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ANNA B. LAWThER, Dubuque
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HENRY C. SHULL, JR., Sioux City
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CHARLES H. THOMAS  C. C. SHEAKLEY
GEORGE T. BAKER
### Calendar for 1927

#### January

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### Calendar for 1928

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## CALENDAR FOR 1927-1928

### Summer Term—Twelve Weeks

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<th>Month</th>
<th>Dates</th>
<th>Events</th>
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<tbody>
<tr>
<td>June</td>
<td>1</td>
<td>Wednesday, Enrollment, without penalty, 7:00 a.m. to 5:00 p.m. One dollar penalty for later dates.</td>
</tr>
<tr>
<td>June</td>
<td>2</td>
<td>Thursday, Recitations begin 7:30 a.m., class periods as on the program.</td>
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<tr>
<td>June</td>
<td>22, 23, 24</td>
<td>Wednesday, Thursday, Friday, Examinations for Teachers Certificates. Examinations for State Certificates if arranged in advance.</td>
</tr>
<tr>
<td>July</td>
<td>27, 28, 29</td>
<td>Wednesday, Thursday, Friday, Examinations for Teachers Certificates. Examinations for State Certificates if arranged in advance.</td>
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<tr>
<td>August</td>
<td>19</td>
<td>Friday, Recitations close at 12:00 noon.</td>
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<td>August</td>
<td>20</td>
<td>Saturday, to September 13, Tuesday, Summer Vacation.</td>
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### Fall Term—Twelve Weeks

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<th>Month</th>
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<th>Events</th>
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<tbody>
<tr>
<td>Sept.</td>
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<td>Wednesday, Enrollment, without penalty, 7:30 a.m. to 4:00 p.m. One dollar penalty for later dates.</td>
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<tr>
<td>Sept.</td>
<td>15</td>
<td>Thursday, Recitations begin 8:00 a.m., class periods as on the program. Training School opens 9:00 a.m.</td>
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<tr>
<td>Oct. 26, 27, 28</td>
<td>Wednesday, Thursday, Friday, Examinations for Teachers' Certificates, beginning Wednesday, 8:00 a.m. Examinations for State Certificates if arranged in advance.</td>
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<tr>
<td>Dec. 6</td>
<td>Tuesday, Recitations close at noon.</td>
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### Winter Term—Twelve Weeks

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<tr>
<td>Dec. 4</td>
<td>Wednesday, Recitations resumed, 8:00 a.m.</td>
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<td>Jan. 25, 26, 27</td>
<td>Wednesday, Thursday, Friday, Examinations for Teachers' Certificates, beginning Wednesday, 8:00 a.m. Examination for State Certificates if arranged in advance.</td>
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<td>March 13</td>
<td>Tuesday, Recitations close at noon.</td>
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### Spring Term—Twelve Weeks

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<td>March 14</td>
<td>Wednesday, Enrollment, without penalty, 7:30 a.m. to 4:00 p.m. One dollar penalty for later dates.</td>
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<td>March 15</td>
<td>Thursday, Recitations begin 8:00 a.m., class periods as on the program.</td>
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<td>June 1</td>
<td>Friday, Recitations close at noon.</td>
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<td>June 1-5</td>
<td>Commencement Exercises.</td>
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<tr>
<td>June 6</td>
<td>Wednesday, Enrollment Day, Summer Term.</td>
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OFFICERS OF ADMINISTRATION AND INSTRUCTION 1927-1928

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

Officers of Administration

HOMER H. SEERLEY, President.

Education—Rural schools, Stark County, Illinois, and Keokuk County, Iowa, 1852-1866; Preparatory Department, 1866-7; B. Ph., 1873; B. Di., 1875; M. A., 1876; LL.D., 1901, State University of Iowa; LL.D., Penn College, 1898.

Experience—Rural schools, Keokuk County, Iowa, 1867, 1868, 1871; High School Assistant, 1873-74; High School Principal; 1874-75; Superintendent, 1875-1886, Oskaloosa, Iowa; Principal, 1886-88; President, I. S. T. C., 1889

CHARLES S. CORY, Registrar and Examiner.

Education—Rural schools; attended Bradford Academy two years; M. Di., I. S. T. C., 1900; B. S., State University of Iowa, 1902.

Experience—Rural schools, 1889-1892; Village Principal, 1892-94; County Superintendent, 1894-98; City Superintendent, 1902-07; Professor of Mathematics, 1907-13; College Examiner, 1909-11; Registrar and Examiner, I. S. T. C., 1913.

IRVING H. HART, Director of Extension.

Education—Rural, public and private schools, Iowa and Nebraska, 1885-95; B. A., Grinnell College, 1898; Graduate student in History, State University of Iowa, 1900-01; Member Phi Beta Kappa, Grinnell College; Phi Delta Kappa, Epsilon Chapter.

Experience—Instructor in various private and public schools, Missouri, Nebraska, and Texas, 1898-1908; Superintendent of Allison, Iowa, Schools, 1908-12; County Superintendent of Butler County, Iowa, Schools, 1913-14; Professor of Rural Education, 1914-16; Assistant Director of Extension, 1914-16; Director of Extension, I. S. T. C., 1916. Leave of absence for Army Y. M. C. A. work, April 22, 1918, to April 9, 1919.

ALBERT C. FULLER, JR., Associate Director of Extension.

Education—M. Di., I. S. T. C., 1899; B. A., State University of Iowa, 1911; Student, University of Chicago, Summer, 1904. Member, Phi Delta Kappa.

Experience—Principal, High School, 1899-1900; Superintendent of Schools, 1900-03, Manning, Iowa; Sidney, Iowa, Schools, 1903-04; Storm Lake, Iowa, Schools, 1904-10; Washington, Iowa, Schools, 1910-13; Inspector of Graded and High Schools, State Department of Public Instruction, 1913-16; Inspector of Normal Training in High Schools, State Department of Public Instruction, 1916-17; Professor of Rural Education, 1917-18; Associate Director of Extension, I. S. T. C., 1918.

LESLIE I. REED, Dean of Men, Supervisor of Freshmen.

Education—Rural School Diploma, 1891; Clarinda, Iowa, High School, Fall, 1892; Western Normal College, Shenandoah, Iowa, Fall, 1893; B. Di., 1900; M. Di., 1900; I. S. T. C.; Ph. B., 1903; Scholar of Education, 1903; Graduate Work, Summer, 1903; M. A., 1906, State University of Iowa; Harvard University, Summer Terms, 1904, 1905, 1906; Short Course, Iowa State College, 1913-14.

Experience—Rural Schools, 1893-96; Principal, Rockford, Iowa, High School, 1900-01; Superintendent, Northwood, Iowa, 1905-04; Odebolt, Iowa, 1904-08; Jefferson, Iowa, 1908-11; Missouri Valley, Iowa, 1911-14; Inspector of Secondary Schools, Iowa State Board of Education, 1914-16; Professor of Rural Education, Summer, 1916; Adviser of Men, 1916; Adviser of Freshmen, I. S. T. C., 1916; Dean of Men, 1924.
FACULTY

BENJAMIN BOARDMAN, College Secretary.
Education—Rural Schools of Iowa; High school education, Shelby, Iowa; Peoria, Illinois; Simpson College, Indiana; B. Di., 1898; M. Di., 1899; I. S. T. C.; B. Ph., State University of Iowa, 1901.
Experience—Rural schools, Shelby County, Iowa, 1894-96; Superintendent, Ute, Iowa, schools, 1901-03; Shelby, Iowa, 1903-05; Greene, Iowa, 1905-11; Editor of Butler County Press, Greene, Iowa, 1911-1914; County Superintendent of Butler County, Iowa, schools, 1914-17; College Secretary, I. S. T. C., 1917.

MARION McFARLAND WALKER, Dean of Women.
Education—Cedar Falls, Iowa, High School; B. L., Ferry Hall, Lake Forest, Illinois, 1880; Graduate work in English and French, Ward’s Seminary, Nashville, Tennessee; B. A., I. S. T. C., 1912; Studied in Paris, five months; Traveled in Europe, one year.
Experience—Professor of Applied English, 1890-97; Substitute in English, 1907-08; Dean of Women, I. S. T. C., 1908.

IVA EVELYN SMITH, Assistant Dean of Women.
Education—B. A., Vassar College, 1919; National Training School of Young Women’s Christian Association, Summer, 1921.

ANNE STUART DUNCAN, Librarian.
Education—Osceola, Michigan, High School; B. L., University of Michigan, 1897; University of Chicago Library Course, 1903; Studied and traveled in Europe, 1912.
Experience—Reference Librarian, University of Chicago, 1904-09; Librarian, Marquette, Michigan, 1909-11; Librarian, I. S. T. C., 1913.

ANNA R. WILD, Executive Secretary, 1896.

JAMES E. ROBINSON, Superintendent of Construction and of Buildings and Grounds, 1901.

ROGER LEAVITT, Treasurer, 1919.

FRANK N. MEAD, M. D., Health Director, 1920.

JOHN S. HODGES, Taxidermist.
Education—Public schools of the state of Washington; Special Course in Science, University of Washington.

MARY E. HAIGHT, Head of Bartlett Hall.
Education—Graduated Cedar Rapids High School; Post graduate work and one year Normal Course, Cedar Rapids High School; Course in Psychology, Coe College, Cedar Rapids, Iowa, 1900; Home Economics, Bradley Polytechnic, Peoria, Illinois, 1908; Home Economics, Stout Institute, Menomonie, Wisconsin, Summer, 1909; Home Economics, Teachers College, Columbia University, Summer, 1915.
Experience—Primary work in Cedar Rapids, Iowa, Public Schools, 1893-96; General Secretary of City Y. W. C. A., Cedar Rapids, Iowa, 1896-98; Cedar Rapids Public Schools, 1898-1906; Cafeteria Director Y. W. C. A., Cedar Rapids, Summer, 1905; Head of Domestic Science Department, Cedar Rapids Grade and High Schools, 1905-1921; Acting Head of Bartlett Hall, Summers, 1916, 1917, 1918, 1919, 1920; Head of Bartlett Hall, I. S. T. C., 1921; Traveled in Europe, Summer, 1922.

MRS. BIRDLIE BICKLEY, Director of the Hospital and Head Nurse.
Education—Bishop Robertson’s Hall, St. Louis, Mo.; St. Louis High School, St. Louis, Missouri; Waco Female College, Waco, Texas; Oklahoma Normal; Synodical Presbyterian Hospital, Waterloo, Iowa.
Experience—Rural School, Bureau County, Illinois, 1899-1900; Government schools, Oklahoma, 1902-1908; Private duty, 1916-1925; Director of the Hospital and Head Nurse, I. S. T. C., 1925.
OFFICERS OF INSTRUCTION

Classified by Departments

**Education**

G. W. WALTERS, Head.

Education—Rural and private schools, Iowa; Graduated from Howe's Academy, Mt. Pleasant, Iowa; B. S., 1879; M. S., 1882, Iowa Wesleyan College, Mt. Pleasant, Iowa.

Experience—Rural schools, Lee County, Iowa, two years; Principal, Ft. Madison High School, 1879-80; Principal, Whittier College, Salem, Iowa, 1880-83; Howe's Academy, 1883-86; Principal, Preparatory Department, 1886; Professor of Mathematics, 1886-91; Professor of Psychology, etc., 1891-93; Vice-President, 1889-93; Iowa Wesleyan College; Principal, Whipple Academy, Illinois, 1893; Assistant Professor of Mathematics, 1896-97; Assistant Professor of Education, 1897-98; Professor of Education, 1898; Head of the Department of Education, I. S. T. C., 1916; 3 months leave, 1924.

HUGH S. BUFFUM, Professor of Education.

Education—Rural school, LeRoy, Iowa; Graduated from Lineville, Iowa, High School, 1897; Parsons College, 1897-99; B. A., 1901; M. A., 1902; B. Di., 1904; Ph. D., 1906, State University of Iowa; Scholar in Public Speaking, 1901-02; Honorary Fellow in Education, 1904-05; Fellow in Education, 1905-06; State University of Iowa. Member, Phi Beta Kappa, Phi Delta Kappa.

Experience—Superintendent of Lamoni, Iowa, Schools, 1902-04; Iowa City Academy, 1904-06; Instructor in Education, State University of Iowa, 1906-07; Professor of Education, Cornell College, 1907-08; Professor of Educational Theory, State Normal School, Valley City, North Dakota, 1908-11; Superintendent of Training School, Northern State Normal School, Marquette, Michigan, 1911-12; Professor of Education and Psychology, Parsons College, 1913-14; Professor of Education, I. S. T. C., 1914.

JOHN W. CHARLES, Professor of Education.

Education—Wichita High School, 1896-1900; Ottawa University, Kansas, 1900-01; Friends University, Wichita, Kansas, 1901-03; A. B. 1903; A. B. 1904; A. M. 1908, Haverford College, Pennsylvania; Columbia University, Summers 1915, 1916, collegiate year 1915-16; Iowa University, Summers, 1923, 1924, 1925; Ph. D., 1926. Member Phi Delta Kappa.

Experience—Department of Greek and Latin, Lewis Academy, Wichita, Kansas, 1904-05; Head of Department of Greek and Latin, Wichita, High School, 1905-10; Superintendent of Consolidated Schools, Rose Hill, Kansas, 1910-12; Principal of High Schools, Eldorado, Kansas, 1912-15; Instructor in Butler County, Kansas, Normal, Summers, 1912, 1914, 1915; Assistant Professor of Education, 1916-17; Professor of Education, I. S. T. C., 1917.

E. W. GOETCH, Professor of Education.

Education—Rural schools, Howard County, Iowa; Cresco Normal and Business Institute, 1900; B. Di., 1906; M. Di., 1908, I. S. T. C.; University of Wisconsin, Summer, 1908; B. A., 1910; Graduate work, Summers, 1910, 1913, 1914, 1915; M. A., 1920, Ph. D., 1925, University of Iowa. Member, Phi Delta Kappa.

Experience—Rural schools, Howard County, six terms; Principal of Norwalk, Iowa, Schools, 1904-05; Principal of Algona, Iowa, Schools, 1906-08; Superintendent of Bedford, Iowa, Schools, 1910-15; Superintendent of Spencer, Iowa, Schools, 1915-18; Professor of Rural Education, I. S. T. C., 1918. Transferred to Education Department, Spring, 1921. Leave of absence, 1924-25.

E. O. FINKENBINDER, Professor of Education.

Experience—Rural and Elementary Schools of Illinois; Psychological Laboratory and laboratory classes at Clark University, 1910-13; Supervisor of Practice Teaching and Instructor in Education, Wisconsin State Normal School, Milwaukee, Wis., seven years; in charge of research work in Department of Social Hygiene for the U. S. Government, 1918-20; Head of Department of Education, Cornell College, Mt. Vernon, Iowa, 1920-21; Professor of Education, I. S. T. C., 1921.

MAY SMITH, Professor of Education.

Education—Public schools, Cedar Rapids, Iowa; Graduated from Coe Academy, Cedar Rapids, Iowa; B. A., Coe College, 1905; Graduate work, University of Chicago, Summer, 1917, Winter and Spring Quarters, 1919, Spring, 1920.

Experience—Primary grades, Cedar Rapids, Iowa, 1905-18; Instructor in Primary Methods, I. S. T. C., Summers, 1916-17-18-19; Assistant Professor of Education, I. S. T. C., 1919; Professor of Education, I. S. T. C., 1921.

AMY F. AREY, Professor of Education.

Education—B. Di., 1895; M. Di., 1896, I. S. T. C.; Ph. B., Grinnell College, 1899; B. S. M. A., Columbia University. Member, Phi Beta Kappa, Grinnell College.

Experience—Primary Teacher, Tipton, Iowa, Public Schools, 1899-1903; Primary Critic, I. S. T. C., 1905-06; Primary Critic, State Normal, Brockport, New York, 1906-10; Primary Critic, State Normal, Albion, Idaho, 1910-13; Instructor in Education, 1919; Professor of Education, I. S. T. C., 1921.

ROBERTSON RILEY HOLLINGSWORTH, Professor of Education.

Education—Graduated Sylvester, Georgia, High School, 1906; Attended Mercer University, Macon, Georgia, 1906-08; 1909-11; Washington State Normal, Bellingham, Washington, Summers, 1913-1914; A. B. and A. M., University of Washington, Seattle, Washington, 1914-1916; two years graduate work: A. M. Summer Session Teachers College, Columbia University, 1921; University of Chicago, Fall and Winter Quarters, 1923-24; Spring Quarter, 1925. Member, Phi Delta Kappa.

Experience—Rural schools, Sylvester, Georgia, 1908-09; Principal, Grade school, Monroe, Louisiana, 1911-12; Principal Consolidated school, Ashford, Washington, 1912-13; Superintendent of Schools, Ray, Washington, 1913-14; Principal Central High School, Marysville, Washington, 1916-17; Superintendent of Schools, Coupeville, Washington, 1917-18; Professor of History and Education, Meredith College, Raleigh, N. C., 1918-19; Assistant Professor, Education, Washington University, St. Louis, Mo., 1919-20; Professor of Education, Florida State College, Tallahassee, Florida, Summer, 1920; Assistant Professor of Education, 1921; Professor of Education, I. S. T. C., 1922. Leave of absence during Fall and Winter terms, 1923-24, Spring quarter, 1925.

J. A. WILEY, Professor of Education.

Education—Graduate, Southeast Missouri State Teachers College, Cape Girardeau, Mo.; B. S. and A. M., University of Missouri; two summers, Columbia University; one year and two summers, all residence requirements completed for Ph. D. degree, University of Chicago.

Experience—Two years in rural schools; five years, principal and superintendent city schools; four years, college departments of education; one year, Central Missouri State Teachers College, Warrensburg, Mo.; one year, University of North Dakota, University, N. D.; Summer term each in Wayne, Nebraska, State Normal School and Pittsburg, Kansas, State Normal School, State College of Agriculture and Engineering, Raleigh, N. C., 1921-22; Assistant Professor of Education, I. S. T. C., 1922; Professor of Education, I. S. T. C., 1923.

CHARLES O. TODD, Professor of Education.

Education—Graduate, Indiana State Normal School, four year course, 1904; A. B., Indiana State University, 1911; M. A., Chicago University, 1916.

Experience—Superintendent of city schools at Franklin, Indiana, five years; Paoli, Indiana, four years; Chester, Illinois, six years; Assistant Professor of Education, I. S. T. C., 1922; Professor of Education, 1924.

E. C. DENNY, Professor of Education.

Education—B. A., Indiana University, 1915; M. A., University of Chicago, 1916; Chicago Summer Quarters, 1916 and 1922.

Experience—Indiana Rural School; four years in Indiana Consolidated school; 1½ years in Idaho Normal; 2 years in U. S. Army; 1 year
IOWA STATE TEACHERS COLLEGE

Instructor at Wabash College: 2 years High School Principal, Norfolk, Nebr.; 2 summers Berea College; 1 year head of English in Jr.-Sr. High School, Mineral Wells, Texas; Assistant Professor of Education, I. S. T. C., 1923; Professor of Education, 1924.

M. J. WILCOX, Professor of Education.

Education—B. S., Cornell College, 1914; M. A., State University of Iowa, 1917; Graduate work, Columbia University, 1922-23. Member, Phi Beta Kappa and Phi Delta Kappa.

Experience—Toledo, Iowa, High School, 1914-1915; Assistant Supervisor of Educational Research, Detroit, Michigan, 1916; Principal, Phillips Schools, Des Moines, Iowa, 1919-1920; Superintendent of Schools, DeWitt, Iowa, 1921-1922; Instructor, I. S. T. C., Extension Summer Schools, 1922 and 1923; Assistant Professor of Education, I. S. T. C., 1923; Professor of Education, 1926.

M. J. NELSON, Professor of Education.

Education—B. A., Luther College, 1916; two years' graduate work, University of Wisconsin, 1922-24; M. A., 1924. Member Phi Delta Kappa.

Experience—Four years principal and superintendent city schools in the State of North Dakota; two years in the U. S. Army; Instructor, I. S. T. C., Summer, 1923. Assistant Professor of Education, I. S. T. C., 1924; Professor of Education, 1926.

ALVIN W. HOYT, Professor of Education.

Education—Ida Grove, Iowa public schools; Iowa State College, B. S., 1894; Western Colorado College, Summer, 1917; Colorado Agricultural College, Summer, 1919; University of Colorado, Summers, 1920-23; M. A., 1923; Graduate Student, University of Iowa, 1923-24.

Experience—Rural and Town Schools, Iowa; Superintendent in Colorado Schools, nine years; Instructor in Education, I. S. T. C., Summer, 1924; Assistant Professor of Education, I. S. T. C., 1924; Professor of Education, 1926.

ALBERT E. BROWN, Professor of Education.

Education—B. A., Baker University, Kansas, 1900; M. A., Yale University, 1910; Graduate work in Education, University of Chicago, two quarters; Graduate work, University of Iowa, one year and one summer, 1923-24. All residence requirements completed for Ph. D., University of Iowa. Member, Phi Delta Kappa.

Experience—Principal, High School, Lyons, Kansas, 1912-16; Principal, County High School, Atwood, Kansas, 1916-17; Superintendent of City Schools, Lyons, Kansas, 1917-20; Director, Secondary Education, Colorado State Teachers College, Greeley, Colorado, 1920-23; Assistant Professor of Education, I. S. T. C., 1924; Professor of Education, 1926.

D. P. PHILLIPS, Professor of Education.

Education—Rural, village and city schools in Ohio; graduated, East Waterloo High School; B. A., Upper Iowa University; Summer term at I. S. C., Ames, Iowa; M. A., State University of Iowa, 1923; graduate work at State University of Iowa, 1923-24. Member, Phi Delta Kappa.

Experience—Principal village school, two years; Teacher in City High School, one year; Trade Test Work in U. S. Army; Superintendent of Consolidated School, three years; Summer Term, Des Moines University, Des Moines, Iowa; Instructor in Education, I. S. T. C., 1924. Assistant Professor of Education, 1925; Professor of Education, 1926.

H. A. RIEBE, Professor of Education.

Education—High School, Onalaska, Wisconsin; State Normal School, LaCrosse, Wisconsin, 1916; U. S. A. School of Aerial Photography, 1918, University of Minnesota, summer 1919; Ph. B., University of Wisconsin, Feb., 1923; Ph. M., University of Wisconsin, June, 1923; Graduate work at University of Wisconsin, 1923-24. Member of Phi Delta Kappa.

Experience—High school instructor and principal of schools in Wisconsin, 1916-19; U. S. A. Band Director, 1918; Principal, Consolidated Schools, Beltrami, Minn., 1919-21; Assistant in Education, University of Wisconsin, 1922-24; Instructor in Education, Emory University, Atlanta, Georgia, summer 1924; Professor of Education, State Teachers College, Mayville, N. D., 1924-25; Assistant Professor of Education, I. S. T. C., 1925; Professor of Education, 1926.

ELMER L. RITTER, Professor of Education.

Education—Graduate, High School Course, Marion, Indiana, Normal College; A. B., Indiana University, 1914; A. M., 1917, Ph. D., 1920, State University of Iowa.
Experience—Rural schools, Cass County, Indiana, one year; Upper Grades and High School, Van Buren, Indiana, two years; Superintendent of Consolidated school, Bono, Indiana, three years; Lucerne, Indiana, one year; Principal, Grade and Junior High School, East Waterloo, Iowa, three years; Superintendent, University Schools, S. U. L., one year; Professor in Extension, I. S. T. C., 1921; Professor of Education, 1926.

SAMUEL A. LYNCH, Head.

Education—Rural schools of Madison and Macoupin Counties, Illinois; Graduated from Edwardsville, Illinois, High School, 1885; B. L., 1892, B. F., 1892, University of Missouri; M. A., University of Chicago, 1900; Graduate work in English and Education, two years.

Experience—Rural school, Madison County, Illinois, 1888-90; Superintendent of California, Missouri, Schools, 1892-95; Head of English Department, Blaine High School, Superior, Wisconsin, 1896-1900; Head Professor of English, State Normal School, Superior, Wisconsin, 1900-05; Principal of Blaine High School, Superior, Wisconsin, 1905-09; Professor of English and Head of the English Department, I. S. T. C., 1909.

JEANNETTE CARPENTER, Professor of English.

Education—Public schools of Cedar County and Clarence, Iowa, High School; B. A., 1885; Certificate for one year’s study of Pedagogy, 1885; M. A., 1888, Cornell College; Graduate Student, Chicago University, 1893-94; Graduate student of Anglo-Saxon and German, Harvard Summer School, 1902, 1903; University of Berlin, 1910-11; Summer School of English for Foreign Women, Oxford University, 1911; Private Lessons in Foreign Languages, Music and Art; Bureau of the University Travel in Europe, Fall, 1906.

Experience—Rural schools, Cedar County, Iowa, 1878; Primary work, three years; Tipton, Iowa, High School, 1885-87; Missouri Valley, Iowa, High School, 1887-91; Le Mars, Iowa, High School, 1892-93, 1894-97; Assistant in English, 1899-1900; Instructor in English, 1900-02; Assistant Professor of English, 1902-04; Professor of English, I. S. T. C., 1904.

LILLIAN V. LAMBERT, Professor of English.

Education—B. S., Penn College, 1889; Ph. B., 1895; University of Chicago, Graduate Work, Oxford University, 1905; Bryn Mawr, 1896-97; Columbia University, Summer, 1923.

Experience—Oskaloosa, Iowa, High School, 1890-92; Racine, Wisconsin, High School, 1895-97; Des Moines, Iowa, High School, 1897-1905; Instructor in English, 1907-09; Professor of English, I. S. T. C., 1909.

W. B. FAGAN, Professor of English.

Education—Grade schools, 1895-1902; High School, 1903-06, Richmond, Indiana; A. B., Earlham College, 1910; M. A., Kansas University, 1915.

Experience—Loan Desk Assistant, Richmond, Indiana, Public Library, 1905-08, 1909-19; Loan Desk Assistant, University of Illinois Library, 1908-09; Teacher of English, Park Academy, 1910-12; Associate Professor of English, Park College, 1912-15; Assistant Professor of English, 1915-19; Professor of English, I. S. T. C., 1919. Leave of absence, 1926-27.

ANNA MARIE SORENSON, Professor of English.

Education—B. A., 1907, Scholarship, 1910-1911, Fellowship, 1911-1912, M. A., 1912, University of Iowa; Fall, 1920, University of Chicago; Summer, 1923, Columbia University; Summer, 1924, European Summer School.

Experience—Rural school, one year; Grades, one year; High Schools, four years; University of Colorado, 1912-1918; Illinois State Normal Uni-
versity, 1918-1920; Iowa State Teachers College, summers, 1918-1919-1920-1921; Instructor in English, Iowa State Teachers College, 1921; Professor of English, 1923.

PEARL HOGREFE, Professor of English.
Education—B. A., Southwestern College, Winfield, Kansas, 1910; M. A., University of Kansas, 1913; Summer, University of Wisconsin, 1916; Summers, University of Kansas, 1917-18; Summer, University of Chicago, 1921; Graduate work during Spring and Summer, 1923; Year 1924-25, University of Chicago.
Experience—Assistant Principal of High School, Argonia, Kansas, 1910-12; Head of English Department, Mansfield Junior College, Mansfield, Louisiana, 1913-19; Head of English Department, Missouri Wesleyan College, Cameron, Missouri, 1919-21; Instructor in English, I. S. T. C., 1921; Professor of English, I. S. T. C., 1923.

SELINA M. TERRY, Professor of English.
Education—Graduate of High School at Slayton, Minnesota; Ph. B., A. M., Hamline University; graduate work in English and History during six summer sessions and 1918-19 at the State University of Iowa; graduate work in English at Radcliffe, 1921-22.
Experience—Instructor in English in the high schools of Marshall and Pipestone, Minnesota; principal of high school in Sibley, Iowa; instructor in English in the State University of Iowa, 1919-21 including summer session, 1921; Instructor in English, I. S. T. C., June, 1922; Professor of English, I. S. T. C., 1923.

HAZEL B. STRAYER, Professor of Oral Interpretation.
Education—Graduate West Waterloo High School; B. A., I. S. T. C., 1914; Graduate student, Columbia College of Expression, 1918; M. A., Columbia University, 1923.

ARTHUR E. FISH, Professor of Public Speaking.
Education—Sparta, Wisconsin, High School, 1904; B. A., Beloit College, 1908; Summer School Harvard University, 1909; Pittsburgh Conservatory of Music, 1910-12; University of Wisconsin, 1912-13; B. D., Chicago Theological Seminary, 1918; M. A., University of Chicago, 1918.
Experience—Instructor, Rhetoric and Oratory, Michigan Agricultural College, 1908-10; Instructor, Rhetoric and Oratory, University of Pittsburgh, 1910-12; Student teacher, University of Wisconsin, Dept. of Public Speaking, 1912-13; Director, Department of Rhetoric and Oratory, Fargo College, 1913-15; Director, School of Oratory, Heidelberg University, 1918-20; Professor, I. S. T. C., 1924.

EVA L. GREGG, Assistant Professor of English.
Education—Iowa State College, two years; B. A., I. S. T. C., 1910; Harvard Summer School, three Summer Terms; Columbia University, two summers; Chautauqua Summer School, two terms; Travel in Europe, three and one-half months.
Experience—Rural schools, Cherokee County, Iowa, five terms; Grammar Grades, 1883-86; Principal of High School, 1886-87, Cherokee, Iowa; County Superintendent of Schools, Cherokee County, 1888-95; Assistant in English, 1895-96; Instructor in English, 1896-97; Assistant Professor of English, I. S. T. C., 1897.

LAURA E. FALKLER, Assistant Professor of English.
Education—Graduated from Palo, Illinois, High School, 1879; Chicago Women's Medical College (now a part of Northwestern University), 1881-82; Diploma, Dillenbeck School of Oratory, Kansas City, Missouri, 1895; Y. W. C. A. Training School, Kansas City, Summer Terms, 1893-96; Chicago School of Oratory, Summer, 1905.
Experience—Rural schools in Illinois, 1879-80; Elementary graded schools, Illinois and Nebraska, 1882-88; Kansas City Public Schools, 1889-93; Instructor in Physical Training and Reading, 1896-1900; Instructor in Reading and Elocution, 1900-05; Assistant Professor of English, I. S. T. C., 1905.
FACULTY

FLORENCE E. FREEMAN, Assistant Professor of English.
Education—Cedar Falls Public Schools; B. Di., 1901, M. Di., 1902, B. A., 1908, I. S. T. C. Graduate student, Chicago University, 1925.
Experience—Ward Principal, Rochester, Minnesota, 1903-06; English and Public Speaking, Sigourney, Iowa, 1908-11; English, Waterloo, Iowa, 1912-17; English, Cedar Falls, Iowa, 1917-18; Stenography, High School of Commerce, Omaha, Nebraska, 1918-20; Head of English Department, Watertown, South Dakota, 1921-22; Summers 1920-21-22, Instructor in English, I. S. T. C.; Assistant Professor of English, I. S. T. C., 1923. Leave of Absence, Winter, 1925.

IDA C. ROHLF, Assistant Professor of English.
Education—Graduate High School, Hampton, Iowa; B. A., I. S. T. C., 1915; M. A., Iowa State University, 1923.
Experience—Rural Schools of Clay County, Iowa, 1898-1901; Grades 7 and 8, Everly, Iowa, 1901-11; High School Principal and Teacher of English in Consolidated Schools, Thornton, Iowa, 1916-16; Hudson, Iowa, 1916-20; Aurelia, Iowa, 1920-22; Extension Summer Schools, I. S. T. C., 1919-20-21-22; Instructor of English, I. S. T. C., 1923; Assistant Professor of English, I. S. T. C., 1926.

BERNICE CLARISSA TOMS, Assistant Professor of English.
Education—Marion High School; B. A., Coe College, 1905; Wellesley College, 1905-06; Smith College, 1906-07; Cedar Rapids Business College, 1917; M. A., Coe College, 1922.
Experience—Marion High School, 1910-16; Assistant Examiner, Intelligence Department, Bureau of Imports, War Trade Board, Washington, D. C., 1917-19; Junior High School, Cedar Rapids, 1919-21; Educational Assistant, Masonic Service Association of the United States, 1921-22; Instructor of History, I. S. T. C., winter term, 1922-23; Instructor in English, Spring term, 1923; traveled in Europe, summer, 1922; Assistant Professor of English, 1926.

LOIS JEANNE GILLAM, Assistant Professor of Public Speaking.
Education—B. A., State University of Iowa, 1916; Graduate Student, College of Fine Arts, Drake University, summer 1918 and school year 1921-22. Diploma in Dramatic Art, 1922.
Experience—Principal and head of English and Public Speaking, Flandreau High School, Flandreau, South Dakota, 1916-19; Instructor in English, East High School, Des Moines, Iowa, 1919-21; Instructor in School of Speech and Dramatic Art, Syracuse University, New York, 1922-23; with Royal Lyceum Bureau, Syracuse, 1923; Instructor in English and Public Speaking, I. S. T. C., 1923; Assistant Professor, 1926.

GRACE M. GAARDER, Instructor in English.
Education—High School, Northwood, Iowa, 1919; B. A., 1923, Iowa State Teachers College.

KATHERINE BUXBAUM, Instructor in English.
Education—Washington Academy, 1904; B. A., University of Iowa, 1908; Ferien Kursus, Marburg University, Marburg, Germany, Summer 1914; M. A., University of Chicago, 1924.

KATHRYN ROBB, Instructor in English.
Education—B. A., I. S. T. C., 1924.
Experience—Teacher in grade schools, Clinton, Iowa; Instructor in English, I. S. T. C., 1924.

MRS. GRACE M. HUNTER, Instructor in Oral Interpretation.
Education—East Waterloo High School; B. A., I. S. T. C., 1913; Summer session, University of Wisconsin, 1915.
PHILLA SLATTERY, Instructor in English.
Education—Mckinley High School, St. Louis, Missouri, 1907; Harris Teachers College, St. Louis, Missouri, 1909; University of Chicago, Ph. B., 1923; University of Chicago, M. A., 1924.
Experience—Public Schools of St. Louis, Missouri, 1908-1909; Public Schools of Columbus, Ohio, 1924; Southeast Missouri State Teachers College, 1925; Instructor in English, Iowa State Teachers College, 1926.

MRS. NELL WOODS BLACK, Instructor in English.
Education—Graduated from Manson, Iowa, High School; B. Di., I. S. T. C., 1911; Extension School Buena Vista College, 1923-1925; B. A., Iowa State Teachers College, 1926.
Experience—Rural school, Calhoun County, Iowa, 1904-1905; Elementary grades, Knierim, Iowa, 1906-1907; Manson, Iowa, 1907-1908; H. S. Principal, Knierim, Iowa, 1909-1910 and 1911-1913; Rural School Webster County, Iowa, 1918-1920; High School Principal and Superintendent of Schools, Barnum, Iowa, 1920-1925; Instructor of English, Iowa State Teachers College, 1926.

Latin and Greek

German

FRANK IVAN MERCHANT, Head.
Education—A. B., 1880, Shurtleff College; A. M., Ph. D., 1890, University of Berlin; Traveled and studied in Europe, especially in Italy, 1903-04.
Experience—Instructor in Latin and Greek, Preparatory Department of Shurtleff College, 1880-85; Instructor in the Sauveur Summer School of Languages, 1884-85; Professor of Latin, University of South Dakota, 1891-1903; Professor of Latin and Greek and Head of the Department, I. S. T. C., 1907; Acting Head of German, 1926-27.

EDNA O. MILLER, Instructor in Latin.
Education—Graduated from Chariton High School, 1914; B. A., I. S. T. C., 1918; M. A., Teachers College, Columbia University, 1924.
Experience—High School, Conrad, Iowa, 1918-20; High School, Gilbert, Minnesota, 1920-21; High School, Albia, Iowa, 1921-23; Instructor, I. S. T. C., 1924.

ANNA DOFFING, Instructor in German.
Education—Volkschule, Rhine Province, Germany; Toechterschule, Metz, Lorraine; B. A., 1914, I. S. T. C.; M. A., 1917, State University of Iowa; Graduate work, Summer, 1926, University of Wisconsin.
Experience—Assistant in German, I. S. T. C., 1919; Instructor in German and History, St. Joseph's Academy, Ottumwa, Iowa, 1915-16; In charge of high school normal training in Wyoming, Montana, and South Dakota, 1917-1923; Teacher of German and French, Winona High School, Winona, Minnesota, 1923-26; Instructor in German, I. S. T. C., 1926.

JOSEPH SCHEPFER, Instructor in German and Latin.
Education—Graduated from the Gymnasium of Sigmaringen, Germany, 1915; University of Freiburg, Germany, 1919-22; Universities of Wuerzburg and Cologne, Germany, 1922-23; Ph. D., 1924, University of Freiburg.
Experience—Instructor in the City Gymnasium and Realschulnium of Cologne, 1923-24; Instructor in German and Latin, Iowa State Teachers College, 1926.

Romance Languages

INGEBRIGT LILLEHEI, Head.
Education—Graduated from Red Wing Seminary, Red Wing, Minnesota, 1904; B. A., 1908; Scholarship, 1908-09; M. A., 1909, University of Minnesota; Graduate Work, University of Paris, 1910-11; Ph. D., University of Illinois, 1914; Graduate work, University of Chicago, Winter 1915-16; Summers, 1916-17. Member, Phi Beta Kappa, Lambda Alpha Psi, University of Minnesota.
Experience—Teacher of French, State College of Washington, 1909-18; French, University of Illinois, 1911-13; French, Northwestern University, 1914-15; French and Spanish, University of Iowa, 1916-18; French and Spanish, Colorado State Normal School, Gunnison, Colorado, Summer 1918; Professor of Romance Languages, I. S. T. C., 1918; Acting Head of the Department, 1924. Head of the Department, 1925.
ISABEL THOMES, Professor of Romance Languages.
Education—Graduate of Central High School, Kansas City, Missouri, 1908; A. B., University of Kansas, 1912; Student, University of Chicago, Summer 1918; Universidad de Mexico, Summers 1922, 1923, 1926. A. M., University of Michigan, 1924.
Experience—Teacher of English, government schools, Porto Rico, 1912-1915; Teacher of Spanish, High School, Roswell, New Mexico, 1915-1916; Instructor in Romance Languages, University of Nebraska, 1918; Instructor in Romance Languages, I. S. T. C., 1918; Assistant Professor in Romance Languages, I. S. T. C., 1921; Professor, I. S. T. C., 1924.

