College Circular [Catalog] 1926

Iowa State Teachers College

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IOWA STATE TEACHERS COLLEGE
CEDAR FALLS, IOWA

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Term expires July 1, 1927.

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CLAUDE R. PORTER, Des Moines

Term expires July 1, 1929.

Term expires July 1, 1931.

FINANCE COMMITTEE
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CHARLES H. THOMAS C. C. SHEAKLEY
GEORGE T. BAKER
### CALENDAR FOR 1926

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CALENDAR FOR 1926-1927

Summer Term—Twelve Weeks

1926
June 2—Wednesday, Enrollment, without penalty, 7:00 a. m. to 5:00 p. m. One dollar penalty for later dates.
June 3—Thursday, Recitations begin 7:00 a. m., class periods as on the program.
June 23, 24, 25—Wednesday, Thursday, Friday, Examinations for Teachers' Certificates. Examinations for State Certificates if arranged in advance.
July 28, 29, 30—Wednesday, Thursday, Friday, Examinations for Teachers' Certificates. Examinations for State Certificates if arranged in advance.
August 20—Friday, Recitations close at 12:00 noon.
August 21—Saturday, to September 7, Tuesday, Summer Vacation.

Fall Term—Twelve Weeks

Sept. 8—Wednesday, Enrollment, without penalty, 7:30 a. m. to 4:00 p. m. One dollar penalty for later dates.
Sept. 9—Thursday, Recitations begin 8:00 a. m., class periods as on the program. Training School opens 9:00 a. m.
Oct. 27, 28, 29—Wednesday, Thursday, Friday, Examinations for Teachers' Certificates, beginning Wednesday, 8:00 a. m. Examinations for State Certificates if arranged in advance.
Nov. 30—Tuesday, Recitations close at noon.

Winter Term—Twelve Weeks

Dec. 1—Wednesday, Enrollment, without penalty, 7:30 a. m. to 4:00 p. m. One dollar penalty for later dates.
Dec. 2—Thursday, Recitations begin 8:00 a. m., class periods as on the program.
Dec. 21—Tuesday, at 12:25, Holiday Recess, continuing two weeks.

1927
Jan. 5—Wednesday, Recitations resumed, 8:00 a. m.
Jan. 26, 27, 28—Wednesday, Thursday, Friday, Examinations for Teachers' Certificates, beginning Wednesday, 8:00 a. m. Examination for State Certificates if arranged in advance.
March 8—Tuesday, Recitations close at noon.

Spring Term—Twelve Weeks

March 9—Wednesday, Enrollment, without penalty, 7:30 a. m. to 4:00 p. m. One dollar penalty for later dates.
March 10—Thursday, Recitations begin 8:00 a. m., class periods as on the program.
May 27—Friday, Recitations close at noon.
May 27-31—Commencement Exercises.
June 1—Wednesday, Enrollment Day, Summer Term.
OFFICERS OF ADMINISTRATION AND INSTRUCTION 1926-1927

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, 1885-88; 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, 1900-08; 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, 1900-04; 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, 1903-04; 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.
BENJAMIN BOARDMAN, College Secretary.
Education—Rural Schools of Iowa; High school education, Shelby, Iowa; Peoria, Illinois; Simpson College, Indianola; B. D., 1896; M. D., 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.

ANNE STUART DUNCAN, Librarian.
Education—Oscoda, 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.

GEO. A. BAIRNSON, M. D., Assistant Health Director, 1924.

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

MARY E. HAIT, 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, Menominee, 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, 1908-1906; Cafeteria Director Y. W. C. A., Cedar Rapids, Summer, 1905; Head of Domestic Science Department, Cedar Rapids Grade and High Schools, 1908-1921; 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. BIRDIE 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, 1899-93, Iowa Wesleyan College; Principal, Whipple Academy, Illinois, 1893; Assistant Professor of Mathematics, 1895-97; 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. D., 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., 1904; A. M., 1908; Haverford College, Pennsylvania; Attended Columbia University, 1915-16; Iowa University, Summer, 1923, Summer, 1924. 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 School, Eldorado, Kansas, 1913-15; Instructor in Butler County, Kansas, Normal, Summers, 1912, 1914, 1915; Assistant Professor of Education, 1916-17; Professor of Education, I. S. T. C., 1917.

JOSEPH B. PAUL, Professor of Education.
Education—B. S., Valparaiso University, 1908; B. A., Indiana University, 1911; M. A., University of Wisconsin, 1914; Graduate work, University of Wisconsin, 1914-16.
Experience—Rural Schools, two terms, 1905-07; Principal, Township Consolidated Schools, two terms, 1908-10; Superintendent of Town Schools, Indiana, 1911-13; Assistant in the Department of Education, University of Wisconsin, 1914-16; 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. D., 1906; M. D., 1909, 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 Wisconsin. Member, Phi Delta Kappa.
Experience—Rural schools, Howard County, six terms; Principal of Norwalk, Iowa, Schools, 1904-05; Principal of Algonia, 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.
FACULTY

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, Coffin 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., 1903-04; 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, 1910-11; Washington State Normal, Bellingham, Washington, Summers, 1913-1914; A. B. and A. M., University of Washington, Seattle, Washington, 1914-1916; two years of 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, 1906-09; 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, Coopville, 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.
IOWA STATE TEACHERS COLLEGE

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 Instructor at Wabash College; 2 years High School Principal, Norfolk, Neb.; 3 summers Berea College; 1 year head of English in Jr.-Sr. High School at West Allis, Wisconsin; Assistant Professor of Education, I. S. T. C., 1923; Professor of Education, 1924.

M. J. WILCOX, Assistant 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.

M. J. NELSON, Assistant Professor of Education.
Education—B. A., Luther College, 1916; two years' graduate work, University of Wisconsin, 1923-24; M. A., 1924. Member Phi Delta Kappa.
Experience—Supervisor of 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.

ALVIN W. HOYT, Assistant Professor of Education.
Education—Ida Grove, Iowa public schools; Iowa State College, B. Sc., 1894; Western Colorado College, Summer, 1917; Colorado Agricultural College, Summer, 1919; University of Colorado, Summers, 1920-23; M. A., 1924; Graduate Student, University of Iowa, 1922-23. Member, Phi Delta Kappa.
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.

ALBERT E. BROWN, Assistant Professor of Education.
Education—B. A., Baker University, Kansas, 1909; 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.

D. P. PHILLIPS, Assistant 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.

H. A. RIEBE, Assistant 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.
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English

SAMUEL A. LYNCH, Head.

Education—Rural schools of Madison and Macoupin Counties, Illinois; Graduated from Edwardsville, Illinois, High School, 1885; B. L., 1892; B. P., 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, 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.

JENNETTE 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 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.

BERTHA MARTIN, Professor of Oral Interpretation.

Education—Graduate from Chariton, Iowa, High School, 1879; Private school, Fall and Winter of 1879; Graduated from Two Year Course, 1882; Professional Course, 1894, Columbia College of Expression; Studied with Dr. Moulton, Dr. Butler and Dr. Clark, Chicago University.

Experience—Rural school, Spring and Fall of 1889; Chariton, Iowa, Public School, 1889-99; Kansas City, 1889; Teacher, Columbia College of Expression; Private School for Girls, 1894-1905; Colorado State Normal School, Summer 1903; Professor of English, I. S. T. C., 1905; Leave of Absence, Winter Term, 1924.

LILLIAN V. LAMBERT, Professor of English.

Education—B. S., Penn College, 1889; Ph. B., 1895; Ph. M., 1906, University of Chicago, Graduate Work, Oxford University, 1905; Bryn Mawr, 1906-07.

Experience—Oskaloosa, Iowa, High School, 1890-92; Racine, Wisconsin, High School, 1892-97; 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; Barnsham College, 1910; M. A., Kansas University, 1915.

Experience—Loan Desk Assistant, Richmond, Indiana, 1905-08, 1909-10; 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.

ANNA MARIE SORENSON, Professor of English.

Education—Normal Course, Ellsworth College, 1903; B. A., 1907; M. A., 1912, Scholar in English, Fellow in English, 1910-12, S. U. T.; Graduate student, University of Chicago, Fall 1920; Summer 1923, Columbia University; European Summer School, 1924.

Experience—Rural Schools of Iowa, 1903-04; Grades, Radcliffe, Iowa, 1903-04; High School, Ruthven, Iowa, 1904-05; High School, Rapid City, S. D., 1907-09; High School Principal, Halstad, Minnesota, 1909-10; University of Colorado, 1912-1918; Illinois State Normal University, 1918-20; Instructor in English, University of Chicago, Fall 1920, Instructor in English, Summers 1918-19-20-21; Instructor in English, I. S. T. C., 1921; Professor of English, I. S. T. C., 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, Kansas, 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—Graduated High School, Slayton, Minnesota, 1899; Ph. B., 1903, M. A., 1907, Hamline University; Summer Session, 1915, California University; Six summer sessions, State University of Iowa; 1918-1919; Graduate work, University of Iowa; Radcliffe College, 1921-22.

Experience—High School, Marshall, Minnesota, 1903-06; High School, Pipestone, Minnesota, 1907-08; High School, Sibley, Iowa, 1909-12, Principal 1912-13; Instructor in English, State University of Iowa, 1919-1922; Instructor in English, I. S. T. C., 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; Instruct in Physical Training and Reading, 1896-1900; Instructor in Reading and Elocution, 1900-05; Assistant Professor of English, I. S. T. C., 1905.

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, Summers 1923-20-22, Instructor in English, I. S. T. C., Assistant Professor of English, I. S. T. C., 1925. Leave of Absence, Winter, 1925.
IDA C. ROHLF, Instructor in English.
Education—Graduate High School, Hampton, Iowa; B. A., I. S. T. C., 1915; M. A., Iowa State University, 1923.

BERNICE C. TOMS, Instructor in 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, 1919-16; 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; transferred to Instructor in English, Spring term, 1923; traveled in Europe, summer, 1922.

LOIS JEANNE GILLAM, Instructor in 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.

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; Perien 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.

NANCY MARIE FERGUSON, Instructor in Oral Interpretation.
Education—Graduate of Teachers College High School, 1916; B. A., Iowa State Teachers College, 1920; Graduate Student at University of Iowa, Summer 1922.
Experience—Dramatics and Speech, Decorah High School, 1920-1923; Dramatics and Speech, Fort Dodge High School, 1924-1925. Instructor, I. S. T. C., 1925.

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.
MRS. RUTH L. ST. JOHN, Instructor in English.
Education—Iowa State Teachers College High School, 1911; B. A., Iowa State Teachers College, 1915; Graduate work at Purdue University, 1916-17.

Latin and Greek

FRANK IVAN MERCHANT, Head.
Education—A. B., Shurtleff College, 1880; A. M.; Ph. D., University of Berlin; Traveled and studied in Europe, especially in Italy in 1903-04.
Experience—Instructor in Latin and Greek, Preparatory Department of Shurtleff College, 1889-91; 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.

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.

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, 1909-10; French, University of Illinois, 1911-15; 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—Graduated from Central High School, Kansas City, Missouri, 1908; Graduate, University of Kansas, 1912; Student, University of Chicago, Summer 1912; University of Mexico, Summers, 1922 and 1923; M. A., 1924, University of Michigan.
Experience—Teacher of English, government schools, Porto Rico, 1912-15; Teacher of Spanish, Roswell, New Mexico, High School, 1915-16; Instructor in Romance Languages, University of Nebraska, 1915-18; Instructor of 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) 1918-19; 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, Arnheim, 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., 1923.

MILDRED DYER, Assistant Professor of Romance Languages.
Education—B. A., A. B., 1908, Drake University; Graduate Student, Bryn Mawr College, 1911-12; University of Marburg, Germany, Summer 1912; University of Wisconsin, Summers 1915-16; University of California, Summer 1917; University of Washington, 1918; University of Montpelier, France, 1920; University of Grenoble, France, 1921; Diploma d'études francaises, University of Grenoble, 1921; University of Paris, 1922-23.
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Experience—Instructor, Adel High School, Iowa, 1908-09; Knoxville High School, Iowa, 1909-11; Iowa City High School, 1913-16; Missoula High School, Montana, 1916-20; Instructor of Romance Languages, I. S. T. C., 1923; Assistant Professor, 1925. Member Phi Beta Kappa.

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.

JOHN B. KNOEPFLER, Head.
Education—Union school, Milford, Michigan; Private student in German, French and Spanish since nineteen years of age. Life diploma, State of Iowa, 1894.

Experience—Rural school, Michigan, four months, 1871-72; Second primary, 1873; Assistant Principal, 1873-74, Milford, Michigan; Upper grades, Central Mine, Michigan, 1874-76; Superintendent, Fayette, Iowa, 1876-82; Superintendent, West Union, Iowa, 1882-83; Superintendent, Lansing, Iowa, 1889-92; Superintendent of Public Instruction for Iowa, 1892-94; Regent of the State University and President of the Board of Trustees of the State Normal School, 1892-94; Superintendent, Lansing, Iowa, 1894-1900; Professor of German (French 1905-18) and Head of the Department, I. S. T. C., 1900.

German

IRA S. CONDIT, Head.
Education—Public Schools, Viola, Illinois; Rural school, Camp Creek, Illinois; Branch Academy, Macon, Illinois; Parsons College Academy, Fairfield, Iowa, 1879-82; B. A., 1886; M. A., 1889, Parsons College; Graduate student, University of Chicago, Summer Terms, 1906, 1908, 1909.

Experience—Rural schools, Jefferson County, Iowa, 1886-87; Principal Weldon, Iowa, Public Schools, 1887-88; Instructor in Latin and Mathematics, Corning Academy, Corning, Iowa, 1888-91; Superintendent of Lenox, 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; Professor of Mathematics and Commerce, I. S. T. C., 1922.

