn
   3. N. O. Halvorson

7. Auditing Committee
   1. Financial Secretary, ex officio
   2. R. R. Hollingsworth
   3. Alison E. Aitchison
   4. George R. Mach
   5. Katherine Buxbaum

8. Student Welfare Committee
   1. Bertha L. Patt
   2. C. O. Todd
   3. Selina M. Terry
   4. Dean of Women, ex officio
   5. Dean of Men, Secretary, ex officio

9. Extension Council
   1. Director of the Extension Division, ex officio
   2. W. H. Kadesch
   3. Alison E. Aitchison
   4. F. I. Merchant
   5. I. S. Condit
   6. C. H. Bailey
   7. C. S. Cory, Secretary, ex officio

10. Faculty Rules and Regulations—Interpretation
    1. F. I. Merchant
    2. I. S. Condit
    3. S. A. Lynch
    4. C. S. Cory, Secretary, ex officio
II. Permanent Committees—Executive Service
(Chairman’s name first)

1. Athletic Board
   1. E. J. Cable
   2. I. H. Hart
   3. J. W. Charles
   4. H. Earl Rath
   5. Dean of Men, ex officio
   6. Financial Secretary, ex officio
   7. Director of Athletics, ex officio

2. Lectures and Entertainments
   1. O. R. Clark
   2. H. C. Cummins
   3. J. B. Paul

3. Consolidated School and Elementary Education Conference
   1. I. H. Hart
   2. H. L. Eells
   3. G. W. Walters
   4. M. J. Nelson
   5. E. J. Cable
   6. I. S. Condit
   7. Anna L. Leggett
   8. M. R. Thompson
   9. S. A. Lynch

4. Recreation Park
   1. C. S. Cory
   2. C. H. Bailey
   3. Doris E. White
   4. Paul F. Bender
   5. S. A. Lynch
   6. Lou R. Dillon
   7. J. W. Charles

5. Hospital
   1. The Health Director
   2. Supervisor of Nurses
   3. Dean of Women
   4. Dean of Men
   5. Financial Secretary

6. Museum
   1. E. J. Cable
   2. G. W. Walters
   3. Alison E. Aitchison
   4. Winfield Scott
   5. R. L. Abbott
   6. The Taxidermist, ex officio

7. Transportation
   1. I. S. Condit
   2. I. H. Hart
   3. Benjamin Boardman

8. Commencements
   1. C. W. Lantz
   2. H. J. O’Neill
   3. H. A. Riebe
   4. Bertha L. Patt
   5. Olive Barker
   6. Hazel Strayer
   7. Bernice Allen
   8. Leslie I. Reed
   9. Sadie B. Campbell
  10. Benjamin Boardman

9. Student Efficiency
   1. Dean of Men, ex officio
   2. Dean of Women, ex officio
   3. Health Director, ex officio
   4. Director of Research, ex officio
   5. E. O. Finkenbinder
   6. J. B. Paul
   7. Eva May Luse

10. Special Days
    1. H. L. Eells
    2. George R. Mach
    3. I. H. Hart

11. Publicity
    1. Geo. H. Holmes
    2. A. C. Fuller
    3. L. L. Mendenhall
    4. Geo. C. Robinson
    5. Benjamin Boardman

12. College Eye Advisory Board
    1. Geo. H. Holmes
    2. Selina M. Terry
    3. Katherine Buxbaum
    4. Fred W. Wellborn
    5. Benjamin Boardman

13. Old Gold Advisory Board
    1. Selina M. Terry
    2. Bertha L. Patt
    3. N. O. Halvorson
    4. Geo. H. Holmes
    5. Benjamin Boardman

14. Faculty Rules and Regulations—Editing
    1. F. I. Merchant
    2. I. H. Hart
    3. C. S. Cory
III. Advisory Committees
(Chairman's name first)

1. Freshmen who have not chosen a major
   1. E. O. Finkenbinder
   2. R. R. Hollingsworth
   3. Hugh S. Buffum
   4. J. B. Paul
   5. A. E. Brown

2. Elementary Education
   1. E. C. Denny
   2. J. W. Charles
   3. M. J. Wilcox
   4. H. A. Riebe
   5. R. O. Skar
   6. H. C. Haddox
   7. Belva Swalwell

3. Normal Training Sub-collegiate and Special Students
   1. The Registrar
   2. Ida C. Rohlf
   3. Emma Lambert
   4. Alta Wilmarth

4. Primary Education
   1. Alison E. Aitchison
   2. E. Grace Rait
   3. Evelyn Findley
   4. Amy F. Arey
   5. May Smith

5. Kindergarten Education
   Ethel Hardie

7. Commercial Education—I. S. Condit
8. Home Economics—Anna L. Leggett
10. Violin and Orchestra—Edward F. Kurtz
11. Rural Education—H. L. Eells
12. Major Studies
   (1) Psychology, Education, Primary Education, and Kindergarten Education—G. W. Walters
   (2) Consolidated School Education and Normal Training High School Critic Work—H. L. Eells
   (3) Teaching and Critic Training—Eva May Luse
   (4) English and Public Speaking—S. A. Lynch
   (5) Mathematics and 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
   (13) Physical Education for Women—Doris E. White
   (14) Physical Education for Men—Coaching and Athletics—L. L. Mendenhall

13. Graduates of Standard Colleges
   (1) Critic Training—Eva May Luse
   (2) Other Special Work—G. W. Walters

IV. Excusing Officers
1. For women students—Dean of Women, Sadie B. Campbell
2. For men students—Dean of Men, Leslie I. Reed
GENERAL INFORMATION

I. THE SCHOOL PLANT AND LOCATION

Iowa State Teachers College is located on a beautiful campus of 127 acres in the southern portion of the city of Cedar Falls. The ten large, well-ventilated, well-lighted, and well-equipped buildings, which are used entirely for instructional purposes, give opportunities for the training of teachers which are not excelled by any institution of its kind. Other important buildings are the dormitory, in which more than 500 women students are accommodated; the heating and lighting plant; the two hospitals; the homes of the president, the president emeritus, and the superintendent of buildings and grounds; and the campanile. Recreational facilities are provided by a beautiful new gymnasium for men; a large gymnasium for women; a large park for golf and other recreational activities; three large athletic fields; and more than twenty tennis courts. No pains are spared in keeping the entire plant in such condition that it may be of maximum service.

II. HISTORY OF THE INSTITUTION

Iowa State Normal School was established in 1876 in accordance with an act of the General Assembly. Its location at Cedar Falls was due in large measure to the fact that a building, originally constructed and for some years used for a soldiers' orphans' home, was available at that place. In this building on September 6, 1876, the school formally opened with a total enrollment of 27 students. Under the wise and efficient management of the former presidents, J. C. Gilchrist and H. H. Seerley, the institution enjoyed a marked growth in the number of students enrolled, in educational prestige, and in influence on the educational progress of the state of Iowa.

In 1909 the name of the institution was changed to Iowa State Teachers College, and in the same year the State Board of Education was created as a governing body for the three state institutions; namely, the State University of Iowa, the State College of Agriculture and Mechanic Arts, and Iowa State Teachers College.

III. EXTRA-CURRICULAR ACTIVITIES

Student activities on the campus of Iowa State Teachers College are numerous and varied in character. Practically every type of desirable activity which may be found on any college campus may be found here. Literary activities are cared for by the following societies: The Alpha, The Shakespearean, The Cloosophic, The Zetalethean, The Margaret Fuller Ossoli, The Delphian, The Eulalian, The Homerian, The Irving, The Neo-Chresto, and The Men's Forum. Valuable experience in public appearances, in the conduct of meetings, and similar experiences are afforded in each of these societies.


Musical organizations are also numerous and afford opportunities for training in both vocal and instrumental music. Two men’s glee clubs, The Minnesingers and The Troubadours, and four women’s glee clubs, The Cecilians, The Bel Cantos, The Euterpeans, and The Aeolians, furnish vocal music at various performances and give training in group singing of the best songs of all types. The College Band and The Women’s Band furnish music for athletic events and other entertainments. The College Orchestra presents an opportunity for the study of the best in orchestral music.

Religious organizations of various types also flourish. Among the most active of these are the Young Men’s Christian Association, Young Women’s Christian Association, Lutheran Students’ Association, Catholic Students’ Association, Westminster Men’s Club, Westminster Students’ Council, Chi Alpha Omega Circle, Methodist Men’s Club, Kappa Phi Club, and the Interdenominational Church Students’ Club.

Other organizations of a general character include the Student Council, The T. C. Club, The Forensic League, and the local units of the National Education Association and the Iowa State Teachers Association.

Honor organizations stimulate students to superior performance in various lines. Kappa Delta Pi, a national honor society composed of students of superior scholastic achievement, is very active on this campus. Delta Sigma Rho is devoted to the advancement of forensics for both men and women. For those of superior dramatic capability there is Theta Alpha Pi. Lambda Beta represents the field of English. Pi Omega Pi is an organization of students showing superior scholarship in commercial work. Pi Gamma Mu, a social science organization, is represented by superior students in that field; its membership also includes several members of the faculty.

For those interested in any phase of newspaper work the College Eye, the weekly student paper, affords excellent training. The Old Gold, the college annual, is another student publication which each year requires the services of several students.

Students have the privilege of attending a special course of lectures, concerts, and entertainments at a very nominal fee. Because of the large attendance and the fact that all arrangements for these entertainments and lectures are made by the Lecture Committee of the College, and no individual or organization makes any profit, the cost to each person is very low. No college offers better opportunities for such advantages.

Life on the campus of Iowa State Teachers College is thus seen to offer unusual advantages in many lines. Every student is encouraged to take an active part in such extra-curricular activities as interest him and for which he has time. In order that the student may not engage in outside activities to the detriment of his studies, each student is required to report all outside activities to the Dean of Men or the Dean of Women. For this purpose outside activity shall be defined as any work or interest, for which the student is not registered, which requires a specific amount of time at stated periods.

IV. INFORMATION OF SPECIAL INTEREST TO NEW STUDENTS

1. Suggestions Concerning Baggage

Every piece of baggage should be labeled, giving “Owner’s name, Cedar Falls, Iowa.” On reaching Cedar Falls the student should exchange the baggage check for a “claim check” and direct the transfer
line where to deliver the baggage. If a rooming place has not been secured the student may telephone later and give this direction. For this reason it is always well to know the number of the "baggage check" and the name of the transfer line. In this way delays may be avoided.

Inexperienced travelers frequently make errors at junction points which cause unpleasant delays in the delivery of baggage at Cedar Falls; hence, it is especially urged that all possible precautions be taken. In surrendering a baggage check at a junction point, be careful to take the number and description of the baggage check surrendered so that the baggage can be more quickly traced should it not be forwarded promptly.

2. Arrival at Cedar Falls

Students arriving by train are met by licensed taxis operated under the supervision of the city authorities. Taxi and baggage rates are determined by city ordinance. In cases of unreasonable charges, report should be made to the Committee on Transportation. There is a fifteen minute street car service in the city of Cedar Falls from early morning to midnight each day which reaches every part of the city.

3. Board and Room

Dormitory—The College maintains a women's dormitory accommodating more than 500 students. This dormitory is fireproof, equipped with all modern conveniences, and conducted on a policy of rendering the best possible service. Rooms are rented by the term of twelve weeks at $30 per student for rooms with one window, $33 per student for rooms with two windows, and $36 per student for single rooms. A deposit of $10 must be paid when application for room is made, and the remainder when the student takes possession. Money is refunded if room is not assigned. All payments are made to the Financial Secretary. Ten cents exchange fee is charged on all checks on banks outside of Black Hawk County, excepting Denver, Janesville, Dike, and New Hartford.

The furniture for each student consists of one single sanitary bed with mattress and pad, one rocking chair, one study chair, and a library table. Each room has a closet for clothing, hot and cold water, and semi-indirect electric lighting. Bedding should be forwarded by parcel post two or three days prior to the student's arrival, as trunks are sometimes delayed by the railroad or in local delivery.

Note

Waiting lists for dormitory rooms are started as follows: Summer Term, 1930, March 5; Fall Term, 1930, May 5; Winter Term, 1930-31, Oct. 10; Spring Term, 1931, Jan. 5; Summer Term, 1931, March 5.

Private Rooming Houses—Students may secure rooms in private rooming houses near the campus. Students who do not reside at the home of a parent or guardian must room at an accredited rooming house unless permission is secured from the Dean of Women or the Dean of Men to room elsewhere. A list of accredited houses will be furnished upon application. Each student should make final arrangements after inspecting room, agreeing to terms, and accepting conditions. Formal written agreements are always more satisfactory as verbal contracts may lead to misunderstandings. Usually rooms are rented for the term only. The college officers are not parties to these contracts and cannot adjust differences.
Bartlett Hall Cafeteria and Dining Room—A cafeteria conducted on superior standards is maintained in the basement of Bartlett Hall. This is open to all students, faculty, and the public. The lowest possible prices prevail. A dining hall at a stated price per week at the lowest rate possible for table board, is also maintained for residents of Bartlett Hall. If there are vacancies not required by residents of Bartlett Hall other students and members of the faculty are accepted. By this method the meals are conducted more like in a home than in a restaurant and are cheaper in cost per week than those served in the cafeteria, because of the combined plan of management. All residents of Bartlett Hall are expected to board either in the Cafeteria or the Dining Room, as such students get better balanced meals than they would order at a restaurant, and have the quiet and comfort that the better discipline affords. There are a number of private boarding houses near the campus at which students may secure good service.

Official Assistance Given—The Dean of Women inspects all the rooms that are proposed to be rented to students by private parties and makes a list of accredited houses at which students may room. This list will be furnished upon application. She will be glad to assist students in finding suitable places to room and board.

The College does not send any authorized agents or representatives to the railway stations to take charge of the assignments of students to lodgings.

The city residence of every student is required at the office. In case any change is made it should be reported at once to the college office.

V. EXPENSES AND FEES

1. Enrollment Fees and Tuition Rates

<table>
<thead>
<tr>
<th>Grade</th>
<th>Regular</th>
<th>Soldiers</th>
<th>County Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen and Sophomores</td>
<td>$20.00</td>
<td>6.67</td>
<td>15.00</td>
</tr>
<tr>
<td>Juniors and Seniors</td>
<td>$30.00</td>
<td>16.67</td>
<td>25.00</td>
</tr>
</tbody>
</table>

(For purposes of tuition, any student with a total of 88 or more term hours will be considered a junior.)

In case the student withdraws from school because of personal illness, it is customary that an equitable part of the enrollment fee be returned. When the fact of illness is not able to be positively known, it is necessary to file a certificate from the attending physician. No rebate should be expected by persons who withdraw from the College for any other reason.

Exchange on checks not written upon local banks is ten cents, which should be considered when payments are made by mail.

2. Laboratory and Miscellaneous Fees

(To be paid to the Financial Secretary at the opening of the term)

1. Students in chemistry pay a fee equivalent to the cost of the materials used. This amount is estimated at about $2.00 a term. Breakage must be paid by the student also, as he is responsible for the material and apparatus loaned for experiments.

2. Students in Biology or other sciences pay for the materials used by them in laboratory work, the expense being very moderate.
3. Students in Manual Training pay for the material they use, and own the work done. Materials are paid for on the basis of the approximate cost.

4. Students in Domestic Science, Physical Education, and Education courses pay the approximate cost of materials used by them.

5. Students in Commercial work pay for the use of machines, in general 50c per term for the use of typewriters and $1.00 per term for the use of other machines.

6. A gymnasium fee of $1.00 per term is charged for use of towels, 50c of which is refunded at the close of the term.

7. A fee of $1.50 per term is charged for rent of a swimming suit, 75c of which is refunded at the close of the term.

8. A fee of $2.00 per week is charged visitor students.

3. Music Fees

1. Private lessons on instruments or in voice training are arranged for by the term. They are given by the special music teachers, at the rate of $1.50 a lesson. The fees for the lessons thus arranged for by the student must be paid to the Financial Secretary at the beginning of the work. When lessons that are contracted for are omitted at the desire of, or from neglect by the student, the lessons thus omitted must be lost by the student.

2. Piano rent is $3.00 a term, allowing one hour practice each school day. Half time is charged for at half rate, while if more practice hours are desired, a proportionate fee is charged. The fees for piano rent are to be paid at the Secretary's Office, when assignment of hours for practice is given.

3. Organ rent per term is from $3.00 for practice organ to $6.00 for auditorium organ, allowing one practice hour each school day. Fees for such privilege are paid at the Secretary's Office, when practice hours are assigned.

4. Violins and other instruments may be rented for class work at $3.00 per term.

4. Graduation Fees

Graduates of one-, two-, and three-year curriculums are required to pay a graduation fee of $5.00. Graduates of degree curriculums are required to pay a graduation fee of $10.00. The fee for a departmental certificate is $2.00.

A written application for graduation is required at the beginning of the term during which the student expects to be graduated. The graduation fee must be paid two weeks before the date of graduation.

5. Locker Fees

Private corridor lockers are rented to students at the rate of twenty-five cents a term. Each student furnishes his own padlock.

6. Medical Service Fee

Medicines and medical advice are given every student by the Health Director. He has an office on the grounds and will examine all students, assuming supervision of their health. Health Service fees are included in the enrollment fee.

Every case of sickness should be reported promptly to the Dean of Women or the Dean of Men and to the Head Nurse at the Hospital,
giving information as to physician in charge and other facts that are required. When there is no physician in charge the Head Nurse will call to see sick students and give advice as to what should be done.

7. Hospital Fees

The College maintains hospital service for the benefit of its faculty, students, and employees. Its management is conducted on as economical a basis as possible to provide the care and comfort that are essential in cases of illness. It is directed by the Head Nurse and is managed by the Health Director, the Dean of Women, the Head Nurse, and the Financial Secretary, subject to the executive control of the President. Patients are admitted on the following terms and conditions:

1. Students in wards pay $2.00 per day for hospital privileges. Members of the faculty pay $2.25 per day for hospital privileges in wards, or $4.00 per day in room without bath.

2. Where private nursing is necessary, the expense of the same is paid by the patient. The patient is allowed the right of service of any legally authorized physician who may be preferred, as this is at the patient's personal expense. In all such cases the approval of the Health Director is necessary.

3. Where a private nurse is necessary, the college will provide board and lodging, if possible, at an approximate rate of $5.00 per week.

4. In making these provisions for the care of students who are ill during their attendance, it is inferred that the managers of lodging and boarding houses are willing to make a discount on bills to the extent of $3.00 a week. Most of the houses that provide homes for the students have done this during the past year. To avoid all misunderstanding it is recommended that such a method of settlement be made a part of each individual contract between students and managers of lodging and boarding houses.

VI. SCHOLARSHIPS

All honorably discharged soldiers, sailors, and marines of the United States who have served during wars are allowed $40.00 per nine months on the enrollment fee during the entire time of attendance.

To encourage young men to enter the teaching profession, a limited number of County Scholarships for young men are provided through County Superintendents.

Scholarships shall not be granted to any students who are pledged to, or who are active members of fraternities or sororities. This is due to the fact that such students ought not to have expenses not essential in attending school.

VII. EMPLOYMENT OF STUDENTS

The Dean of Women will assist women students in securing employment. All those desiring employment in return for their room or board should register at her office giving qualifications and kind of work desired.

Residents of Cedar Falls wishing students to help regularly or occasionally in general housework, waiting on table, decorating or serving on special occasions, laundry work, caring for children, plain sewing, typewriting, etc., are requested to file applications with the Dean of Women.

The Young Men's Christian Association and the Dean of Men conduct a similar service for the men students and for the residents of Cedar Falls.
GENERAL INFORMATION

In general no student should expect to be able to earn any considerable portion of his expenses while attending college. This is especially true in the case of first year students who will usually need to devote their entire time to their studies until they become acquainted with the institution and the methods of college instruction.

VIII. LOANS

Iowa State Teachers College, through the generosity of its faculty and friends, has been supplied with a small fund, which, under specified conditions, may be loaned to worthy students.

These funds are not adequate to meet, in any case, the entire expenses of a student. In fact, the demand has been so great as to limit to a small sum the maximum amount available for any student.

Loans are not available until the student has been in residence at least one year; even then preference is given to those who are within one year of graduation. As a rule no loan can be granted earlier than one month following the filing of the application. The interest rate is 6% and security is required.

Those desiring a loan should consult with the Secretary of the Loan Fund Committee.

IX. THE PLACEMENT BUREAU

The college maintains a placement bureau for the purpose of assisting its graduates and former students in obtaining desirable teaching positions. At the same time it attempts to render a reliable and significant service to boards of education by aiding them in securing efficient individuals to fill all kinds of administrative, supervisory, and teaching positions for which people are trained at this institution.

In making recommendations great care is exercised. The special qualifications of the various candidates for the particular positions are in every case fully considered. Records are kept of every detail of the student's qualifications. Estimates of the scholarship, teaching ability, personal qualities, and professional attitude of the candidate are obtained from authoritative sources.

The Bureau urges school officials to come to the campus in person whenever possible so that personal conferences and an understanding of the conditions of employment may insure mutual satisfaction and be a guarantee for efficient service.

Registration blanks may be obtained by calling at the office of the Bureau on the second floor of the Administration Building. An initial enrollment fee of $2.00 is required of all graduates and former students who desire the help of the Bureau; after that a fee of $1.00 per year is charged for re-registration. After a graduate has been enrolled in the Bureau for one calendar year, it will be necessary for him to re-register if he desires the Bureau to keep his credentials up to date. It is of great importance to graduates of the college, who aspire for professional advancement, that credentials be kept up to date. In making nominations for positions, the Bureau always keeps in mind its graduates in the field as well as the students on the campus.

The Bureau does not guarantee positions to those who enroll, but it promises the best support which it is able to give in keeping with the collegiate record and professional experience of the individual.
X. PLAN OF ORGANIZATION

The School Year—The calendar year is divided into four terms of 12 weeks each, as shown on the first page of this Bulletin. There are two weeks' recess at the Christmas and New Year Holidays and at the end of the Summer Term. The work of each term is equivalent in all respects. Three terms constitute a year's work.

Time of Enrollment—See the calendar on page 5 for the enrollment day of each term. On this day the Faculty meets to make up class rolls and registration cards. Recitations begin on the following day. For late enrollment a fee of $2.00 is charged. The Registrar's office should pass upon the admission of students at least two weeks before the opening of the term. High School credits should be sent by mail in advance, if possible.

Freshman Enrollment—On the Monday preceding fall registration of upper classmen all freshmen are required to report for registration. Besides the work of registration there will be other activities designed to acquaint the students with the institution. On Tuesday all first year students are required to be present for freshman tests which are given to enable the faculty to become better acquainted with the students.

For failure to present themselves for these tests at the scheduled time, freshman students are required to pay a penalty of $2.00, and are required to present themselves for the tests at a later time.
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 will be admitted to collegiate courses.

Any person twenty-one years of age or over may be admitted to collegiate courses as a special student. Credits earned by a special student may be counted toward graduation only when they have been approved for this purpose by special action of the faculty and 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 to a curriculum with entrance deficiencies is required to register at once for courses that may be used in making up these deficiencies. All such deficiencies must be made up, if possible, during the first year in residence.**

Graduates of high schools in another state, if such schools are accredited by the state university of the state, will be 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, will be admitted only on examination.

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 will be 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
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 .......

The units that are required and the additional units that will be 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.

* 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 per week, the full regular work of a student not exceeding twenty recitations per week.

** Students may obtain from the Registrar information concerning suitable courses for making up deficiencies.
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.
   Not less than 1 unit nor more than 4 units in any one language will be accepted.

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
   - Fourth Semester Algebra in senior year ..................... 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 four units may be in any subjects, if the work was done in accordance with the regulations of the Iowa Board on Secondary School Relations and was accepted toward graduation.
   Not more than 4 units of college entrance credit will be allowed for the first year of high school work and not more than 5 units for the work of any subsequent year.

II. **ADVISERS AND AMOUNT OF WORK**

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

The regular work of a student consists of three five-hour courses or equivalent, with one extra hour if desired, and in addition until the requirements are satisfied physical training.

The minimum amount of academic work for 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 prerequisites, 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 credit hours of work per week.

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

III. 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.

Credit is not given for work lost by unexcused absence whether the work is made up or not except that work in physical training lost by unexcused absences, not exceeding two in one term, may be made up for credit.

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

Work reported as unfinished may be made up only during the first six weeks of the following term in residence at Cedar Falls.

One-tenth of a term hour is deducted from the term's credit for every recitation lost and not made up, whether the loss of the recitation was due to excused or unexcused absence or to late entrance upon the course.

IV. GRADES AND SCHOLARSHIP

Marks and grade points are awarded for work as follows:
A—4 grade points per credit hour, 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.

V. GENERAL REQUIREMENTS FOR GRADUATION

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 10 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.

Unless release is granted by the College Health Director, physical training is required of every student each fall, winter, and spring term of attendance at Cedar Falls, but not in the summer term, with the limitation that not more than six terms of physical training is required for graduation from any curriculum, that not less than two terms of physical training is required for graduation from the one-year rural teacher curriculum nor less than three terms for graduation from any other curriculum, and that students on the one-year rural teacher curriculum are excused from physical training during the term of their rural teaching.
Three terms or less of band practice two or more days per week may be substituted for an equal number of terms of physical training, if the student registers for band practice instead of for physical training.

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 still to be earned does not exceed by more than five the highest number of grade points previously earned by the student in any one term.

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. UNIFORM COUNTY CERTIFICATES

1. Requirements for Admission to the County Certificate Examinations

Each applicant for admission to the examinations for uniform county certificates (1) must have completed an approved four-year high school course or its equivalent; (2) must be over seventeen years of age (a certificate is not issued until the applicant's eighteenth birthday is reached); (3) must have his character and fitness for teaching certified by a county superintendent; and (4) must file with the Department of Public Instruction a certificate showing that he has had twelve weeks of normal training. Proof of six months' teaching experience on a regular certificate, a record showing one full year's work in an accredited college, evidence of graduation from an Iowa normal training high school, or a teacher's certificate issued upon graduation from a normal training high school or a county training school in another state may be accepted in lieu of the certificate for twelve weeks of normal training.

2. Normal Training

The certificate of normal training must show that twelve weeks of credit have been earned in one didactic subject and in two other five-hour subjects.

The Iowa State Teachers College is approved by statute for the offering of twelve weeks of normal training. The various curriculums are so organized that credit for twelve weeks of normal training may be earned during the first term of enrollment on any curriculum.

3. Didactics

Credit in a didactic subject earned by a graduate of an approved high school is accepted in lieu of the examination in Didactics. By faculty action, the courses Management and Measurements, Elementary School Methods, Primary Methods, Didactics I, The Consolidated School and Country Life, Psychology I, and History and Principles of Education are classified as didactic subjects and credit for twelve weeks of work in any one of these courses may be reported as a credit in Didactics in certifying the twelve weeks of normal training.

4. Substitutions for Examinations

Credit for twelve weeks of work in Agriculture, Domestic Science, or Manual Training on the laboratory basis or for twenty-four weeks of work in Physics may be accepted in lieu of the examinations in these subjects for a uniform county certificate.

Credit in one or more of the courses Rural School Management, Rural School Methods, or Rural Sociology earned by a graduate of a four-year course in an approved high school may be accepted in lieu of the examinations in Elementary Algebra, Elementary Economics, or Elementary Physics.

5. County Examinations

The regular examinations for uniform county certificates are held at the college on the same dates as in the various counties of the state in January, June, July, and October of each year. Arrangements to be admitted to these examinations are made in the office of 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:

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

2. 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;

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

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

Every applicant for a state certificate must have earned at least 3 term hours of credit in American Government or must pass an examination in this subject.

Arrangements may be made in the office of the Executive Secretary for examinations for state certificates or for special certificates at the times of the regular county examinations.
Preparation for different lines of public school work may be made in the various curriculums of the Iowa State Teachers College as follows:

1. **One-year Curriculum**
   - Rural Teacher

2. **Two-year Curriculums**
   - a. Kindergarten Teacher
   - b. Primary Teacher
   - c. Intermediate Grade Teacher
   - d. Upper Grade Teacher
   - e. Consolidated School Teacher
   - f. Manual Arts Teacher
   - g. Commercial Teacher
   - h. Home Economics Teacher
   - i. Art Teacher
   - j. Teacher of Piano, Organ, Voice, Violin, etc.

3. **Four-year Curriculums**
   - a. Teacher of English, Foreign Language, Mathematics, Social Science, or Science
   - c. Superintendent; Supervisor of Primary, Intermediate, or Upper Grade Work; or Critic in a Normal Training High School

### I. TWO-YEAR CURRICULUMS

**General Regulations**

A minimum of 90 hours of college work is required for the completion of any two-year curriculum. A student completing any one of these curriculums is admitted to junior standing on a degree curriculum with a major corresponding to the completed two-year 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, rural education, or teaching, or more than 5 hours of work in religious education, or take more than 10 hours of work in any major line, except that he may take 10 hours of physics and 10 hours of chemistry and 15 hours of foreign language. Not less than 5 hours of credit in the theory courses in athletics may be used in meeting the requirements for graduation.

Unless release is granted by the College Health Director, physical training is required of every student enrolled on a two-year curriculum each fall, winter, and spring term of attendance at Cedar Falls, but not in the summer term, with the limitation that not more than six terms nor less than three terms of physical training are required for graduation.

To secure a second grade state certificate without examination, a graduate of a two-year curriculum must have earned at least 3 term hours of credit in American Government.
Suggestive Outlines of the Two-Year Curriculums

1. Kindergarten Teacher Curriculum

Subjects named in the outline are required.

First Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>Psychology II, III, or IV</td>
</tr>
<tr>
<td>Kindergarten Theory I</td>
<td>Kindergarten Theory II</td>
</tr>
<tr>
<td>Drawing I</td>
<td>Primary Drawing</td>
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<tr>
<td>Elective</td>
<td>English I</td>
</tr>
<tr>
<td>Kindergarten Theory III</td>
<td>Primary Teaching and Criticism</td>
</tr>
</tbody>
</table>

Third Term

| Electives | 13 hrs. |

Physical training each fall, winter, and spring term

Second Year—45 Term Hours

<table>
<thead>
<tr>
<th>Fourth Term</th>
<th>Fifth Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Theory IV</td>
<td>Kindergarten Teaching and Criticism</td>
</tr>
<tr>
<td>Elements of Music</td>
<td>Primary Illustrative Teaching</td>
</tr>
<tr>
<td>Kindergarten Teaching and Criticism</td>
<td>Primary Music</td>
</tr>
<tr>
<td>Elective</td>
<td>Education, Section B (Note b)</td>
</tr>
</tbody>
</table>

Sixth Term

| Kindergarten Teaching and Criticism | 5 hrs. |
| Kindergarten Theory V | 3 hrs. |
| Primary Methods I | 5 hrs. |
| Elective | 2 hrs. |

Physical training each fall, winter, and spring term

Notes

a. The electives must include 5 hours in English and 10 hours from two different sciences. Three hours of Hygiene and Sanitation must be elected unless physiology was accepted for entrance or is taken in collegiate work.

b. Course VI in rural education may be substituted for the 5 hours of required work in section B in education.

c. For a full statement of the requirements in physical training see General Regulations—General Requirements for Graduation.

2. Primary Teacher Curriculum

Subjects named in the outline are required.

First Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Methods I</td>
<td>Primary Methods II</td>
</tr>
<tr>
<td>Psychology I</td>
<td>Drawing I</td>
</tr>
<tr>
<td>Primary Industrial Arts</td>
<td>Elective</td>
</tr>
<tr>
<td>Primary Illustrative Teaching</td>
<td>English I</td>
</tr>
<tr>
<td>English I</td>
<td>Psychology II, III, or IV</td>
</tr>
</tbody>
</table>

Third Term

| Physical training each fall, winter, and spring term |

Second Year—45 Term Hours

<table>
<thead>
<tr>
<th>Fourth Term</th>
<th>Fifth Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Teaching and Criticism</td>
<td>Education, Section B (Note d)</td>
</tr>
<tr>
<td>Electives</td>
<td>10 hrs.</td>
</tr>
</tbody>
</table>

Sixth Term

| Kindergarten Theory for Primary Teachers | 2 hrs. |
| Electives | 13 hrs. |

Physical training each fall, winter, and spring term
### Notes

- a. One section of the class will follow the outline above; other sections will deviate from the outline so as to distribute the work from term to term among the different departments.
- b. The electives must include 5 hours in English and 10 hours from two different sciences. Three hours in Hygiene and Sanitation must be elected unless physiology was accepted for entrance or is taken in collegiate work.
- c. Five hours may be elected from courses in section A in education or from section A in rural education.
- d. Course VI in rural education may be substituted for the 5 hours of required work in section B in education.
- e. For a full statement of the requirements in physical training see General Regulations—General Requirements for Graduation.

### 3. Elementary Teacher Curriculum

**Subjects named in the outline are required.**

#### A. For teachers in the Intermediate Grades

**First Year—45 Term Hours**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>Education Elective (Note a)</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Elements of Music</td>
<td>English I</td>
</tr>
<tr>
<td>2½ hrs.</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Drawing I</td>
<td>Elective</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>American History I or European History I</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
</tbody>
</table>

**Third Term**

- History and Principles of Education: 5 hrs.
- Intermediate Grade Music: 2½ hrs.
- Drawing II or General Design: 2½ hrs.
- Elements of Geography I: 5 hrs.