HOMER C. HADDOX, Assistant Professor of Romance Languages.
Education—B. A., Ohio State University, 1913; M. A., 1917; Interpreter in 308th Engineers (service in England, France, Belgium, Luxemburg, Germany) 1918-1919; U. S. diplomatic service in Paraguay, South America, 1920-23.
Experience—Assistant Instructor in French and Spanish, Ohio State University, 1915-1917; Instructor in French and Spanish, Culver Military Academy, summer 1916; Instructor in French and Spanish, Oklahoma Agricultural and Mechanical College, 1917-1918; Instructor in French, Army of Occupation School, Arnhem, Germany, 1919; Instructor in Romance Languages, Ohio State University, 1919-20; Instructor in Romance Languages, Oklahoma Military Academy 2d semester, 1923; Assistant Professor of Romance Languages, I. S. T. C., 1925.

MILDRED DYER, Assistant Professor of Romance Languages.
Education—Pe.B., 1907, A. B., 1908, Drake University; Graduate Student, Bryn Mawr College, 1911-12; University of Marburg, Germany, Summer, 1912; University of Wisconsin, Summers, 1915-1916; University of California, Summer, 1917; University of Washington, Summer, 1918; University of Montpellier, France, second semester, 1920; University of Grenoble, France, 1921; Diploma d'études francaises, 1921, University of Grenoble; University of Paris, 1922-23. Member of Phi Beta Kappa.
Experience—Instructor, Adel High School, Iowa, 1908-09; Knoxville High School, Iowa, 1909-11; Iowa City High School, Iowa, 1913-16; Missoula, Montana, High School, 1916-1920; Instructor of Romance Languages, I. S. T. C., 1923; Assistant Professor, 1925.

MARY ADELINE SHORT, Instructor of Romance Languages.
Education—Bedford High School, Bedford, Indiana, 1917; Franklin College, Franklin, Indiana, 1917-19; B. A., Indiana University, 1922; Graduate work, Indiana University, First semester, 1922-23; Second semester, 1923-24, and Summers 1923-24.
Experience—Teacher of French and English, Heltonville High School, Heltonville, Indiana, 1919-20; Teacher of French, Bloomington High School, Bloomington, Indiana, 1922-24; Instructor in Romance Languages, I. S. T. C., 1924.

Mathematics and Commercial Education

IRA S. CONDIV, Head.
Education—Public schools, Viola, Illinois; Rural school, Camp Creek, Illinois; Branch Academy, Maccob, Illinois; Parsons College Academy, Fairfield, Iowa, 1879-1882; B. A., 1886; M. A., 1888, Parsons College; Graduate student, University of Chicago, Summer Terms, 1906, 1908, 1999.
Experience—Rural schools, Jefferson County, Iowa, 1886-87; Principal Weldon, Iowa, Public Schools, 1887-88; Instructor in Latin and Mathematics, Melvin Academy, Corning, Iowa, 1888-91; Superintendent of Lenaux, Iowa, Schools, 1891-92; Principal of Red Oak, Iowa, High School, 1892-98; Assistant Professor of Mathematics, 1898-99; Professor of Mathematics, 1899; Head of Department of Mathematics, 1909; Head of the Department of Mathematics and Commerce, I. S. T. C., 1922.

HARRY C. CUMMINS, Professor of Commercial Education.
Education—Waverly, Iowa, Public Schools; Graduate, Valder Business College, 1891; B. Di., I. S. T. C., 1898.
Experience—Principal Commercial Department, Nora Springs Seminary, 1891-93; Principal, Commercial Department, Waterloo Business College, 1893-95; Instructor of Penmanship and Bookkeeping, 1895-1904; Assistant Professor of Penmanship, Bookkeeping and Commercial subjects, 1904-1909; Professor of Commercial subjects and Head of the Department of Commercial Education, 1909; Professor of Commerce, I. S. T. C., 1922.
EMMA F. LAMBERT, Professor of Mathematics.
Education—Rural School, Argyle, Wisconsin; Graduated from Argyle, Wisconsin, High School; B. D., 1896; M. D., 1897, I. S. T. C.; Ph. B., State University of Iowa, 1904; Graduate student, University of Chicago, Summer Terms, 1914, 1916.
Experience—Rural schools, Hardin county, Iowa, 1890-92; Principal and Teacher of Latin and Mathematics, Dows, Iowa, High School, 1897-1900; Assistant in Arithmetic, 1901-03, 1904-06; Instructor in Mathematics, 1906-09; Assistant Professor of Mathematics, 1909-15; Professor of Mathematics, I. S. T. C., 1915.

CHARLES W. WESTER, Professor of Mathematics.
Education—Rural schools, Polk County, Oregon; Preparatory School, Willamette University; B. S. D., Oregon State Normal, 1891; Student, University of Oregon, 1894-96; Student, Washington State College, 1900-01; B. S., University of California, 1908; A. M., University of Washington, 1911; Graduate Student, University of Chicago, 1911-13.
Experience—Student teacher, village schools, Ballston, Oregon; Rural schools, Oregon and Washington, 1891-94; Rural schools, Washington, 1896-1900; Principal of Grammar School, Dinuba, California, 1901-03; Reader in Mathematics, University of California, 1907-08; Principal of Grammar School, Eugene, Oregon, 1908-09; Instructor in Mathematics, University of Washington, 1909-11; Reader for Examiner in Mathematics, University of Chicago, 1911-13; Instructor in Mathematics, State University of Iowa, 1913-15; Assistant Professor of Mathematics, 1916-18; Professor of Mathematics, I. S. T. C., 1918.

ROBERT D. DAUGHERTY, Professor of Mathematics.
Education—Rural schools, Louisa County, Iowa; Graduate, Washington Academy, 1895; M. D., I. S. T. C., 1900; B. Ph., Iowa Wesleyan College, 1910; Graduate student, University of Iowa, 1916-17.
Experience—Rural schools in Washington and Louisa counties, Iowa, 1896-97; Grades seven and eight, Cedar Falls, Iowa, Spring, 1899; Assistant Principal, Victor, Iowa, Public Schools, 1900-01; Principal, 1901-02; Principal, 1902-09; Washington Academy, Washington, Iowa; Student Instructor, 1909-10; Head of Department of Mathematics, 1910-13, Iowa Wesleyan College; Instructor in Mathematics, 1913-15; Assistant Professor of Mathematics, 1915-19; Professor of Mathematics, I. S. T. C., 1919. Leave of absence, Fall, 1925.

E. E. WATSON, Professor of Mathematics.
Education—Rural schools, Van Buren County, Iowa; M. D., I. S. T. C., 1901; B. S., 1905; M. S., 1906; University of Iowa; Graduate student, University of Chicago, Summer Quarters 1907, 1908.
Experience—Teacher in Springville High School, 1901-03; Professor of Mathematics and Physics, Wheaton College, 1905-08; Assistant Professor of Mathematics, Washington State Agricultural College, 1908-10; Professor of Mathematics and Astronomy, Parsons College, 1910-20; Instructor in Summer Schools, I. S. T. C., 1914-20; Professor of Mathematics, I. S. T. C., 1920.

GEORGE R. MACH, Professor of Commercial Education.
Education—Harrison Technical High School, Chicago, three years; Riverside-Brookfield High School, one year, graduating in 1915; University of Illinois, College of Agriculture, 1915-1917; U. S. Army, 1917-1919; College of Commerce, 1919-1921; B. S. degree, 1921-1922; M. S. degree, major in Business Organization and Operation.
Experience—High School, Monmouth, Illinois, head of Commercial Dept., 1922-23; Assistant Professor of Commerce, I. S. T. C., 1923; Professor of Commerce, 1926.

R. O. SKAR, Professor of Commercial Education.
Education—Graduated from Four Year Commercial Course, Gale College, Galesville, Wisconsin, 1909; M. Accts., Minnesota College, Minneapolis, 1910; B. A., St. Olaf College, Northfield, Minnesota, 1916; M. A., St. Olaf College, 1919; Summer sessions in Commerce, State Normal, Whitewater, Wisconsin, and American Business College, Minneapolis; Course in Higher Accounting, LaSalle Extension University.
Experience—Instructor in Commercial work, Gale College, 1909-1915; Principal, Thompson, North Dakota, Consolidated School, 1916-17; Head of Commercial Department, Waukesha, Wisconsin, High School, 1918-19; Business Manager and Field Secretary, Gale College, 1919-24; Assistant Professor of Commerce, I. S. T. C., 1924; Professor of Commerce, 1926.
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MYRTLE E. GAFFIN, Instructor of Commercial Education.

Education—Graduate, Buffalo Center, Iowa, High School; B. Di., I. S. T. C., 1907; Attended Helena, Montana, Business College; Commercial Education Diploma, I. S. T. C., 1921; B. A., I. S. T. C., 1923.

Experience—Grades, West Liberty, Iowa, 2 years; Grades, Helena, Montana, 2 years; Bookkeeper and Stenographer in Commercial offices, 4 years; Independence, Iowa, High School, 2 years; Instructor in Commerce, I. S. T. C., 1923.

JULIA MAE MYERS, Instructor of Commercial Education.

Education—High School, Independence, Iowa, 1909; B. Di., I. S. T. C., 1912; University of Michigan, Summers 1918-19; Palmer Method Penmanship Summer School, 1922; B. A., I. S. T. C., 1924.

Experience—High School, Keystone, Iowa, 1912-13; Grades, East Waterloo, Iowa, 1913-18; Grades, Independence, Iowa, 1918-22; Instructor, Commercial Department, I. S. T. C., 1924.

Physics and Chemistry

LOUIS BEGEMAN, Head.

Education—Public School, Evansville, Indiana; Graduated from two-year business course, 1880, and from four-year course, 1882, Evansville High School; B. S., 1889; M. S., 1897; University of Michigan; Ph. D., University of Chicago, 1910; Life Diploma, State of Iowa, 1882; Life Principalship Certificate, Chicago Board of Education, 1891.

Experience—Rural Schools of Indiana, 1888-86; Superintendent of Schools, Corydon, Iowa, 1889-95; Professor of Physics and Chemistry, Parsons College, 1895-99; Professor of Physics, 1899; Head of the Department of Physics and Chemistry, I. S. T. C., 1911.

S. FREEMAN HERSEY, Professor of Physics.

Education—Graded schools, Earlville, Iowa; Graduated from Epworth Seminary, 1883; B. Ph., Beloit College, 1892; Special Botany student at Missouri Botanical Gardens under Dr. Trelease, 1892-95; Student, Jefferson Physical Laboratory, Harvard University, Summer 1903; Student in Physics, University of Wisconsin, Summer, 1912.

Experience—Rural school, Delaware County, 1884; Principal of Public Schools, Epworth, 1885; Farley, 1886; Earlville, 1887-89; Instructor in Elementary Science, Manual Training School of the Washington University, St. Louis, 1892-95; Principal of North Wisconsin Academy (now Northland College), Ashland, Wisconsin, 1896-98; Instructor in Physics and Mathematics, Beloit College and Academy, 1899; Instructor in Physics, 1899-1902; Assistant Professor of Physics, 1902-04; Professor of Physics, I. S. T. C., 1904.

ROBERT W. GETCHELL, Professor of Chemistry.

Education—Public School, Independence, Iowa; Graduated from Independence High School, 1902; Student, Cornell College, Iowa, 1904-07; B. A., I. S. T. C., 1911; Graduate student and instructor, 1913-14; M. S., 1914; Graduate student, University of Wisconsin, 1919-20; Member, Sigma Xi.

Experience—Rural schools of Iowa, 1903-04; Assistant in Chemistry, Cornell College, 1905-07; Assistant in Chemistry, Iowa State College, 1907-09; Instructor in Chemistry, 1909-11; Assistant Professor of Chemistry, 1911-12; Professor of Chemistry, I. S. T. C., 1912.

O. B. READ, Professor of Chemistry.

Education—Public Schools of Indiana; Two year Normal Diploma, Ridgeville College, Indiana, 1894; Ph. B., Ped. B., Hillsdale College, Michigan, 1902; Teacher's Life Certificate in Michigan, 1902; University of Michigan, Summer 1900; M. A., in Chemistry, University of Wisconsin, 1910; Graduate work, University of Illinois, 1917-18.

Experience—Tutor in Physical Geography, Ridgeville College, Indiana, 1893-94; Rural Schools, Jay County, Indiana, 1893-96; Assistant in Chemistry, Hillsdale College, Michigan, 1900-02; Professor of Science, 1902-09; Secretary and Treasurer, 1903-05; Dean 1908-09; Parker College, Minnesota; Head of Science Department and Professor of Physics and Chemistry, Central College, Iowa, 1910-13; Instructor in Chemistry, 1913-18; Assistant Professor of Chemistry, 1916-17, I. S. T. C.; Graduate Assistant in Chemistry, University of Illinois, 1917-18; Professor of Chemistry, I. S. T. C., 1918.
W. H. KADESCH, Professor of Physics.

Education—Rural Schools, Wood County, Ohio; Public Schools, Payne, Ohio; Preparatory Schools, Ohio Northern University; B. S., 1906, Ohio Wesleyan University; Ph. M., 1910, Ph. D., 1915, University of Chicago.

Experience—Rural Schools, Ohio, 1896-99, 1900-01, 1902-03; Walden University, Nashville, Tenn., 1906-07; High School, Washington, Ohio, 1907-08; Assistant Professor and Professor of Physics, I. S. T. C., 1910-13; Instructor, Electrical Engineering and Physics, U. S. Naval Academy, Annapolis, Md., 1913-18; Principal Calvert School, Annapolis, Md., 1918-21; Professor of Physics, I. S. T. C., 1921.

JOHN J. HOESLY, Instructor of Chemistry.

Education—B. S., University of Wisconsin, 1924; University of Wisconsin, Summer, 1925. Member, Alpha Chi Sigma.

Experience—Assistant Assayer to Otto Boberg, Private Laboratory, Eau Claire, Wisconsin; Laboratory Chemist, canned Milk Co., Neillsville, Wisconsin; Laboratory Chemist, Pharmacology, Medical Department, University of Wisconsin; By-Product Coke Chemist, Inland Steel Company, Indiana Harbor, Indiana; Instructor at I. S. T. C., 1924.

EMMET J. CABLE, Head.

Education—Rural Schools of Iowa; Graduated from Hubbard High School, 1894; B. S., 1900; M. S., 1903, Cornell College; Graduate student, Chicago University, 1903-05; Assistant to State Geologist Blatchley, Indiana, Summer 1905; Fellow, Department of Geology, 1916-17; Ph. D., 1917, State University of Iowa. Member, Sigma Xi, State University of Iowa; Phi Beta Kappa, Cornell College, 1923.

Experience—Rural schools, Hardin County, Iowa, 1896-97; Charge of Grammar Grade, Hubbard, Iowa, 1897-98; Superintendent of Albion, Iowa, Township High School, 1900-03; Instructor in Geography, 1905-06; Assistant Professor of Natural Science, 1906-08; Professor of Natural Science, 1908-17; Head of the Department of Natural Science, I. S. T. C., 1917.

ALISON E. AITCHISON, Professor of Natural Science.

Education—Graduate Estherville High School, 1894; M. Di., I. S. T. C., 1903; B. S., Iowa State University, 1907; M. S., Chicago University, 1914.

Experience—Rural schools; Elementary grades of city school; Critic in Training in High School, I. S. T. C., Fall, 1903; Instructor in Geography, 1903-05; Assistant Professor, 1905-14; Professor of Natural Science, I. S. T. C., 1914. Leave of absence, fall term, 1922.

WINFIELD SCOTT, Professor of Natural Science.

Education—Rural schools of Illinois; Normal School Diploma, 1911; B. Ed., 1913, Illinois State Normal University; Student, Southern Illinois State Normal, Spring and Summer, 1910; Iowa State Agricultural College, Summers, 1915-17; B. S. in Agriculture, 1916; M. S. in Agriculture, 1918; University of Illinois; Graduate student Iowa State College, 1924-25. Sigma Psi member, Iowa State College, 1925.

Experience—Rural schools of Illinois, 1901-05; Principal of Golconda, Illinois, High School, 1905-06; Superintendent, Brookport, Illinois, City Schools, 1906-08; Superintendent, Chrisman, Illinois, City Schools, 1913-14; Instructor in Agriculture, Illinois State Normal University, 1915-17; Instructor in Natural Science, Summer, 1918; Assistant Professor of Natural Science, 1918-19; Professor of Natural Science, I. S. T. C., 1919. Leave of absence for 1924-25.

ROY L. ABBOTT, Professor of Natural Science.

Education—Graduated from Conesville, Iowa, High School, 1905; B. A., I. S. T. C., 1915; M. S., Wisconsin University, 1917; Ph. D., University of Wisconsin, 1925.

Experience—Rural Schools of Iowa, four years, 1908-13; Fairfield, Iowa, High School, 1915-16; Instructor in Natural Science, Summers, 1916, 1917; Assistant Professor of Natural Science, I. S. T. C., 1917; Leave of absence, 1919-20; Professor of Natural Science, 1920; Leave of absence, 1924-25.

C. W. LANTZ, Professor of Natural Science.

Education—Graduate Western Illinois State Normal School, 1909; A. B., 1913, A. M., 1914, Graduate student, 1914-15, Fellow in Botany, one
semester, 1919, University of Illinois; Graduate student, 1916-17, University of Chicago; Ph. D., University of Illinois, 1925. Member of Sigma Xi and Phi Kappa Phi.

Experience—Principal High School, LaHarpe, Illinois, 1909-11; Assistant in Botany, University of Illinois, 1914-15; Teacher of Biology, Illinois State Normal University, summers 1915, 1916, 1917, 1921; Teacher of Biology, Thornton Township High School (Chicago Suburban High School) 1915-17; Assistant Professor of Botany, University of Nevada, 1917-18; 1919-21; Professor of Natural Science, I. S. T. C., 1921. Leave of absence, 1924-25.

H. EARL RATH, Professor of Natural Science.

Education—Graduate, Plymouth, Iowa High School, 1910; B. S., Iowa State College, 1916; M. S., Ames, 1923.

Experience—Rural schools, 1910-11; Principal of High School, Fonda, Iowa, 1916-17; High School, Decorah, Iowa, 1917-20; Instructor, Summers, 1918, 1919, 1920, 1921; Assistant Professor, I. S. T. C., 1921; Professor of Natural Science, I. S. T. C., 1923.

MARGUERITE UTTELEY, Professor of Natural Science.

Education—Dubuque High School, 1910; B. A., I. S. T. C., 1915; M. S., University of Chicago, 1921.

Experience—Critic in Training, I. S. T. C., 1912-1915; Supervisor of Geography, Central State Normal School, Mt. Pleasant, Michigan, 1915-16; Critic, I. S. T. C., 1916-18; Critic, State Normal School, Bellingham, Washington, 1918-19; Instructor in Geography, I. S. T. C., Summer and Full, 1919; Assistant in Geography, University of Chicago, 1920-21; Assistant Professor of Natural Science, I. S. T. C., 1921; Professor of Natural Science, I. S. T. C., 1923.

O. R. CLARK, Professor of Natural Science.

Education—A. B., 1916, Graduate student, 1919-1922, M. A., 1921, University of Nebraska. Member, Phi Beta Kappa, 1916; Seminar Botany University of Nebraska, 1921.

Experience—Teacher of Science, Loup City, Nebraska, 1916-17; Principal of High School, Loup City, Nebraska, 1917-18; Teacher of Science, Stromburg, Nebraska, High School, part of 1918; Instructor in Botany, University of Nebraska, 1919-22; Assistant Professor of Natural Science, I. S. T. C., 1922. Professor of Natural Science, 1923.

VERA ESTA RIGDON, Assistant Professor of Natural Science.

Education—Elementary and Secondary schools, Fairbury, Neb.; Peru, Neb., State Normal, Summer, 1915; Winona College, Indiana, Summer, 1915; University of Nebraska Teachers College and A. B. degree, 1921; Graduate work, University of Nebraska, 1922-22 and first semester, 1923; University of California, 1922-23, M. A., degree, 1923.

Experience—Rural and Elementary Schools of Neb.; Assistant Instructor of Geography, University of Nebraska, 1921-22; Instructor of Geography, Kansas State Teachers College, Summer, 1922; Teaching fellow in Geography—University of California, 1922-23; Acting Professor of Geography, Nebraska Wesleyan, Fall Term, 1923; Assistant Professor of Natural Science, I. S. T. C., 1923.

BELVA L. SWALWELL, Assistant Professor of Natural Science.

Education—Rural schools of Iowa; Attended Baxter, Iowa, High School; Student, Drake University, 1907; B. S., 1923 and M. A., 1924, Iowa State University.

Experience—Rural schools of Iowa, 1902-1906, Iowa, 1902-1906; Grade schools, 1909-1915; English in Junior High, 1917-1918; Principal of grade school, East Waterloo, Iowa, 1919-1920; Assistant Instructor 1922 and 1923, in Hygiene and Sanitation, Iowa State University; Assistant Professor of Natural Science, I. S. T. C., 1924.

WINIFRED M. GILBERT, Instructor of Natural Science.

Education—Rural Schools of Hancock County; Graduated from Garner High School; Attended Grinnell College, 1911-13; Stout Institute, summer, 1914; B. S., Iowa State College; M. S., Iowa State College, 1921.

Experience—1 year in Rural Schools of Hancock County; Principal of Consolidated High School, Corwith, Iowa, 2 years; Principal High School, Wesley, Iowa, 1 year; Biology Department, Walla Walla, Washington, High School, 1919-20; Biology Department, East High School, Des Moines, 1920-25; I. S. T. C. Extension Summer Schools, summers of 1923, 1924, 1925. Instructor of Natural Science, I. S. T. C., beginning January, 1926.
Social Science

M. R. THOMPSON, Head.
Education—Graduate, Western Union College Academy, LeMars, Iowa, 1910; B. A., Western Union College, LeMars, Iowa, 1913; M. A., 1915, Ph. D., 1917, University of Iowa.
Experience—Professor of Social Sciences, Morningside College, Sioux City, Iowa, 1917-18; U. S. Army, 1918-19; Professor of Social Sciences, Missouri State Teachers College, Cape Girardeau, Missouri, 1919-21; Professor of Government and Economics, 1921; Acting Head, Department of Social Science, I. S. T. C., 1922; Head of Department, 1923.

SARA M. RIGGS, Professor of History.
Education—B. D., I. S. T. C., 1885; B. L., University of Michigan, 1894; Graduate Student, 1894, University of Michigan. One year of foreign travel.
Experience—Rural schools, two years, town schools, 1885-87; Instructor in English, 1887-91; Assistant Professor of History, 1896-98; Professor of History, 1899; Head of Department of History, 1913; Professor of History, I. S. T. C., 1922.

WARREN L. WALLACE, Professor of Government.
Education—Rural schools; State Normal and Training School, Potsdam, N. Y.; A. B., University of Michigan, 1907; University of Chicago, Summers, 1915-16; A. M., University of Minnesota, 1918; Courses in Education, University of Minnesota, 1919-20.
Experience—Rural schools, 1900-01; Principal of Union School, Oswegatchie, N. Y., 1903-04; Principal of High School, Marine City, Michigan, 1907-08; Head of the Department of History, Government and Economics, The Lewis and Clark High School, Spokane, Washington, 1908-1916; Instructor in High School, Shop-classes and Citizenship Classes, Minneapolis, Minnesota, 1916-1920; Professor of Government, I. S. T. C., 1920.

MARY B. HUNTER, Professor of Government and Economics.
Education—B. A., in Education, I. S. T. C., 1912; M. A., University of Chicago, Summer, 1918.
Experience—Rural school, 1900-03; Graded schools, 1903-06; Teacher of Normal Training, Red Oak, Iowa, High Schools, 1912-14; Teacher of History and Civics, Cedar Falls High School, 1914-15; East Waterloo High School, 1915-18; Instructor in Government and Economics, 1918; Assistant Professor in Government and Economics, 1920; Professor in Government and Economics, I. S. T. C., 1921.

GEORGE C. ROBINSON, Professor of Government.
Education—Graduate high school, Oconomowoc, Wisconsin; B. A., University of Wisconsin, 1916; Graduate student, Education and History, University of Wisconsin, Summer, 1917; M. A., Government and History, Harvard University, 1920; Graduate student, Political Science and History, University of Wisconsin, 1920-21; Graduate Student, Government and Social Ethics, Harvard University, 1921-22.
Experience—Cadet instructor in military science and tactics, University of Wisconsin, 1914-16; High School instructor of history and civics, Jefferson, Wisconsin, 1916-18, 1919; U. S. Army, 1918; Reader in American History, Harvard University, 1920; Teaching fellow in political science, University of Wisconsin, 1920-21; Professor in Government, I. S. T. C., 1922.

CARL H. ERBE, Professor of Government.
Education—Graduated from McGregor High School, 1915; Junior College, I. S. T. C., 1918; B. A., Iowa State Teachers College, 1920; M. A., 1924, Ph. D., 1925, State University of Iowa.
Experience—U. S. Army, 1918-1919; Superintendent of Schools, Gladbrook, Iowa, 1920-22; Research Assistant, State Historical Society of Iowa, 1922-24; Graduate Assistant, State University of Iowa, 1924-25; Assistant Professor of Government, I. S. T. C., 1925; Professor of Government, I. S. T. C., 1926.

C. RAY KEIM, Assistant Professor of Social Science.
Experience—Grades, Louisville, Ohio, 1912-15; Instructor in Mathematics and Commerce, Manchester College, 1916-18; Head of Department of
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COMMERCIAL DEPARTMENT

FACULTY

John Dumont Gemmill, Assistant Professor of Government and Economics.

Education—Graduate, North Des Moines High School, 1916; attended Drake University, Des Moines, Iowa, 1916; B. A., 1920, Iowa State University; Graduate Student, Iowa State College, Summer, 1920; Roberts Fellowship, Columbia University, 1922-23; M. A., Columbia University, 1923. Studied law, Drake University, 1923-24; studied law, Columbia University, 1924-26. Member, Phi Gamma Delta and Temple Moot Court.

Experience—Superintendent of Fernald Consolidated School and New Albin Consolidated School, 1920-22; Assistant in Government, City College, New York City, 1925-26; Instructor in Government and Economics, I. S. T. C., summers, 1925-26, inclusive; Assistant Professor of Government and Economics, 1926.

John Dumont Gemmill, Assistant Professor of Government and Economics.

Education—Graduate, North Des Moines High School, 1916; attended Drake University, Des Moines, Iowa, 1916; B. A., 1920, Iowa State University; Graduate Student, Iowa State College, Summer, 1920; Roberts Fellowship, Columbia University, 1922-23; M. A., Columbia University, 1923. Studied law, Drake University, 1923-24; studied law, Columbia University, 1924-26. Member, Phi Gamma Delta and Temple Moot Court.

Experience—Superintendent of Fernald Consolidated School and New Albin Consolidated School, 1920-22; Assistant in Government, City College, New York City, 1925-26; Instructor in Government and Economics, I. S. T. C., summers, 1925-26, inclusive; Assistant Professor of Government and Economics, 1926.

JOHN DUMONT GEMMILL, Assistant Professor of Government and Economics.

Education—Graduate, North Des Moines High School, 1916; attended Drake University, Des Moines, Iowa, 1916; B. A., 1920, Iowa State University; Graduate Student, Iowa State College, Summer, 1920; Roberts Fellowship, Columbia University, 1922-23; M. A., Columbia University, 1923. Studied law, Drake University, 1923-24; studied law, Columbia University, 1924-26. Member, Phi Gamma Delta and Temple Moot Court.

Experience—Superintendent of Fernald Consolidated School and New Albin Consolidated School, 1920-22; Assistant in Government, City College, New York City, 1925-26; Instructor in Government and Economics, I. S. T. C., summers, 1925-26, inclusive; Assistant Professor of Government and Economics, 1926.

JOHN DUMONT GEMMILL, Assistant Professor of Government and Economics.

Education—Graduate, North Des Moines High School, 1916; attended Drake University, Des Moines, Iowa, 1916; B. A., 1920, Iowa State University; Graduate Student, Iowa State College, Summer, 1920; Roberts Fellowship, Columbia University, 1922-23; M. A., Columbia University, 1923. Studied law, Drake University, 1923-24; studied law, Columbia University, 1924-26. Member, Phi Gamma Delta and Temple Moot Court.

Experience—Superintendent of Fernald Consolidated School and New Albin Consolidated School, 1920-22; Assistant in Government, City College, New York City, 1925-26; Instructor in Government and Economics, I. S. T. C., summers, 1925-26, inclusive; Assistant Professor of Government and Economics, 1926.

JOHN DUMONT GEMMILL, Assistant Professor of Government and Economics.

Education—Graduate, North Des Moines High School, 1916; attended Drake University, Des Moines, Iowa, 1916; B. A., 1920, Iowa State University; Graduate Student, Iowa State College, Summer, 1920; Roberts Fellowship, Columbia University, 1922-23; M. A., Columbia University, 1923. Studied law, Drake University, 1923-24; studied law, Columbia University, 1924-26. Member, Phi Gamma Delta and Temple Moot Court.

Experience—Superintendent of Fernald Consolidated School and New Albin Consolidated School, 1920-22; Assistant in Government, City College, New York City, 1925-26; Instructor in Government and Economics, I. S. T. C., summers, 1925-26, inclusive; Assistant Professor of Government and Economics, 1926.

JOHN DUMONT GEMMILL, Assistant Professor of Government and Economics.

Education—Graduate, North Des Moines High School, 1916; attended Drake University, Des Moines, Iowa, 1916; B. A., 1920, Iowa State University; Graduate Student, Iowa State College, Summer, 1920; Roberts Fellowship, Columbia University, 1922-23; M. A., Columbia University, 1923. Studied law, Drake University, 1923-24; studied law, Columbia University, 1924-26. Member, Phi Gamma Delta and Temple Moot Court.

Experience—Superintendent of Fernald Consolidated School and New Albin Consolidated School, 1920-22; Assistant in Government, City College, New York City, 1925-26; Instructor in Government and Economics, I. S. T. C., summers, 1925-26, inclusive; Assistant Professor of Government and Economics, 1926.

JOHN DUMONT GEMMILL, Assistant Professor of Government and Economics.

Education—Graduate, North Des Moines High School, 1916; attended Drake University, Des Moines, Iowa, 1916; B. A., 1920, Iowa State University; Graduate Student, Iowa State College, Summer, 1920; Roberts Fellowship, Columbia University, 1922-23; M. A., Columbia University, 1923. Studied law, Drake University, 1923-24; studied law, Columbia University, 1924-26. Member, Phi Gamma Delta and Temple Moot Court.

Experience—Superintendent of Fernald Consolidated School and New Albin Consolidated School, 1920-22; Assistant in Government, City College, New York City, 1925-26; Instructor in Government and Economics, I. S. T. C., summers, 1925-26, inclusive; Assistant Professor of Government and Economics, 1926.

JOHN DUMONT GEMMILL, Assistant Professor of Government and Economics.

Education—Graduate, North Des Moines High School, 1916; attended Drake University, Des Moines, Iowa, 1916; B. A., 1920, Iowa State University; Graduate Student, Iowa State College, Summer, 1920; Roberts Fellowship, Columbia University, 1922-23; M. A., Columbia University, 1923. Studied law, Drake University, 1923-24; studied law, Columbia University, 1924-26. Member, Phi Gamma Delta and Temple Moot Court.

Experience—Superintendent of Fernald Consolidated School and New Albin Consolidated School, 1920-22; Assistant in Government, City College, New York City, 1925-26; Instructor in Government and Economics, I. S. T. C., summers, 1925-26, inclusive; Assistant Professor of Government and Economics, 1926.

JOHN DUMONT GEMMILL, Assistant Professor of Government and Economics.

Education—Graduate, North Des Moines High School, 1916; attended Drake University, Des Moines, Iowa, 1916; B. A., 1920, Iowa State University; Graduate Student, Iowa State College, Summer, 1920; Roberts Fellowship, Columbia University, 1922-23; M. A., Columbia University, 1923. Studied law, Drake University, 1923-24; studied law, Columbia University, 1924-26. Member, Phi Gamma Delta and Temple Moot Court.

Experience—Superintendent of Fernald Consolidated School and New Albin Consolidated School, 1920-22; Assistant in Government, City College, New York City, 1925-26; Instructor in Government and Economics, I. S. T. C., summers, 1925-26, inclusive; Assistant Professor of Government and Economics, 1926.

JOHN DUMONT GEMMILL, Assistant Professor of Government and Economics.

Education—Graduate, North Des Moines High School, 1916; attended Drake University, Des Moines, Iowa, 1916; B. A., 1920, Iowa State University; Graduate Student, Iowa State College, Summer, 1920; Roberts Fellowship, Columbia University, 1922-23; M. A., Columbia University, 1923. Studied law, Drake University, 1923-24; studied law, Columbia University, 1924-26. Member, Phi Gamma Delta and Temple Moot Court.

Experience—Superintendent of Fernald Consolidated School and New Albin Consolidated School, 1920-22; Assistant in Government, City College, New York City, 1925-26; Instructor in Government and Economics, I. S. T. C., summers, 1925-26, inclusive; Assistant Professor of Government and Economics, 1926.
Summers, 1907-08; Bureau of University Travel in Europe, four months, 1912; Academy of Fine Arts, Chicago, Fall, 1913; University of New York, Summer, 1916.

Experience—Country schools, Dexter, Iowa, four months, 1887; Nevada, Iowa, 1888-90; Penmanship and Drawing, DecoraH, Iowa, 1890-92; Drawing, Butte, Montana, 1892-93; Instructor in Penmanship and Drawing, 1892-1900; Assistant Professor of Drawing, 1900-04; Professor of Art, I. S. T. C., 1904. Leave of Absence, Winter 1925.

EFFIE SCHUNEMAN, Professor of Art.

Education—Boonesboro High School; I. S. T. C., two summer terms; Art Institute, Chicago, summer term; Graduate Pratt Institute, Brooklyn, N. Y., 1914; Water Colors, J. R. Snell, New York City; Interior Decoration, New York School of Fine and Applied Arts, Winter Term, 1919-20; Design with Ralph Helm Johonnot, Cleveland Class, Winter, 1922-23; Travel in Europe, winter and spring, 1924-25.

Experience—Grade teacher, Boone, Iowa, 1892-1906; Supervisor of Art, Boone, Iowa, 1906-1910; Instructor in Art, 1911-1916; Assistant Professor in Art, 1916-1921; Professor of Art, 1921.

CLARK H. BROWN, Assistant Professor of Manual Arts.

Education—Churdan, Iowa, High School, 1893-94; State Preparatory School of Colorado, Boulder, 1897-98; I. S. T. C., Winter, 1898-99; Western College, Toledo, Iowa, Summer, 1899; Director of Manual Arts Diploma, I. S. T. C., 1908.

Experience—Rural and village schools, 1899-1903; Instructor in Manual Arts, 1906-16; Assistant Professor of Manual Arts, I. S. T. C., 1916.

AGNES B. COLE, Assistant Professor of Art.

Education—Graduate, Avoca, Iowa, High School, 1895; Attended Simpson College, 1896-97; Six Weeks Summer Terms, Drake University, 1898; I. S. T. C., 1906-07-09; Diploma Normal Art Course; Pratt Institute, Brooklyn, N. Y., 1913-15. Studied Bookbinding with Sara J. Freeman, New York City; Studied Pottery with Judson T. Webb five weeks, Summer 1918; Studied Design with Ralph Helm Johonnot, Chicago Class, 1918, Cedar Falls Classes, 1924 and 1925; University of Chicago, six weeks, summer of 1920, and twelve weeks, summer of 1925.

Experience—Rural Schools, 1895-96; Public Schools, Avoca, Iowa, 1897-1912; Principal, Lincoln School, Norfolk, Nebraska, 1912-13; Summer Term, I. S. T. C., 1916; Supervisor of Art, Public Schools, Great Falls, Montana, 1915-21; Assistant Professor, I. S. T. C., 1921.

ALICE WAUGH, Assistant Professor of Art.

Education—McKinley High School, St. Louis, Mo., 1912; B. S., University of Missouri, 1916; Special student in Art, Harris Teachers College, St. Louis, Mo., Summer, 1915; Summer term, Chicago Academy of Fine Arts, 1919.

Experience—Supervisor of Art and Instructor in Household Arts, Overland, Mo., 1918-19; Instructor, Evening High School, St. Louis, Mo., 1918-19; Practice of Commercial Design, Chicago, Ill., 1919-1921; Instructor in Art. I. S. T. C., 1921; Leave of Absence during Fall, 1924. Assistant Professor of Art, 1925; six months' leave of absence, 1926-27.

HAROLD G. PALMER, Instructor of Manual Arts.


Music

C. A. FULLERTON, Head.

Education—B. Di., 1889; M. Di., 1890, I. S. T. C.; Special work, University of Chicago, 1896-97; Harvard University, Chicago University, Summer Schools; Studied with private teachers; Studied, Schools of Great Britain.

Experience—Rural schools, two terms; Principal, Norway, Iowa, one year; Superintendent, Parkersburg, Iowa, schools, 1890-93; Superintendent, Manson, Iowa, Schools, 1893-96; Instructor in Vocal Music, 1897-1900; Assistant Professor of Vocal Music, 1900-02; Professor and Director of
Vocal Music, 1902-09; Professor of Music and Head of the Department of Music, I. S. T. C., 1909.

MRS. ELIZABETH BURNEY SCHMIDT, Professor of Music and Voice.


Experience—Instructor in Voice, I. S. T. C., 1909-11; Instructor in Voice and Public School Music, Baker University, Baldwin, Kansas, 1912-14; Assistant Supervisor of Music, Des Moines, Iowa, city schools, 1914-17; Professor of Music, I. S. T. C., 1917.

GEORGE W. SAMSON, JR., Professor of Organ and Piano.

Education—Studied organ with Harrison M. Wild of Chicago; Studied piano privately.

Experience—Teacher of piano and accompanist, 18 years, formerly organist of 41st St. Presbyterian Church, Chicago; Organist Walnut St. Baptist Church, Waterloo, Iowa; Private piano studio in Cedar Falls; Associate Professor, I. S. T. C., 1916; Professor of Organ, 1923.

WILLIAM E. HAYS, Professor of Voice and Public School Music.