HARRY C. CUMMINS, Professor of Commerce.
Education—Waverly, Iowa, Public Schools; Graduate, Valdey Business College, 1891; B. D., 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, 1898-1904; 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., 1886; M. D., 1887, 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, 1889-92; Principal and Teacher of Latin and Mathematics, Dows, Iowa, High School, 1897-1900; Assistant in Arithmetic, 1901-03, 1904-06; Instructor in Mathematics, 1905-09; 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, Williamette 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.
ROBERT D. DAUGHERTY, Professor of Mathematics.

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.

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. Di., 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; Assistant 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.

Experience—Rural schools, Van Buren County, Iowa; M. Di., I. S. T. C., 1901; B. S., 1905; M. S., 1905; University of Iowa; Graduate student, University of Chicago, Summer Quarters 1906, 1907, 1908.

Experience—Teacher in Springville High School, 1903-04; 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, Assistant Professor of Commerce.

Experience—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.

R. O. SKAR, Assistant Professor of Commerce.

Experience—Graduated from Four Year Commercial Course, Gale College, Galesville, Wisconsin, 1909; M. Acts., Minnesota College, Minneapolis, 1910; B. A., St. Olaf College, Northfield, Minnesota, 1916; M. A., St. Olaf College, 1918; 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, 1920-24; Assistant Professor of Commerce, I. S. T. C., 1924.

MYRTLE E. GAFFIN, Instructor of Commerce.

Experience—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, 3 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 Commerce.


Experience—High School, Keystone, Iowa, 1912-13; Grades, East Waterloo, Iowa, 1913-15; Grades, Independence, Iowa, 1918-22; Instructor, Commercial Departments, I. S. T. C., 1924.
MRS. ALTHEA WIMER BUJER, Instructor of Mathematics.

Education—Graduated from Arlington, Iowa, High School; B. Ph., Valparaiso University, 1913; B. A., in Education, Iowa State Teachers College, 1921.


**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, 1892; Life Principalship Certificate, Chicago Board of Education, 1891.

Experience—Rural Schools of Indiana, 1883-86; 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 Dr. Trelease's Botanical Gardens under Dr. Trelease, 1892-95; Student, Jefferson Physical Laboratory, Harvard University, Summer 1903; Student, 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, 1895-98; Instructor in Physics and Mathematics, Beloit College and Academy, 1889; 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. Leave of absence, 1919-20.

O. B. READ, Professor of Chemistry.

Education—Public Schools of Indiana; Two year Normal Diploma, Ridgeway 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, Ridgeway College, 1893-94; Rural school, Jay County, Indiana, 1893-96; Assistant in Chemistry, Hillsdale College, 1900-02; Professor of Science, 1903-09; Secretary and Treasurer, 1903-05; Dean, 1908-09; Parker College, Minnesota; Head of Science Department and Professor of Physics and Chemistry, Central College, 1910-13; Instructor in Chemistry, 1913-16; Assistant Professor of Chemistry, 1916-17; 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., 1913-15; Principal Calvert School, Annapolis, Md., 1918-21; Professor of Physics, I. S. T. C., 1921.
JOHN J. HOESLY, Instructor in Chemistry.
Education—Public School, Neillsville, Wisconsin; Eau Claire High School, Eau Claire, Wisconsin, 1918; Graduated Neillsville High School, Neillsville, Wisconsin, 1920; B. S. University of Wisconsin, 1924. Member, Alpha Chi Sigma.
Experience—Assistant Assayer to Otto Bober, Private Laboratory, Eau Claire, Wisconsin; Laboratory, Oatmen Condensed Mills Company, Neillsville, Wisconsin; Laboratory Chemical Pharmacology, Medical Department, University of Wisconsin. Instructor in Chemistry, I. S. T. C., 1924.

Natural Science

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, 1896-98; 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 from Estherville High School, 1894; M. D., I. S. T. C., 1903; B. S., Iowa State University, 1907; M. S., Chicago University, 1914.
Experience—Rural schools, 1894-98; Elementary grades of city school, 1899-1902; Critic in Training in High School, I. S. T. C., Fall, 1903; Instructor in Geography, 1903-04; 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, 1906-08; Superintendent Brookport, Illinois, City Schools, 1908-08; Superintendent, Chrisman, Illinois, City Schools, 1913-14; Instructor in Agriculture, Illinois State Normal University, 1918-17; 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 UTTLEY, 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 Fall, 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.

GEORGE HENDRICKSON, Assistant Professor of Natural Science.

Education—Graduate, Buffalo Center High School, 1907; Student, Iowa State College, 1916-17; Student, University of Utah and Utah Agricultural College in extension work, two terms' credit, 1917-19; B. A., I. S. T. C., 1921; Cornell University, 1922-23.

Experience—Rural schools, Kossuth County, Iowa, 1908-09; Principal, town schools, 1912-13, 1914-15; Instructor in Biology, Ogden, Utah, High School, 1917-20; Instructor in Elementary Agriculture, I. S. T. C., seven terms; Superintendent of Schools, Thornburg, Iowa, 1921-22; Instructor in Natural Science, I. S. T. C., Fall, 1922; Assistant Professor of Natural Science, I. S. T. C., 1923. Resigned, Fall, 1925.

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, Central State Normal School, 1918-19; Instructor in Botany, University of Nebraska, 1919-22; Assistant Professor of Natural Science, I. S. T. C., 1922, Professor of Natural Science, 1925.

VERA ESTA RIGDON, Assistant Professor of Natural Science.

Education—Elementary and Secondary schools, Fairbury, Neb.; Peru, Neb., State Normal, Summer, 1913; Winona College, Indiana, Summer, 1915; University of Nebraska Teachers College and A. B. degree, 1921; Graduate work, University of Nebraska, 1921-22 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, 1902-1906-1908; 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.

HELEN LOUESE HEARST, Instructor of Natural Science.

Education—Graduated from I. S. T. C. High School, 1916; B. A., I. S. T. C., 1921. Graduate Student, Chicago University, 1924.

Experience—Sixth Grade, Iowa Falls, 1918-1919; Critic in Teaching, I. S. T. C., 1921; Transferred to Natural Science Dept. as Instructor, Fall Term, 1923; Fall Term, 1925.

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, Westley, 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., Winter, 1925-26.

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.

SARA M. RIGGS, Professor of History.
Education—B. Di., I. S. T. C., 1885; B. L., University of Michigan, 1894; Graduate Student, 1894, University of Michigan.
Experience—Rural schools, two years, town schools, 1885-87; Instructor in English, 1887-91; Assistant Professor of History, 1895-99; Professor of History, 1899; Head of Department of History, 1913; Professor of History, I. S. T. C., 1922. Leave of Absence, winter, 1922-23.

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, 1915; Courses in Education, University of Minnesota, 1915-17; U. S. Army, 1918.
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.
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, 1915-16; Instructor in Government and Economics, 1918; Assistant Professor in Government and Economics, 1920; Professor in Government and Economics, I. S. T. C., 1921.

J. E. LAYTON, Professor of History.
Education—Graduate of Indiana State Normal School; A. B., Indiana University; A. M., University of Chicago. All residence work completed for the Ph. D. degree in History and Political Science, University of Chicago.
Experience—Principal of high school, Winamac, Indiana; Superintendent of schools, Attica, Indiana; Assistant in History, Indiana University; Instructor in Americanization School, Kent, Ohio; Head of Department of History and Government, State Normal College, Kent, Ohio, 1913-1921; Professor of History, I. S. T. C., 1922. (Deceased Jan. 7, 1926.)

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; Rs., 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.
MILDRED SHARP, Instructor in Social Science.
Education—B. A., 1920; M. A., 1922, State University of Iowa.
Experience—Instructor in Department of Political Science, 1920-21; Part-
time Instructor in department of Political Science, 1921-22; Instructor
in Political Science, 1922-23, State University of Iowa; Instructor in
Social Science, I. S. T. C., 1923.

FRED A. SHANNON, Assistant Professor of History.
Education—B. A., Indiana State Normal School, 1914; M. A., Indiana
University, 1918; Ph. D. magna cum laude, State University of Iowa,
1924.
Experience—Professor of History, Iowa Wesleyan College, 1919-1923; Pro-
fessor of History, Cornell College, Summer, 1924; Instructor of History,
I. S. T. C., 1924; Assistant Professor, 1925.

CARL H. ERBE, Assistant Professor of Government.
Education—Graduated from McGregor High School, 1915; Junior College,
I. S. T. C., 1918; B. A., I. S. T. C., 1920; M. A., 1924; Ph. D., State
University of Iowa, 1925.
Experience—Superintendent of Schools, Gladbrook, Iowa, 1920-22; Research
Assistant, State Historical Society of Iowa, 1923-24; Graduate As-
sistant, State University of Iowa, 1924-25; Assistant Professor of Gov-
ernment, I. S. T. C., 1925.

HARRY J. O'NEILL, Assistant Professor of Economics.
Education—B. A., University of Nebraska, 1919; M. A., 1922, Columbia
University, Attended University of California, 1924-25 and Summer of
1925 and completed all residence and language requirements for his
Ph. D. degree. Member, Phi Beta Kappa, Nebraska; Omicron Delta
Gamma, California, and Phi Delta Kappa, Nebraska.
Experience—Superintendent of Rhodes, Iowa, School, 1913-16; Super-
intendent at Dallas Center, 1919-20; Superintendent at Greene, 1920-24.
Instructor of Economics, I. S. T. C., summers, 1923, 1924, Teaching
fellow in Economics, University of California, 1924-25; Assistant Pro-
fessor of Economics, I. S. T. C., 1925.

HENRIETTA THORNTON, Professor of Art.
Education—Student, The Granville Female College, Ohio, 1878; Graduated
from Preparatory School of Northwestern University, 1879; Student,
College of Liberal Arts in Northwestern University, 1879; Student,
Art Institute, Chicago, 1882-85; Student of Mr. Ben Pittman in the
Cincinnati Art Academy, 1886; Pupil of Mr. George Smillie, New
York, three months, 1885; Pupil of Miss H. Revere Johnson, Cooper
Institute, New York, 1890; Graduated from Pratt Institute, 1892; Three
months in Europe, Summer, 1901; Student of Professor Schoenschen,
Munich, Germany, 1912-13.
Experience—Wesleyan Female Academy, Cincinnati, 1885; Private classes
in Evanston, Illinois; St. Paul, Minnesota, one year; Springfield,
Illinois, two years; Princeton Township High School, 1892-95; Instruc-
tor in Drawing, 1895-96; Professor of Drawing, 1896; Head of the
Department of Art, 1913; Professor of Art, I. S. T. C., 1922.

BERTHA L. PAT, Professor of Art.
Education—Graduated from Dexter, Iowa and Normal School, 1884;
work in Dexter High School, 1885; Capital City Commercial College,
Des Moines; Des Moines Academy of Art, 1888; Art School, Des
Moines, Summers, 1889-92; Des Moines Academy of Art, 1893-94; Art
Students' League, New York City, under Douglas Volk, Carroll Beck-
with, Wm. M. Chase, 1894-95; Art Students' League and New York
School of Art, under Kenyon Cox, Wm. M. Chase, Charles Hawthorne,
Irving Wiles, 1898-99; Outdoor Sketching; Mr. Charles A. Cumming, Summers, 1896-97; Charles W. Hawthorne, Summer, 1899; Charles A. Cumming, Summer, 1900; A. W. Dow, Summer, 1902; E. A. Batchelder, 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; Pennmanship and Drawing, Decorah, Iowa, 1890-92; Drawing, Butte, Montana, 1892-93; Instructor in Penmanship and Drawing, 1905-06; Assistant Professor of Drawing, 1906-09; Professor of Art, I. S. T. C., 1904. Leave of Absence, Winter 1925.

EFFIE SCHUNEMAN, Professor of Art.

Education—Graduated from Boonsboro High School; I. S. T. C., two summer terms; Summer School, Art Institute, Chicago; Diploma, Normal Art Course, Pratt Institute, 1914. Studied Water Color with J. B. Snell, President, New York Water Color Club, New York City; New York School of Fine and Applied Arts, Winter term, 1919-1930; New York City; Design with Ralph Helm Johonnot, Cleveland Class, Winter, 1922-1923; Cedar Falls Class, Winter, 1923-24.

Experience—Primary teacher, 1892-1906; Supervisor of Drawing, 1906-10, Boonsboro, Iowa; Instructor in Art, 1911-16; Assistant Professor of Art, 1916-1921; Professor of Art, I. S. T. C., 1921; Leave of Absence, winter and spring term, 1924-25.

CLARK H. BROWN, Assistant Professor of Manual Arts.

Education—Graduated from Boonsboro High School; I. S. T. C., two summer terms; Summer School, Art Institute, Chicago; Diploma, Normal Art Course, Pratt Institute, 1914. Studied Water Color with J. B. Snell, President, New York Water Color Club, New York City; New York School of Fine and Applied Arts, Winter term, 1919-1930; New York City; Design with Ralph Helm Johonnot, Cleveland Class, Winter, 1922-1923; Cedar Falls Class, Winter, 1923-24.

Experience—Primary teacher, 1892-1906; Supervisor of Drawing, 1906-10, Boonsboro, Iowa; Instructor in Art, 1911-16; Assistant Professor of Art, 1916-1921; Professor of Art, I. S. T. C., 1921; Leave of Absence, winter and spring term, 1924-25.

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; Pratt Institute, Brooklyn, N. Y., 1913-15; Studied design with Ralph Helm Johonnot, Chicago, 1918, and Cedar Falls, 1924; and pottery with Judson T. Webb, five weeks; Six weeks, University of Chicago, 1920.

Experience—Rural and village schools, 1899-1903; Instructor in Manual Arts, 1905-16; Assistant Professor of Manual Arts, I. S. T. C., 1916.

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., 1916-1918; 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.