**Physical training each fall, winter, and spring term**

**Second Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Fourth Term</th>
<th>Fifth Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School Methods</td>
<td>Teaching</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Teaching</td>
<td>American Government</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Elective</td>
<td>Principles of Elementary Mathematics</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
</tbody>
</table>

**Sixth Term**

- Science Elective (Note b): 5 hrs.
- Elements of Literature: 5 hrs.
- Elective: 5 hrs.

**Physical training each fall, winter, and spring term**

#### Notes

- a. The education elective must comprise 5 hours of work chosen from the following courses: Child Psychology, Social Development, Educational Psychology for Teachers of Elementary Schools, Educational Tests and Measurements for Elementary Teachers, Mental Tests, Project Method in Teaching, Problems of Grade Teachers, Elementary School Curriculum, and Management and Measurements.
- b. The science elective must be chosen from Botany (5 hours), Everyday Physical Science, Hygiene and Sanitation (a), and Nature Study.
- c. 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.
- d. For a full statement of the requirements in physical training see General Regulations—General Requirements for Graduation.
B. For Teachers in the Upper Grades

Subjects named in the outline are required.

**First Year—45 Term Hours**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>History and Principles of Education (Note c)</td>
</tr>
<tr>
<td>Elements of Geography I</td>
<td>American Government</td>
</tr>
<tr>
<td>English I</td>
<td>Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Elective (Note a)</td>
</tr>
<tr>
<td>American History I</td>
</tr>
<tr>
<td>Elements of Music or Intermediate Grade Music</td>
</tr>
<tr>
<td>Drawing I</td>
</tr>
<tr>
<td>Illustrative Teaching</td>
</tr>
<tr>
<td>Physical training each fall, winter, and spring term</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Term</th>
<th>Fifth Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School Methods</td>
<td>Teaching</td>
</tr>
<tr>
<td>Teaching</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sixth Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Elementary Mathematics</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Physical training each fall, winter, and spring term</td>
</tr>
</tbody>
</table>

**Notes**

a. The education elective must comprise 5 hours of work chosen from the following courses: Child Psychology, Social Development, Educational Psychology for Teachers of Elementary Schools, Educational Tests and Measurements for Elementary Teachers, Mental Tests, Project Method in Teaching, Problems of Grade Teachers, Elementary School Curriculum, and Management and Measurements.

b. The electives must include Hygiene and Sanitation (a) unless entrance credit in physiology has been accepted, and must include Everyday Physical Science or Physics A unless entrance credit in physics has been accepted.

c. Course VI in rural education may be substituted for History and Principles of Education.

d. For a full statement of the requirements in physical training see General Regulations—General Requirements for Graduation.

e. Students who wish to prepare for departmental work in the seventh and eighth grades should complete more than a two-year curriculum and should make suitable preparation in the field of specialization. Those who wish to prepare for teaching positions in junior high schools should have four years of college preparation.

4. Rural and Consolidated School Teacher Curriculums

Subjects named in the outline are required.

**First Year—Rural Teacher Curriculum—45 Term Hours**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural School Management or Didactics I</td>
<td>Rural School Methods</td>
</tr>
<tr>
<td>Principles of Elementary Mathematics</td>
<td>General Agriculture (Note e)</td>
</tr>
<tr>
<td>English I</td>
<td>Drawing I</td>
</tr>
<tr>
<td>Penmanship (Note e)</td>
<td>The School Lunch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
</tr>
<tr>
<td>Rural Teaching (Note d)</td>
</tr>
<tr>
<td>Elements of Music</td>
</tr>
<tr>
<td>Elements of Geography I</td>
</tr>
<tr>
<td>Illustrative Teaching</td>
</tr>
<tr>
<td>Physical training each fall, winter, and spring term</td>
</tr>
</tbody>
</table>
Second Year—Consolidated School Teacher Curriculum—

45 Term Hours

<table>
<thead>
<tr>
<th>Fourth Term</th>
<th>Fifth Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>Elements of Literature</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>American History I or European</td>
<td>Teaching</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>History I</td>
<td>Elective</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
</tr>
<tr>
<td>5 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Sixth Term

- The Consolidated School and Country Life 5 hrs.
- Science Elective (Note b) 5 hrs.
- Elective 5 hrs.
- Physical training each fall, winter, and spring term

Notes

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

b. The science elective must be chosen from Hygiene and Sanitation (a), Everyday Physical Science, and Nature Study.

c. 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.

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

e. A student who presents one unit of entrance credit in agriculture should take an elective in place of General Agriculture.

f. A student enrolled on the one-year rural teacher curriculum is released from the physical training requirement during the term in which he is registered for Rural Teaching.

g. For a full statement of the requirements in physical training see General Regulations—General Requirements for Graduation.

5. Home Economics Teacher Curriculum

Subjects named in the outline are required.

First Year—44 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry X</td>
<td>Chemistry XI</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Psychology I</td>
<td>Clothing I</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>General Design</td>
<td>Applied Arts I</td>
</tr>
<tr>
<td>3 hrs.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Textiles</td>
<td>Home and Community Hygiene</td>
</tr>
<tr>
<td>2 hrs.</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

Third Term

- English I 5 hrs.
- Clothing II 4 hrs.
- Food Preparation I 5 hrs.
- Illustrative Teaching
- Physical training each fall, winter, and spring term

Second Year—46 Term Hours

<table>
<thead>
<tr>
<th>Fourth Term</th>
<th>Fifth Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Preparation II</td>
<td>Teaching</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>House Planning</td>
<td>House Furnishing and Decoration</td>
</tr>
<tr>
<td>3 hrs.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Physiology I (b)</td>
<td>Electives</td>
</tr>
<tr>
<td>3 hrs.</td>
<td>7 hrs.</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>3 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Sixth Term

- Teaching 2 hrs.
- Education, Section A (Note b) 5 hrs.
- Electives 8 hrs.
- Physical training each fall, winter, and spring term

Notes

a. A student enrolled on this curriculum should choose electives so as to make preparation to teach other subjects than home economics.
b. Course VI in rural education may be substituted for the 5 hours of required work in section A in education.

c. For a full statement of the requirements in physical training see General Regulations—General Requirements for Graduation.

6. Manual Arts Teacher Curriculum

Subjects named in the outline are required.

**First Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term</td>
<td>Psychology I</td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>Mechanical Drawing I</td>
<td>2 hrs</td>
</tr>
<tr>
<td></td>
<td>Woodwork I</td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td>English I</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Second Term</td>
<td>Psychology II, III, or IV</td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>Mechanical Drawing II</td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td>Woodwork II</td>
<td>2 hrs</td>
</tr>
<tr>
<td></td>
<td>Industrial Arts Design</td>
<td>2½ hrs</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>2 or 3 hrs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Term</td>
<td>Education, Section A or Rural</td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>Mechanical Drawing III</td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td>Woodwork III</td>
<td>2 hrs</td>
</tr>
<tr>
<td></td>
<td>Perspective or Drawing I</td>
<td>2½ hrs</td>
</tr>
<tr>
<td></td>
<td>Sheet Metal Work I</td>
<td>2½ hrs</td>
</tr>
<tr>
<td></td>
<td>Illustrative Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical training each fall, winter, and spring term</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Term</td>
<td>Teaching Manual Arts</td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>Teaching</td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Fifth Term</td>
<td>Organization and Administration of Manual Arts</td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td>Teaching</td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>8 or 7 hrs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth Term</td>
<td>Education, Section B (Note b)</td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>Woodwork IV</td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>Physical training each fall, winter, and spring term</td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

a. Five hours may be elected from courses in manual arts.

b. Course VI in rural education may be substituted for the 5 hours of required work in section B in education.

c. For a full statement of the requirements in physical training see General Regulations—General Requirements for Graduation.

d. Psychology V may be taken as the second course in Psychology if taken in the second year.

7. Art Teacher Curriculum

Subjects named in the outline are required.

**First Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term</td>
<td>Psychology I</td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>Drawing I</td>
<td>2½ hrs</td>
</tr>
<tr>
<td></td>
<td>Mechanical Drawing I</td>
<td>2 hrs</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Second Term</td>
<td>Psychology II, III, or IV</td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>(Note c)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mechanical Drawing II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drawing II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Design</td>
<td>2½ hrs</td>
</tr>
<tr>
<td></td>
<td>English I</td>
<td>8 hrs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Term</td>
<td>Education, Section A or Rural</td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>Perspective</td>
<td>2½ hrs</td>
</tr>
<tr>
<td></td>
<td>Water Color</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>Illustrative Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical training each fall, winter, and spring term</td>
<td></td>
</tr>
</tbody>
</table>
### Second Year—45 Term Hours

<table>
<thead>
<tr>
<th>Term</th>
<th>Fourth Term</th>
<th>Fifth Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education, Section B (Note a) 5 hrs.</td>
<td>Applied Arts I .......... 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>Teaching .......... 5 hrs.</td>
<td>Teaching .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Applied Arts II .......... 2½ hrs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives .......... 7 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

### Sixth Term

- Physical training each fall, winter, and spring term

#### Notes

a. Course VI in rural education may be substituted for the 5 hours of required work in section B in education.

b. For a full statement of the requirements in physical training, see General Regulations—General Requirements for Graduation.

c. Psychology V may be taken as the second course in Psychology if taken in the second year.

### Commercial Teacher Curriculum

#### First Year—45 Term Hours

<table>
<thead>
<tr>
<th>Term</th>
<th>First Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Psychology I .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Elective .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Accounting A or Elective .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Penmanship (Note c)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Psychology II, III, or IV (Note c) .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Accounting I .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Commercial and Industrial Geography .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Typewriting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Third Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education, Section A, or Rural Education, Section A .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Accounting II .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>English I .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Typewriting</td>
</tr>
</tbody>
</table>

| Term       | Physical training each fall, winter, and spring term                     |

#### Second Year—45 Term Hours

<table>
<thead>
<tr>
<th>Term</th>
<th>Fourth Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Commercial Correspondence .......... 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>Advertising .......... 2 hrs.</td>
</tr>
<tr>
<td></td>
<td>Education, Section B (Note b) 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Shorthand I .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Illustrative Teaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Fifth Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shorthand II .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Teaching .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Commercial Law .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Typewriting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Sixth Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shorthand III .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Teaching .......... 5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Elective .......... 5 hrs.</td>
</tr>
</tbody>
</table>

| Term       | Physical training each fall, winter, and spring term                     |

#### Notes

a. The electives must include American Government and Principles of Economics I unless corresponding subjects were accepted for entrance credit.

b. Course VI in rural education may be substituted for the 5 hours of required work in section B in education.

c. A student who shows suitable proficiency in penmanship may be released from this requirement by the head of the department.

d. For a full statement of the requirements in physical training, see General Regulations—General Requirements for Graduation.

e. Psychology V may be taken as the second course in Psychology if taken in the second year.
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 per week for at least 6 terms in the major music study (Note 1)
   b. Six terms of work in a minor music study (Voice, Piano, Organ, or any of the instruments taught in the orchestral music department).
   c. Required courses: Music I, 3 hours; Introductory Harmony, 3 hours; Harmony courses, 12 hours; History of Music courses, 7 hours.
   d. Five hours of class work in lines other than applied music each term.
   e. At least 45 hours of college credit in addition to the full requirements for admission to a collegiate curriculum at this institution.
   f. Physical training each fall, winter, and spring term in attendance until 6 term credits have been earned.
   g. A satisfactory public performance in recital in the major music study.

2. The Violin Curriculum
   a. Two lessons per week for at least 6 terms in Violin.
   b. Six terms of work in Piano.
   c. Required courses: Introductory Harmony, 3 hours; Harmony courses, 12 hours; History of Music courses, 7 hours.
   d. Five hours of class work in lines other than applied music each term.
   e. At least 45 hours of college credit in addition to the full requirements for admission to a collegiate curriculum at this institution. The elective courses may include Counterpoint.
   f. Orchestral and ensemble work each term.
   g. Physical training each fall, winter, and spring term in attendance until 6 term credits have been earned.
   h. A satisfactory public performance in recital in Violin.

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 for the substitution of work on the chosen instrument for that on the violin.

4. Other Orchestral 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 for the substitution of work on the chosen instrument for that on the violin.

Notes

1. Two terms of credit with one lesson per week each term are equivalent to one term of credit with two lessons per week.
2. A student who has met the full requirements for admission to a collegiate curriculum at this institution may receive 1 hour of college
II. Clothing II—4 hours. Garment construction continued. The elements of clothing design. Prerequisite, Clothing I or equivalent preparation. Open to freshmen and sophomores.

III. Textiles—2 hours. A study of the chief textile fibers and the standard materials used in clothing and house furnishings. Open to freshmen and sophomores.

IV. Costume Design—3 hours. Fundamentals of design and color as they relate to costumes and accessories. Prerequisite, Applied Arts I. Open to sophomores, juniors, and seniors.

V. Applied Dress Design—3 hours. Study of dress, good line, good spacing, simplicity, arrangement, and color harmony. Prerequisite, Costume Design. Open to seniors.

VI. Millinery—2 hours. Simple processes in millinery. Prerequisite, Applied Arts I or equivalent preparation. Open to juniors and seniors.

B. Foods

VII. Food Preparation I—5 hours. An experimental study of the general principles of cookery and of the nutritive facts involved. Chemistry XI, or equivalent preparation must precede or accompany this course. Open to freshmen and sophomores.

VIII. Food Preparation II—5 hours. A continuation of Food Preparation I, including meal service. Prerequisite, Chemistry X and XI and Food Preparation I or equivalent preparation. Open to freshmen.

IX. Food Marketing—2 hours. A study of the sanitation, quality, nutritive value, and cost as related to production, transportation, and distribution of food supplies. Open to juniors and seniors.

X. Meal Planning—3 hours. The planning, preparation, and serving of meals. Cost, nutritive value, and time and labor involved are considered. Prerequisite, Food Preparation I and II. Open to juniors and seniors.

XI. Food and Dietetics—3 hours. The principles of nutrition. The selection of food for normal individuals. Prerequisite, Food Preparation I and II. Chemistry XIII must precede or accompany this course. Open to seniors.

XII. Experimental Cookery—3 hours. Special problems in standardizing methods of food preparation. Individual problems. Prerequisite, Food Preparation I and II. Open to seniors.

XIII. The School Lunch—2½ hours. Special problems pertaining to the management, selection, and organization of the one hot dish lunch in schools. Credit only on the one-year rural teacher curriculum. Open to sophomores.

XIV. Nutrition—3 hours. A general course giving the elementary principles of nutrition. Selection of food in relation to food values and costs. No credit on a home economics curriculum or for those who have had Food Preparation I and II. Open to sophomores and juniors.
credit for one or two lessons per week and five hours of practice per week in any of these lines of music study.

3. Students enrolled on the special music curriculums who have earned credit for three terms of applied music and at least five hours of college credit each term may take courses in music that are open to sophomores.

4. The outline of study for the violin will include: Scales, finger exercises, bowing studies; schools and studies by Beriot, Sevcik, David, Kayser; scales and arpeggio in three octaves; studies by Sitt, Schoen, Don, Kreutzer, Fiorillo, and Rode; Sonatas by Corelli, Handel, and Tartini; Concertos by Viotti, Beriot, Kreutzer, Rode, Spohr, Bach; a Vieuxtemps Concerto, the Mendelssohn Concerto, the Bruch G Minor Concerto, or the Wieniawski D Minor Concerto or their equivalent on recital program; miscellaneous standard solos by various composers of the classic and modern schools.

5. The course of study for the cello will follow an outline similar to that given above for the violin, using the Daily Exercises of Grutzmacher; studies by Schroeder, Lee, Dotzauer, Buchler, Franchomme, Merk, Grutzmacher, Kummer, Piatti, Duport, Berten, Servais, and Cossman; Concertos by Romberg, Bach Sonatas for cello alone, Caprices by Franchomme, Piatti, and Servais; Sonatas by Corelli, Marcello, Haydn, Rubinstein, Boccherini, Locatelli, Beethoven, Brahms, Grieg, and Saint Saens; Concertos by Volkman, Molique, Servais, Saint Saens, Popper, Lalo, Kleengel, Haydn, and Dvorak—besides miscellaneous standard solos, at least one each of the last two groups or their equivalents to be played in recital.

III. DEGREE CURRICULUMS

Introductory Statement

The four-year curriculums are designated as degree curriculums. The degree curriculum organized to include any major other than agriculture, commercial education, coaching and athletics, home economics, and manual arts leads to the degree of Bachelor of Arts in Education.

The degree curriculum organized to include a major in agriculture, commercial education, coaching and athletics, home economics, or 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. Unless otherwise specified 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, kindergarten education, primary education, normal training high school critic work, and teaching and critic training may not be used as minors.

The different groups of majors are as follows:

Professional Group

- Education
- Rural Education
- Kindergarten Education
- Primary Education
- Normal Training High School Critic Work
- Teaching and Critic Training
- Psychology

* A major line is the series of courses from which the work of a major may be chosen.
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

With the approval of the head of the department concerned, a student classified on a degree curriculum must choose a major before registering for courses which will include work of the sophomore year.

The head of the department in which the major is chosen is the advisor of the student.

A minor must be chosen at the same time as the major and with the approval of the head of the department in charge of the major.

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.

If physical science is the student's major, a minimum of 15 hours of physics and 15 hours of chemistry is required.

A student whose major is physical education must take four courses in physical training each term unless released by his advisor from a part of this requirement.

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.

Students who have completed a two-year curriculum requiring 10 hours of teaching are required to take 5 additional hours of teaching in the senior year of the degree curriculums unless released from this requirement by the head of the department of teaching.
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 professional 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; and he may not use more than 20 hours in public school music, or 10 hours in applied music with a combined maximum of 20 hours in public school music and applied music, 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 teaching, 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 toward graduation 15 hours in theory courses in athletics.

A graduate from a four-year curriculum, when eighteen years of age, may receive a first grade state certificate without examination, if his credits include at least 9 hours of psychology, 21 hours of education, and a course in American Government which meets the requirements of section 3862 of the code of Iowa.

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 Curriculums

Leading to the Degree of
Bachelor of Arts in Education

1. For students whose majors are other than the Physical Education, Music, and Bachelor of Science majors.

Subjects named in the outline are required.

### Freshman Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>English I</td>
<td>Electives</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hrs.</td>
</tr>
</tbody>
</table>

**Third Term**

<table>
<thead>
<tr>
<th>Foreign Language</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 hrs.</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>Physical training each fall, winter, and spring term</td>
<td></td>
</tr>
</tbody>
</table>

### Sophomore Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>Psychology V, VI, or VII</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td>10 hrs.</td>
<td>10 hrs.</td>
</tr>
</tbody>
</table>

**Third Term**

<table>
<thead>
<tr>
<th>Education, Section A or Rural Education, Section A</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 hrs.</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>Physical training each fall, winter, and spring term</td>
<td></td>
</tr>
</tbody>
</table>

### Junior Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education, Section B</td>
<td>Education, Section C</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td>10 hrs.</td>
<td>10 hrs.</td>
</tr>
</tbody>
</table>

**Third Term**

<table>
<thead>
<tr>
<th>Education, Section C</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 hrs.</td>
<td>10 hrs.</td>
</tr>
</tbody>
</table>

* Illustrative Teaching

* A minor line is the series of courses from which the work of a minor may be chosen.
Senior Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Electives</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>Third Term</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>15 hrs.</td>
</tr>
</tbody>
</table>

Notes

1. For a full statement of the requirements in physical training see General Regulations—General Requirements for Graduation.
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 junior standing on 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. The electives must include 5 hours of literary English, 5 hours of constructive English in courses not open to freshmen, 15 hours of social science, and 20 hours of science and mathematics, and must meet the requirements for the student’s major and minor.
4. Course VI in rural education may be substituted for 5 hours of work in section B in education. Ten hours of work or less selected from courses IV, V, VII, VIII, and IX in rural education may be substituted for an equal amount of work in section C in education.
5. For students who did not graduate from a one-year or a two-year curriculum, an additional 5 hours of work in section B or section C in education may be substituted for 5 hours of work in section A in education.
6. Psychology IX or X may be elected as the second 5 hours of required psychology if taken in the junior or senior year.
7. For further details see Degree Curriculums—Introductory Statement.

2. For students whose major is Physical Education

Subjects named in the outline are required.

Freshman Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>English I</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Physics XIV</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Physical training</td>
<td></td>
</tr>
<tr>
<td>Third Term</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Chemistry XVIII</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Physical training</td>
<td></td>
</tr>
</tbody>
</table>

Sophomore Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy I</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Psychology I</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Physical training</td>
<td></td>
</tr>
<tr>
<td>Third Term</td>
<td></td>
</tr>
<tr>
<td>Education, Section A, or Rural Education</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Physiology I (a)</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>History of Physical Education</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Physical training</td>
<td></td>
</tr>
</tbody>
</table>
CURRICULUMS

Junior Year—45 Term Hours

First Term
- Physical Education I ... 5 hrs.
- Physical Education II ... 5 hrs.
- Physical Education IV ... 2 hrs.
- Physical Diagnosis ... 3 hrs.
- Physical training

Second Term
- Physical Education III ... 3 hrs.
- Physical Education VI ... 2 hrs.
- Corrective Gymnastics and Massage ... 3 hrs.
- Hygiene and Sanitation (a) ... 5 hrs.
- First Aid to the Injured ... 2 hrs.
- Physical training

Third Term
- Physical Education V ... 3 hrs.
- Physical Department Administration ... 3 hrs.
- Education, Section B ... 5 hrs.
- Elective ... 4 hrs.
- Illustrative Teaching
- Physical training

Senior Year—45 Term Hours

First Term
- Teaching ... 5 hrs.
- Education, Section C ... 5 hrs.
- Elective ... 3 hrs.
- School Health Problems ... 2 hrs.
- Physical training

Second Term
- Education, Section C ... 5 hrs.
- Teaching ... 5 hrs.
- Elective ... 5 hrs.
- Physical training

Third Term
- Electives ... 12 hrs.
- Physical training

Notes

1. The electives must include 5 hours of literary English, 5 hours of constructive English in courses not open to freshmen, and 15 hours of social science, and must meet the requirements for the student's minor.

2. Course VI in rural education may be substituted for 5 hours of work in section B in education. Ten hours of work or less selected from courses IV, V, VII, VIII, and IX in rural education may be substituted for an equal amount of work in section C in education.

3. For students who did not graduate from a one-year or a two-year curriculum, an additional 5 hours of work in section B or section C in education may be substituted for 5 hours of work in section A in education.

4. For further details see Degree Curriculums—Introductory Statement.

3. For students whose major is Public School Music

Subjects named in the outline are required.

Freshman Year—45 Term Hours

First Term
- Music I ... 3 hrs.
- Foreign Language ... 5 hrs.
- English I ... 5 hrs.
- Applied Music ... 2 hrs.

*Supervisors Violin (a)

Second Term
- Music II ... 3 hrs.
- Foreign Language ... 5 hrs.
- Applied Music ... 2 hrs.

*Supervisors Violin (b)

Third Term
- Introductory Harmony ... 3 hrs.
- Elective ... 5 hrs.

*Supervisors Violin (c)

Physical training each fall, winter, and spring term

* Supervisors Violin or Applied Music in Violin
### Sophomore Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmony I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology I</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Applied Music</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Choral Conducting</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Elective</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmony II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology V, VI, or VII</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Applied Music</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hrs.</td>
</tr>
</tbody>
</table>

#### Third Term

- Education, Section A or Rural Education, Section A: 5 hrs.
- Applied Music: 2 hrs.
- Music Elective: 3 or 5 hrs.
- Elective: 5 or 3 hrs.

Physical training each fall, winter, and spring term

### Junior Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Music I</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Music Elective</td>
<td>2 or 3 hrs.</td>
</tr>
<tr>
<td>Education, Section B</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Music II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Music Methods I</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Education, Section C</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Elective</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Music Methods II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Education, Section C</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Illustrative Teaching</td>
<td></td>
</tr>
</tbody>
</table>

### Senior Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Appreciation I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Teaching</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Electives</td>
<td>7 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Electives</td>
<td>10 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>15 hrs.</td>
</tr>
</tbody>
</table>

### Notes

1. For a full statement of the requirements in physical training see General Regulations—General Requirements for Graduation.
2. The electives in applied music must include 3 hours of Voice and 3 hours of Piano.
3. The electives must include 5 hours of literary English, 5 hours of constructive English in courses not open to freshmen, 15 hours of social science, 20 hours of science and mathematics, and must meet the requirements for the student’s minor. The electives may include additional courses in public school music and applied music so as to make a maximum of 60 hours in public school music and 24 hours in applied music with a combined maximum of 75 hours.
4. Course VI in rural education may be substituted for 5 hours of work in section B in education. Ten hours of work or less selected from courses IV, V, VII, VIII, and IX in rural education may be substituted for an equal amount of work in section C in education.
5. For students who did not graduate from a one-year or a two-year curriculum, an additional 5 hours work in section B or section C in education may be substituted for 5 hours of work in section A in education.
6. Psychology IX or X may be elected as the second 5 hours of required psychology if taken in the junior or senior year.
7. For further details see Degree Curriculums—Introductory Statement.
4. For students whose major is Orchestral Music or Band Music

Subjects named in the outline are required.

**Freshman Year—45 Term Hours**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>English I</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Applied Music</td>
<td>2 hrs.</td>
</tr>
<tr>
<td><em>Supervisors Violin (a)</em></td>
<td></td>
</tr>
<tr>
<td>Music II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Applied Music</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hrs.</td>
</tr>
<tr>
<td><em>Supervisors Violin (b)</em></td>
<td></td>
</tr>
</tbody>
</table>

**Third Term**

| Harmony I     | 3 hrs.      |
| Psychology I  | 5 hrs.      |
| Orchestral Instruments I | 1 hr. |
| Applied Music | 1 hr.      |
| Elective      | 5 hrs.      |
| *Supervisors Violin (c)* |            |

**Sophomore Year—45 Term Hours**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmony I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology I</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Orchestral Instruments I</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Harmony II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology V, VI, or VII</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Orchestral Instruments II</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hrs.</td>
</tr>
<tr>
<td><em>Supervisors Violin (c)</em></td>
<td></td>
</tr>
</tbody>
</table>

**Junior Year—45 Term Hours**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmony IV</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Counterpoint I</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>History of Music I</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>Orchestral Instruments IV</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>Counterpoint II</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>History of Music II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td><em>Orchestra Conducting</em></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Orchestral Instruments VI</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>Illustrative Teaching</td>
<td></td>
</tr>
<tr>
<td><em>Supervisors Violin or Applied Music in Violin</em></td>
<td></td>
</tr>
</tbody>
</table>

**Senior Year—45 Term Hours**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orchestration I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Education, Section C</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Teaching</td>
<td>5 hrs.</td>
</tr>
<tr>
<td><em>Supervisors Violin or Applied Music in Violin</em></td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

1. For a full statement of the requirements in physical training see General Regulations—General Requirements for Graduation.
2. A major in orchestral music must include 3 hours of Piano or Band Conducting for those whose major is band music
3. Band Instrumentation for those whose major is band music

* * *
Organ, which should be taken in the freshman year, and 12 hours of work in one or more orchestral instruments.

3. A student may complete a major in orchestral and band music by taking the required music courses of the major in orchestral music and in addition Band Conducting and Band Instrumentation.

4. The electives must include 5 hours of literary English, 5 hours of constructive English in courses not open to freshmen, 15 hours of social science, 20 hours of science and mathematics, and must meet the requirements for the student's minor.

5. Course VI in rural education may be substituted for 5 hours of work in section B in education. Ten hours of work or less selected from courses IV, V, VII, VIII, and IX in rural education may be substituted for an equal amount of work in section C in education.

6. For students who did not graduate from a one-year or a two-year curriculum, an additional 5 hours of work in section B or section C in education may be substituted for 5 hours of work in section A in education.

7. Psychology IX or X may be elected as the second 5 hours of required psychology if taken in the junior or senior year.

8. For further details see Degree Curriculums—Introductory Statement.

B. Suggestive Outlines of the Curriculums Leading to the Degree of Bachelor of Science in Education

1. For students whose major is Home Economics

Subjects named in the outline are required.

**Freshman Year—44 Term Hours**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry X</td>
<td>Chemistry XI</td>
</tr>
<tr>
<td>Textiles</td>
<td>Clothing I</td>
</tr>
<tr>
<td>General Design</td>
<td>Applied Arts I</td>
</tr>
<tr>
<td>English I</td>
<td>Home and Community Hygiene</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>2 hrs.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>3 hrs.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Third Term**

| Food Preparation I | 5 hrs. |
| Clothing II | 4 hrs. |
| Psychology I | 3 hrs. |
| Physical training each fall, winter, and spring term |

**Sophomore Year—46 Term Hours**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Preparation II</td>
<td>House Furnishing and Decoration</td>
</tr>
<tr>
<td>House Planning</td>
<td>Costume Design</td>
</tr>
<tr>
<td>Physiology I (b)</td>
<td>Chemistry XII</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>3 hrs.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>3 hrs.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>5 hrs.</td>
</tr>
</tbody>
</table>

**Third Term**

| Chemistry XIII | 5 hrs. |
| Biology I (b) | 3 hrs. |
| Household Physics | 3 hrs. |
| Elective | 3 hrs. |
| Physical training each fall, winter, and spring term |

**Junior Year—45 Term Hours**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Economics I</td>
<td>Food Marketing</td>
</tr>
<tr>
<td>Applied Dress Design</td>
<td>Meal Planning</td>
</tr>
<tr>
<td>Child Care</td>
<td>Home Nursing</td>
</tr>
<tr>
<td>Elective</td>
<td>Bacteriology</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>3 hrs.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>2 hrs.</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>8 hrs.</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Third Term**

| Psychology V, VI, VII, IX, or X | 5 hrs. |
| Social Problems | 2 hrs. |
| Electives | 8 hrs. |
| Illustrative Teaching |

Illustrative Teaching
CURRICULUMS

Senior Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Home Management</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Elective</td>
<td>2 hrs.</td>
</tr>
</tbody>
</table>

Third Term

- Experimental Cookery or Elective 3 hrs.
- Education, Section C 5 hrs.
- Electives 7 hrs.

Notes

1. For a full statement of the requirements in physical training see General Regulations—General Requirements for Graduation.
2. The electives must include 5 hours of literary English, 5 hours of constructive English in courses not open to freshmen, and 10 hours of history and government, and must meet the requirements for the student's minor.
3. Students who do not elect foreign language must take 5 additional hours of work in literary English.
4. Five hours of work selected from courses IV, V, VII, VIII, and IX in rural education may be substituted for 5 hours in section C in education.
5. For further details see Degree Curriculums—Introductory Statement.

2. For students whose major is Coaching and Athletics

Subjects named in the outline are required.

Freshman Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory of Football I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>First Aid to the Injured</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>English I</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hrs.</td>
</tr>
</tbody>
</table>

Third Term

- Theory of Track I 3 hrs.
- Electives 12 hrs.

Sophomore Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory of Football II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Psychology I</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Electives</td>
<td>7 hrs.</td>
</tr>
</tbody>
</table>

Third Term

- Theory of Baseball I 3 hrs.
- Education, Section A or Rural Education, Section A 5 hrs.
- Electives 7 hrs.
- Illustrative Teaching

Junior Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education, Section B</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Electives</td>
<td>7 hrs.</td>
</tr>
</tbody>
</table>

Third Term

- Theory of Track II 3 hrs.
- Education, Section C 5 hrs.
- Electives 7 hrs.

Senior Year—45 Term Hours

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Electives</td>
<td>8 hrs.</td>
</tr>
</tbody>
</table>

Third Term

- Theory of Baseball II 3 hrs.
- Organization and Administration of Athletics 3 hrs.
- Electives 9 hrs.
**Notes**

1. The electives must include 5 hours of literary English, 5 hours of constructive English in courses not open to freshmen, 15 hours of social science, and 20 hours of science and mathematics, and must meet the requirements for the student's minor.

2. Students who do not elect foreign language must take 5 additional hours of work in literary English.

3. Course VI in rural education may be substituted for 5 hours of work in section B in education. Ten hours of work or less selected from courses IV, V, VII, VIII, and IX in rural education may be substituted for an equal amount of work in section C in education.

4. For students who did not graduate from a one-year or a two-year curriculum, an additional 5 hours of work in section B or section C in education may be substituted for 5 hours of work in section A in education.

5. Each student is urged to take Anatomy I and II, Hygiene and Sanitation, History of Physical Education, and Corrective Gymnastics and Massage.

6. Psychology IX or X may be elected as the second 5 hours of required psychology if taken in the junior or senior year.

7. For further details see Degree Curriculums—Introductory Statement.

3. For students whose major is Agriculture, Commercial Education, or Manual Arts

Subjects named in the outline are required.

**Freshman Year—45 Term Hours**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>Electives 10 hrs.</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>First Term</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>Third Term</td>
<td>15 hrs.</td>
</tr>
<tr>
<td>Physical training each fall, winter, and spring term</td>
<td></td>
</tr>
</tbody>
</table>

**Sophomore Year—45 Term Hours**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>Electives 10 hrs.</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>First Term</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>Third Term</td>
<td>15 hrs.</td>
</tr>
<tr>
<td>Physical training each fall, winter, and spring term</td>
<td></td>
</tr>
</tbody>
</table>

**Junior Year—45 Term Hours**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education, Section B</td>
<td>Electives 10 hrs.</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>First Term</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>Third Term</td>
<td>15 hrs.</td>
</tr>
<tr>
<td>Illustrative Teaching</td>
<td></td>
</tr>
</tbody>
</table>

**Senior Year—45 Term Hours**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Electives 10 hrs.</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>First Term</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>Third Term</td>
<td>15 hrs.</td>
</tr>
</tbody>
</table>
Notes

1. For a full statement of the requirements in physical training see General Regulations—General Requirements for Graduation.