Experience—Teacher in rural schools; Principal of Grammar School, Centerville, 1902-06; Supervisor of Music, Chariton, 1906-08; Assistant in Public School Music, I. S. T. C., 1908-10; Supervisor of Music, Iowa City, Iowa, 1912-14; Acting Head of the Music Department, Teacher of Voice and Theory, 1914-1919; Professor of Voice and Instructor in Public School Music, S. U. I., 1919-21; Teacher of Voice and Instructor in Public School Music, I. S. T. C., 1921; Professor of Voice and Instructor Public School Music, I. S. T. C., 1925.

MINNIE E. STARR, Professor of Public School Music.

Education—Four year high school course; Graduate, Detroit Conservatory of Music; Post graduate work in Harmony, Theory of Music, Methods; Graduate, National Summer School of Music; Summer Session, American Institute, Normal Methods; Two years' private study with tutors and in teachers' study clubs.

Experience—Flint, Michigan; Moline, Illinois; Birmingham, Michigan, 1903-1914; Central State Normal School, Mt. Pleasant, Michigan, 1914-1917; Muskogee, Oklahoma, 1917-1922; East Central State Normal School, Ada, Oklahoma, Summer, 1920; Kansas State Normal School, Emporia, Kansas, Summer, 1919; Instructor in Music, I. S. T. C., 1922; Professor of Public School Music, 1925. Leave of absence, 1926-27.

ROSE LENA RUENGITZ, Professor of Piano.

Education—Summer of 1913 in Munich studios; Music graduate, 1914; Mus. Bae. with Pi Kappa Lambda honor key, 1920, Northwestern University; Four years of piano study with Victor Heinze; Theory with Clarence Dickinson and Arne Oldberg; Soloist with Chicago Symphony Orchestra; Chosen soloist with Berlin Philharmonic.

Experience—Instructor, Elgin, Ill., Piano School, 1910-14; Instructor in Harmony and History of Music, New Trier and Evanston, Ill., high school, 1914-16; Head of piano and theory departments, University of Wyoming, Laramie, 1916-19; Post graduate student and instructor in Piano and Theory, Northwestern University, 1919-20; Professor of Piano and Theory, Knox College, Galesburg, Illinois, 1920-22; Instructor of Piano and Theory, Northwestern University, 1922-23; Instructor of Piano, I. S. T. C., 1923; Professor of Piano, 1925.

ALTA FREEMAN, Professor of Piano.

Education—New England Conservatory of Music, Boston, Mass., 1909-1912. Student in theory and history of music under Louis C. Elson; harmony with Benjamin Cutter; Composition with George W. Chadwick; Piano with F. Addison Porter; Graduate with honors in pianoforte soloist's and teacher's courses; Studied ensemble and accompanying with Josef Adamowski. Pupil of Felix Fox, Boston, summers, 1913-1914; Pupil of Carlo Buonamici, 1915-1917; Pupil of Rudolph Ganz, summers, 1920-21. Member of artist class of Rudolph Ganz, 1920-21. Studied with Josef Lhevinne, summer, 1922; Studied abroad under Alfred Cortot, Paris, summer, 1926.

Experience—Student teacher, New England Conservatory, 1909-1912; Professor of Piano, Morningside College, 1914-16; Professor of Piano, Miss Porter's School for Girls, Farmington, Connecticut, 1916-19; Head
ALPHA CORINNE MAYFIELD, Instructor of Music.
Education—Four year high school course; three years in Northeast Missouri State Teachers College, Kirksville, Missouri; Supervisor of Music Certificate, Columbia University; Supervisor of Music at Kirksville, Missouri; Supervisor of Music at Columbia University, 1923-24; one year with Cowl, New York City; Violin under Sturt; Special Music course in Teachers College, Columbia University, 1923-24, including Supervision, Musical Literature and Musical Art with Dr. Charles H. Farnsworth.
Experience—Grades and Departmental work in Music, Brashear, Missouri, one year; Grades and Departmental work in Music, Kirksville, Missouri, one year; Supervisor of Music, Linneus, Missouri, two years; Instructor of Music, I. S. T. C., 1924.

LUTHER ANTON RICHMAN, Professor of Voice.
Education—Graduate Northwestern University School of Music; Artist diploma and post graduate Cincinnati Conservatory of Music; B. S., Northwest Missouri State Teachers College, Maryville, Missouri; Studied in Paris, 1920-22.
Experience—Teacher of Voice, Cincinnati Conservatory; Head of Voice Department, Northwest Missouri State Teachers College, Maryville, Missouri; Professor of Voice, I. S. T. C., 1925.

OLIVE L. BARKER, Instructor of Voice.

NAOMI EVANS, Instructor of Piano.
Education—East Side High School, Salt Lake City; Student, University of Colorado, 1917-18; and summer, 1925; Music graduate, Northwestern University, 1923; Three years of piano study with Charles J. Haake; Composition with Carl M. Beecher and Arne Oldberg; Counterpoint with Peter C. Lutkin; Special piano courses in children's work with Gail Martin Haake of Northwestern University and Mary Bolling-Chapman of Memphis, Tennessee; Scholarship student of Evanston Music Study Club, 1922-23; Coaching with Mrs. Robert Goldbeck; Member, Mu Phi Epsilon Honorary National Music Society.
Experience—Private teacher, Boulder, Colorado for five years and in Evanston, Illinois, for three years; Head of Piano Department, Shorwood Schools, Milwaukee, Wisconsin, 1923-25; Instructor and demonstration teacher in Class Piano at Miessler Institute, Milwaukee, Wisconsin, summer, 1924; Instructor in Class Piano in San Francisco and Oakland, California, Summer, 1924; Director of Class Piano Instruction, Milwaukee Public School's, 1925-26; Instructor in Class Piano Methods, American Institute of Normal Methods, Lake Forest, Illinois, Summer, 1926; Instructor of Piano, I. S. T. C., 1926.

IRVING WOLFE, Instructor of Public School Music.
Education—Graduate from Cedar Falls, Iowa, High School; B. A., major in Public School Music, I. S. T. C., 1925; studied Voice and Piano with private instructors.
Experience—Supervisor of Music in the Public Schools of Florence, Kansas, 1925-26; Instructor of Public School Music, I. S. T. C., 1926.

Orchestral Music

EDWARD KURTZ, Head.
Education—Pittsburgh Conservatory, 1902; Pupil in Violin of Luigi Von Kunits; Studied Violin with E. Normanton Billie of Detroit Conservatory, 1902-08; Studied Violin with Eugene Ysaye during season, 1918-19; studied Composition with Hans Zwicky, 1928; Percy Goetschius of Assembly Music,
New York Musical Institute, 1912-1919 and 1920. Member, Phi Mu Alpha Sinfonia.

Experience—Member Pittsburgh Orchestra under Emil Paur, 1907-08; Head of Violin Department, Franklin Conservatory, 1908-09; Professor and Head of Violin and Orchestral Departments and Professor of Instrumentation, Westminster College, 1910-21, Conductor of Spring Festival, Westminster College; Head of Violin Department at Geneva College, 1911-21; Conductor of New Castle Symphony Orchestra, 1911-18; Professor and Head of Violin and Orchestral Departments and Professor of Instrumentation, Conducting and Ensemble at University of Kansas, 1921-24; Guest Conductor, Cincinnati Orchestra, 1920; Guest Conductor, Cleveland Orchestra, 1921; Compositions played by Cincinnati, Cleveland, Minneapolis and St. Louis Orchestras; Compositions published by John Church Co., Willis Music Co., Ogren Music Co. and Carl Fischer; Concert work under management of Harry and Arthur Culbertson; Head, Orchestral Music Department, I. S. T. C., 1924.

F. L. McCREAry, Professor of Orchestral Music and Band Conductor.

Education—Privately tutored by Professor Max P. Arnhem of Leipzig and Hamburg (also Assistant Director, West Point Military Academy), 1896-97; Jeremiah Simpson, Gold Medal man, Knellar Hall, Edinburgh (Professor Simpson was also British Army Bandmaster in India), 1897-98; Professor C. A. Hewitt of Dana's Institute, 1899.

Experience—Bandmaster, Iowa State Soldiers' Home, under Colonel C. C. Horton, Second Iowa Cavalry, 1901-04; Conductor, Cedar Falls Concert Band, 1907-27; Orchestral Music, Cedar Falls city schools, three years; Instructor in Orchestral Music and Band Conductor, 1914-1921; Professor of Orchestral Music and Band Conductor, I. S. T. C., 1921.

EDNAH HOPKINS, Instructor of Violin and Orchestra.


Experience—Private Studio, Lawrence, Kansas, four years; Head of Violin and Orchestral Department, Midland College, Fremont, Nebraska, 1919-22; Supervisor of violin courses, University of Kansas, 1923-24; Instructor of Violin, and Harmony, Eleanor Social Center, Chicago, Ill., 1924-25. Member of Mu Phi Epsilon, National Music Society; MacDowell Fraternity. Scholarship, Mu Phi, 1917; Graduate Scholarship, 1923, Kansas University. Mu Phi contest performed, St. Louis, 1924. Instructor, I. S. T. C., 1925.

RALPH BERNETT, Instructor of Cello.


Experience—Taught privately at Waterloo, Iowa, Clinton, Iowa and Rock Island, Illinois. Instructor, I. S. T. C., 1926.

Physical Education

FRANK N. MEAD, Head.

Education—M. D., University of Iowa, 1893; M. D., University of Pennsylvania, 1895; Special work, University of Vienna, 1897.

Experience—First Lieutenant, Company F, Iowa National Guard, including Mexican Border Service, 1911-1917; Commandant, I. S. T. C., Cadets, 1917, 1918; Medical service U. S. A., with rank of captain from June 7, 1918, to end of war; Head of Physical Education Department, I. S. T. C., 1920. Dr. Geo. Balson substituted for Dr. Mead during his twelve weeks' leave of absence from July 19 to October 23, 1923. Resigned, Headship, Dec. 1, 1926. In charge of Health Service and Lecturer in Physical Education, Winter Term, 1926-27.

MONICA R. WILD, Professor of Physical Education for Women, Assistant Head.

Education—Graduate from Cedar Falls, Iowa, High School, 1907; Physical Education Diploma, 1911; B. A., 1912, I. S. T. C.; Student, Battle Creek Normal School of Physical Education, Summer, 1913; Graduate Chicago Normal School of Dancing, Summer, 1919; Columbia University, Summer, 1922; University of Wisconsin, Summer, 1923.

Experience—Director of Physical Training, Waterloo Y. W. C. A., 1911-12; Instructor in Physical Education, 1913-17; Assistant Professor of Physical Education, 1917-18; Professor of Physical Education, 1918;
Acting Head of Physical Education for Women, 1918-20; Professor of Physical Education for Women and Assistant Head, I. S. T. C., 1920. Acting Head of Women's Dept., 1926-27.

L. L. MENDEHALL, Professor of Athletics for Men, Assistant Head.
Education—Attended Enfield High School, Penn Acaemy, and Drake University; LL.B., University of Iowa, 1917; Attended Dunwoody Institute and Massachusetts Institute of Technology.
Experience—Athletic Director, one and one-half years, Boone, Iowa, High School; Summer Play Ground Director; Coach Carleton College, Northfield, Minnesota, 1920-21; Professor of Athletics for Men, and Assistant Head of Physical Education, I. S. T. C., 1921. Acting Head of Men's Dept., 1926-27.

DORIS E. WHITE, Professor of Physical Education.
Education—Graduated from Indianola, Iowa, High School, 1906; B. A., Simpson College, 1911; M. Di., I. S. T. C., 1914; Student, Chicago Normal School of Dancing, Summer, 1919; Columbin University, 1922.
Experience—Teacher of Science, Indianola High School, 1909-13; Director of Physical Training and Public Speaking, Beaverhead County High School, Dillon, Montana, 1915; Director of Playground, City and Montana, Normal School, Summer, 1915; Instructor in Physical Education, 1915-17; Assistant Professor of Physical Education, I. S. T. C., 1917; Acting Head of Physical Education for Women, Summers, 1918, 1920; Professor, I. S. T. C., 1920.

LULA E. SWEIGARD, Assistant Professor of Physical Education.
Education—Graduated from Bedford, Iowa, High School, 1913; Physical Education Diploma, 1917; B. A., 1918, I. S. T. C.
Experience—Rural schools, 1913-14; Supervisor of Chancey Playground, Clinton, Iowa, Summer, 1916; Student Assistant in Physical Education, 1917-18; Instructor in Physical Education, 1918-1921; Assistant Professor of Physical Education, I. S. T. C., 1921. Leave of absence, 1926-27.

GRACE VAN NESS, Assistant Professor of Physical Education.
Education—Graduated from Shenandoah High School, 1906; B. A., Cornell College, 1911; M. Di., I. S. T. C., 1919; Columbia University, 1922.
Experience—Teacher of Latin and German at West Side Iowa High School, 1911-13; at Correctionville, Iowa, High School, 1913-15; and at Sibley, Iowa, High School, 1915-17; Instructor of Physical Education, Sibley, Iowa, High School, 1919-21; Assistant Professor of Physical Education, I. S. T. C., 1921.

PAUL F. BENDER, Assistant Coach of Athletics for Men.
Education—Graduated from LeMars, Iowa, High School, 1913; B. A., 1918; Summer Session, 1921, S. U. I.
Experience—Assistant Instructor in Gymnastics, S. U. I., 1916-1918; Athletic Director, Shenandoah, Iowa, High School, 1920-1921; Assistant Coach in Physical Education, I. S. T. C., 1921.

ARTHUR DICKINSON, Assistant Coach of Athletics for Men.
Education—Graduate Shellsbury, High School, 1912; Graduate Iowa State Teachers College, B. A., 1917; Attended Illinois Summer Coaching School, 1922.
Experience—Director of Athletics, High School, Washington, Iowa, 1920-23; Director of Athletic, High School, Mnrshalltown, Iowa, 1923-24; Assistant Coach, I. S. T. C., 1924.

RHEA B. WAHLE, Instructor of Physical Education.
Education—Iowa State College, B. S., 1920; University of Wisconsin, M. S., 1924.
Experience—Home Economics Instructor, Grandview, Iowa, High School, 1920-22; Physical Education Director, Grandview Grade and High School, 1920-22; Playground Director, Davenport, Iowa, Summer, 1923; Instructor in Physical Education, I. S. T. C., 1924.

CLARA WITTER, Instructor of Physical Education.
Education—Graduate Davenport, Iowa, High School, 1920; Iowa State Teachers College, B. A., 1924.
Experience—Playground Director, Davenport, Iowa, Summer, 1922; As-
DOROTHY HUMISTON, Assistant Professor of Physical Education.
   Education—Minnesota University, 1920; A. B., University of California, Southern Branch. Department of Physical Education, 1922; Teachers College, Columbia University, A. M., 1925.
   Experience—Director of Physical Education, Orton School for Girls, Pasadena, Calif., 1921-22; Supervisor of Physical Education, Fullerton Grammar Schools. Fullerton, Calif., 1922-24; Swimming Counsellor Big Tree Camp for Girls, Guerneville, Calif., Summer 1923; Instructor in Physical Education, I. S. T. C., Summer Extension School, Osceola, Iowa, 1924-25; Corydon, Iowa, 1925. Assistant Professor at I. S. T. C., 1925.

L. GENEICE HOLLIS, Assistant Professor of Physical Education.
   Education—Graduate of I. S. T. C. High School, 1918; Graduate of Physical Education Course, I. S. T. C., 1921; Graduate of Bachelor of Arts Course, I. S. T. C., 1923; University of Wisconsin, Summer, 1924.
   Experience—Instructor of Physical Education, I. S. T. C., 1921-24; Head of Department of Physical Education for Women, St. Cloud State Teachers College, Minnesota, 1925-26; Assistant Professor of Physical Education, I. S. T. C., 1926.

L. W. WHITFORD, Assistant Coach of Athletics for Men.
   Education—Edgerton, Wisconsin, High School, 1915; B. A., 1924, Iowa State Teachers College.
   Experience—Athletic Coach and Director, Pocahontas, 1922-23; Director of Athletics, Monticello, Iowa, 1924-25; Assistant Coach of Athletics, Iowa State Teachers College, 1926.

MARJORIE B. ADAMS, Instructor of Physical Education.

MARGARET WINDSOR, Instructor of Physical Education.
   Experience—Instructor in Physical Education, Mississippi State College for Women, 1925-26; Instructor in Physical Education, I. S. T. C., 1926.

HARRIETTE EGAN, Instructor of Physical Education.
   Education—Graduate East Waterloo High School, 1922; B. A., Iowa State Teachers College, 1925.
   Experience—Instructor of Physical Education, I. S. T. C., 1925.

DOROTHY MUELLER, Instructor of Physical Education.
   Education—Graduate, Iowa State Teachers College High School, Cedar Falls, 1921; B. A., Iowa State Teachers College, 1925.
   Experience—Substitute Instructor in Physical Education, I. S. T. C., 1925-26; Instructor, I. S. T. C., Summer, 1926. Instructor of Physical Education, 1926.

Home Economics

ANNA LEE LEGGETT, Head.
   Education—Graduated Packer Collegiate Institute, Brooklyn, N. Y.; Pratt Institute, Brooklyn, N. Y.; B. S., 1910; M. A. 1921, Columbia University.
LOUISE ADLER, Professor of Home Economics.

Education—Le Mars High School, 1913; Student coaching and Post Graduate, H. S., 1913-14; Western Union College, 1914-1916; Home Economics Diploma, I. S. T. C., 1916; B. A., I. S. T. C., 1923; Columbia University, Summer, 1924.

Experience—Principal, Public Schools, Varina, Iowa, 1916-1918; Home Economics teacher, Waldorf, Minnesota, 1918-1921; Student Assistant, I. S. T. C., 1922-23; Instructor of Home Economics, I. S. T. C., 1923; Professor of Home Economics, 1924. Leave of absence beginning January 26 to June 30, 1927.

LUella Overn, Instructor of Home Economics.

Education—Thomas Normal, Detroit, Michigan, 1912; Stout Institute, Menomonie, Wisconsin, Summer, 1915; B. A., State University of Iowa, 1920; M. S., University of Chicago, 1926.

Experience—Home Economics in Grades and High Schools of Minnesota and Iowa, seven years; St. Olaf College, Northfield, Minnesota, 1920-21; State Teachers College, Mayville, North Dakota, 1921-24; Instructor of Home Economics, I. S. T. C., 1925.

INEZ ELEANOR RADELL, Instructor of Home Economics.

Education—High School, Cedar Falls, Iowa, 1911; Home Economics Diploma, 1913, B. A., 1916, Iowa State Teachers College. Six months course of study at St. Luke’s Hospital, New York City (work allied with York University) 1923; Private courses in Food and Diet, New York City, 1923-24; Joint owner and manager of a Special Foods Shop, New York City, 1924-25.


BERNICE ALLEN, Instructor of Home Economics.

Education—Graduate, Stephens College, Columbia, Missouri; Work at Denver University, Denver, Colorado and Kansas State Agricultural College, Manhattan, Kansas; B. S., 1926, Teachers College, Columbia University, New York.

Experience—Teaching of Home Economics, Osborne High School, Osborne, Kansas; Beverly High School, Beverly Kansas and in Halifax, North Carolina; Instructor in Home Economics, I. S. T. C., 1926.

EVA MAY LUSE, Head.


Experience—Critic Teacher, 1906-13; Professor of Teaching, 1913-16; Assistant Director 1916-18; Acting Director, 1918-19; Director of Cornell, 1919, I. S. T. C.; Professor of Educational Psychology, University, Ithaca, New York; Summers, 1921-22, 26; Professor of Education, Ohio State University, Summers, 1924-25.

E. GRACE RAIT, Supervising Critic.

Education—Graduated from Reinbeck, Iowa, High School, 1899; Primary Teacher Diploma, 1911; B. D., 1913; Critic Teacher Certificates, 1916; I. S. T. C.; Student, University of Chicago, Spring and Summer, 1908, M. A., 1910, Ph. D., 1925, State University of Iowa; E. Lambda, Columbia University. Member Phi Beta Kappa, and Pi Eta.

Experience—Rural Schools, 1901-02; Reinbeck Public Schools, 1909-10; Critic in second grade, Monticello State, 1922-27, 1929; Primary Teaching and Primary Supervisor, I. S. T. C., 1916.

ROSE HANSON, Supervisor of Teaching.

Education—Graduated, Oakland, Nebraska, High School, 1910; Graduated, Normal School, Peru, Nebraska, 1915; Summer Session, Nebraska Wesleyan University, 1917; Summer term, Columbia University, 1919; B. S., University of Nebraska, 1920; Oregon Agricultural College, Summer, 1923. Member, Omicron Nu.

Experience—Rural schools, Butler County, Nebraska, 1910-13; Grade Teach.
er, Oakland, Nebraska, 1915-18; High School, Oakland, Nebraska, 1918-19; Supervisor of Teaching, I. S. T. C., 1920.

Marna Peterson, Supervisor of Teaching.
Education—Graduate from Loda, Illinois, High School, 1908; Ph. B., University of Chicago, 1913; Graduate Student, University of Chicago, Fall, 1911; Summers, 1919-1920; M. A., 1925, Columbia University.
Experience—Rural schools, Rankin, Illinois, 1911-12; High School, Lawton, Oklahoma, 1913-14; Grade Teacher, Oak Park, Illinois, 1915-17; Critic Teacher, Junior High School Normal School, DeKalb, Illinois, 1917-19; Supervisor of Teaching, I. S. T. C., 1920.

Ina Best, Supervisor of Primary Teaching.
Education—Graduate, High School, Fargo, North Dakota; University of Minnesota, two years; Columbia University, B. S., 1915; Diploma Elementary Supervision, 1915; M. A., 1920; Bureau of University Travel in Europe; Three months, Summer School, 1921.
Experience—Rural Schools, Cass County, North Dakota, one year: Primary Grades, Amenia, Wahbenton and Fargo, North Dakota, nine years: Primary Critic, Michigan State Normal, Mt. Pleasant, Michigan, 1915-1921; Supervisor of Primary Teaching, I. S. T. C., 1921.

Corley Agnes Conlon, Critic of Teaching.
Education—Graduate, Red Oak, Iowa, High School; Art Course, I. S. T. C., 1919; Design and Interior Decoration Diploma, Pratt Institute, New York, 1922; Certificate of Interior Decoration, New York, 1922; Studied Design with Ralph Helm Johonnot, Spring, 1922 and Winter, 1924; Window Decoration, J. Watters Lové, 1921-22; Pottery with Ruth Erickson Allen, 1922.
Experience—Rural and Grade Schools of Iowa; Critic in Teaching, 1919-20; Supervisor of Art in Public Schools, West Waterloo, Iowa, 1922-23; Instructor, Extension Summer School, 1919; Instructor, I. S. T. C., Summers, 1920-21-22-23-25. Critic of Teaching, I. S. T. C., 1923.

Cyril L. Jackson, Supervisor of Teaching and High School Principal.
Education—Graduated Gilmore City High School and Grinnell Academy, 1906; B. A., Grinnell College, 1913; Summer, 1919, Iowa State College, Ames; M. A., Iowa University, 1921. Member, Phi Beta Kappa, Grinnell College and Phi Delta Kappa, Iowa State University.
Experience—Principal four room school at Maurice, Iowa, 1906-09; Principal High School, Nevada, Iowa, 1913-14; Principal High School, Webster City, Iowa, 1911-16; Superintendent of Schools, New Sharon, Iowa, 1916-19; Superintendent of Schools, Rockwell City, Iowa, 1919-23; Taught "Sub-Freshman" Mathematics in Grinnell College, 1911-13; Supervisor of Teaching and High School Principal, I. S. T. C., 1921.

Frances R. Botsford, Critic of Teaching.
Education—Graduated, State Normal School, Platteville, Wis., 1908; Teacher's Diploma, Gregg School, Chicago, 1915-19; Summers 1919 and 1920; Ph. B., University of Wisconsin, 1923.

Mary P. Caldwell, Critic of Teaching.
Experience—Grades, three years; Village superintendent, three years; High School Normal Training, three years; Critic of Teaching, I. S. T. C., 1922.

Dora E. Kearney, Critic of Teaching.
Education—Graduate Maquoketa, Iowa, High School, 1914; Coe College, 1915-16; I. S. T. C., Summer 1916; B. A. University of Minnesota, 1920; M. A., University of Minnesota, 1924; Phi Beta Kappa, University of Minnesota.
Experience—Primary grades, Maquoketa, Iowa, 1916-17; High School Mathematics, Pennimore, Wisconsin, 1920-22; Mathematics Supervisor, Val­ ley City, No. Dak., Normal School, 1924-26; Critic of Teaching, I. S. T. C., 1925.
MARY LEONA SUTHERLAND, Critic of Teaching.

Education—Graduate High School, Laurenceville, Illinois, 1914; Diploma, Illinois State Normal University, 1924; A. B., University of Illinois, 1925; Member, Phi Beta Kappa, University of Illinois.

Experience—Teacher of Second Grade Public Schools, Laurenceville, Illinois, 1915-23; Primary Supervisor, I. S. T. C., 1925.

DOROTHY MAE WHEELER, Critic of Teaching.

Education—High School, Axtell, Kansas; Normal School, Pittsburg, Kansas; Summer 1919, University of Minnesota; B. S., University of Kansas, 1921; M. A. 1925, Teachers College, Columbia University.

Experience—Grades, Fredonia, Kansas; Principal Junior High School, Girard, Kansas; Supervisor of ungraded rooms and testing, Neodesha, Kansas; Critic of Teaching, Conway, Arkansas; Critic of Teaching, I. S. T. C., 1925.

GENEVA WILES, Critic of Teaching.

Education—Graduate Adel High School, 1914; B. A., University of Iowa, 1919; University of Chicago Summer 1922; University of Iowa, Summer 1925; Phi Beta Kappa, University of Iowa.

Experience—High School, Rockwell City, Iowa, 1910-21; High School, Newton, Iowa, 1921-25; Critic of Teaching, I. S. T. C., 1925.

EULALIE TURNER, Critic of Teaching.

Education—Iowa State Teachers College, 1900-02; Columbia University, Summer, 1915; Chicago University, 1919-20; B. S., Iowa University, 1922, Member, Pi Lambda Theta.

Experience—Rural schools; Ward Principal, Cedar Falls, 1907-1914; Public school, Cedar Falls, Iowa; Ward Principal and Critic in Teaching, I. S. T. C., 1914-1918; Extension Specialist, 1920; Critic of Teaching, I. S. T. C., 1923; Mason City Training Center, 1923.

MINNIE LEIGH BOURLAND, Critic of Teaching.

Education—High School, Dixon, Kentucky, 1896; Hopkins College, Madisonville, Ky.; University of Chicago, Summers, 1908, 1910; University of Tennessee, Summer, 1909; University of Colorado, Summer, Columbia University, Summer, 1912.

Experience—Prinicipal, Earlinton, Ky., 1904-06; Principal and Primary Supervisor, Intermediate Grades, Training School, Bowling Green, 1916-21; Critic in Teaching, I. S. T. C., 1921; Shenandoah Training Center, 1924.

MARTHA VAN BRUSSEL, Critic of Teaching.

Education—High School, Mt. Pleasant, Iowa, 1911; I. S. T. C., Summers, 1913- and 1918; Iowa Wesleyan College, B. A., 1917.

Experience—Rural school, Henry County, 1911-1912; Primary, New London, 1913-1919; Normal Training, Garden Grove, 1918-1919; Normal Training, Albia, 1919-1922; Normal Training, Muscatine, 1923; Critic of Primary, Iowa Wesleyan College, Summers, 1921 and 1922; Critic of Teaching, I. S. T. C., 1923; West Waterloo Training Center, 1923.

BLANCHE E. SIMMONS, Critic of Teaching.

Education—Graduate, Cedar Rapids High School; Primary Diploma, I. S. T. C., 1914; Ph. D., University of Chicago, 1920; Primary Supervisor's Certificate, 1920.

Experience—Primary grades, Cedar Rapids, 1914-1918; Lake School for Girls, Milwaukee, Wisconsin, 1920-1923; Critic of Teaching, I. S. T. C., 1923; West Waterloo Training Center, 1923.

MILDRED A. DAWSON, Critic of Teaching.

Education—High School Graduate, Summer, Iowa, 1914; Critic Diploma, B. A., I. S. T. C., 1922.

Experience—Fourth Grade, Summer, Iowa, 1916-17; Sixth Grade, Summer, Iowa, 1917-19; State Normal School, Indiana, Pa., 1922-24; High School Normal Training, Summer, Iowa, 1924-25; Critic of Teaching, Jessup Training Center, 1926.

EDITH L. VAN SYCKLE, Critic of Teaching.

Education—State Normal School, Trenton, N. J., 1910; B. S., Industrial Arts Diploma, Columbia University, 1910; Graduate Student, Summers, 1922, 24, 26, Columbia University.

Experience—Rural School, Sussex Co., N. J., 1907-10; Fifth Grade, Leonia, N. J., 1913-17; Industrial Arts Supervisor, Leonia, N. J., 1917-18; Rural Iowa State Teachers College
and Grade Supervisor, Kent Co., Delaware, 1919-23; Supervisor, Talbot Co., Maryland, 1923-25; University of Delaware, Summer, 1921; E. Strondsburg, Penn., Normal School, Summer, 1923; Hampton Institute, Hampton, Va., Summer, 1925; Waterloo Training Center, 1925.

SELMA SCHUMANN, Critic of Teaching.
Education—Graduate High School, Larchwood, Iowa, 1915; Primary Diploma, I. S. T. C., 1918; Summer 1926, University of Colorado.
Experience—Rural Schools, Larchwood, Iowa, 1915-16, 1918-19; Primary, Rock Rapids, Iowa, 1920-21; Critic in Teaching, I. S. T. C., 1922; Cherokee Training Center, 1921; Mason City Training Center, 1926.

EDITH L. BARBER, Critic of Teaching.
Education—Graduate of the Classical High School, Worcester, Mass., 1903; Graduate, Lucy Wheelock Kindergarten Training School, Boston, 1910; Student, University of Chicago, Summers, 1918, 1919, 1920, 1921; Student, Cornell University, Summer, 1923; B. S., Columbia University, 1924; Teachers College Diploma in Kindergarten First Grade Supervision, 1924.
Experience—Lucy Wheelock Kindergarten Training School, Boston, 1910-1912; Kindergarten Director, Worcester, Massachusetts, 1912-1917; Critic in Teaching, State Normal School, Fredonia, New York, 1917-1918; Kindergarten Supervisor, State Normal School, Fredonia, New York, 1918-1923; Critic of Teaching, I. S. T. C., 1924; Cherokee Training Center, 1924.

ANNABELLE POLLOCK, Critic of Teaching.
Education—B. A., 1921, Iowa State Teachers College; Critic Training Certificate, I. S. T. C., 1921.
Experience—Rural and Graded Schools, 1910-1918; Sixth Grade Critic State Normal School, Indiana, 1921-1923; Critic of Teaching, I. S. T. C., 1924.

MARGUERITE REESE, Critic of Teaching.
Education—Graduate, Iowa City High School, 1915; Attended State University of Iowa, 1915-17; Primary Diploma, I. S. T. C., 1922.
Experience—Public Schools, Clarksville, 1917-18; Charles City, 1918-1921; Cherokee, 1922-24; Critic of Teaching, I. S. T. C., 1924; Mason City Training Center, 1924.

MARIE HJELLE, Critic of Teaching.
Education—Graduate Decorah High School, 1917; Junior College Diploma, I. S. T. C., 1923.

MAYME SMITH, Critic of Teaching.
Education—Mt. Pleasant High School, 1916; Primary Diploma, I. S. T. C., 1918.

MARGUERETTE STRUBLE, Critic of Teaching.
Education—B. A., 1922, State University of Iowa; Graduate work, State University of Iowa, Summer, 1926.
Experience—High School, Rock Rapids, Iowa, 1922-24; Critic in Teaching, Iowa State Teachers College, 1924.

MARY C. ANDERSON, Critic of Teaching.
Education—B. Di., I. S. T. C., 1908; B. A., Iowa State Teachers College, 1914; Graduate work, University of Chicago, Summer, 1923; M. A., University of Iowa, 1926. Member, Pi Lambda Theta.
Experience—Three years teaching in rural schools; thirteen years in graded and high schools; last five years as Normal Training Critic; instructor of Rural Education, I. S. T. C., Full, 1924. Critic of Teaching, 1926.

GLADYS I. EVANS, Critic of Teaching.
Education—B. A., Grinnell College, 1921; M. A., State University of Iowa, 1926.
Experience—High School, Audubon, Iowa, 1921-23; Ames, Iowa, High School, 1923-25; Critic of Teaching, I. S. T. C., 1926.
LOUISE HEARST, Critic of Teaching.

Education—Teachers College High School, 1916; B. A., Iowa State Teachers College, 1921; Nine months graduate work in Geography, University of Chicago, 1924.

Experience—Sixth grade, Iowa Falls, Iowa, 1918-19; Critic in Teaching, Training School, I. S. T. C., 1921-23; Instructor of Geography, I. S. T. C., Fall, 1925, Summer and Fall, 1925 and Summer, 1926; Critic of Teaching, 1926.

JOANNA KYLE, Supervisor of Teaching.

Education—High School, Washington, Iowa, 1905; B. A., State University of Iowa, 1915; M. A., State University of Iowa, 1916; Graduate student Columbia, Summer, 1919; Graduate Student State University of Iowa, Summer 1924.


NATHANIEL O. SCHNEIDER, Coach and Instructor.

Education—Graduate, Superior, Wisconsín, High School, 1914; Graduate State Normal School, Superior, Wisconsin, 1916; R. S., University of Minnesota, 1921; Graduate student, summer, 1923, University of Minnesota; Summer, 1924, Superior State Normal School; Summer, 1925, University of Illinois.


HELEN M. WATERS, Critic of Teaching.

Education—Graduate, High School, Lincoln, Nebraska, 1916; First Grade Certificate, City State Junior Certificate, 1918; B. A., 1921; University of Nebraska.

Experience—Primary, Central City, Nebraska, 1918; Kindergarten, Lincoln, Nebraska, 1921-25; Assistant in Summer School, University of Nebraska, 1924; Instructor, Summer School, Kindergarten, University of Nebraska, 1925; Primary, Lincoln, Nebraska, 1925-26; Critic of Teaching, I. S. T. C., 1926.

REFA DICK, Critic of Teaching.

Education—Bona Vista High School, 1918; Junior College, I. S. T. C., 1920; Critics Training diploma, 1926 and B. A., degree, I. S. T. C., 1926.

Experience—Grades, Algona, Iowa, three years; Grades East Waterloo, 1 year; Critic in Training, 2 years, I. S. T. C.; Waterloo Training Center, 1926.

AGNES GULICKSON, Critic of Teaching.

Education—Decorah High School, 1918; Attended Upper Iowa University, Fayette, Iowa; Primary Diploma, 1921, I. S. T. C.; Critic Training Diploma, 1926 and B. A., 1926, Iowa State Teachers College.

Experience—Rural Schools, 1918-20; Ft. Atkinson, Iowa, 1920-21; Postville, Iowa, 1921-22; Waterloo, Iowa, six months, 1924-25; Cherokee Training Center, 1926.

ZELWYN GRAHAM, Critic of Teaching.

Education—High School, Audubon, Iowa, 1921; Primary Diploma, I. S. T. C., 1923; Critic Training Diploma, I. S. T. C., 1923; Attended I. S. T. C., Summers 1924-26 and Winter, 1924.

Experience—Third Grade, Audubon, Iowa, 1923-24; Fall Term, 1924, Critic in Training, I. S. T. C.; Hudson Training Center, 1926.

MRS. ILSE FOREST, Professor of Child Welfare and Parent Education.

Education—B. S., Teachers College, New York, 1922; M. A., Teachers College, New York, 1923; Laura Spelman Rockefeller Fellow, 1923-26; Ph. D., Teachers College, New York, 1926.

Experience—Kgt. Director, St. Ignatius Nursery, New York City, 1915-17; Kgt. Teacher, Public School, Manhattan, 1918-19; First Grade teacher, Halsted School, Yonkers, 1919-20; Kgt. Critic and Instructor in Training School, Froebel League, New York City, 1922-23; Grade Supervisor, Clarksville, Iowa, 1923-24; Instructer in English and Primary Methods, City Normal School, Bridgeport, Conn., 1924-25; Instructor, New York State College for Teachers, Albany, N. Y., summer of 1924 and exten-
FACULTY

sion work, New York State, 1924; Instructor, Connecticut State Summer School, Yale University, New Haven, Conn., 1925-26; Professor of Child Welfare and Parent Education, I. S. T. C., 1926.

NETTIE McKINNON, Assistant at Waterloo Training Center.
Education—Charinda High School, 1908; B. A., Iowa State Teachers College, 1925.
Experience—Page County Rural Schools, 1908-09; Grades and High School at Northboro and Coin, Iowa, 1910-1914: 7th and 8th Grades, West Waterloo, 1915-19; Grade Principal, Waterloo, 1920; Assistant, Waterloo Training Center, 1926.

Critics in Training

ALICE BAKKEN
Graduate Waldorf Academy, Forest City, Iowa; Junior College Course, I. S. T. C., 1924. Teaching, 1925.

OLGA M. BIZER
Chilton, Wisconsin, High School, 1917; Primary Diploma, I. S. T. C., 1922. Teaching, 1925.

BERNICE CLARK
Graduated Woodbine High School, 1921. Critic in Training Cherokee Training Center, 1925.

CORAL EBER
Graduate Waverly High School; Graduate Junior College, I. S. T. C.; Summer Sessions at State University of Iowa; University of Akron, Ohio. Teaching, 1925.

RUTH ELAND
Burlington High School, 4 years; Burlington Junior College, 1 year; Drake University, Des Moines, Iowa, Primary Education Diploma, 1925; I. S. T. C., Summer, 1926. Critic in Training, Cherokee Training Center, 1926.

EDITH M. FORD
Graduated from Bozeman, Montana, High School, 1917; attended Montana State Normal, Dillon, Summer 1917; Montana State College, Bozeman, Summer 1918; Graduated from Junior College, I. S. T. C., 1926; Critic in Training, I. S. T. C., 1926. Teaching, 1926.