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, 1899-93; 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, 1903-09; Professor of Music and Head of the Department of Music, I. S. T. C., 1909.
ANNA GERTRUDE CHILDS, Professor of Voice and History of Music.

Education—Public school, Rockford, Iowa; Graduated from Cedar Falls, Iowa, High School, 1883; B. A., 1889; M. A., 1892, Grinnell College; School of Public School Methods, Lexington, Massachusetts, 1890; Course in Psychology with G. Stanley Hall, Clark University, Worcester, Massachusetts, 1898-99; Studied Voice, Grinnell School of Music, 1885-86, 1888-89; Ben T. Hammond, Worcester, Massachusetts, 1894, 1898-99; Sir George Henschel, London, 1901; George Ferguson, Berlin, 1907-08; L. A. Torrens, New York, Chicago, Lake Geneva, 1915, 1919-21, 1923.

Experience—Principal of Intermediate Department of Training School, 1889-90; Teacher and Supervisor of Public School Music, 1890-98, State Normal School, Oneonta, New York; Teacher of Voice, Conservatory of Music, Lincoln, Nebraska, 1899-1900; Instructor in Voice, 1901-09; Instructor in History of Music, 1906-09; Professor of Voice and History 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 Department of Music, and 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; Bachelor of Music 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.

ROSE LENA RUEGNITZ, Professor of Piano.

Education—Summer of 1913 in Munich studios; Music graduate, 1914; Mus. Bac. with Pi Kappa Lambda honor key, 1920, Northwestern University; Four years of piano study with Victor Heinze; Theory with Charles Seeger 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—Le Mars High School, 1909; Student New England Conservatory, 1909-12; Studied theory and musical history under Louis C. Elson; Ensemble under Josef Adamowski; Four years piano under F. Addison Porter, Boston; Graduate with honors in piano soloist's and teacher's courses, New England Conservatory, 1912; Studied under Felix Fox, summers 1913-1914; Pupil of Carlo Buonamici, 1915-17; Pupil of Rudolph Ganz and member of artist class of Rudolph Ganz, summers 1920-1921; Pupil of Josef Lhevinne, Master classes.

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 of Piano Department, Central Missouri State Teachers College, Warrensburg, Missouri, 1919-20; Head of Conservatory of Music of Western Union College, LeMars, Iowa, 1920-23; Instructor of Piano, I. S. T. C., 1923. Professor of Piano, 1925.

MRS. LUCILE E. REDING JOHNSON, Instructor of Piano.

Education—West High School, Des Moines, Iowa; Piano under Marie Van Aaken of Drake Conservatory for five years; Graduate regular course of West High School, Des Moines, Iowa; Graduate regular course of the Damrosch Institute of Musical Art of New York City in 1921; Post graduate with honors from the same school in 1923; Studied Theory under Percy Goetschius for four years; Piano under Elizabeth Strauss, a Leschetizky pupil, for five years; Harmonic dictation under Franklin Robinson for three years; Musical appreciation under Henry Krebbiel; History of Music under Waldo Selden Pratt; Ear training under George A. Wedge; Pedagogy under Dr. Frank Damrosch; Efficiency under Mr. Thomas Tapper.

Experience—Accompanist and piano instructor in Des Moines; Accompanist and piano instructor in New York City for four years; Teacher of Piano, Ear-training, and Harmony in the Damrosch Institute of Musical Art of New York City in 1922-23; Teacher of Musical Appreciation in Ethical Culture School, New York City, 1920; Instructor of Piano, I. S. T. C., 1923.

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; Voice student under Raymond N. Carr, 3 years; Phradie Wells, Metropolitan Opera Company, 1 year; 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, 1922.

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.

EDWARD KURTZ, Head.

Education—Pittsburgh Conservatory, 1902; Pupil in Violin of Luigi Von Kunits; Studied Violin with E. Normanton Bilbie of Detroit Conservatory, 1902-09; Studied Violin with Eugene Ysaye during season, 1918-19; studied Composition with Hans Zwicky, 1908; Percy Goetschius of 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 Festivals, Westminster College, 1910, 1920. Head of Violin Department, Central Missouri State Teachers 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, 1923; Compositions played by Cincinnati, Cleveland, Minneapolis and St. Louis Orchestras; Compositions published by John Church Co., Gorgen 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. Arnheim of Leipzig and Hamburg (also Assistant Director, West Point Military Academy), 1899-07; Jeremiah Simpson, Gold Medal man, Tinell 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, 1907-23; 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.

EDNA HOPKINS, Instructor of Violin and Orchestra.
Education—B. M. Degree, University of Kansas, 1918; M. A. degree, University of Kansas, 1923. Student of Johanne Brill, Omaha, Nebr., 1920-21. Student of Jacques Gordon, American Conservatory, Chicago, Illinois, 1924-25. 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 Music 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.

HENRY C. BEINKE, Instructor of Cello.
Education—High School, Oberlin, Ohio; 1909-13, attended Iowa State Teachers College; Private instruction under Professor Winifred Merrill, four years; Pupil of Professor Franz Koehler, Oberlin Conservatory, 1914-15; Studied with Professor Franz Wagner, Columbia School of Music, Chicago, 1917-19. Experience—Teacher of cello in the public schools at Parkersburg, Clarks- ville and Aplington, Iowa. Instructor in the Academy, Waverly, Iowa, 1914-15; With the Ross Conservatory of Music, Waterloo, Iowa, 1916-17; Instructor of Cello, Iowa State Teachers College, 1924-25.

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; Commendation, 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 (See Officers of Administration). Dr. Geo. A. Bainmire substituted for Dr. Mead during his twelve weeks’ leave of absence from July 18 to October 23, 1923.

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.

L. L. MENDENHALL, Professor of Athletics for Men, Assistant Head.
Education—Attended Earlham High School, Penn Academy, 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.
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; Columbia University, Summer, 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 of Dillon, 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, 1918-19; Assistant Professor of Physical Education, I. S. T. C., 1921.

GRACE VAN NESS, Assistant Professor of Physical Education.
Education—Graduated from Denison Normal School, 1906; B. A., Cornell College, 1911; M. Di., I. S. T. C., 1919; Columbia University, Summer, 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, 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 Shellsburg, 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 Athletics, High School, Marshalltown, Iowa, 1923-24; Assistant Coach, I. S. T. C., 1924.

ADELE KIMM, Instructor of Physical Education.
Education—University of Iowa, B. A., 1920; Wellesley College, Certificate, 1922.
Experience—Taught University of Texas, 1922-24; Instructor of Physical Education, I. S. T. C., 1924. Lecturer in Swimming, University of Wisconsin, Summer, 1925.

DORA HARRIS, Instructor of Physical Education.
Education—University of Michigan, 1920; University of Wisconsin, B. S., 1924.
Experience—Physical Education Director, Madison Vocational Night High School, Madison, Wisconsin, 1924; Instructor in Physical Education, Iowa State Teachers College, 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, 1918; Playground Assistant Supervisor, Davenport, Iowa, Summer, 1922; 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; Assistant Swimming Instructor, Lend-a-Hand Club, Davenport, Iowa, Summer, 1923; Instructor in Physical Education, Iowa State Teachers College, 1924.
MYRTLE HINDERMAN, Instructor of Physical Education.
Education—University of Minnesota, B. S., 1922.
Experience—Physical Education Supervisor at Alexandria, Minnesota, 1922-23, and at Watertown, South Dakota, 1923-24; Physical Education Instructor at I. S. T. C., 1924.

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, Corydon, Iowa, 1925. Assistant Professor at I. S. T. C., 1925.

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.

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.

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, 1914-1915; 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, 1916-1921; 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.

FRANCES JOHNSON, Instructor of Home Economics.
Education—B. S., Iowa State College, 1920; Teachers College Diploma as Supervisor of Household Arts, 1923; M. A., Columbia University, 1925.

LUELLA OVERN, Instructor of Home Economics.
Education—Thomas Normal, Detroit, Michigan, 1912; Stout Institute, Menomonie, Wisconsin, Summer, 1918; State University of Iowa, A. B., 1929; University of Chicago, 1924-25.
Experience—Home Economics in High Schools of Minnesota and Iowa, seven years, previous to 1920; At 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., 1912, Iowa State Teachers College, Six months of study at St. Luke's Hospital, New York City (work allied with Columbia University) 1923; Private courses in Food and Diet, New York City, 1922-24; Joint owner and manager of a Special Foods Tea Shop, New York City, 1924-25.
Experience—Home Economics, Williamsburg, Iowa, 1913-14; In High School, Nashua, Iowa, 1916-18; High School, Charles City, Iowa, 1918-19; High School, LaPorte City, Iowa, 1919-20; High School, Cedar Falls, Iowa, 1920-22; Instructor of Home Economics, Iowa State Teachers College,
EVA MAY LUSE, Head.


Experience—Critic Teacher, 1906-13; Professor of Teaching, 1913-36; Assistant Director 1916-18; Acting Director, 1918-19; Director of Teaching, 1919, I. S. T. C.; Professor of Educational Psychology, Cornell University, Ithaca, New York; Summers, 1921-22; 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. Di., 1913; Critic Teacher Certificate, 1913, I. S. T. C.; Student, University of Chicago, Spring and Summer, 1916; B. A., I. S. T. C., 1920; Columbia University, Summer, 1922, 1923, 1924.

Experience—Rural Schools, 1911-02; Reinbeck Public Schools, 1902-09; Waterloo Public Schools, 1909-10; Critic in second grade, Montana State Normal College, 1913-14; Assisting Primary Critic, 1914-15; Critic in 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.

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

MARNA PETERSON, Supervisor of Teaching.

Education—Graduated from Loda, Illinois, High School, 1906; B. A., University of Chicago, 1913; Graduate Student, University of Chicago, Fall, 1913; Summers, 1919-1920; Columbia University, Summer, 1922.

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., 1930; Bureau of University Travel in Europe: Three months, Summer School, 1924.

Experience—Rural Schools, Cass County, North Dakota, one year; Primary Grades, Amenia, Wahpeton 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 High School; Graduate Art Diploma, I. S. T. C., 1919; Graduate, Design and Interior Decorations, Pratt Institute, N. Y., 1922; Certificate of Interior Decoration, 1922; Studied Design and Color with Ralph Helm Johonnot, Spring, 1922; Pottery, with Ruth Erickson Allen, 1921-22; Drapery and Window Decoration with Watter­son Lowe, 1921-22.

Experience—Rural schools of Iowa, two years; Grade schools, nine years; Critic in Teaching in Training School, I. S. T. C., 1919-20; Supervisor of Art, Waterloo public schools, 1922-23; Instructor Summer Extension School, Summer, 1939; Instructor, I. S. T. C., Summers, 1920, 1921, 1922, 1923; Critic of Teaching, 1923.

JUNETTA C. HEINONEN, Supervisor of Teaching.

Education—High School, Negaunee, Michigan; Normal School, Marquette, Michigan; B. A., University of Michigan, 1921; M. A., 1924.


DOROTHY MARGARET HAMMOND, Critic of Teaching.

Education—High School, Billings, Montana, 1918; B. A., University of Nebraska, 1922; University of Chicago, Summer, 1922. Member, Pi Lambda Theta.

Experience—Kindergarten, Lincoln, Nebraska, 1921-1922; Assistant Instructor, Kindergarten-Primary Department, University of Nebraska, 1922-1923; Critic of Teaching, I. S. T. C., 1923.
FACULTY

CYRIL L. JACKSON, Supervisor of Teaching and High School Principal.
Education—Graduated Gilmore City High School and Grinnell Academy, 1905; B. A., Grinnell College, 1913; Summer, 1919, Iowa State College, Ames; M. A., Iowa University, 1924. 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, 1914-16; 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., 1924.

FRANCES R. BOTSFORD, Critic of Teaching.
Education—Graduated, State Normal School, Platteville, Wis., 1908; Teachers' Diploma, Gregg School, Chicago, 1913-19; 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.

LIONA FLETCHER, Critic of Teaching.
Education—High School, Lamar, Missouri; Drury College, Springfield, Missouri, 1913-15; B. A., 1917; M. A., 1920, University of Kansas; Member, Phi Beta Kappa, Pi Lambda Theta.
Experience—High School, Pleasanton, Kansas, 1918-19; Junior College, St. Scott, Kansas, 1920-25; Critic of Teaching, I. S. T. C., 1925.

DORA E. KEARNEY, Critic of Teaching.
Education—Graduate Maquoketa, Iowa, High School, 1914; Coe College, 1913-16; I. S. T. C., Summer 1916; B. A., University of Minnesota, 1920; M. A., University of Minnesota, 1924; Phi Beta Kappa, University of Minnesota.

MARY LEONA SUTHERLAND, Critic of Teaching.
Education—Graduate High School, Laurenceville, Illinois, 1914; Diploma, Illinois State Normal University, 1924; A. B., University of Illinois, 1923; 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 1923; University of Iowa, Summer 1923; U. S. Department of Agriculture, Iowa City, 1924; M. A., 1928, Teachers College, Columbia University.
Experience—High School, Rockwell City, Iowa, 1919-21; 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; Columbus University, Summer, 1915; Chicago University, 1919-20; B. S., Iowa University, 1920; M. A., Kansas University, 1921; 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, 1923; Critic of Teaching, 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, 1911; Columbia University, Summer, 1912.
Experience—Principal, Earlington, Ky., 1904-06; Principal and Primary Supervisor, Intermediate Grades, Training School, Bowling Green, Ky., 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, 1911 and 1918; Iowa Wesleyan College, B. A., 1917.
Experience—Principal, Earlington, Ky., 1904-06; Principal and Primary Supervisor, Intermediate Grades, Training School, Bowling Green, Ky., 1916-21; Critic in Teaching, I. S. T. C., 1921; Shenandoah Training Center, 1924.