2. The electives must include 5 hours of literary English, 5 hours of constructive English in courses not open to freshmen, 15 hours of social science, and 20 hours of science and mathematics, and must meet the requirements for the student's major and minor.

3. Students who do not elect foreign language must take 5 additional hours of work in literary English.

4. Course VI in rural education may be substituted for 5 hours of work in section B in education. Ten hours of work or less selected from courses IV, V, VII, VIII, and IX in rural education may be substituted for an equal amount of work in section C in education.

5. For students who did not graduate from a one-year or a two-year curriculum, an additional 5 hours of work in section B or section C in education may be substituted for 5 hours of work in section A in education.

6. Psychology IX or X may be elected as the second 5 hours of required psychology if taken in the junior or senior year.

7. For further details see Degree Curriculums—Introductory Statement.

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.
COURSES OF INSTRUCTION

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.

AGRICULTURE
(See courses in natural science)

ART AND MANUAL ARTS

1. Art

I. *Drawing I—2½ hours. A basic course in drawing which includes a study of the theory and use of color, study of and drawing of type and nature forms, figure drawing, etc. Application is made to the type of problems with which teachers will deal 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. Application along the line of 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 accuracy of delineation. Daily. Prerequisite, Drawing I and II or equivalent preparation. Open to juniors and seniors.

IV. Perspective—2½ hours. Both linear and areal perspective are considered. Daily. Open to freshmen and sophomores.

V. ‡General Design—3 hours. A beginning course dealing with the fundamental principles of design and color as applied to decorative art. Specific design problems give exemplification and mastery of these principles. Daily. Open to freshmen, sophomores, and juniors.

VI. Advanced Design—2½ hours. An intensive study of the principles of design and their application. Daily. Prerequisite, General Design or equivalent preparation. Open to juniors and seniors.

VII. Water Color—2½ hours. A study of color, mixing of pigments and water color painting as applied to still life and landscape. Daily. Prerequisite, Drawing I and General Design or equivalent preparation. Open to freshmen and sophomores.

VIII. Applied Arts I—3 hours. The application of drawing and design to such materials and along such lines as booklets, block printing, lamp shades, place cards, etc. Designs are worked out in connection with practical projects such as may be used in the schools. Daily. Prerequisite, General Design or equivalent preparation. Open to freshmen, sophomores, and juniors.

IX. Applied Arts II—2½ hours. The application of drawing and design to such materials and along such lines as textile decoration.

* Students who have credit for Still Life or Primary Drawing I and II may not have additional credit for Drawing I.
† See Primary Drawing.
‡ Students who have credit for Drawing and Design, and Applied Design may not have additional credit for General Design.
stitchery, pottery, basketry, etc. Practical projects suitable for public schools. Daily. Prerequisite, General Design or equivalent preparation. Open to sophomores, juniors, and seniors.

X. 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.

XI. Commercial Illustration—2½ hours. The principles of good design and lettering as used in the business world are applied in illustration and poster making. Daily. Prerequisite, one term of drawing. Open to sophomores, juniors, and seniors.

XII. Interior Decoration—2½ hours. Design and color applied to the home. This will include the drawing of wall elevations showing arrangement of furniture and pictures against the wall, windows and draperies, doors, mantels, etc. Daily. Prerequisite, one term of drawing or equivalent preparation. Open to juniors and seniors.

XIII. Art Appreciation—5 hours. The aim of this course is to acquire some appreciation of art through a study of good examples of art as found in architecture, sculpture, paintings, and handicrafts. Some attention will be given to the development of art and its historic periods. Open to sophomores, juniors, and seniors.

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

XV. 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, etc. Prerequisite, Drawing I and II and General Design. Open to sophomores, juniors, and seniors.

XVI. *Primary Drawing—2½ hours. Credit only on the primary, kindergarten, and consolidated school curriculums. A course based on the content of Drawing I in which the special applications of drawing and art to the kindergarten and primary grades are developed. Daily. Prerequisite, Drawing I. Open to freshmen and sophomores.

XVII. Primary Industrial Arts—3 hours. Credit only on the primary and consolidated school curriculums and for those whose major is normal training high school critic work. Various forms of industrial arts work suitable for use in the primary grades. Instruction in paper cutting, paper and cardboard construction, simple sewing, weaving, card work, raffia work, basketry, etc. Daily. Open to freshmen and sophomores.

XVIII. Elementary Drawing, Elementary Handwork, and Upper Grade Handwork will be offered for drill credit when there is sufficient demand.

Note

The art major may include 10 hours of work in Mechanical Drawing I and II, Sheet Metal Work I and II, General College Botany, Textiles, and House Planning.

2. Manual Arts

I, II, III. Woodwork I—3 hours. II and III—each 2 hours. Courses in woodwork beginning with the simplest exercise in the use of tools and extending into cabinet making. Knowledge and skill in the use of tools are acquired through their use in making articles for actual use.

* A student who has credit for Primary Drawing may not have additional credit for Drawing II. A student who has credit for Drawing II may not have additional credit for Primary Drawing.
and a large part of the designing of these articles is done by the 
students. These courses must be taken in consecutive order. Open to 
freshmen, sophomores, and juniors.

IV. Woodwork IV—5 hours. A continuation of above courses. 
Prerequisite, Woodwork I, II, and III. Open to sophomores, juniors, 
and seniors.

V. Advanced Cabinet Making—5 hours. An advanced study of furni­ 
ture design and period furniture. The construction of advanced cabinet 
projects with emphasis upon refinement of detail, advanced construction, 
and high grade finish. Prerequisite, Woodwork I, II, III, IV. Open 
to juniors and seniors.

VI, VII, VIII. Mechanical Drawing I—2 hours. II and III—each 
3 hours. Instruction in the use of drawing instruments, working draw­ 
ings, blue printing, lettering, tracing, orthographic projections, isometric 
drawing, machine drawing, etc. These courses must be taken in con­ 
secutive order. Open to freshmen, sophomores, and juniors.

IX. Architectural Drawing—3 hours. The essentials of architectural 
drawing, conventions, types of construction, plans, elevations, etc. Pre­ 
requisite, Mechanical Drawing I, II, III. Open to juniors and seniors.

X. Wood Turning—2 hours. The woodturning lathe and instruction 
in the various methods of turning between centers, face plate work, 
inside turning, chucking, finishing, polishing, etc. Open to freshmen 
and sophomores.

XI, XII. Sheet Metal Work I and II—each 2½ hours. The design 
and construction of articles in tin plate, brass, copper, galvanized iron, 
etc. The common processes used in tin smithing such as bending, 
shaping, soldering, riveting, and brazing are studied and applied. Some 
time is also devoted to the construction of articles in strap iron and 
heavy sheet iron. Daily. Course I or equivalent preparation is a 
prerequisite for course II. Course I is open to freshmen and sopho­ 
more. Course II is open to sophomores, juniors, and seniors.

XIII. Organization and Administration of Manual Arts—3 hours. 
Adjustment of manual arts to various types of schools, kinds of work 
for different grades, analysis and classification of teaching material, 
courses of study, class organization for individual and group work, etc. 
Prerequisite, Woodwork I and II, and Mechanical Drawing I and II. 
Open to sophomores, juniors, and seniors.

XIV. Economics of Manual Arts—2 hours. Plans for buildings and 
rooms, purchase and arrangement of equipment, suitable equipment for 
special conditions. The cost of equipments, supplies, and maintenance. 
Open to juniors and seniors.

XV. Wood Finishing—2 hours. A study of the theory and practice 
of wood finishing. Purpose and function of finishing. Classes of finishes, 
preparation and application of materials, special applications to school 
conditions and requirements. Open to freshmen, sophomores, and 
juniors.

XVI. Industrial Arts Design—2½ hours. A study of the general 
principles of constructive and decorative design with special emphasis 
upon their application to constructions in wood and metal. Period 
styless in furniture will be studied. Daily. This course will not give 
credit to those who took Woodwork III before June 1, 1929. Open to 
freshmen, sophomores, and juniors.

XVII. Home Mechanics—3 hours. This course will require students 
to work out courses in home mechanics, analyze problems for instructive 
purposes, work out original projects, prepare individual instruction 
sheets and other instructional material. Open to juniors and seniors.
XVIII. Teaching Manual Arts—5 hours. This course deals with aims and purposes of manual arts in the school; sociological and psychological basis, analysis and presentation of a constructive work lesson; relation to other subjects; demonstrations; and other questions of importance to the special teacher. Prerequisite, Psychology I, Woodwork I and II, and Mechanical Drawing I and II. Open to sophomores, juniors, and seniors.

Notes
1. Attention is called to the number of positions in consolidated rural schools and elsewhere, in which persons who are able to teach both manual training and agriculture are in demand.
2. The manual arts major may include 10 hours of work in Physics I and II, Interior Decoration, Advanced Design, Conservation of Natural Resources, and Trees and Shrubs.

BIOLOGY AND BOTANY
(See courses in natural science)

CHEMISTRY
(See courses in physics and chemistry)

COACHING AND ATHLETICS
(See courses in physical education)

COMMERCIAL EDUCATION
(See courses in mathematics and commercial education)

DEBATING
(See courses in English)

DOMESTIC SCIENCE
(See courses in home economics)

DRAMATIC ART
(See courses in English)

ECONOMICS
(See courses in social science)

EDUCATION AND RURAL EDUCATION
1. Psychology
I. Psychology I—5 hours. A general course in psychology which emphasizes the principles and basic facts that are essential to an understanding of mental life. A special study of those mental processes which are involved in the acquisition of knowledge and habits of the school room. Open to freshmen and sophomores.

II. Child Psychology—5 hours. The physical and mental growth of the child. The appearance, development, and use of prominent instincts are emphasized in connection with the problems of teaching. Prerequisite, Psychology I. Open to freshmen and sophomores.

III. Educational Psychology for Teachers of Elementary Schools—5 hours. Application of the various principles of psychology to teaching in the elementary schools with emphasis on such topics as motivation of pupils, habit formation, provisions for individual differences, memory, and thinking. Intended primarily for teachers in the grades above the primary. Prerequisite, Psychology I. Open to freshmen and sophomores.
IV. Social Development—5 hours. Social tendencies, interests, and training of children from infancy to the adult period. Particular attention to problems of social training. Prerequisite, Psychology I. Open to freshmen and sophomores.

V. Psychology of Adolescence—5 hours. An intensive study of changing attitudes and concepts that take place in the minds of youth during the period of time from eleven to eighteen years of age. It will include a study of the mental and physical influences that retard or accelerate the mental growth. The church, the school, the state, and the home will receive consideration. Prerequisite, Psychology I. Open to sophomores, juniors, and seniors on degree curriculums and to sophomores on the art, manual arts, and commercial teacher curriculums.

VI. Genetic Psychology—5 hours. An intensive study of the origin and development of consciousness in the child and in the race. Lectures, topics for reports, observation, and class discussions. Prerequisite, Psychology I. Open to sophomores, juniors, and seniors.

VII. Experimental Psychology—5 hours. Typical experiments in each of the approved lines of psychological investigation. The student acquires familiarity with modern psychological apparatus, methods of experimentation, and their significance for the public school teacher. The relation of experimental psychology to other aspects of psychology. Prerequisite, Psychology I. Open to sophomores, juniors, and seniors.

VIII. Experimental Psychology II—5 hours. Minor studies in learning, habit-forming, reasoning, association, attention, interest, and other problems of special interest to teachers. Laboratory work, class discussions, and reference work. Prerequisite, Experimental Psychology I. Open to juniors and seniors.

IX. Social Psychology—5 hours. A study of the thinking and behavior of people as affected by their association with one another. The methods of handling groups of persons. This could well be called a course in group psychology. Prerequisite, Psychology I. Open to juniors and seniors.

X. Educational Psychology for High School Teachers—5 hours. Deals with the psychological principles which determine the scope and character of education in the high school. Applies these principles to typical problems of organization and teaching, and familiarizes the students with characteristic developments in the teaching of high school subjects. Prerequisite, Psychology I. Open to juniors and seniors.

Note

The psychology major may include 10 hours from courses in education which are open only to juniors and seniors.

2. Education

Section A—Methods and Management

I. Management and Measurements—5 hours. Organization of the school, order and discipline, grading and promotion, marks, records and reports, tests and examinations, standardized tests in the common branches, school laws of Iowa as related to the teacher and his work. Open to freshmen and sophomores.

II. Elementary School Methods—5 hours. This course deals with such types of procedure as inductive method, deductive method, project method, supervised study, the development lesson, the review lesson, and the drill lesson. These activities are applied to the various elementary school subjects such as reading, geography, arithmetic, history, etc. Consideration is given to basic educational principles which immediately
underlie the various methods of instruction. Required on the curriculums for intermediate and upper grade teachers. (This course must be taken by students on the elementary teacher curriculums while taking the first term of Teaching and may not be taken by such students before that time.) Prerequisite, Psychology I. Open to sophomores, juniors, and seniors.

III. Project Method in Teaching—2 hours. Type projects in the various subjects. The development and unification of each subject as the experience of the pupil expands. Prerequisite, Psychology I. Open to freshmen, sophomores, and juniors.

IV. Educational Tests and Measurements for Elementary Teachers—3 hours. Adapted to teachers and supervisors of grade work. An introduction to the literature in the field of educational measurements. A study of some of the leading tests in each of the elementary school subjects, together with methods of giving, scoring, tabulating and graphing results. Special attention given to diagnosing difficulties and to the use of proper remedial measures. Prerequisite, Psychology I. Open to freshmen, sophomores, and juniors.

V. Mental Tests—2 hours. An introduction to the literature in the field of mental testing. A study of the leading group tests needed in the grades and high school. Methods of giving, scoring, tabulating and interpreting results. An intensive study of the Stanford revision of the Binet-Simon tests. Prerequisite, Psychology I. Open to freshmen, sophomores, and juniors.

VI. Primary Methods I, Principles in Fundamentals—5 hours. Principles and aims underlying the teaching of primary reading and mathematics. Phonics will receive special consideration in connection with reading. Various methods will be studied that greater efficiency may result in the teaching of these subjects. Credit only on the primary and kindergarten curriculums and for those whose major is normal training high school critic work. Open to freshmen and sophomores.

VII. Primary Methods II, Language and Literature—5 hours. 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 poetry suitable for primary grades. Credit only on the primary curriculums and for those whose major is normal training high school critic work. Open to freshmen and sophomores.

VIII. Problems of Grade Teachers—3 hours. This course deals with some of the more vital problems of the classroom teacher. The school census, aspects of child accounting, classification and progress of pupils, relation of the curriculum to individual differences, classroom practices, and improvement programs. Prerequisite, Psychology I. Open to freshmen, sophomores, and juniors.

IX. Elementary School Curriculum—5 hours. This course seeks to make clear that the purpose, origin, construction, and function of the elementary school are determined by the principles involved in community life. Special emphasis is given to the fact that justifiable curriculum data must come from the community served, and that curriculums must function in practical situations. Prerequisite, Psychology I. Open to freshmen, sophomores, and juniors.

X. The Junior High School—3 hours. The course shows practice in junior high schools, explains aims and methods used, shows provisions made for enlarged curriculum, individual differences, interests, and aptitudes of adolescence. It considers also the special training needed by teachers, the effect on attendance: and the social relations of pupils. Prerequisite, Psychology I. Open to sophomores, juniors, and seniors.
Section B—History of Education

XI. History and Principles of Education—5 hours. The first part of the course is devoted to the different periods of development of the early movements in our educational history and their bearing upon current problems. The second and main part of the course deals with fundamental educational principles aiming to develop the student in the technique of effective and efficient teaching by giving him an appreciation of the main fields of education. The course also aims to give the student a systematic view of the larger role played by education by developing a philosophy of the educative process centered about the desirability of knowledge under conditions of modern civilization concerning the six fundamental life needs—health, family life, economic adjustment, civic life, recreation, and religion, and the relation of these needs to the different divisions of the school. Prerequisite, Psychology I. Open to freshmen, sophomores, and juniors.

XII. History of Education—5 hours. Educational ideals, ancient and modern, education as related to civilization, educational classics, special educational conditions, national educational systems, current educational problems in the light of experiences of the past. Prerequisite, Psychology I. Open to sophomores, juniors, and seniors.

XIII. History of American Education—5 hours. The origin and growth of education in the United States, starting with the European background. The development of our various schools and their adaptation to American ideals. Present day problems will be considered. Students who have credit for the course entitled "Modern Movements in Education" may not have additional credit for this course. Prerequisite, Psychology I. Open to sophomores, juniors, and seniors.

XIV. History of Primary Education—3 hours. The growth of primary education for the past three hundred years. Prerequisite, Psychology I. Open to sophomores, juniors, and seniors.

XV. Primary Educational Classics—2 hours. The works of Comenius, Rousseau, Pestalozzi, Herbart, Froebel, and later writers. Prerequisite, Psychology I. Open to sophomores, juniors, and seniors.

XVI. History of Vocational Education—3 hours. A brief study of the movements toward vocational training in public education. Prerequisite, Psychology I. Open to sophomores, juniors, and seniors.

XVII. Vocational School Administration—2 hours. Suitable for all students interested in vocational work. Prerequisite, Psychology I. Open to sophomores, juniors, and seniors.

Section C—Philosophy, Administration, etc.

XVIII. Philosophy of Education—5 hours. The fundamental ideas in education and its related natural, mental, and social sciences. Biology, physiology, psychology, and history are searched to determine the underlying principles which dominate human life. The course deals with religion, law, social organization, and all human instrumentalities that make for civilization. Prerequisite, Psychology I. Open to juniors and seniors.

XIX. School Administration and Supervision—5 hours. The community and the school. The school board, superintendent, principals, and supervisors. Promotions, records, reports, course of study, buildings, equipment, and sanitation. Legislation from the viewpoint of the administrator and supervisor. Prerequisite, Psychology I. Open to juniors and seniors.

XX. The High School—5 hours. The course of study, classroom work, individual differences, social possibilities, the psychological basis of various high school subjects, objective measurements of attainment, etc. Prerequisite, Psychology I. Open to juniors and seniors.
XXI. Educational Classics—5 hours. Selections from educational literature. The growth of doctrines and principles. The rise of ideals with their relation to other forms of social activity. The conditions under which various classics were written. Prerequisite, Psychology I. Open to juniors and seniors.

XXII. Problems of Superintendents and Principals—2 hours. A specific study of the legal principles involved in the organization and administration of a public school system. Proper standards and planning of school buildings, school publicity, school bonds, present methods of cost accounting, sources of school revenues, and wise distribution of funds. School surveys. Prerequisite, Psychology I. Open to juniors and seniors.

XXIII. Logic—3 hours. The fundamentals of logic, conception, judgment, reasoning, forms and laws of syllogisms, fallacies, and hypotheses. Practical application to teaching. Prerequisite, Psychology I. Open to juniors and seniors.

XXIV. Ethics—2 hours. The theories of conduct, the basis of rights and duties, and those fundamental facts concerning the moral nature of a man which enable him to become a knowing guide in his work as a teacher. Prerequisite, Psychology I. Open to juniors and seniors.

XXV. Modern School Systems—3 hours. Comparative study of the aims, administration, organization, and control of education in different countries with particular attention to America, England, France, Germany, China, and Japan. Prerequisite, Psychology I. Open to juniors and seniors.

XXVI. Educational Sociology—2 hours. The function of the school in the solution of social problems. Education in relation to social well-being. The different school subjects will be considered from the standpoint of their contribution to social well-being. Prerequisite, Psychology I. Open to juniors and seniors.

XXVII. Educational Tests and Measurements for High School Teachers—5 hours. Adapted to teachers and supervisors of high school work. An introduction to the literature in the field of educational measurements. A study of some of the leading tests in the secondary school field together with methods of giving, scoring, tabulating and graphing results. Special attention to tests in the major line of each student taking this work. Prerequisite, Psychology I. Open to juniors and seniors.

XXVIII. The Primary Curriculum—5 hours. The organization, program, and equipment of the primary school. A survey of the various subjects of the primary curriculum with reference to their organization. Credit only for those whose major is primary or kindergarten education. Open to juniors and seniors.

XXIX. Literature for Primary Children—5 hours. An extensive study of the various types and sources of children’s literature. The technique of the story teller will be considered and illustrated in the telling of many stories. Credit only for those whose major is primary or kindergarten education. Open to juniors and seniors.

Notes
1. The education major may include 10 hours of work in psychology which are open only to juniors and seniors.
2. The primary major may include Primary Drawing, Primary Teaching and Criticism, and courses in education.
3. The kindergarten major may include Kindergarten Theory I to V, Kindergarten Teaching and Criticism, Primary Drawing, and courses in education.
3. Rural Education

Section A. For Teachers of Rural Schools

I. *Didactics I—5 hours. Organization and management of a rural school. The daily program, the school house, grounds and equipment, rural community leadership. Open to freshmen and sophomores.

II. *Rural School Management—5 hours. A discussion of all functions of leadership, including administrative, that are required for the development and expansion of the most modern educational possibilities and efficiencies of the up-to-date rural school and the rural community. Open to freshmen and sophomores.

III. Rural School Methods—5 hours. The best modern methods of teaching the common branches under the conditions of the rural school. Open to freshmen and sophomores.

Section B. For Normal Training High School Critics

IV. Special Methods in the Common Branches—5 hours. Special methods of preparing teachers to teach the common branches under the difficult conditions of the one-teacher rural school. Especially adapted to the preparation of critics in normal training high schools. Prerequisite, Psychology 10 hours. Open to juniors and seniors.

V. Normal Training Supervision—5 hours. A study of observation and practice teaching in rural schools associated with the normal training high schools. Organization and supervision of practice teaching in grade rooms. Library and equipment for a normal training department. Follow-up work of normal training graduates in rural schools. Open to juniors and seniors.

Section C. For Teachers and Superintendents in Consolidated Schools

VI. The Consolidated School and Country Life—5 hours. A study of the consolidated school and its relation to country life today. Open to sophomores, juniors, and seniors.

VII. Consolidated School Administration—5 hours. A basic course in the study of consolidated school possibilities for teachers, principals, and superintendents. An analysis of rural life problems and objectives as related to teaching and administration. A study of the needs of various types of schools, qualifications and training of teachers, classification and grading of pupils, transportation, school lunch, community center work, and a redirected course of study. Special trips to affiliated consolidated schools. Open to juniors and seniors.

VIII. Advanced Consolidated School Problems—3 hours. An intensive study of the special problems of the consolidated school: rural community surveys, school support and finance, consolidated school standards, community recreation, and training of teachers. Prerequisite, course VII except that graduates of standard colleges may register for courses VII and VIII simultaneously. Experienced superintendents who have not had course VII may be admitted by the department to course VIII, but they may not thereafter take course VII for credit. Open to juniors and seniors.

IX. The Rural High School—2 hours. A study of secondary school education for country boys and girls and the adaptation of the high school to meet modern needs. Possibilities of vocational guidance and training. Courses of study. Open to juniors and seniors.

* Only 5 hours of work in courses I and II may be used toward graduation from any curriculum.
Section D—Training in Teaching

X. Rural Teaching—2½ hours. This work is done in rural schools affiliated with the College in the presence of and under the supervision of the instructor from the College who is in charge of this work. Credit only on the rural teacher curriculum, the consolidated school curriculum, and for those whose major is normal training high school critic work or consolidated school education. Illustrative Teaching must precede or accompany this course. During the term of Rural Teaching the student is released from physical training. Open to freshmen and sophomores.

XI. Teaching on the Consolidated School Curriculum. Credit for 10 hours of Teaching under the supervision of the department of teaching is required on the consolidated school curriculum.

Notes

1. The consolidated school education major may include 12 hours of work from courses in education or 5 hours of work in Rural Sociology and 7 hours from courses in education.

2. The normal training high school critic work major may include credit for courses IV and V in rural education; Primary Methods, 5 hours; Primary Industrial Arts; Elements of Music; and Primary Teaching and Criticism, 5 hours. Courses from section C in education need not be included in this major.

3. Course I, II, or III in rural education may be substituted for work in section A in education on any curriculum where such credit may be used.

4. Course VI in rural education may be substituted for 5 hours of work in section B in education on any curriculum where such credit may be used.

5. Ten hours of work from courses IV, V, VII, VIII, and IX in rural education may be substituted for 10 hours of work in section C in education on any curriculum where such credit may be used.

ENGLISH

1. English

A. Constructive English

I. English I—5 hours. This course is required of all freshmen and is a prerequisite for all other courses in the English and Speech major lines. Specimens of expository writing of a moderate degree of difficulty will be studied and students will be required to write compositions on similar subjects. Open to freshmen.

a. Any freshman student who shows by preliminary tests unusual ability in English composition may be excused from taking English I and may take any course open to freshmen for which English I is a prerequisite. Such student will be required to take 5 hours of constructive English from the English major line as a requirement for graduation. For graduation from a degree curriculum an additional 5 hours in constructive English or constructive Speech in courses not open to freshmen is required.

b. English O—No credit. Any freshman student who is not properly prepared for the course in English I is required to take the course entitled English O which may not be taken for credit toward graduation. Any student assigned to English O may with the consent of his instructor be advanced to English I at any time during the first three weeks of the term without loss of credit in English I. Any student who is continued in English O shall be required to secure a passing grade in that course before being permitted to register for English I.
II. Description and Narration—5 hours. Constant practice in writing description and the simpler forms of narration with the aim of further developing the power of self-expression. Open to freshmen, sophomores, and juniors.

III. News Gathering and Writing—3 hours. A study of the nature of news and of methods of gathering and writing news. The aim is to develop a sense of news values and to indicate methods of obtaining, verifying, and presenting public information. Open to freshmen, sophomores, and juniors.

IV. Copy Reading and Editing—3 hours. Practice in the preparation of newspaper copy for publication, and study of newspaper style and make-up. Prerequisite, News Gathering and Writing. Open to freshmen, sophomores, and juniors.

V. Editorial Writing—3 hours. This course aims to give students practice in planning, writing, and judging various forms of newspaper editorial page matter. Open to sophomores, juniors, and seniors.

VI. Feature Writing—3 hours. Human interest and feature stories are treated as special forms of newspaper writing, and students are expected to prepare stories and submit them for publication. Open to sophomores, juniors, and seniors.

VII. Advanced Exposition—5 hours. Representative specimens of advanced exposition are studied. The application of principles and methods is required in original work. Open to sophomores, juniors, and seniors.

VIII. Advanced Story Writing—5 hours. The technique of the short story as a particular type is studied thoroughly, and students are required to work out assignments in accordance with the principles learned. Individual tastes and aptitudes of students are given careful consideration in the assignments made and in the criticism of work submitted. Prerequisite, Description and Narration. Open to juniors and seniors.

IX. The Essay—5 hours. A study of the development of the essay. Practice in the writing of original essays with special attention to style. Open to juniors and seniors.

B. Literary English

X. Elements of Literature—5 hours. This course is intended to develop the power of evaluating and appreciating literature. It consists of explanation and illustration of the distinguishing characteristics of the chief kinds of literature, such as ballads, epic poetry, drama, lyric, short story, essay. This course is recommended for those who take only one term of English literature. Open to freshmen and sophomores.

XI. American Prose Writers—2 hours. Preliminary lectures and library work on a few early authors are followed by a somewhat extensive study of the work of eight or ten important prose writers of the so-called National period. Open to freshmen and sophomores.

XII. Chief American Poets—3 hours. Lectures, readings, and reports. About ten important American poets are given careful consideration. The chief aim is to lay a broad foundation of knowledge as a basis for teaching selections from these authors in public schools. Open to freshmen and sophomores.
XIII. Recent American Prose Writers—3 hours. Consideration of writers who have been prominent since the so-called National period. Open to sophomores, juniors, and seniors.

XIV. Recent American Poets—2 hours. This course is similar in scope to course XIII. Attention is given to the “New Poetry” or so-called “Free Verse” as well as to other recent poetry. Open to sophomores, juniors, and seniors.

XV. Old English—5 hours. A study of the elements of Old English grammar and pronunciation. Simple exercises in translating followed by the reading of short selections of Old English prose and poetry. Open to sophomores, juniors, and seniors.

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

XVII. Middle English—5 hours. After a preliminary study of the pronunciation and grammatical peculiarities of English after the Norman Conquest, selections from the works of important authors who lived between 1150 and 1400 A.D. are read with chief reference to their content and style. The writings of Chaucer and his contemporaries receive special attention. Open to sophomores, juniors, and seniors.

XVIII. Shakespeare—5 hours. The chief object of this course is to have the student gain a comprehensive knowledge of Shakespeare as a poet and dramatist. A few plays and some of the sonnets are studied intensively. Rapid reading of other poems and plays. Open to sophomores, juniors, and seniors.

XIX. The Age of Classicism—5 hours. This period is sometimes called the “pseudo-classical” age because it catches the form rather than the spirit of the ancient classics to which it constantly refers as authority. It is the great age of prose, of criticism, burlesque, and satire and covers the period from the Restoration to the death of Swift, approximately the years 1660-1745. Open to sophomores, juniors, and seniors.

XX. The English Romantic Movement—5 hours. The period is that of the great revolutionary movements in the latter part of the eighteenth century and the years immediately following. The poets of the period receive special consideration. Open to sophomores, juniors, and seniors.

XXI. The Development of the English Novel—5 hours. The course traces in outline the varied content and technique of narrative fiction from the late medieval prose romancers to the beginning of the twentieth century. Representative novels are read. Open to sophomores, juniors, and seniors.

XXII. American Drama—2 hours. A study of European influences on American drama and of representative American dramatists. Open to sophomores, juniors, and seniors.

XXIII. Modern European Drama—3 hours. A study of modern tendencies in drama and of translated plays of noted European dramatists. Open to sophomores, juniors, and seniors.

XXIV. Recent English Literature—5 hours. A study of English authors who have achieved distinction since 1875. Open to sophomores, juniors, and seniors.
XXV. Development of the English Drama—5 hours. A study of the historical phases of the development of the drama in England from its beginning in the liturgical church services to its culmination in Shakespeare and his contemporaries. Open to juniors and seniors.

XXVI. Victorian Prose—2 or 3 hours. Attention is given to eight or ten important English prose writers of the Victorian era. Representative works of these authors are read. Open to juniors and seniors.

XXVII. Victorian Poetry—3 hours. The chief British poets of the Victorian era are studied with the object of preparing students to teach intelligently selections from these authors that may be used in schools. No credit for those who have credit for Tennyson and Browning. Open to juniors and seniors.

XXVIII. Tennyson and Browning—5 hours. The purpose of this course is to study the important works of each author chronologically, to trace the development of his thought, and to analyze his works in relation to his life and time. No credit for those who have credit for Victorian Poetry. Open to juniors and seniors.

XXIX. History of English Literature—5 hours. An advanced study of the political, social, religious, and philosophical background of the various phases of the history of English literature, together with extensive consideration of the works of English authors from Bede to the nineteenth century. Open to juniors and seniors.

XXX. Literary Criticism—5 hours. A study of the main principles of literary criticism is made the basis of this course and specimens of literature are studied as illustrations of these principles. Open to juniors and seniors.

XXXI. National Epics—5 hours. The purpose of this course is to study in English translations, as comparative literature, the epics and epic material of the great literatures of the world. Greek, Hebrew, and Spanish epic material, The Song of Roland, the Niebelungenlied, and the Beowulf form the basis of the course. Open to juniors and seniors.

XXXII. The Technique of Poetry—5 hours. This is an advanced study of English poetry with the object of developing an increased appreciation of poetical composition through an analysis of content and form and by practice in writing original verse in various forms. Open to juniors and seniors.

XXXIII. Methods in Language and Grammar—2 hours. A study of the various problems relating to the teaching of oral and written expression in intermediate and upper grades. Methods of teaching and testing. Course of study, oral composition, letter writing, dramatization, etc., assignment and correction of written work. Open to freshmen, sophomores, and juniors.

XXXIV. Methods in Reading and Literature—3 hours. The principles underlying the successful teaching of reading and literature. Standards of criticism, relative values of silent and oral reading, dramatic presentation of literature, etc. Much attention to material suitable for these lines of work in intermediate and grammar grades. Open to freshmen, sophomores, and juniors.

XXXV. The Teaching of English—5 hours. In this course the rise of the study of English to its present position in the curriculums of secondary schools and colleges is traced historically. Psychological, pedagogical, and administrative problems in the teaching of English are
COURSES OF INSTRUCTION

considered. Those whose major is English may substitute this course for 5 hours of required work in section C in education. Open to juniors and seniors.

2. Speech

English I is prerequisite for all courses in Speech.

A. *Constructive Speech

I. Public Speaking—5 hours. This is a foundation course consisting of a study of 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. This course offers special preparation to candidates for intercollegiate contests in extempore speaking and to those who wish to prepare to conduct high school contests of a similar character. This will involve the study and analysis of current issues and constant practice in oral discussion. Prerequisite, Public Speaking. Open to sophomores, juniors, and seniors.

III. Theory of Debating—2 hours. A study of the technique underlying successful debating. Briefing, note taking, card-indexing, evaluation of evidence, effective use of evidence, principles of rebuttal, strategy of debate, platform deportment, and duties of different speakers. This course should be taken so as to correlate with the course in Debating. Open to sophomores, juniors, and seniors.