EVELYN FINDLEY
Graduate of Sac City, Iowa, High School, 1918; Grinnell College, 1918-19; Kindergarten Department, University of Chicago, 1919-21; Graduate from Kindergarten Dept., University of Chicago, 1921; twelve weeks summer school, 1925. University of Chicago. Teaching, 1926.

EVA HERNDON

MRS. GLADYS HORNBAKER
Graduate Bonnarde, High School, 1913; Parsons College, 1913-14; Junior College Diploma, 1926. I. S. T. C. Teaching, 1926.

EDITH JOHNSON
Graduate of Rockwell High School, 1923. Teaching, 1925.

MARJORIE MANTOR
Graduate Teachers College High School, January 1922; Primary Diploma, I. S. T. C., 1923. Teaching, 1926.

RUTH MICHAELSON
Graduate Waldorf Academy, 1917; Primary Diploma, I. S. T. C., 1925. Teaching, 1925.

MARJORIE MOMYER
Graduate Knoxville High School, 1921; Kindergarten Diploma, I. S. T. C., 1924. Teaching, 1925.

KATHRYN O'TOOLE
Junior College Diploma, I. S. T. C., 1923. Teaching, 1925.
MRS. CORRINE B. PRESTON
Cedar Rapids High School, 1914; I. S. T. C., 1916-18; Iowa State University, three months, 1917. Teaching, 1926.

LOIS E. SWALLOW
Graduate Valley Junction High School, 1922; Junior College Diploma, I. S. T. C., 1924. Teaching, 1926.

FLORENCE M. VAN METRE

VERNA B. WICKENS
Estherville High School, 1919: Iowa State University, 1921-22; Iowa State Teachers College, 1925-26; Extension Summer School, I. S. T. C., summers. Teaching, 1926.

MACY CAMPBELL, Head.
Education—Rural school, Decatur County, Iowa; Villate school, Pleasantville, Iowa, two years; M. Di., I. S. T. C., 1905; B. A., State University of Iowa, 1911. Special work in Agriculture, Iowa State College, in United States and carried on research in rural life and rural school conditions.
Experience—Rural schools of Iowa, 1898-99, 1900-01; superintendent of Alden, Iowa, schools, 1906-09; Superintendent of West Liberty, Iowa, schools, 1911-13; Professor of Rural Education, 1913; Head of the Department of Rural Education, I. S. T. C., 1915.

HARRY L. EELLS, Assistant Head.
Education—B. Di., 1903; M. Di., 1904; B. A., I. S. T. C., 1918; Iowa State University, Summer, 1905, 1906, 1909; M. S., Iowa State College, 1924-25.
Experience—Rural Schools, Allamakee County, seven terms; Principal of schools, New Hartford, Iowa, 1904-07; Superintendent of Schaller, Iowa, schools, 1907-10; County Y. M. C. A. work, Storm Lake, Iowa, 1910-11; Superintendent of Rolfe, Iowa, schools, 1911-11; Professor of Rural Education, I. S. T. C., 1914; Y. M. C. A. work, April 8, 1918, to July 21, 1919; Acting Head of Rural Education, I. S. T. C., 1920-21; Director of Training in Teaching in consolidated schools, 1921; assistant head of Rural Education, I. S. T. C., 1923.

JOHN R. SLACKS, Professor of Rural Education.
Education—Rural schools, Keokuk County, Iowa; Attended private Normal School, Hedrick, Iowa, 1892-93; B. Di., I. S. T. C., 1901. Student, Chicago University, 1925.
Experience—Rural schools, Keokuk County, four years; Grammar grade, Keswick, Iowa, 1896-99; Principal of Lake View, Iowa, school, 1900-09; Superintendent of Sac County, Iowa, 1909-18; Instructor in Rural County Superintendent, Sac County, Iowa, 1909-18; Instructor in Rural Education, Summer 1917; Professor of Rural Education, I. S. T. C., 1918. Leave of absence, Fall and Winter terms, 1925-26.

ALTA WILMARTH, Instructor of Rural Education.
Education—Rural Schools, Adams County, Iowa; City Schools, Corning, Iowa; Training School, Colorado State Teachers College, 1 year; B. A., I. S. T. C., Colorado State Teachers College, one year; B. A., I. S. T. C., one year; M. A., Iowa State University, 1926. Member, Pi Lambda Theta.
Experience—Rural Schools, Adams County, Iowa, six years; Rural Demonstration School, I. S. T. C., one term; Campus Rural Demonstration School, I. S. T. C., one term; Instructor in Rural Education, I. S. T. C., 1921.

ANNA D. CORDTS, Instructor of Rural Education.
Education—Public schools, Boone, Iowa. Elementary Rural Teachers Course, I. S. T. C., 1915; B. A., Iowa State Teachers College, 1922; Ph. D., University of Iowa, 1925.
Experience—Teacher in rural schools, Boone County, Iowa. Teacher in elementary grade, Rolfe, Iowa. Teacher, Rural Demonstration Schools, I. S. T. C. Supervisor of Rural Demonstration Schools, I. S. T. C. Experimental instructor in phonetics, State University of Iowa, 1925; Instructor in Rural Education, I. S. T. C., 1925.
R. C. WILLIAMS, Associate Professor of Rural Education.

Education—Graduate, Sibley High School, Sibley, Iowa, 1908; Ph. B., Central College, 1914; Graduate work, Summer, 1918, University of Chicago.

Experience—Superintendent, Kalona, Iowa, 1914-16; Superintendent, Lamont, Iowa, 1916-21; Superintendent, Jesup Consolidated School, 1921; Instructor, Rural Education Department, Summer, 1921; Associate Professor of Rural Education, I. S. T. C., 1921.

K. F. NOLTE, Associate Professor of Rural Education.

Education—Graduate, Cedar Falls High School, Cedar Falls, Iowa, 1908; B. A., 1912, Iowa State Teachers College.

Experience—Supt. Allison, Iowa, 1912-14; Supt., Carpenter Consolidated School, 1916-19; Supt., Hansell Consolidated School, 1919-26; Instructor, Rural Education, I. S. T. C., Summer 1926; Superintendent, Hudson Consolidated School, 1926; Associate Professor of Rural Education, I. S. T. C., 1926.

Religious Education

DAVID SANDS WRIGHT, (See Special Service).

MARY F. HEARST, Assistant Professor of Religious Education.

Education—Rural schools, Black Hawk County, Iowa; B. Di., 1883; M. Di., 1892; I. S. T. C., Ph. B., 1899; M. A., 1904, State University of Iowa; Travel in Europe, Summer 1913.

Experience—Rural schools, 1851-82, 1883-85; Graded Schools, 1885-89; Assistant in High School, 1892-93; Principal of High School, 1893-97; Assistant in English, 1899-1901; Instructor in English, 1904-09; Assistant Professor of English, I. S. T. C., 1909; Assistant Professor of Religious Education, 1923.

ELLA A. HATCH, Instructor of Religious Education.

Education—Rural Schools, Bremer County, Iowa; Graduated Sumner High School, Sumner, Iowa, 1904; B. S., Coe College, Cedar Rapids, Iowa, 1916; Attended Hartford School of Religious Pedagogy, Hartford, Conn., Winter, 1916; Summer School, I. S. T. C., 1918; University of Iowa, Summer, 1919; Graduate work University of Chicago, Summer, 1923.

Experience—Rural Schools, Bremer County, Iowa, one year; Graded Schools, Sumner, Iowa, two years; Mission work, Montevideo, Uruguay, South America, two years; Teacher of Social Science, High School, Sumner, Iowa, two years; Principal High School, Sumner, Iowa, four years; Instructor of Religious Education, I. S. T. C., 1924. Six months' leave of absence, 1926-27.

CARRIE VIRGINIA BROWN, Instructor of Religious Education.

Education—Graduate Davenport, Iowa, Grade, High and Teachers' Training Schools: Des Moines University, B. A., 1915; Columbia University, M. A., 1923; two years, graduate work in Religious Education, Moody Bible Institute, Chicago.

Experience—Primary grades Bettendorf and Davenport, Iowa, five years; English, High School, Bondurant, Iowa, 1916-19; Principal, Bondurant High School, 1918-1919; High School, Marengo, Iowa, 1919-20; Junior High School, Davenport, Iowa, 1920-22; Instructor, Religious Education, I. S. T. C., 1926.

Extension Division

FRED D. CRAM, Extension Professor.

Education—Rural schools of Kansas and Iowa; M. Di., 1908, B. A. 1909, I. S. T. C.; M. A., State University of Iowa, 1920. Member, Phi Delta Kappa.

Experience—Rural Schools, Marshall County, Iowa, 1900-05; Head, Normal Department, Memorial University, Mason City, Iowa, 1908-10; Principal of Schools, Mason City, 1911-12; Head, Normal Training Department and Principal, Mason City, 1912-16; County Superintendent, Cerro Gordo County, Iowa, 1916-20; Extension Professor, I. S. T. C., 1920.

F. E. FULLER, Extension Professor.

Education—Rural schools of Michigan; B. A., 1902, Albion College, Albion, Michigan.

Experience—Rural schools, one year; Principal High School, 1902-03;
IDA HUGLIN, Extension Professor.

Education—Rural school, Boone County, Iowa; Attended Dayton, Iowa, High School, 1899-1902; Augustana College, Rock Island, Illinois, 1903-05; B. Ph., L. S. T. C., 1907; Ph. B., 1912; Graduate work, Summer 1917, University of Chicago; School of Civics, Chicago, Summer, 1917, and Graduate work, University of Chicago, Summer, 1919, Winter and Spring Quarters, 1922; Summer, 1922, Harvard University; M. A., University of Chicago, 1924.

Experience—Rural schools, Webster County, Iowa, 1904-05; Grand Junction, Iowa, High School, 1907-10; Jefferson, Iowa, High School, 1910-11; Bolivar, Missouri, High School, 1913-16; Dayton, Iowa, High School, 1916-18; Instructor in Rural Education, 1918; Assistant Professor of Rural Education, 1920; Resigned, Dec. 1, 1921; Instructor in Extension, I. S. T. C., 1922; Extension Professor, I. S. T. C., 1923; Leave of absence, Winter and Spring terms, 1921-25.

LOU A. SHEPHERD, Extension Professor.

Education—Graduate, Waverly, Iowa, High School, 1901; Grinnell College, 1901-1905; Kindergarten Diplomma, I. S. T. C., 1906; Critic Certificate, I. S. T. C., 1911; Summer Session, Columbia University, 1915; B. A., I. S. T. C., 1919; M. A., Teachers College, Columbia University, 1922.

Experience—Public Kindergarten, Hampton, Iowa, 1906-1908; Public Kindergarten, East Waterlo, Iowa, 1909-1913; Training School, I. S. T. C., 1913-1919; Supervisor of Primary Department, Des Moines University, 1919-1921; Extension Professor, I. S. T. C., 1924.

JOSEPH B. PAUL, Extension Professor.

Education—B. S., Valparaiso University, 1908; B. A., Indiana University, 1911; M. A., University of Wisconsin, 1914.

Experience—Rural Schools, two terms, 1905-07; Principal, Township Consolidated Schools, two terms, 1908-10; Superintendent of Township Schools, 1911-13; Assistant in the Department of Education, University of Wisconsin, 1911-16; Assistant Professor of Education, 1916-17; Professor of Education, I. S. T. C., 1917; Extension Professor, I. S. T. C., 1926.

F. C. MOELLER, Extension Professor.

Education—Iowa Rural Schools; graduate Decorah Institute, 1903; University of Minnesota, 1903-05; B. A., Iowa State Teachers College, 1912.

Experience—Rural schools of Iowa, one year; principal, Hesper, Iowa, village schools, 1905-07; superintendent of Newell Consolidated school, 1907-12; assistant superintendent of Grundy Center schools, 1912-13; superintendent of Buena Vista County Schools, 1913-16; superintendent of Black Hawk County schools, 1915-26; associate professor of Rural Education, I. S. T. C., 1916; acting professor of Rural Education, I. S. T. C., 1922; professor of Rural Education, I. S. T. C., 1926.

RUTH KENNEDY, Extension Professor.

Education—Graduate, Sioux Falls, S. Dakota, High School; Martha Washington Seminary, Washington, D. C., 1912-14; Kindergarten Diplomma, I. S. T. C., 1917; Critic Certificate, I. S. T. C., 1920; B. A., I. S. T. C., 1920; M. A., Columbia University, 1924; Graduate work, Columbia, 1924-25; Graduate work, State University of Iowa, summer and fall, 1926.

Experience—Public Kindergarten, Toledo, Iowa, 1917-18; Kindergarten Training School, I. S. T. C., 1918-20; Kindergarten Critic, State School, Geneseo, N. Y., 1920-23; Experimental First Grade, public schools, Montclair, N. J., 1924-25; Psychology and English, State Normal School, Willimantic, Conn., 1925-26; Extension Professor, I. S. T. C., 1926.

Special Service

DAVID SANDS WRIGHT, Senior Professor and Supervisor of Religious Education.

Education—B. A., 1871; M. A., 1873, National Normal University, Lebanon, Ohio; M. A., Penn College, Oskaloosa, 1887.

Experience—President, Whittier College, Salem, Iowa, 1872-76; Professor of English, 1876-1881; Professor of Mathematics, 1881-1916; Senior Professor and Supervisor of Religious Education, I. S. T. C., 1916.
MELVIN F. AREY, Curator of Museum.

Education—Public schools and Hampden Academy, Maine; A. B., 1867, A. M., 1870, Bowdoin College; Member, Phi Beta Kappa.

Experience—County and village schools, Winters, 1860-67, excepting the year spent in the Civil War, 1862-63; Principal of Hampden Academy, Fall, 1867; Academy, Dover, New Hampshire, Winter, 1867-68; Principal, East Maine Conference Seminary, Bucksport, Spring, 1868-72; Private school, Cedar Rapids, Iowa, 1872-73; Superintendent, Cedar Falls, 1873-77; Superintendent, Fort Dodge, Iowa, 1877-90; Professor of Natural Science, 1890; Head of the Department of Natural Science, 1909-17; Curator of Museum, I. S. T. C., 1917.

ANNA E. McGOVERN, Professor Emeritus.

Education—Public schools in Green Lake County, Wisconsin; City schools Rochester, Minnesota; Private Normal School, Rochester, one year; Special Teacher—in Latin (one year), Special Teacher in German and Instrumental Music (one year), Bethlehem Academy, (two years), Faribault and LeSueur, Minnesota; B. D., 1879; B. S., 1880, I. S. T. C.; Summer School of Methods, Martha’s Vineyard, Massachusetts, 1882; Traveled in Europe, Spring and Summer, 1860.

Experience—Rural schools, near Rochester, Minnesota, 1867-72; Village school near Faribault, Minnesota, one year; Primary Department, LeSueur, Minnesota, one year; Rural schools, Butler County, Iowa, Summer, 1877; Rural school, near Cedar Falls, Summer, 1878; Teacher of Chemistry and General Assistant, 1880-83; Teacher of Didactics and Physiology, 1883-86; Teacher of Methods and English Branches, 1886-87; Teacher of Methods, 1887-90; Professor of Education, I. S. T. C., 1890-1919; Professor Emeritus, 1919.

Supplementary Instructors Appointed for Summer Term, 1926

EDUCATION—Edith Barber, C. W. Kline.


ART AND MANUAL ARTS—Corley Conlon, Emma Kitt.


MUSIC—Olive Barker, Marion Ransier, Theresa Wild.

HOME ECONOMICS—Wilhelmina Otto.

RURAL EDUCATION—O. S. Hamer, Ivan Mast, K. F. Nolte, Mrs. Minnie Richardson, R. C. Williams, Maude Wakefield, Leila Wassom, Vilda Barker.

RELIGIOUS EDUCATION—Mrs. Jean Brady Jones.

PHYSICAL EDUCATION—Mrs. Marjorie Morgensen.

College Office Clerical Staff

ANNA R. WILD, Head
Executive Secretary, 1896.

ROSE M. SMITH
Assistant to the College Secretary, 1920.

BESS E. CARRINGTON

MRS. LOUISE MCKITTRICK
Secretary, Extension Division, 1921.

BEULAH E. NUNAMAKER
Comm. Dip., 1921, I. S. T. C., Record Clerk, 1922.
MRS. EDNA M. SHUTT

CARRIE A. WATSON
B. A., 1922, I. S. T. C.; Registrar's Secretary, 1923.

JESSIE E. JUHL
Stenographer, 1921.

MRS. CARRIE E. SIMONSEN
Record Clerk, 1916.

MRS. ETHYL AILBRIGHT
Stenographer, 1921.

MRS. ESTHER W. GILSTAD
Stenographer, 1921.

MRS. LORENE B. SMITH
Assistant to Executive Secretary, 1922.

MRS. MARGARET H. HESS
Stenographer, 1922.

ANNA M. NIELSEN

MARIE ULRICH
Stenographer, 1923.

MRS. MABEL VOGT

RUTH DUNLOP
Stenographer, 1923.

PEARL McCAFFREE
M. Di., 1905, I. S. T. C.; Record Clerk, 1924.

NELLIE FRANDSEN
Clerk, 1924.

MRS. MAE B. YARCHO
B. A., 1913, I. S. T. C.; Clerk, 1924.

IDA CHRISTENSEN
Bookkeeper, 1925.

EDNA A. JENSEN
Stenographer, 1924.

MRS. GLADYS Y. AMICK
Stenographer, 1925.

VELDA BENTLEY
Clerk, 1924.

MRS. BLANCHE HARLAND
Record Clerk, 1926.

MABEL EVANS
Bookkeeper, 1926.

ROSAMOND TOLL
Stenographer, 1926.

MRS. MAUDE MADSEN
Telephone Operator, 1926.

ALYS ROBINSON
Stenographer, 1926.

MINNIE WILSON
Multigraph Operator, 1926.

MRS. NADINE N. SCHULTZ
B. S., I. S. C., 1926; Record Clerk, 1926.

REGINA C. MEYERS
Clerk, 1926.
ANNE STUART DUNCAN, Head.
Education—Oscoda, Michigan High School; B. L., University of Michigan, 1897; University of Chicago Library Course, 1903; Study and Travel in Europe, 1912-1913 and summer, 1926.
Experience—Reference Librarian, University of Chicago, 1904-09; Librarian, Marquette, Michigan, 1909-11; Librarian, I. S. T. C., 1913.

ROWENA A. EDWARDS, Head Cataloger.
Education—Student, Iowa State College; Graduate, Simmons College Library School, Boston, 1915; Correspondence work with University of Chicago, 1923-24; Traveled in Europe, summer, 1925.

JESSIE L. FERGUSON, Circulation Librarian.
Education—Eastern Illinois State Normal School, 1901; B. A., with Library Science, James Millikin University, 1907; Travelled in Europe, summer, 1908; University of Illinois Library School, summer, 1913; Moody Bible Institute, summer, 1914; University of Chicago, summer, 1915.
Experience—Librarian, Ferry Hall, Lake Forest, Illinois, 1907-17; Assistant Reference Librarian, Ryerson Library, Art Institute of Chicago, 1920-23; Circulation Librarian, I. S. T. C., 1923.

LOUISE HAMILTON, Juvenile Librarian.
Education—Graduate of Carnegie Library School, Pittsburgh, 1917.
Experience—Children's Librarian, Minneapolis, Minnesota, 1917-18; Tacoma, Washington, 1918-19; School Librarian, Jacksonville, Illinois, 1919-20; St. Louis, Missouri, 1920-21; Cleveland, Ohio, 1921-24; Juvenile Librarian, I. S. T. C., 1925.

RUTH VAN TUYL, Assistant Cataloger.
Education—B. A. University of Minnesota, 1915; B. A., Mt. Holyoke College, 1916; Studied in Education, University of Minnesota, 1916-17; M. A., Latin and History, University of Minnesota, 1919; University of Illinois Library School, 1924-25.
Experience—High school teacher, Ulen, Minnesota, 1917-18; Junior assistant, Minneapolis Public Library, 1919-20; Assistant Library, Fergus Falls Public Library, Minn., 1920-21; Assistant in Catalog Dept., University of Minnesota Library, 1921-24; Assistant Cataloger, I. S. T. C., 1925.

MADGE MCLAUGHLIN, Assistant Circulation Librarian.
Education—B. A., University of Iowa, 1921; Wisconsin Library School, 1924.
Experience—Circulation Assistant, I. S. T. C., 1924.

WINNIE BREEN, Reference Librarian.
Education—B. A., University of Minnesota, 1914; B. L. S., University of Illinois Library School, 1917; Columbia University, 1920.
Experience—I. S. T. C., Reference Librarian, 1925.

MAJORIE TRUE, Assistant Cataloguer.
Education—Graduate Central High School, Minneapolis, Minn., 1921; B. A., 1925. Macalester College, St. Paul, Minn.: Library School of the University of Wisconsin, 1925-26.
Experience—Assistant, catalog department, I. S. T. C., 1926.

IRENE A. EHRESMAN, Extension and Periodical Librarian.
Education—B. A., Carleton College; Library School, University of Wisconsin, 1926.
Experience—High school instructor in Nebraska, South Dakota and Minnesota; Extension and Periodical Librarian, I. S. T. C., 1926.

Student Assistants

HAZEL WIMER
Library

MARY BUTLER
Library

DOROTHY CHARLES
Library

BERNICE DAVIS
Mathematics and Commerce

ALLAN BROWN
Physics and Chemistry

PAUL KINDIG
Physics and Chemistry

ALICE O. CAIIN
Public School Music
Rural Demonstration Schools--Critics, 1926-27

MRS. GRACE CRISMAN
Washington Twp. No. 2 School

MRS. LOTTIE CHRISTENSEN
Washington Twp. No. 1 School

ALTHEA KYHL
Eddy School

FLORENCE BECKNER
Benson School

Extension Summer Schools
1926

AUDUBON

F. E. FULLER, B. A., Director
Rural Sociology

MARGARET DE BOOY, B. S. or B. A.
Arithmetic
Elementary Didactics
Grammar
Geometry

LORETTA DOHERTY, B. A.
Physical Education
Civics
Economics

H. W. HARTMAN, B. S.
Physics
History
Algebra

C. E. HUMPHREY, B. A.
Geography
School Organization and Control

C. A. KITTRELL, M. A.
Psychology

M. M. McINTIRE, B. S.
Agriculture
Didactics
Psychology
Management

E. A. RALSTON, B. A.
Sociology
Industrial Development
Psychology

MRS. BEULAH REED SHOEMAKER,
B. S.
Handwork
Primary Methods

JANET E. SLOAN, M. A.
English

H. D. TAYLOR, B. A., LL. B.
Geography
School Organization and Control

WINIFRED TUTTLE, B. A.
Didactics
Rural School Methods

F. A. WELCH, M. A.
Government
History
Psychology

MAUDE WENCK
Music
Penmanship

BLOOMFIELD

E. L. RITTER, Ph. D., Director
School Organization and Control

R. H. BRACEWELL, M. A.
Child Psychology
Psychology I (2)

EDNA CLYMAN, B. A.
Physiology
Complete United States History
Physical Training

J. R. COUGILL, A. B.
Civics
Elementary Economics
Complete Arithmetic

*LEONA DAHLGREN,
First Typewriting

**LUCILLE DUNCAN, A. B.
Clothing I
Complete Geography

W. H. FASOLD, Ph. B.
Physics
Rural Sociology (2)

* Part time instructors
** Supervision of Women

MYRTA HARLOW, B. A.
English I (a) (2)
Elements of Literature

MABEL HENDERSON, B. A.
Rural School Methods (2)
Primary Methods (2)

F. W. JONES, B. S.
Didactics
Principles of Geography (2)

H. OSTERGAARD, M. A.
American Government (3)

*GRACE E. REYNOLDS, B. Mus.
Elementary Music (2)

J. H. TREFFZ, M. A.
Didactics I (2)
History of Education
American History I

*A. EFFIE VORHIS
First Penmanship

CHARLOTTE WILLIAMS
Elementary Handwork (3)
CHEROKEE

FRED D. CRAM, M. A., Director
Educational Tests and Measurements
Civics of Iowa and the United States (2d 6 weeks)

ETHEL ARSER
(2d 6 weeks)
Elementary Music (2)
First Music

ELSIE D. BYVANK
(1st 6 weeks)
Elementary Music (2)
First Music

HARRIET CRABB
Primary Handwork
Elementary Handwork (3)

PEARL G. CRUISE, M. A.
Primary Methods (Principles in Fundamentals)
Rural School Methods (2 classes last 6 weeks)

CHARLOTTE M. DAVIS, B. A.
American Government (2)
Civics of Iowa and the United States

C. E. DAY, M. A.
Didactics I (2 classes 2d 6 weeks)
Psychology I
School Organization and Control

ODESSA FARLEY, M. A.
English I (a) (2)
Complete Language and Grammar
Elements of Literature

H. L. EELLS, B. A., M. S.
Rural Sociology (2)

MINNIE L. BOURLAND
Elementary Handwork (2)

THORA COLLYER
(2d 6 weeks)
Physical Training (5)

MARTHA E. GILBERT
First Penmanship
Elementary Music (2)
Recreational Music
Glee Clubs

EDITH J. JORDAN, B. S.
Elements of Literature
English I (a) (2)
First Rhetorical Class Work (2)

EMMA OPPER, B. Ph.
Rural School Methods
Complete United States History
American Government
Primary Methods

L. J. GILLIS, M. A.
Rural School Methods (1st 6 weeks)
American Government (2) (2d 6 weeks)
First Algebra
1st Term Physics

NELSON L. HERSEY, B. A.
First Agriculture
Complete Arithmetic
Physiology
2d Term Physics (2d 6 weeks)

O. J. JERDE, B. A.
American History I (2)
Rural School Management
Rural Sociology

NONA ISOBEL JORDAN, B. S.
Elementary Economics
Complete United States History
First Domestic Science

CLARINDA

WILLIAM GUY PENCE, M. S.
Didactics I (3)
Rural School Management

N. H. RINGSTROM, B. A.
American Government (2)
American History I (2)

M. H. STEPHENS, A. B.
Physics (2)
Civics of Iowa and the United States

W. A. THALMAN, A. M.
Psychology I (2)
Child Psychology
School Organization and Control

ALICE THAYER, B. S.
Psychology I
Complete Arithmetic
First Algebra
Nature Study

E. L. WEAVER, M. A.
Principles of Geography (2)
Economics
Rural Sociology

MUSCATINE

JOHN R. SLACKS, B. Di., Director
School Organization and Control

EVA BURNET, B. A.
Principles of Geography
American History I
United States History

F. H. GILLILAND, B. A.
American Government (2)
Elementary Economics

ALTHEA MONTGOMERY, M. A.
English I (a) (2)
Elements of Literature

GLADYS SILSBY
Complete Language and Grammar
First Music

MRS. ELIZABETH TALCOTT, B. A.
Didactics I
Rural School Methods
Rural School Management
Elementary Didactics

T. J. TORMEY, B. S.
Psychology I (2)
Child Psychology
The Elementary School
H. P. TRUMBO, M. A.
1st Agriculture
Complete Arithmetic
1st Physics
Physiology

D. O. WILSON, B. A.,
Nature Study
Rural Sociology
American Industrial Development

EULALIE TURNER, B. S., B. A.
Primary Methods (Principles in Fundamentals)
Elementary Handwork
Primary Handwork
1st Penmanship

MARY JANE WYLAND, B. A.
Rural School Methods
Physical Training

F. D. MESNER, M. A.
Didactics I
English I
Rural School Management

GENEVIEVE STAUDT, M. A.
American History I
Rural Sociology
American Government

FACULTY COMMITTEES, 1927-28

I. Rotating Committees—Executive Service
Chairman’s name first, vice-chairman’s name second.


2. Curriculums and Courses of Study—Heads of Departments: S. A. Lynch, E. J. Cable, G. W. Walters, Ira S. Condit, M. R. Thompson, President. Student Seerley, Secretary, Registrar Cory. All requests for changes of a curriculum or the courses of any department for the next Circular published should be filed with the President who will transmit the same in duplicate to this Committee for consideration and report to the professor’s meeting for final hearing and action.


5. Student Loan Fund—E. W. Goetch, Bertha L. Patt, Winfield Scott, Dean of Woman, Dean of Men, College Secretary, the President.

6. Lectures and Entertainments—O. B. Read, O. R. Clark, H. L. Eells, College Secretary.


8. Auditing Committee—Secretary Benjamin Boardman, Chairman, Ex-Officio, Emma P. Lambert, Charles H. Bailey, May Smith, R. R. Hollingsworth.

II. Appointive Advisory Committees


III. Advisory Committees Determined by Regulations

1. Primary—Amy F. Arey, Ina Best, E. Grace Rait, May Smith, Alison E. Aitchison.
2. Kindergarten—Helen Waters.
8. Rural—Macy Campbell.
9. Major Studies—When selected by student.
   (2) Consolidated School Education, Normal Training High School Critic—Macy Campbell.
   (3) Teaching and Critic Training—Eva May Luse.
   (4) English, Public Speaking—S. A. Lynch.
   (5) Mathematics and Commercial Education—Ira S. Condit.
   (6) Latin and German—Frank Ivan Merchant.
   (7) French and Spanish—L. Lillehei.
   (9) Home Economics—Anna L. Leggett.
   (10) Natural Science—Agriculture, Biological Science, Earth Science—E. J. Cable.
   (11) Physics, Chemistry, Physical Science—Louis Begeman.
   (13) Physical Education—Monica R. Wild.
   (14) Coaching and Athletics—L. L. Mendenhall.
   (15) Public School Music—C. A. Fullerton.
   (1) Critic Training—Eva May Luse.
   (2) Other Special Work—G. W. Walters.

IV. Other Executive Committees

5. Hospital—The Health Director, The Hospital Director, The Dean of Women, The College Secretary, The Dean of Men, The President.
7. Transportation—Ira S. Condit, I. H. Hart, Benjamin Boardman.

9. Student Efficiency—Dean of Men, Dean of Women, Director of Health Service, Professors E. O. Finkenbinder, J. B. Paul, M. J. Nelson

The President.

V. Special Committees

1. The Student Welfare Committee—Ex-Officio, The Dean of Women, The Dean of Men and five members elected by Heads of Departments.


3. Committee on Publicity—R. W. Getchell, A. C. Fuller, L. L. Mendenhall, H. L. Eells, Benjamin Boardman.
GENERAL INFORMATION

Plan of Organization

1. 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.

2. Time of Enrollment—The enrollment day for each term is the Wednesday designated in the calendar, as the opening 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 $1.00 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.

3. Time of Residence—In order to receive a diploma from the college the student must complete at least 36 weeks or residence work here and obtain a full year of credit on the curriculum. All other requirements for graduation must, of course, be met. Credits earned in other standard institutions are accepted so far as these will apply on the student's curriculum. One-half of the Junior and Senior work must be earned with this institution and one-third of this work must be secured in residence. The student must be in residence during the term of graduation.

4. The Daily Program of Recitations and Work—

   Time of Recitation Periods—

   First hour ........................................ 8:00 a. m. to 8:55 a. m.
   Second hour ....................................... 9:00 a. m. to 9:55 a. m.
   Assembly in Auditorium .......................... 10:00 a. m. to 10:25 a. m.
   Third hour ........................................ 10:30 a. m. to 11:25 a. m.
   Fourth hour ....................................... 11:30 a. m. to 12:25 p. m.
   Recess period ..................................... 12:25 p. m. to 1:30 p. m.
   Fifth hour ........................................ 1:30 p. m. to 2:25 p. m.
   Sixth hour ......................................... 2:30 p. m. to 3:25 p. m.
   Seventh hour ...................................... 3:30 p. m. to 4:25 p. m.
   Eighth hour ........................................ 4:30 p. m. to 5:25 p. m.

5. Other Programs of the Week—

   1. Literary Societies, as arranged.
   2. Choral Union, Tuesday, as arranged.
   3. Lectures and Entertainments, 8:00 p. m. on dates selected.
   4. Athletic Sports and Games, as designated by the Athletic Board.
   5. Library hours, 7:30 a. m. to 9:30 p. m., Mondays to Fridays; 7:30 a. m. to 12:00 noon, Saturdays.

GENERAL REGULATIONS

1. Residence, Student Health, Assembly

   1. 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.
   2. 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 the 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.

3. An assembly of all Freshmen students is held on Mondays and Wednesdays and of other students on Fridays. Attendance at these exercises is expected, as much of the business of the college is announced and explained at this time.

II. EXPENSES AND FEES

1. Enrollment Fees and Tuition Rates

<table>
<thead>
<tr>
<th>Category</th>
<th>Regular</th>
<th>Soldiers</th>
<th>County Scholars</th>
<th>Students at Teaching Centers</th>
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<tbody>
<tr>
<td>Juniors and Seniors</td>
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<td>$30.00</td>
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<td>$27.50</td>
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<tr>
<td>Freshmen and Sophomores</td>
<td>$20.00</td>
<td>$4.17</td>
<td>$13.00</td>
<td>$15.00</td>
</tr>
</tbody>
</table>

3. In case the student withdraws from school because of 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 for rebate should be expected by persons who withdraw from the College for any other reason.

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

2. Laboratory Fees

(Paid to the College 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 materials and apparatus loaned for experiments.

2. Students in Zoology 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 materials they use, and own the work done. This is computed on the approximate cost.

4. Students in Domestic Science 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. All students, excepting those taking Special Music only, pay $1.50 per term, which includes free admission to public official lectures and entertainments that are provided each year, as well as free admission to Intercollegiate Athletic Games held on the Campus and a weekly Moving Picture Entertainment. The Gymnasium fee is included in $1.50, which is part of the enrollment fee given above.

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

3. Music Fees

1. Private lessons on instruments or in voice training are arranged by the term, one lesson a week. They are given by the special music teachers, at the rate of $1.50 a lesson. The fees for the lessons thus contracted by the student must be paid to the Secretary of the College.
GENERAL INFORMATION

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 at half rate. If more practice hours are taken, 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 may be rented for Class work in Supervisor's Violin at $3.00 per term, other instruments, $1.00 per term.

5. Piano Class Fees per term are: Normal Piano Methods, $10.00; Piano Class Instruction I, $10.00 and Piano Class Instruction II, $5.00.

4. Diploma Fees

1. The diploma fee is $2.00 for Two-year Curriculum and $5.00 for Bachelor of Arts or the Bachelor of Science or Master of Didactics.

2. The fee for a department 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 diploma fee is paid during the term of graduation.

5. Locker Fees

Private lockers are rented to students at the rate of twenty-five cents a term with seventy-five cents deposit for key. The deposit is repaid to the student when the key is returned.

6. Medical Service Fee

Medical advice and medicine is 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 fees given above.

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 College Secretary, subject to the executive control of the President. Patients are admitted on the following terms and conditions:

1. Fees for Hospital privileges are as follows: For students in the wards, $1.75 per day; for members of the faculty, wards, $2.25 per day, and room without bath, $4.00 per day.

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.

III. SCHOLARSHIPS

1. Soldiers and Sailors—All honorably discharged soldiers, sailors and marines of the United States are allowed $40.00 per nine months on the enrollment fee during the entire time of attendance.

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

3. 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 outside of actual attending school.

IV. EXTENSION SERVICE

The Extension Service of the Teachers College includes such educational endeavors as can be carried on by the members of the resident Faculty in addition to their regular service performed at the institution together with those of certain persons assigned on full time to extension work. Other qualified instructors not directly connected with the institution are also occasionally employed for service.

The undertakings planned for the college year involve the following activities:

1. Schools Service—Special lines of service directly applying to rural school, grade school and high school conditions through conferences and personal observations in the classrooms are offered each term. Correspondence regarding any form of Extension Service should be addressed to the Director of Extension.

2. General Study Center Service—General Study Centers are held on Saturdays at suitable places in the state. In these meetings members of the Extension Faculty give instruction in subjects suitable to the teachers present.

3. Credit Class Work—Classes for credit work are organized for the study of certain prescribed courses wherever there are a sufficient number of teachers properly qualified who agree to pursue the course selected.

4. Correspondence Study—Enrollments for correspondence study are accepted under regulations adopted by the Faculty for those with one year of college credit.

V. COLLEGE ORGANIZATIONS

These are societies organized with the approval and co-operation of the Faculty for literary work, religious culture, social training and special study and investigation.

1. The Men's Incorporated Literary Societies:
   - The Philomathean
   - The Aristotelian
   - The Orio

2. The Women's Incorporated Literary Societies:
   - The Alpha
   - The Shakespearcan
   - The Cliosophic
   - The Neotrophian
   - The Zetalethean
   - The Margaret Fuller Ossoli
GENERAL INFORMATION

3. Department Clubs:
The Professional Club
The English Club
The Science Club
The Mathematics Club
The Social Science Club
The Cercle Francais
The Home Economics Club
The Dramatic Club

4. Music Organizations:
The Men's Glee Clubs—
The Minnesingers
The Troubadours
The Women's Glee Clubs—
The Cecilians
The Bel Cantos
The Enterpeans
The College Band
The Junior Band
The College Orchestra

5. Religious Organizations:
The Young Men's Christian Association
The Young Women's Christian Association
Lutheran Students' Association
Catholic Students' Association of America
The Students' Volunteer Band
The Geneva Circle

6. General Organizations:
The Student Council
The T. C. Club
Local Unit, N. E. A.
Local Unit, I. S. T. A.
Forensic League

7. Honor Organizations:
Kappa Delta Pi—Superior scholarship
Delta Sigma Rho—Forensics for Men and Women
Theta Alpha Phi—Dramatic Capability

VI. FACULTY ORGANIZATIONS

In addition to the various department clubs previously listed, the following are voluntary organizations of members of the Faculty:

1. The Faculty Men's Club—An organization for special work and social purposes as may be decided by the members.

2. The College Club—An organization of the women members of the Faculty, for special work and social purposes as may be decided by the members.

VII. TRAINING IN ACTUAL TEACHING

The special province of the Teachers College is to train in capability and efficiency as well as to instruct in the knowledge necessary to be acquired. This service is performed in a laboratory called the training
school, where there is developed the proper attitude, spirit, and power. This laboratory consists of kindergartens, primary schools, intermediate grades, the Junior High School, the Senior High School, two consolidated schools and several rural demonstration schools. In these schools actual teaching, managing, and testing is accomplished. Every student completing a curriculum and receiving a diploma has had a specified amount of this practical experience and training as a part of the required work. Statements regarding the student's probable success are based upon scholarship, classroom work, personality and characteristics, and upon the skill and adaptability shown in the work of being trained by the actual teaching under criticism and supervision.