BLANCHE E. SIMMONS, Critic of Teaching.
Education—Graduate, Cedar Rapids High School; Primary Diploma, I. S. T. C., 1914; Ph. B., 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, Sumner, Iowa, 1914; Critic Diploma, B. S., I. S. T. C., 1922.
Experience—Fourth Grade, Sumner, Iowa, 1916-17; Sixth Grade, Sumner, Iowa, 1917-19; State Normal School, Indiana, Pa., 1922-24; High School Normal Training, Sumner, Iowa, 1924-25; Critic of Teaching, 1925.

EDITH L. VAN SYCKLE, Critic of Teaching.
Experience—Rural School, Sussex Co., N. J., 1907-19; Fifth Grade, Leonia, N. J., 1913-17; Industrial Arts Supervisor, Leonia, N. J., 1917-18; Rural and Grade Supervisor, Kent Co., Delaware, 1919-23; Supervisor, Talbot Co., Maryland, 1923-25; University of Delaware, Summer, 1921; E. Stroudsburg, Penn., Normal School, Summer, 1923; Hampton Institute, Hampton, Va., Summer 1925; Critic of Teaching, I. S. T. C., 1925.

SELMA SCHUMANN, Critic of Teaching.
Education—Graduate High School, Larchwood, Iowa, 1915; Primary Diploma, B. S., I. S. T. C., 1918.
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.

EDNA MANTOR, Critic of Teaching.
Education—Graduate Burt High School, 1919; Primary Diploma, I. S. T. C., 1922; Critic Certificate, 1923, I. S. T. C.
Experience—Primary Grades, Titonka, Iowa, 1920-21; Critic of Teaching, I. S. T. C., 1923; Hudson Training Center, 1923.

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 Grade Schools, 1910-1918; Sixth Grade Critic State Normal School, Indiana, Pennsylvania, 1921-1923; Critic of Teaching, I. S. T. C., 1924.
FACULTY

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.
Experience—Rural Schools, 1917-19, Sixth and Seventh Grades, Mercer, N. D., 1919-20; Teaching, Waterloo Training Center, 1925.

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

EDNA MCGUIRE, Professor of Teaching.
Education—B. S., in Education, 1921, Central Missouri State Teachers College, Warrensburg, Missouri.
Experience—Public schools, Lincoln, Mo., 1917-1918-1919; Assistant in Training School of Central Missouri State Teachers College, Warrensburg, Missouri, 1920-1921; Critic Teacher, Western Kentucky Teachers College, Bowling Green, Kentucky, 1921-1924; Critic of Teaching, I. S. T. C., 1924.

MARGUERITE STRUBLE, Critic of Teaching.
Education—1922, State University of Iowa.
Experience—High School, Rock Rapids, Iowa, 1922-24; Critic of Teaching, Iowa State Teachers College, 1924.

FLORENCE A. BROWN, Critic of Teaching.
Education—1922, University of Michigan.
Experience—Grades, Ann Arbor, 1922-1924; Critic of Teaching, Iowa State Teachers College, 1924.

T. C. GREEN, Athletics and Manual Training.
Education—B. A., 1918, State University of Iowa.
Experience—Superintendent of Consolidated School, Thornburg, Iowa, 1918-1920; Ackley High School, Ackley, Iowa, 1920-1921; Principal of High School Rockwell City, Iowa, 1921-1922; Athletics and Manual Training, I. S. T. C., 1924.

GLEN R. HOFFMAN, Assistant.
Education—Graduate Sibley High School, Sibley, Iowa, 1922; Graduate Manual Arts, I. S. T. C., 1924.
Experience—Part time Instructor in Training School, I. S. T. C., 1924-25.

Critics in Training

OLAF BEEMAN
Graduate, Manchester High School, 1907; Junior College Diploma, I. S. T. C., 1923; Teaching, 1923.

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.

RUTH IRENE BUSBY
Graduate Washington High School, 1922; Cornell College, 1922-1923; Teaching, 1924.

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

RUBY DAY
Cornell College, 1919 and 1920; Junior College Diploma, I. S. T. C., 1924; Teaching, 1924.
REFA DICK
Graduate Bonaparte High School; Junior College Diploma, I. S. T. C., 1920; Teaching, 1924.

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

LOIS M. EDGAR
Graduate Crawfordsville High School, 1919; Primary Diploma, I. S. T. C., 1922; Teaching, 1924; Cherokee Training Center, 1924.

ZELWYN GRAHAM
Audubon High School, 1921; I. S. T. C. Primary Diploma, 1923. Teaching, 1925.

AGNES GULICKSEN
Graduate Decorah High School, 1918; Upper Iowa University, Summer, 1917; I. S. T. C., 1922-23; also Summers of 1920, 1921 and 1922; Teaching, 1923.

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

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. ELFA PORTER
Graduate Grand Junction High School, 1909; Primary diploma, I. S. T. C., March, 1924. Teaching, 1925.

ELMA VACHA
Junior College Diploma, I. S. T. C., 1923. Teaching, 1925.

Rural Education

MACY CAMPBELL, Head.
Education—Rural school, Decatur County, Iowa; Village school, Pleasanton, Iowa, two years; M. Di., I. S. T. C., 1905; B. A., State University of Iowa, 1911. Special work in Agriculture, Iowa State College, summer 1912 and winter short course. Traveled widely 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, 1922; Graduate Student, Iowa State University, 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, 1911-14; 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. Graduate student, Chicago University, 1925.
Experience—Rural schools, Keokuk County, four years; Grammar grades, Keswick, Iowa, 1896-99; Principal of Lake View, Iowa, school, 1901-09; 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, 5 years, Colorado State Teachers College; B. A., 1921, I. S. T. C. Graduate Student, Iowa State University, 1923.

Experience—Rural schools, six years; One term, Training School, I. S. T. C.; One term, Rural Demonstration School, I. S. T. C.; Campus Rural Demonstration School, I. S. T. C., one term. Instructor in Rural Education, 1921, I. S. T. C. Leave of absence, 1925.

ANNA D. CORDTIS, 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 grades, 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.

MARY ANDERSON, Instructor of Rural Education.


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, La mont, Iowa, 1916-21; Superintendent, Jesup Consolidated School, 1921; Instructor, Rural Education Department, Summer, 1921; Associate Professor of Rural Education, I. S. T. C., 1921.

IVAN L. MAST, Associate Professor of Rural Education.

Education—B. A., 1914, Iowa State Teachers College.

Experience—Instructor in Ames, Iowa, High School, two years; Associate Professor of Rural Education, I. S. T. C., 1923.

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, 1905-06; Principal of Schools, Mason City, 1906-12: Head, Normal Training Department and Principal, Mason City, 1912-16; County Superintendent, Cerro Gordo County, Iowa, 1916-20; Professor of Extension, I. S. T. C., 1920.

ELMER L. RITTER, Extension Professor.

Education—Graduate, High School Course, Marion, Indiana, Normal College; A. B., Indiana University, 1914; A. M., 1917, Ph. D., 1920, S. U. I.

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. I., one year; Professor in Extension, I. S. T. C., 1921.

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; Superintendent of Schools, 1903-07, Alton, Iowa; County Superintendent, Sioux County, Iowa, 1907-17; Professor of Rural Education, 1917; Professor of Extension, I. S. T. C., 1922.
IDA HÜGLIN, Extension Professor.

Education—Rural school, Boone County, Iowa; Attended Dayton, Iowa, High School, 1899-1902; Augustana College, Rock Island, Illinois, 1903-04; M. D., I. S. T. C., 1907; Ph. B., 1912; Graduate work, Summer 1913, University of Chicago; School of Civics, Chicago, Summer, 1917. 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, 1921; Resigned, Dec. 1, 1921; Instructor in Extension, I. S. T. C., 1922; Extension Professor, 1923; Leave of absence, Winter and Spring terms, 1924-25.

AGNES SAMUELSON, Extension Professor.

Education—Shenandoah, Iowa, High School; Western Normal University of Nebraska; Geo, Peabody College for Teachers; B. A., State University of Iowa, 1925; Member, Phi Beta Kappa, Pi Lambda Theta of S. U. I.

Experience—Rural schools, Page County, Iowa; Assistant Principal Silver City, Iowa, High School; Superintendent, Yorktown, Iowa, Schools; County Superintendent, Page County, Iowa; Extension Professor, 1925. (Resigned, Feb. 1926.)

LOU A. SHEPHERD, Extension Professor.

Education—Graduate, Waverly, Iowa, High School, 1901; Grinnell College, 1901-1902; Kindergarten Diploma, I. S. T. C., 1906; Critic Certificate, I. S. T. C., 1914; Summer Session, Columbia University, 1915; B. A., I. S. T. C., 1919; M. A., Teachers College, Columbia University, 1924.

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

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—Country 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, 1899-1909; 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., 1889, I. S. T. C.; Summer School of Methods, Martha's Vineyard, Massachusetts, 1882; Traveled in Europe, Spring and Summer, 1900.

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 Geography and General Assistant, 1889-93; 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.
FACULTY

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, 1881-82, 1883-85; Graded Schools, 1885-89; Assistant in High School, 1892-93; Principal of High School, 1893-97; Assistant in English, 1899-1904; 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; Graduate Summer High School, Summer, Iowa, 1904; B. S., Coe College, Cedar Rapids, Iowa, 1915; 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, Summer, Iowa, two years; Mission work, Montevideo, Uruguay, South America, two years; Teacher of Social Science, High School, Summer, Iowa, two years; Principal High School, Summer, Iowa, four years; Instructor of Religious Education, I. S. T. C., 1924.

Supplementary Instructors Appointed for Summer Term, 1925

EDUCATION—Edith L. Barber, C. W. Kline, O. A. Simley.


RURAL—W. J. Berry, Roy Brown, Mrs. Mary Bond, Myrtle Campbell, O. S. Hamer, Ivan Mast, Mrs. Minnie Richardson, R. C. Williams, Leila Wassom, Maude Wakefield.

MUSIC—Emmy Braddy, Margaret Mulford, Grace Ullemeyer, Theresa Wild.

NATURAL SCIENCE—Ernest Driver, L. H. Halverson, Harold K. Wilson, C. L. Wright.


ART AND MANUAL ARTS—M. H. Hepp, Emma Kitt.

HOME ECONOMICS—Laurentza Hansen.

PHYSICAL TRAINING—Mrs. Marjorie Morgensen, Mrs. Blanche Whitford.

PHYSICS AND CHEMISTRY—O. N. Oleson.

ORCHESTRA—Rose Wilcox.

College Office Clerical Staff

ANNA R. WILD, Head.
Executive Secretary, 1896.

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

BESS E. CARRINGTON
On leave of absence, November, 1925, to November, 1926.

MRS. LOUISE McKITRICK
Secretary, Extension Division, 1921.

MRS. EDNA M. SHUTT
B. Di., 1898; M. Di., 1899; I. S. T. C.; Secretary, Bureau of Recommendations, 1922.

CARRIE A. WATSON
B. A., 1922, I. S. T. C.; Registrar's Secretary, 1923.
BEULAH E. NUNAMAKER  
Comm'l. Dip., 1921, I. S. T. C.; Chief Record Clerk, 1922.

MRS. H. G. SIMONSEN  
Record Clerk, 1916.

JESSIE E. JUHL  
Stenographer, 1921.

MRS. ETHYL ALBRIGHT  
Stenographer, 1921.

LORENE BEHRENS  
Assistant to Executive Secretary, 1922.

MRS. MARGARET HOUGH HESS  
Stenographer, 1922.

ANNA M. NIELSEN  

MRS. NELLIE C. WILLIAMS  
Stenographer, 1922.

MERLE HARDY  
Bookkeeper, 1923.

MARIE ULRICH  
Stenographer, 1923.

MRS. MABEL McEWEN VOGT  

MRS. CRYSTAL ANDERSON  
Record Clerk, 1923.

RUTH DUNLOP  
Stenographer, 1923.

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

NELLIE FRANDSEN  
Clerk, 1924.

AGNES HANSEN  
Stenographer, 1924.

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

MARY SWEEIN  
Stenographer, 1924.

IDA CHRISTENSEN  
Bookkeeper, 1925.

LUISE CUTLER  
Stenographer, 1925.

EDNA A. JENSEN  
Stenographer, 1925.

MRS. H. D. AMICK  
Stenographer, 1925.

JOHANNA LARSON  
Rural Sch. Dip., 1916, I. S. T. C.; Stenographer, 1925.

MRS. FLORENCE BANFIELD  
Clerk, 1923.

VELDA BENTLEY  
Clerk, 1924.

Library Staff

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

ROWENA A. EDWARDS  
Student, Iowa State College; Graduate, Simmons College Library School, Boston, 1915; Correspondence work with University of Chicago, 1923-24; Travelled in Europe summer of 1925. Head Cataloguer, 1916.
HARRIET L. KIDDER
B. A., 1907, Wellesley College; Graduate work University of Missouri, 1908-09; M. A., University of Chicago, 1910; Graduate, Library School of the University of Wisconsin, 1917; Studied in Europe Summer of 1924; Travelled in Europe; Summer of 1925; Sick Leave, 1925. Assistant Cataloguer, 1917-20; Reference Librarian, 1920.

JESSIE L. FERGUSON
Public and private schools of Indiana and Illinois; Eastern Illinois State Normal School, Charleston, 1904; B. A. with Library Science, 1907, James Millikin University, Decatur, Illinois; Travelled in Europe, summer of 1908; University of Illinois Library School, Summer of 1913; Moody Bible Institute, Chicago, Summer, 1914; University of Chicago, Summer, 1915. Circulation Librarian, 1923.

ELSIE JEANNETTE REMLEY
B. A., 1921, State University of Iowa; University of Illinois, Library School, 1919; Library Training School, S. U. I., 1917; Extension and Periodical Librarian, 1923.