IV. Debating—3 hours. A study of the problems involved in debating. An intensive study of an important debatable question with a maximum of forensic practice. Required of students who participate in intercollegiate debate. This course may be repeated once on a new debate question for an additional 3 hours of credit. Open to sophomores, juniors, and seniors.

V. Advanced Public Speaking—5 hours. The purpose of this course is threefold: to offer more advanced work for students who have credit in Public Speaking; to give opportunity to acquire a working knowledge of the history, literature, and technique of the oration, with special attention to the college oration; to train students in various forms of public address other than debating. Prerequisite, Public Speaking. Open to juniors and seniors.

B. Interpretative Speech

VI. Oral Interpretation I—5 hours. The aim of this course is to develop the student individually, to assist him in gaining a greater appreciation of literature, and to interpret literature vocally. Open to freshmen, sophomores, and juniors.

VII. Oral Interpretation II—5 hours. Special attention is given to the development of responsiveness and control of the voice through the interpretation of a variety of literary forms. Material for this course has been selected with a view to its literary merit and interpretative value. Prerequisite, Oral Interpretation I or equivalent preparation. Open to freshmen, sophomores, and juniors.

* Five hours from courses II, III, IV, and V in constructive speech may be substituted for the second 5 hours of required constructive English.
VIII. **Play Production I**—5 hours. The study of a Shakespearean comedy with a view to developing freedom and flexibility of voice and body through the interpretation of marked characters and types. 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 I and II or equivalent preparation. Open to sophomores, juniors, and seniors.

IX. **Play Production II**—5 hours. The study and interpretation of a Shakespearean tragedy, the purpose of which is to acquaint the student with the problems involved in the directing of classical drama. Each student is required to act in this tragedy and in a modern one-act tragedy. Public performance of one-act plays. Lectures and demonstrations of the principles of directing the production of plays. Prerequisite, Oral Interpretation I and II or equivalent preparation. Open to juniors and seniors.

X. **Pedagogy of Interpretation**—5 hours. This course is designed for those who plan to teach interpretative speech and direct dramatic activities. Thorough review of the principles underlying the teaching of interpretation, supplemented by observation and practice. Special attention given to declamatory work and play production in the high school. Each student will be required to direct a standard one-act play in which the various phases of play production will be coordinated with the directing. Open to juniors and seniors.

XI. **History of Design in the Theatre**—5 hours. Three hours of lectures and two double periods. This course includes the study of the development of scenic and costume design in the theatre from the Greek period to the present. It includes some theory of pure design and practice of it in the laboratory periods. Open to juniors and seniors.

XII. **Technique of Scene Construction**—3 hours. Two hours of lectures and one double period. This course deals with organization of production work in drama, theories and principles governing scene construction, and work in building scenes during the laboratory periods. Open to juniors and seniors.

XIII. **Stage Lighting**—2 hours. This course is a study of physical, psychological, and mechanical phases of the problem of stage lighting. Open to juniors and seniors.

**FRENCH**

(See courses in romance languages)

**GERMAN**

(See courses in Latin, Greek, German)

**GOVERNMENT**

(See courses in social science)

**HISTORY**

(See courses in social science)

**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. Open to freshmen and sophomores.
II. Clothing II—4 hours. Garment construction continued. The elements of clothing design. Prerequisite, Clothing I or equivalent preparation. Open to freshmen and sophomores.

III. Textiles—2 hours. A study of the chief textile fibers and the standard materials used in clothing and house furnishings. Open to freshmen and sophomores.

IV. Costume Design—3 hours. Fundamentals of design and color as they relate to costumes and accessories. Prerequisite, Applied Arts I. Open to sophomores, juniors, and seniors.

V. Applied Dress Design—3 hours. A study of design as applied to dress, good line, good spacing, simplicity, arrangement, and color harmony. Prerequisite, Costume Design. Open to juniors and seniors.

VI. Millinery—2 hours. Simple processes in millinery. Prerequisite, Applied Arts I or equivalent preparation. Open to juniors and seniors.

B. Foods

VII. Food Preparation I—5 hours. An experimental study of the general principles of cookery and of the nutritive facts involved. Chemistry XI, or equivalent preparation must precede or accompany this course. Open to freshmen and sophomores.

VIII. Food Preparation II—5 hours. A continuation of Food Preparation I, including meal service. Prerequisite, Chemistry X and XI and Food Preparation I or equivalent preparation. Open to freshmen and sophomores.

IX. Food Marketing—2 hours. A study of the sanitation, quality, nutritive value, and cost as related to production, transportation, and distribution of food supplies. Open to juniors and seniors.

X. Meal Planning—3 hours. The planning, preparation, and serving of meals. Cost, nutritive value, and time and labor involved are considered. Prerequisite, Food Preparation I and II. Open to juniors and seniors.

XI. Food and Dietetics—3 hours. The principles of nutrition. The selection of food for normal individuals. Prerequisite, Food Preparation I and II. Chemistry XIII must precede or accompany this course. Open to juniors and seniors.

XII. Experimental Cookery—3 hours. Special problems in standardizing methods of food preparation. Individual problems. Prerequisite, Food Preparation I and II. Open to juniors and seniors.

XIII. The School Lunch—2 1/2 hours. Special problems pertaining to the management, selection, and organization of the one hot dish lunch in schools. Credit only on the one-year rural teacher curriculum. Open to freshmen and sophomores.

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

XV. House Planning—3 hours. The history of domestic architecture, 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.


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

XVIII. 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.

XIX. Home Management—5 hours. The economics of the household, standards of living, budget studies, and relation to the community. While pursuing this course, students live in the practice house to work out problems of household management. Experience is gained in buying, household accounting, planning and serving meals. Prerequisite, Food Preparation I and II. This course must be preceded or accompanied by Food Marketing and Meal Planning. Open to juniors and seniors.

XX. Child Care—2 hours. Study of child care by nation, state, and home. Discussion of problems involved in the care of infants and older children, such as food, clothing, and recreation. Open to sophomores, juniors, and seniors.

XXI. Methods in Home Economics—3 hours. An analysis of the home economics teacher's job. Adaptation to modern educational principles. Open to juniors and seniors.

ITALIAN
(See courses in romance languages)

KINDERGARTEN
(See courses in department of teaching)

LATIN, GREEK, GERMAN

1. Latin and Greek

*Elementary Latin I, II, III—Each 5 hours. Course I is open to students who present no Latin for entrance, course II to students who present for entrance one year of high school Latin or equivalent. In subject matter and in method the year's work is planned for college students and is of fundamental value for all college work. Special attention is given to the Latin element in English. Open to freshmen, sophomores, and juniors.

* The year's work must be completed if any of the credit is used in meeting the requirements for graduation.
Elementary Latin IV, Ovid—5 hours. Easy stories from the Metamorphoses. Study of classical myths. Review of Latin grammar. Prerequisite, two years of high school Latin or Elementary Latin III or equivalent preparation. Open to freshmen, sophomores, and juniors.

Elementary Latin V, VI, Vergil's Aeneid I, II—Each 5 hours. Open to freshmen, sophomores, and juniors.

Elementary Latin VII, VIII, Caesar's Gallic War I, II—Each 5 hours. Credit toward graduation may not be earned in these courses by students who have entrance credit for Caesar or who take the Teachers' Course in Caesar. Open to freshmen, sophomores, and juniors.

Elementary Latin IX, X, Cicero's Orations I, II—Each 5 hours. Open to freshmen, sophomores, and juniors.

Note

The Elementary Latin courses are not counted as parts of a Latin major. The Elementary Latin courses, except Elementary Latin I, II, III, may be counted as parts of a Latin minor.

I. Cicero's Cato Major or Laelius and Latin Composition—5 hours. Open to students who have had four years of high school Latin or other preparation approved by the head of the department. Courses I, II, III are of a general character adapted to the needs of all college students. Open to freshmen, sophomores, and juniors.

II. Pliny's Letters—5 hours. Open to freshmen, sophomores, and juniors.

III. Epodes and Odes of Horace—5 hours. Open to freshmen, sophomores, and juniors.

IV. Latin Composition—5 hours. Prerequisite, Latin I, II, III. Open to sophomores, juniors, and seniors.

V. Tibullus—3 hours. Prerequisite, Latin I, II, III. Open to sophomores, juniors, and seniors.

VI. Vergil's Bucolics or Georgics—3 hours. Prerequisite, Latin I, II, III. Open to sophomores, juniors, and seniors.


VIII. Historical Latin Grammar I, II—Each 3 hours. Prerequisite, Latin I, II, III. These courses must be preceded or accompanied by Greek I, II, III. Open to juniors and seniors.

IX. The Teaching of Latin—5 hours. Prerequisite, Latin I, II, III. If Latin is the student's major, this course may be substituted for 5 hours of required work in section C in education. Open to juniors and seniors.

X. Teachers' Course in Caesar—5 hours. Prerequisite, Latin I, II, III, or equivalent preparation. Open to juniors and seniors.

XI. *Greek I, II, III—Each 5 hours. These courses are required of all students who take Historical Latin Grammar. The work is also planned for students of English and of science. Open to sophomores, juniors, and seniors.

* The year's work must be completed if any of the credit is used in meeting the requirements for graduation.
XII. Greek IV, V, VI, Homer, Greek Drama, Greek Prose Writers—3 to 10 hours. Open to juniors and seniors.

Note

The Latin major may include Greek from courses III, IV, V, VI, to the extent of ten hours.

2. 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. 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. Prerequisite, German IV or equivalent preparation. Open to sophomores, juniors, and seniors.

VII. †Scientific German—5 hours. 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. Prerequisite, German IV or equivalent preparation. Open to sophomores, juniors, and seniors.

XI. Lessing—5 hours. Prerequisite, German IV and 10 hours from German V to X. Open to juniors and seniors.

XII. Goethe—5 hours. Prerequisite, German IV and 10 hours from German V to X. Open to juniors and seniors.

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

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

* The year's work must be completed if any of the credit is used in meeting the requirements for graduation.
† Open also to freshmen who have had two years of high school German or equivalent.
COURSES OF INSTRUCTION

MATHEMATICS AND COMMERCIAL EDUCATION

1. Mathematics

Mathematics E.

Plane Geometry (a)—½ unit. Books I and II. Fall term.

The courses in plane geometry are for students who do not present credit in plane geometry for entrance.


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

III. Mathematics II—5 hours. Theory of trigonometry and extension of the work in college algebra. Prerequisite, Mathematics I. Open to freshmen, sophomores, and juniors.

IV. Analytical Geometry—5 hours. Prerequisite, Mathematics II. Open to freshmen, sophomores, and juniors.

V. Calculus I—5 hours. A general course in differential and integral calculus with applications. Prerequisite, Analytical Geometry. Open to sophomores, juniors, and seniors.

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

VII. Principles of Elementary Mathematics—5 hours. Arithmetic and allied mathematics of the elementary school. Essential subject matter, its development, organization, and relation to the whole curriculum. Selection and use of textbooks and supplementary material. Credit only on the kindergarten, primary, elementary teacher, and consolidated school curriculums, and for those whose major is normal training high school critic work, and for those whose major or minor is mathematics. Open to freshmen and sophomores.

VIII. Teaching of Secondary Mathematics—5 hours. Junior and senior high school mathematics. An outline course with references to recent reports of national and international surveys. Subject matter used as needed. Those whose major is mathematics may substitute this course for 5 hours of required work in section C in education. Prerequisite, two courses in college mathematics. Open to juniors and seniors.

IX. History of Mathematics—2 hours. An outline study of the historical development of secondary mathematics. Prerequisite, two courses in college mathematics. Open to juniors and seniors.

X. Spherical Trigonometry—2 hours. Applications involving both plane and spherical trigonometry. Prerequisite, Mathematics II. Open to sophomores, juniors, and seniors.

XI. Surveying—3 hours. General principles and operations, adjustment and use of instruments, keeping notes, field practice in measure-
ment, calculation of areas, and leveling. Double periods Monday and Wednesday. Prerequisite, Mathematics II. Open to sophomores, juniors, and seniors.

XII. Theory of Equations—5 hours. A comprehensive study of 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, and the proof for the impossible constructions of Euclidian Geometry; the solution of numerical equations by Newton's and Horner's methods, and the determinants for systems of linear equations in \( n \) unknowns. Prerequisite, Calculus I. Open to juniors and seniors.

XIII. Theoretical Mechanics—3 hours. The general principles of mechanics and the applications in the field of mathematical physics. The course involves both differential and integral calculus. Prerequisite, Calculus I. Open to juniors and seniors.

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

XV. Modern Geometry.
(a) Projective Geometry—3 hours.
(b) Advanced Euclidian Geometry—2 hours.
Prerequisite, Mathematics II. Open to sophomores, juniors, and seniors.

XVI. Differential Equations—3 hours. Commoner, ordinary differential equations of first order and simplest cases of linear equations with constant coefficients. Special emphasis upon forms occurring in mechanics and physics. Prerequisite, Calculus II. Open to juniors and seniors.

XVII. Mathematics of Finance—3 hours. The relation of interest to the creation of sinking funds, to the treatment of depreciation, to the valuation of bonds, to the accumulation of funds in building and loan associations, and to the elements of life insurance. Open to sophomores, juniors, and seniors.


XIX. Astronomy II—3 hours. Certain mathematical phases of astronomy. Determination of time, orbits, mass, density, and superficial gravity of planets, satellites, and stars. The law of gravitation; Kepler's laws; prediction of eclipses; velocity of escape of gases. Determination of distance. Size and probable distribution of stars in the known universe. Some attention is given to the reduction of sidereal time to solar time. Prerequisite, Mathematics II and Astronomy I. Open to sophomores, juniors, and seniors.

Note
The mathematics major may include Physics VII, XI, and XII.

2. Commercial Education

I. Accounting A—5 hours. The principles which are fundamental to accounting. Numerous exercises and problems to illustrate and empha-
size the principles. No credit for those who have entrance credit in bookkeeping. Open to freshmen and sophomores.

II. Accounting I—5 hours. This course deals primarily with corporation accounting. The theory of accounting receives careful consideration. Prerequisite, Accounting A or equivalent preparation. Open to freshmen, sophomores, and juniors.

III. Accounting II—5 hours. Cost accounting, theory of accounts, and C. P. A. problems and solutions. Open to freshmen, sophomores, and juniors.

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

V. Advertising—3 hours. Advertising theory, inception of advertising ideas and their development, the planning and preparing of advertisements based upon actual practice. Open to sophomores, juniors, and seniors.

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

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


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

X. 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.

XI. Business Publications—1 hour. Discussion of material in business magazines and new books on commercial subjects. Lectures, reading, and reports. Open to juniors and seniors.

XII. Secretarial Training—3 hours. Office training. Use of modern business equipment. Open to juniors and seniors.

XIII. Teaching of Commercial Subjects—5 hours. A course in the teaching of commercial subjects in high schools. Methods in shorthand, typewriting, office practice, accounting, advertising, etc. Those whose major is commercial education may substitute this course for 5 hours of required work in section C in education. Previous training in shorthand, typewriting, and bookkeeping required. Open to juniors and seniors.


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

XVI. Penmanship (a), (b)—Drill credit. One term of penmanship required on the two-year commercial education curriculum. Two terms of penmanship required of students whose major is commercial education.

XVII. Typewriting (a), (b), (c)—Drill credit. Three terms of typewriting required on the two-year commercial education curriculum. Recommended for all students whose major is commercial education.

XVIII. Shorthand I—5 hours. A study of the principles of the Gregg system. Typewriting (a) should be taken with this course. Credit only on commercial curriculums. Open to freshmen and sophomores.

XIX. Shorthand II—5 hours. A continuation of Shorthand I with plate reading and dictation. Typewriting (b) should be taken with this course. Credit only on commercial education curriculums. Open to freshmen and sophomores.

XX. Shorthand III—5 hours. Dictation, reporting, transcription of letters and lectures. Typewriting (c) should be taken with this course. Credit only on commercial curriculums. Open to sophomores, juniors, and seniors.

Note
The commercial education major may include Money and Banking.

MUSIC

I. Elements of Music—2½ hours. Introductory course in school music consisting of singing, rhythmic development, elementary theory. Preparation for sight singing by committing to memory the syllables to simple songs as an extra stanza. Methods of teaching music exemplified. Every phase of the work standardized by tests with the phonograph. Daily. No credit for students whose major is public school music. Open to freshmen and sophomores.

II. Primary Music—2½ hours. A continuation of Elements of Music. Special emphasis placed upon singing of songs suitable for kindergarten and primary grades. Methods of teaching in these grades exemplified. Song material from various sources suitable for these grades studied and compared. Daily. No credit for students whose major is public school music. Prerequisite, Elements of Music or equivalent preparation. Open to freshmen and sophomores.


IV. Music I—3 hours. Singing and rhythmic development emphasized. Elementary theory. Ear training. Notation. Preparation for sight singing by committing to memory the syllables to simple songs as
an extra stanza. Sight singing. Methods exemplified by the class work. All work standardized and tested by the use of the phonograph. Open to freshmen and sophomores.


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

VII. Ear Training—3 hours. Training of the ear in rhythm, melody, harmony. Phrases and themes of masterpieces used. 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. A study of the problems involved in conducting. Open to sophomores, juniors, and seniors.

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


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

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


XVI. Music Analysis—2 hours. This is a practical study of the work of the masters of musical composition in an effort to understand their use of harmonic material, and to analyze the form into which this material has been classed. Prerequisite, Harmony I, II, III, IV. Open to juniors and seniors.

XVIII. History of Music II—3 hours. The development of romanticism and program music. Musicians from Mendelssohn to Richard Strauss. Open to sophomores, 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. Study of musical literature, vocal and instrumental, by means of the phonograph, the piano player, voice, and 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. Study of material for high school music including cantatas and operettas. Courses of study in music for junior and senior high schools. Advanced conducting. Prerequisite, Choral Conducting. Open to juniors and seniors.

XXIII. Music Supervision—1 hour. The history and scope of school music. The problems involved in supervising music. Actual observation in several school systems. 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.

XXV. Counterpoint II—2 hours. A continuation of Counterpoint I. Three part counterpoint in all species. Originals. Prerequisite, Harmony I, II, III. Open to juniors and seniors.


XXVII. Applied Music I, *Piano and Organ—1 to 12 hours in each. Five hours of practice per week with one or two lessons per week for twelve weeks required for 1 hour of credit.

XXVIII. Applied Music II, *Voice—1 to 12 hours. Five hours of practice per week with one or two lessons per week for twelve weeks required for 1 hour of credit.


XXX. Normal Piano Methods—Drill credit. This course is offered to advanced piano students who wish to become familiar with all grades of teaching material. Special stress will be placed upon class work for children. Materials and various methods of class and individual piano instruction will be studied; methods of presentation, performance, and drill will be demonstrated. Two periods per week. Classes will not be organized for less than ten students.

 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 per 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 per week.

Notes

1. Students whose major is public school music must have credit for Music I and II, Music Methods I and II, Choral Conducting, Introductory Harmony, Harmony I and II, History of Music I and II, Music Appreciation I, Voice, 3 hours, Piano, 3 hours, and 6 hours of elective credit in applied music. They may elect additional courses so as to make a maximum of 60 hours in public school music and 24 hours in applied music with a combined maximum of 75 hours.

2. Students on two-year curriculums may elect a maximum of 10 hours in public school music and 5 hours in applied music with a combined maximum of 10 hours in public school music and applied music.

3. Students on degree curriculums whose major is not public school music, orchestral music, or band music may elect a maximum of 20 hours in public school music and 10 hours in applied music with a combined maximum of 20 hours.

NATURAL SCIENCE

1. Biological Science

I. Biology I (a)—5 hours. (b)—3 hours. The fundamental properties of living things in plant and animal life. One-celled plants and animals, their forms and functions. A study of the more complex forms of life with the structure, life-history, and physiology of each. Open to freshmen, sophomores, and juniors.

II. Biology II—5 hours. The morphology and physiology of type forms in animal life. The relationship of animals to each other and to man. Organic evolution. Prerequisite, Biology I. Open to freshmen, sophomores, and juniors.

III. Biology III—5 hours. The anatomy of three type forms—shark, salamander, and cat—will be studied in a comparative way. Prerequisite, Biology I. Open to juniors and seniors.

IV. Physiology I (a)—5 hours. (b)—3 hours. Some of the more important elements of physiology are reviewed as a basis for more advanced problems. Correlation of this subject to related subjects. Open to freshmen and sophomores.

V. Hygiene and Sanitation (a)—5 hours. (b)—3 hours. The principles of personal hygiene and the factors of sanitation and basic improvement of living will be covered. School health problems, heating, lighting, ventilation, and the spread of communicable diseases. Open to sophomores, juniors, and seniors.

VI. Botany I, General College Botany—5 hours. A survey of all phases of botany. A practical study of plants, their classification and evolution together with economic application of botany. Open to freshmen, sophomores, and juniors.

VII. Botany II, Non-Flowering Plants—5 hours. A study of plant groups to illustrate the development of the plant kingdom. Algae, fungi, liverworts, mosses, ferns, and reproductive features of seed plants. Open to freshmen, sophomores, and juniors.
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 General College Botany. 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. Open to freshmen, sophomores, and juniors.

X. Botany V, Plant Physiology—5 hours. Chemical elements necessary for plant life; methods by which plants assimilate these elements; the influence of light, heat, moisture, and gravity on living plants. Prerequisite, General College Botany. Open to juniors and seniors.

XI. Botany VI, Plant Ecology—5 hours. A study of the important factors of the environment, their measurement and effect upon plant growth, plant distribution, and the application of ecology to crop production. Prerequisite, General College Botany. Open to juniors and seniors.

XII. Insects and Man—3 hours. A study of insects with special reference to their relationship to man. Prerequisite, Biology I. Open to juniors and seniors.

XIII. Bacteriology—3 hours. A study of micro-organisms, their classification, morphology, and physiology. A consideration of the relation of bacteria, yeasts, and molds to health, sanitation, and the preservation of foods. Open to juniors and seniors.

XIV. Organic Evolution—2 hours. The meaning, evidences, and factors in 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. Nature Study—5 hours. The topics are rocks, minerals and soils, insects, birds, and trees. Credit only on the kindergarten, primary, elementary, teacher, and consolidated school curriculums and for those whose major is normal training high school critic work. Open to freshmen and sophomores.

XVII. Teaching the Biological Sciences—3 hours. Organization of subject matter and methods of teaching the biological sciences in high school. Demonstrations and practice in laboratory. Field exercises suitable for uses in high school. Collection and preparation of laboratory materials. Those whose major is biological science may substitute this course for 3 hours of required work in section C in education. Prerequisite, 15 hours of credit in biological science including plant and animal study. Open to juniors and seniors.

Note

The biological science major may include 10 hours of agriculture other than General Agriculture.

2. Earth Science

I. Principles of Physiography—5 hours. The origin of land forms, the agencies and processes at work producing them. An interpretation of life as affected by physiography. Interpretation of topographic maps. Field trips into the local region. Open to freshmen and sophomores.
II. Physiography of the United States—5 hours. A detailed study of the various physiographic regions of the United States is taken up from the standpoint of their origin. Open to freshmen and sophomores.

III. Principles of Geology—5 hours. The origin, history, and structure of the earth. Great processes and changes at work. Laboratory and field work. Open to freshmen, sophomores, and juniors.

IV. Mineralogy—5 hours. The common minerals, character of crystals, descriptive and determinative mineralogy. Prerequisite, high school or college physics or inorganic chemistry. Open to juniors and seniors.

V. Climatology—5 hours. A study of the air, its composition and physics, moisture, weather forecasting and map making, climate, and instruments used in gathering data. Open to juniors and seniors.

VI. Astronomy I—5 hours. The fundamental facts and laws of astronomy. The uses of various astronomical instruments. A general knowledge concerning the heavenly bodies. Open to sophomores, juniors, and seniors.

VII. Elements of Geography I—5 hours. The fundamental principles of man’s adjustments to climate, surface, soil, water resources, mineral resources, and other natural features. Emphasis placed upon the ways in which man fits his food, his clothing, his shelter, his work to the various major types of natural environments. Open to freshmen, sophomores, and juniors.

VIII. Elements of Geography II—5 hours. For teachers of geography in the grades and junior high school. Problem organization of subject matter for the various grades, selection and use of textbooks and supplementary material, collection of illustrative material, objective tests, field trips, purposeful map and graph work. Prerequisite, Elements of Geography I. Open to sophomores, juniors, and seniors.

IX. Commercial and Industrial Geography—5 hours. A study of the commodities entering into international trade, trade routes of the world, and ocean transportation. Credit only on commercial education curriculums and for those whose major is earth science. 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. A study of the continent by major geographic regions. More intensive study of the regions of the United States. Problem organization to show the relationships between the economic activities and the natural environment. Open to sophomores, juniors, and seniors.

XII. Geography of South America—5 hours. Investigations of 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. Influence of Geography upon American History—5 hours. Correlation of geography and American history. A study of the geo-
graphic conditions which have influenced the course of American
history. 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. The past exploitations of these resources
and the movement to better utilization by such means as scientific
forestry, reclamation of waste lands, checking of erosion. Open to
juniors and seniors.

Note

The earth science major may include 10 hours from Soils, Soil Fer­
tility, and Chemistry I and II.

3. Agriculture

I. General Agriculture—5 hours. An introductory course giving some
principles along the main general lines of the subject. Three recitations
and four laboratory periods per week. No credit for those who have
one or more units of entrance credit in agriculture. Open to freshmen
and sophomores.

II. Dairy Cattle—3 hours. Breeds, types, judging, and marketing
dairy cattle. Open to freshmen, sophomores, and juniors.

III. Beef Cattle and Sheep—3 hours. Breeds, type, grades, mar­
keting, and judging. Open to freshmen, sophomores, and juniors.

IV. Testing Dairy Products—2 hours. Milk and its products. Open
to sophomores, juniors, and seniors.

V. Swine—2 hours. Breeds, types, judging, market classes, and
grades. Open to freshmen, sophomores, and juniors.

VI. Horses—2 hours. Types, breeds, classes, grades, judging. Open
to freshmen, sophomores, and juniors.

VII. Soils—3 hours. Management of soils to realize maximum pro­
duction. Open to freshmen, sophomores, and juniors.

VIII. Horticulture—2 hours. The management of orchard, bush,
and small fruits. Harvesting and marketing. Open to freshmen, sopho­
more, and juniors.

IX. Farm Crops—5 hours. The important field crops of Iowa. Open
to juniors and seniors.

X. Weeds—2 hours. Identification and control of our common
weeds. Open to sophomores, juniors, and seniors.

XI. Feeds and Feeding—3 hours. Balanced rations, best 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. Classes, breeds, varieties, manage­
ment. Open to sophomores, juniors, and seniors.

XIV. Soil Fertility—2 hours. Plant food materials and permanent
agriculture. Open to sophomores, juniors, and seniors.
COURSES OF INSTRUCTION

XV. Farm Management—3 hours. Various kinds of farming and the relation to the different factors involved. Open to sophomores, juniors, and seniors.

XVI. Marketing Agricultural Products—3 hours. A functional study of grain, live stock, and produce marketing and the various steps involved in each, with special application to cooperative methods as applied to farming. Open to sophomores, juniors, and seniors.

XVII. Methods in Agriculture—5 hours. This course treats both general and special phases of agriculture. The aim in agriculture, the content of the course, methods of presentation, and the necessary references. Those whose major is agriculture may substitute this course for 5 hours of required work in section C in education. Open to juniors and seniors.

Note
The agriculture major may include 10 hours from Elements of Geography, Botany, Bacteriology, and Chemistry I and II.

ORCHESTRAL MUSIC

I. Supervisors Violin (a)—Drill credit. Class work for the study of elementary violin. Two periods per week. Open only to students whose major is public school music or orchestral music or band music.

II. Supervisors Violin (b)—Drill credit. Intermediate work. Two periods per week. Prerequisite, Supervisors Violin (a) or equivalent preparation. Open only to students whose major is public school music or orchestral music or band music.

III. Supervisors Violin (c)—Drill credit. Advanced work. Two periods per week. Prerequisite, Supervisors Violin (b) or equivalent preparation. Open only to students whose major is public school music or orchestral music or band music.

IV. Orchestral Instruments I to VI—each 1 hour. A study of the orchestral instruments in class, the selection and care of instruments, and methods of teaching orchestral instruments. Two periods per week. Prerequisite, 3 hours of credit in applied music other than Voice. Open to sophomores, juniors, and seniors.

V. Orchestra Conducting—3 hours. Practical technique of the baton, score reading, orchestral seating, formation and management of school and community orchestras, orchestral material and repertoire, and practice in conducting an orchestra. Prerequisite, 3 hours of credit in applied music other than Voice. Open to sophomores, juniors, and seniors.

VI. Band Conducting—3 hours. Band baton technique, formation and management of school and community bands, military band drill and letter formations, and practice in band directing. Prerequisite, 3 hours of credit in wood-wind or brass instruments. Open to juniors and seniors.

VII. Orchestration I—3 hours. A study of scores and arrangements for orchestra adapted to the needs of smaller orchestras, cross-cueing, and practical arranging for small orchestras. Prerequisite, Harmony I, II, III, and 3 hours of applied music other than Voice. Open to juniors and seniors.
VIII. Orchestration II—3 hours. A study of 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.

IX. Band Instrumentation—3 hours. A study of band scores. Practical arrangements and preparation of scores for band. Prerequisite, Harmony I, II, III, and 3 hours in wood-wind or brass instruments. 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, and two, three, and four voice fugues. Prerequisite, Harmony I, II, III, IV, and Counterpoint I, II, III. Open to juniors and seniors.

XI. Musical Composition—3 hours. Elementary composition in homophonic forms, writing of songs and instrumental pieces. Prerequisite, Harmony I, II, III, IV. Open to juniors and seniors.

XII. Applied Music III, Violin, Viola, Cello, Bass, Harp—1 to 12 hours in each. 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, Wood-wind and Brass Instruments—1 to 6 hours in each. The first three hours are open to freshmen, sophomores, and juniors, and the fourth, fifth, and sixth hours are open to sophomores, juniors, and seniors.

XIV. Applied Music V, Percussion Instruments. Tympani—1 hour each term. Maximum credit 3 hours. Xylophone—1 hour each term. Maximum credit 3 hours. Drums and traps—1 hour. Open to freshmen, sophomores, and juniors.

Notes

1. Students whose major is orchestral music must have credit for Applied Music I, 3 hours; Applied Music III, IV, V, 12 hours; Supervisors Violin, 3 term credits, or Violin, 3 hours; Music I and II; Introductory Harmony and Harmony I, II, III, IV; Counterpoint I, II, III; History of Music I, II, III; Orchestra Conducting; Orchestral Instruments I to VI; and Orchestration I.

2. Students whose major is band music must take the work outlined in Note 1 except that they may omit Orchestration I and Orchestra Conducting and must take Band Instrumentation and Band Conducting.

3. Students whose major is orchestral and band music must have credit for all the work indicated in Notes 1 and 2.

4. Students whose major is not orchestral music or band music may elect a maximum of 20 hours in orchestral music.

5. Three terms or less of band practice two or more days per week may be substituted for an equal number of terms of physical training, if the student registers for band practice instead of for physical training.

6. Orchestral instruments belonging to the college are frequently loaned to members of the various orchestras and bands.

7. The department of orchestral music maintains the following organizations:
   a. String Ensemble. Opportunity is offered for the study and performance of sonatas, trios, quartettes, quintettes, etc. Open to students in piano, violin, viola, cello, bass, and harp.
b. Wood-wind and Brass Ensemble. Work as outlined in the above, but for wood-wind and brass groups. Open to students in wood and brass instruments.

c. The College Orchestra, conducted by Edward Kurtz, is an organization maintained for the study and public performance of standard orchestral literature. The College Orchestra gives several concerts throughout the school year and appears also at various school functions.

d. The Orchestra Club, conducted by Frank Hill, is for players less advanced than the College Orchestra. It affords opportunity to students to become accustomed to orchestral routine. This organization also appears in public.

e. The College Band, conducted by Myron Russell, furnishes music for the various games and entertainments of the College and appears also in many concerts during the school year.

f. The Ladies Band, conducted by Myron Russell, is an organization which also takes part in the activities of the College.

PHYSICAL EDUCATION

1. Physical Education

I, II. Anatomy I and II—Each 5 hours. Gross anatomy of the osseous, muscular, and nervous systems and of the vital organs. Open to sophomores, juniors, and seniors.

III. Kinesiology—3 hours. The analysis of the joint and muscular mechanism of various movements involved in gymnastics, games, and dancing, and the movements of everyday life in relation to the problem of bodily development and efficiency. Prerequisite, Anatomy I and II. Open to sophomores, juniors, and seniors.

IV. First Aid to the Injured—2 hours. A Red Cross First Aid Certificate is awarded to those who pass the examination. Open to freshmen, sophomores, and juniors.

V. Play and Playground—3 hours. Theory, nature, and function of play. Games for various ages. Playground equipment and supervision. No credit for those whose major is physical education. Open to freshmen and sophomores.

VI. Club Craft and Leadership—2 hours. A study of girls' club work and its correlation with the physical education program of the public school; a study of the organization and administration of such girls' clubs as Camp Fire Girls, Girl Scouts, Girl Reserves, etc. Open to sophomores, juniors, and seniors.

VII. *Physical Education I—5 hours. The principles, objectives, and scope of physical education. The aims of gymnastics and the technique of gymnastic teaching, both formal and natural. The study of the posture of school children. Open to sophomores, juniors, and seniors.