Pupils admitted to the training schools on the campus:
1. Those who reside in the Fourth Ward of the City of Cedar Falls.
2. Those who are residents of Independent Districts No. 3, No. 4, No. 5, and The Ideal District, Cedar Falls Township.
3. Those who pay a tuition fee of $3.00 a term for the privilege granted.

Training schools are also maintained for teachers at East Waterloo, West Waterloo, Mason City, Cherokee, Shenandoah, Jesup and Hudson, Iowa. Students in these schools spend one term entirely devoting their time to such development and instruction. They are regularly enrolled at the College and are detailed to such service by the Head of the Teaching Department.

VIII. PUBLIC LECTURES AND ENTERTAINMENTS

Students have the privilege of attending a splendid course of lectures, concerts and entertainments at a very nominal fee. Because of large attendance the cost to each person is very low. No better opportunities for such advantages are offered at any college. Arrangements for all entertainments and lectures are made by the Lecture Committee of the College and no individual or organization makes any profit. In this way students and Faculty pay only the actual cost.

IX. BOARDING AND LODGING

1. Dormitory—The College maintains a women's dormitory accommodating 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 rates determined by the Finance Committee. A guarantee of $10.00 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 College 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, one closet for clothing. Each room has a library table, 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 liable to be delayed by the railroad or in local delivery.

Note: Waiting lists for dormitory rooms are started as follows: Fall Term, 1927, May 5; Winter Term, October 5; Spring Term, 1928, January 5; Summer Term, 1928, March 5, 1928.

2. 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.

3. 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 a home than 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.

4. 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.

5. Transfer—Licensed taxis and omnibuses, under the supervision of the city authorities, meet passenger trains and convey persons to any place in the city. The taxi and baggage rates are determined by city ordinance. In cases of seemingly unreasonable charges report the case 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. This service reaches every part of the city.

6. 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.

There is always baggage needlessly lost by inexperienced travelers making errors at junction points, and as a consequence, unpleasant delays in its delivery at Cedar Falls. Hence, it is especially urged that all precaution possible be taken. If, for any reason, one’s baggage does not arrive at a junction at the same time as the passenger, and there is necessity to recheck it at this place, and at times also arrange for its being transferred, make all arrangements with the station agent, taking the number and description of the baggage check surrendered so the baggage can be more quickly traced should it not be forwarded promptly.

X. 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.

XI. TWELVE WEEKS NORMAL TRAINING

Students desiring twelve weeks normal training credit so as to secure teachers certificates when satisfactory examinations have been passed should observe the following facts:

1. Credits Required by State Board of Educational Examiners.
   A. Twelve weeks credit in "didactics".
   B. Twelve weeks credit in two other five-hour subjects.

2. Choice of Collegiate or Sub-Collegiate Work.
   A. Graduates of four-year approved high schools should select college subjects so as to have the credit used toward graduation in case the student should wish to finish a curriculum at some later period.
   B. Those who have not completed college entrance requirements will need to register for sub-collegiate work.

3. Didactic Subjects.
   By faculty action Management and Measurements, Elementary School Methods, Primary Methods, Didactics I, Consolidated School and Country Life, Psychology I and History and Principles of Education are "collegiate didactic subjects" and are reported as "didactics". Elementary Didactics, General Methods and Elementary Psychology are "sub-collegiate didactic subjects" which are also reported as "didactics".

4. Additional Work Required by Faculty Regulations.
   Students are required to take physical training each fall, winter and spring term.

Note:—The curriculums are so organized at the Iowa State Teachers College that students may earn Twelve Weeks Normal Training during the first term on any curriculum. The student may get most of the county certificate subjects during any term of the year providing she does not wish to begin work on a regular curriculum.

XII. SCHOOL CREDITS IN LIEU OF CERTIFICATE EXAMINATIONS

1. Agriculture, Domestic Science and Manual Training—Twelve weeks work in agriculture, domestic science and manual training (double work) at the Teachers College may be used as credit on the county certificate in lieu of the regular examinations, provided arrangements are made at the time that these subjects are taken.

2. Physics—Twenty-four weeks of physics at the Teachers College may be substituted for the certificate grade on a county certificate, providing suitable examination arrangements are made at the time the work is taken.

3. Didactics—Graduates of four-year courses in approved or accredited high schools may have the school grade in any "didactic subject" (see Twelve Weeks Normal Training) accepted by the county superintendent in lieu of the certificate examination in this subject.
4. Graduates of four-year courses in approved high schools may have twelve weeks of collegiate work in Rural School Methods, Rural School Management or Rural Sociology (see courses in social science) substituted for the examination in algebra, economics or physics for a first grade county certificate.

XIII. EXAMINATIONS FOR TEACHERS CERTIFICATES

The regular examinations for teachers certificates are held at the College on the same dates as in the various counties of the state. These examinations occur near the end of January, June, July and October of each year. All arrangements for the examination for county certificates are made at the College. Arrangements may be made with the State Board of Educational Examiners for examinations for five year state certificates and special certificates at the time of the regular examinations.

XIV. BUREAU OF RECOMMENDATIONS

The College maintains a bureau of recommendations for assisting its graduates and students in securing positions. We are usually able to assist students in securing desirable teaching positions. No charges whatever are made to the student or to school officials for rendering this assistance. About 300 superintendents visit the College each spring for the purpose of selecting teachers for the next year. No college in the state has equal advantages in placing its graduates.

XV. ADVISERS AND AMOUNT OF WORK

1. Every collegiate student with 14 or more units of acceptable college entrance credit must be classified on a definite curriculum. This classification determines the student's adviser. Sub-collegiate students have a committee of advisers. Those making up high school credits should consult in the registrar's office before registration each term.

2. Those past 21 years of age who have not completed full college entrance are classified as sub-collegiate students but may be permitted to take some college courses as special students.

3. Each student must consult with his adviser before registering for work. The registration card and the class card must be approved by the adviser.

4. Regular work consists of 15 credit hours per week. One extra hour may be permitted for the adjustment of courses. The adviser may permit one drill class of daily work in such courses as Elementary Drawing, Elementary Handwork, Elementary Music, Penmanship, Typewriting, etc., in addition to regular work.

5. New students are not permitted to carry more than that indicated above during the first two terms in attendance.

6. After the first two terms extra work may be permitted by the adviser or by the committee on registration, provided the scholarship record justifies this privilege and provided the drill is omitted.

7. All students except those classified on special music curriculums and teachers in service shall carry a minimum of ten hours of class work each term in addition to physical training unless released from this requirement by the committee on registration.

8. Students are not permitted to visit classes.

9. Students who are below an average of "M" for any term may not carry 15 hours of work the following term and engage in an outside activity which requires 3 or more hours per day.

XVI. CREDITS, GRADES, GRADE POINTS, ETC.

1. Students are required to attend classes regularly. Unavoidable absences may be excused by the dean of women or the dean of men, if
application for the excuse is made within five days after return to work. One-tenth of a term hour must be deducted from the credit for each unexcused absence.

2. Students who enroll late may not make up work for credit except by the approval of the committee on registration.

3. No work for which the student is registered may be discontinued except by securing a "change card" from the adviser. Private music work may be discontinued only by approval of the committee on registration.

4. The passing grades from highest to lowest are E, A, M and B. F, failure; C, conditioned; U, unfinished. Conditioned and unfinished work may be made up only during the first six weeks of the following term in residence. In case of a failure, credit may be obtained only by taking the work again in a regular class and meeting all requirements of the class.

5. Each student must have as many grade points as hours of credit needed for graduation. A grade of "E" gives 3 grade points per hour of credit, "A" gives 2 grade points per hour and "M" gives 1 grade point per hour. "B" does not give grade points.

6. Collegiate students having college entrance deficiencies must register at once for courses which can be used to remove the deficiency. All deficiencies must be removed during the first year in residence.

XVII. PHYSICAL TRAINING

All students are required to take physical training during the first six terms in attendance during the fall, winter and spring terms.

XVIII. UNSATISFACTORY WORK

1. Students who are registered for 5 or more hours of work and who fail to make credit in at least 5 hours of work for any term shall be suspended during the following term.

2. A student making less than a total of fifteen grade points in any two consecutive terms shall be suspended during the two following terms.

3. A student who has been suspended once because of low scholarship and has not made ten grade points in the first term after being re-admitted shall be suspended indefinitely.

4. Exceptions may be made in above regulations, if extenuating circumstances seem to justify such action.

XIX. OUTSIDE ACTIVITIES

1. An outside activity consists of any work or interest, for which the student is not registered, which requires a specific amount of time at stated periods.

2. Students are required to report all outside activities to the dean of women or the dean of men.

XX. COLLEGE PUBLICATIONS

1. Candidates for editor and business manager of The College Eye and Old Gold must have attained an average grade of "M" for the time enrolled.

XXI. ENTRANCE REQUIREMENTS

I. Admission to Collegiate Courses and Curriculums

1. Graduates of four year public high schools in the state and four year private academies or high schools approved by the Iowa Board on Secondary School Relations will be admitted to collegiate courses but are not admitted to a curriculum except as indicated below.
2. Full admission to any curriculum requires 15 units of acceptable secondary credit. Conditional admission is granted on 14 acceptable units.

3. When conditional admission to a curriculum is granted, the student must register at once for courses needed to remove the deficiency.

4. The outline below gives the required and acceptable units. For full details see "Defined Entrance Subjects" on the following pages.

**English** ........................................ 3 units required 4 units accepted
Mathematics ........................................ 4 units accepted
Algebra ........................................ 1 unit required
Geometry ........................................ 1 unit required
Social Science .................................. 1½ units required 4 units accepted
One Foreign Language .............................. 4 units accepted
Other Foreign Language ............................. 4 units accepted
Science (Natural, Physical) .................... 4½ units accepted
From above five groups .......................... 11 units required 15 units accepted
Other Subjects ..................................... 4 units accepted

**DEFINED ENTRANCE SUBJECTS**

Eleven units must be presented from Section A below with the limitations specified in each group. The four additional units may be accepted from these groups.

**Section A.** Eleven units required, 15 or more units accepted.

I. **English**—3 units required, 1 additional unit accepted.
The required 3 units must include one unit of rhetoric and composition, one unit of literature and may include ½ unit in grammar if taken within the third or fourth years of high school. The additional unit may include ½ unit of public speaking, argumentation, etc., but this may not be used for required work.

II. **Foreign Language**—1 unit to 8 units accepted.
1. Greek, Latin, French, Spanish, German, Scandinavian or other languages given in a standard secondary school.
2. Not less than 1 unit nor more than 4 units may be accepted in any one language.

III. **Social Science**—1½ units required, 2½ additional units accepted.
1. Ancient history ................................ ½ to 1 unit
2. Medieval and modern history ................. ½ to 1 unit
3. General history (but not in addition to 1 and 2 above) ........................................ ½ to 1 unit
4. English history ................................ ½ to 1 unit
5. U. S. history (only after completion of two full years of high school credit) ............ ½ to 1 unit
6. Civics, citizenship, community civics .......... ½ to 1 unit
7. Economics ........................................ ½ unit
8. Sociology ........................................ ½ unit

IV. **Mathematics**—2 units required, 2 additional units accepted.
1. Elementary algebra through quadratics required ........................................ 1 unit
2. Plane geometry required ........................................ 1 unit
3. Advanced algebra, third semester's work ........................................ ½ unit
4. Fourth semester algebra in senior year ........................................ ½ unit
5. Solid geometry .................................... ½ unit
6. Trigonometry ...................................... ½ unit

V. **Science (Natural and Physical)**—½ to 4½ units accepted.
1. Agriculture ........................................ ½ to 2 units
2. Astronomy ......................................... ½ unit
3. Botany ........................................... ½ to 1 unit
4. Chemistry, not less than ........................................ 1 unit
5. Geology ........................................................................ ½ unit
6. General science .......................................................... ½ to 1 unit
7. Physiography .............................................................. ½ to 1 unit
8. Physics, not less than .................................................... 1 unit
9. Physiology ....................................................................... ½ unit
10. Zoology ......................................................................... ½ unit

Section B. Four units accepted.
Four units are accepted for graduates of four year approved high schools in any subjects that have been used by the high school as credit toward graduation, provided the work is done in accordance with the regulations outlined by the Iowa Board on Secondary School Relations.

Notes
1. Not less than ½ unit of entrance credit may be accepted in any subject (½ unit may be accepted from schools organized on a 12 weeks basis), and not less than 1 unit in physics, chemistry or any foreign language.
2. Regular high school work shall consist of four subjects with five prepared recitations, or equivalent, per week in each. The recitation periods need to be not less than forty minutes in length and the laboratory periods twice this length.
3. If students are permitted to carry extra periods per week in penmanship, drawing, music, manual training, Bible, etc., no entrance credit is allowed for such work.
4. No entrance credit is allowed for work in physical training.
5. If a student completes high school work in less than four years, not more than 4 units may be allowed for the first year's work and not more than 5 units for any subsequent year.
6. No entrance credit is allowed for English grammar or U. S. history unless taken in the third or fourth year of high school. No entrance credit is allowed for arithmetic unless taken in the third or fourth year or after the completion of third semester algebra.
7. Any student with entrance deficiencies must register at once for courses which can be used to remove the deficiency. All deficiencies must be removed during the first year in residence.

XXII. REQUIREMENTS FOR GRADUATION
1. The student must fulfill all the requirements of his curriculum in order to receive a diploma.
2. No diploma is given unless the student has been in residence at this institution for a period of at least thirty-six weeks and has earned 45 term hours of college credit here.
3. As many grade points must be earned here as hours of credit required at this institution.
4. When within one year of graduation the student should make formal application for a statement of credits that are still required.
5. At the opening of the term of desired graduation a formal application for graduation should be made.

XXIII. LISTING CANDIDATES FOR GRADUATION
Any student whose number of grade points to be earned during the term of desired graduation exceeds the number earned in any one term may not be placed on the list for graduation at the end of the term except that any student who is registered for all required work and who has not over 20 grade points to make may be placed on the list for graduation at the end of the term,
XXIV. STATE TEACHERS CERTIFICATES FOR GRADUATES

1. Graduates from the Junior College curriculums and the Public Schools Music curriculum may receive a five year second-grade state teacher’s certificate when 18 years of age, if the credits include at least 3 hours in American government taken here.

2. Those who complete a Degree curriculum may receive a five year first grade state teacher’s certificate when 18 years of age, if the credits include at least 3 hours in American government taken here.

XXV. DEFINITIONS OF COLLEGE TERMINOLOGY

For the information of the students the definition of terms used in this bulletin and in business transactions with the faculty is here given.

Unit—This term applies to secondary work. A year’s work in any branch of study requiring five recitations a week of not less than forty minutes each for thirty-six weeks constitutes a unit. The laboratory subjects require extra periods.

Term Hour—A term hour of credit represents one prepared recitation of college work per week, or the equivalent, for a term of twelve weeks.

Registration—This term is used to designate the weekly school work assigned to the student by the adviser. Fifteen hours per week with one additional hour for adjustments and the required physical training constitutes regular work. Five hours per week of additional work in certain so-called sub-collegiate drill subjects such as drawing, music, penmanship, typewriting, etc., may be permitted by the adviser.

Grade Point—Grade points are awarded on each hour of credit according to the grade of scholarship attained. As many grade points as hours of credit required at this institution are necessary for graduation from any curriculum.

Course—A course means a subject, or portion of a subject, as outlined in this bulletin for twelve weeks’ work in one line.

Curriculum—This means the full quantity and quality of work that is accepted as evidence of qualifications for a diploma.

The Major—This expression is used to show the more prominent line of work pursued by the student on a Degree curriculum. The major consists of not less than 40 nor more than 60 hours. The maximum credit in the student’s major and any other major line (not the student’s minor) in the same group may not exceed 60 hours.

The Minor—This term is used to indicate the line of work pursued by the student that is second in prominence. The minor consists of not less than 20 nor more than 30 hours in a major line. If the student’s major and minor are in the same group the combined credit may not exceed 75 hours.
CURRICULUMS
at the
IOWA STATE TEACHERS COLLEGE

I. THE JUNIOR COLLEGE CURRICULUMS.

Notes
a. Unless otherwise indicated in the notes under each curriculum, no electives may include credits from the Departments of Education, Rural Education or Teaching and not more than 10 hours may be used in any major line (see description of courses on the following pages) except that 15 hours may be used in foreign language.

b. To secure a state teacher's certificate without an examination, the credits must include at least 3 hours of American Government taken here.

1. Kindergarten Education Diploma.

Suggestive Outline Showing Required Courses

First Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>5</td>
</tr>
<tr>
<td>K. Theory I</td>
<td>3</td>
</tr>
<tr>
<td>Fresh. Elective</td>
<td>5</td>
</tr>
<tr>
<td>English I</td>
<td>5</td>
</tr>
<tr>
<td>Psychology II, III or IV</td>
<td>5</td>
</tr>
<tr>
<td>K. Theory III</td>
<td>2</td>
</tr>
<tr>
<td>Fresh. Electives</td>
<td>3</td>
</tr>
<tr>
<td>Fresh. Elective</td>
<td>5</td>
</tr>
<tr>
<td>Physical Training each term</td>
<td></td>
</tr>
</tbody>
</table>

Second Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>K. Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>K. Teach. and Crit.</td>
<td>5</td>
</tr>
<tr>
<td>First Music</td>
<td>2</td>
</tr>
<tr>
<td>K. Teach. and Crit.</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Physical Training each term</td>
<td></td>
</tr>
</tbody>
</table>

Notes
1. 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.
2. The Consolidated School and Country Life may be substituted for credit from Section B in Education.

2. Primary Education Diploma.

Suggestive Outline Showing Required Courses

First Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pri. Methods</td>
<td>5</td>
</tr>
<tr>
<td>Psychology I</td>
<td>5</td>
</tr>
<tr>
<td>First Music</td>
<td>2</td>
</tr>
<tr>
<td>Pri. Handwork</td>
<td>3</td>
</tr>
<tr>
<td>Pri. and K. Music</td>
<td>2</td>
</tr>
<tr>
<td>Pri. Illust. Teach.</td>
<td>2</td>
</tr>
<tr>
<td>Fresh. Elective</td>
<td>5</td>
</tr>
<tr>
<td>Pri. Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>English I</td>
<td>5</td>
</tr>
<tr>
<td>Physical Training each term</td>
<td></td>
</tr>
</tbody>
</table>

Second Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pri. Teach and Crit.</td>
<td>15</td>
</tr>
<tr>
<td>Edc. Sec. B (note 3)</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td>13</td>
</tr>
<tr>
<td>K. Theory for Pri. Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>Physical Training each term</td>
<td></td>
</tr>
</tbody>
</table>

1. 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.
Notes

1. One section of the class will follow above outline and other sections will vary the outline so as to distribute the work in the different departments.

2. 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.

3. Five hours may be elected from Section A in Education or Section A in Rural Education. The Consolidated School and Country Life may be substituted for credit from Section B in Education.

3. Elementary Education Diploma.

   A. (For teachers in the Intermediate Grades.)

   Suggestive Outline Showing Required Courses

   **First Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>First Music</td>
<td>2 hr.</td>
</tr>
<tr>
<td>Drawing I</td>
<td>2½ hr.</td>
</tr>
<tr>
<td>El. Sch. Methods</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Music for Upper Grades</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Drawing II or Gen. Design</td>
<td>2½ hr.</td>
</tr>
<tr>
<td>Prin. of Geog. I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Hist. and Prin. of Educ.</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Prin. of El. Math</td>
<td>5 hr.</td>
</tr>
<tr>
<td>English I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
</tr>
</tbody>
</table>

   **Second Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Government</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Penmanship, Credit Required</td>
<td></td>
</tr>
<tr>
<td>Sci. Elective (note 2)</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Elem. of Literature</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
</tbody>
</table>

   **Notes**


   2. The Science elective must be chosen from Botany, 5 hours, Everyday Physical Science, Hygiene and Sanitation (a) and Nature Study.

   3. The Department may release the student from penmanship, if suitable proficiency is shown in this line.

   B. (For teachers in the Upper Grades.)

   Suggestive Outline Showing Required Courses

   **First Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Prin. of Geog. I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Prin. of El. Math</td>
<td>5 hr.</td>
</tr>
<tr>
<td>El. Sch. Methods</td>
<td>5 hr.</td>
</tr>
<tr>
<td>English I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>First Music or Music for Upper Grades</td>
<td>2 or 3 hr.</td>
</tr>
<tr>
<td>Drawing I</td>
<td>2½ hr.</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
</tbody>
</table>

   **Notes**

   * The Consolidated School and Country Life may be substituted for this course.
Second Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>10 hr.</td>
</tr>
<tr>
<td>Edu. (note 1)</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>10 hr.</td>
</tr>
</tbody>
</table>

Physical Training each fall, winter and spring term.

Notes


2. 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.

3. Students who wish to prepare for departmental work in the upper grades should complete more than a two year curriculum and should make suitable preparation in the field of specialization. Those who wish to teach in junior high schools should have four years of college preparation.

4. Rural and Consolidated School Education.

First Year—Rural Teacher Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactics I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Am. Government</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Prin. of El. Math.</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Rural Practice</td>
<td>3 hr.</td>
</tr>
<tr>
<td>First Music</td>
<td>2 hr.</td>
</tr>
<tr>
<td>Prin. of Geog. I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Fresh. Elective</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Illust. Teaching, Credit Required</td>
<td></td>
</tr>
</tbody>
</table>

Physical Training each fall, winter and spring term except during the term the student is registered for Rural Practice.

Second Year—Consolidated School Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Teaching</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Penmanship, Credit Required</td>
<td></td>
</tr>
<tr>
<td>The Consolidated Sch. and Country Life</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Sel. Elective (note 2)</td>
<td>5 hr.</td>
</tr>
</tbody>
</table>

Physical Training each fall, winter and spring term.

Notes

1. Those who complete the first year's work may receive a Rural Teacher Diploma.

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

3. The Department may release the student from penmanship, if suitable proficiency is shown in this line.


Suggestive Outline Showing Required Courses

First Year—44 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry X</td>
<td>5 hr.</td>
</tr>
<tr>
<td>English I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Drawing and Design</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Home and Com. Hygiene</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Psychology I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Clothing I</td>
<td>4 hr.</td>
</tr>
<tr>
<td>Applied Design</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Fresh. Elective</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Illust. Teaching, Credit Required</td>
<td></td>
</tr>
</tbody>
</table>

Physical Training each fall, winter and spring term.
CURRICULUMS

Second Year—46 Term Hours

Food Prep. II .................................................. 5 hr.  Teaching .................................................. 5 hr.
House Planning ................................................. 3 hr.  House Furn. and Dec. ......................... 3 hr.
Physiology I (b) ................................................ 5 hr.  Electives .................................................. 7 hr.
Elective .......................................................... 5 hr.
Teaching .................................................. 2 hr.
Educ., Sec. A (note 1) .................................. 5 hr.
Electives .................................................. 8 hr.
Physical Training each fall, winter and spring term.

Notes
1. The student should distribute the electives so as to make preparation to teach as many other lines as possible.
2. The Consolidated School and Country Life may be substituted for 5 hours from Section A in Education.


Suggestive Outline Showing Required Courses

First Year—45 Term Hours

Psychology I .................................................. 5 hr.  Psychology II, III, IV or V ......................... 5 hr.
Woodwork I .................................................. 3 hr.  Woodwork II ........................................... 2 hr.
English I .................................................. 5 hr.  Fresh. Elective ........................................... 5 hr.
Educ., Sec. A or Rural Educ. ........................................ 5 hr.
Mech. Drawing III ........................................... 3 hr.
Woodwork III .................................................. 2 hr.
General Design .................................................. 3 hr.
Sheet Metal Work I ........................................... 2 ½ hr.
Art Teaching, Credit Required
Physical Training each fall, winter and spring term.

Second Year—45 Term Hours

Woodwork IV .................................................. 5 hr.  Org. and Admin. of Man'l Arts ....................... 3 hr.
Teach. Man'l Arts ............................................ 5 hr.  Teaching .................................................. 5 hr.
Teaching .................................................. 5 hr.  Elective .................................................. 4 hr.
Perspective .................................................. 2 ½ hr.
Educ., Sec. B (note 2) .................................. 5 hr.
Electives .................................................. 10 hr.
Physical Training each fall, winter and spring term.

Notes
1. Five hours may be elected from courses in manual arts.
2. The Consolidated School and Country Life may be substituted for 5 hours from Section B in Education.

7. Art Education Diploma.

Suggestive Outline Showing Required Courses

First Year—45 Term Hours

Psychology I .................................................. 5 hr.  Psychology II, III, IV or V ......................... 5 hr.
Drawing I .................................................. 2 ½ hr.  Drawing II ........................................... 2 ½ hr.
Mech. Drawing I ................................................. 2 hr.  Perspective ........................................... 2 ½ hr.
Fresh. Elective .................................................. 5 hr.
Educ. Sec. A or Rural
Educ. Sec. A .................................................. 5 hr.
Gen. Design .................................................. 3 hr.
Water Color .................................................. 2 ½ hr.
English I .................................................. 5 hr.
Art Teaching, Credit Required
Physical Training each fall, winter and spring term.

Second Year—45 Term Hours

Educ. Sec. B (note 1) .................................. 5 hr.  Applied Arts I ........................................ 2 ½ hr.
Teach. Man'l Arts ............................................ 5 hr.  Com'l Illustration .................................... 2 ½ hr.
Teaching .................................................. 5 hr.  Teaching .................................................. 5 hr.
Elective .................................................. 5 hr.
Art Appreciation ........................................... 5 hr.
Applied Arts II ............................................ 3 hr.
Electives .................................................. 7 hr.
Physical Training each fall, winter and spring term.
1. The Consolidated School and Country Life may be substituted for 5 hours from Section B in Education.


**Suggestive Outline Showing Required Courses**

**First Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>5</td>
</tr>
<tr>
<td>English I</td>
<td>5</td>
</tr>
<tr>
<td>Acct. A or I</td>
<td>5</td>
</tr>
<tr>
<td>Penmanship, Credit Required</td>
<td></td>
</tr>
<tr>
<td>Typewriting, Credit Required</td>
<td></td>
</tr>
<tr>
<td>Educ., Sec. A or Rural Educ., Sec. A</td>
<td>5</td>
</tr>
<tr>
<td>Acct. II or Elective</td>
<td>5</td>
</tr>
<tr>
<td>Shorthand I</td>
<td>5</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
</tbody>
</table>

**Second Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Com'l and Indus. Geog.</td>
<td>5</td>
</tr>
<tr>
<td>Com'l Law</td>
<td>5</td>
</tr>
<tr>
<td>Educ., Sec. B (note 2)</td>
<td>5</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Illust. Teaching, Credit Required</td>
<td>5</td>
</tr>
<tr>
<td>Typewriting, Credit Required</td>
<td></td>
</tr>
<tr>
<td>Com'l Corresp.</td>
<td>5</td>
</tr>
<tr>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

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

2. The Consolidated School and Country Life may be substituted for Section B in Education.

9. Public School Music Diploma. (See Special Music Curriculums.)

**II. DEGREE CURRICULUMS.**

**Notes**

a. Each student must choose a major before entering upon the work of the junior year and the electives must be chosen so as to comply with the distribution required for a major and a minor.

b. The maximum amount of credit in the student’s major is 60 hours. The maximum in the minor is 30 hours. When the major and minor are in the same group, the maximum in the major and minor is 75 hours.

c. Except in the major and minor, the professional work and physical science, not more than 30 hours may be used in any major line. Physical science (composed of physics and chemistry combined) cannot be used as a minor and the maximum credit is 30 hours in each of the two sciences unless physical science is the student’s major.

d. The maximum credit in the student’s major and any other major line (not the student’s minor) in the same group may not exceed 60 hours.

e. Coaching and Athletics, Kindergarten Education, Physical Science, Primary Education or Public School Music may not be used as a minor.

f. Twenty hours of the work of the major shall not be open to freshmen and 10 hours of the work of the major shall consist of courses open only to juniors and seniors.

g. At least 90 hours of the credit required for a degree shall be in courses not open to freshmen and at least 45 hours shall be in courses open only to juniors and seniors.

h. To secure a state teacher’s certificate without an examination in “government and constitution” the credits must include at least 3 hours in American Government taken here.
THE DEGREE CURRICULUM

1. The Degree Bachelor of Arts in Education.

A. For Teachers of Various High School Subjects.

Suggestive Outline Showing Required Courses

<table>
<thead>
<tr>
<th>Freshman Year—45 Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foreign Language</strong> ------ 5 hr.</td>
</tr>
<tr>
<td><strong>English I</strong> -------------- 5 hr.</td>
</tr>
<tr>
<td><strong>Fresh. Elective</strong> ------ 5 hr.</td>
</tr>
</tbody>
</table>

Fresh. Electives are 10 hr. Fresh. Electives are 10 hr.

Physical Training each fall, winter and spring term.

<table>
<thead>
<tr>
<th>Sophomore Year—45 Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Psychology I</strong> ---------- 5 hr.</td>
</tr>
<tr>
<td><strong>Electives</strong> --------------10 hr.</td>
</tr>
<tr>
<td><strong>Psychology V, VI, VII, IX or X</strong> 5 hr.</td>
</tr>
</tbody>
</table>

Electives are 10 hr. Electives are 10 hr.

Physical Training each fall, winter and spring term.

<table>
<thead>
<tr>
<th>Junior Year—45 Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educ., Sec. B</strong> ------- 5 hr.</td>
</tr>
<tr>
<td><strong>Educ., Sec. C</strong> ------- 5 hr.</td>
</tr>
<tr>
<td><strong>Electives</strong> ------------ 10 hr.</td>
</tr>
</tbody>
</table>

Educ., Sec. C are 5 hr.

Electives are 10 hr.

Illust. Teaching, Credit Required.

<table>
<thead>
<tr>
<th>Senior Year—45 Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong> ------------- 5 hr.</td>
</tr>
<tr>
<td><strong>Teaching</strong> ----------- 5 hr.</td>
</tr>
<tr>
<td><strong>Electives</strong> --------- 15 hr.</td>
</tr>
<tr>
<td><strong>Electives</strong> --------- 10 hr.</td>
</tr>
</tbody>
</table>

Notes

1. With the consent of the adviser the foreign language may be delayed until the sophomore year.

2. The electives must include 5 hours of Literary English, 5 hours of Constructive English, 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. Course VI in Rural Education may be substituted for 5 hours from Section A or Section B in Education. Credit from Courses IV, V, VII, VIII or IX in Rural Education may be substituted for credit from Section C in Education.
# THE DEGREE CURRICULUM

## B. For Teachers of Physical Education.

### Suggestive Outline Showing Required Courses

<table>
<thead>
<tr>
<th>Freshman Year—45 Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foreign Language</strong></td>
</tr>
<tr>
<td><strong>English I</strong></td>
</tr>
<tr>
<td><strong>Physics XIV</strong></td>
</tr>
<tr>
<td>1 or Public Speaking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year—45 Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anatomy I</strong></td>
</tr>
<tr>
<td><strong>Psychology I</strong></td>
</tr>
<tr>
<td><strong>Elective</strong></td>
</tr>
<tr>
<td>Medical Interpretation</td>
</tr>
</tbody>
</table>

### Junior Year—45 Term Hours

| **Phys. Educ. IV** | 2 hr. | **Cor. Gym. and Massage** | 3 hr. | **Educ. Sec. B** | 3 hr. |
| **Phys. Diagnosis** | 3 hr. | **Hygiene and San. (a)** | 5 hr. | **Elective** | 3 hr. |
| **Teaching** | 5 hr. | **First Aid to Injured** | 3 hr. | Illust. Teaching, Credit Required |
| 3 hr. | **Physical Training** |

### Senior Year—45 Term Hours

| **Educ., Sec. C** | 3 hr. | **Teaching** | 5 hr. | **Physiology of** |
| **Elective** | 5 hr. | **Elective** | 5 hr. | **Exercise** | 3 hr. |
| Sch. Health Problems | 2 hr. | Physical Training |

### Notes

1. The electives must include 5 hours of Literary English, 5 hours of Constructive English and 15 hours of Social Science.
2. To secure a state teacher's certificate without an examination in "government and constitution", the student must have at least 3 hours credit in American Government taken here.
3. Course VI in Rural Education may be substituted for 5 hours from Section A or Section B in Education. Credit from Courses IV, V, VII, VIII or IX in Rural Education may be substituted for credit from Section C in Education.
4. Not more than 30 hours may be used in any major line of work unless it constitutes the student's major.
THE DEGREE CURRICULUM

2. The Degree Bachelor of Science in Education.

A. For Teachers of Home Economics.

Suggestive Outline Showing Required Courses

Freshman Year—44 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry X</td>
<td>5</td>
</tr>
<tr>
<td>Textiles</td>
<td>2</td>
</tr>
<tr>
<td>Drawing and Design</td>
<td>3</td>
</tr>
<tr>
<td>English I</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry XI</td>
<td>5</td>
</tr>
<tr>
<td>Clothing I</td>
<td>4</td>
</tr>
<tr>
<td>Applied Design</td>
<td>3</td>
</tr>
<tr>
<td>Home and Com.</td>
<td></td>
</tr>
<tr>
<td>Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>Physical Training each fall, winter and spring term.</td>
<td></td>
</tr>
</tbody>
</table>

Sophomore Year—46 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Prep. II</td>
<td>5</td>
</tr>
<tr>
<td>House Planning</td>
<td>3</td>
</tr>
<tr>
<td>Physiology I (b)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry XIII</td>
<td>5</td>
</tr>
<tr>
<td>Biology I (b)</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry XII</td>
<td>3</td>
</tr>
<tr>
<td>Household Physics</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>5</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>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prin. of Economics I</td>
<td>5</td>
</tr>
<tr>
<td>Costume Design</td>
<td>3</td>
</tr>
<tr>
<td>Child-Care</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Food Marketing</td>
<td>2</td>
</tr>
<tr>
<td>Meal Planning</td>
<td>3</td>
</tr>
<tr>
<td>Home Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Bacteriology</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Psychology V, VI, VII, IX or X</td>
<td>5</td>
</tr>
<tr>
<td>Social Problems</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
</tr>
<tr>
<td>Illust. Teaching, Credit Required</td>
<td></td>
</tr>
</tbody>
</table>

Senior Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Home Management</td>
<td>5</td>
</tr>
<tr>
<td>Methods in H. E.</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Food and Dietetics</td>
<td>3</td>
</tr>
<tr>
<td>Millinery</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>*H. E. Elective</td>
<td>3</td>
</tr>
<tr>
<td>Educ. Sec. C</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
</tr>
</tbody>
</table>

Notes

1. The electives must include 5 hours of Literary English, 5 hours of Constructive English and 10 hours of History and Government.
2. Students who omit foreign language must earn 5 hours of additional credit in Literary English.
3. To secure a state teacher's certificate without an examination in "government and constitution," the student must have at least 3 hours credit in American Government taken here.
4. Not more than 30 hours may be used in any major line of work unless it constitutes the student's major.
5. Credit from Courses IV, V, VII, VIII or IX in Rural Education may be substituted for credit from Section C in Education.

* Chosen from Advanced Dietetics, The School Lunch or Experimental Cooking.
IOWA STATE TEACHERS COLLEGE

THE DEGREE CURRICULUM

B. For Directors of Coaching and Athletics.

Suggestive Outline Showing Required Courses

**Freshman Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th. of Football I</td>
<td>3 hr.</td>
</tr>
<tr>
<td>or II</td>
<td></td>
</tr>
<tr>
<td>First Aid to Injured</td>
<td>2 hr.</td>
</tr>
<tr>
<td>English I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Fresh. Elective</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Th. of Basketball I or II</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Physiology I (a)</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Fresh. Electives</td>
<td>7 hr.</td>
</tr>
</tbody>
</table>

**Sophomore Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th. of Football I</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Psychology I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>7 hr.</td>
</tr>
<tr>
<td>Th. of Basketball I or II</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Psychology V-VI</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>7 hr.</td>
</tr>
<tr>
<td>Th. of Track I</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Educ. Sec. A or Rural Educ. Sec. A</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>7 hr.</td>
</tr>
</tbody>
</table>

**Junior Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th. of Swimming</td>
<td>2 hr.</td>
</tr>
<tr>
<td>Teaching</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>7 hr.</td>
</tr>
<tr>
<td>Th. of Basketball III</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Th. of Track II</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Th. of Track I</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Or. and Adm. of Athletics</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Educ. Sec. C</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>7 hr.</td>
</tr>
</tbody>
</table>

**Senior Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th. of Gymnastics</td>
<td>2 hr.</td>
</tr>
<tr>
<td>Educ. Sec. C</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>7 hr.</td>
</tr>
<tr>
<td>Th. of Basketball III</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Th. of Track II</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Th. of Track I</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Th. of Track I</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>7 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>7 hr.</td>
</tr>
</tbody>
</table>

**Notes**

1. The electives must include 5 hours of Literary English, 5 hours of Constructive English, 15 hours of Social Science and 20 hours of Science and Mathematics. The electives may include additional courses in the Theory of Athletics or any other courses that are open to the student at the time these courses are desired.
2. Students who omit foreign language must earn 5 hours of additional credit in Literary English.
3. To receive a state teacher's certificate without an examination in 'government and constitution' the student must have at least 3 hours credit in American Government taken here.
4. Course VI in Rural Education may be substituted for 5 hours from Section A or Section B in Education. Credit from Courses IV, V, VII, VIII or IX in Rural Education may be substituted for credit from Section C in Education.
5. Not more than 30 hours may be used in any major line of work unless it constitutes the student's major.
6. Each student is urged to take Anatomy, Hygiene and Sanitation, History of Physical Education and Corrective Gymnastics and Massage.
5. Majors may be selected from the following:

a. The Professional Group.
   1. Psychology.
   2. Education.
   3. Consolidated School Education.
   6. *Primary Education
   7. *Kindergarten Education.

b. The English and Public Speaking Group.
   1. English.
   2. Public Speaking.

c. The Foreign Language Group.
   1. French.
   2. German.
   3. Latin.
   4. Spanish.

d. The Science and Mathematics Group.
   1. **Agriculture.
   2. Biological Science.
   3. Chemistry.
   4. Earth Science.
   5. Mathematics.

e. The Social Science Group.
   1. Economics.
   2. Government.
   3. History.