LOUISE HAMILTON
Graduate of Carnegie Library School of Pittsburgh, 1917; Juvenile Librarian, I. S. T. C., 1925.

RUTH VAN TUYL
Public Schools, Minneapolis, Minn.; B. A., University of Minnesota, 1915; B. A., Mount Holyoke College, 1916; Studied in Education at University of Minnesota, 1916-17; M. A. in Latin and History, University of Minnesota, 1919; Six weeks' course in Library Science, Minnesota Library Commission, summer, 1920; Eight weeks' course, University of Illinois Library School, summer 1922; University of Illinois Library School, 1924-25. Assistant Cataloguer, 1925.

MADGE McLAUGHLIN
B. A., University of Iowa, 1921; Library School, University of Wisconsin, 1924; Assistant Circulation Librarian, 1924.

WINTRESS BRENNAN

Student Assistants

<table>
<thead>
<tr>
<th>Library</th>
<th>RICHARD DAY</th>
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<tr>
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<td>Band</td>
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<tr>
<td>HAZEL WIMER</td>
<td>H. G. CROY</td>
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<td>Library</td>
<td>Chemistry</td>
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<tr>
<td>MARY BUTLER</td>
<td>LEO HAMACHER</td>
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<tr>
<td>Library</td>
<td>Chemistry</td>
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<tr>
<td>ROBERT CUMMINS</td>
<td>MERLE HEATH</td>
</tr>
<tr>
<td>Physics</td>
<td>Chemistry</td>
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<tr>
<td>BERNICE YOKOM</td>
<td>MARGARET HURN</td>
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<tr>
<td>Teaching</td>
<td>Chemistry</td>
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<tr>
<td>T. B. KROUSKUP</td>
<td>HAROLD J. WHITE</td>
</tr>
<tr>
<td>Mathematics and Commerce</td>
<td>Chemistry</td>
</tr>
</tbody>
</table>

Rural Demonstration Schools—Critics 1925-26

JUANADA GROESBECK—Mt. Vernon Twp. No. 9 School.
JULIA ELDRIEGE—Benson School.
ALTHEA KYHL—Eddy School.
IOWA STATE TEACHERS COLLEGE

Extension Summer Schools

CARROLL

JOHN R. SLACKS, Director.
Rural School Management
Didactics I
School Organization and Control
BERTHA BOATMAN
English I
Comp., Language and Grammar
Elementary Didactics
OPAL G. BOSIER
Domestic Science
Physiology
THORA COLLYER
Physical Training
J. N. CUNNINGHAM
Rural Sociology
Principles of Economics
R. A. GRIFFIN
American History I
American Government
EDITH JORDAN
Principles of Geography
Complete Geography
Elementary Economics

A. C. FULLER, JR., Director.
School Organization and Control
L. C. ARY
Government
Economics
EVA BURNET
History
Geography
ELSIE D. BYVANK
Music
MILDRED GARDNER
Physical Training
ROSE L. HANSON
Algebra
Physiology
Domestic Science
P. C. LAPHAM
Physics
Didactics
ALTHEA MONTGOMERY
English

PEarl MURPHY
Primary Methods
Handwork
EMMA OPFEr
Rural School Methods
Complete United States History
MAGDALENE RUD
Music
Penmanship
J. P. STREET
Physics
Rural Sociology
H. P. TRUMBO
Psychology
Agriculture
Civics
MARY JANE WYLAND
Rural School Methods
Didactics I
MAMIE ZAELKE
Complete Arithmetic
First Algebra
Didactics I

CLINTON

S. G. REINERTSEN
Psychology
MRS. ELIZABETH TALCOTT
(Only 50 days)
Civics
Rural School Methods
HAZEL TOBIAS
Drawing
Handwork
EULALIE TURNER
Primary Methods
EVELYN WILSON
Arithmetic
Grammar
Didactics
D. O. WILSON
Agriculture
Nature Study
Rural Sociology

CORYDON

ELMER L. RITTER, Director.
School Organization and Control.
J. R. COUGILL
Algebra
Elementary Economics
Arithmetic
Civics
G. E. DAVIS
Didactics
Rural School Management
LUCILE DUNCAN
United States History
Complete Geography
W. H. FASOLD
Physics
Rural Sociology
STENA HANSEN
English
Elements of Literature
Rhetorical Class Work
MYRTA HARLOW
English I
Grammar

DOROTHY HUMISTON
Physical Training
FRANK W. JONES
Principles of Geography
Agriculture
ALMA S. KINDBLADE
Music
Penmanship
EMMA G. MYERS
Primary Methods
Rural School
H. OSTERGAARD
Government
History II
F. K. SHUTTLEWORTH
Psychology
J. H. TREFZ
History
CHARLOTTE WILLIAMS
Elementary Handwork
FACULTY

H. L. EELLS, Director.
Rural Sociology
Didactics I

MRS. GLENN A. BAKKUM
Mathematics
Rhetorical Class Work

WINIFRED GILBERT
Rural Sociology
Nature Study

JEAN M. GLEAVES
Handwork

G. W. GOTTKE
American Government
Didactics

J. R. INMAN
Geography

BETTIE G. KEITH
Music
Penmanship

VERA LIGHTHALL
English Literature
Grammar

F. E. FULLER, Director.
Rural School Management

EDITH CAMPBELL
Handwork Assistant

F. H. CHANDLER
Geography

LORETTA DOHERTY
Physical Training

H. W. HARTMAN
Physics
Arithmetic
Algebra

NELSON L. HERSEY
Physiology
Civics
Agriculture
Rhetorical Class Work

O. J. JERDE
American Government
Rural Sociology
English I (a)

NONA ISABELLE JORDAN
Economics
United States History
Domestic Science

ELIZABETH MICKLE
Demonstration School

WILLIAM GUY PENCE
History
Civics
Didactics

VELMA RUTH PORTER
Physical Education

N. H. RINGSTROM
American Government
American History

HATTIE L. SPECHT
Handwork

M. H. STEPHENS
Physics
Didactics

WELLINGTON A. THALMAN
Psychology
School Organization and Control.

SCHOLAR

CHARLES A. KITRELL
Psychology I
School Organization and Control

TOMMY B. PRIEST
English I (a)
Grammar

E. A. RALSTON
Didactics I
Rural Sociology
Consolidated School and Country Life

BLANCHE SIMMONS
Handwork
Primary Methods

WINIFRED TUTTLE
Didactics I
Rural School Methods

F. A. WELCH
American Government
American History I

MAUDE WENCK
Music
Penmanship

Special Service Summer School
Davenport
(Six Weeks—June 29th to August 7th, 1925)

LOU A. SHEPHERD
Handwork
Primary Methods
Project Method in Teaching

A. G. UMBREIT
Psychology
Geography
The Elementary School

W. J. YOURD
American Education
Civics
American Government
American History I
FACULTY COMMITTEES, 1926-1927

I. Rotating Committees—Executive Service

4. Student Loan Fund—Mary B. Hunter, Frank I. Merchant, J. B. Paul; Ex-officio, Dean of Women, Dean of Men, President, College Secretary.
7. Auditing Committee—Amy F. Arey, W. B. Fagan, Emma F. Lambert, Charles H. Bailey; Benjamin Boardman, Secretary of the College, Permanent Chairman, Ex-officio.

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—Dorothy Hammond.
8. Elementary Rural—Macy Campbell.
9. Major Studies—When selected by Student.
   (2) Consolidated School Education, Normal Training High School Critics—Macy Campbell.
   (3) Teaching and Critic Training—Eva May Luse.
   (4) English, Public Speaking—S. A. Lynch.
   (5) Mathematics and Commerce—Ira S. Condit.
   (6) Latin and Greek—Frank Ivan Merchant.
FACULTY

(7) German—J. B. Knoepf

(8) French and Spanish—I. Lillehei.


(10) Home Economics—Anna L. Leggett.

(11) Natural Science—Biological Science, Earth Science—E. J. Cable.

(12) Physics, Chemistry, Physical Science—Louis Begeman.


(14) Physical Education—F. N. Mead.

(15) Coaching and Athletics—F. N. Mead.

(16) Public School Music—C. A. Fullerton.


(1) Critic Training—Eva May Luse.

(2) Other Special Work—G. W. Walters.

IV. Other Executive Committees


3. Museum—M. F. Arey, G. W. Walters, E. J. Cable, Alison E. Aitchison, the taxidermist, ex-officio.


5. Hospital—The Health Director, the Dean of Women, the College Secretary, the Hospital Director and Head Nurse—all ex-officio.

6. Bureau of Recommendations—Manager, the Registrar, the Heads of Departments, the Dean of Men, the President and the Clerk of the Committee—all ex-officio.

7. Transportation—Ira S. Condit, I. H. Hart, Benjamin Boardman.


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

V. Special Committees

1. The Course of Study—The President and at least four other members of the Faculty selected by the President to report upon the special business initiated by Departments or Faculty Action, Secretary, The Registrar.

2. The Student Welfare Committee—Ex-officio, The Dean of Women, The Dean of Men; Five members of the Faculty elected by the Heads of Departments, namely: J. W. Charles, Mary Hunter, Bertha Patt, John R. Slacks and W. H. Kadesch.
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 in Residence—In order to receive a diploma from the college the student must complete at least 36 weeks of 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 his 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—

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
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<tbody>
<tr>
<td>First hour</td>
<td>8:00 a.m. to 8:55 a.m.</td>
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<tr>
<td>Second hour</td>
<td>9:00 a.m. to 9:55 a.m.</td>
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<tr>
<td>Assembly</td>
<td>10:00 a.m. to 10:25 a.m.</td>
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<tr>
<td>Third hour</td>
<td>10:30 a.m. to 11:25 a.m.</td>
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<tr>
<td>Fourth hour</td>
<td>11:30 a.m. to 12:25 p.m.</td>
</tr>
<tr>
<td>Recess period</td>
<td>12:25 p.m. to 1:30 p.m.</td>
</tr>
<tr>
<td>Fifth hour</td>
<td>1:30 p.m. to 2:25 p.m.</td>
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<tr>
<td>Sixth hour</td>
<td>2:30 p.m. to 3:25 p.m.</td>
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<tr>
<td>Seventh hour</td>
<td>3:30 p.m. to 4:25 p.m.</td>
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<tr>
<td>Eighth hour</td>
<td>4:30 p.m. to 5:25 p.m.</td>
</tr>
</tbody>
</table>

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

I. 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

1. Juniors and Seniors.
   - Regular ................................................. $30.00
   - Soldiers ............................................ 16.67
   - County Scholars .................................... 25.00
   - Students at Teaching Centers ...................... 27.50

2. Freshmen and Sophomores.
   - Regular ............................................. 17.50
   - Soldiers ............................................. 4.17
   - County Scholars .................................... 12.50
   - Students at Teaching Centers ...................... 15.00

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

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 material 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 material they use, and own the work done. This is computed on the approximate cost.

4. Students in Domestic Science 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 the $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 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 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.

4. Diploma Fees

1. The diploma fee is $2.00 for Two-year Curriculum and $3.00 for Bachelor of Arts or the Bachelor of Science.

2. The fee for a department certificate is $1.00.

A written application for graduation is required one year before 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. Those having hospital privileges pay $7.00 per week.

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.

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. 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.

2. 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.

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

4. Schools Service—Special lines of service directly applying to high school and grade 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.

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 Shakespearean
   The Cliosophic
   The Neotrophian
   The Zetalethean
   The Margaret Fuller Ossoli
   The Chrestomathean
   The Delphian
   The Eulalian
   The Homerian
   The Irving

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
   Theta Alpha Phi—Dramatic Capability
   Zeta Kappa Psi—Forensics for Women

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. 4, No. 5 and The Ideal District, Cedar Falls Township.
3. Those who pay a tuition fee of $5.00 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, 1926, May 3; Winter term, October 1; Spring Term, 1927, January 10; Summer Term, 1927, March 1, 1927.

2. Private Rooming Houses—Students may secure rooms in private rooming houses near the campus. 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. It is expected of Bartlett Hall residents to take advantage of this system, 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 hacks and omnibuses, under the supervision of the city authorities, meet passenger trains and convey persons to any place in the city. The hack 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 Young Women’s Christian Association of the Teachers College has a student employment bureau. All women students wishing employment in return for their board or by the hour, are requested to register their names and qualifications with the General Secretary of the Association at the office in the Auditorium Building. 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 General Secretary.

The Young Men’s Christian Association conducts also an equivalent 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 schedule for sub-collegiate work.

3. Didactic Subjects.
   By faculty action School Organization and Control, Didactics I, Psychology I, Primary Methods and Consolidated School and Country Life 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.
   A. Graduates of four-year approved high schools are required to take physical training and rhetorical class work during fall, winter and spring terms. Students may be released from rhetorical class work by passing a satisfactory examination during the first ten days of the first fall, winter or spring term in attendance.
   B. Students not meeting college entrance requirements need to take physical training or recreational music during fall, winter and spring terms.

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 "Didactics" 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 registration committee 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 and rhetorical class work unless released from this requirement by the committee on registration.

8. Students are not permitted to visit classes.

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 Adviser 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 “F” 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 AND RHETORICAL CLASS WORK

1. Every collegiate student is required to take rhetorical class work during the first three terms in attendance in the fall, winter and spring. Those who become active members of incorporated literary societies are released from the third term’s work. Students may be released from rhetorical class work by passing a satisfactory examination during the first ten days of the first fall, winter, or spring term in attendance.

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

XIX. 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.
CURRICULUMS
at the
IOWA STATE TEACHERS COLLEGE

I. FOUR YEAR DIPLOMAS AND DEGREES

1. *The Degree Bachelor of Arts in Education.
   a. Home Economics Major meeting all State and National re­quirements for teachers in Accredited High Schools and Vocational Schools under the Smith-Hughes Law.
   b. Majors for High School Teachers of English, Mathematics, Foreign Language, Science, Social Science, and all other groups of high school subjects.
   c. Majors for City Superintendents; Normal School Critics; Normal Training High School Critics; Supervisors of Primary, Kindergarten, Music, Manual Arts, Art, Physical Education, and Commercial work; Township Supervisors for Rural Schools.
   e. A Major in Coaching and Athletics.