VIII. *Physical Education II—5 hours. A study of the outstanding age group characteristics in relation to play; adaptation of play material to these ages; the daily program; a year round recreational program and programs for special days; a listing of the play movement in relation to present playground organizations. Cost, selection, use, and placing of playground apparatus. The playground site. Open to juniors and seniors.

* Credit only for students whose major is physical education or coaching and athletics.
IX. Physical Education III—3 hours. The principles and technique of teaching swimming, life saving, and basketball. Basketball officiating. Open to sophomores, juniors, and seniors.

X. Physical Education IV—2 hours. The principles and technique of teaching and officiating soccer, hockey, and tennis. Open to juniors and seniors.

XI. Physical Education V—3 hours. The principles and technique of teaching and officiating indoor baseball, track, and field; a study of motor ability tests; the organization and administration of track meets and play days. Open to juniors and seniors.

XII. Physical Education VI—2 hours. The philosophy of the dance. The dance as an educational activity. Its technique. Teaching methods. Open to juniors and seniors.

XIII. History of Physical Education—2 hours. A study of the social, political, religious, and geographic influences of the old and new civilizations upon the physical life of the people. Special effort is made to find basic principles which have carried through and reasons for consecutive changes in the physical education program. Open to sophomores, juniors, and seniors.

XIV. *School Health Problems—2 hours. A course designed to aid the teacher of physical education in applying knowledge of anthropo­gy, growth and development of the child, and laws of habit formation as related to health ideals and attitudes. It includes the use of devices such as posters, poems and stories, and the handling of data from physical examination cards in promoting and preserving health. Open to sophomores, juniors, and seniors.

XV. *Physical Diagnosis—3 hours. Means of determining abnormal conditions of the body. Symptomatology of the common defects and diseases of school children. Prerequisite, Anatomy I and II, and Physiology I (a). Open to juniors and seniors.

XVI. *Physiology of Exercise—3 hours. A study of the effects of exercise upon the various organic functions of the body. A comparative study of exercises of strength, speed, and endurance. Experiments with the sphygmograph, sphygmomanometer, and ergograph. Prerequisite, Anatomy I and II, and Physiology I (a). Open to juniors and seniors.


XVIII. *Physical Department Administration—3 hours. Administration of a school program in physical education. Equipment and care of gymnasiums. Special problems confronting teachers of physical education. Open to juniors and seniors.

Notes

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

* Credit only for students whose major is physical education or coaching and athletics.
2. Courses in physical training for women include:

- Fundamentals of Movement
- Folk Dancing
- National Dancing
- Interpretative Dancing
- Social Dancing
- Swimming
- Life Saving
- Track and Field
- Hockey
- Fieldball
- Handball
- Dramatic Games
- Unorganized Games
- Simple Team Games
- Volleyball
- Baseball
- Basketball
- Tennis
- Cricket
- Archery
- Soccer
- Golf

3. Regulation gymnasium suits and equipment are required of all women who take work in physical training.

2. Coaching and Athletics

I. 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. Ten hours of theory and practice. Open to freshmen, sophomores, and juniors.

II. Theory of Football II—3 hours. An intensive study of team play, offensive and defensive systems, signal systems, and scouting. Ten hours of theory and practice. Open to sophomores, juniors, and seniors.

III. Theory of Football III—3 hours. Football coaching under supervision. The coach's problems, building formations and plays, strategy and generalship. Observation work. Ten hours of theory and practice. Prerequisite, Theory of Football I or II. Open to juniors and seniors.

IV. Theory of Basketball I—3 hours. The fundamentals of basketball, goal throwing, passing, dribbling, stops and turns. Rules. Ten hours of theory and practice. Open to freshmen, sophomores, and juniors.


VI. Theory of Basketball III—3 hours. Coaching under supervision. Training and conditioning. Observation work. Ten hours of theory and practice. Prerequisite, Theory of Basketball I or II. Open to juniors and seniors.

VII. 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. Ten hours of theory and practice. Open to freshmen and sophomores.


XII. Theory of Wrestling—2 hours. Different holds, counters, etc. Daily theory and practice. Open to juniors and seniors.


XV. Organization and Administration of Athletics—3 hours. Purpose of athletics, intermural 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.

XVI. Theory of Football IV—2 hours. The theoretical work takes up offensive and defensive systems from the viewpoint of the coach. Rules for the coach, the official, and the player. Five hours of theory and practice. Open to sophomores, juniors, and seniors.


Notes

1. The major in coaching and athletics must include Physiology I (a) and First Aid to the Injured.

2. This major may include Physiology I (a), First Aid to the Injured, Anatomy I and II, Hygiene and Sanitation, History of Physical Education, and Corrective Gymnastics and Massage.

3. The maximum credit that may be used toward graduation in theory of football is 9 hours, in theory of basketball 9 hours, in theory of baseball 6 hours, and in theory of track 6 hours.

4. The maximum amount of credit in theory courses in athletics that may be used toward graduation by a student whose major is other than coaching and athletics is 10 hours, except that a student whose major is agriculture, commercial education, or manual arts may use 15 hours of such credit toward graduation.
5. The minimum amount of credit in theory courses in athletics that may be used toward graduation from a two-year curriculum is 5 hours; the minimum amount that may be used toward graduation from a degree curriculum is 8 hours.

6. A student who registers for any one of courses I to X in theory of athletics may be released from the physical training requirement during the term of such registration. A student who receives credit for one or more of these courses is released from a corresponding number of term credits in physical training.

7. Courses in physical training for men include:

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**PHYSICS AND CHEMISTRY**

1. Physics

**Physics A**—5 hours. Mechanics, sound, and light. This course in general physics is open to those who do not present credit in physics for entrance. Open to freshmen and sophomores.

**Physics B**—5 hours. Heat, electricity, and magnetism. This course supplements course A above. Open to freshmen and sophomores.

**I. Mechanics**—3 hours. No credit for those who have had Physics A. Prerequisite, high school physics or equivalent preparation. Open to freshmen, sophomores, and juniors.

**II. Laboratory Physics in Mechanics**—2 hours. Double periods twice a week. The laboratory exercises consist of varied application of the principles of mechanics studied in Physics I. No credit for those who have had Physics A. This course should accompany Physics I. Open to freshmen, sophomores, and juniors.

**III. Sound and Light**—3 hours. The various topics of light are presented from the standpoint of both geometrical and physical optics. Prerequisite, Physics I or Physics A and B or equivalent preparation. Open to freshmen, sophomores, and juniors.

**IV. Laboratory Physics in Sound and Light**—2 hours. Double periods twice a week. Prerequisite, Physics I and II or Physics A and B. This course should accompany Physics III. Open to freshmen, sophomores, and juniors.

**V. Heat, Electricity, and Magnetism**—3 hours. A theoretical study of the elements of heat, electricity, and magnetism along more advanced lines than is given in a secondary course. Prerequisite, Physics I or Physics A and B or equivalent preparation. Open to freshmen, sophomores, and juniors.

**VI. Laboratory Physics in Heat, Electricity, and Magnetism**—2 hours. Double periods twice a week. This course should accompany Physics V. Prerequisite, Physics I and II or Physics A and B or equivalent preparation. Open to freshmen, sophomores, and juniors.

**VII. Advanced Mechanics**—3 hours. Double periods three times a week. Much library reading in preparation for the laboratory work is demanded in the advanced laboratory courses. The experimental work
of this course is devoted particularly to problems of moment of inertia and of harmonic motion. Prerequisite, Physics I and II or equivalent preparation. Open to sophomores, juniors, and seniors.

VIII. Advanced Course in Light—3 hours. Double periods, three times a week. Embraces experiments with spectrometer, gratings and interferometer. Prerequisite, Physics III and IV or equivalent preparation. Open to sophomores, juniors, and seniors.

IX. Advanced Course in Electricity and Magnetism—5 hours. Double periods five times a week. This course brings in the use of the magnetometer and the quadrant electrometer. Some measurements of the coefficients of induction. Experiments in radioactivity using the gold leaf electroscope mounted with reading telescope. Prerequisite, Physics V and VI or equivalent preparation. Open to juniors and seniors.

X. Teachers’ Course in Physics—5 hours. Intended for students preparing to be teachers of physics in secondary schools. The student will perform many experiments so as to thoroughly acquaint himself with the best laboratory devices. The history of physics and the best methods of teaching it. Prerequisite, 10 hours of college physics (for teachers of physics this prerequisite could be set aside during the summer term). This course may be substituted for 5 hours of work in section C in education for those whose major is physics or physical science. Open to juniors and seniors.

XI. Alternating Currents—2 hours. An elementary course preparatory to Physics XII. Prerequisite, Physics I, II, V, and VI or equivalent preparation. Open to sophomores, juniors, and seniors.

XII. Radio and Wireless—3 hours. The first half of the course is devoted to a study of alternating current phenomena, problems of capacity and inductance; the last half to a practical study of the various forms of commercial wireless telegraphy and telephony. Prerequisite, Physics I, V, and VI. This course must be preceded or accompanied by Physics XI. Open to sophomores, juniors, and seniors.

XIII. Everyday Physical Science—5 hours. The student’s environment is particularly considered so that he can better interpret to the child mind the common phenomena of inanimate nature. An attempt is also made to understand the working principles of the more common inventions of man in the home and elsewhere. Credit only on kindergarten, primary, elementary teacher, and consolidated school curriculums. Open to freshmen and sophomores.

XIV. Mechanics, Light, Electricity—5 hours. Credit only on physical education curriculum. Open to freshmen and sophomores.

XV. Sound and Music—5 hours. The first half consists of an elementary study of the physics of sound. Each student is required to perform about fifteen exercises in the laboratory. The last half of the term is devoted to the musical side of the subject. Credit only on music and degree curriculums. Open to freshmen, sophomores, and juniors.

XVI. Household Physics—3 hours. Credit only on home economics curriculums. Open to sophomores, juniors, and seniors.

XVII. General Physical Science—5 hours. This deals with the fundamental principles and important applications of the physical sciences. A non-mathematical course, rich in experimental demonstration. Designed especially for those preparing to teach general science
COURSES OF INSTRUCTION

in high schools. Credit only on degree curriculums. Open to freshmen and sophomores.

XVIII. Modern Physics—5 hours. An introductory course in radioactive and electronic phenomena in general. Prerequisite, Physics I, II, V, VI. Open to juniors and seniors.

XIX. Applied Electricity and Magnetism—5 hours. Credit only on manual arts curriculums. Prerequisite, high school physics. Open to freshmen and sophomores.

Note

The physics major may include 10 hours of work from Chemistry, Analytical Geometry, and Calculus.

2. Chemistry

I. General Inorganic Chemistry I—5 hours. Three recitations and two double periods in laboratory. Open to freshmen, sophomores, and juniors.

II. General Inorganic Chemistry II—5 hours. Continuing the theoretical work of the preceding term. Three recitations and two double periods in laboratory. Open to freshmen, sophomores, and juniors.

III. Chemistry of Metals and Qualitative Analysis—5 hours. A basis for a comprehensive study of the properties of the metallic elements. Two recitations and three double periods in laboratory. Open to freshmen, sophomores, and juniors.

IV. Organic Chemistry—5 hours. A short course in the essentials of the subject. Prerequisite, Chemistry I and II. Three recitations and two double periods in laboratory. Open to sophomores, juniors, and seniors.

V. Quantitative Analysis (Gravimetric):

(a)—3 hours. The elementary principles of gravimetric analysis are studied and practiced in the analysis of a number of salts and commercial products. Three double periods per week and a weekly conference. Valuable for later professional courses. Prerequisite, Chemistry III. Open to sophomores, juniors, and seniors.

(b)—2 hours. A continuation of V (a). Desirable for further preparation in analytical work. Two double periods per week. Chemistry V (a) must precede or accompany this course. Open to sophomores, juniors, and seniors.

VI. Quantitative Analysis (Volumetric):

(a)—3 hours. An introduction to the principles and practices of analytical chemistry by volumetric methods. Three double periods per week and a weekly conference. Valuable for later professional courses. Open to sophomores, juniors, and seniors.

(b)—2 hours. A continuation of VI (a). Especially essential for those whose major is chemistry. Two double periods per week. Chemistry VI (a) must precede or accompany this course. Open to sophomores, juniors, and seniors.
VII. Water Analysis:

(a) Sanitary Water Analysis—2 hours. A short course in the analysis of drinking water, treated from the standpoint of the sanitary chemist. Prerequisite, Chemistry III. Two double periods in laboratory. Open to juniors and seniors.

(b) Mineral Water Analysis—3 hours. Estimation of the mineral constituents of waters with reference to their availability for technical purposes. Prerequisite, Chemistry III. Three double periods in laboratory. Open to juniors and seniors.

VIII. Physical Chemistry—3 hours. Prerequisite, Chemistry I, II, III. Open to juniors and seniors.

IX. Special Laboratory Course—5 hours. This may be arranged to cover the various kinds of analytical work desired by the student. Facilities are provided for the analysis of iron and steel, coal, soil, and for advanced organic laboratory practice. Five double periods in laboratory. Open to sophomores, juniors, and seniors.

X. General Inorganic Chemistry—5 hours. Designed especially for students taking home economics. A study of chemical substances, processes, and theories with reference to the home. Open to freshmen, sophomores, and juniors.

XI. Inorganic and Organic Chemistry—5 hours. A continuation of Chemistry X. This course completes inorganic chemistry and takes up the elementary principles of organic chemistry. Open to freshmen, sophomores, and juniors.

XII. Organic Chemistry—3 hours. Required of students whose major is home economics. Prerequisite, Chemistry I and II or Chemistry X and XI. Open to freshmen, sophomores, and juniors.

XIII. Chemistry of Food and Nutrition—5 hours. Required of students whose major is home economics. Open to other students who have met the prerequisite. This course takes up the various foods with the chemistry of their digestion and of their transformation into each other in the body. Prerequisite, Chemistry IV or XII. Open to sophomores, juniors, and seniors.

XIV. Advanced Nutrition Chemistry—2 hours. This includes a more complete study of metabolism. One recitation and one double period in laboratory. Open to juniors and seniors.

XV. Food Analysis—5 hours. A course in the proximate analysis of the common foods in a quantitative way. Two recitations and three double periods in laboratory. Prerequisite, Chemistry IV or XII. Open to juniors and seniors.

XVI. Textiles:

(a) Textile Chemistry—3 hours. This course covers the study of the various fibers used in the textile industry and the specific tests that may be made of them. Prerequisite, Chemistry I and II. Three double periods in laboratory. Open to juniors and seniors.

(b) Chemistry of Cleaning and Dyeing—2 hours. The various methods of dyeing are investigated in a laboratory way. Theories of dyeing are studied. Prerequisite, Chemistry IV. Two double periods in laboratory. Open to juniors and seniors.
XVII. Elementary Inorganic and Organic Chemistry—5 hours. A course presenting the basic principles and laboratory technique. Designed to provide a foundation for the proper comprehension of the second term of chemistry. Credit only on the physical education curriculum. Open to freshmen and sophomores.

XVIII. Physiological Chemistry—5 hours. The chemistry of digestion, metabolism, muscular action, and other physiological processes. Credit only on the physical education curriculum. Prerequisite, Chemistry XVII. Open to freshmen and sophomores.

XIX. Chemistry of Non-metals—5 hours. A condensed course designed for students who present entrance credit in Chemistry. Not open to students who have credit for Chemistry I, II, X, or XI. Three recitations and two double laboratory periods per week. Open to freshmen, sophomores, and juniors.

3. Physical Science Major

Those whose major is physical science must have credit for 15 hours of physics and 15 hours of chemistry and 20 hours in physical science that is not open to freshmen. Ten hours should be open only to juniors and seniors. The maximum in physical science and any other major line in the same group may not exceed 60 hours, except that if the minor is also in this group the combined maximum may be 75 hours. Physical science may not be used as a minor.

The chemistry major may include 10 hours from Physics I to VI inclusive.

PRIMARY

(See courses in education and in the department of teaching)

PSYCHOLOGY

(See courses in education)

RELIGIOUS EDUCATION

I. Origin of the Bible—3 hours. Traces the beginnings of sacred books in oral traditions, the processes of collection into one book, and the various translations of history out of manuscripts into King James and modern versions. Open to freshmen, sophomores, and juniors.

II. Bible as Literature—3 hours. A study of the origin and character of the literature of the Bible; tracing the development of religious ideas from early writings to those of later Jewish thought. Open to freshmen, sophomores, and juniors.

III. Synoptic Life of Jesus—2 hours. A study of the gospels to discover the uniqueness of the life and character of Jesus in contrast with current ideas and conceptions of his day. Open to freshmen, sophomores, and juniors.

IV. Life and Letters of Paul—2 hours. In the background of Acts are traced the rise of the great apostle and his extension of Christianity to the Gentiles. Portions of his thirteen letters in their historic setting are studied. Open to sophomores, juniors, and seniors.

VI. The Hebrew Prophets—3 hours. This course traces the development of prophetism from its early beginnings through its various stages, emphasizing in particular the work and message of its great leaders. Open to sophomores, juniors, and seniors.

VII. Hebrew Religion I—3 hours. A complete unit of study. Covers the origin of Hebrew religion and its development into a political messianic monarchy. Open to freshmen, sophomores, and juniors.

VIII. Hebrew Religion II—3 hours. A complete unit of study. Covers the rise of Judaism out of the exile and its development into a religion of law. Open to sophomores, juniors, and seniors.

IX. Origin and Growth of the Christian Religion—3 hours. Traces the growth and development of the Christian movement through the centuries to the present time. Open to juniors and seniors.

X. Bible Ethics—3 hours. Beginning with the decalogue this course follows the development of ethical standards from the legalistic to the voluntary motivations of life. The gospels are reviewed for contributions to the individual, family, social life, public welfare, and moral forces of progress. Open to juniors and seniors.

XI. The Gospel and Writings of John—2 hours. An interpretation of this last written book of the Bible in terms of Asia Minor confusion of religious life in which it was written. Open to juniors and seniors.

XII. Religions of the World—2 hours. An appreciative survey of the values to be found in the other great world religions such as Brahmanism, Buddhism, Mohammedanism, etc. Open to juniors and seniors.

Note

Five hours of credit in religious education may be used on two-year curriculums and 15 hours on degree curriculums.

ROMANCE LANGUAGES

1. French

I. *French I—5 hours. Familiarity with the elements of grammar, a correct pronunciation and training in simple conversation are the aims of this course. Open to freshmen, sophomores, and juniors.

II. *French II—5 hours. Grammar and easy French reading. Drill in conversation and composition. Open to freshmen, sophomores, and juniors.

III. French III—5 hours. The aim of this course will be to read a number of the easier texts and to give the student practice in conversation. Prerequisite, one year of high school French or equivalent preparation. Open to freshmen, sophomores, and juniors.

* The year's work must be completed if any credit is used in meeting the requirements for graduation.
IV (a). **Advanced Reading**—3 hours. Texts will be selected from the better known fiction and drama of the nineteenth century. Prerequisite, two years of high school French or equivalent preparation. Open to sophomores, juniors, and seniors.

IV (b). **Conversation and Composition**—2 hours. In this course an opportunity is furnished the student to acquire some familiarity with the grammar, idioms, and vocabulary necessary for general conversation. Prerequisite, two years of high school French or equivalent preparation. Open to sophomores, juniors, and seniors.

V (a). **Advanced Reading**—3 hours. A continuation of French IV (a). Open to sophomores, juniors, and seniors.

V (b). **Conversation and Composition**—2 hours. A continuation of French IV (b). The course will presume some facility on the part of the student in the use of the more general vocabulary and idioms and will concentrate on the French of everyday life. Open to sophomores, juniors, and seniors.

VI (a). **Advanced Rapid Reading**—3 hours. A maximum number of texts will be read with the purpose of accustoming the student to read French with facility. Open to sophomores, juniors, and seniors.

VI (b). **Advanced Composition and Conversation**—2 hours. A continuation of French V (b). The aim of the course is to give the student a reasonable fluency in the use of French for conversation and correspondence. Open to sophomores, juniors, and seniors.

VII (a), VIII (a), IX (a). **French Literature of the 19th Century**— Each 3 hours. A study of the various writers of the romantic and realistic schools. 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 French. 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. A study of the prose and poetry of Victor Hugo. Open to juniors and seniors.

XIV. **Edmond Rostand**—2 hours. A study of the lyric and dramatic poetry of Edmond Rostand. Open to juniors and seniors.

XV. **Pierre Loti**—2 hours. A study of the novels of Pierre Loti. Open to juniors and seniors.

XVI. **The Teaching of French**—2 hours. Those whose major is French may substitute this course for 2 hours of work in section C in education. Prerequisite, French VI or equivalent preparation. Open to juniors and seniors.

**Notes**

1. The French major may include 10 hours in Spanish from courses IV to IX.
2. Freshmen who have had two years of French in high school may take French IV, V, VI, and may continue beyond French VI in the sophomore year.
2. Spanish

I. *Spanish I—5 hours. Familiarity with the elements of grammar, a correct pronunciation, and training in simple conversation are the aims of this course. 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. The aim of this course will be to read a number of the easier texts and to give the student 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 will be 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.

IV (b). Conversation and Composition—2 hours. In this course an opportunity is furnished the student to acquire some familiarity with 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.

V (b). Conversation and Composition—2 hours. A continuation of Spanish IV (b). The course will presume some facility on the part of the student in the use of the more general vocabulary and idioms and will concentrate on the Spanish of everyday life and business. Open to sophomores, juniors, and seniors.

VI (a). Advanced Rapid Reading—3 hours. A maximum number of texts will be read 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 to give the student 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.

Notes

1. The Spanish major may include 10 hours of French from courses IV to XV.

2. Freshmen who have had two years of Spanish in high school may take Spanish IV, V, VI, and may continue beyond Spanish VI in the sophomore year.

* The year's work must be completed if any credit is used in meeting the requirements for graduation.
3. Italian

I, II. *Italian I and 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. Typical extracts from the older and modern classics will be read. Open to freshmen, sophomores, and juniors.

**RURAL EDUCATION**

(See courses in education)

**SOCIAL SCIENCE**

1. History

I. Greek and Roman Civilization—5 hours. A study of the essential elements of Greek and Roman civilization which have contributed to human progress. Open to sophomores, juniors, and seniors.

II. European History I—5 hours. Designed to give the student an acquaintance with the problems in the study of history and a survey of the period from the 5th to the 16th century, emphasis being placed on the factors of greatest importance in influence on later periods. Open to freshmen and sophomores.

III. European History II—5 hours. A study of the Reformation, the political revolution of the 17th and 18th centuries, and the background of the French Revolution. Open to sophomores, juniors, and seniors.

IV. European History III—5 hours. Europe from 1789. The French Revolution, Napoleonic Period, and the 19th century are emphasized. Open to sophomores, juniors, and seniors.

V. Recent European History—5 hours. Special study of recent and contemporary problems to show how they have arisen and what results have followed. Growth of states, national imperialism, international relations, the World War, and reconstruction since the war are included for discussion. Open to juniors and seniors.

VI. English History I—5 hours. The connection between England and our own country is emphasized and a study made of the development of such institutions as have become part of our life. Open to freshmen, sophomores, and juniors.

VII. English History II—5 hours. The history of England and the Empire since the 17th century, the triumph of parliamentary government, the significance of the American Revolution, the Industrial Revolution, the era of reform, political and social movements since 1867, the British Empire. Open to sophomores, juniors, and seniors.

VIII. English Constitutional History—3 hours. A study of constitutional development over the entire period of English history. Origins and antecedents of constitutional institutions. Open to sophomores, juniors, and seniors.

IX. American Colonial History—5 hours. A brief study of colonial settlements in America, their relation to the mother country, social

* The year's work must be completed if any credit is used in meeting the requirements for graduation.
and industrial progress, causes leading to separation. Open to freshmen, sophomores, and juniors.

X. American History I—5 hours. From 1789 to 1865. A general view of the movements most important previous to the Civil War. Special attention will be given to expansion, development of the West, tariff, slavery, our foreign policy, and growth of nationality. Open to freshmen and sophomores.


XII. Diplomatic History of the United States—5 hours. A general course in the history of American foreign relations from the Revolution to the present time with emphasis upon such policies as the Monroe Doctrine and its changing interpretation, the rights of neutrals, colonial expansion, and America's attitude toward the world war. A survey of the United States from a position of isolation to one of leadership in the family of nations. Open to juniors and seniors.

XIII. History of the West—5 hours. This study traces the westward moving frontier and the effect that movements and influences originating on the frontier have had on American institutions and history. Special emphasis will be given to the history of Iowa covering early explorations and settlements, development of governmental organization, railroads, and industries. Open to juniors and seniors.

XIV. History of Iowa—2 hours. The discovery and exploration of the Iowa country. The Indians, fur-traders, and pioneer settlers. Iowa as a territory, its organization and development as a state with emphasis upon Iowa's part in national affairs. Open to freshmen, sophomores, and juniors.


XVI. History of the Far East—3 hours. A brief survey of the Orient with special emphasis upon the recent history of China, Japan, and India, and the relation of the western nations to these countries. Open to sophomores, juniors, and seniors.

XVII. Teaching the Social Sciences—5 hours. A study of the objectives, content, problems, and methods of instruction in the teaching of the social sciences. Those whose major is history or government or economics may substitute this course for 5 hours of work in section C in education. Open to juniors and seniors.

Note

The history major may include American Constitutional History.

2. Government

I. American Government—5 hours. A course covering the republican form of government and constitutions of the state and nation. The organization and actual workings of American government in all its branches. This course meets the requirements of section 3862 of the Code of Iowa for students desiring to secure a state teacher's certificate. Open to freshmen, sophomores, and juniors.
II. Municipal Government—5 hours. A study of the structure and functions of city government in the United States with a brief background treatment of European cities. An analysis of the relation of the city to the state, of the governing organs of the city, of their influence and of their relation to each other. A brief consideration of the problems of municipal administration. Open to juniors and seniors.

III. Modern European Governments—5 hours. The government of each country is outlined and compared with that of the United States. England, France, Germany, Switzerland, Italy, and the newer European states will be given special attention. Open to sophomores, juniors, and seniors.

IV. Local Government and Problems—2 hours. A detailed study of the county, township, and village of the United States, and of such problems as order, public safety, administration of justice, enforcement of law, good roads, institutional charity, etc. Open to sophomores, juniors, and seniors.

V. Political Parties and Leaders—3 hours. A study of the origin, organization, methods, and operation of political parties in the United States; of the career, purpose, and achievements of prominent leaders. Open to sophomores, juniors, and seniors.

VI. Principles of Political Science—3 hours. A discussion of the state, its nature, origin, sovereignty, relation to other states; of the separation of powers and of the theory and powers of each department; of the authority of the state over the individual. Open to sophomores, juniors, and seniors.

VII. American Political Theories—2 hours. A study of the evolution of American political ideas from the colonial times to the present day. Open to sophomores, juniors, and seniors.

VIII. American Constitutional History—5 hours. A study of the constitutional phases of American history from the launching of the national government to the present time. Open to sophomores, juniors, and seniors.

IX. Legislation—2 hours. A survey of the machinery and product of policy determining agencies in the governments of the world with special emphasis upon the work of American legislatures. Open to sophomores, juniors, and seniors.

X. State Government and Administration—3 hours. A comparative study of the evolution of state constitutions, of the structure of state governments, of the powers and functions of state agencies. A consideration of the modern problems of state sovereignty, police power, and administrative consolidation. Open to sophomores, juniors, and seniors.

XI. Legal Status of Women—2 hours. A discussion of the common law status of women and the development of certain guarantees, especially in Iowa. Woman's rights and responsibilities in such respects as property holding, contract, guardianship, family expenses, etc., are discussed. Open to juniors and seniors.

XII. Constitutional Law—5 hours. Federal jurisdiction and expressed powers, implied powers, citizenship, privileges and immunities of citizens, suffrage, taxation, laws impairing the obligations of contract, regulation of commerce, money, war. Open to sophomores, juniors, and seniors.
XIII. International Law—5 hours. The development of the law of nations, its nature, source, and present status; the equality of states; the doctrine of intervention; the laws of war and peace; the rights and duties of neutrals; the arbitration movement. Open to sophomores, juniors, and seniors.

XIV. Colonial Government—2 hours. A study of the principles of governmental organization and administration of colonies and dependencies as developed by the leading colonial powers of the world such as England, France, Holland, United States, Japan, and Italy. Governmental problems of the United States in connection with its territories and dependencies. Open to sophomores, juniors, and seniors.

XV. School Laws of Iowa—3 hours. School corporations in general. School corporations in Iowa with the rights, powers, duties, and responsibilities at law of school boards, school officers, superintendents, and teachers. The judicial interpretations of the school laws of Iowa. Open to juniors and seniors.

XVI. World Government and Politics—5 hours. A survey of the international relations of independent states as members of the world community revealed through a study of arbitration, alliances, conferences, and congresses, the balance of power, the Hague Court, and the League of Nations. Open to juniors and seniors.

XVII. Parliamentary Law and Practice—1 hour. A study of the recognized rules and practices governing the action of deliberative bodies. Open to freshmen, sophomores, and juniors.

Note

The government major may include Teaching the Social Sciences and Public Finance.

3. Economics

I. Principles of Economics I—5 hours. A general course in the fundamental principles of economics. Open to freshmen, sophomores, and juniors.

II. Principles of Economics II—5 hours. A more extended treatment of the fundamental principles of economics. Prerequisite, Principles of Economics I. Open to sophomores, juniors, and seniors.

III. Economic History of the United States—5 hours. Commerce and industry as factors in colonization. Tariffs, commercial policies, the merchant marine, industry, and trade. Open to freshmen and sophomores.

IV. Money and Banking—5 hours. A careful survey of the general principles of money and of the nature and functions of banks. Special attention will be given to the organization and management of the new currency system. Open to sophomores, juniors, and seniors.

V. Corporation Finance and Investments—5 hours. A study of the methods used in financing new and old enterprises; analysis of different kinds of corporation securities and their status in reorganization and bankruptcy; the sale of and transfer of securities; the business cycle; factors to be considered in selecting investments. Open to sophomores, juniors, and seniors.
VI. **General Sociology**—5 hours. A fundamental course for students in sociology. Facts, principles, and laws which treat of the evolution of society, social processes, social control, etc. Open to sophomores, juniors, and seniors.

VII. **Rural Sociology**—5 hours. A study of the institutions and problems affecting rural, social, and economic life, including rural credits, good roads, the land question, agricultural production and marketing, income on farms, labor, recreation, leadership, and the rural church, school, and social center. Open to freshmen and sophomores.

VIII. **Population**—3 hours. The composition and population according to age, sex, marital status, urban and rural, occupation, and race. Growth of population and its bearing upon wages and standards of living. Theories of population and eugenic movements to improve racial quality. Open to juniors and seniors.

IX. **Crime and Poverty**—5 hours. A study of poverty, its causes, prevention, and methods of relief; the nature, causes, conviction, and treatment of the criminal. Open to juniors and seniors.

X. **Social Problems**—2 hours. Primarily for beginners. Present day social questions and conditions. Open to sophomores, juniors, and seniors.

XI. **Labor Problems**—3 hours. Questions of wages, hours of work, employment of women, labor organizations, trade agreements, labor exchanges, arbitration, and labor legislation. Socialism as a program for industrial reorganization so far as labor is concerned. Open to sophomores, juniors, and seniors.

XII. **Public Finance**—5 hours. The topics studied will include public expenditures and their economic effects, the general property tax, the income tax, the inheritance tax, the single tax systems and their administration, and the separation of sources of state and local revenue. Open to juniors and seniors.

XIII. **Transportation**—3 hours. A study of problems of highway, water, and rail transportation, and the related postal and telegraph services. Prerequisite, Principles of Economics I. Open to juniors and seniors.

XIV. **Foreign Trade Problems**—3 hours. A present day study of exports and imports, foreign exchange problems, effect of international debts on direction of trade and national trade policies. Prerequisite, Principles of Economics I. Open to sophomores, juniors, and seniors.

XV. **Insurance**—2 hours. A brief study of property and life insurance; principles involved and different types of policies. Open to juniors and seniors.

XVI. **Industrial Combinations**—3 hours. Circumstances and conditions which have led to large scale development. Extent and character of the corporate organization and the relation of these corporations to increased production, prices, wages, and industrial legislation. Open to sophomores, juniors, and seniors.

XVII. **The Family (Applied Sociology)**—3 hours. A sociological study of society's most basic institution—its origin, development, and social value. The problems of the modern family. Open to sophomores, juniors, and seniors.

**Note**

The economics major may include Marketing and Teaching the Social Sciences.
IOWA STATE TEACHERS COLLEGE

SPEECH

(See courses in English)

TEACHING

I. Illustrative Teaching—Credit required. This course lays the foundation for the teaching that is required on all curriculums. It consists mainly of observations of illustrative lessons and discussions following these observations. Plan writing, projects, and lectures. Three hours per week. *Prerequisite, Psychology I.

II. Child Psychology—5 hours. The background and various methods of child study, physical growth; mental, emotional, and social development of the child. Special problems in child training. Opportunity for observing children in the nursery school. Prerequisite, Psychology I. Open to freshmen and sophomores.

III. Teaching under Critic Supervision—10 hours. Students take charge of classes in the campus training school 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. Prerequisite, 10 hours in psychology and education and credit for Illustrative Teaching. Open to sophomores, juniors, and seniors.