   1. Art.
   2. **Commercial Education.

g. Coaching and Athletics, Home Economics and Physical Education.
   1. *Coaching and Athletics.
   2. **Home Economics.
   3. Physical Education.

Notes

1. For required courses with all majors see the outline for the degree Bachelor of Arts in Education.
2. Greek may be selected for a minor as may also Elementary Latin beginning with Elementary Latin IV.

6. The Degree Master of Didactics.

Any student holding a Bachelor's degree from a standard college or university, presenting 15 units of secondary credit and four full years of collegiate credit, is admitted on such credentials to special work in the Teachers College. After thirty-six weeks of attendance such a student may secure the degree, Master of Didactics, for the completion of a full year of standard college work from courses not open to freshmen which are approved by the student's adviser.

* These may not be selected for a minor.
** These majors lead to the degree Bachelor of Science in Education.
Note
Graduates of standard four year colleges are permitted to take any courses they may desire for individual improvement.

III. SPECIAL MUSIC CURRICULUMS.

1. Public School Music Education Diploma.

Suggestive Outline Showing Required Courses

<table>
<thead>
<tr>
<th>First Year—45 Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music I __________ 3 hr.</td>
</tr>
<tr>
<td>English I __________ 5 hr.</td>
</tr>
<tr>
<td>Voice __________ 1 hr.</td>
</tr>
<tr>
<td>Piano __________ 1 hr.</td>
</tr>
<tr>
<td>Fresh. Elective __________ 10 hr.</td>
</tr>
<tr>
<td>Theory of Music __________ 3 hr.</td>
</tr>
<tr>
<td>Voice __________ 1 hr.</td>
</tr>
<tr>
<td>Piano __________ 1 hr.</td>
</tr>
<tr>
<td>Fresh. Electives __________ 10 hr.</td>
</tr>
</tbody>
</table>

Physical Training each fall, winter and spring term.

<table>
<thead>
<tr>
<th>Second Year—45 Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmony I __________ 3 hr.</td>
</tr>
<tr>
<td>Music Methods I __________ 3 hr.</td>
</tr>
<tr>
<td>Psychology I __________ 5 hr.</td>
</tr>
<tr>
<td>Elective __________ 5 hr.</td>
</tr>
<tr>
<td>Harmony II __________ 3 hr.</td>
</tr>
<tr>
<td>Music Methods II __________ 3 hr.</td>
</tr>
<tr>
<td>Conducting __________ 2 hr.</td>
</tr>
<tr>
<td>Psychology II, III, IV or V __________ 5 hr.</td>
</tr>
<tr>
<td>Elective __________ 2 hr.</td>
</tr>
<tr>
<td>Educ., Sec. A or Rural</td>
</tr>
<tr>
<td>Educ., Sec. A __________ 5 hr.</td>
</tr>
<tr>
<td>Hist. of Music I __________ 2 hr.</td>
</tr>
<tr>
<td>Electives __________ 8 hr.</td>
</tr>
<tr>
<td>Hist. Teaching, Credit</td>
</tr>
<tr>
<td>Required</td>
</tr>
<tr>
<td>Training each fall, winter and spring term.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year—45 Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist. of Music II __________ 3 hr.</td>
</tr>
<tr>
<td>Educ., Sec. B __________ 5 hr.</td>
</tr>
<tr>
<td>Teaching __________ 3 hr.</td>
</tr>
<tr>
<td>Teaching __________ 2 hr.</td>
</tr>
<tr>
<td>Electives __________ 12 hr.</td>
</tr>
<tr>
<td>Electives __________ 10 hr.</td>
</tr>
<tr>
<td>Music Appreciation I __________ 3 hr.</td>
</tr>
</tbody>
</table>

Notes

1. The electives must include 6 hours of credit in Applied Music (Voice, Piano, Organ, Violin or other orchestral instruments) and may include a total of 15 hours in Public School Music, 12 hours in Applied Music and 10 hours from Section C in Education.

2. Course VI in Rural Education may be substituted for 5 hours from Section A in Education or from Section B in Education.

3. Not more than 15 hours may be taken in any major line except as indicated in note 1 above.

4. To secure a state teacher’s certificate without an examination in “government and constitution” the student must have at least 3 hours in American Government taken here.

2. Special Music Diplomas.

Conditions of Admission—Students are admitted to these special music curriculums on liberal terms as to preparatory training and are encouraged to begin early enough to develop the skill and capability for professional artistic success that are so notably demanded in teachers of this kind.

Conditions of Graduation—A special Music Diploma will be awarded to such persons as complete satisfactorily any one of the curriculums here outlined, it being understood that skill and capability as musicians are also qualities to be attained. On account of these conditions the exact time required to complete any one of the curriculums cannot be stated in school years. The candidate must have sufficient proficiency in the special line chosen to secure the recommendation of the professor in charge of the work in order to apply for graduation.
A. Voice, Piano, Organ

The requirements for graduation include:
1. Two lessons per week for at least two years in the major study.
2. A satisfactory public performance in recital in the major study.
3. Two years of a minor study in music (Voice, Piano, Organ or any of the instruments taught in the Orchestral Department).
4. Music I—3 hours.
5. Theory of Music—3 hours.
6. Harmony—12 hours.
7. Music History—7 hours.
8. Five hours of regular class room work each term.
9. At least 45 hours of college credit in addition to full entrance to a collegiate curriculum at this institution.
10. Physical training each fall, winter and spring term in attendance until 6 term credits have been secured.

B. Violin

The requirements for graduation include:
1. Two lessons per week for at least two years in Violin.
3. Two years of Piano.
4. Theory of Music—3 hours.
5. Harmony—12 hours.
6. Music History—7 hours.
7. Five hours of regular class room work each term.
8. At least 45 hours of college credit in addition to full entrance to a collegiate curriculum at this institution. These electives may include counterpoint.
9. Orchestra and Ensemble each term enrolled.
10. Physical training each fall, winter and spring term in attendance until 6 term credits have been secured.

C. Viola, Cello, Bass, Harp

The requirements for graduation are the same as for the Violin except that one of these may be substituted for Violin.

D. Other Orchestral Instruments

The Flute, Oboe, Clarinet, Bassoon, Cornet, Trombone, French Horn, Bassett Horns and Sarrusophones require work similar to that outlined for the Violin. On hour of credit may be secured in Saxophone.

The requirements for graduation are the same as for the Violin except that one of these may be substituted for Violin.

Notes
1. It usually requires more than two years to develop the skill and efficiency to be recommended for one of these diplomas.
2. Special music students who have completed three terms of Applied Music and at least 5 hours college credit each term may take any courses in music that are open to sophomores.
3. For the "Band Masters Course" see Orchestral Music.
DEPARTMENT COURSES

Note
These courses may be used for credit on curriculums as indicated on the previous pages. The amount of credit along any line is determined by the regulations regarding Majors, Minors and Group Requirements in connection with each curriculum.

AGRICULTURE
(See Courses in Natural Science)

ART AND MANUAL ARTS

Collegiate Courses

1. Art

I. Drawing I—2½ hours. Form study, color theory, and composition, using different mediums, as applied to nature drawings with realistic and decorative treatment, type forms, etc. 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. 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. The fundamental principles of design and color in relation to the drawing of naturalistic forms and their conventionalization and application to decorative art. Daily. Open to freshmen and sophomores.

VI. Advanced Design—2½ hours. An intensive study of the principles of design and their application. 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. Prerequisite, Drawing I and General Design or equivalent preparation. Open to freshmen and sophomores.

VIII. Applied Arts I—2½ hours. Working out a project as a foundation for drawing. The application of drawing and design to materials along such lines as booklets, toys, baskets, etc. Daily. Prerequisite, General Design or equivalent preparation. Open to freshmen, sophomores and juniors.

IX. Applied Arts II—3 hours. Design and color applied to clay modeling, pottery forms, costume, etc. Daily. Prerequisite, Applied Arts I or equivalent preparation. Open to sophomores, juniors and seniors.

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

** Those who have credit for Drawing and Design and Applied Design may not have additional credit for General Design.
X. Pictorial Composition—2½ hours. Emphasis upon the drawing of the human figure and upon composition in connection with illustration and pictorial drawing. 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, mantles, 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 supervising art; courses of study, etc. Prerequisite, Drawing I and II and General Design. Open to sophomores, juniors and seniors.

XVI. Drawing and Design—3 hours. Credit only on Home Economics curriculums. The principles of drawing needed in representing objects in proportion and perspective. Adaptation of lettering, plant and animal forms to materials. Daily. Open to freshmen and sophomores.

XVII. Applied Design—3 hours. Credit only on Home Economics curriculums. A continuation of Course XVI. The constructed designs are applied to textiles by wood blocks, stencils and needlework. Daily. Open to freshmen and sophomores.

XVIII. Primary Drawing I—2 hours. Credit only on Primary and Kindergarten curriculums. Elementary art problems for lower grades. The materials used are water colors, colored paper, pastello, charcoal, pencil and scissors. Five hours per week of intensive classroom work and at least one hour per week of outside preparation. Open to freshmen and sophomores.

XIX. Primary Drawing II—3 hours. Credit only on Primary and Kindergarten curriculums. Decorative and pictorial art are developed by the same means as in the above course. Five hours per week of intensive classroom work and about four hours per week of outside preparation. Prerequisite, Primary Drawing I or equivalent preparation. Open to freshmen and sophomores.

XX. Primary Handwork—3 hours. Credit only on Primary and Consolidated School Education curriculums and for those who major in Normal Training High School Critic Work. Various forms of handwork suitable for use in the primary grades. Instruction in paper cutting, paper and cardboard construction, simple sewing, weaving, card work, raffia work, basketry, etc. Five hours per week of intensive classroom work and about four hours per week of outside preparation. Open to freshmen and sophomores.

Note

With the consent of the adviser the Art major may include Mechanical Drawing I and Sheet Metal Work I.
2. Manual Arts

I, II, III. Woodwork I—3 hours. II and III—each 2 hours. Course 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, 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, III. Open to sophomores, juniors and seniors.

V. Advanced Cabinet Making—5 hours. An advanced study of furniture 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, geometrical problems, working drawings, blue printing, lettering, orthographic projections, perspective, machine drawing, etc. These courses must be taken in consecutive order. Open to freshmen, sophomores and juniors.

IX. Architectural Drawing—3 hours. The essentials of architectural drawing, conventions, types of construction, plans, elevations, etc. Prerequisite, 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. Applied in making such articles as tray, lamp shade, candlesticks, sconce, watch fob, letter holder, blotter corners, lantern, spoons, drawer pulls, hinges, etc. Course I or equivalent preparation is a prerequisite for Course II. Daily. Course I is open to freshmen and sophomores and Course II is open to 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 equipment, 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 sophomores, juniors and seniors.

XVI. 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. Laboratory basis of instruction. Open to juniors and seniors.

XVII. 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.

**Note**

Attention is called to the increasing number of positions, such as in consolidated rural schools and elsewhere, in which persons who are able to teach both manual training and agriculture are in demand. College graduates are usually desired for these positions. College students are able to choose their electives so as to prepare for these positions.

**BAND MASTERS COURSE**
*(See Orchestral Music.)*

**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**

**Collegiate Courses**

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 the 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 freshmen, sophomores and juniors on Degree curriculums and on the Art, Manual Arts, Home Economics, Commercial Education and Public School Music 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 I—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 students with characteristic developments in the teaching of high school subjects. Prerequisite, Psychology I. Open to juniors and seniors.

Note
With the consent of the adviser 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. Con-
COLLEGIATE COURSES

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. Prerequisite, Psychology I. Open to freshmen and sophomores.

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—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 A—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. Mental Tests B—3 hours. The importance of a testing program in the primary grades and an introduction to the literature in this field. A study of the chief group tests that are suited to primary grades. Methods of giving, scoring, tabulating and interpreting results. An intensive study of the Stanford revision of the Binet-Simon test and the Herring revision. Credit only on the Primary and Kindergarten curriculums. Prerequisite, Psychology I. Open to sophomores, juniors and seniors.

VII. (Primary Methods) 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 Primary and Kindergarten curriculums and for those who major in Normal Training High School Critic Work. Open to freshmen and sophomores.

VIII. (Primary Methods) 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 Primary curriculums and for those who major in Normal Training High School Critic Work. Open to freshmen and sophomores.

IX. 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.

X. 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 curriculum must function in practical situations. Prerequisite, Psychology I. Open to freshmen, sophomores and juniors.

XI. 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 attitudes 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.

XII. History and Principles of Education—5 hours. The various problems which arise from efforts to make education effective in serving the needs and aspirations of modern society, educational evolution, conditions which brought about the changing conceptions of education, the development of school organizations, management and control, the history and fundamental principles of curriculum making, and the present educational tendencies will receive consideration. Required on the curriculums for intermediate and upper grade teachers. Prerequisite, Psychology I. Open to freshmen, sophomores and juniors.

XIII. 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.

XIV. 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. Prerequisite, Psychology I. Open to freshmen, sophomores and juniors.

XV. 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.

XVI. 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.

XVII. 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.

XVIII. 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.

XIX. 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.

XX. 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.

XXI. 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.
XXII. 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.

XXIII. 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.

XXIV. 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.

XXV. 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.

XXVI. Comparative 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.

XXVII. 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.

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 who major in Primary or Kindergarten Education. Open to juniors and seniors.

XXIX. Literature for Primary Children—5 hours. A more extensive study of the various types and sources of children's literature. The technique of the story teller will be considered and offered in the telling of many stories. Credit only for those who major in Primary or Kindergarten Education. Open to juniors and seniors.

Notes

1. With the consent of the adviser the Education major may include courses in Psychology which are open only to juniors and seniors.

2. The Primary major may include Primary Drawing I and II, 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 I and II and courses in Education.

4. For a major in Normal Training High School Critic Work see Rural Education.

ENGLISH

Collegiate Courses

1. English

A. Constructive

I. English I—All freshmen are required to complete one of the two courses, (a), (b), listed below, during the freshman year, if possible.
Completion of one of these courses is a prerequisite for all other courses in the Department of English and Public Speaking. After a student has completed one of these courses, the other is not elective for credit toward graduation.

(a) Sentence and Paragraph—5 hours. A thorough study of the elements and structure of English sentences with a good deal of sentential analysis and much writing of sentences according to specific directions. This will be followed by extensive and intensive study of paragraphs with very frequent writing of single paragraphs and occasional writing of themes with especial attention to the essentials of good sentences and of good paragraph structure.

(b) Introduction to Expository Writing—5 hours. Models of expository writing of a moderate degree of difficulty. Original compositions on various subjects.

II. Narration and Description—5 hours. Constant practice in writing description and the simpler forms of narration with the aim of developing power of effective expression. Especially adapted to the needs of those students who wish to improve the quality of their composition. A beginning course for those interested in the artistic side of writing. Open to freshmen, sophomores, and juniors.

III. 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. Pre-requisite, Narration and Description. Open to juniors and seniors.

IV. Advanced Exposition—5 hours. Representative specimens of advanced exposition are studied. The application of principles and methods is required in original work, especial attention being given to the development of a pleasing style. Open to juniors and seniors.

B. Literary

V. Elements of Literature—5 hours. This course is intended to develop the power of evaluating and appreciating literature. It will consist 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.

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

VII. Chief American Poets—3 hours. Lectures, readings and reports. About ten important American poets will be 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.

VIII. Recent American Prose Writers—3 hours. This course will take up consideration of writers who have been prominent since the so-called National period. Open to sophomores, juniors and seniors.

IX. Recent American Poets—2 hours. This course is similar in scope to Course VIII. Attention will be given to the "New Poetry" and so-called "Free Verse" as well as to other recent poetry. Open to sophomores, juniors and seniors.

X. Victorian Prose—2 or 3 hours. Attention will be given to eight or ten important English prose writers of the Victorian era. Representative
works of these authors will be read. Open to sophomores, juniors and seniors.

XI. Victorian Poetry—3 hours. The chief British poets of the Victorian era will be studied with the object of preparing students to teach intelligently selections from these authors that may be used in schools. Not credit for those who have credit for Tennyson and Browning. Open to sophomores, juniors and seniors.

XII. Recent English Prose—3 hours. A study of writers of prose who have achieved distinction in England since 1875. Open to sophomores, juniors and seniors.

XIII. Anglo-Saxon—3 hours. The pronunciation and grammar of Anglo-Saxon and the reading of selections of easy Anglo-Saxon prose and poetry. Open to sophomores, juniors and seniors.

XIV. 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.

XV. 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. will be read with chief reference to their content and style. The writings of Chaucer and his contemporaries will receive special attention. Open to sophomores, juniors and seniors.

XVI. The History of the English Drama I—5 hours. The development of the medieval drama from the beginnings of the liturgical drama in the church services during the Easter Festival to the beginnings of the Elizabethan drama. Open to sophomores, juniors and seniors.

XVII. The History of the English Drama II—5 hours. A continuation of the preceding, tracing historical influences to the closing of the theatres. Open to sophomores, juniors and seniors.

XVIII. 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 1660-1715. 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 will be read. Open to sophomores, juniors and seniors.

XXII. 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. Not credit for those who have credit for Victorian Poetry. Open to juniors and seniors.

XXIII. History of English Literature—5 hours. An advanced study of the political, social, religious and philosophical background of the var-
ious 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.

**XXIV. 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.

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

**XXVI. 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.

**XXVII. 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 will form the basis of the course. Open to juniors and seniors.

**XXVIII. 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.

**XXIX. 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 considered. Those who major in English may substitute this course for 5 hours of required work from Section C in Education. Open to juniors and seniors.

**XXX. 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.

2. **Public Speaking**

   **A. Constructive**

   **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. 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.

   **III. Principles of Argumentation**—5 hours. This is a foundation course in the principles underlying speech composition and their application in argumentative discourse. Open to freshmen, sophomores and juniors.

* Five hours from the courses here outlined may be used for the second 5 hours required in Constructive English.
IV. 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.

V. 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.

B. Interpretative

VI. Oral Interpretation I—5 hours. The work is planned to develop the student individually, to help him gain a greater appreciation of literature and to interpret it vocally. Open to freshmen, sophomores and juniors.

VII. Oral Interpretation II—5 hours. Masterpieces from the world's greatest authors are used, thereby giving the student power to interpret different literary forms. Special attention is given to the correction of defects of voice and to the development of a pleasing voice. Prerequisite, Oral Interpretation I or equivalent preparation. Open to freshmen, sophomores and juniors.

VIII. Play Production I—5 hours. First six weeks; special drill for freedom, flexibility and responsiveness of voice. Analytical study of oral literary forms. Last six weeks; simple stage mechanics. Public performances of one act plays. Performances will be staged and acted by students. Prerequisite, Oral Interpretation I and II or equivalent preparation. Open to sophomores, juniors and seniors.

IX. Play Production II—5 hours. Lectures on stage settings, lighting and principles of stage directing; the study and production of one Shakespearean play and one modern tragedy. This work provides students with practical knowledge of stage management in amateur theatricals. Open to juniors and seniors.

X. Professional Interpretation—5 hours. This course aims to prepare each member of the class to undertake readily and effectively any work in oral expression that he may be called upon to do, whether in school work or in public performance. Open to juniors and seniors.

XI. Pedagogy of Interpretation—5 hours. Principles underlying the teaching of interpretation, criteria of criticism, discussion of methods, organization of courses, lesson plans and problems of teaching. Open to juniors and seniors.

XII. 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.

FRENCH
(See courses in Romance Languages.)

GERMAN
(See Courses in Latin, Greek and German.)
HOME ECONOMICS

Collegiate Courses

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, sophomores and juniors.

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

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

IV. Costume Design—3 hours. The principles of the application of design and color to dress. The selection of appropriate clothing. Prerequisite, Applied Design and Clothing I and II. Open to sophomores, juniors and seniors.

V. Applied Dress Design—3 hours. Attention given to the selection of materials, design and construction. Prerequisite, Costume Design. Open to sophomores, juniors and seniors.

VI. Millinery—2 hours. Simple processes in millinery. Prerequisite, Clothing I and II or equivalent preparation. Costume Design must precede or accompany this course. Open to sophomores, juniors and seniors.

VII. Food Preparation I—5 hours. An introduction to the study of foods. Food production and manufacture. Experimental work and general principles of cooking. Prerequisite, General Inorganic Chemistry. Open to freshmen, sophomores and juniors.

VIII. Food Preparation II—5 hours. A continuation of Food Preparation I and including meal service. Prerequisite, General Inorganic Chemistry and Food Preparation I. Open to freshmen, sophomores and juniors.

IX. Food Marketing—2 hours. The production, transportation and distribution of food supplies and the problems of sanitation, quality, nutritive value and cost involved. Open to sophomores, 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 and Meal Planning. Open to juniors and seniors.

XII. Advanced Dietetics—3 hours. Problems in abnormal nutrition with attention to dietetic treatment in disease. Prerequisite, Food and Dietetics. Open to juniors and seniors.

XIII. Experimental Cooking—3 hours. Special problems in food preparation to determine the effect of varying the proportion of ingredients, methods of combining, temperature of cooking, etc. Prerequisite, Food Preparation I and II. Open to sophomores, juniors and seniors.

XIV. The School Lunch—3 hours. Special problems pertaining to one hot dish lunch in consolidated and rural schools, etc. Open to freshmen, sophomores and juniors.
XV. House Planning—3 hours. The history of domestic architecture, design, construction and choice of dwelling. The drawing of floor plans. Prerequisite, Drawing and Design. Open to sophomores, juniors and seniors.


XVII. Home and Community Hygiene—3 hours. Public health problems, home sanitation and technique of care of house. Open to freshmen, sophomores and juniors.

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 sophomores, 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. A study of the content of courses and of the methods of presentation. Open to juniors and seniors.

ITALIAN
(See courses in Romance Languages.)

KINDERGARTEN
(See courses in Department of Teaching.)

LATIN, GREEK, GERMAN
Collegiate Courses

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.

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

* The year’s work must be completed, if any of the credit is used in meeting the requirements for graduation.
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.

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

VIII. The Agricola of Tacitus—3 hours. Prerequisite, Latin I, II, III. Open to sophomores, juniors and seniors.

IX. Plautus (3 hours), Terence (3 hours), Catullus (3 hours), Cicero's Letters (3 hours), Satires of Horace (3 hours), Epistles of Horace (3 hours), Propertius (3 hours), The Annals of Tacitus (3 hours), Juvenal (3 hours)—3 to 15 hours. Prerequisite, Latin I, II, III. Open to sophomores, juniors and seniors.

X. 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.

XI. 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 from Section C in Education. Open to juniors and seniors.

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

XIII. *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 freshmen, sophomores and juniors.

XIV. Greek IV, V, VI—Homer, Greek Drama, Greek Prose Writers—3 to 9 hours. Open to sophomores, juniors and seniors.

### Note

With the consent of the adviser the Latin major may include Greek and the course in Greek and Roman Civilization.
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 sophomores, 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.

MATHEMATICS AND COMMERCIAL EDUCATION

Collegiate Courses

1. Mathematics

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

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

III. Solid Geometry—3 hours. Open to freshmen and sophomores.

IV. Theory of Equations—5 hours. Prerequisite, Calculus I. Open to juniors and seniors.

V. Spherical Trigonometry—2 hours. Applications involving both plane and spherical trigonometry. Prerequisite, Mathematics II. 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.

** Open also to freshmen who have had two years of high school German or equivalent.
VI. Surveying—3 hours. General principles and operations; adjustment and use of instruments; keeping notes; field practice in measurement, calculation of areas and leveling. Double periods Monday and Wednesday. Prerequisite, Mathematics II. Open to sophomores, juniors and seniors.

VII. Theoretical Mechanics—3 hours. A problem course in practical mechanics not involving calculus. Prerequisite, Calculus I. Open to sophomores, juniors and seniors.

VIII. 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 Education and Consolidated School curricula and for those who major in Normal Training High School Critic Work and for those who major or minor in Mathematics. Open to freshmen and sophomores.

IX. Teaching of Secondary Mathematics—3 hours. An outline course with references to recent reports of national and international surveys. Subject matter used as needed. Prerequisite, two courses in college mathematics. Should be elected by all students taking a major in Mathematics, unless excused by the head of the department. Those who major in Mathematics may substitute this course for 3 hours of required work from Section C in Education. Open to juniors and seniors.

X. 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.

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

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

XIII. Calculus II—5 hours. A continuation of Calculus I. Open to sophomores, 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—3 hours. A selection from theorems and methods developed in modern times in the study of geometry. 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 sophomores, 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 phrases 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 will be given to the reduction of sidereal time to solar time. Prerequisite, Mathematics II and Astronomy I. Open to sophomores, juniors and seniors.

Note

With the consent of the adviser 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 emphasize the principles. Not 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 freshmen, sophomores and juniors.

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.


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

xiii. Teaching of Commercial Subjects—5 hours. A course in the teaching of commercial subjects in high school's. Methods in shorthand, typewriting, office practice, accounting, advertising, etc. Those who major in Commercial Education may substitute this course for 5 hours of required work from 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. Open to sophomores, juniors and seniors.

XVI. Shorthand I—5 hours. A study of the principles of the Gregg system. First Typewriting should be taken with this course. Credit only on Commercial curriculums. Open to freshmen and sophomores.

XVII. Shorthand II—5 hours. A continuation of Shorthand I with plate reading and dictation. Second Typewriting should be taken with this course. Credit only on Commercial curriculums. Open to freshmen and sophomores.

XVIII. Shorthand III—5 hours. Dictation, reporting, transcription of letters and lectures. Third Typewriting should be taken with this course. Credit only on Commercial curriculums. Open to freshmen and sophomores.

Note

1. With the consent of the adviser the Commercial Education major may include Money and Banking.

2. Those who complete the two year Commercial curriculum must have one term of penmanship and those who major in Commercial Education must have two terms of penmanship.

3. A Statement of Proficiency in penmanship may be secured upon the recommendation of the head of the department and approval of the faculty.

MUSIC

Collegiate Courses

1. General Introductory Courses

I. First Music—2 hours. Credit required on Primary and Kindergarten curriculums. Five hours per week of intensive classroom work and at least one hour per week of outside preparation. Not credit on the Public School Music curriculums. Open to freshmen, sophomores and juniors.

II. Primary and Kindergarten Music—3 hours. A continuation of Course I above. Required on Primary and Kindergarten curriculums. Five hours per week of intensive classroom work and at least four hours per week of outside preparation. Not credit on the Public School Music curriculums. Open to freshmen, sophomores and juniors.

III. Music for Upper Grades—3 hours. Five hours per week of intensive classroom work and at least four hours per week of outside preparation. Not credit on the Public School Music curriculums. Open to freshmen, sophomores and juniors.

2. Courses in the Public School Music Major Line


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


VIII. Ear Training—3 hours. Training of the ear in rhythm, melody, harmony. Phrases and themes of masterpieces used. Open to sophomores, juniors and seniors.

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


XI. 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.


XIII. Harmony II—3 hours. A continuation of Harmony I. Open to freshmen, sophomores and juniors.

XIV. Harmony III—3 hours. A continuation of Harmony II. Simple modulations. Open to freshmen, sophomores and juniors.


XVI. Musical 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 sophomores, juniors and seniors.

XVII. History of Music I—2 hours. Survey of music among primitive peoples, early church music, Troubadours and Minnesingers and the invention of opera. The musicians from Bach to Weber. Open to sophomores, 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. A course consisting wholly of library work in its preparation. Open to sophomores, 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. High school material studied including cantatas and operettas. Courses of study in music for high schools and junior high schools. Advanced conducting. Prerequisite, Conducting. Open to juniors and seniors.
XXIII. **Music Supervision**—1 hour. The history and scope of school music. The problems involved in supervising music in the schools. Open to juniors and seniors.

XXIV. **Counterpoint I**—2 hours. Melodic progressions, clefs, two part counterpoint in all species. Prerequisite, Harmony IV. Open to sophomores, juniors and seniors.

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

XXVI. **Counterpoint III**—2 hours. A continuation of Counterpoint II. Four part counterpoint in all species. Florid counterpoint. Originals. Prerequisite, Harmony IV. Open to sophomores, juniors and seniors.

3. **Applied Music**

I. **Piano and Organ**—1 to 12 hours in each. One or two private lessons per week and five hours practice per week for a period of twelve weeks with satisfactory progress will give 1 hour of credit.

II. **Voice**—1 to 12 hours. One or two private lessons per week and five hours practice per week for a period of twelve weeks with satisfactory progress will give 1 hour of credit.

III. **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. May be taken as a drill in addition to sixteen hours, if no other drill is taken. Classes will not be organized for less than ten students; a charge of $10.00 per student will be made. The additional expense for materials will be about $3.00 per student.

IV. **Piano Class Instruction I**—Drill credit. This course is planned for group instruction purposes for those who have had no previous instruction. This work may be taken in addition to 16 hours if no other drill is taken. Two days per week. The charges will be $10.00 per term of twelve weeks.

V. **Piano Class Instruction II**—Drill credit. This course is open to students who have had a small amount of previous instruction. One period per week. This work may be taken in addition to 16 hours, if no other drill is taken. A charge of $5.00 will be made for a term of twelve weeks.

*Notes*

1. For information concerning a Diploma for work in Voice, Piano, Organ, Violin, and Wind Instruments see "Special Music Curriculums".

2. For class work in Supervisor's Violin for students in Public School Music and for Orchestral Conducting see "Orchestral Music".

3. Students who major in Public School Music must have credit for Music I and II, Music Methods I and II, Conducting, Theory of Music, 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.

4. Students on Degree curriculums who do not major in Public School

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* The first, second, and third hours are open to freshmen, sophomores and juniors; the fourth to ninth hours are open to sophomores, juniors and seniors; and the tenth, eleventh, and twelfth hours are open to juniors and seniors.
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. Those on collegiate Diploma curriculums other than Public School Music may elect a maximum of 10 hours in Public School Music and 5 hours in Applied Music with a combined maximum of 10 hours.

5. For the Band Masters Course see "Orchestral Music".

NATURAL SCIENCE

Collegiate Courses

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 sophomores, juniors and seniors.

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 sophomores, 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 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—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, a collegiate course in botany. Open to juniors and seniors.

VIII. Botany III—Plant Taxonomy—5 hours. The identification, field recognition, and economic importance of seed plants of our local flora. A systematic study of the principal families of seed plants. Prerequisite, credit for botany in high school or college. Open to sophomores, juniors and seniors.

IX. Botany IV—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, at least one course in botany of collegiate grade. Open to juniors and seniors.

X. Botany V—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.

XI. Botany VI—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.

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

XIV. Heredity and Evolution—3 hours. Lectures and discussions with assigned readings and illustrative material on the evidences and factors of organic evolution. The laws of heredity and their relation to the improvements of plants, animals and the human race. Open to sophomores, juniors and seniors.

XV. Nature Study—5 hours. The topics are rocks, minerals and soils, insects, birds and trees. Credit only on the Kindergarten, Primary, Elementary Education and Consolidated School curriculums, and for those who major in Normal Training High School Critic Work. Open to freshmen and sophomores.

XVI. 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 use in high school. Collection and preparation of laboratory materials. Those who major in Biological Science may substitute this course for 3 hours of required credit from Section C in Education. Prerequisite, 15 hours of credit in Biological Science including plant and animal study. Open to juniors and seniors.

Note
With the consent of the adviser 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 will be taken up from the standpoint of their origin, types of rocks and soils present. 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. Prerequisite, high school physiography or Principles of Physiography. Open to freshmen, sophomores and juniors.

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

V. Meteorology—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 sophomores, 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. Principles 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. Principles 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 text books and supplementary material, collection of illustrative material, objective tests, field trips, purposeful map and graph work. Prerequisite, Principles 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 curriculums and for those who major in 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 sophomores, juniors and seniors.

XIII. Influence of Geography upon American History—5 hours. Correlation of Geography and American History. A study of the geographic 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.

Notes

With the consent of the adviser the Earth Science major may include 10 hours from Soils, Soil Fertility 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. 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, types, grades, marketing and judging. Open to freshmen, sophomores and juniors.

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 production. Open to freshmen, sophomores and juniors.

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

IX. Farm Crops—5 hours. The important field crops of Iowa are considered. 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, management. Open to sophomores, juniors and seniors.

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

XV. Farm Management—3 hours. 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 who major in Agriculture may substitute this course for 5 hours of required work from Section C in Education. Open to juniors and seniors.

Note

With the consent of the adviser the Agriculture major may include 10 hours from Principles of Geography, Botany, Bacteriology and Chemistry I and II.

ORCHESTRAL MUSIC

Collegiate Courses

1. Classroom Work

I. Orchestra Conducting I—1 hour. The practical, observational and theoretical study of conducting and managing school and community orchestras. Two periods per week. One recitation per week is devoted to the theoretical side of the subject including a study of instrumentation, the preparation of orchestral scores and score reading; and the other is devoted to the practical side of conducting an orchestra. Prerequisite, 3 hours of college credit in violin, viola, cello, piano, organ, or any wood or brass instrument. Open to sophomores, juniors and seniors.

II. Orchestra Conducting II—1 hour. Advanced work in this line. A study of scores by the masters, preparation of full scores and the con-
COLLEGIATE COURSES

Conducting of orchestras. Prerequisite, Orchestra Conducting I. Open to sophomores, juniors and seniors.

III. Normal Course in Violin—1 to 6 hours. This work consists of instruction in violin classes meeting one hour per week. One hour of credit is allowed for twelve weeks work, two classes per week, satisfactorily completed and not more than 1 hour of credit may be earned during any term. The appointment of teachers, the grading of pupils for different classes and the supervision of instruction shall be in charge of the head of the department of Orchestral Music. Students taking this course must possess skill in violin work. Open to sophomores, juniors and seniors.

IV. Supervisor’s Violin—Drill credit. Elementary violin study in classes meeting two periods per week for drill credit. Methods in conducting class lessons for beginners. Two terms of this work may be taken when the student is carrying only 15 or 16 hours of work and no other drill. Open only to those on the Public School Music curriculums.

V. Band Masters Course—Drill credit. This work embodies a practical and observational study of conducting and managing school and community bands. Two periods per week. To take this work the student needs to register for at least one private lesson per week on one of the fundamental reed or brass instruments. Prerequisite, private instruction on a wind instrument for at least thirty-six weeks or brass and wood-wind ensemble for thirty-six weeks. The student needs to possess a high degree of skill with his major instrument before taking up this work. Open to collegiate and sub-collegiate students.

When the student has become suitably proficient, he may secure, by vote of the faculty, a Statement of Proficiency showing that he is capable of taking charge of a school or community band.

VI. Counterpoint. (See courses in ‘Music’.)

A. Applied Music

I. Violin, Viola, Cello, Bass, Harp—1 to 12 hours in each line. The first 3 hours are open to freshmen, sophomores and juniors; and the fourth to twelfth hours are open to sophomores, juniors and seniors.

II. Wind Instruments—1 to 6 hours in each line. The first 3 hours are open to freshmen, sophomores and juniors; and the fourth to sixth hours are open to sophomores, juniors and seniors.

Notes

1. One or two lessons per week and five hours practice per week for a period of twelve weeks will give 1 hour of credit. This work may be chosen as an accomplishment for its cultural value or for the more serious purpose of teacher or soloist.

2. The outline of study for the violin will include: Scales, finger exercises, bowing studies; schools and studies by Beriot, Seveik, David, Kayser; scales and arpeggio in three octaves; studies by Sitt, Schoen, D on, Kreutzer, Fiorillo and Rode; Sonatas by Corelli, Handel and Tartini; Concertos by Viotti, Beriot, Kreutzer, Rode, Spohr, Bach; a Vienxtemps 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 school. The work for other string instruments is of a similar nature.

3. The work with wind instruments includes the Flute, Oboe, Clarinet, Bassoon, Cornet, Trombone, Bassett Horns, French Horn, Sarrusaphones and corresponds in general with the work on the violin. Not more than 1 hour of credit may be given for work with the Saxophone.

4. String Ensemble. Opportunity is offered for the study and per-
formance of chamber music literature: Sonatas, Trios, Quartettes, Quintettes, etc.

Open to advanced students in Piano, Violin, Viola, Cello, Bass and Harp.

5. The demand for competent orchestral conductors in our public schools is of growing importance, and it is the aim of this department to equip the student with the essential requirements, which should include a practical knowledge of one orchestral instrument.

6. Free Advantages—When students are sufficiently advanced they are admitted to the following organizations:

a. The College Orchestra, conducted by Edward Kurtz, for the study and performance of standard orchestral literature.

b. The College Band, conducted by F. L. McCreary. This organization furnishes music for the various games and entertainments of the college.

c. The Training School Orchestra. An orchestra for elementary players where the first principles of orchestral experience are acquired.

d. The Junior Band. A beginners' band—the first step to the larger college band.

e. The Band Masters Course is free to students who have enrolled for class work.

7. Instruments Loaned. Of special importance to beginners or prospective players is the privilege of borrowing from the large collection of orchestral instruments under conditions of service to the College Orchestra and Band.

8. A Statement of Proficiency in any of the wind instruments or in Band Management and Directing may be given upon the recommendation of the head of the department and approval of the faculty, provided that the student has completed sufficient academic credit to give full entrance to a collegiate curriculum at this institution, has completed one year of resident credit in the music line pursued and has given a satisfactory public appearance. Band and orchestral work shall be required while in residence at the discretion of the teacher in charge. The fact that such a statement has been awarded shall be placed on record and incorporated as a part of the student's transcript of record. Recitals and concerts given at the college constitute an integral part of the student's work.

9. Students on Degree curriculums who major in Public School Music Diploma curriculum may have 24 hours in Applied Music. Those on the Public School Music Degree curriculums who do not major in Public School Music may elect 18 hours in Applied Music. Students on 10 hours in Applied Music. Those on collegiate Diploma curriculums other than Public School Music may elect 5 hours in Applied Music.

10. The maximum credit in Course III above which may be elected on the degree or the Public School Music diploma curriculums is 6 hours; the maximum that may be elected on other Diploma curriculums is 3 hours.

11. For further information see "Special Music Curriculums".

PHYSICAL EDUCATION

Collegiate Courses

I. 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 freshmen, sophomores and juniors.

III. Kinesiology—3 hours. The study of joint and muscular action in gymnastics and games and in the movements of everyday life. Prerequisite, Anatomy I and II. Open to sophomores, juniors and seniors.
IV. First Aid to the Injured—2 hours. 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. Not credit for those who major in 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 girls' clubs such as Camp Fire Girls, Girl Scouts, Girl Reserves, etc. Open to freshmen, sophomores, juniors and seniors.