2. The Degree Master of Didactics (College Graduate entrance).
   a. College graduates may prepare as special teachers in any of the above lines.
   b. One full year of work along the chosen line is required for graduation.
   c. Fifteen units of secondary credit and four full years of college credit are required for admission.

II. THREE YEAR DIPLOMA

1. Public School Music Education.

III. TWO YEAR DIPLOMAS

1. The Junior College (for principals, supervisors, or grade teach­ers).
   2. Primary Education.
   3. Kindergarten Education.
   5. Commercial Education.
   6. Art Education.
   7. Home Economics Education.

IV. RURAL TEACHER DIPLOMA

1. One Year Rural Teacher Curriculum.

V. SPECIAL MUSIC DIPLOMAS

1. Piano, Voice, Organ.
   2. Violin, Oboe, Flute, Clarinet, Bassoon, Cornet, French Horn, Trombone, Tuba, Cello, Double Bass, Harp and other orchestral instruments.

* The Degree Bachelor of Science in Education may be secured by those who ma­JOR in Agriculture, Coaching and Athletics, Commerce, or Manual Arts.
3. Those who specialize in Violin have an opportunity to give instruction to classes under the supervision of the head of the department.

VI. BAND MASTERS COURSE

Special class work leading to a Statement of Proficiency in band management and directing.

VII. TEACHERS COLLEGE HIGH SCHOOL

1. The Junior High School.
2. The Senior High School.

These divisions are modern and typify the best in educational practice. Accredited by the North Central Association.

Notes:

1. All Graduates from Curriculums, indicated in Sections I to IV inclusive, may receive five year teacher certificates when 18 years of age, as follows:
   a. Degree Curriculums—First grade state certificate.
   b. Three Year and Two Year Diploma Curriculums—Second grade state certificate.
   c. Rural Teacher Curriculum—Rural teacher state certificate.
2. Those who are selected as Critics in Training for work in the training school may receive a department certificate when the requirements are met.
3. Those who become proficient in band management, in any one of the wind instruments, swimming, penmanship, or Boy Scout work may secure a Statement of Proficiency in the line represented.
4. Twelve Weeks Normal Training may be secured during any term of the year.

ENTRANCE REQUIREMENTS

1. 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 Degree and Diploma Courses.
   2. Full admission to Degree and Diploma curriculums 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 condition.
   4. The outline below gives the required and acceptable units. For full details see "Defined Entrance Subjects" on the following pages.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required Units</th>
<th>Accepted Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>1½</td>
<td>4</td>
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<tr>
<td>One Foreign Language</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Other Foreign Language</td>
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<td></td>
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<tr>
<td>Science (Natural, Physical)</td>
<td>4½</td>
<td></td>
</tr>
<tr>
<td>From above five groups</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Other Subjects</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

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.
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 credit. 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 to 1 unit

B. 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 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 40 minutes in length and the laboratory periods twice this length.

3. If students are permitted to carry extra periods per week in Drawing, Music, Manual Training, Bible, etc., no entrance credit can be allowed for such work.

4. Not more than four units may be allowed for the first year's work in a new high school except that five units may be allowed for the work in the senior year, if five units are needed for graduation. Not more than five units may be allowed for any one year.

5. No credit is allowed for English Grammar or U. S. History unless taken after eight units of other credits have been earned. No credit is allowed for Arithmetic unless taken after the completion of third semester Algebra or after eight units of other credits have been earned.

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 40 minutes each for 36 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 and rhetorical class work 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 30 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 15 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.
THE DEGREE CURRICULUM
(The degree Bachelor of Arts in Education)

Suggestive Outline Showing Required Work for All Majors

**Freshman Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>5 hr.</td>
</tr>
<tr>
<td>English I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>10 hr.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Physical Training—Rhetorical Class Work</td>
<td></td>
</tr>
</tbody>
</table>

**Sophomore Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>10 hr.</td>
</tr>
<tr>
<td>Psychology VI, VII, IX, X</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Educ. Sec. A or Rur.</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>10 hr.</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
</tbody>
</table>

**Junior Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education, Sec. B</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>10 hr.</td>
</tr>
<tr>
<td>Education, Sec. C</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>10 hr.</td>
</tr>
</tbody>
</table>

**Senior Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Requirement</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>Teaching</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>15 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 five hours of English from the Language and Literature section, five hours of Constructive English, 15 hours of Social Science, and 20 hours of Science and Mathematics.
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. 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.
5. To secure a state teacher's certificate without an examination in "Government and Constitution" the student must have at least 3 hours credit in the fundamental principles of a republican form of government.
6. For details concerning the distribution of work with different Majors see outlines for the various Majors.

*Foreign language is not required of those who major in Agriculture, Coaching and Athletics, Commerce, or Manual Arts. These students who omit foreign language receive the degree Bachelor of Science in Education. If foreign language is omitted, five hours of additional credit must be earned in the literature section of English.
**THE DEGREE CURRICULUM**

**Home Economics Major**

**Suggestive Outline Showing Required Work**

### Freshman Year—45 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>Clothing I</td>
<td>4</td>
</tr>
<tr>
<td>Draw. &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>H. &amp; Com. Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry XI</td>
<td>5</td>
</tr>
<tr>
<td>Clothing II</td>
<td>4</td>
</tr>
<tr>
<td>App. Design</td>
<td>3</td>
</tr>
<tr>
<td>Physiology I (b)</td>
<td>3</td>
</tr>
<tr>
<td>Food Prep. I</td>
<td>5</td>
</tr>
<tr>
<td>English I</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Training—Rhetorical Class Work</td>
<td></td>
</tr>
</tbody>
</table>

### Sophomore Year—45 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>Chemistry XII</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>H. Planning</td>
<td>2</td>
</tr>
<tr>
<td>Gen. Biology (b)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td>Chem. XIII</td>
<td>5</td>
</tr>
<tr>
<td>H. Physics</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Training</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>Psychology I</td>
<td>5</td>
</tr>
<tr>
<td>Costume Design</td>
<td>3</td>
</tr>
<tr>
<td>Textiles</td>
<td>2</td>
</tr>
<tr>
<td>Prin. of Economics I</td>
<td>5</td>
</tr>
<tr>
<td>Hist. of Voc. Ed.</td>
<td>3</td>
</tr>
<tr>
<td>Voc. School Adm.</td>
<td>2</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>Genetic Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Child Care</td>
<td>3</td>
</tr>
<tr>
<td>Dressmaking</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Illust. Teaching, Credit</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 (H. E.)</td>
<td>5</td>
</tr>
<tr>
<td>Home Mngt.</td>
<td>3</td>
</tr>
<tr>
<td>Methods in H. E.</td>
<td>3</td>
</tr>
<tr>
<td>Soc. Problems</td>
<td>2</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Food and Dietetics</td>
<td>3</td>
</tr>
<tr>
<td>Adv. Dressmaking</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>Electives</td>
<td>12</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:

1. The electives must include five hours of English from the Language and Literature section, 5 hours of Constructive English, and 10 hours of History and Government.
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 the fundamental principles of a republican form of government.
3. Not more than 20 hours may be used in any major line of work unless it constitutes the student’s major or minor.

*Chosen from Advanced Dietetics, The School Lunch, or Experimental Cooking.*
# Degree Curriculums 59

## THE DEGREE CURRICULUM

### Physical Education Major

**Suggestive Outline Showing Required Work**

### Freshman Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Lang.</td>
<td>5</td>
</tr>
<tr>
<td>English I</td>
<td>5</td>
</tr>
<tr>
<td>Physics XIV</td>
<td>5</td>
</tr>
</tbody>
</table>

### Sophomore Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy I</td>
<td>5</td>
</tr>
<tr>
<td>Psychology I</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
</tbody>
</table>

### Junior Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Ed. I</td>
<td>5</td>
</tr>
<tr>
<td>Physical Ed. III</td>
<td>3</td>
</tr>
<tr>
<td>Physical Ed. IV</td>
<td>2</td>
</tr>
<tr>
<td>Hyg. &amp; San. (a)</td>
<td>5</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>Education, Sec. C</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Notes:**

1. The electives must include five hours of English from the Language and Literature section, 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 the fundamental principles of a republican form of government.

3. Course VI in Rural Education may be substituted for five 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 20 hours may be used in any major line of work unless it constitutes the student's major or minor.
## THE DEGREE CURRICULUM

### Coaching and Athletics Major

#### Suggestive Outline Showing Required Work

<table>
<thead>
<tr>
<th>Freshman Year—45 Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Th. of Athletics</strong></td>
</tr>
<tr>
<td><strong>English I</strong></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year—45 Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Th. of Athletics</strong></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year—45 Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Th. of Athletics</strong></td>
</tr>
<tr>
<td><strong>Educational, Sec. C.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year—45 Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
</tr>
<tr>
<td><strong>Th. of Athletics</strong></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
</tr>
</tbody>
</table>

#### Notes:

1. The electives must include 5 hours of English from the Language and Literature section, 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. To receive a state teacher's certificate without an examination in "Government and Constitution" the student must have at least 3 hours credit in the fundamental principles of a republican form of government.

3. Course VI in Rural Education may be substituted for five 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. No more than 20 hours may be used in any major line of work unless it constitutes the student's major or minor.

5. Students who omit foreign language receive the degree Bachelor of Science in Education.

6. If foreign language is omitted, five hours of additional credit must be earned in the literature section of English.
THE DEGREE MASTER OF DIDACTICS

Students holding Bachelor's degrees from standard colleges and universities, presenting 15 units of secondary credit and four full years of collegiate credit, are admitted on such credentials to special work in the Teachers College and given the degree, Master of Didactics, for a full year of standard college work from courses not open to Freshmen as herein specified. Those who are not candidates for a degree may take any collegiate courses that they may desire.

I. Professional Work in Education and Teaching—45 Term Hours.

This is planned to suit the individual needs by the Head of the Department of Education, and offers opportunity for training of a superior kind for city school systems, consolidated school systems, and rural school systems.

II. Professional Work in Education and Teaching with Electives—45 Term Hours.

1. Education ............................................ 15 hours
2. Teaching ............................................. 10 hours
3. Electives approved by the Head of the Department of Education ............................................ 20 hours

III. Special Teacher Work—45 Term Hours.

College graduates may specialize under the advice of the Head of the Department of Education, so as to become Supervisors of Primary work, Kindergarten, Music, Art, Manual Arts, Physical Education; Supervisors of Consolidated Schools, and Township Supervisors for Rural Schools; or Commercial Teachers, Home Economics Teachers, etc.

IV. Critic Teacher Work—45 Term Hours.

1. Critic Training ............................................ 15 hours
2. Education and Electives under the advice of the Head of the Department of Teaching ............................................ 30 hours

Applicants for this work must be accepted as Critics in Training and appointed to such service before entering upon this preparation and training.

V. Normal Training High School Critic Work—45 Term Hours.

1. Special Methods in Common Branches .................. 5 hours
2. Normal Training Supervision ............................. 5 hours
3. Primary Methods ........................................ 5 hours
4. Teaching (Primary Department) .......................... 5 hours
5. Electives open to Juniors and Seniors .................. 22 hours
6. Primary Handwork ....................................... 3 hours
7. Elementary Music—1 term, daily ..................... Credit required
8. Physical Training—2 terms, 3 days per week .................. Credit required
9. Recreational Music—1 term, 3 days per week .................. Credit required

CRITIC TEACHER CERTIFICATE WORK

1. Those who have finished a two-year collegiate diploma curriculum or equivalent work may be selected by the department of teaching for Critics in Training and prepare for positions as critics in state normal schools or teachers colleges. A department certificate is given for the completion of this work.
The requirements include:
1. Critic Training credit (credit on degree curriculum only if major is in Teaching and Critic Training) .......... 15 hours
2. College courses open to Juniors and Seniors .......... 30 hours
3. Two years of service in the Department of Teaching.

II. Normal Training High School Critic Work.
Teachers recommended by the Department of Public Instruction who are now employed or who may hereafter be employed as normal training high school critics may take this work. These students will receive a statement from the Registrar showing the work completed. The outline of work is the same as in V above.
GROUPS SHOWING DIFFERENT MAJOR LINES
Four Year Degree Curriculums

I. The Professional Group.
   1. Psychology.
   2. Education.
   3. Consolidated School Education.
   5. Teaching and Critic Training.
   6. Primary Education.
   7. Kindergarten Education.

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

III. The Foreign Language Group.
   1. French.
   2. German.
   3. Greek.
   4. Latin.
   5. Spanish.

IV. The Science and Mathematics Group.
   1. Agriculture.
   2. Biological Science.
   3. Chemistry.
   4. Earth Science.
   5. Mathematics.
   7. Physical Science.

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

   1. Art.
   2. Commerce.

VII. Coaching and Athletics, Home Economics, and Physical Education.
   1. Coaching and Athletics.
   2. Home Economics.
   3. Physical Education.
DISTRIBUTION OF WORK FOR VARIOUS MAJORS

The following outlines show the distribution of work for the various majors. The student should follow the general outline for the degree curriculum and the outline below for the particular major selected.

I. If Major Is in the Professional Group

1. The Student's Major (one of the following) ................................................. 30 Hours
   a. Psychology.
   b. Education.
   c. Consolidated School Education.
   d. Normal Training High School Critic Work.
   e. Teaching and Critic Training.
   f. Primary Education.
   g. Kindergarten Education.