IV. Applied Elementary School Methods—5 hours. This course includes a detailed study of the processes of teaching and learning and a practical application of the principles involved in elementary education. It offers a systematic consideration of objectives, selection and organization of subject matter, self-activity in the learning process, interest and economy in learning, and various types of procedure and teaching techniques. It illustrates in actual situations such activities as measuring results, taking account of individual differences, using remedial measures, and directing study. The close connection with the course in "Teaching" makes vital and specific the instruction in methods of teaching reading, language, arithmetic, geography, and other elementary school subjects. Required on the curriculums for intermediate and upper grade teachers who take "Teaching" in the public schools affiliated with the college. Those who take this course may not have additional credit for Elementary School Methods. Prerequisite, Psychology I. Open to sophomores, juniors, and seniors.

V. Primary Illustrative Teaching—2 hours. The theory of primary teaching, a study of lesson plans and projects, the observation and discussion of illustrative lessons. Prerequisite, Psychology I. Credit only on the primary and kindergarten curriculums. Four hours a week. Open to freshmen and sophomores.

* Students on the two year home economics curriculum may take Illustrative Teaching while taking Psychology I. Students on the one year rural teacher curriculum may take Illustrative Teaching after the completion of course I or II or III in rural education.

† If a student has completed a two-year curriculum requiring 10 hours of teaching, 5 additional hours of teaching are required in the senior year of the degree curriculums, unless the student is released from this requirement by the head of the department of teaching. Critics in training are permitted to register for the additional five hours of teaching in the junior year. Students on the two year home economics curriculum may take Teaching after the completion of Psychology I and Illustrative Teaching.
VI. **Primary Teaching and Criticism under Critic Supervision**—15 hours. Students take charge of classes, 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. Opportunity is offered for getting this training in the campus training school or in affiliated schools. Prerequisite, Primary Illustrative Teaching, and 10 hours in psychology and education. Open to sophomores, juniors, and seniors.

VII. **Kindergarten Theory for Primary Teachers**—2 hours. Observation and discussion of kindergarten work which is especially important for teachers in primary grades. Prerequisite, 15 hours in psychology and education. Credit only on the primary curriculums. Four hours a week. Open to sophomores, juniors, and seniors.

VIII. **Kindergarten Theory I, II, III**—3, 2 and 2 hours. Credit only on the kindergarten curriculums. Open to freshmen and sophomores.

(I) Based on a study of child life in its physical, mental, and social aspects through observation in kindergarten, lectures, references, and class discussions. Daily.

(II) Fine and industrial arts for kindergarten children. This includes a study of materials and the actual making of projects. Daily.

(III) Rhymes, songs, plays, and games for children from 4 to 6 years of age. Children's literature with emphasis on the selection and presentation of poetry and stories. Daily.

IX. **Kindergarten Theory IV and V**—Each 3 hours. Credit only on the kindergarten curriculums. Open to sophomores, juniors, and seniors.

(IV) Principles and methods of kindergarten and first grade teaching. 3 hours a week. Prerequisite, 10 hours in psychology and education.

(V) History of infant schools, Montessori nursery schools, Froebelian and modern kindergartens. 3 hours a week.

X. **Kindergarten Teaching and Criticism under Critic Supervision**—15 hours. Students take charge of kindergarten work under direction of the critic, 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 in psychology and education, and Kindergarten Theory I, II, III. Open to sophomores, juniors, and seniors.

XI. **Critic Training**—15 hours. This work consists of six terms of training under the supervision of the department of teaching. Prerequisite, two years of college credit and acceptance by the department for

† Only 10 hours of credit in Primary Teaching and Criticism may be used toward graduation from a degree curriculum with a major other than primary education.

** Only ten hours of credit in Kindergarten Teaching and Criticism may be used toward graduation from a degree curriculum with a major other than kindergarten education.
this training. While taking this work the student is permitted to carry 5 hours of college work each term. Students taking this work are employed as teachers in the college elementary schools or in the college high school and are selected for this service by the college. For further particulars consult the head of the department of teaching.

Notes

1. The teaching and critic training major may include 15 hours from courses in education or rural education.

2. A student who has completed a two-year collegiate curriculum or the equivalent and who has been selected by the department of teaching as a critic in training may receive a department certificate in critic teaching on the completion of six terms of service in the department of teaching and the completion of the requirements for a degree.

3. A student who has completed the primary or the kindergarten teacher curriculum and who has chosen a major other than primary or kindergarten education is required to take 5 additional hours of teaching in the senior year, unless released from this requirement by the head of the department of teaching.

EXTENSION SERVICE

The Extension service of the Iowa State Teachers College includes four major phases of activity: Schools Service, General Study Centers, Extension Class Work, and Correspondence Study Service.

Schools Service

Schools Service offers direct personal assistance in the solution of the problems of the classroom teacher. It also aids supervisors, principals, and city and county superintendents in the solution of problems of supervision and management. The service is primarily offered by members of the permanent extension staff. In some instances it is possible to offer the services of members of the resident faculty. No charge is made for the services rendered nor for the expenses incurred. Correspondence is invited by the Extension Division from teachers, administrators, or school officers with reference to any school problem upon which help is desired.

Schools Service is organized to offer assistance to primary schools, grade schools, consolidated schools, rural schools, and normal training high schools; to Parent-Teacher Associations; in the various elementary school subjects, particularly in arithmetic, geography, reading, language, and history; in standard and objective testing; in play day pageantry or May fetes; in the classification and arrangement of museum and natural history exhibits; in the organization and conduct of rural school county choirs, and band, orchestral, and music festivals; and in preparation for music and speech contests. A circular setting forth the nature of these different lines of service may be secured from the Extension Division.

General Study Center Service

General Study Center Service consists of the offering to teachers in service such assistance as may be given through one-day meetings in which questions of method and choice of subject matter of direct inter-
Extension credit work consists of two types: Extension Class Work and Correspondence Study Service. For each of these types of service a standard fee of $3.00 per term hour of credit is charged for each course. Certain general regulations adopted by the faculty are common to both types of extension credit work.

a. 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 be registered for more than fifteen term hours of extension credit work in any one calendar year. No student may register for more than five term hours of extension credit work in any one term.

Five-hour courses shall not be completed by extension work in less than twelve weeks. Two-hour and three-hour courses shall not be completed in less than five weeks and eight weeks respectively.

Instructors for extension credit work shall be nominated to the president by the director of the extension division after consultation with the heads of the departments concerned.

The principles approved for marks and credits in residence work shall be followed in extension credit work.

b. Extension Class Work Regulations

Only those students who fully meet college entrance requirements may receive college credit for extension class work. Other students, 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 student may be admitted to an extension class on the non-credit basis.

For each term hour of credit, an extension class shall receive not less than ten clock hours of actual class instruction. No extension class shall be allowed to exceed five hours of class instruction per week.

Courses Approved for Extension Class Work

The courses in the following list have been approved by the Extension Council to be offered in extension classes in 1930-31. Each course listed is described as to content, prerequisites, and classification limits in the departmental statements of courses of instruction.

All correspondence with reference to extension work should be addressed to the director of extension service.
## ART

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<tr>
<td>Drawing I</td>
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<tr>
<td>General Design</td>
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<td>Applied Arts I</td>
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<td>Art Appreciation</td>
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<td>Interior Decoration</td>
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## COMMERCIAL EDUCATION

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<td>Commercial Law</td>
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<td>Advertising</td>
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<td>Commercial Correspondence</td>
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<td>Salesmanship</td>
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<td>Money and Banking</td>
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<td>Corporation Finance and Investments</td>
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## EDUCATION

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<td>Elementary School Methods</td>
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<td>Project Method in Teaching</td>
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<td>Educational Tests and Measurements for Elementary Teachers</td>
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<td>History of Primary Education</td>
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<td>Educational Tests and Measurements for High School Teachers</td>
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## GOVERNMENT

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<tr>
<td>American Government</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Modern European Governments</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Local Government and Problems</td>
<td>2 hrs</td>
</tr>
<tr>
<td>Political Parties and Leaders</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Principles of Political Science</td>
<td>3 hrs</td>
</tr>
<tr>
<td>American Constitutional History</td>
<td>5 hrs</td>
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<tr>
<td>State Government and Administration</td>
<td>3 hrs</td>
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<tr>
<td>International Law</td>
<td>5 hrs</td>
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## HISTORY

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>European History I</td>
<td>5 hrs</td>
</tr>
<tr>
<td>European History II</td>
<td>5 hrs</td>
</tr>
<tr>
<td>European History III</td>
<td>5 hrs</td>
</tr>
<tr>
<td>English History I</td>
<td>5 hrs</td>
</tr>
<tr>
<td>American History I</td>
<td>5 hrs</td>
</tr>
<tr>
<td>American History II</td>
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</tr>
<tr>
<td>Diplomatic History of the United States</td>
<td>5 hrs</td>
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<tr>
<td>History of Iowa</td>
<td>2 hrs</td>
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## HOME ECONOMICS

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>House Planning</td>
<td>3 hrs</td>
</tr>
<tr>
<td>House Furnishing and Decoration</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Home and Community Hygiene</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Home Nursing</td>
<td>2 hrs</td>
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## LATIN

<table>
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<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Elementary Latin I, II, III, each</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Elementary Latin IV, Ovid</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Elementary Latin V, VI, Vergil’s Aeneid I, II, each</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Elementary Latin IX, X, Cicero’s Orations I, II, each</td>
<td>5 hrs</td>
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</tbody>
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## MATHEMATICS

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Mathematics A</td>
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<tr>
<td>Mathematics I</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Theoretical Mechanics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Principles of Elementary Mathematics</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Analytical Geometry</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Calculus I</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Mathematics of Finance</td>
<td>3 hrs</td>
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<tr>
<td>Statistical Measurement</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Modern Geometry</td>
<td></td>
</tr>
<tr>
<td>(a) Projective Geometry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>(b) Advanced Euclidean Geometry</td>
<td>5 hrs</td>
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## NATURAL SCIENCE

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Biology I (a)</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Heredity</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Astronomy I</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Elements of Geography I</td>
<td>5 hrs</td>
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</table>
PSYCHOLOGY

Psychology I ......................................................... 5 hrs.
Child Psychology ................................................... 5 hrs.
Educational Psychology for Teachers of Elementary Schools 5 hrs.
Social Development .................................................. 5 hrs.
Genetic Psychology .................................................. 5 hrs.

ROMANCE LANGUAGES

French I ............................................................... 5 hrs.
French II .............................................................. 5 hrs.
French III ............................................................. 5 hrs.
Spanish I ............................................................... 5 hrs.
Spanish II .............................................................. 5 hrs.
Spanish III ............................................................. 5 hrs.

RURAL EDUCATION
The Consolidated School and Country Life ......................... 5 hrs.

c. Correspondence Study Regulations*

No student may be registered for correspondence work unless he has fulfilled all requirements for college entrance and has in addition earned 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.

Not less than two written lessons for each term hour of credit to be earned are required from each student registered for correspondence work.

A written examination shall be required for credit in each correspondence course. This examination shall represent fairly the scope of the course.

All correspondence courses shall be completed within one calendar year from the date of registration. If, however, a student who is registered for correspondence work registers for residence work within one calendar year from the date of his registration for correspondence work, he shall be entitled to continue his correspondence work at the close of his residence work until the time devoted by him to his correspondence work shall total 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.

A student who has earned partial credit in any course in residence shall not be allowed to complete such course by correspondence study.

Courses approved for Correspondence Study Work

The courses in the following list have been approved by the Extension Council to be offered by correspondence in 1930-31. Each course listed is described as to content, prerequisites, and classification limits in the departmental statements of courses of instruction.

All correspondence with reference to extension work should be addressed to the director of extension service.

* See also general regulations on page 109.
EDUCATION

Elementary School Methods ........................................ 5 hrs.
Elementary School Curriculum .................................. 5 hrs.
History and Principles of Education ........................... 5 hrs.
History of Education ............................................... 5 hrs.
History of American Education ................................ 5 hrs.
History of Primary Education ................................ 3 hrs.
Primary Educational Classics .................................. 2 hrs.
School Administration and Supervision ....................... 5 hrs.
The High School ..................................................... 5 hrs.
Ethics ................................................................. 2 hrs.
Educational Tests and Measurements for High School Teachers 5 hrs.

ENGLISH

Advanced Story Writing .............................................. 5 hrs.
Advanced Exposition ............................................... 5 hrs.
American Prose Writers ......................................... 2 hrs.
Chief American Poets .............................................. 3 hrs.
Shakespeare .......................................................... 5 hrs.
The Development of the English Novel ......................... 5 hrs.
Tennyson and Browning ............................................. 5 hrs.
American Drama ....................................................... 2 hrs.
Modern European Drama ........................................... 3 hrs.

GERMAN

German IV, Historical Prose ....................................... 5 hrs.
German V, Schiller’s Dramas ...................................... 5 hrs.
German X, Composition and Advanced Grammar ............... 3 hrs.

GOVERNMENT AND ECONOMICS

American Government .................................................. 5 hrs.
Municipal Government ............................................... 5 hrs.
Modern European Governments .................................. 5 hrs.
Local Government and Problems ................................ 2 hrs.
School Laws of Iowa .................................................. 3 hrs.
Principles of Economics I ......................................... 5 hrs.
Money and Banking ................................................... 5 hrs.
General Sociology ..................................................... 5 hrs.
Crime and Poverty ..................................................... 5 hrs.
Social Problems ......................................................... 2 hrs.
Labor Problems ........................................................ 3 hrs.

HISTORY

European History I .................................................... 5 hrs.
European History II ................................................... 5 hrs.
European History III ................................................. 5 hrs.
Recent European History ......................................... 5 hrs.
English History I ....................................................... 5 hrs.
English History II ...................................................... 5 hrs.
American History I ..................................................... 5 hrs.
American History II ................................................... 5 hrs.
### HOME ECONOMICS
- Textiles .................................................. 2 hrs.
- House Planning ............................................ 3 hrs.
- House Furnishing and Decoration ..................... 3 hrs.
- Home and Community Hygiene ......................... 3 hrs.
- Home Nursing .............................................. 2 hrs.

### MATHEMATICS
- Mathematics I ............................................. 5 hrs.
- Mathematics II ........................................... 5 hrs.
- Theoretical Mechanics .................................... 3 hrs.
- Principles of Elementary Mathematics ............... 5 hrs.
- Teaching of Secondary Mathematics ................. 5 hrs.
- History of Mathematics ................................ 2 hrs.
- Analytical Geometry .................................... 5 hrs.
- Calculus I ................................................ 5 hrs.
- Calculus II (a continuation of Calculus I) ....... 5 hrs.
- Modern Geometry
  - (a) Projective Geometry .............................. (3 hrs.)
  - (b) Advanced Euclidean Geometry ................. (2 hrs.)

### MUSIC
- Introductory Harmony .................................... 3 hrs.
- History of Music I ....................................... 2 hrs.
- History of Music II ...................................... 3 hrs.

### NATURAL SCIENCE
- Feeds and Feeding ....................................... 3 hrs.
- Principles of Breeding .................................. 2 hrs.
- Soil Fertility ............................................ 2 hrs.
- Farm Management ........................................ 3 hrs.
- Marketing Agricultural Products ..................... 3 hrs.

### PSYCHOLOGY
- Psychology I .............................................. 5 hrs.
- Child Psychology ......................................... 5 hrs.
- Social Development ...................................... 5 hrs.
- Genetic Psychology ...................................... 5 hrs.
- Social Psychology ....................................... 5 hrs.
- Educational Psychology for High School Teachers .. 5 hrs.

### ROMANCE LANGUAGES
- French IV (a) Advanced Reading ....................... 3 hrs.
- French V (a) Advanced Reading (a continuation of French IV (a)) 3 hrs.
- French VI (a) Advanced Rapid Reading .............. 3 hrs.
- French VII (a), VIII (a), IX (a), French Literature of the 19th Century, each 3 hrs.
- French X, XI, XII, French Literature of the 17th and 18th Centuries, each 3 hrs.
- French XIII, Victor Hugo .............................. 2 hrs.
- French XIV, Edmond Rostand ......................... 2 hrs.
- French XV, Pierre Loti ................................ 2 hrs.
- Spanish IV (a), Advanced Reading ................... 3 hrs.

### RURAL EDUCATION
- The Consolidated School and Country Life .......... 5 hrs.
- Consolidated School Administration .................. 5 hrs.
GRADUATES FOR YEAR 1929

With the Work and Location During the School Year 1929-30

DEGREES, DIPLOMAS, AND CERTIFICATES CONFERRED

MARCH, 1929

Bachelor of Arts in Education Degree

Bender, Albert W. ............................................. Diagonal
  Teacher, Junior High School, Farragut.
Blomker, Nellie L ....................................... Rutland
  Principal and Normal Training Critic, High School, Ocheyedan.
Boardman, Edwin, Jr. .................................. Waterloo
  Minister and Student, Princeton Theological Seminary, Princeton,
  N. J. 204 Brown Hall, Seminary.
Duval, Hazel Irene ................................... West Chester
  Mathematics, High School, Perry, Illinois.
Franklin, Grace Hawley ................................ Newhall
  Newhall.
Greenley, Kenneth F ................................... Waterloo
  Physics, Mathematics, Assistant Coach, Elkader.
Herndon, Eva Ienza ................................... Cedar Falls
  Intermediate Grades Critic, Stevens Point, Wisconsin. 922 Clark St.
Hertema, Geo Ku W ................................... Beaman
  Coaching and Mathematics, Whitten.
Holden, Irma ........................................ Mount Ayr
  Geography, Junior High School, Davenport.
Kuehling, Edmund C .................................. West Union
  Surveying, Highway Commission, West Union.
Lighthall, Lora ........................................ Fort Dodge
  Nature Study and Arithmetic, Junior High School, Fort Dodge. 1234 2nd Ave. N.
Lillig, Thelma Alexandra ............................... Dubuque
  Music Supervisor, High School English, Rembrandt.
Mathis, Leland Stanford ............................... Elkhart
  Teaching Fellow in English, State College of Washington, Pullman, Wash.
  1901 Kamiaken St.
O'Brien, Katherine La Von ........................... Fort Dodge
  Superintendent of Schools, Hedrick.
Scanlan, Mary Ann .................................... Cromwell
  Schweitzer, Lottie M ................................ Monticello
  Siberts, Hazel Griffith .............................. Washington
  Student, State University of Iowa, Iowa City. 411 N. Linn St.
Whelan, Irene Marian ................................... Glidden
  Mathematics, High School, Slater.
Witwer, Fanny S ........................................ Traer
  Traer.

Bachelor of Science in Education Degree

Faris, Leslie J ........................................... Palo
  Fromm, Velma I ....................................... Iowa Falls
  Commercial Teacher, Cedar Falls. 1017 Washington.
Metzer, Lee J ............................................ Oids
  O'Rourke, Patrick Joseph ............................ Sigourney
  Stark, Walter A ...................................... Story City
  Fullerton, California. 118 N. Lawrence Ave.
Swenson, Gladys Hazel Esther ....................... Delaware
  Commercial Teacher, Gowrie.

Public School Music Education Diploma

Day, Sylvia ................................................ Clarksville
  Music and Penmanship, Eddyville.
Evans, Miriam Elizabeth ............................... Spencer
  Teaching piano, studying voice, Orange City.
Commercial Education Diploma

Barnt, Bernadine ........................................................................................................ Sac City
Office Employee, Sac City.

Usher, Lucile ........................................................................................................ Cedar Falls
Student, Iowa State Teachers College, Cedar Falls. 2522 College St.

Wollenhaupt, Willard A. ......................................................................................... Massena
Student, Iowa State Teachers College, Cedar Falls. 2009 Walnut St.

Art Education Diploma

Barnhoft, Ingrid ....................................................................................................... Clinton
Third Grade, Reinbeek.

Manual Arts Education Diploma

Bielefeldt, Arthur J. ................................................................................................... Roland
Coaching, Mathematics, Roland.

Cole, Jess .................................................................................................................... Ames
Manual Arts, Athletics, Agriculture, Roland.

Home Economics Education Diploma

McLaughlin, Mrs. Dorothy M. Dow ........................................................................ Cedar Falls
Student, Iowa State Teachers College, Cedar Falls. 2209 Olive St.

Ogden, Bartley G. .................................................................................................... Akron
Superintendent of Schools, Chatsworth.

Consolidated School Education Diploma

Oleson, Jeanette Marian ........................................................................................... Eagle Grove
Rural School, Rockford.

Elementary Education Diploma—For Teachers in the Upper Grades

Berg, Esther O. ......................................................................................................... Eagle Grove
Fifth and Sixth Grades, Oto.

Drake, Myrtle E. ..................................................................................................... Waterville
Departmental, Sixth, Seventh and Eighth Grades, Lansing.

Kerkmann, Lillian W. E. ........................................................................................ Massena
Rural School, Ames.

Nelson, Marie M. ..................................................................................................... Rockford
Rural School, Rockford.

Steffenhagen, True V. .............................................................................................. Ocheyedan
Student, Iowa State Teachers College, Cedar Falls. 2218 Walnut St.

Jarvis, Wilda May ..................................................................................................... Cambridge
Student, Iowa State Teachers College, Cedar Falls. 2009 College St.

Elementary Education Diploma—For Teachers in the Intermediate Grades

Abrams, Vera C. ...................................................................................................... Hedrick
Fifth Grade, Cedar Falls. 621 Tremont St.

Engelbrecht, Vera .................................................................................................... Remsen
Rural School, Remsen.

Hamann, Edna M. .................................................................................................. Mallard
Traveling in West.

Jarvis, Wilda May .................................................................................................. Bedford
Student, Iowa State Teachers College, Cedar Falls. 2009 College St.

Primary Education Diploma

Bender, Anna M. ..................................................................................................... Keswick
Primary, Eldora.

Bjork, Bernice Ilene ................................................................................................ Archer
Rural School, Archer.

Richhorn, Ruth Anna .............................................................................................. Remsen
First and Second Grades, Remsen.

Fey, Maude ............................................................................................................. Scranton
Second Grade, Scranton.

Henry, Mabel .......................................................................................................... Cresco
Primary, Thornburg.

Hinson, Dorothy C. ................................................................................................. Richland
First and Second Grades, Rowley.
GRADUATES FOR YEAR 1929

McDowall, Jane Hichell Conway

Second Grade, Corwith.

Nast, Lucinda Lime Springs

First and Second Grades, Orchard.

Northrup, Bernice L. Atlantic

Primary, Stennett.

Poquet, LeRoy Osceola

Scott, Genevieve Maxine Traer

Strong, Mildred L. Orient

Second Grade, College Springs.

Wathen, Fern Louise Colesburg

Kindergarten Education Diploma

Allen, Edna B. Cedar Rapids

Kindergarten, Fort Dodge. 1014 3rd Ave. N.

Bast, Hope Farwell Harlan

Kindergarten, Creston.

Clausen, Grace E. Goldfield

Mrs. Graham M. Boysen. Kindergarten, Waterloo. 420 Walnut Court Apts.

Davis, Lois Mae Cedar Rapids

Kindergarten, Bloomfield.

Formanack, Irma V. Cedar Falls

Student, Iowa State Teachers College, Cedar Falls. 2010½ College St.

Rural Teaching Diploma

Beery, Nova Pearl Gravity

Rural School, Raymond, Montana.

Gallagher, Kathleen Arthur

Rural School, Arthur.

Kroeger, Loney L. Traer

Rural School, Meservey.

Lee, Lillian Mae Ossian

Rural School, Ossian.

Lenning, Marjorie Humboldt

Rural School, Humboldt.

Statement of Proficiency in Band Management and Directing

Conklin, Keith Nashua

Student, Iowa State Teachers College, Cedar Falls. 1112 W. 22nd St.

Jensen, Dan Isaac Waterloo

Student, Iowa State Teachers College, Cedar Falls. R.F.D. 7, Waterloo.

JUNE, 1929

Bachelor of Arts in Education Degree

Albrecht, Elmer J. Sumner

Assistant Principal, Carpio, North Dakota.

Anderson, Gladys B. State Center

Balzer, Loraine E. Rock Valley

Music, Elkport.

Benda, Leola Delaware

English, High School, Earlville.

Birkholz, Edmund H. Colesburg

Student, State University of Iowa, Iowa City. 725 East Davenport St.

Boylan, Lorne M. Bristow

Social Science, Iowa Training School for Boys, Eldora. Lock Drawer C.

Braden, Ida May Martinsburg

Mathematics, High School, Spirit Lake.

Christensen, Ethel Lucille Cedar Falls

Principal and English, Van Cleve.

Christoffersen, Marie Ann Cedar Falls

Cobb, Inez Louise Akron

First Grade, Newton.

Corsaut, Jeanette M. Cedar Falls

Music Supervisor, La Porte City.

Crawford, J. William Clinton

Student, Columbia University. New York, N. Y. 416 West 122nd St.

Cutshall, Blanche E. Independence

Teacher, High School, Genesco Consolidated School, Buckingham.
Gibson, Lois E. .................................................. Hastings
Dresser, Lillian Pauline ..................................... Cedar Falls
Dreyer, Etta Rosamond .................................... Aplington

English and French, High School, Broadview, Montana.
Dubbel, Earl Eugene .................................. Cedar Falls

Seventh and Eighth Grades, Band and Orchestra, Bedford.
Eghert, Dorothy Kathyen ................................ Cedar Falls

Student, State University of Iowa, Iowa City. Currier Hall.
Faris, Harlan W. ............................................ Aredale

Andrew
Gehrig, Greta R. ........................................... Conn Rapids

First Grade, Tracy.
Gibson, Lois E. .................................................... Andrew

Normal Training Critic, Tama. 907 State St.
Gregg, Alta B. .................................................. Cedar Falls

Seventh and Eighth Grades, St. Monica's School, Des Moines. 1011 Park Ave.
Grummon, Catherine Annetta ............................. Rockwell

Rockwell.

Hamil, Helen A. ........................................ Cedar Falls

Hargrove, History and Geography............................ Coin Rappis

Harris, Russia .............................................. Adair

General Science, Junior High School, Iowa City. 115 N. Dubuque.
Harris, Sara Carita ........................................ Dana

Music and Mathematics, Miles.
Hartwig, Florence E. ....................................... Boone

Boone. 415 Fourth St.
Hendrick, Mary Ellen ........................................ Primghar

Supervisor of Second Grade, Training School, Iowa State Teachers College,
Cedar Falls. 1119 W. 23rd St.
Hendricks, Helen Cole ....................................... Clear Lake

Editor, Newspaper, Clear Lake.
Hey, Wilma Jeanette .......................................... Waterloo

English and Speech, High School, Audubon. 415 First Avenue.
Hof, Lawrence G. ............................................... Cedar Falls

Johansen, Marvin J. ........................................... Coulter

Coaching and Mathematics, Letts.
Johnson, Dorothy Elizabeth ................................. Gowrie

Latin and Social Science, High School, Albert City.
Johnson, George S. .......................................... Hudson

Science, Algona. Box 169.
Johnson, Katherine Marie .................................. Eagle Grove

English and Dramatics, Rowley.
Kercheval, James W. ......................................... Rowan

Science, High School, Spencer.
Knoop, Pearl Ruth .............................................. Marble Rock

Marble Rock.
Kundsen, J. Waldemar ......................................... Scarpville


Kreimeyer, Alma J. ............................................. Ackley

Junior High School and High School Dramatics, West Bend.
Larson, James G. ............................................. St. Olaf

Science and Mathematics, Doon.
Latta, John S., Jr. ........................................ Cedar Falls

With school supply firm, Cedar Falls. 1816 Tremont St.
Lepard, Grace Mary ........................................ Davenport

Physical Education in Platoon School, Newton. 720 S. 4th Ave. E.
Lighter, Elma .................................................... Conrad

Supervisor of Seventh Grade, Eastern State Normal School, Madison, S. Dak.
Mantor, Marjorie ............................................. Cedar Falls

Primary Critic, Las Vegas, New Mexico.
Martin, Eleonore Caroline .................................. Hawkeye

Normal Training and German, High School, Le Mars. 32 Eighth St. S.W.
Mason, Edward Orvis ........................................ Redwood Falls, Minn.

Field Agent, St. Louis, Missouri. 407-408 Buder Bldg.
Maynard, Bernice ............................................... Marshalltown

Seventh and Eighth Grades and Girls' Basketball Coach, Laurel.
Meyer, Grace M. ................................................ Boxbom

English and Dramatics, High School, Parkersburg.
Miller, Anna M. .............................................. Cedar Falls

Missman, Florence ............................................. Woden

Junior High School, Joliet, Illinois. 512 Western Ave.
Moore, John Ossewaarde .................................. Ryan

History, Civics, Debate, Decorah.
Bachelor of Science in Education Degree

Barnes, Helen Gray ................................. Cedar Falls
Black, Vivian Ree .................................... Cedar Falls
Bobbitt, Ruth A ...................................... Sidney
Butler, Mary Elizabeth .............................. Cedar Falls
Commercial Teacher, High School, Decorah.
Craft, Lloyd B ........................................ Zearing
Shorthand, Typewriting, Bookkeeping, Greenfield.
Davies, Everett ....................................... Lime Springs
Diers, Eva R ........................................... Fairfield
Home Economics and Science, West Branch.
Drury, Clyde Albert ................................. Marshalltown
Principal, Junior High School, and Coach, Vinton.
Frame, H. Dayle ...................................... Ainsworth
Superintendent of Schools, Letts.
Goff, Elda Maeve ...................................... Cedar Falls
Commercial Teacher, High School, Ashton.
Greggs, Myrna M ...................................... Iowa Falls
Commercial Teacher, High School, College Springs.
Grychowski, Peter ...................................... Sioux City
Hallett, Ruth .......................................... Union
Hannum, Orville C ..................................... Mediapolis
Principal and Coach, Brandon.
Hare, Margaret ........................................ Battle Creek
Home Economics, Calumet.
Henderson, Ruth E ..................................... Seymour
Home Economics and History, High School, Colesburg.
Hopkins, W. Harold ................................... Melbourne
Coaching, Williamsburg
Howe, Vera ............................................. Cedar Falls
Kerr, Osey B ........................................... Lime Springs
Principal and Coach, Blockton.
Le Moine, Ralph A ..................................... Kingsley
Commercial Teacher, Marcus.
Martens, Ted .......................................... Story City
Commercial Teacher, Early.
Neill, Theodore Roosevelt ........................... Washington
Pederson, Albert ....................................... Harmony, Minn.
Slocum, Darrel D ...................................... Massena
Principal and Coach, Guernsey.
Spratt, Mabel .......................................... Oakland
Home Economics, High School, Janesville.
Stevens, Harold G ..................................... Decorah
Physical Education, Chariton.

Public School Music Education Diploma

Bogard, Arlon O ........................................ Ames
Music, Sibley.
Brown, Mabel Benton ............................... Cedar Falls
Carpenter, Merle ....................................... Chariton
Cavana, Ruth A ....................................... Iowa Falls
Supervisor of Music and Physical Education, Jesup.
Coder, M. Elizabeth ................................. Muscatine
Student, Iowa State Teachers College, Cedar Falls. Bartlett Hall.
Dawson, Dorothy Edna .............................. Summer
Music Supervisor, Malard.
Egan, Muriel M ........................................ Dow City
Grades, Dow City.
Emerson, Lysle ....................................... Toledo
Everts, Thelma ......................................... Traer
Music and Mathematics, Preston.
Fleckinger, Dorothy E ............................... Dinsdale
Music, English, Public Speaking, Genesee Consolidated School, Buckingham.
Frederick, Beulah ..................................... Ollie
Music, Physical Training, Underwood.
Grittner, Hilda B ...................................... Plainfield
Plainfield.
Roskopf, Evelyn M .................................... Webster City
Student, Iowa State Teachers College, Cedar Falls. 302 W. 22nd St.
Schmidt, Dorothy Vernetta .......................... Schleswig
Public School Music, Bayard.
GRADUATES FOR YEAR 1929

Starry, Laurreta ............................................................................................ Olin
Music Supervisor, Ferguson.

Strong, Julia H. ............................................................................................. Hawarden

Student, Iowa State Teachers College, Cedar Falls. Bartlett Hall.

Watters, Violet ................................................................................................. Waterloo
Student, Iowa State Teachers College, Cedar Falls. 410 Locust St., Waterloo.

**Commercial Education Diploma**

Alexander, Mildred E. .................................................................................. Waterloo
Stenographer, Waterloo. Box 286.
Anderson, Alma G. ....................................................................................... Spencer
Student, Iowa State Teachers College, Cedar Falls. 2422 College St.

Baldwin, Mary Eleanor ................................................................................... Cedar Falls
Bunten, John Keith .......................................................................................... Drakesville
Chew, Mabel L. ............................................................................................... Leon

Commercial Teacher, Arlington.

Condon, Margaret Mary ................................................................................ Riceville

Dietrich, Arlene ............................................................................................... Alden

Frank, Vincent J. ............................................................................................. Allison

Commercial Teacher and Wrestling Coach, Monona.

Giese, Leora Ann ............................................................................................ Holstein
Commercial Teacher, Toledo.

Hagedorn, Norma M. ..................................................................................... Linn Grove
Rural School, Peterson.

Hedin, Garnet June ........................................................................................ Cedar Rapids
Johnson, Lena M. ............................................................................................ Ruthven

Clerical work, Ruthven.

Krienke, Hilda Marie ...................................................................................... Fredericksburg
Commercial Teacher and Departmental, Eighth Grade, Magnolia.

Linderman, Gladys Gayle .............................................................................. New Hampton

Commercial Teacher, Anthon.