VII. *Physical Education I—5 hours. The general theory, scope and significance of physical education. The special theory and methods 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. Consideration of the various theories of play; its nature; instincts and natural play activities; play in education; age characteristics and adaptation of play material to these ages leading to a rational play program in public schools; equipment and supervision of the school playground; organization and management of public playgrounds, parks and recreation centers with history of the playground movement in America. Open to sophomores, juniors and seniors.

IX. Physical Education III—3 hours. The theory and technique of teaching swimming and basketball. Open to sophomores, juniors and seniors.

X. Physical Education IV—2 hours. The theory and technique of teaching soccer, hockey, tennis, volleyball, etc. Open to sophomores, juniors and seniors.

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

XII. Physical Education VI—2 hours. The theory and technique of teaching folk and interpretative dancing. Open to sophomores, juniors and seniors.

XIII. History of Physical Education—2 hours. Open to sophomores, juniors and seniors.

XIV. *School Health Problems—2 hours. Physical measurements, methods and significance; growth characteristics and interferences; health habits of the child; methods of hygiene instruction and habit formation. Open to juniors and seniors.

XV. *Physical Diagnosis—3 hours. Means of determining abnormal conditions of the body. Symptomatology of the common 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 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.

XVII. *Corrective Gymnastics and Massage—3 hours. Causes, diagnosis and treatment of lateral curvature of the spine and other posture defects. Theory, technique and practice of massage. Prerequisite, Kinesiology. Open to juniors and seniors.

* Credit only for those who major in Physical Education or in Coaching and Athletics.
ments for graduation from a two year curriculum and 8 hours is the minimum for a Degree curriculum.

6. Ten hours is the maximum amount of credit that may be used toward meeting the requirements for graduation for those who do not major in Coaching and Athletics.

7. Each student is required to take physical training each fall, winter, and spring term until six term credits have been secured except as indicated in note 4 above.

8. A Statement of Proficiency in Swimming or in Scout Leadership may be secured by those who become sufficiently proficient in either or both of these lines.

PHYSICS AND CHEMISTRY

Collegiate Courses

1. Physics

I. Physics A—5 hours. Mechanics, sound and light. This course in general physics is open to those who have not used physics for entrance credit. Open to freshmen and sophomores.

II. Physics B—5 hours. Heat, electricity and magnetism. This course supplements Course I above. Open to freshmen and sophomores.

III. Physics I—Mechanics—3 hours. This course should be preceded by a term or two of college mathematics. Not credit for those who have had Physics A. Prerequisite, high school physics or equivalent preparation. Open to sophomores, juniors and seniors.

IV. Physics 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. Not credit for those who have had Physics A. This course should accompany Physics I. Open to sophomores, juniors and seniors.

V. Physics 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 sophomores, juniors and seniors.

VI. Physics 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 sophomores, juniors and seniors.

VII. Physics 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 sophomores, juniors and seniors.

VIII. Physics 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 sophomores, juniors and seniors.

IX. Physics 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 juniors and seniors.

X. Physics 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 juniors and seniors.
XI. Physics 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.

XII. Physics 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. Open to those who have completed one year of college physics or who have had 1 unit of entrance physics and are employed at the time as teachers of physics in approved high schools. Open to sophomores, juniors and seniors.

XIII. Physics 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.

XIV. Physics 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.

XV. Physics 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 inanimato nature. An attempt is also made to understand the working principles of the more common inventions of man in the homo and elsewhere. Credit only on Kindergarten, Primary, Elementary Education and Consolidated School curriculums. Open to freshmen and sophomores.

XVI. Physics XIV—Mechanics, Light, Electricity—5 hours. Credit only on Physical Education curriculum. Open to freshmen and sophomores.

XVII. Physics XV—Sound and Music—3 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.

XVIII. Physics XVI—Household Physics—3 hours. Credit only on Home Economics curriculums. Open to sophomores, juniors and seniors.

XIX. Physics 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 in high schools. Credit only on Degree curriculums. Open to freshmen and sophomores.

XX. 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.

XXI. Applied Electricity and Magnetism—5 hours. Credit only on Manual Arts curriculums. Prerequisite, high school physics. Open to freshmen and sophomores.

Note
With the consent of the adviser the Physics major may include 10 hours 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, Courses I and II. Three recitations and two double periods in laboratory. Open to sophomores, juniors and seniors.

V. Quantitative Analysis (Gravimetric)—5 hours. The elementary principles of the subject are studied and practiced in the analysis of a number of salts and technical products. Prerequisite, Courses I, II, III. Five double periods in laboratory and a weekly conference. Open to sophomores, juniors and seniors.

VI. Quantitative Analysis (Volumetric)—5 hours. This course takes up the study of principles and methods employed in volumetric determinations of research and industrial laboratories. Five double periods in laboratory and a conference each week. 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, Course III above. 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, Course III above. Three double periods in laboratory. Open to juniors and seniors.

VIII. Physical Chemistry—3 hours. Prerequisite, Courses I, II, III above. 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, XI. General Inorganic Chemistry—Each 5 hours. These courses are equivalent to Courses I and II, but are designed for Home Economics students. Open to freshmen, sophomores and juniors.

XII. Organic Chemistry—3 hours. Required of Home Economics students as the third term of Chemistry. Prerequisite, courses X and XI or I and II above. Open to freshmen, sophomores and juniors.

XIII. Chemistry of Food and Nutrition—5 hours. Required of Home Economics students as their fourth term of Chemistry. This course takes up the various foods with the chemistry of their digestion and of their transformation into each other in the body. Prerequisite, General Inorganic Chemistry and Course XII or IV. 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, Course IV or XII above. Open to sophomores, 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 for them. Prerequisite, Courses I and II above. 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, Course IV above. 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.

3. Physical Science Major

Those who major in Physical Science must have credit for 15 hours of Physics and 15 hours of Chemistry, with a combined maximum of 60 hours in this major and any other major line in the same group, 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.

Note

With the consent of the advisor the Chemistry major may include 10 hours from Physics I to VI inclusive.

PRIME MARY

(See courses in Education and in the Department of Teaching.)

PSYCHOLOGY

(See courses in Education)

PUBLIC SPEAKING

(See courses in English.)

RELIGIOUS EDUCATION

Collegiate Courses

I. History and Teaching of the Bible—Old Testament—3 hours. A brief course in the origin and history of the canon of the Scriptures; a comparative study of the various versions of the Bible; a consecutive study of the narrative parts of the Old Testament Scriptures with a view to acquainting the student with the great source-book of the world's best literature and art. Open to freshmen and sophomores.


In these courses, the Syllabus of Bible Study adopted by the Iowa State Teachers' Association will be followed. The Department is well supplied
with maps, books of reference, commentaries, and other aids of Bible study which will be made available to the student.

III. The Bible as Literature—3 hours. The great discourses of the Bible will be studied intensively with reference to their literary quality and power. Open to sophomores, juniors and seniors.

IV. The Ethics of the Bible—2 hours. The ethical ideas of the Jews as revealed in the Pentateuch, studied in the light of their interpretations as found in the teachings of Christ. Open to sophomores, juniors and seniors.

V. Biblical History and Literature—2 hours. Open to freshmen, sophomores and juniors.

Note

5 hours is the maximum credit that may be used on a two year or three year curriculum and 10 hours is the maximum on a Degree curriculum.

ROMANCE LANGUAGES

Collegiate Courses

1. French

I. "Introductory 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. "Introductory French II—5 hours. Grammar and easy French reading. Drill in conversation and composition. Open to freshmen, sophomores and juniors.

III. "French III—Reading, Conversation and Composition—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.

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 Course IV (a) above. French will be the language of the classroom. Open to sophomores, juniors and seniors.

V (b). Conversation and Composition—2 hours. A continuation of Course 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. French will be the language of the classroom. Open to sophomores, juniors and seniors.

VI (b). Advanced Composition and Conversation—2 hours. A continuation of Course V (b). The aim of the course is to give the student a

* The year's work must be completed if any credit is used in meeting the requirements for graduation.
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.


**Notes**

1. With the consent of the advisor 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. *Introductory 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. *Introductory Spanish II** — 5 hours. Grammar and easy Spanish reading. Drill in conversation and composition. Open to freshmen, sophomores and juniors.

**III. *Spanish III—Reading, Conversation and Composition** — 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 Course IV (a). Open to sophomores, juniors and seniors.

**V (b). Conversation and Composition** — 2 hours. A continuation of Course 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.

*The year's work must be completed if any credit is used in meeting the requirements for graduation.*
for 10 hours from Section C in Education on any curriculum where such credit may be used.

SOCIAL SCIENCE

Collegiate Courses

I. 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. Special attention is given to the factors relating to American history. Open to freshmen, sophomores and juniors.

IV. European History III—5 hours. Europe from 1789. The French Revolution, Napoleonic Period and the 19th century. Leading problems in each period. Open to sophomores, juniors and seniors.

V. Recent European History—5 hours. A study of the leading problems in Europe since 1870—growth of states, national imperialism, international relations, the World War causes and results and current problems. 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 mother country, social 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 sophomores, 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 settlements. 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.

XV. Latin American History—3 hours. The South American states and their relation to the United States. Open to sophomores, juniors and seniors.

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—3 hours. Outlines and discussions, supplemented with lectures by different members of the Social Science teaching staff. Open to sophomores, juniors and seniors.

Note

With the consent of the adviser the History major may include American Constitutional History, 5 hours.

2. Government

I. American Government—5 hours. A course covering republican form of government and constitutions of the state and nation. The organization and actual workings of American government in all its branches. 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 in 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 freshmen, sophomores and juniors.

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 freshmen, sophomores and juniors.

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 sophomores, 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 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

With the consent of the adviser the Government major may include Teaching the Social Sciences, 3 hours, and Public Finance, 5 hours.
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 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. Problems of population including such topics as family, marriage, divorce, Malthusian Law of population, immigration, congestion in cities. 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.
IOWA STATE TEACHERS COLLEGE

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.

Note

With the consent of the adviser the Economics major may include Marketing, 3 hours, and Teaching the Social Sciences, 3 hours.

TEACHING

Collegiate Courses

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. Teaching Under Critic Supervision—10 hours. Students take charge of classes in the campus Training School or in a consolidated school associated with the Department of Teaching, 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.

III. 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 on the Primary and Kindergarten curriculums only. Four hours a week. Open to freshmen and sophomores.

IV. 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 consolidated schools associated with the Department of Teaching. Prerequisite, Primary Illustrative Teaching and 10 hours in Psychology and Education. Open to sophomores, juniors and seniors.

V. 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 on the Primary curriculums only. Four hours a week. Open to sophomores, juniors and seniors.

* Students on the two year Home Economics curriculum may take Illustrative Teaching while taking Psychology I, and those on the one year Rural Teacher curriculum may take Illustrative Teaching after the completion of Course I or II or III in Rural Education.

** Those who complete a Diploma curriculum requiring 10 hours of Teaching will need to have 5 additional hours in the senior year on the Degree curriculum unless re-curriculum are permitted to take teaching after the completion of Psychology I and teaching, if required, during their junior year.

*** Only 10 hours of this credit will carry over to any other curriculum except when the major is continued in the same line.
VI. Kindergarten Theory I, II, III—3, 2 and 2 hours. Credit on the Kindergarten curriculums only. 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 1 to 6 years of age. Children's literature with emphasis on the selection and presentation of poetry and stories. Daily.

VII. 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.

VIII. 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, Kindergarten Theory I, II, III. Open to sophomores, juniors and seniors.

IX. 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 this training. While taking this work the student is permitted to carry 5 hours of college work. For further particulars consult the director of the Training School.

Notes
1. With the consent of the adviser the Critic Training major may include 15 hours from courses in Education or Rural Education.
2. Those who complete the requirements for a degree with a major in Critic Training may secure a department certificate in Critic Training.
3. Those who complete the Primary or Kindergarten curriculum and change to another major on the Degree curriculum will need to have 5 hours of additional teaching in the senior year unless released by the Department of Teaching.

*** Only 10 hours of this credit will carry over to any other curriculum except when the major is continued in the same line.
SUB-COLLEGIATE DIVISION

1. Conditions of Admission

For admission to this division the student must be 16 years of age and must have completed the eighth grade work in a rural or standard graded school. Those who have completed the rural school only need to possess the Rural School Diploma. Mature students past 18 years of age who do not meet above requirements may be admitted to pursue county certificate subjects in special cases.

2. County Certificates

The second and third grade county certificates require the following subjects: didactics, reading, orthography, arithmetic, U. S. history, grammar, geography, physiology, music, penmanship, agriculture, domestic science or manual training and "government and constitution".

The first grade county certificate requires civics, economics, algebra and physics in addition.

Examinations for these certificates are conducted at the college on the same dates as in the different counties.

The passing grades are as follows:
- First grade—average 85 per cent, no grade below 75 per cent.
- Second grade—average 75 per cent, no grade below 70 per cent.
- Third grade—average 65 per cent, no grade below 60 per cent.

3. Students Making up Entrance Conditions

The courses of study offered are sub-collegiate in character and deficiencies occurring in secondary school preparation can be removed by taking the quantity designated by the registrar.

DEPARTMENT COURSES

Note

These courses may be used for credit as indicated in completing college entrance requirements. For details regarding the amount of credit that can be used along any line see "Entrance Requirements" for college work on previous pages of this bulletin.

ART AND MANUAL ARTS

Sub-Collegiate Courses

1. Elementary Drawing—Principles of drawing, color and elementary design, suitable for rural schools, intermediate and grammar grades.

2. Elementary Handwork—Primarily for teachers in rural and small village schools. Credit required on Rural Teacher curriculum.

3. Upper Grade Handwork.

ENGLISH

Sub-Collegiate Courses

1. Complete Language and Grammar—½ unit*. A course for students entering with two years of high school credit or a county certificate with a grade over 74 per cent.

* One-half unit entrance credit if taken after 8 units have been earned.
2. **Orthography**—Spelling, pronunciation, diacritical marks, orthoepy, etc.

3. **Reading**—The aim is to develop the student's power of expression, and to give practical suggestions in regard to effective teaching of reading.

4. **First English Composition**—½ unit. Open to all students who have had but little work in technical composition.

5. **Second English Composition**—½ unit. Open to students who have had First English Composition or equivalent preparation.

6. **First English Classics**—½ unit. The reading is similar to that usually taken up in the early years of high school.

7. **Second English Classics**—½ unit. Planned for intensive study of classics usually taken up in advanced grades of high school. Prerequisite, First English Classics or equivalent preparation.

8. **History of English Literature**—½ unit. This is a general survey of the field of English Literature with standard textbook as the basis of the work. Collateral reading is done to illustrate the main lines of study. Prerequisite, two terms of composition and two terms of English classics or equivalent preparation.

9. **Elementary Elocution**—½ unit. The work of reading is continued, based on the same psychological principles. Preliminary and suggestive work will be given which will assist the student in teaching literature and reading in the grades.

**HOME ECONOMICS**
**Sub-collegiate Course**

1. **First Domestic Science**—Both sewing and cooking. Will give credit on the county certificate in lieu of the regular examination.

**MATHEMATICS AND COMMERCIAL EDUCATION**
**Sub-Collegiate Courses**

1. **Complete Arithmetic**—½ unit**. For students entering with two years of high school credit or a county certificate with a grade over 74 per cent.

2. **First Algebra**—½ unit. To fractional equations with one unknown.

3. **Second Algebra**—½ unit. Completes requirements for first grade county certificate.

4. **First and Second Algebra**—An abridged course covering the essentials of the first and second terms work. Covers requirements for a first grade certificate and is recommended to students desiring to review for examination. Open only to those who have had one year of high school algebra.

5. **Third Algebra**—½ unit. Beginning with quadratics.

6. **First Plane Geometry**—½ unit. Books I and II.


8. **Solid Geometry**—½ unit. The geometry of planes and solids.

9. **First Penmanship**—The fundamentals of muscular movement writing. Methods for rural and graded schools.

10. **Advanced Penmanship**—Special attention to individual needs of students.

**Notes:**

**On one-half unit of entrance credit if taken after the completion of 1½ units of algebra or 8 units of entrance credit.

*A Statement of Proficiency in penmanship may be awarded upon the recommendation of the head of the department and approval of the faculty. The work for a Palmer Certificate is covered.*
11. First Typewriting—Touch system, rhythm drills, writing business letters. Net speed of from 30 to 40 words per minute.


13. Third Typewriting.

14. Elementary Bookkeeping—½ unit. The fundamental principles of bookkeeping. Journalizing, posting, taking trial balances, developing statements, showing results and conditions of business, closing the ledger, comparison of single and double entry systems.

MUSIC

Sub-Collegiate Courses

1. Elementary Music—The essentials of music for the county certificate examination. Songs, chorus work, scale writing, etc. Five days per week.

2. Recreational Music—(May substitute for one term of physical training.) A variety of songs will be used. Music for enjoyment, musical games and plays, national songs of various countries. Three days a week.

Private Work in Organ, Piano and Voice
(For private work in Organ, Piano and Voice, see Special Music curriculums.)

Orchestral Music
(For private work in Violin and orchestral instruments, see Special Music curriculums.)

The Band Masters Course
(See Orchestral Music.)

NATURAL SCIENCE

Sub-collegiate Courses

1. Elementary Zoology—½ unit. The general principles of the subject are presented by a careful study of a few illustrative types.

2. Physiology—½ unit. Emphasis will be placed upon the importance of hygiene. Many practical demonstrations will be given.

3. Elementary Botany—½ unit. A general elementary course covering plant morphology, physiology and ecology.

4. First Agriculture—½ unit. The important portions of general agriculture. The successful completion of this course will give credit on the county certificate in lieu of the regular examination.

5. Second Agriculture—½ unit. Additional emphasis upon injurious insects, fungus diseases, sprays and spraying, pruning, etc.

6. Physiography—½ unit. A review of mathematical geography and elementary meteorology will precede the more detailed study of our land forms, their origin and agents at work upon the land producing them.
PHYSICAL EDUCATION

1. Physical Training for Men—Six terms of credit from following:
   - Gymnastics
   - Apparatus
   - Volleyball
   - Basketball
   - Football
   - Baseball
   - **Swimming
   - Tennis
   - Track Athletics
   - ***Boy Scout Work
   - Handball
   - Golf

2. Physical Training for Women—Six terms of credit from:
   - Gymnastics
   - Folk Dancing
   - Classical Dancing
   - Natural 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
   - Clogging
   - Golf

PHYSICS

Sub-collegiate Courses

3. Theory of Elementary Physics—This course covers the theory of first and second physics. Open only to those who have had one year of secondary physics.

RELIGIOUS EDUCATION

Sub-Collegiate Course

Studies in the Bible—½ unit. Using the Bible as a textbook, the purpose of this course will be to give the student such a knowledge of Bible history and incident as will enable him to recognize and appreciatively understand scriptural allusion in his reading and study of the English classic writers, and to make him familiar with the Christian ideals of good citizenship and right living.

RURAL EDUCATION

Sub-collegiate Courses

1. Didactics—½ unit. The management and teaching of a rural school based on laboratory results in rural demonstration schools.
2. Elementary Psychology—½ unit. The elements of psychology of most use in teaching children in the elementary grades.
3. General Methods—½ unit. The methods of teaching the common branches in rural schools. Prerequisite, Elementary Psychology.
4. The Country School—½ unit. Leadership in the rural schools as a factor in developing the latent possibilities of rural life. Prerequisite, two of above courses.

* Physical training is required each fall, winter and spring term of attendance until six term credits have been secured.
** A Statement of Proficiency in swimming may be awarded upon the recommendation of the head of the department and approval of the faculty.
*** A Statement of Proficiency in Boy Scout work may be awarded upon the recommendation of the department and approval of the faculty.
SOCIAL SCIENCE

Sub-collegiate Courses

1. Complete United States History—½ unit*.
2. First General History—½ unit. Ancient history to Charlemagne.
3. Second General History—½ unit. Medieval and modern history after 800 A.D.
4. Civics of Iowa and the United States—½ unit. Community institutions and activities, organization of township, county and state governments; a consideration of the legislative, executive and judicial departments; a study of the constitution.
5. Elementary Economics—½ unit. A general survey of the laws and principles of economics, together with their application to such economic problems as the time and ability of the class will permit.

* One-half unit entrance credit, if taken after 8 units of entrance credit have been earned.
RECENT GRADUATES

With the Work and Location During the School Year 1926-27.

MARCH, 1926

DEGREE CURRICULUMS

Bachelor of Arts in Education

Abney, Ethel M._________________________________________________________ Yetter
Anderson, Leila Cecilia_________________________________________________ Ods
Archer, Jessie_________________________________________________________ Troy
Conradi, William C.___________________________________________________ Sibley
Day, Ruby Pauline______________________________________________________ Cedar Falls
Liddell, Lucy Jane______________________________________________________ Oakland
Loucks, Mildred Allen___________________________________________________ Aurelia
Orth, John Howard______________________________________________________ Maynard
Perry, Alpha G._________________________________________________________ Cedar Falls
Rupp, John H.___________________________________________________________ Urbana
Versteeg, Ada Irene______________________________________________________ Hull
Wirkler, Marie_________________________________________________________ Monona

Commercial, Waukon.

Bachelor of Science in Education

Hoffman, Louise Marie__________________________________________________ Cedar Falls
Isley, Carlton H.________________________________________________________ Cedar Falls

Shorthand and Typewriting, High School of Commerce, Detroit, Michigan. 6176 16th St.

Manual Training and Social Science, Monticello.

DIPLOMA CURRICULUMS

Bear, Veda L.—Primary___________________________________________________ Ackley
Benton, Eva June—Primary________________________________________________ Cedar Falls
Berry, Florence L.—The Junior College____________________________________ Mt. Vernon
Bonnichsen, Esther Cathryn—The Junior College_______________________________ Ringsted
Brown, Grace E.—Primary_________________________________________________ Creston
Calhoun, Lucile Marie—Primary___________________________________________ Hanlontown
Carroll, Irma—The Junior College_______________________________________ Mechanicsville
Challberg, Mildred—The Junior College_____________________________________ Palmer
Clayton, Hazel Evelyn—The Junior College__________________________________ Bedford
Clark, Margaret—Primary_________________________________________________ Cedar Rapids
Collins, Thelma Lucile—Primary___________________________________________ Cedar Falls
Conn, Helene L.—Primary_________________________________________________ Montezuma
Cook, Beulah Marjorie—The Junior College_________________________________ Rock Falls

Second Grade, Grinnell, 1119 Park St.

Upper Grades, Mason City. 318 S. Federal.
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<tr>
<th>Name</th>
<th>Grade or Department</th>
<th>Location</th>
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<tbody>
<tr>
<td>Corle, Amy Irene</td>
<td>Primary</td>
<td>Algona</td>
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<tr>
<td>Dekker, Marion</td>
<td>The Junior College</td>
<td>Austinville</td>
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<tr>
<td>DeGroot, Jennie</td>
<td>The Junior College</td>
<td>Kamrar</td>
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<tr>
<td>Drake, Hazel E.</td>
<td>The Junior College</td>
<td>Grand Junction</td>
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<tr>
<td>Dungan, Ruth Alice</td>
<td>Primary</td>
<td>Carston</td>
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<tr>
<td>Ehlebracht, Luella</td>
<td>Kindergarten</td>
<td>Waterloo</td>
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<tr>
<td>Ford, Edith M.</td>
<td>The Junior College</td>
<td>Bozeman, Montana</td>
</tr>
<tr>
<td>Groth, Ruth C.</td>
<td>Home Economics and English</td>
<td>Cedar Falls</td>
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<tr>
<td>Gunsell, Wilma Beatrice</td>
<td>Primary</td>
<td>Kanawahe</td>
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<tr>
<td>Hickey, Agnes L.</td>
<td>The Junior College</td>
<td>Pocahontas</td>
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<tr>
<td>Hill, Lorraine I.</td>
<td>The Junior College</td>
<td>Antigo, Wis.</td>
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<td>Houston, Eileen R.</td>
<td>The Junior College</td>
<td>Dunlap</td>
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<td>Huber, Margorie</td>
<td>Primary</td>
<td>Cedar Falls</td>
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<tr>
<td>Hughes, Laura Elizabeth</td>
<td>The Junior College</td>
<td>Fort Dodge</td>
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<tr>
<td>Juhl, Inga E.</td>
<td>Commercial, Departmental, Spirit Lake</td>
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<td>History and Physical Education in Junior High School, Tracy</td>
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<td>Taylor, Mae A.</td>
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<td>Wick, Betty M.</td>
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**Iowa State Teachers College**
**RECENT GRADUATES**

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**Special Curriculums**

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<td>Beatty, Gladys L.</td>
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<td>Wheeler, Willis W.</td>
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**DEPARTMENT CERTIFICATES IN CRITIC TRAINING**

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<td>Dick, Refa</td>
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<td>Gullickson, Agnes R. M.</td>
<td>Primary Education Diploma</td>
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**JUNE, 1926**

**DEGREE CURRICULUMS**

**Master of Didactics**

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<td>McDill, Florence Margaret</td>
<td>A.B.</td>
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**Bachelor of Arts in Education**

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<td>Arends, Alice H.</td>
<td>Mathematics and Social Science, Eureka, South Dakota.</td>
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<td>Bailey, Florence D.</td>
<td>Commercial, Marissa, Illinois.</td>
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<td>Bishop, Prudence Arminia</td>
<td>Mathematics and Science, Houghton, Michigan.</td>
<td>Richland</td>
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<tr>
<td>Black, Mrs. Nell Woods</td>
<td>English, I. S. T. C., Cedar Falls</td>
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<td>Carney, Margaret Cecilia</td>
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<td>Cook, Mrs. Rhonese Brown</td>
<td>Physical Education, Vermillion, South Dakota.</td>
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<tr>
<td>College Instructor in Penmanship, West Chester, Penn.</td>
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<tr>
<td>Name</td>
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<td>Crawford, Mary Elizabeth</td>
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<td>Daniels, Clarence Murray</td>
<td>Mt. St. Mary Academy, Cherokee</td>
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<td>Davies, Gertrude Violett</td>
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<td>Day, Lyda</td>
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<td>Recreational Director, National Catholic Community House, Cincinnati, Ohio. 118 Findlay St.</td>
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## Recent Graduates

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<tr>
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<tr>
<td>Townsend, Genevieve</td>
<td>Domestic Science, Biology and Physical Training</td>
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<td>Robbins, Laura Elizabeth</td>
<td>Kindergarten, Ames, 218 1/2 Hayward</td>
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<td>Roberts, Walter E.</td>
<td>Superintendent, Troy</td>
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<td>Schnirring, Flora C.</td>
<td>Physical Director, Cedar Falls, 1020 Clay St.</td>
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<td>Schrader, Marlys Lucile</td>
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<td>Selleck, Gwendolyn Dareaen</td>
<td>High School and Junior High School, Barnum</td>
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<td>Sloan, Samuel H.</td>
<td>English and Mathematics, Junior High School, Ames, 919 Clark</td>
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<td>Stohn, Mildred L.</td>
<td>Saleswoman, Chicago, 2155 Pierce Avenue</td>
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<td>Stalnaker, Mineva M.</td>
<td>Social Science, Band and Orchestra, Emmetsburg</td>
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<td>Stanley, Leila E.</td>
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<td>Vaughn, Mary M.</td>
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<tr>
<td>Aik, Elin Josephine</td>
<td>Supervisory Teacher, St. Cloud Teacher's College, St. Cloud, Minn. 907 5th Ave. So.</td>
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<tr>
<td>Ainsworth, Mary J.</td>
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### Diploma Curriculums

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<td>Aik, Elin Josephine</td>
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<td>Almquist, Ethel June</td>
<td>Business College, Omaha, Nebraska, 323 S. 51st St.</td>
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</table>
Anderson, Joy Marguerite—Primary
Arl, Lucille Dorothy—Commercial
Assist Cashier, Farmers State Bank, Rudd. Norn Springs
Ballough, Monica Ickes—Primary
Bang, Ada B.—The Junior College
Barber, Marian—Primary
First Grade, Guttenberg
Brumhover, Dolores—Primary
Primary and Music, Elkport
Beam, Vera W.—The Junior College
Mrs. Mac Allen, Fifth and Sixth Grades, Nevada
Beckley, Beulah—The Junior College
Grades, Cooley
Bennett, Ruth C.—Home Economics
Bird, Juanita—The Junior College
Bishop, Nina Evelyn—The Junior College
Bishop, Nina Evelyn—The Junior College
Bishop, Nina Evelyn—The Junior College
Bird, Juanita—The Junior College
Brock, Gladys Yt—Vista—The Junior College
Bormann, Aloise Colette—The Junior College
Bosson, Ollee Myrtle—Commercial
First Grade, Milford
Burt, Edith M.—Primary
Third and Fourth Grades, Cooper
Bowers, Gladys C.—The Junior College
Booth, Rachel E.—The Junior College
Second Grade, Webster City
Broomhover, Dolores—Primary
Bude, Ada B.—The Junior College
Bunton, Helen—The Junior College
Busted, Dorothy—Commercial
Buckner, Elsie G.—Primary
First Grade, Independence
Burgess, Ellen Mary—The Junior College
Burns, Lily Bell—Home Economics
Busby, Jay L.—Manual Arts
Busch, Anna C.—Primary
Busch, Mrs. Ruth Thomas—Commercial
Busk, Burt L.—Primary
Buss, Vera L.—The Junior College
Buttermore, Margaret Esther—The Junior College
First Grade, Bode
Byars, Gladys J.—Primary
Byars, Gladys J.—Primary
Bystedt, Edith—Primary
Chalberg, Ruby Naomi—Primary
Burk, Estelle E.—Primary
Mrs. Carl Jefferson, Onkland
Chaplin, Mrs. Loretta—The Junior College
Chedester, Edith Mae—Primary
Rural School, Castana
Christen, Amelia E.—Primary
First and Second Grades, Clarion
Christensen, Gladys M.—Commercial
Mason
Clark, Cora Evelyn—Commercial
Cling, Doris Marie—Primary
First Grade, Milford
Christensen, Gladys M.—Commercial
First Grade, Milford
Clint, Gladys C.—The Junior College
Clark, Cora Evelyn—Commercial
Christian, Gladys M.—Commercial
Mano.
Clark, Cora Evelyn—Commercial
Christian, Gladys M.—Commercial
RECENT GRADUATES

125

Cobb, Harriet L.—The Junior College. Independence
Sixth Grade and Dramatics, Dumont.

Cocking, Ethel Gertrude—Primary, Manchester
PrimarY, Oneida

Coffey, Tennie Leo—Primary, Lynnville
First Grade, Knoxville.

Colby, Hazel Josephine—Kindergarten, Sergeant Bluffs
Kindergarten, Clarion.

Colgan, Veronica—The Junior College, Corning
First Grade, Creston, 302 S. Maple St.

Connell, Eleanor Cecilia—The Junior College, Tama.
Fifth Grade, Tama. Box 312.

Connolly, Veronie—The Junior College, Corning

Curnig, Merle—The Junior College, Capital City
Primary, Belle Plain.

Dick, Esther G.—The Junior College, Stratford
Rural School, Jewell.

Dick, Ferne Mage—Primary, Muscatine

Dietz, Dorothy Mary—Public School Music, Waterloo

Dill, H. Merle—The Junior College, Union
Fifth Grade, Coon Rapids.

Dillon, Zilla Elizabeth—The Junior College, Algona
Third and Fourth Grades, Whitten.

Ditsworth, Florence J.—Kindergarten, Algona
Rural School, Perry City, Illinois.

Dobel, Ella Claudia—Primary, Manley

Doherty, Nell Ursula—The Junior College, Alwold
Sixth Grade, Cherokee, 721 Willow St.

Doidge, Mabel B.—The Junior College, Dumont

Douthit, Ruth—The Junior College, Bradyville
Fourth Grade, Clarinda.

Doval, Irma—Primary, Hansell
PrimarY, Iowa

DuBois, Milo E.—Manual Arts, Janesville
Draftsman, Cedar Falls, 15 W. 6th St.

Duvall, Mary Mildred—Home Economics, Waterloo
Student, I. S. T. C., Cedar Falls, 2007 College St.

Eckholm, Leila B.—Primary, Swea City
Rural School, Armstrong.

Eckstein, Catherine G.—Primary, Waterloo
Belle Plaine, 1004 17th St.

Eighmy, Elizabeth—Public School Music, Waterloo
Teacher, Newton, 415 S. Second Ave. E.

Eklund, Edith Mildred—Primary, Wapello
First and Second Grades, Horn Consolidated School, Onokville.

Ekquist, Fern Elizabeth—Home Economics, Callender
Office Work, Minneapolis, Minn. Hopkins, Minnesota.

Ellefsen, Myrtle Bernice—The Junior College, Callender

Erickson, Ethel Luverne—The Junior College, Kirkman
Principal of Junior High School, Tama.

Erickson, Evelyn Viola—Home Economics, Mt. Pleasant

Eriksen, Irene—The Junior College, Red Oak
Fifth—Seventh Grades, Stanton, Box 312.

Evans, Lucy E.—Primary, Leon
Primary, Allison.

Evans, Muriel—The Junior College, Council Bluffs
Rural School, Neola, R. F. D. No. 3.

Farrell, Katherine Anna—The Junior College, Luzerne
Student, I. S. T. C., Cedar Falls, Bartlett Hall.

Parrow, Gertrude—The Junior College, What Cheer
Departmental in Fourth, Fifth and Sixth Grades, What Cheer.

Flamme, Viola E.—Home Economics, Gladbrook
Student, I. S. T. C., Cedar Falls, 2221 Olive St.
<table>
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<tr>
<th>Name</th>
<th>Grade/Subject</th>
<th>School/Location</th>
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<td>Platt, Fern H.</td>
<td>Home Economics</td>
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<tr>
<td>Student, I. S. T. C.</td>
<td>Cedar Falls</td>
<td>Bartlett Hall</td>
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</tbody>
</table>
RECENT GRADUATES

Higgins, Nelle—Primary—West Burlington
  Primry, Ft. Dodge, 803 6th Ave. N.

Hix, Evelyn W.—Primary—Storm Lake
  Third Grade, Ottumwa, 807 Jefferson St.

Holley, Marjorie—The Junior College—Ottumwa
  Home Economics, Luverne.

Hord, Norma E.—The Junior College—Whiting
  Home Economics, Luverne.

Hove, Lucille F.—Home Economics—Cedar Falls
  Home Economics, Luverne.

Hult, Margaret C.—The Junior College—Swedesburg
  Primary, Brooklyn.

Humphreys, Ardith Bernice—Primary—Manchester
  Student, I. S. T. C., Cedar Falls, 2138 College St.

Hurt, Berta E.—Primary—Dickens
  Home Economics, I. S. T. C., Cedar Falls, 2128 College St.

Husband, Cory E.—Primary—Dallas Center
  First Grade, Alexander.

Hutchison, Ruth N.—The Junior College—Dumont
  Mathematics, Coach and Manual Arts, Arrow Creek, Montana.

Jacobs, Harold A.—Manual Arts—Ames
  Home Economics, Brook...

Jacobsen, Myrna Lucille—Primary—Dows
  Home Economics, Storm Lake.

Jennings, Martha Louise—Kindergarten—Colfax
  First Grade, Wellman.

Johnson, Anna Mary—The Junior College—Oelwein
  Oelwein, 203 N. Frechd.

Johnson, Dorothy E.—The Junior College—Gowrie
  Johnson, Lily May—The Junior College—Davenport

Johnson, Mildred L.—Primary—Marcus
  First Grade, Lytton.

Johnson, Orpha T.—The Junior College—Stratford
  Student, I. S. C., Ames, Oak Lodge.

Johnson, Oscar Gates—Manual Arts—Northwood
  Mathematics, Coach and Manual Arts, Arrow Creek, Montana.

Jones, Mildred Louise—Home Economics—Shannon City
  Jones, Ruth—The Junior College—Perry
  Fifth Grade, Perry.

Keniston, Verna L.—The Junior College—Sioux Falls, S. Dak.
  Second Grade, Dunkerton.

Kerwin Kathryn B.—The Junior College—Audubon
  High School, Underwood, Wyoming.

Kestler, Pauline—Primary—Chariton
  Primary, Waucoma.

Kissing, John F.—Manual Arts—Washta
  Baker, Moville.

Klaus, Cora Virginia—Home Economics—Earville
  Bookkeeper, Earlville.

Kleist, Mabel E.—Home Economics—LaPorte City
  Home Economics, Springdale.

Knutson, Esther C.—The Junior College—Decora
  Kopp, Ruth C.—Home Economics—Mt. Pleasant
  Home Economics, Sigerry.

Krensky, Esther—The Junior College—Waterloo
  Waterloo, 1429 Commercial St.

Kuehna, Verna Carolyn—Home Economics—West Brooklyn, Illinois
  Lefferty, Ursula Loretto—The Junior College—Neola
  Sixth Grade, Algona.

Leary, Mary G.—The Junior College—Waverly
  Student, I. S. T. C., Cedar Falls, 1117 W. 22nd St.

Lenhart, Myrtle L.—Primary—Sioux Rapids
  Primary, Rembrandt.

Leniece, Leone—The Junior College—Cedar Rapids
  Fourth Grade, LeMmon, South Dakota.

Lichtenheld, Margaret—The Junior College—West Liberty
  Seventh Grade, Osklousoo, 605 So. 3rd St.

Lincoln, Helen Luella—Home Economics—Oelwein
  Substitute teacher, Fifth and Sixth Grades, Hawkeye.

Lundgren, Beesie Marie—Primary—Marathon
  First and Second Grades, Marathon.

Lyburt, Mabel Iris—The Junior College—Bonair
  Fourth Grade, Vinton.