2. The Student's Minor (selected from a major line) ........................................ 15 Hours

3. Other required courses, including above as outlined on the Degree Curriculum:
   a. Professional Group ................................................................. 40 Hours
   b. English (Constructive 10, Literature 5) ....................................... 15 Hours
   c. Foreign Language ................................................................. 15 Hours
   d. Social Science ................................................................. 15 Hours
   e. Science and Mathematics ..................................................... 20 Hours

4. Enough additional credit to make a total of 180 hours with limitations indicated in notes following.

II. If Major Is in the English and Public Speaking Group.

1. The Student's Major (one of the following) ................................................. 30 Hours
   a. English.
   b. Public Speaking.

2. The Student's Minor (selected from a major line) ........................................ 15 Hours

3. Other required courses, including above, as outlined on the Degree Curriculum:
   a. Professional Group ................................................................. 40 Hours
   b. English (Constructive 10, Literature 5) ....................................... 15 Hours
   c. Foreign Language ................................................................. 15 Hours
   d. Social Science ................................................................. 15 Hours
   e. Science and Mathematics ..................................................... 20 Hours

4. Enough additional credit to make a total of 180 hours with limitations indicated in notes following.

III. If Major Is in the Foreign Language Group.

1. The Student's Major (one of the following) ................................................. 30 Hours
   a. German.
   b. Greek.
   c. French.
   d. Latin from Courses I to XI.
   e. Spanish.

2. The Student's Minor (selected from a major line) ........................................ 15 Hours
3. Other required courses as outlined on the Degree curriculum.
   a. Professional Group ..................... 40 Hours
   b. English (Constructive 10, Literature 5) 15 Hours
   c. Social Science ............................. 15 Hours
   d. Science and Mathematics ............ 20 Hours

4. Enough additional credit to make a total of 180 hours with limitations indicated in notes following.

IV. If Major Is in the Social Science Group.

1. The Student's Major (one of the following) 30 Hours
   a. Economics.
   b. Government.
   c. History.

2. The Student's Minor (selected from a major line) ...................... 15 Hours

3. Other required courses as outlined on the Degree curriculum.
   a. Professional Group .................... 40 Hours
   b. English (Constructive 10, Literature 5) 15 Hours
   c. Foreign Language .............................. 15 Hours
   d. Science and Mathematics ............ 20 Hours

4. Enough additional credit to make a total of 180 hours with limitations indicated in notes following.

V. If Major Is in the Science and Mathematics Group.

1. The Student's Major (one of the following) 30 Hours
   a. *Agriculture.
   b. Biological Science.
   c. Chemistry.
   d. Earth Science.
   e. Mathematics.
   f. Physics.
   g. Physical Science (Chemistry 15, Physics 15).

2. The Student's Minor (selected from a major line) ...................... 15 Hours

3. Other required courses as outlined on the Degree curriculum.
   a. Professional Group .................... 40 Hours
   b. English (Constructive 10, Literature 5) 15 Hours
   c. Foreign Language .............................. 15 Hours
   d. Social Science ............................. 15 Hours

4. Enough additional credit to make a total of 180 hours with limitations indicated in notes following.

VI. If Major Is in One of These Lines.

1. The Student's Major (one of the following) 30 Hours
   a. Art.
   b. *Commerce.
   d. Public School Music.

* Foreign language is not required of those who major in Agriculture, Commerce, or Manual Arts. If foreign language is omitted, five hours of additional credit must be earned in the literature section of English.
2. The Student's Minor (selected from a major line) ........................................ 15 Hours
3. Other required courses as outlined on the Degree curriculum.
   a. Professional Group .................................. 40 Hours
   b. English (Constructive 10, Literature 5) 15 Hours
   c. Foreign Language ................................. 15 Hours
   d. Social Science .................................. 15 Hours
   e. Science and Mathematics ......................... 20 Hours
4. Enough additional credit to make a total of 180 hours with limitations indicated in notes following.

VII. If Major Is in One of These Lines.
1. The Student's Major (one of the following) 30 Hours
   a. *Coaching and Athletics.
   b. Home Economics.
   c. Physical Education.
2. The Student's Minor (selected from a major line) ........................................ 15 Hours
3. Follow the outline as indicated on previous pages.

Notes:
1. As many grade points as hours of credit required at this institution are necessary for graduation.
2. 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.
3. Except in the major and minor, the professional work and physical science, not more than 20 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 20 hours in each of the two sciences unless physical science is the student's major.
4. 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.
5. Coaching and Athletics, Physical Science, or Public School Music may not be used as a minor. Not more than 10 hours may be used in the applied courses in Theory of Athletics unless the student majors in Coaching and Athletics. See courses in the department of Physical Education.

* If foreign language is omitted, five hours of additional credit must be earned in the literature section of English.
DEPARTMENT COURSES

Note:

These courses may be used for credit on degree and diploma curriculums as indicated in each. 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

Degree and Diploma 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 collegiate students in any year of residence.

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. Open to Freshmen and Sophomores.

III. 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, Drawing I or equivalent. Open to collegiate students in any year of residence.

IV. Applied Arts II—3 hours. Design and color applied to clay modeling, pottery forms, costume, etc. Daily. Prerequisite, Applied Arts I or equivalent. Open to Sophomores, Juniors and Seniors.

V. Perspective—2½ hours. Both linear and areal perspective are considered. Daily. Open to Freshmen and Sophomores.

VI. 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 Freshmen and Sophomores.

VII. **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.

VIII. 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.

* 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.
IX. Applied Design—3 hours. Credit only on Home Economics curriculums. A continuation of Course VIII above. The constructed designs are applied to textiles by wood blocks, stencils, and needlework. Daily. Open to Freshmen and Sophomores.

X. 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.

XI. 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 Sophomores, Juniors and Seniors.

XII. History of Architecture and Sculpture—5 hours. The development of architecture from the Egyptian period to the Renaissance of modern times. Open to Sophomores, Juniors and Seniors.

XIII. History of Painting—5 hours. A survey of painting from the time of Giotto to the present day. Open to Sophomores, Juniors and Seniors.

XIV. 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, previous training in drawing and design. Students who major in Art may substitute this course for five hours of required work from Section C in Education. Open to Sophomores, Juniors and Seniors.

XV. Primary Drawing I—2 hours. Credit only on Primary and Kindergarten curriculums, and for those who major in Primary or Kindergarten Education. 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.

XVI. Primary Drawing II—3 hours. Credit only on Primary and Kindergarten curriculums and for those who major in Primary or Kindergarten Education. 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.

XVII. Primary Handwork—3 hours. Credit only on Primary curriculum and for those who major in Primary Education or 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.

2. Manual Arts

I-V. Woodwork I and V—Each 3 hours. II and III—Each 2 hours. IV—5 hours. Courses in woodwork beginning with the simplest exercise in the use of tools and extending into cabinet making. Knowledge and skill in the use of tools are acquired through their use in making
articles for actual use, and a large part of the designing of these articles is done by the students. Courses I, II and III are open to collegiate students in any year of residence. Courses IV and V are open to Sophomores, Juniors and Seniors.

VI-IX. Mechanical Drawing I and IV—Each 2 hours. II and III—Each 3 hours. Instruction in the use of drawing instruments, geometrical problems, working drawings, blue printing, lettering, tracing, orthographic projections, perspective, machine drawing, etc. Courses I, II, III are open to collegiate students in any year of residence. Course IV is open to Sophomores, 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. Daily. Open to Freshmen and Sophomores.

XIII. 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. Students who major in Manual Arts may substitute this course for five hours of required work from section C in Education. Prerequisite, Psychology I, Woodwork I and II, and Mechanical Drawing I and II. Open to Sophomores, Juniors and Seniors.

XIV. Organization and Administration of Manual Arts—3 hours. Adjustments 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.

XV. Economics of Manual Arts—3 hours. Plans for buildings and rooms, purchase and arrangement of equipment, suitable equipment for special conditions. The cost of equipments, supplies and maintenance. Open to Sophomores, Juniors and Seniors.

XVI. 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.

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.

BIOLOGY AND BOTANY

(See courses in Natural Science.)
CHEMISTRY  
(See courses in Physics and Chemistry.)

COMMERCE  
(See courses in Mathematics and Commerce.)

COACHING AND ATHLETICS  
(See courses in Physical Education.)

DOMESTIC SCIENCE  
(See courses in Home Economics.)

ECONOMICS  
(See courses in Social Science.)

EDUCATION AND PSYCHOLOGY

Degree and Diploma Courses

1. Psychology

I. Psychology I—5 hours. The principles of psychology, acquiring a familiarity with psychological terms, methods, and knowledge as a basis for more advanced work in Psychology and Education. Simple experiments, lantern slides. Open to Freshmen and Sophomores.

Note:

Students on diploma curriculums are required to take five hours from Courses II, III, IV and V as their second course in psychology. Those on a degree curriculum are required to have five hours from courses VI, VII, IX and X and may elect any courses in Psychology in addition to the required work.

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

III. Educational Psychology for Teachers of Elementary Schools—5 hours. Application of the various principles of psychology to teaching in the elementary schools with emphasis on such topics as motivation of pupils, habit formation, provisions for individual differences, memory, and thinking. Intended primarily for teachers in the grades above the primary. Prerequisite, Psychology I. Open to Freshmen and Sophomores.

IV. Social Development—5 hours. Social tendencies, interests, and training of children from infancy to the adult period. Particular attention to problems of social training. Prerequisite, Psychology I. Open to Freshmen and Sophomores.

V. Psychology of Adolescence—5 hours. An intensive study of changing attitudes and concepts that take place in the minds of youth during the period of time from eleven to eighteen years of age. It will include a study of the mental and physical influences that retard or accelerate the mental growth. The church, the school, the state, and the home will receive consideration. Prerequisite, Psychology I. Open to Sophomores, Juniors, and Seniors.

VI. Genetic Psychology—5 hours. An intensive study of the origin and development of consciousness in the child and in the race. Lec-
DEGREE AND DIPLOMA COURSES

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tures, topics for reports, observation, and class discussions. Prereq-
usite, Psychology I. Open to Sophomores, Juniors and Seniors on
the degree curriculum.

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 psychol-
ogy. Prerequisite, Psychology I. Open to Sophomores, Juniors and
Seniors on the degree curriculum.

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 Psy-
chology I. Open to Juniors and Seniors on the degree curriculums.

IX. Social Psychology—5 hours. A study of the thinking and be-
havior 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 Sophomores, 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 sub-
jects. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

2. Education

Section A—Methods and Management.

I. School Organization and Control—5 hours. The school plant
and equipment, health conditions, content of course of study, daily pro-
gram, marks and reports, motives and incentives, community coop-
eration, the school system and school laws of Iowa as related to the
teacher and his work. Open to Freshmen and Sophomores.

II. 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 Sophomores, Juniors and Seniors.

III. 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
Sophomores, Juniors and Seniors and to Freshmen who have had nine
months of teaching experience.

IV. The Elementary School—5 hours. Special methods for grade
teachers. An attempt is made to make the work of immediate prac-
tical value to the prospective teacher through the discussion of concrete
school problems. Prerequisite, Psychology I. Open to Sophomores,
Juniors and Seniors and to Freshmen who have had nine months of
teaching experience.

V. Educational Tests and Measurements—3 hours. Adapted to
teachers and supervisors of grade work. An introduction to the liter-
ature 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 collegiate students in any year of residence.

VI. 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 collegiate students in any year of residence.

VII. 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 collegiate students in any year of residence.

VIII. The Junior High School—3 hours. The course shows practice in Junior High Schools, explains aims and methods used, shows provisions made for enlarged curriculum, individual differences, interests, and aptitudes of adolescence. It considers also the special training needed by teachers, the effect on attendance and the social relations of pupils. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

IX. (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.

X. (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 curriculum and for those who major in Normal Training High School Critic work. Open to Freshmen and Sophomores.

Section B—History of Education.

XI. 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.

XII. 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 Sophomores, Juniors and Seniors.
XIII. 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.

XIV. 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.

XV. 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.

XVI. 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.

XVII. 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.

XVIII. 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.

XIX. 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.

XX. 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.

XXI. 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.

XXII. 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.

XXIII. 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.
XXIV. 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 Sophomores, Juniors and Seniors.

XXV. 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.

XXVI. 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.

XXVII. 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. Those who major in Education need to have 30 hours from sections A, B, and C above. Other courses may be elected.
2. For a major in Normal Training High School Critic Work see Rural Education.

ENGLISH AND PUBLIC SPEAKING

Degree and Diploma Courses

1. English

A. Constructive

I. English I—All Freshmen are required to complete one of the three courses, (a), (b), (c), 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 three courses, the other two are not elective for credit toward graduation.

(a) Sentence and Paragraph—5 hours. In this course a thorough study of the elements and structure of English sentences will be made, 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) Narration and Description—5 hours. This course will deal with the essentials of writing autobiography, biography, history, tales, anecdotes, dialogue as a part of narrative, letters of friendship, and possibly a short story with a simple plot. The writing of description, both for its own sake and as related to narration, will receive special attention. The necessary elements of good description will be studied and much practice in writing description will be required.

(c) Expository Writing—5 hours. A number of models of expository writing of a practical character will be studied, and original compositions on similar subjects will be required. Special attention will be paid to the essentials of correct definition and classification, to methods of explaining general terms and conditions, and to devices for making clear rather large and abstract ideas.
II. 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. Open to Sophomores, Juniors and Seniors.

III. 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 Sophomores, Juniors and Seniors.

B. Language and Literature

IV. 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 collegiate students in any year of residence.

V. 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.

VI. 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.

VII. 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.

VIII. 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.

IX. 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.

X. Shakespeare's Comedies—3 hours. After a brief introductory presentation of the distinguishing features of comedy, this course will be devoted to the study of ten of Shakespeare's comedies, beginning with his earliest work and concluding with the so-called 'romances,' or Comedies of Reconciliation, which were written at the close of his career. Open to Sophomores, Juniors and Seniors.