Livingston, Hazel Mae ................................................................................... Bloomfield
Commercial Teacher, Bloomfield.

Lockwood, Gladys E. ...................................................................................... Independence
Assistant Principal, High School, Winthrop.

Milliken, Berene Z. ........................................................................................ Hedrick
Commercial Teacher, Greene.

Olthoff, Peter ................................................................................................. Parkersburg

Student, Iowa State Teachers College, Cedar Falls. 604 W. 18th St.

Rickard, Ruth M. ............................................................................................ Grinnell
Commercial and Junior High School, Janesville.

Vetterick, Marlan Dale ................................................................................... Massena
Student, Iowa State Teachers College, Cedar Falls. 2209 Walnut St.

Wheat, Mary Agnes ........................................................................................ Lawler
Student, Iowa State Teachers College, Cedar Falls. 2303 Olive St.

Whitten, Linden C. ........................................................................................ Rowan
Junior Floorman, retail merchandising, Waterloo. 521 Locust St.

**Art Education Diploma**

Bobo, Helen E. ............................................................................................... De Soto

Student, Iowa State Teachers College, Cedar Falls. Bartlett Hall.

Kindwall, Evelyn L. ....................................................................................... Alta
Art, Audubon.

Merritt, Mary Belle ......................................................................................... Milton
Art Supervisor, Monona.

Oleson, Esther Ardith ..................................................................................... Cedar Falls
Student, Iowa State Teachers College, Cedar Falls. 1022 Bluff St.

Snyder, Ruth G. ............................................................................................... Bedison, Mo.
Art, Coffeyville, Kansas. 364 W. 4th.

**Manual Arts Education Diploma**

Allen, Ray A. ................................................................................................. Kellerton
Coaching, Prescott.

Behrens, Milton R. ........................................................................................ Cedar Falls
Student, Iowa State Teachers College, Cedar Falls. 1721 Washington St.

Chatfield, Harold ........................................................................................... Winterset
Principal, Music Supervisor and Coach, Promise City.

Crawford, William Ellis ................................................................................... Traer
Flora, Benton A. ............................................................................................. Melbourne

Jacques, Jerome Everett ................................................................................... Galva
Manual Arts, Troy Mills.
### Home Economics Education Diploma

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Ackerman, Ruth C.</td>
<td>Alden</td>
</tr>
<tr>
<td>English and Home Economics, Callender.</td>
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</tr>
<tr>
<td>Arends, Sylvia Mabel</td>
<td>Alexander</td>
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<tr>
<td>Bierbaun, Melvina Caroline</td>
<td>Garnavillo</td>
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<tr>
<td>Brown, Mrs. Edna</td>
<td>Cedar Falls</td>
</tr>
<tr>
<td>Stephens, Lola</td>
<td>Tripoli</td>
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<tr>
<td>Grier, Leona E.</td>
<td>Wayland</td>
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<tr>
<td>History and Science, Minburn.</td>
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<tr>
<td>Clark, Wintred Pearl</td>
<td>West Union</td>
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<tr>
<td>Conrad, Hazel Marie</td>
<td>Seventh and Eighth Grades and Home Economics, Chester.</td>
</tr>
<tr>
<td>Dunkelberg, Margaret</td>
<td>Alta</td>
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<tr>
<td>Edwards, Marjorie Parker</td>
<td>Rural School, Sutherland</td>
</tr>
<tr>
<td>Gidley, Ethel M.</td>
<td>Cedar Falls</td>
</tr>
<tr>
<td>Student, Iowa State Teachers College, Cedar Falls. 315 Franklin St.</td>
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### Consolidated School Education Diploma

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Else, Mabel L.</td>
<td>Schleswig</td>
</tr>
<tr>
<td>Departmental, Fourth and Fifth Grades, Onawa.</td>
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<tr>
<td>Frederick, Letha</td>
<td>Derby</td>
</tr>
<tr>
<td>Johnson, Velma M.</td>
<td>Woodbine</td>
</tr>
<tr>
<td>Mott, Edith Mae</td>
<td>Alden</td>
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<tr>
<td>Rural School, Burdette.</td>
<td></td>
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<tr>
<td>Pinkerton, Edna M.</td>
<td>Quimby</td>
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### Elementary Education Diploma—For Teachers in the Upper Grades

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<tr>
<td>Berg, Sarah E.</td>
<td>Eagle Grove</td>
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<tr>
<td>Upper Grades, Buckingham.</td>
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<tr>
<td>Bishop, Agnes</td>
<td>Elliott</td>
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<tr>
<td>Rural School, Red Oak. R. 7.</td>
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<td>Bishop, Amelia</td>
<td>Elliott</td>
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<tr>
<td>Rural School, Emerson. R. 2.</td>
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<tr>
<td>Boers, Alice L.</td>
<td>Audubon</td>
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</table>

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122 *Iowa State Teachers College*
GRADUATES FOR YEAR 1929

Boyd, Thelma Elizabeth ........................................ Mount Pleasant
Student, Iowa State Teachers College, Cedar Falls. 1921 Merner Ave.

Carman, Ione ....................................................... St. Charles
St. Charles.

Carroll, Leora M. ................................................ Marshalltown
Sixth and Seventh Grades, Whitten.

Case, Zella May ................................................ Marshalltown
Eighth Grade and Music, Webb.

Chapman, Faith A. ................................................. Terril
Chapman, Hallie ................................................ Persia
Intermediate Grades, Tennant.

Chapman, Lynn K. ................................................ Waterloo
Radio Salesman and Repairman, Waterloo. 828 West 6th.

Clingman, Lorna E. ................................................. Cedar Falls
Fifth and Sixth Grades, Genesee Consolidated School, Buckingham.

Cole, Gerald P. .................................................. Dysart
Student, Iowa State Teachers College, Cedar Falls. 2212½ College St.

Coly, Norma H. ................................................ Center Point
Rural School, Center Point.

Corey, Helen J. ................................................ Algona
Departmental, Sixth, Seventh and Eighth Grades, Rippey.

Crawford, Thelma Rose ........................................ Minburn
Grades, Bouton. Minburn.

Daugherty, James Lewis ............................ Bedford
Dorow, Florence B. ......................................... Osage
Departmental, Mt. Vernon.

Ebelheiser, Helen O. ........................................ Fremont
Fremont.

Edgington, Arlene ............................................ Grinnell
Seventh and Eighth Grades, Monroe.

Enfield, Helen R. .............................................. Waterloo
Fourth Grade, Dysart.

Ernst, Waive Ellen ........................................... Bellevue
Flynn, Ruth T. ............................................... Waucoma

Frederiksen, Leona Marie .......................... Audubon
Gauger, Mabel G. .......................................... Floyd
Student, Iowa State Teachers College, Cedar Falls. 2126 Olive St.

George, Geneva Myrtle ............................... Allison
Rural School, Allison.

Groff, Ruth Lyonne .......................................... Blairstown
Hetty, Clara Louisa ........................................ Lansing

Hemsted, Mercedes ........................................ Griswold
Eighth Grade, Macedonia.

Jacobson, Margaret Geneva ........................ Gilbert
Fifth and Sixth Grades, Gilbert.

Johnson, Jane Gwynethe ............................ Scranton
Departmental, Junior High School, Stratford.

Kindig, Hazel James ...................................... Maquoketa
Kine, Kathryn M. .......................................... Coin
Seventh Grade, Coin.

Krouse, Frances A. ........................................ Corydon
Sixth and Seventh Grades, Hudson.

Morrison, Dorothy L. ..................................... Carwin
Fifth and Sixth Grades, LeGrand.

Myers, Mary A. ................................................ Webster City
Rural School, Webster City.

Nancolas, Helen ............................................... Hampton
Seventh and Eighth Grades, Pilot Mound.

Nutt, Gladys May ............................................. Boone
Departmental, Upper Grades, Luther.

Petersen, Lilian C. ........................................ Cedar Falls
Student, Iowa State Teachers College, Cedar Falls. 803 Clay St.

Phillips, Helen K. ............................................. Keokuk
Student, Iowa State Teachers College, Cedar Falls. 2521 Walnut St.

Ragan, Minnie Margaret ............................... Cedar Rapids
Reynolds, Margaret C. ..................................... Oakville
Fourth Grade, Winfield.

Richard, Jean F. ............................................... Sioux City
Robb, Eleanor M. ........................................... Chariton
Rogers, Bertha B. .......................................... Decatur City

Eighth Grade, LaHama.

Simpson, Lois Ruth ........................................ Council Bluffs
Sixth Grade, Riceville. Box 212.

Smith, Kathryn E. ............................................ Summer
Third and Fourth Grades, Bristow.
<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
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<tr>
<td>Smith, Marjorie Rose</td>
<td>Elementary Education Diploma—For Teachers in the Intermediate Grades</td>
<td>Sioux Falls, South Dakota</td>
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<td>Snyder, Mary Phoebe</td>
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<td>Parker, South Dakota</td>
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<td>Stiles, Erma</td>
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<td>Minneapolis, Minn. 914 4th St. S. E.</td>
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<td>Sullivan, Helen Isabel</td>
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<td>Anita, Rural School, Casey. Adair.</td>
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<td>Trewin, Mildred Grace</td>
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<td>Waucoma, Student, Iowa State Teachers College, Cedar Falls. 202 Olive St.</td>
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<td>Ubaching, Helen D.</td>
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<td>Hedrick, Student, Iowa State Teachers College, Cedar Falls. 202 Olive St.</td>
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<td>Wallace, Frances L.</td>
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<td>Bagley, Rural School, Guthrie Center.</td>
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<td>Wallace, Jessie Eleanor</td>
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<td>Belmound, Rural School, La Porte City.</td>
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<td>Wescott, Helen L.</td>
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<td>Northwood, Teaching, Junior High School, Allison.</td>
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<td>Willson, Mildred E.</td>
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<td>Montezuma, Fifth Grade, Montezuma.</td>
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<td>Wilson, Lucile A.</td>
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<td>Le Claire, Sixth Grade, Linn Grove.</td>
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<td>Wyatt, Beulah Margaret</td>
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<td>Hudson, Rural School, La Porte City.</td>
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<td>Brown, Vera L.</td>
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<td>Marshalltown, Fourth Grade, Monticello.</td>
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<td>Brockman, Lillian</td>
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<td>Odebolt, Third and Fourth Grades, Cooper.</td>
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<td>Briggs, Bertha B.</td>
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<td>Waukeee, Sixth Grade, Tripoli.</td>
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<td>Cole, Ethel Mabel</td>
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<td>Conrad, Fourth Grade, Monticello.</td>
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<td>Case, Vergie M.</td>
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<td>Dubuque, Fifth and Sixth Grades, Bristow.</td>
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<td>Diebling, Helen A.</td>
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<td>Marathon, Primary, Dubuque, 2005 Dodge St.</td>
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<td>Deardorff, Cornelia B.</td>
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<td>Vinton, Rural School, Vinton.</td>
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<td>Deatherage, Geraldine Vinard</td>
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<td>Centerville, Rural School, Centerville, R. 3.</td>
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<td>Dierksen, Marion R.</td>
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<td>Clinton, Third and Fourth Grades, Elwood.</td>
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<td>Emerson, Genevieve T.</td>
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<td>De Soto, Third and Fourth Grades, Wadena.</td>
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<td>Ferris, Bertha Elizabeth</td>
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<td>Waterloo, Third and Fourth Grades, Eddyville.</td>
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<td>Fogarty, Maude</td>
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<td>Irwin, Fifth Grade, New Hartford.</td>
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<td>Gallmeyer, Amelia M.</td>
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<td>Stanwood, Third and Fourth Grades, Eddyville.</td>
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<td>Gipinski, Vanda M.</td>
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<td>Cedar Falls, Critic in Training, Iowa State Teachers College, Cedar Falls. Cherokee.</td>
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<td>Goodell, Beulah E.</td>
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<td>Humboldt, Rural School, Humboldt.</td>
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<td>Gordon, Fern Irene</td>
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<td>Scranton, Rural School, Scranton.</td>
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<td>Graves, Allene</td>
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<td>Wapello, Fifth, Sixth, Seventh, and Eighth Grades, North Liberty.</td>
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<td>Gulickson, Bessie Arlouine</td>
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<td>Ridgeway, Rural School, Ridgeway.</td>
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<td>Halboth, Helen B.</td>
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<td>Mapleton, Rural School, Mapleton.</td>
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</table>
GRADUATES FOR YEAR 1929

Haren, Irene H. Grundy Center
Mrs. Vernon C. Hayes, Waterloo. 408 Western Ave.

Helgason, Edna Viola Armstrong

Jensen, Edel C. Cedar Falls
Seventh and Eighth Grades, Coulter.

Jones, Eileen G. Williamsburg
Rural School, Williamsburg.

Kalvig, Edith J. Kanawha

Kells, Arlene Eva . Russell
Fifth Grade, Powell, Wyo.

King, Joyce Marie Rural School, Wolf Point, Mont.

Klima, Marie I. Monona
Typist, Milwaukee, Wisconsin. 215 17th St.

Lounsberry, Roxey Irene Colo
Fourth and Fifth Grades, Larrabee.

Lynott, Loretto A. Hawarden
Mathre, J. Marie Stanhope

Mauer, Helen H. Odebolt
Rural School, Odebolt.

Mellies, Mary Anne Ireton
Third and Fourth Grades, Harcourt. Box 45.

McDonald, Esther P. Winterset
Fifth Grade, Winterset.

Nauman, Mabel Weldon
Rural School, Weldon.

O'Connor, Gertrude H. Bresford, South Dakota
Rural School, McLaughlin, South Dakota.

Ogesen, Alma Nathalie Neola
Third Grade, Mason City. 309 N. Adams.

Poyzer, Jessie F. Spirit Lake
Rural School, Spirit Lake.

Rosenberg, Elise Iowa Falls

Siemons, Dorz W. Davenport
Fifth and Sixth Grades, Klemme.

Smith, Irene N. North English
Rural School, Sumner.

Smith, Lois E. Clear Lake
Fourth and Fifth Grades, Ventura.

Thackaberry, Elizabeth M. Sloan

Turner, Luella Mallard
Seventh Grade, Colfax.

Tyner, Gladys Mila Shenandoah
Rural School, Java, South Dakota.

Weman's, Julia Ridgeway
Grades, Calmar.

Williams, Kathryn Vinton
Wilson, Alice M. Colo
Third and Fourth Grades, Shipley.

Wright, Madelein L. Jefferson
Fifth Grade, Dysart.

Wyss, Evelyn Bridgewater, South Dakota
Rural School, Canistota, South Dakota.

Primary Education Diploma

Aden, Alice E. Pomeroy
First Grade, Marathon.

Allen, Edna B. Rudd
Kindergarten, Fort Dodge. 1014 3rd Ave. N.

Anderson, Elizabeth C. Manly

Asby, Doris S. Mediapolis
First Grade, Grandview.

Baker, Margaret Lavonne Jefferson
Primary Grades and Basketball Coach, Garnavillo.

Ball, Gertrude Nevada
Third Grade Fundamentals, Newton. 322 N. 8th Ave. E.

Bamesberger, Viola E. Minden

Blaine, Laverne Opal Bedford
First Grade, West Bend.

Bremer, Winifred Ruth Garden Grove
Third and Fourth Grades, Klemme. Box 149.
Britton, Doris Evelyn .......................................................... Soldier
Second Grade, Marble Rock.
Brown, Erma ................................................................. Marcus
Second Grade, Springville.
Bruch, Ada M. ................................................................. Blairstown
Primary, Ladora.
Carlson, Pearl M. ............................................................. Eldora
First Grade, Clarksville.
Chidlaw, Dorothy V. ............................................................. Manchester
First and Second Grades, Cornell.
Christensen, Bernice Leona .................................................... Grand Mound
First and Second Grades, Thompson.
Clark, Eva Mae ................................................................. Moulton
First Grade, Williamsburg.
Crist, Irene M. V. .............................................................. Shenandoah
Second and Third Grades, Thurman. Box 112.
Currie, Martha ................................................................. Council Bluffs
First Grade, Tabor.
Davis, Lois Mae ................................................................. Cedar Rapids
Kindergarten, Bloomfield.
Dunsmore, Margaret M. ............................................................. Manly
First Grade, East Moline, Ill. 1519½ 2 St.
Farwell, Helen Virginia ........................................................... Manchester
Second Grade, Shellsburg.
Fay, Frances Fern ............................................................... Davenport
Finch, Mabel Lucille .............................................................. Dell Rapids, South Dakota
Second and Third Grades, Inwood.
Fish, Esther ................................................................. Adel
Third Grade, Bussey.
Flannery, Genevieve ............................................................... Oxford
Primary, Oxford.
Fraley, Geraldine ................................................................. Albion
Third and Fourth Grades, Geneva.
Gardeman, Melba Marie ........................................................... Atkins
First and Second Grade, Whitten.
Gray, Adelaide Chamberlain ..................................................... Elkader
Third Grade, Springville.
Gustatson, Helen Margaret ......................................................... Aurelia
First and Second Grades, Albert City.
Heilman, Eda Elizabeth ............................................................ McGregor
Primary, Ossian.
Hill, Judith A. ................................................................. Story City
Horn, Virginia M. ................................................................. Moulton
Second Grade, Clark Building, Le Mars.
Hunter, Helen H. ................................................................. Churdan
Student, Iowa State Teachers College, Cedar Falls. 803 W. 20th Street.
Keenon, Ruth Lenore ............................................................. Manchester
Knaap, Cecile Irene ................................................................. Garden Grove
Third and Fourth Grades, Grand River.
Kolb, Josephine ................................................................. Council Bluffs
Student, Iowa State Teachers College, Cedar Falls. 2221 Olive St.
Krueger, Luella ................................................................. Tripoli
Second Grade, Floyd.
Kuempel, Marguerite C. ........................................................... Guttenberg
First Grade, Marquette.
La Doux, Margery Esther .......................................................... Spirit Lake
Secondary, Floyd.
Larson, Mabel Irene .............................................................. Elkader
First Grade, Jesup.
Lau, Iola Elva ................................................................. Fairbank
Primary, Pilot Mound.
Leinbaugh, Glatha J. .............................................................. Martelle
Second and Third Grades, Laurel.
Long, Helen I. ................................................................. Anthon
First and Second Grades, Pierson.
Lowe, Mabel Louise ............................................................. Muscatine
Second Grade, New Sharon.
Massey, Helen Loretta ............................................................ Bassett
Third Grade, Jesup.
Meyer, Marjorie Aldrich .......................................................... Marion
Elementary Grades, Newhall.
Miller, Alberta M. ............................................................... Waterloo
Mrs. John R. Weigle, Substitute Teacher, Waterloo. Route 1.
Miller, Dorotha Irene ............................................................. Waterloo
Waterloo. 2112 West Fourth Street.
Mohler, Garnette E. ............................................................. Hubbard
Mohr, Viola A. ................................................................. Danbury
Rural School, Danbury.
GRADUATES FOR YEAR 1929

Morehouse, Vera Fern .......................... Independence
Second Grade, Lamont.
McCalla, Helen Jeanette ......................... Wall Lake
First Grade, Ledyard.
McGrew, Melva ................................. Adel
Rural School, Linden.
McKinney, Vera Magdelene ........................ Logan
Third Grade, Sibley.
Mclarnan, Opal .................................. Boone
Third Grade, Talent, Oregon. Box 193.
Nosley, Elizabeth B. .............................. Mount Vernon
Second Grade, Mechanicaville.
O'Dell, Helen M. ................................. Gravity
First Grade, Brighton.
Oetzmnn, Lois E .................................. Eldridge
Rural-Primary, Long Grove. Eldridge.
Piper, Ruth Katherine .............................. Le Grand
Primary, Crawfordsville.
Richter, Lucille E ................................. Newhall
First and Second Grades, Eddyville.
Rowe, Sarah Smith ................................. Minburn
Mrs. Harry W. Haven. Second Grade, Bloomfield.
Satre, Pearl M. ..................................... Stanhope
Primary, Madison Rock.
Schmidt, Gretchen K .............................. Schleswig
Rural School, Schleswig.
Shields, Helen Ardath .............................. Hanlontown
Third and Fourth Grades.
Siem, Hazel ...................................... Cedar Falls
Second Grade, Cleghorn.
Slemmons, Ruth Gertrude ........................ Independence
Primary, Rippey. Box 58.
Small, Lois Gwyneth .............................. Ionia
Mrs. Fred W. Wellborn, Cedar Falls. 524 West 24th St.
Smith, Emily Caroline ............................ Lost Nation
Third and Fourth Grades, Wheatland.
Tadlock, Ethel Marie .............................. Mapleton
First Grade, Allison.
Tooker, Lyle Olive ............................... Merrill
First and Second Grades, Fairbank.
Vibber, Marian Margaret ........................ Grandview
Third Grade, Bloomfield.
Wagner, Alice Marjory ........................... Calamus
Primary, Burlington. 2104 Highland Ave.
Waugh, Vina J. ................................. Spirit Lake
West, Grace Elizabeth ............................ Bentley
Wilke, Alma Clyde ............................... Wilke
First and Second Grades, Tresdale.
Wilson, Lucille May .............................. Irwin
Young, Mary Elizabeth .......................... Havelock
First Grade, Pocahontas.

Kindergarten Education Diploma

Anderson, Melva ................................ Burlington
Mrs. Charles W. Ritter, Sac City.
Bartelt, Helen E ................................. Sioux Falls, South Dakota
Kindergarten, Sioux Falls, South Dakota. 510 West 13th.
Bassett, Pauline ................................. Little Sioux
Kindergarten, Le Mars. 524 1st Ave. S. W.
Bush, Verona E ................................. Marshalltown
Mrs. Clair Stanard, Cedar Falls. R. 2.
Felix, Edwyncne Lee ............................. Cedar Rapids
Pre-First Grade, La Porte City.
Frederickson, Marie ............................. Hudson, South Dakota
Kindergarten, Sibley.
Garrett, Louise Jean ............................. Cedar Falls
Jameson, Margaret Anna ........................ Sioux Falls, South Dakota
Substitute in Kindergarten, First and Second Grades, Sioux Falls, S. Dak.
415 E. 26th St.
Kilpatrick, Shirley Allie ........................ Sioux Falls, South Dakota
Kornitzky, Mollie ................................. Cedar Rapids
First Grade, Shellsburg.
Miner, Margaret F. .............................. Waterloo
Nelson, Blanche C. .............................. Vermillion, South Dakota
Primary, Glenwood. 103 S. Hazel St.
<table>
<thead>
<tr>
<th>Name</th>
<th>Diploma</th>
<th>School or City</th>
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<tbody>
<tr>
<td>Reynolds, Marjorie C.</td>
<td>Kindergarten, Lake Mills</td>
<td>Oakville</td>
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<td>Snow, Edna Twila</td>
<td>Kindergarten, Parkersburg</td>
<td>Knoxville</td>
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<td>Stanley, Helen M.</td>
<td>First Grade, New Providence</td>
<td>Givin</td>
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<tr>
<td>Starry, Edna E.</td>
<td>Kindergarten, Mt. Pleasant</td>
<td>Cedar Rapids</td>
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<td>Balzer, Loraine E.</td>
<td>Music, Elkport</td>
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<td>Anderson, Gladys B.</td>
<td>State Center</td>
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<tr>
<td>Cavana, Ruth A.</td>
<td>Supervisor of Music and Physical Education, Jesup</td>
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<td>Dawson, Dorothy Edna</td>
<td>Music Supervisor, Mallard</td>
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<tr>
<td>Evans, Miriam Elizabeth</td>
<td>Teaching piano, studying voice, Orange City</td>
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<td>Adams, Marie L.</td>
<td>Callender</td>
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<td>Albaugh, Marjorie</td>
<td>Rural School, Callender</td>
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<td>Allen, Opal</td>
<td>Rural School, Mount Vernon</td>
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<td>Anderson, Florence J.</td>
<td>Rural School, Fort Dodge, Care of Jim Fletcher</td>
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<td>Antle, Dorothy Luella</td>
<td>Rural School, Newton, R. 1</td>
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<td>Baker, Leona E.</td>
<td>Manilla</td>
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<td>Calhoun, Helen Mary</td>
<td>Mount Vernon</td>
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<td>Carlson, Lillian E.</td>
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<td>Delp, Alice Dail</td>
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<td>Denney, Frances May</td>
<td>Rural School, Danville</td>
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<td>Galloway, Nila H.</td>
<td>Lone Tree</td>
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<td>Halvorson, Thelma E.</td>
<td>Rural School, Iowa City, R. 6.</td>
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<td>Jacobson, M. Elvina</td>
<td>Rural School, Northwood, R. 3</td>
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<td>Kellison, Elizabeth Cornelia</td>
<td>Rural School, Cedar Falls, R. 3</td>
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<td>Miller, Oliver Vernon</td>
<td>Rural School, Dumont, R. 2, Box 11</td>
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<td>Miller, Rural School, Lake Mills</td>
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<td>McCarty, Crystal</td>
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<td>Rietz, Ninamae</td>
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</table>
GRADUATES FOR YEAR 1929

Roese, Iva Lorena ......................................................... Waterville
Grades, Waukon.
Seibert, Ruby Carolina ................................................... Dumont
Snyder, Velva ......................................................... Dayton
Rural School, Estherville. R. I, Box 63.
Streveler, Thelma D. ................................................ Rowan
Rural School, Williams.
Tabke, Lorena Marie .................................................... Moville
Rural School, Moville.
Williams, Edna D. ................................................ Bronson
Rural School, Schaller.

Department Certificate in Critic Teaching
Lighter, Elma ......................................................... Conrad
Supervisor of Seventh Grade, Eastern State Normal School, Madison, South Dakota.
Robinson, Bertha ...................................................... Manchester
Primary Supervisor, Southeast Missouri State Teachers College, Cape Girardeau, Missouri.

Statement of Proficiency in Penmanship
Howe, Vera Rebecca .................................................... Cedar Falls

AUGUST, 1929

Bachelor of Arts in Education Degree
Ahearn, Bessie C. ................................................... Independence
Supervising Principal, Emerson School, Waterloo. 207 W. Park Ave.
Akin, Paul C. ......................................................... Grundy Center
Anema, Cornie C. ....................................................... Perkins
Superintendent of Schools, Woolstock.
Bauman, Cora B. ....................................................... Mason City
Mathematics, Junior High School, Fort Madison. 411 7th St.
Blanchard, Eleanor Ann ................................................... Angus
Latin, High School, West Liberty.
Bruening, Clarence C. E. .............................................. Volga City
Burkardt, Grace M. ...................................................... Parkston, South Dakota
Parkston, South Dakota.
Bushy, Margaret Elizabeth .............................................. Fort Dodge
Third Grade, Fort Dodge. 1611 Fifth Ave. No.
Butterfield, Arlee C. .................................................. Spirit Lake
Butterworth, Florence Ida .............................................. Fort Dodge
Girls' Physical Director, Sioux City. 812 17th St.
Childs, Ralph William ................................................... Waterloo
English and Principal, Aplington.
Cloud, Margaret I. ..................................................... Manchester
Tutoring High School Students, Manchester.
Copple, Clara Esther ................................................... Wheatland
Wheatland.
Cottrell, D. R. ......................................................... Prairie City
Superintendent of Schools, Farmersburg
Cramer, Cathryn H. ..................................................... Steamboat Rock
Associate Supervisor, Teachers College, Winona, Minnesota.
Creswell, Doris Prudence ................................................... Cedar Falls
Public Speaking, Lohrville.
Cundy, Howard Lee ..................................................... Conway
Conway.
Instructor, Hawk Springs, Wyoming.
Day, Hazel M. .......................................................... Waterloo
Operator, Telephone Company, Waterloo. 1428 West 2nd Street.
Deeds, Orville James .................................................. West Point
Principal, High School, Holland, Missouri.
De Weese, Roxie ......................................................... Muscatine
Physical Education, Odebolt.
Duffield, Minnie Mae ................................................... Salt Lake City, Utah
Second Grade, Salt Lake City, Utah. 139 West 6th South.
Engelke, Lester P. ...................................................... New Hampton
New Hampton.
Faust, Wilda Freebern .................................................. Miami, Fla.
Mrs. Burton Faust. Principal, Morningside School, Miami, Florida. 254 N.W.
8th St.
Franek, Elta .......................................................... Winthrop
Junior High School, Holstein.
Gibbs, Mary .......................................................... La Motte
Mathematics, High School, Vinton.

Hafner, Vera E. .................................................... Stuart
Geography, Junior High School, Valley Junction. 515 Sixth

Hagerty, Mrs. Will .................................................. Dubuque
Grade Substitute, Dubuque. 1595 Audubon.

Hardie, Ethel Regina ............................................ Dubuque
Kindergarten Critic, Iowa State Teachers College, Cedar Falls. 1123 West
23rd St.

Hobbett, Mary Ansine ............................................. Eagle Grove
Principal, West Side Grade Building, Eagle Grove.

Hughes, Margaret ................................................. Madrid
Teacher, Junior High School, State Center.

Humphrey, Mabel Clare ........................................... North English
First Grade, Akron, Ohio. 1379 Brown St.

Hunter, Blanche ................................................... Waterloo
Teacher, Junior High School, Waterloo. 1220 West Fourth.

Irelan, Oliver C. ................................................... Unionville
Johnston, Wanda Pauline ........................................... Ellston
Mathematics, High School, Ackley.

Lindsey, J. W. ....................................................... Guernsey
Superintendent of Schools, Rake.

Linnan, Eleanor E. ................................................. Maurice
Madison, Stanton ................................................ Independence

Mattson, Liberty Maye ............................................. Jefferson
Primary, Mission School, Ezel, Kentucky.

Meyer, Oliver William ............................................. Waterloo
Meyer, Ruth ........................................................ Cedar Falls
Clerk, Training School Office, Iowa State Teachers College, Cedar Falls. 1224
W. 3rd St.

McGimpsey, Wilfred L. ............................................ Waverly
Teacher, Industrial Arts Department, and Coach, Ellendale, Minn.

McLaughlin, Fred, Willett ...................................... La Porte City
Superintendent of Schools, Moneta.

McMains, Russell Robert ...................................... Bloomfield
Teacher, Junior High School, Charles City. 607 N. Jackson.

Newall, Bertha Edna .............................................. Newton
Normal Training and English, Jefferson.

Nunamaker, Beulah Emeline ................................... Boone
Commercial Teacher, High School, Brighton.

Palmer, Bernice Aurea ........................................... Cedar Falls
Grades, Algona.

Pope, Rose Ann ...................................................... Manchester
Physical Education, Jefferson. 306 W. Harrison.

Popejoy, Paul Eugene ............................................. Marion
Porter, Lucy Irene .............................................. Strawberry Point
Strawberry Point.

Resor, Gladys A. .................................................. Cedar Falls
Supervisor of Art, Ferndale, Michigan. 950 Carmel Ave., Detroit, Mich.

Robinson, Margaret Alleen ................................. Colo
Teacher, Junior High School, Clarion.

Rogers, Marjorie .................................................. Dunlap
Physical Education Director, Central High School, Sioux City.

Samuels, Fra Lucile .............................................. Storm Lake
Supervisor, Second Grade, Winona, Minn. 304 W. Wabasha.

Saner, Dorothy Lee ............................................... Bloomfield
Bloomfield. 307 N. Pine St.

Schalk, John E. .................................................... Cooper
Principal, Janesville.

Schultz, Genevieve Georgie .................................... Waterloo
Primary, Waterloo. 320 Iowa St.

Schultz, Louise ...................................................... Murray
English and Latin, Bayard.

Sedlacek, Edward J. ............................................. Cedar Falls
Teacher, High School, Clarksville.

Seeker, Ethel Inez ................................................ Estherville
Estherville.

Sheets, Sybil S. .................................................... Ollie
Mathematics, High School, Ollie.

Sheppard, Leslie C. .............................................. Storm Lake
Superintendent of Hayes Consolidated School, Storm Lake.

Simmons, Ruby ....................................................... Aurelia
Departmental, Keokuk.

Slacks, Melvin ...................................................... Cedar Falls
Director of Lower School, Yale School, Los Angeles, California. 209 N. Union
Ave.

Stanard, Claire C.................................................. North English
Superintendent of Cedar Heights School, Cedar Falls. Route 2.
GRADUATES FOR YEAR 1929

Stewart, Leo Eleazor ..............................................Virgin Islands, U. S. A.
Insurance Agent, Chicago, Ill. 83 E. 35th St. Care of Adams Prescription Lab.

Stout, Minard W. ..................................................Cedar Falls

Swain, Frank E. ....................................................Oscoda

Music Supervisor, Royal Oak, Michigan. 118 So. Laurel St.

Topp, Louise .........................................................Cedar Falls

Physical Education Director, Denison. 212 E. Church.

Truesdell, Wayne Palmer ...........................................Archer

Principal, Ottosen.

Volmerding, Eleanor ..............................................Pomeroy

Sixth Grade, East Waterloo. 338 Chestnut.

Wallace, Helen K. ................................................Centerville

English, Junior High School, Centerville. 410 South 12th St.

White, Frank D. ....................................................Mediapolis

Superintendent of Schools, Sperry.

Whitehead, Ruth G. ...............................................Brookings, South Dakota

Williams, Marion B. ..............................................Lime Springs

Mathematics and Coaching, Cooper.

Wimer, Hazel E. ....................................................Cedar Falls

Winn, Olive Marie ..................................................Greenfield

Mathematics, Tipton.

Wissler, Helen Lenore .............................................Exira

English and History, North Junior High School, Sioux City. 2008 Jackson.