Madden, Gertrude Faye—Home Economics—Sto...
Mahannah, Mildred Frances—Primary, First and Second Grades, Agency.
Mangold, Marion E.—The Junior College, Fourth Grade, Monticello.
Martin, Mina C.—Primary, Third Grade, Moville.
Martz, Laura E.—The Junior College, Third and Fourth Grades and Art Supervisor, Maple Hill.
Martz, Mabel M.—The Junior College, Fifth and Sixth Grades, Larrabee.
Mathieson, Carol Agatha—The Junior College, Rural School, Ringsted.
Maxey, Viola B.—The Junior College, Third Grade, Moville.
Medley, Rachel L.—Primary, Windom, Minn.
Melton, Irene—Home Economics, Cherokee.
Miquet, Caroline A.—The Junior College, Rural School, Independence.
Miquet, N. Modesta—The Junior College, Independence.
Miller, Lorene A.—Primary, Jewell.
Mitchell, Dorothy Gertrude—Primary, Rockford.
Mohr, Elma H.—The Junior College, Upper Grades, Massillon.
Moir, Grace L.—The Junior College, Mechnicsville.
Morgan, Fern—Primary, Waterloo.
Moser, Elsie W.—Home Economics, Strawberry Point.
Myers, Regina C.—The Junior College, Rodman.
Owen, Anna Grayce—Home Economics, Ross.
O’Neill, Anna Patricia—Primary, Cedar Falls.
McClain, Fern—Primary, Mound.
McGuire, Loretta B.—Primary, Rock Rapids.
McLaughlin, Ethel L.—Home Economics, LeMars.
McLaughlin, Genevieve—The Junior College, Oakland.
McLeod, Carrie—The Junior College, Central City.
McNeff, Margaret—Primary, Monona.
McNeish, Marjorie M.—Primary, Kanawha.
Nelson, Rena Jenette—The Junior College, St. Ansgar.
Norland, Edna M.—The Junior College, Primghar.
North, Elia—The Junior College, Cherokee.
Olmstead, Leila S.—Commercial, Parkersburg.
Owen, Anna Grayce—Home Economics, Gray.
O’Mara, Vera—Primary, Williamsburg.
O’Neill, Anna Patricia—Primary, Cedar Falls.
O’Neill, Anna Patricia—Primary, Cedar Falls.
RECENT GRADUATES

Ogren, Eleanor C.—The Junior College .......................... Marshalltown
School Librarian, Newton. 1012 South 6th Ave. West.

Oleson, Alma Jeannette—The Junior College ..................... Lyle, Minn.
Sixth Grade, Owatonna.

Palmer, Harold S.—Manual Arts .................................. Cedar Falls
Training, Ramsey, Michigan.

Patterson, Lillian B.—The Junior College .......................... West Union
Third and Fourth Grades, Renwick.

Paulson, Lucille Jeanette Evelyn—The Junior College .............. Dike
Fourth Grade, Sioux Center, Box 11.

Peak, Louise Estella—Primary ..................................... Estherville
Second Grade, Lohrville.

Peake, Jennie Marne—Primary ..................................... Rose Hill
Primary, Coon Rapids.

Peck, Pauline—Primary .............................................. Olin
First Grade, Newton. 415 So. 2nd Ave. E.

Perry, Jean—The Junior College .................................... Nashua
Third and Fourth Grades, Lost Nation.

Peters, Ruth Edna—The Junior College ............................ Renwick
Petersen, Elizabeth Caroline—Primary ............................... Council Bluffs
Grade Teacher, Council Bluffs, 918 4th Ave.

Peterson, Kathryn Elizabeth—The Junior College ............... Marshalltown
Principal, Junior High School, Franklin Township Consolidated, Cooper.

Phillips, Josephine V.—The Junior College ....................... Onawa
Phillips, Lois E. F.—The Junior College .......................... Onawa

Student, I. S. T. C. Cedar Falls. 2203 Olive St.

Pint, Donald—Manual Arts .......................................... Waterloo
Student, I. S. T. C. Cedar Falls. 303 Logan Ave., Waterloo.

Poland, Wilma M.—Primary ....................................... Milford
Primary, Council Bluffs, North.

Prime, Helen Portia—Primary ...................................... Waterloo

Primus, Delpha J.—The Junior College ............................ Independence

Pugh, Charlotte M.—Primary ...................................... Exline
Pugh, Helen M.—Primary ........................................... Exline

Purvis, Annabel—Primary ........................................... Cedar Falls
Student, I. S. T. C. Cedar Falls. 2415 Iowa St.

Reitz, Carl C.—Manual Arts ......................................... Earlville
Student, I. S. T. C. Cedar Falls. 2503 Olive St.

Rapp, Harriet Edith—Kindergarten ................................. Council Bluffs

Reichert, Bernice Elizabeth—Kindergarten ......................... Tipton
Kindergarten, Waverly.

Reinitz, Vivian E.—Primary ........................................ Cedar Falls
First Grade and High School Orchestra, Floyd.

Riemenschneider, Loretta—Primary ................................ State Center
Primary, Whitten.

Ritchie, Lois Dell—The Junior College ............................ Marcus
Rivera, Otha O.—Primary .......................................... Waterloo

Robinson, Margaret E.—The Junior College ....................... Colo.

Robinson, Valda Mae—Commercial ................................. Belmond
Penmanship, Elmhurst, Illinois. 125 Willow Road.

Rogness, Esther J.—The Junior College ............................ Ossian
Rogers, Edward and Ethel—Grades, Scarville.

Romay, Merle A.—Manual Arts ..................................... Sibley

Principal of Junior High School, Harrison, Arkansas. ............................. Sioux Falls, S. Dak.

Roney, Vera—The Junior College ................................. Webster City
Student, I. S. T. C. Cedar Falls. Bartlett Hall.

Roualton, Gladys E.—Primary ..................................... Meriden
Third and Fourth Grades, Lawton.

Rouse, Lawrence Verl—The Junior College ....................... Vinton
Rupnow, Ruby S.—Primary .......................................... Cedar Rapids
First and Second Grades, Wellsburg. Box 241.

Sanderson, Lorna Fern—The Junior College ...................... Cedar Falls
Rural School, Pocahontas. In care of J. E. Calkins.

Sandy, Mildred M.—The Junior College .......................... Liberty Center
Majors, Capital City Commercial College, Des Moines. Y. W. C. A.

Schlatter, Dorothy Dee—The Junior College ...................... Wayland
Third and Fourth Grades, Wayland.

Schmidt, Lyle I.—Primary .......................................... Spirit Lake
First Grade, Hibbing, Minnesota. 2019 5th Ave.

Schneider, Goldy M.—The Junior College ......................... Estherville
Fourth Grade, Estherville. 110 East Lincoln.

Schuknecht, Estella A. M.—Primary ............................... Charles City
Third Grade, Greene.

Schultz, Lenora E.—The Junior College .......................... Schleswig
Fourth and Fifth Grades, George.
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<th>Name</th>
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<td>Scott, Rosalia B.</td>
<td>The Junior College</td>
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<td>Seaver, Alice Mae</td>
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Van Eaton, Mamie—Primary___________________________ Waterloo
Van Hauen, Alice E.—The Junior College _____________ Parksburg
Voss, Mildred—The Junior College _____________ Pomeroy
Waite, Evelyn L.—The Junior College _____________ Storm Lake
Walters, Leona—Commercial _________________________ Waterloo
Ward, Thelma G.—Primary _________________________ Everly
Warden, Mildred Alice—Primary _____________________ Melbourne
Wegner, Alice Alberta—Primary _____________________ Everly
Welsch, Mrs. Mary—Primary _________________________ Irwin
Westphal, Lucille Mae—Primary _____________________ Doon
Wieder, Thelma G.—Primary _________________________ Terril
Wiget, Evelyn L.—The Junior College _____________ Storm Lake
Wolfe, Madge Mary—The Junior College _____________ Tipton

Abben, Jeannette—Teacher of Rural Schools __________ Little Rock
Anderson, Irene—Teacher of Rural Schools ___________ Sibley
Anderson, Irene—Teacher of Rural Schools ___________ Sibley
Andre, Lyla—Teacher of Piano _______________________ Kellogg
Drahn, Bernice E.—Teacher of Rural Schools __________ Monona
Gross, Leona M.—Teacher of Rural Schools ___________ Thornton
Day, Lyla—Teacher of Piano _________________________ Clarksville
Doerrman, Esther K.—Teacher of Rural Schools __________ Lowden
Jepperson, Genevieve Lucile—Teacher of Rural Schools __ Waterloo
Jester, Mabel L.—Teacher of Rural Schools ___________ Paton
Klings, Luella C.—Teacher of Rural Schools ___________ Rudd
Lance, Maxine—Teacher of Rural Schools _____________ Mt. Ayr
Manhart, Verna Selma—Teacher of Rural Schools __________ Neola
Marriage, Marian E.—Teacher of Rural Schools __________ Popejoy Dows.
McCoy, Bernice M.—Teacher of Rural Schools ___________ Dows
Nelson, Verna M.—Teacher of Rural Schools ___________ Stratford
Rugg, Glenna—Teacher of Piano _____________________ Cedar Falls
Rugg, Glenna—Teacher of Piano _____________________ Cedar Falls
Schillig, Olga—Teacher of Rural Schools _____________ Renwick
Simmers, Ruby—Teacher of Piano _____________________ Aurelia
Wagner, Margaret Mary—Teacher of Piano _____________ Alton
Efficiency Assistant for Progressive Music Series, St. Louis, Missouri. 

Special Curriculums

Gross, Leona M.—Teacher of Rural Schools ___________ Thornton
Rural School, Sibley, In care of John Kadous.

Rural School, Tipton.

Rural School, Stratford.
DEPARTMENT CERTIFICATE IN CRITIC TRAINING

Busby, Ruth Irene
Primary Education Diploma, June 3, 1921.
Dodge Center, Minn.

Graham, Zelwyn
Primary Education Diploma, June 3, 1923. Primary Critic, Hudson.

STATEMENT OF PROFICIENCY

Crovisier, Ve'a A.—Penmanship, Webster City
Commercial, Macomb, Illinois. 221 W. Carroll St.

Day, Richard D.—Wind Instruments, Cedar Falls
Commercial, Janesville.

AUGUST, 1926

DEGREE CURRICULUMS

Master of Didactics

Blue, Earl R.—B. A. Western Union College, 1916. Goodell
Superintendent, Goodell.

Bachelor of Arts in Education

Addy, John Francis
Superintendent, Janesville.

Agce, Eugene F.
Superintendent, Janesville.

Amburn, Emma
Cedar Falls
Missionary, Rangoon, Burma. No. 1 Lancaster Road.

Anderson, Cornelia
Home Economics, Leon.

Arthur, Maude W.
Cedar Falls
Normal Training Critic, Rolfe.

Ballock, Helen B.
English, Allison.

Bangs, Cecil Warren
Manchester
Superintendent, Manchester.

Baumgartner, Alvin Charles
Strawberry Point
Home Economics, Brighton.

Beck, Alma E.
Danville

Beek, Lettie Marie
Davenport

Beeman, Olaf
Manchester
Assistant Supervisor, Training School, Teachers College, Madison, South Dakota.

Belden, Grace
Grinnell
Normal Training, Audubon.

Berry, Edith
Chillicothe
Home Economics, Elkader.

Beutel, Lucile Ethel
Guttenberg
Fifth Grade Critic, Eastern State Teachers College, Madison, South Dakota.

Black, Margaret June
Clarinda
Science, Newton. 725 E. 5th St. N.

Blackburn, Eunice
Marshalltown
Superintendent, Cedar Heights. 1806 Franklin St., Waterloo.

Brandes, Mrs. Louise M.
Cedar Falls

Brooks, Clara Anetta
Iowa Falls
Physical Director, Y. W. C. A., Jackson, Michigan.

Brown, Florence L.
Creston
207 Myrtle St.

Bush, Alva E.
Eldora
Superintendent, Alta Vista.

Butler, Lester M.
Waterloo
Principal, Springville.

Buxton, Irth H.
Morse Hill, Mo.

Cady, Doyle F.
Cedar Falls
Athletics, Rudd.

Clifton, Maud
Earville
Social Science, Edgewood,

Clouse, Mae Margaret
Chariton
Grammar Grades, Waterloo. 635 Sumner St.

Coder, Mildred Brunetta
Muscatine
Physical Education, Ames. 615 7th St.

Coffin, Katherine Louise
Cedar Falls
Commencement, Carroll. 111 N. Carroll.

Cook, Helen E.
Colo
English and History, New London.
<table>
<thead>
<tr>
<th>Name</th>
<th>School/Position</th>
<th>Location</th>
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<td>Cook, Helen Louise</td>
<td>History, Independence</td>
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<td>Cook, Kenneth W.</td>
<td>Principal, New London</td>
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<td>Crovister, Vera Adeline</td>
<td>Commercial, Macomb, Illinois</td>
<td>221 W. Carroll St.</td>
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<td>Curran, Fred B.</td>
<td>English, College of Allied Arts, Waterloo</td>
<td>411 E. 2nd St.</td>
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<td>Dailey, Alycia M.</td>
<td>Commercial, Orchestra, Janesville</td>
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<td>Day, Richard D.</td>
<td>Grade Teacher, Centerville</td>
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<td>Dick, Refa</td>
<td>Grade Teacher, Centerville</td>
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<td>Duvall, Gladys E.</td>
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<td>Eccles, Bertie</td>
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<tr>
<td>Engstrom, Lillian Berenice</td>
<td>Superintendent, Chicago, Illinois</td>
<td>2155 Pierce Avenue</td>
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<td>Gullikson, Anna R. M.</td>
<td>Critical, I. S. T. C., Cherokee</td>
<td>502 W. Cedar</td>
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<td>Religious Work, Chicago, Illinois</td>
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<td>Henneman, Vern W.</td>
<td>History and Dakota, Cedar Falls, 1094 Franklin St.</td>
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<td>English, Independence</td>
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<td>Heman, Bess Ellen</td>
<td>Athletic, Twin Falls, Idaho, 145 Ninth Ave, North</td>
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<td>Kelly, Evelyn M.</td>
<td>English in Junior High School, Mediapolis</td>
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<td>Lockwood, Vera Jane</td>
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<td>Lura, Edna Levina</td>
<td>Supervisor of Physical Education, Lawrence, Kansas</td>
<td>17 E. 11th St.</td>
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<td>Mast, Clara Elizabeth</td>
<td>Home Economics, Manly</td>
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<td>Andrews, Raymond C.</td>
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<td>Seger, Joe E. W.</td>
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</table>

**Bachelor of Science**

 Andrews, Raymond C.                      | Valley Junction |
 Fitzgerald, John James                   | Ainsworth       |
 Harshberger, Don William                 | Salem           |
 Hunt, John L.                           | Nashua          |
 Ishing, William E.                      | Cedar Falls     |
 McConnell, Joseph L.                    | Ainsworth       |
 Orr, Francis S.                         | Cedar Falls     |
 Seger, Joe E. W.                        | Blairsburg      |
 Stillinger, Okley P.                    | Colesburg       |
 Swanson, Alvin L.                       | Mt. Airy        |
 Vander Brink, Bert                      | Sheldon         |
### DIPLOMA CURRICULUMS

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<td>Aalders, Grace D.</td>
<td>The Junior College</td>
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<td>Abbott, Ruth C.</td>
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<td>LuVerne High School, Lawton.</td>
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<td>Bauer, Edith L.</td>
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<td>Baumgartner, Mrs. Alvin C.</td>
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<td>Bower, Maxine</td>
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</tbody>
</table>
Denger, Nellie E.—The Junior College

Dent, Ocie—Home Economics, Humeston

Home Economics, English and Algebra, Millerton.

Domier, Ruth Evelyn—Primary

Kindergarten, Marion. 2001—3rd Ave.

Dorsey, Fayette C.—The Junior College

Eighth Grade, Webster.

Downer, Catherine C.—The Junior College

Grade Principal, North English.

Drake, Gladys—The Junior College

Fifth Grade, Red Oak. 1007 Coolbaugh.

Duncan, Velma L.—The Junior College

Grade Teacher, Allerton.

Dusingske, Inez M.—Primary

Ebert, Frances Elmira—Primary

Waterloo, 1810 Mulberry St.

Elliott, Catherine—The Junior College

Fairbanks

Elliott, Frances E.—Commercial

Sidney

Farnell, Mrs. F. W.—Primary

Barnes City

Fell, Susie A.—Commercial

Everly

Fisher, Eleanor May—Primary

Fifth Grade, Shenandoah.

Follmer, Ellen—Primary

Blythedale, Mo.

Foster, Clara Belle—Primary

First Grade, Dubuque. 803 West 5th St.

Frieden, Hazel M.—Primary

Elgin

Gardner, Marian E.—Primary

Rowley

Gibson, Mildred—The Junior College

Seventh and Eighth Grades, Rock

Gleason, Cyrilla M.—Kindergarten

Cedar Falls

Golden, Beulah Idelle—Primary

Grinnell

Hartman, Birdie M.—The Junior College

Steamboat Rock


Hastings, Mildred—The Junior College

Sext and Eighth Grades, Shenandoah.

Heady, Leatha Mabel—The Junior College

Bloomfield

Hennings, Marie—The Junior College

Waverly

Hill, Lucille—Primary

Muscatine

Hoffman, Bertha Louise—The Junior College

TeaheR, Rock Rapids.

Holmes, Georgia D.—Primary

Sumner

Primary, Ottumwa.

Hornbaker, Mrs. Gladys—The Junior College

Bonaparte

Student, I. S. T. C., Cedar Falls. 2005 College St.

Houston, Pauline Sarah—The Junior College

Fourth Grade, Ames. 603 Burnett Ave.

Howey, Marcella F.—Primary

Jesup

Primary, Algona.

Hubregts, Minnie H.—Primary

Sheldon

Huntington, Madge M.—The Junior College

Hazleton

Huston, Alva—The Junior College

Departmental, Albia. 515 E. Benton Ave.

Jackman, Corinne—The Junior College

Emmetsburg
RECENT GRADUATES

Jarvis, Mabel S.—The Junior College. Grandview

Johnson, Iola Olive—The Junior College. Independence

Jewell, E. M.—Commercial. Janesville

Johns, Ethel Emmeline—The Junior College. Cedar Falls

Johnson, Edward Davis—The Junior College. Woodbine

Johnson, Georgia B.—Commercial. Charles City

Johnson, John Oliver—The Junior College. Knoxville

Jones, Ethel Emmeline—The Junior College. rural School, Blairsburg. In care of Earnest Cramer.

Jones, Iona C.—The Junior College. Clinton

Kane, Iona C.—The Junior College. Ceylon, Minn.

Kerstetter, Esther Irene—Primary. Cornwall

Lench, Lillian B.—Primary. Omaha, Neb.

Kirk, Marian F.—The Junior College. Oskaloosa

Knowles, Velma—The Junior College. Creston

Korf, Helen Katherine—The Junior College. Okoboji

Laird, Gladys J—Primary. Shellsburg

Latta, Dorothy Mary—Primary. Brooklyn

Lench, Lillian B.—Primary. Colfax

Kennedy, Geneviee—Primary. Forest City

Kerstetter, Esther Irene—Primary. Shellsburg

Kirk, Marian F.—The Junior College. Omaha, Neb.

Knowles, Velma—The Junior College. Keota

Kor, Helen Katherine—The Junior College. Keota

Kramer, Nena Webster—The Junior College. Waterloo

Laird, Gladys M.—Art. Waterloo

Latta, Dorothy Mary—Primary. Waterloo

Laird, Gladys M.—Art. Waterloo

Latta, Dorothy Mary—Primary. Waterloo

Marvin, Mabel Ruth—Public School Music. Troy

Matt, Harold DeWitt—Manual Arts. Dubuque

Matheis, Iris E.—Primary. Osage

Mausser, Edna I.—Primary. Marble Rock

Maxson, Stanley James—Manual Arts. Rembrandt

Michaelson, Idella—Primary. Newell

Miller, Alice Lucile—Primary. Newell

Miller, Alice Lucile—Primary. Newell

Miller, E. Lucile—Public School Music. Newell

Mohnhoff, Bernice M.W.—The Junior College. Newell

Moses, Mabel E.—Primary. Earhart

Myers, Marie—The Junior College. Waterloo

Mythen, Fern M.—The Junior College. Waterloo

Mythen, Fern M.—The Junior College. Waterloo

McGregor, Avice Annette—The Junior College. Waterloo

McMahon, Alice Patricia—The Junior College. Waterloo

Ness, Gertrude A.—Home Economics. kaspar

Norman, Nellie Jane—The Junior College. Lucas

O'Connor, Agnes M.—The Junior College. Davenport

O'Hara, Kathleen M.—Primary. Brandon

Oldenburg, Karolina F.—The Junior College. Watertown

Oldenburg, Karolina F.—The Junior College. Watertown

Departmental, Greeley.
Padley, Clara Louise—The Junior College, Seventh Grade, Rippey.  
Parchman, Clara M.—The Junior College, Sixth Grade, Brooklyn.  
Patterson, Marian L.—Primary, Shenandoah, Coin.  
Paul, Mildred Irene—Primary, Springville.  
Peebles, Georgia Rae—The Junior College, Oskaloosa, Sixth Grade, Oskaloosa, N. Market Ex.  
Pennell, Lily M.—The Junior College, Independence, Fourth Grade, Emmetsburg.  
Peterson, Mildred S.—The Junior College, Boxholm, Rural School, Ogden, In care of Carl W. Swanson.  
Pfiffner, Mildred H.—Kindergarten, Galena, Ill., Kindergarten, Waterloo, 48 Franklin St.  
Port, Helen R.—Primary, Third Grade, Cedar Rapids, 138 N. 32nd St. E.  
Raisty, Doris—Commercial, Colwell, Student, S. U. I., Iowa City, 120 E. Market St.  
Ranson, Jesse Julia—Primary, Shelby, Second Grade, Carson.  
Rayl, Cleo—Commercial, Port Jervis, New York.  
Reed, Mrs. Lucille B.—Primary, Owasa.  
Reynard, Louise F.—Commercial, Mt. Ayr.  
Ritter, Esther M.—The Junior College, Sac City.  
Roberts, Lona Etta—Home Economics, Troy, Home Economics, Cylinder.  
Roeder, Kari J.—Commercial, Cedar Falls, Student, I. S. T. C., Cedar Falls, 2104 College St.  
Roush, Viola Mae—The Junior College, Clarinda, Clarinda, 605 So. 14th St.  
Ruther, Alma—Primary, Clarence, Fourth Grade, Clarence.  
Sampson, Ruth G.—The Junior College, Hampton, English and Reading in Fifth, Sixth, Seventh, Eighth Grades, Dows.  
Sartor, Magdalen E.—Primary, Titonka.  
Schaper, Agnes Marie—The Junior College, Brit, Seventh and Eighth Grades, Latimer.  
Schweitzer, Lucile Margaret—Public School Music, Monticello, Music and English, Dinsdale.  
Seippel, Bernette Marie—Kindergarten, Dubuque, 705 Caledonia Pl.  
Shafer, Elsie E.—Primary, Garrison, Garrson.  
Shafer, Louise—The Junior College, Boone, Shedenhelm, Mary Giene Clar’s—Home Economics, Garvin, Rural School, Wellsburg.  
Sherman, Beulah Leone—Primary, St. Ansgar.  
Shimek, Alice Olive—Primary, Forest City.  
Short, Mary Estelle—The Junior College, Rolfe.  
Sibert,burnetta—Primary, Waterloo.  
Stout, Edith Beatrice—The Junior College, Ottumwa, Grade Teacher, Ottumwa.  
Strang, Elnora—Primary, Vinton.  
Sturch, Veryl—Home Economics, Cedar Falls.
RECENT GRADUATES

Swain, Mildred L.—Commercial ........................................... Osceola
Swanson, Dorothy M.—Home Economics ................................ Plover

Died early in Fall of 1926.

Swartz, Joy—The Junior College ........................................ Ottumwa

Thomas, Maurne—Primary .................................................. Clarion

Grade Teacher, Goldfield.

Thompson, Alice Adeline—Primary ....................................... Lansing

Trentman, Thelma V.—The Junior College .............................. Nichols

Tucker, Neva Arlene—Commercial ........................................ Bassett

Commercial, Iowa Falls.

Twedtne, Bernice R.—The Junior College .............................. Spencer

Tyrrel, Mary Marie—Primary .............................................. Albia

First Grade, Gilman.

Vander Linden, Mae E.—The Junior College ............................ Des Moines

Fifth Grade, Cherokee.

Volkart, Helen W.—The Junior College ................................. Riceville

Rural School, Valley Junction.

Wallace, Eileen E.—The Junior College ................................. Gilmore City

Fifth Grade, Sibley.

Weltha, Leona Marie—The Junior College .............................. Story City

Wertz, Dorothy Canice—Primary ........................................ Grand Junction

Second Grade, Grand Junction.

Westberg, Sylvia M.—The Junior College ................................ Cedar Falls

Cedar Falls, 2203 Main St.

Williams, Elsie M.—Primary .............................................. Union

Fourth and Fifth Grades, New Providence.

Williams, Leona Alice—Primary .......................................... Oakville

Student, I. S. T. C., Cedar Falls, 2222 Walnut St.

Williams, Winona Ruth—The Junior College ......................... Gilman

Wisdom, J. Marie—Commercial ........................................... Bloomfield

Stenographer, Des Moines, 1139 20th St.

Wolframuth, Beula—The Junior College ............................... Dallas Center

Geography, Junior High School, Cherokee.

Young, Lovisa Ann—The Junior College ................................ Washington

Principal, Washington, 514 W. Madison St.

Zihlman, Eva Caroline—Primary ......................................... Wayland

Third Grade, Rockford.

Special Curriculums

Burmaster, Violet L.—Teacher of Rural Schools .................... Fredericksburg

Haller, Mrs. Ella—Teacher of Rural Schools ........................ Hampton

Rural School, Hampton, R. No. 2, In care of C. L. Jones.

Hansen, Margaret L.—Teacher of Rural Schools ....................... Popejoy

Rural School, Williams.

Kraemer, A. Lucille—Teacher of Rural Schools ....................... Charter Oak

Student, I. S. T. C., Cedar Falls, 1022 W. 22nd St.

Meyers, Maxine M.—Teacher of Rural Schools ........................ Liscomb

Rural School, Liscomb.

DEPARTMENT CERTIFICATE IN CRITIC TRAINING

Porter, Elfa McWilliam—Cedar Falls

Primary Education Diploma, March 11, 1924. Training Teacher, Indiana State Normal, Indiana, Pa.

STATEMENT OF PROFICIENCY

Parran, Mary Enid—Penmanship .......................................... Cedar Falls

NOVEMBER, 1926

DEGREE CURRICULUMS

Bachelor of Arts in Education

Brown, Mabelle Harriette ................................................ Cedar Falls

Buck, Cathryn ............................................................... La Porte City

Junior High School, Sibley.
DIPLOMA CURRICULUMS

Allbee, Alice M.—Primary... Marshalltown
Student, I. S. T. C., Cedar Falls. Bartlett Hall.

Allen, Eliza Lucille—Kindergarten... Clinton

Barthel, Mae L.—The Junior College... Waukon
Fifth and Sixth Grades, Belle Plaine.

Brakeske, William Terrell—Manual Arts... Waterloo
Car Inspector, Waterloo. 515 Almond St.

Bricken, Madeleine Gail—Primary... Rockford

Byal, Margaret—The Junior College... Mingo

Clapper, Nelle—Kindergarten... Whiting
Omaha, Nebraska. 4958 N. 35th St.

Creighton, Mary Lucille—The Junior College... Waterloo
Student, I. S. T. C., Cedar Falls. R. F. D. No. 8, Waterloo

Daggert, Lois Ann—Primary... Rockford

Dawes, Ruth Gladys—Home Economics... Independence
Student, I. S. T. C., Cedar Falls. Bartlett Hall.

Dayton, Oren L.—Manual Arts... Washington
Student, I. S. T. C., Cedar Falls. 2610 College St.

Deck, Emma L.—The Junior College... Marshalltown
Student, I. S. T. C., Cedar Falls. 1315 W. 22nd St.

Desmarteau, Mary A.—The Junior College... Atlantic

Edgar, Ethel L.—Primary... Crawfordsville

Eye, Matilda—Home Economics... Rockwell

Fairbrother, Mamie—Primary... Hawarden

Ganiere, Gladys E.—Commercial... Jesup
Student, I. S. T. C., Cedar Falls. Bartlett Hall.

Heileman, Florence—Primary... Harlan
Primary, Algona.

Higgins, Stella—The Junior College... Rock Valley
Student, I. S. T. C., Cedar Falls. 2316 Olive St.

Hooker, Fern E.—The Junior College... Lucas
Grade Teacher, Ames. 317 Russell Ave.

Hughes, Meta—Primary... Corydon
First Grade, Corydon.

Johnson, Magdalene—Kindergarten... Belmond

Knapp, Hazel J.—The Junior College... Rolfe

Knudtson, Nora—The Junior College... Kensett

Kutzner, Anita—The Junior College... Baraboo, Wisconsin

Larson, Gladys Constance—Kindergarten... St. Paul, Minnesota

Long, Frances Catherine—Primary... Mason City

Lundberg, Mildred E.—Home Economics... Dayton

McClannaham, Beth M.—Commercial... Mondamin

McDermott, Mamie A.—Primary... Clare
RECENT GRADUATES

Noland, Bessie F.—The Junior College. Boone.

Paine, Ruth—Primary. Grinnell.

Second Grade, Grinnell. 523 Broad St.

Renner, Madge L.—Home Economics. Waterloo.

Student, I. S. T. C., Cedar Falls. 331 Independence Ave., Waterloo.

Robinson, Dorothy Faye—The Junior College. Colo.

Student, I. S. T. C., Cedar Falls. 2508 Olive St.

Robinson, Pearl F.—The Junior College. Sisseton, South Dakota.

Roth, Violet Estelle—The Junior College. Spirit Lake.

Scothorn, Edna Grace—Primary. Nemaha.

Shaw, Evelyn Cathryn—The Junior College. Cedar Falls.

Student, I. S. T. C., Cedar Falls. 2126 Olive St.


Smolik, Fred—The Junior College. Gutier.

Student, I. S. T. C., Cedar Falls. 1702 Walnut St.

Soles, Vera B.—The Junior College. Stout.

Storm Lake.

Sproat, Eugene A.—The Junior College. Monticello.

Student, I. S. T. C., Cedar Falls. Bartlett Hall.

Sutherland, Jean—The Junior College. Logan.

Swan, Alice G.—The Junior College. Wyoming.

Swordes, Ariel M.—Commercial. Charles City.


Wilson, Irene—The Junior College. Irwin.

History and Geography in Junior High School, Belmond.

Yant, O. Maxine—Primary. Arispe.

DEPARTMENT CERTIFICATE IN CRITIC TRAINING

Bakken, Alice L. Ridgeway.

The Junior College Diploma, March 10, 1925. Student, I. S. T. C., Cedar Falls.

2110 College St.
### SUMMARY OF STUDENTS

**JUNE 3, 1925 to JUNE 1, 1926**

#### I. Students with College Degrees

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>Seniors</td>
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<td>Juniors</td>
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<td></td>
</tr>
<tr>
<td>Sophomores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td></td>
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</table>

#### II. Students on Four-Year College Curriculums

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tr>
<td>1925-26</td>
<td>16</td>
<td>30</td>
<td>46</td>
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</tbody>
</table>

#### III. Students on Two-Year or Three-Year Diploma Curriculums:

1. Third Year
   - Public School Music
2. Second Year
   - Art
   - Commercial
   - Home Economics
   - Junior College
   - Kindergarten
   - Manual Arts
   - Primary
   - Public School Music
3. First Year
   - Art
   - Commercial
   - Home Economics
   - Junior College
   - Kindergarten
   - Manual Arts
   - Primary
   - Public School Music

#### IV. One Year Rural Teacher Curriculum

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>82</td>
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</table>

#### V. Twelve Weeks Normal Training (Collegiate)

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>410</td>
<td>444</td>
</tr>
</tbody>
</table>

#### VI. Special Music (Piano, Organ, Voice, Violin and other Orchestral Instruments) not on other curriculums (Collegiate)

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>39</td>
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</table>

#### VII. Special Students (students past 21 years of age who do not have 15 units of entrance credit)

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>13</td>
<td>82</td>
<td>95</td>
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#### VIII. Unclassified Students in Collegiate Classes

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>38</td>
<td>263</td>
<td>301</td>
</tr>
</tbody>
</table>

#### IX. Students in Collegiate Classes in Extension Summer Schools and not re-enrolled at the College during the year

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>103</td>
<td>1200</td>
<td>1303</td>
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</table>

#### X. Students in Non-Resident Collegiate Work:

<table>
<thead>
<tr>
<th>Type</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension Courses</td>
<td>18</td>
<td>497</td>
<td>515</td>
</tr>
<tr>
<td>Correspondence Courses</td>
<td>28</td>
<td>142</td>
<td>170</td>
</tr>
<tr>
<td>Total in Non-Resident Collegiate work exclusive of duplicates</td>
<td>45</td>
<td>639</td>
<td>684</td>
</tr>
</tbody>
</table>

#### Grand Total in Collegiate Work exclusive of duplicates

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1124</td>
<td>5929</td>
<td>7053</td>
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</tbody>
</table>

#### XI. Students in Sub-collegiate Classes:

1. At the College:
   - Twelve Weeks Normal Training (Sub-Collegiate)
   - Other Sub-Collegiate Students
   - Special Music (Piano, Organ, Voice, Violin and other Orchestral Instruments) not on other curriculums (Sub-Collegiate)
   - Visitors

2. In Extension Summer Schools and not re-enrolled at the college during the year
   - Visitors

<table>
<thead>
<tr>
<th>Type</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelve Weeks Normal Training (Sub-Collegiate)</td>
<td>2</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>Other Sub-Collegiate Students</td>
<td>22</td>
<td>102</td>
<td>124</td>
</tr>
<tr>
<td>Special Music (Piano, Organ, Voice, Violin and other Orchestral Instruments) not on other curriculums (Sub-Collegiate)</td>
<td>3</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>Visitors</td>
<td>4</td>
<td>46</td>
<td>50</td>
</tr>
<tr>
<td>Total in Resident Sub-Collegiate Work</td>
<td>87</td>
<td>496</td>
<td>583</td>
</tr>
</tbody>
</table>
SUMMARY OF STUDENTS

3. Students in Non-Resident Sub-Collegiate Work:

4. Pupils under 16 years of age taking private lessons in Music

Grand Total in Sub-Collegiate Work exclusive of duplicates

Net Grand Total Exclusive of Training School

A. By Terms in Resident Work:

1. Summer 1925:

<table>
<thead>
<tr>
<th>Location</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Cedar Falls</td>
<td>441</td>
<td>2730</td>
<td>3171</td>
</tr>
<tr>
<td>Carroll</td>
<td>23</td>
<td>313</td>
<td>336</td>
</tr>
<tr>
<td>Clinton</td>
<td>14</td>
<td>358</td>
<td>372</td>
</tr>
<tr>
<td>Corydon</td>
<td>34</td>
<td>279</td>
<td>313</td>
</tr>
<tr>
<td>Davenport</td>
<td>1</td>
<td>55</td>
<td>57</td>
</tr>
<tr>
<td>Red Oak</td>
<td>36</td>
<td>273</td>
<td>311</td>
</tr>
<tr>
<td>Sheldon</td>
<td>51</td>
<td>273</td>
<td>324</td>
</tr>
</tbody>
</table>

Total for Summer Term

2. Fall Term

3. Winter Term

4. Spring Term

5. Different Students for Fall, Winter, and Spring Terms

Net Grand Total in Residence exclusive of Training School

B. Pupils in Training in Teaching Department:

1. Campus Training School

2. East Waterloo (Pupils in Classes Taught by Students) Lower Grades

3. West Waterloo (Pupils in Classes Taught by Students) Lower Grades

4. Cherokee (Pupils in Classes Taught by Students) Lower Grades

5. Jesup (Pupils in Classes Taught by Students) Intermediate Grades

6. Hudson (Pupils in Classes Taught by Students) Lower Grades

7. Mason City (Pupils in Classes Taught by Students) Lower Grades

8. Shenandoah (Pupils in Classes Taught by Students) Intermediate Grades

9. Rural Demonstration Schools (Affiliated with the College)

10. Consolidated Schools (Affiliated with the College)

Grand Total in Training Schools

C. Number Receiving Degrees, Diplomas and Department Certificates, and Statements of Proficiency:

1. Master of Didactics Degree (One year of Special Work for College Graduates)

2. Bachelor of Arts in Education Degree

3. Bachelor of Science in Education Degree

4. Collegiate Diplomas (Two and Three Year Curriculums of College Grade)

5. Rural Teacher Diploma (One year Collegiate Work)

6. Special Music Diploma

Total Graduates

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td>87</td>
<td>614</td>
<td>601</td>
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<tr>
<td>1232</td>
<td>6454</td>
<td>7686</td>
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<table>
<thead>
<tr>
<th>3</th>
<th>11</th>
<th>32</th>
</tr>
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<tbody>
<tr>
<td>14</td>
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<td>36</td>
<td>275</td>
<td>311</td>
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<tr>
<td>51</td>
<td>273</td>
<td>324</td>
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<table>
<thead>
<tr>
<th>600</th>
<th>4284</th>
<th>4884</th>
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<tbody>
<tr>
<td>601</td>
<td>2041</td>
<td>2642</td>
</tr>
<tr>
<td>618</td>
<td>1961</td>
<td>2582</td>
</tr>
<tr>
<td>557</td>
<td>1861</td>
<td>2418</td>
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</table>

| 760 | 2237 | 3047 |

| 1190| 5948 | 7188 |

| 426 |

| 32  |

| 144 |

| 144 |

| 28  |

| 42  |

| 87  |

| 84  |

| 50  |

| 242 |

| 370 |

| 1649 |

| 1  | 2 | 3 |

| 47 | 125 | 172 |

| 8 | 7 | 15 |

| 1 | 3 | 4 |

| 4 | 24 | 28 |

| 24 | 278 | 280 |

| 24 | 218 | 218 |

| 18 | 17 | 30 |

| 4 | 4 |

| 103 | 751 | 854 |
### 7. Department Certificates

(a) Critic Teacher

### 8. Statements of Proficiency

(a) Wind Instruments

(b) Penmanship

<table>
<thead>
<tr>
<th></th>
<th>1925-26</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
</tr>
<tr>
<td>7. Department Certificates</td>
<td></td>
<td></td>
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<tr>
<td>(a) Critic Teacher</td>
<td>5</td>
<td>5</td>
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<tr>
<td>8. Statements of Proficiency</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(a) Wind Instruments</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>(b) Penmanship</td>
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</tr>
<tr>
<td>Grand Total</td>
<td>10</td>
<td>757</td>
<td>861</td>
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