Bachelor of Science in Education Degree

Cromer, Hiram Franklin ............................................Cedar Falls

Science and Manual Arts, Glenwood.

Cuffe!, Joe Emmer ..................................................Greene

Industrial Arts and Assistant Principal, Cherokee.

Dayton, Oren Le Roy ..............................................Washington

Principal and Coach, Hayfield.

Erickson, Ethel Lu Verne ..........................................Irwin

Head of Commercial Department, Typewriting and Shorthand, Sac City. 1011

Audubon St.

Flower, Howard William ...........................................Marshalltown

Coaching, Gilman.

Gaskell, Nyra Elizabeth ..........................................Belle Plaine

Domestic Science, State School for the Deaf, Frederick, Maryland.

Gortz, F. A. ..........................................................Roland

Superintendent of Schools, Roland.

Green, Robert James ..............................................Jolley

Principal, Lohrville.

Harry, George .......................................................Greene

Student, Iowa State Teachers College, Cedar Falls. 305 W. 25th St.

Hockey, Arthur .....................................................Barnes City

Principal, Manual Arts and Mathematics, Woolstock.

Hoffman, Grant E. ................................................Cedar Falls

Houck, Donald A. .................................................Minneapolis, Minn.

Physical Education and Coaching, Decorah.

Hunt, Elmer Lee ....................................................Cedar Falls

Kissinger, Joseph F. ...............................................Washta

Manual Training and Agriculture, Quasqueton.

Kuhnert, Elsie Margaret .........................................Willow Lake, South Dakota

Principal, History and English, Moneta.

Lenhart, Bert A. .....................................................Quasqueton

Superintendent of Schools, Quasqueton.

Louthan, Howard G. ...............................................Sheldon

Lowell, Calvin Dillon .............................................Webster City

Matt, Harold De Witt .............................................Troy

Principal and Supervisor, Iowa School for Blind, Vinton.

Miller, Frank Orrell ...............................................Beardstown, Ill.

Head of Commercial Department, Beardstown, Ill. 1110 State St.

Morgan, Ralph ......................................................Hansell

English and Athletics, Gilber.

Overshuler, Nellie J. .............................................Dexter

Commercial Teacher, Reinbeck.

Rider, John Thomas ...............................................Sheldon

Superintendent of Schools, Willow Lake, South Dakota.

Richmond, Jake ....................................................Wellsburg

Coaching, Science and Manual Arts, Lewis.

Schroedermeier, Vernon G. ........................................Waverly

Manual Training, Agriculture and Coaching Athletics, Marble Rock.

Thompson, Clarence P. ............................................Story City

Superintendent of Schools, Centrill.

Thompson, Franklin H. .............................................Newhall

Science and Manual Arts, Newhall.
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<th>City</th>
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<tr>
<td>Thompson, Leonard M</td>
<td>Marshalltown</td>
<td>Principal and Coach, Colesburg</td>
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<td>West, Clifford L</td>
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<td>Science, Colfax, 312 E. Howard St.</td>
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<td>Music Supervisor, Menlo</td>
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<td>Bartelma, Ruth E.</td>
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</table>

**Public School Music Education Diploma**

- Thompson, Leonard M
- Catlin, Leola M
- Woodcock, Bertram L
- Anderson, Imogene
- Bartelma, Ruth E
- Farris, Ruby Creighton
- Harms, Mattie K
- Hink, Helen M
- King, Zerita M
- Phillips, Lulu V
- Stevens, Paul O
- Strand, Carl Benhard

**Commercial Education Diploma**

- Bartelma, Ruth E
- Catlin, Leola M
- Farris, Ruby Creighton
- Harms, Mattie K
- Hink, Helen M
- King, Zerita M
- Phillips, Lulu V
- Stevens, Paul O
- Strand, Carl Benhard

**Art Education Diploma**

- Ahrens, Elizabeth G
- Cobeen, Glenys E
- Hines, Mary L
- Kellogg, Hazel C
- Soderberg, Emma N
- Wagner, Leta Mae

**Manual Arts Education Diploma**

- Bambbrick, Edw. James
- Cummins, Oather
- Groff, Lloyd Edwin
- Hansuld, George
- Raines, Carter C

**Home Economics Education Diploma**

- Bosch, Beulah G
- Dallenbach, Hazel Carrie
- Johnson, Agnes L
- Kroesen, Carol E
- McCleary, Florence Marie
- Nash, Zeima Ada

- Dallenbach, Hazel Carrie
- Groff, Lloyd Edwin
- Hansuld, George
- Raines, Carter C
- Kroesen, Carol E
- McCleary, Florence Marie
- Nash, Zeima Ada
GRADUATES FOR YEAR 1929

Walford, Grace Lucille ............................................................ Corning
Teacher, High School, Brooks.

Wood, Frances Louise .............................................................. Waterloo
Home Economics, Music, History, Keswick.

Consolidated School Education Diploma

Knight, Genevieve L. ................................................................. Le Roy, Minn.
Rural School, Le Roy, Minn. R. 2.

Lockwood, Gladys Rose .............................................................. Onawa
Rural School, Cedar Falls, R. 1 c/o Carl Guhl.

Mullen, Frances ............................................................................ Williams
Sixth, Seventh, and Eighth Grades, Wason Flats, Montana.

Nielson, Edward S. .......................................................................... Harlan
Superintendent of Schools, Frankville.

Orr, Helen E. .................................................................................. Arnolds Park
Teacher, Standard School, Lambert, Montana.

Schwitters, Ruth F. ........................................................................... Steamboat Rock
Teaching, Lambert, Montana.

Suiter, Olive Lea ............................................................................. Princeton
Fifth and Sixth Grades, Walcott.

Elementary Education Diploma—For Teachers in the Upper Grades

Alvord, Estella M. .......................................................... Bedford
Rural School, Bedford.

Ash, Laurel M. .......................................................... Cedar Falls
Baggs, Pearl Evelyn ................................................................. Seranton
Rural School, Northwood.

Bieberman, Hilda A. .............................................................. Dubuque
Rural School, Dubuque. 205 Dodge St.

Bower, Lyle .......................................................... Wayland
Brinkman, Thelma ........................................................................ Laurens
Rural School, Laurens.

Brown, Wilma G. .......................................................... Algona
Clancy, Ruth Le Noir ................................................................. Clarence
Rural School, Lost Nation.

Colwell, Ellen M. ....................................................................... Nora Springs
Sixth Grade, Nora Springs.

Cook, Helen Louise ................................................................. Russell
Seventh and Eighth Grades, Russel.

Davis, Claudia Isabelle ........................................................... Washington
Assistant Principal, Lincoln Building, Washington. 215 S. 2nd Ave.

Davis, Erma M. ............................................................................. Marengo
Student, Iowa State Teachers College, Cedar Falls. 210 College St.

Davis, Gertrude ........................................................................... Red Oak
Grades, Emerson.

De Luverly, Mayme F. ................................................................. Sumner
Sumner.

Dorrell, Mildred Aletha ............................................................. McCausland
Ekland, Linda Marie ....................................................................... Wapello
Third and Fourth Grades, Essex.

Fitzgerald, Bernice Elizabeth ........................................................ Alvord
Second Grade, Rock Valley.

Foley, Grace Mary ........................................................................ Waukon
Sixth Grade, Waterloo. 630 West Fifth.

Gage, Aletha M. .......................................................... Lester
Fifth Grade, Waterloo. 201 Walnut Court.

Goldsmith, Lucille Mary ............................................................. Alvord
Rural School, Rock Rapids. c/o Carl Vogel.

Gridley, Arlee Winona ............................................................ Eldon
Intermediate Grades, Eldon.

Grover, Mabel G. .......................................................................... Rowley
Fourth Grade, Manchester.

Halsey, Ethel ................................................................................... Ames
Sixth Grade, Boxholm.

Hanson, Alice M. .......................................................... Salix
Salix.

Hart, Hallie M. ............................................................................. Humeston
Principal, Junior High School, Story City.

Havens, Aileen ................................................................................. Boone
Departmental, Fifth and Sixth Grades, Greely.

Hood, Julia Marguerite ..................................................................... Atlantic
Houvenagle, Lonnie ...................................................................... Blue Grass
English and Literature, Junior High School, Bel. Box 91.

Howe, Leona .................................................................................... Varina
Seventh and Eighth Grades, Cushing.
<table>
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<tr>
<th>Name</th>
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<tr>
<td>Tutton, Mabel E</td>
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<td>Buffalo Center</td>
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<td>Johnson, T. Jordan</td>
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<td>Kenagy, Rosalba</td>
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<td>Lathrum, Geneve Pauline</td>
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<td>Leinhauer, Etha</td>
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<td>Leine, W.</td>
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<td>Departmental, Junior High School, Chas. H. Burke Indian School, Fort Wingate, New Mexico.</td>
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<td>Leutenegger, Olga</td>
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<td>Leadbeater, Laura M.</td>
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<td>Steen, Dorothy E.</td>
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<td>Spray, Eva Juanita</td>
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<td>Grand River</td>
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<td>Schmidt, Hazel Marie</td>
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<td>Strong, Eileen K.</td>
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<td>Stowe, Florence Edwin</td>
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<td>Tutton, Mabel E</td>
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<td>Mueller, Verda L.</td>
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<td>Fifth and Sixth Grades, Blairtown.</td>
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<td>McEvey, Elizabeth</td>
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<td>Oldaker, Mildred</td>
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<td>Orpin, Letha Marie</td>
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<td>Alden</td>
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<td>Oxenreider, Laura M.</td>
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<td>Patterson, Mary Anna</td>
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<td>Pedicord, Virginia</td>
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<td>Pehrsen, Emma</td>
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<td>Poyzer, Dorothy Muriel</td>
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<td>Ramsdell, Faith Winifred</td>
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<td>Rank, Florence Helen</td>
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<td>Reed, Harland Austin</td>
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<td>Reed, Hazel Ann</td>
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<td>Ricklefs, Rosina M.</td>
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<td>Rochford, Josephine F.</td>
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<td>Schwietert, Clara E.</td>
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<td>Schumaker, Florence Laura</td>
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<td>Shoemaker, Flossie J.</td>
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<td>Siglin, Eleanor</td>
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<td>Sprague, Eva Juanita</td>
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<td>Steen, Dorothy E.</td>
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<td>Stevens, Florence Elinor</td>
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<td>Stone, Laura M.</td>
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<td>Tutton, Mabel E.</td>
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<td>Buffalo Center</td>
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GRADUATES FOR YEAR 1929

Victor, Etta Gene
Student, Iowa State Teachers College, Cedar Falls. 2304 Walnut St.

Watje, Alice M.
Principal and Sixth, Seventh, and Eighth Grades, Arian.

Watson, Wanda Fay
Seventh and Eighth Grades, Bennett.

Willson, Alice L.
Fifth and Sixth Grades, Lynnville.

Young, Pauline

Elementary Education Diploma—For Teachers in the Intermediate Grades

Berkland, Elma
Fifth Grade, Postville.

Carlson, Rachel Norma
Student, Iowa State Teachers College, Cedar Falls. 2204 Olive St.

Carlson, Violet Edeline
Fourth, Sixth, and Seventh Grades, Arion.

Clarke, Ellen
Seth and Eighth Grades, Bennett.

Dillavou, Beryl A.
Departmental, Fourth, Fifth, and Sixth Grades, Jefferson.

Doolittle, Joy Loreen
Grisswood.

Duncan, Wanda Mae
Mathematics and Geography, Junior High School, Orient.

Frary, Marion B.
First, Second, Third, and Fourth Grades, Postville.

Frazee, Mildred L.
Fifth and Sixth Grades, Delhi.

Graham, A. Marguerite
Student, Iowa State Teachers College, Cedar Falls. 2204 Olive St.

Harrison, Vera Louise
Seventh Grade, Dolliver.

Hoth, Florence E.
Postville.

Hoad, Joyce Cecelia
Intermediate Grades, Palo.

Houston, Genevieve Cecelia
Dunlap.

Lange, Stella Rose
Dubuque.

Marquis, Kathryn June
Waterloo.

Miller, Vera A.
Fourth Grade, Monona.

McShane, Loreanna J.
Paralta.

Orr, Katherine Ruth
Lohrville.

Piner, E. Ruth
Stuart.

Riley, Dorothy M.
Marengo.

Shoemaker, Joy Bernice
Indiana.

Sloan, E. Jessie Mae
Departmental, Intermediate Grades, Mt. Vernon. 719 5th Ave. N.

Switzer, Josephine
Lewis.

Truman, Helen M.
Oacoma, South Dakota.

Whaley, Mildred E.
Rural School, Webster City. 1021 James St.

Williams, Louise
Casey.

Wood, Mrs. Roxy Orcutt
Iowa Falls.

Primary Education Diploma

Adams, Wilma Kathryn
First and Second Grades, Larchwood.

Ady, Leila Mae
Sheldon.

Ainsworth, Janet Leone
Third Grade, Whiting.

Alsphas, Ethel E.
Primary, Zwingle.

Ashby, Fern R.
Osceola.

Barry, Beatrice Teresa
Belmond.

Wood, Mrs. Roxy Orcutt
Iowa Falls.

Primary Education Diploma

Adams, Wilma Kathryn
Primary, Rutland.

Ainsworth, Janet Leone
Third Grade, Whiting.

Alsphas, Ethel E.
Primary, Zwingle.

Ashby, Fern R.
Osceola.

Barry, Beatrice Teresa
Belmond.
Bauer, Dorothy Margaret .......................................................... Mason City
Bauman, Else Marie ............................................................... Treynor
Rural School, Treynor.
Beyer, Mary Adelaide .............................................................. Carroll
Third and Fourth Grades, Carroll
Borland, Mabel Violet ............................................................... Primghar
First and Second Grades, Anthon.
Bratschi, Nora M. ................................................................ Exline
Third Grade, Exline
Buch, Dorothy Joan ................................................................. Boone
Second Grade, Marion. 10th St.
Charleston, Leona Belle .............................................................. Boone
Grades, Boone.
Crawford, Jean M. ................................................................ Hocking
Seventh and Eighth Grades, Hocking.
Diggins, Hazel Dorris ................................................................. Melbourne
Mrs. L. P. Stevens, Substitute Teacher, Britt. Box 433.
Drury, Inez Rave ................................................................ Lake City
Primary, Lake City.
Fenton, Florence Mae ................................................................ Plano
Grades, Anamosa.
Fisher, Marjorie Elizabeth .......................................................... Duncombe
First Grade, Atlantic.
Forbes, Vera ................................................................................. Boone
First Grade, Dike.
Fritze, Hazel H. ........................................................................... Clarion
Garstang, Miriam E. ................................................................. Davenport
Primary, Fairport.
Goll, Vola D. ............................................................................... Garner
First and Second Grades, Woden.
Gross, Evalyn L. ........................................................................... Keswick
Rural School, Deep River.
Haines, Naomi R. ......................................................................... Fontanelle
First Grade, Fontanelle.
Hamilton, Mary Jane .................................................................. Conrad, Mont.
Rural School, Conrad, Mont.
Hanson, Ruth L. ........................................................................... Mission Hill, South Dakota
Primary, Guyville, S. Dak.
Harness, Doris E. ......................................................................... Griswold
Rural School, Griswold.
Hartness, Elva Mae ...................................................................... Griswold
Rural School, Griswold.
Haveker, Edith M. ........................................................................ Burlington
Second Grade, Tipton.
Heidkross, Eleanor ....................................................................... Sheffield
First and Second Grades, Milford Township Consolidated School, Nevada.
Hendrickson, Ruth Johanna ........................................................ Thompson
Primary, Forest City.
Henry, Opal Darlene ................................................................... Oakland
Second Grade, Macedonia.
Johnson, Edna J. .......................................................................... Marathon
First Grade, Havelock.
Johnson, Ranveg E. ..................................................................... Fort Dodge
Preliminary Grade, Fort Dodge. 204 H. Street.
Johnston, De Etta Marjorie ............................................................. Riceville
Primary, McIntire.
Jones, Florence Velma .................................................................. Albia
Primary, Albia.
Joseph, Margaret R. .................................................................... Sioux City
Rural School, Conrad, Montana.
Kemp, Mabel L. ............................................................................ Grandview
Second and Third Grades, Grandview.
Larsen, Bernis E. .......................................................................... Alta
Littrell, Beth Lenore ...................................................................... Waterloo
Lusk, Hazel E. ............................................................................... Elliott
Second and Third Grades, Red Oak.
Lutgen, Magdalene Mary .............................................................. Ida Grove
Lynn, Esther Mae ......................................................................... Waterloo
Primary, Andrew.
Moran, Mary Malissa .................................................................... Nevada
Primary, Shipley.
Morse, Dorothy M. ....................................................................... Rippey
Third Grade, Odebolt.
McCarty, Janice ............................................................................ Tama
Narber, Helen L. ............................................................................ Cedar Rapids
First Grade, Early.
### GRADUATES FOR YEAR 1929

<table>
<thead>
<tr>
<th>Name</th>
<th>School Details</th>
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<tbody>
<tr>
<td>Olson, Hazel M.</td>
<td>First and Second Grades, Excelsior Cons. School, Lake Park.</td>
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<tr>
<td>Oppelt, Leah Virginia</td>
<td>Second Grade, Brooklyn.</td>
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<tr>
<td>Northey, Jessi E.</td>
<td>Mason City</td>
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<tr>
<td>Stille, Elvira I.</td>
<td>Rural School, Carpenter.</td>
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<td>Stoakes, Carrie G.</td>
<td>Ocheyedan</td>
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<tr>
<td>Reeves, Veda</td>
<td>Second Grade, Winfield.</td>
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<td>Grimes, De Soto.</td>
<td>Adel</td>
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<td>Rude, Mabel B.</td>
<td>Primary, Little Rock.</td>
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<td>Smadecke, Eleanor</td>
<td>Schleswig</td>
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<td>Shover, Lucile Rose.</td>
<td>Rural School, Kiron.</td>
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<td>Randall, Adelaide Gertrude</td>
<td>First Grade, Greeley.</td>
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<td>Stille, Elvira I.</td>
<td>First Grade, Alexander.</td>
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<td>Stoakes, Carrie G.</td>
<td>First and Second Grades, Galt.</td>
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<td>Taylor, Ethel R.</td>
<td>Keswick</td>
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<td>Teller, Edna</td>
<td>First and Second Grades, Van Cleve.</td>
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<td>Thompson, Lucile Eva.</td>
<td>Sully</td>
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<td>Tucker, Vera M.</td>
<td>Third and Fourth Grades, Newburg.</td>
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<td>Walz, Lilith E.</td>
<td>Primary, Vera.</td>
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<tr>
<td>Weber, Rebecca Emma.</td>
<td>Cylinder</td>
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<tr>
<td>White, Sarah Jane Oliver</td>
<td>Primary Supervisor, Chariton. Box J3.</td>
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<tr>
<td>Wilson, Bethel May.</td>
<td>Primary, Nashua.</td>
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<td>Young, Frieda M.</td>
<td>Primary, Ionia.</td>
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#### Kindergarten Education Diploma

<table>
<thead>
<tr>
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<tr>
<td>Coffman, Ruth P.</td>
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<tr>
<td>Hurst, Muriel Ruth</td>
<td>Iowa State Teachers College, Cedar Falls. 1015 W. 23rd St.</td>
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<tr>
<td>Moore, Margaret Evelyn</td>
<td>Cedar Rapids.</td>
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<td>Reid, Georgeanna</td>
<td>Seney</td>
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<td>Wolfe, C. Marie</td>
<td>Waterloo</td>
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#### Teaching of Piano Diploma

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<tr>
<td>Tully, Marie Annette</td>
<td>Dubuque Playground and Recreation Commission</td>
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<tr>
<td>Jorgensen, Thelma L.</td>
<td>Music Director, Dubuque Boys' Club, Dubuque. 1935 Ellis St.</td>
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#### Teaching of Voice Diploma

<table>
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<tr>
<th>Name</th>
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<tr>
<td>Sheild, Edith Mary</td>
<td>Cedar Falls</td>
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#### Rural Teaching Diploma

<table>
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<th>Name</th>
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<tr>
<td>De Bolt, Thelma F.</td>
<td>Macedonia</td>
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<tr>
<td>Etmier, Zelda Esteline</td>
<td>Collins</td>
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<td>Garner, Beatrice M.</td>
<td>New Hartford</td>
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<tr>
<td>Jorgensen, Thelma L.</td>
<td>New Hartford</td>
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<tr>
<td>Larson, Vera L.</td>
<td>Ringsted</td>
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<tr>
<td>Minert, Pauline M.</td>
<td>Dumont</td>
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<td>Powers, Gladys Vera.</td>
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<td>Rafferty, Loretta A.</td>
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<td>Roll, Wilmin B.</td>
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</table>
Wilson, Catharine E. .............................................. Cedar Falls
Rural School, Cedar Falls. R. 5.

Department Certificate in Critic Training
Cramer, Cathryn H. ............................................. Steamboat Rock
Vilso11, Catherine E. ........................................... Cedar Falls
Hardie, Ethel Regina ............................................ Dubuque
Kindergarten Critic, Iowa State Teachers College, Cedar Falls. 1123 West 23rd St.
Samuels, Fra Lucile ............................................. Storm Lake
Supervisor, Second Grade, Winona, Minn. 204 W. Wabasha.

November, 1929

Bachelor of Arts in Education Degree
Benner, Keith Lavern ............................................ Fredericksburg
Teaching, Hudson.
Blake, Russell E. .................................................. Volga
Proprietor of coffee shop, Cedar Falls. 117 Main St.
Gury, Don Munger .................................................. Waterloo
Clergyman, Episcopal Church, Watertown, Wisconsin. St. Paul’s Rectory, 409 2nd St.
James, Anna Mae Wilson ......................................... Colesburg
Mrs. Dwight S. James, Des Moines. 1120 Folk Boulevard.
Jones, Jessica Pauline ............................................ Waterloo
Stylist, Department Store, Waterloo, 1127 West Fourth St.
Nielsen, Gerda ...................................................... Halfa
Sixth Grade, Ames. 2630 Lincoln Way.
Rogers, Jeannette .................................................. Dunlap
Mrs. Donald K. Potter, Dunlap.
Schultz, Vivian May .................................................. Waterloo
Vaterloo, 526 Home Park Drive.
Schwartz, Henry Landis .......................................... Reinbeck
Simpson, Ava Gladys .............................................. Whittemore
Commercial Teacher, Parkersburg.

Bachelor of Science in Education Degree
Briggs, James Gaylen ............................................. Cedar Falls
Coaching, Irwin.
Gingerich, Edward .................................................. Kalona
Commercial Teacher, Lohrville.
Harsch, Frank A. .................................................... Burlington
Korf, Herbert S. ..................................................... Washington
Washington.
Stenberg, George Benjamin .................................... Baxter
Commercial Teacher, Baxter.

Public School Music Education Diploma
Prost, Gwendolyn Josephine ..................................... Waterloo
Waterloo. Route 5, Grant Highway.

Commercial Education Diploma
Benedict, Margaret Ann .......................................... Iowa Falls
Footitt, Rhea ....................................................... Warren, Ill.
Student, Iowa State Teachers College, Cedar Falls. Bartlett Hall.
Johnson, Dorothy M. ............................................... New Virginia

Art Education Diploma
Kleinfelder, Rose Marie .......................................... Davenport

Manual Arts Education Diploma
Marlenee, B. A. ................................................... Stuart
Student, Iowa State Teachers College, Cedar Falls. 294 Walnut St.

Home Economics Education Diploma
Allely, Lurene Margaret .......................................... Deep River
Dee River.
McCoy, Mildred Luella ........................................... Wayland
Student, Iowa State Teachers College, Cedar Falls. 2122 Olive St.
Seasholtz, Ruth E. .................................................. Kellerton
Home Economics, High School, Elwood.
GRADUATES FOR YEAR 1929

Elementary Education Diploma—For Teachers in the Upper Grades

<table>
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<tr>
<th>Name</th>
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<tr>
<td>Andersen, Leila M.</td>
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<tr>
<td>Bower, Glenniss</td>
<td>Cedar Falls, 1618 Washington.</td>
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<tr>
<td>Brown, Louise Amelia Marie</td>
<td>Wilton Junction, R. 1, Box 86.</td>
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<tr>
<td>Ewing, A. Ruth</td>
<td>Doland, South Dakota</td>
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<td>Gregory, Addie Lee</td>
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<td>Jensen, Luella</td>
<td>Harlan</td>
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<td>Madson, Mildred Lenore</td>
<td>Northwood</td>
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<td>Mariga, Helen</td>
<td>Webster City</td>
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<td>Noah, Rosa M.</td>
<td>Baxter</td>
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<td>Rogers, Helen Dorothy</td>
<td>Mason City</td>
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<td>Salz, Anna</td>
<td>Staceyville</td>
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<td>Speers, Hazel Lucille</td>
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<td>Walton, Margaret</td>
<td>Cedar Falls</td>
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<td>Wells, Gail</td>
<td>Chariton</td>
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<td>Williams, Opal Lucille</td>
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Elementary Education Diploma—For Teachers in the Intermediate Grades

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<td>Browne, Mildred Grace</td>
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<td>Dunkle, Florence</td>
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<td>Leney, Ione Jacqueline</td>
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<td>MacAllister, Mildred D.</td>
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<td>Shreve, Ruth N.</td>
<td>Boone</td>
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<td>Sleight, Evelyn Lois</td>
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<td>Sullivan, Mildred</td>
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Primary Education Diploma

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<td>Crandal, Mary Arline</td>
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<td>Duntle, Florence</td>
<td>Gilman</td>
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<td>Kenney, Gladys Pauline</td>
<td>Conway</td>
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<td>Needham, Helen Margaret</td>
<td>Parkersburg</td>
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<td>Pearson, Martha June</td>
<td>Newton</td>
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<td>Reynolds, Alice M.</td>
<td>Odebolt</td>
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<td>Spears, Evelyn Lois</td>
<td>Akron</td>
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<td>Tucker, Viola Elizabeth</td>
<td>Le Mars</td>
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<td>Wimber, Marily LaFier</td>
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<td>Wogens, Edith E.</td>
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Kindergarten Education Diploma

<table>
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<tr>
<td>Edgar, Florence M.</td>
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<td>Larrison, Kathryn</td>
<td>Mitchell, South Dakota</td>
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<td>Todd, Edonelle</td>
<td>Eldora</td>
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Teaching of Voice Diploma

<table>
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<th>Name</th>
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<tr>
<td>Brown, Mabel Benton</td>
<td>Cedar Falls</td>
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</table>
Teaching of Organ Diploma

Vogelsang, Cecelia .................................................. Denver
Piano, Music History, and Physical Education, Hebron College and Academy, Hebron, Nebraska.

Rural Teaching Diploma

Besch, Susie Bernadette ........................................... Whittemore
Rural School, Whittemore. Box 142.
Fallowfield, Mabel Beatrice ........................................ Whitten

Feil, Christine H. .................................................. Cherokee
Kile, Thelma Marie .................................................. Ankeny
Rural School, Kensett.
Lund, Helen Katherine ................................................ Riceville
Rural School, Riceville. R. 2.
Roberts, Lucile Marjorie ............................................. Cedar Falls
Cedar Falls. R. 2.
### SUMMARY OF STUDENTS

#### JUNE 6, 1928 TO MAY 31, 1929

**I. Classification**

**A. According to Curriculums**

<table>
<thead>
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<th>Curriculum Description</th>
<th>Men</th>
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<td>Juniors</td>
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<td>Sophomores</td>
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<td>2. Students on Four-Year College Curriculums</td>
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<td>Freshmen</td>
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<td>Home Economics</td>
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<tr>
<td>Kindergarten</td>
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<td>Primary</td>
<td>293</td>
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<tr>
<td>Rural and Consolidated School</td>
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<td>Elementary Education (Upper and Intermediate Grades)</td>
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<td>293</td>
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<td>Total</td>
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<td>2697</td>
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<td>4. Twelve Weeks Normal Training (Collegiate)</td>
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<td>396</td>
<td>419</td>
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<td>5. Special Music (Piano, Organ, Voice, Violin, and other Orchestral Instruments) not on other curriculums (Collegiate)</td>
<td>7</td>
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<td>46</td>
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<tr>
<td>6. Special Students (Students past 21 years of age who do not have 15 units of entrance credit)</td>
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<td>97</td>
<td>102</td>
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<tr>
<td>7. Students in Non-Residence Collegiate Work</td>
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<td>5295</td>
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<tr>
<td>Extension Courses</td>
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<td>303</td>
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<tr>
<td>Correspondence Courses</td>
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<td>166</td>
<td>210</td>
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<tr>
<td>Total in Non-Residence Collegiate Work exclusive of duplicates</td>
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<td>446</td>
<td>510</td>
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<tr>
<td>Grand Total in Collegiate Work exclusive of duplicates</td>
<td>900</td>
<td>4707</td>
<td>5607</td>
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<td>8. Students in Sub-Collegiate Classes</td>
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<td>Twelve Weeks Normal Training (Sub-Collegiate)</td>
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<td>Other Sub-Collegiate Students</td>
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<td>94</td>
<td>115</td>
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<td>Special Music (Piano, Organ, Voice, Violin, and other Orchestral Instruments) not on other curriculums (Sub-Collegiate)</td>
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<td>36</td>
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<tr>
<td>Visitors</td>
<td>8</td>
<td>153</td>
<td>161</td>
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<td>Total in Residence Sub-Collegiate Work</td>
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<tr>
<td>Net Grand Total Exclusive of Training School</td>
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<td>4997</td>
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### B. By terms in Residence Work

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<tr>
<td>I. Summer Term, 1928</td>
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<tr>
<td>Cedar Falls</td>
<td>364</td>
<td>2053</td>
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<tr>
<td>Atlantic</td>
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<td>259</td>
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<tr>
<td>Chariton</td>
<td>24</td>
<td>295</td>
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<tr>
<td>Clinton</td>
<td>222</td>
<td>279</td>
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<tr>
<td>Estherville</td>
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<td>169</td>
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<tr>
<td>Le Mars</td>
<td>10</td>
<td>182</td>
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<tr>
<td>Total for Summer Term</td>
<td>427</td>
<td>3270</td>
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<tr>
<td>II. Fall Term</td>
<td>476</td>
<td>1618</td>
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<td>III. Winter Term</td>
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<td>1611</td>
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<td>IV. Spring Term</td>
<td>493</td>
<td>1517</td>
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<td>V. Different Students for Fall, Winter, and Spring Terms</td>
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<td>1848</td>
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<td>Net Grand Total in Residence exclusive of Training School</td>
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<td>4709</td>
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### II. Pupils in Training in Teaching Department

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<tbody>
<tr>
<td>I. Campus Training School</td>
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<td></td>
<td>337</td>
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<tr>
<td>2. East Waterloo (Pupils in Classes Taught by Students) Lower Grades</td>
<td>8</td>
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<tr>
<td>3. West Waterloo (Pupils in Classes Taught by Students) Lower Grades</td>
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<tr>
<td>4. Cherokee (Pupils in Classes Taught by Students) Lower Grades</td>
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<tr>
<td>5. Jesup (Pupils in Classes Taught by Students) Intermediate Grades</td>
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<tr>
<td>6. Hudson (Pupils in Classes Taught by Students) Lower Grades</td>
<td>54</td>
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<tr>
<td>7. Mason City (Pupils in Classes Taught by Students) Lower Grades</td>
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<td></td>
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<tr>
<td>8. Shenandoah (Pupils in Classes Taught by Students) Intermediate Grades</td>
<td>78</td>
<td></td>
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<tr>
<td>9. Rural Demonstration Schools (Affiliated with the College)</td>
<td>125</td>
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<tr>
<td>10. Consolidated Schools (Affiliated with the College)</td>
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</tr>
<tr>
<td>a. Hudson</td>
<td>250</td>
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</tr>
<tr>
<td>b. Jesup</td>
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<tr>
<td>Grand Total in Training Schools</td>
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### III. Number Receiving Degrees, Diplomas, Department Certificates, and Statements of Proficiency

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<tbody>
<tr>
<td>1. Master of Didactics Degree (One Year of Special Work for College Graduates)</td>
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<tr>
<td>2. Bachelor of Arts in Education Degree</td>
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<tr>
<td>3. Bachelor of Science in Education Degree</td>
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<tr>
<td>4. Collegiate Diplomas (Two and Three Year Curriculums of College Grade)</td>
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<tr>
<td>(a) Art</td>
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</tr>
<tr>
<td>(b) Commercial</td>
<td>8</td>
<td>33</td>
<td>41</td>
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<tr>
<td>(c) Consolidated School</td>
<td>1</td>
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<td>(d) Elementary Education—Inter. Grades</td>
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<tr>
<td>(e) Elementary Education—Upper Grades</td>
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<tr>
<td>(f) Home Economics</td>
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<tr>
<td>(g) Kindergarten</td>
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<tr>
<td>(h) Manual Arts</td>
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</tr>
<tr>
<td>(i) Primary</td>
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<td>168</td>
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<tr>
<td>(j) Public School Music</td>
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<tr>
<td>5. Rural Teacher Diploma (One Year Collegiate Work)</td>
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<tr>
<td>6. Special Music Diplomas</td>
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<tr>
<td>(a) Piano</td>
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</tr>
<tr>
<td>(b) Violin</td>
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<td>(c) Voice</td>
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<td>Total Graduates</td>
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<td>8. Statements of Proficiency</td>
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<td>9. Band Management and Directing</td>
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<tr>
<td>Grand Total</td>
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