XI. Shakespeare's Tragedies—3 hours. In this course a thorough study of six or more of Shakespeare's great tragedies will be taken up with special attention to the ethical import of these plays and to the marvelous artistry of Shakespeare's style. Open to Sophomores, Juniors and Seniors.

XII. Shakespeare's History Plays—2 hours. These plays will be studied in the order of their relation to English history, beginning with King John and concluding with Henry the Eighth. The chief object of the study will be Shakespeare's dramatic skill and his insight into the motives that determine human conduct. Open to Sophomores, Juniors and Seniors.
XIII. 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 from 1660-1745. Open to Sophomores, Juniors and Seniors.

XIV. 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.

XV. 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.

XVI. 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.

XVII. 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.

XVIII. 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.

XIX. Recent English Literature—3 hours. A study of authors who have achieved distinction in England since 1875. Open to Sophomores, Juniors and Seniors.

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

XXI. 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 Sophomores, Juniors and Seniors.

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

XXIII. 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.

XXIV. 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.
XXV. Recent American Poets—2 hours. This course is similar in scope to course XXIV. Attention will be given to the “New Poetry” or so-called “Free Verse” as well as to other recent poetry. Open to Sophomores, Juniors and Seniors.

XXVI. American Drama—2 hours. A study of European influences on American drama and of representative American dramatists. Open to Sophomores, Juniors and Seniors.

XXVII. 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.

XXVIII. 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 Sophomores, Juniors and Seniors.

XXIX. The Technique of Poetry—3 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. Open to Juniors and Seniors.

XXX. 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 Sophomores, Juniors and Seniors.

XXXI. 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 Sophomores, Juniors and Seniors.

2. Public Speaking

A. *Constructive

I. Public Speaking—5 hours. A study of the various forms of public address; platform deportment, voice building, and the elimination of vocal defects; supplementary reading and reports from various writers on the subject. Open to collegiate students in any year of residence.

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 and the college oration. Prerequisite, Public Speaking. Open to Sophomores, Juniors and Seniors.

III. Principles of Argumentation—5 hours. This course will treat of the principles of argumentation and their practical application to various phases of speaking and writing. Open to Sophomores, Juniors and Seniors.

IV. Debating—3 hours. A study of the problems involved in debating. An intensive study of an important debatable question with

* This may be used to complete the required 10 hours of Constructive English.
a maximum of forensic practice. Required of students who participate in intercollegiate debate. Open to Sophomores, Juniors and Seniors.

**Note:** This course may be repeated for three hours credit by those who participate a second time in intercollegiate debate.

**B. Interpretative**

**V. 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 collegiate students in any year of residence.

**VI. 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. Open to collegiate students in any year of residence.

**VII. 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. Open to Sophomores, Juniors and Seniors.

**VIII. 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 Sophomores, Juniors and Seniors.

**IX. 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 Sophomores, Juniors and Seniors.

**X. 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 Sophomores, Juniors and Seniors.

**XI. 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 Sophomores, Juniors and Seniors.

**3. Rhetorical Class Work**

**Rhetorical Class Work** (One period per week)—Required of all collegiate students during the first three terms of attendance in fall, winter or spring. Those who become active members of an incorporated literary society are released from the third term’s work. The first term’s work is prerequisite for the second or third term. Students may be released from this requirement by passing a satisfactory examination within the first ten days of the first fall, winter or spring term in attendance.

**FRENCH**

(See courses in Romance Languages)
GERMAN
Degree and Diploma Courses

I. *Elementary German I—5 hours. The fundamentals of German Grammar. Correct pronunciation and good expression are emphasized. Open to collegiate students in any year of residence.

II. *Elementary German II—5 hours. A continuation of Course I with easy reading. Open to collegiate students in any year of residence.

III. *Elementary German III—5 hours. The reading of simple short stories. Conversation with all courses so far as practicable. Open to collegiate students in any year of residence.

IV. Intermediate German I—5 hours. Schiller's dramas. Prerequisite, two years of high school German or equivalent preparation. Open to Freshmen, Sophomores and Juniors.

V. Intermediate German II—5 hours. Rapid reading of prose selections. Open to Freshmen, Sophomores and Juniors.

VI. Intermediate German III—5 hours. Reading some of the more difficult plays and selections. Open to Freshmen, Sophomores and Juniors.

VII. Advanced German I—3 hours. Prose composition and conversation. This course aims to crystallize and put into practice what has been learned of grammar, idioms and vocabulary. Open to Sophomores, Juniors and Seniors.

VIII. Advanced German II—3 hours. A study of the German of the period of Lessing, Goethe, Schiller. Open to Sophomores, Juniors and Seniors.

IX. Advanced German III—3 hours. Difficult German prose—history, essays, etc. Open to Sophomores, Juniors and Seniors.

X. German Classics I—2 hours. Goethe. Open to Sophomores, Juniors and Seniors.

XI. German Classics II—2 hours. Lyrics and Ballads. Open to Sophomores, Juniors and Seniors.

XII. German Classics III—2 hours. Composition or Scientific German. Open to Sophomores, Juniors and Seniors.

GOVERNMENT
(See courses in Social Science)

HISTORY
(See courses in Social Science)

HOME ECONOMICS
Degree and Diploma 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 collegiate students in any year of residence.

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

* The year's work must be completed, if any of the credit is used in meeting the requirements for graduation.
III. Clothing A—4 hours. This course will cover the essentials of Clothing I and II. Prerequisite, adequate high school work in sewing or equivalent preparation. Students who are admitted to this course may not have credit for Clothing I and II. Open to Freshmen and Sophomores.

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. Textiles—2 hours. A study of textile fibers and the problems involved in the buying of clothing and household textiles. Prerequisite, General Inorganic Chemistry. Open to Sophomores, Juniors and Seniors.

VI. Dressmaking—3 hours. Attention given to the selection of materials, design and construction. Prerequisite, Costume Design. Open to Sophomores, Juniors and Seniors.

VII. Advanced Dressmaking—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.

VIII. 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 collegiate students in any year of residence.

IX. 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 and Sophomores.

X. Food Preparation A—5 hours. This course will cover the essentials of Food Preparation I and II. Prerequisite, adequate high school work in Cooking or equivalent preparation. Students who are admitted to this course may not have credit in Food Preparation I and II. Open to Freshmen and Sophomores.

XI. 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.

XII. 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 Sophomores, Juniors and Seniors.

XIII. 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 Sophomores, Juniors and Seniors.

XIV. Advanced Dietetics—3 hours. Problems in abnormal nutrition with attention to dietetic treatment in disease. Prerequisite, Food and Dietetics. Open to Sophomores, Juniors and Seniors.

XV. 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.
XVI. The School Lunch—3 hours. Special problems pertaining to one hot dish lunch in consolidated and rural schools, etc. Prerequisite, Food Preparation I and II. Open to Sophomores, Juniors and Seniors.

XVII. House Planning—2 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.


XIX. Home and Community Hygiene—3 hours. Public health problems, home sanitation, and technique of care of house. Open to Freshmen and Sophomores.

XX. 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.

XXI. 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.

XXII. 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.

XXIII. Methods in Home Economics—3 hours. A survey of the organization of home economics in the different parts of the school system. Planning of courses, demonstrations, problems of management and equipment. Open to Juniors and Seniors.

ITALIAN
(See courses in Romance Languages.)

KINDERGARTEN
(See courses in Department of Teaching.)

LATIN AND GREEK

Degree and Diploma Courses

*Elementary Latin I, II, III—15 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 and Sophomores.

Elementary Latin IV, V, Cicero's Orations I, II—10 hours. Open to Freshmen and Sophomores.

* The year's work must be completed, if any of the credit is used in meeting the requirements for graduation.
Elementary Latin VI, VII, Vergil's Aeneid I, II—10 hours. Open to Freshmen and Sophomores.

Note: The Elementary Latin courses are not counted as parts of a Latin major.

I. Livy 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 collegiate students in any year of residence.

II. Epodes and Odes of Horace—5 hours. Open to collegiate students in any year of residence.

III. Pliny's Letters—5 hours. Open to collegiate students in any year of residence.

IV. Latin in English—3 hours. A study of the Latin element in English. Prerequisite, Latin I, II, III, or equivalent. Open to Sophomores, Juniors and Seniors.

V. Latin Composition II—2 hours. Prerequisite, Latin I, II, III. Open to Sophomores, Juniors and Seniors.

VI. Tibullus—2 hours. Open to Sophomores, Juniors and Seniors.

VII. Tacitus—2 hours. Open to Sophomores, Juniors and Seniors.

VIII. Advanced Latin Composition—3 hours. 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), Tacitus (3 hours), Juvenal (3 hours),—3 to 27 hours. Open to Sophomores, Juniors and Seniors.

X. Historical Latin Grammar I, II, III—6 hours. These courses must be preceded or accompanied by Greek I, II, III. Open to Sophomores, 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 Sophomores, Juniors and Seniors.

XII. Teachers' Course in Caesar—5 hours. Prerequisite, Latin I, II, III, or equivalent. Open to Sophomores, Juniors and Seniors.

XIII. *Greek I, II, III—15 hours. These courses are required of all students who take Historical Latin Grammar. The work is also planned for students of English and of science. Open to Sophomores, Juniors and Seniors.

XIV. Greek IV, V, VI—Homer, Greek Drama, Greek Prose Writers—3 to 15 hours. Open to Sophomores, Juniors and Seniors.

The courses for the summer term are chosen from the above courses and also from the following courses for Freshmen and Sophomores: Cicero's De Senectute and Latin Composition—5 hours. Cicero's De Amicitia and Latin Composition—5 hours. Sallust's Catiline—3 hours. Vergil's Bucolics—2 hours. Vergil's Georgics—3 hours. Latin Composition I—2 hours. Ovid—5 hours.

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

Degree and Diploma Courses

I. Mathematics I—5 hours. College algebra and numerical trigonometry. Open to collegiate students in any year of residence.

II. Mathematics II—5 hours. Theory of trigonometry and extension of the work in college algebra. Prerequisite, Mathematics I. Open to collegiate students in any year of residence.

III. Solid Geometry—3 hours. Open to Freshmen and Sophomores.

IV. Theory of Equations—5 hours. Prerequisite, Mathematics I or an equivalent. Open to Sophomores, Juniors and Seniors.

V. Spherical Trigonometry—2 hours. Applications involving both plane and spherical trigonometry. Prerequisite, Mathematics II. Open to Sophomores, Juniors and Seniors.

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, Mathematics II. Open to Sophomores, Juniors and Seniors.

VIII. Teaching of Elementary Mathematics—5 hours. Essential features of course in arithmetic. Principles and methods of teaching arithmetic and the allied mathematics of the elementary schools. Credit toward graduation for students on the one year rural curriculum, on diploma curriculums and for those on degree curriculums 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 Sophomores, 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 Sophomores, Juniors and Seniors.

XI. Analytical Geometry—5 hours. Prerequisite, Mathematics II, Open to collegiate students in any year of residence.

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. Theory of Number—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 Sophomores, 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. 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 phases of Astronomy. Determination of time, orbits, mass, density, and superficial gravity of planets, satellites and stars. The law of gravitation; Kepler's Laws; prediction of eclipses; velocity of escape of gases. Determination of distance. Size and probable distribution of stars in the known universe. Some attention will be given to the reduction of sidereal time to solar time. Prerequisite, Mathematics II and Astronomy I. Open to Sophomores, Juniors and Seniors.

2. Commerce

I. Accounting I—5 hours. The theory and practice of wholesale accounting. Prerequisite, Elementary Bookkeeping. Open to collegiate students in any year of residence.

II. Accounting II—5 hours. Accounting principles as applied to cost accounting. Open to collegiate students in any year of residence.

III. Commercial Law—5 hours. The law governing business relations and dealings. Open to collegiate students in any year of residence.

IV. Advertising—3 hours. The theory, practice and technique of advertising; its functions in industrial society. Assignments given in the formulation of plans for a business campaign and the preparation of copy. Open to collegiate students in any year of residence.

V. Commercial Correspondence—5 hours. Principles of good English composition and of good business usage; business letters of all kinds; diplomatic English. Open to collegiate students in any year of residence.


VII. Salesmanship—2 hours. Wholesale, retail and specialty salesmanship. Prospects; interviews; pre-approach. Development of quick, constructive thinking. Sales management. Open to Sophomores, Juniors and Seniors.

VIII. Business Organization—2 hours. Study of the underlying principles of organization and management and their application in various types of business undertakings. Relation to distribution of labor. Open to Sophomores, Juniors and Seniors.

IX. 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 Sophomores, Juniors and Seniors.
X. Business Publications—1 hour. Discussion of material in business magazines and new books on commercial subjects. Lectures, reading, and reports. Open to Sophomores, Juniors and Seniors.

XI. Secretarial Work—3 hours. Office training. Use of modern business equipment. Open to Sophomores, Juniors and Seniors.

XII. Teaching of Commercial Subjects—5 hours. A course in the teaching of commercial subjects in high schools. Methods in shorthand, typewriting, office practice, accounting, advertising, etc. Those who major in Commerce may substitute this course for five hours of required work from Section C in Education. Previous training in shorthand, typewriting and bookkeeping required. Open to Sophomores, Juniors and Seniors.


XIV. 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.

XV. Shorthand I—5 hours. A study of the principles of the Gregg system. First term Typewriting should be taken with this course. Credit only on the Commercial curriculum and for those who major in Commerce. Open to Freshmen and Sophomores.

XVI. Shorthand II—5 hours. A continuation of Shorthand I with plate reading and dictation. Second term Typewriting should be taken with this course. Credit only on the Commercial curriculum and for those who major in Commerce. Open to Freshmen and Sophomores.

XVII. Shorthand III—5 hours. Dictation, reporting, transcription of letters and lectures. Third term Typewriting should be taken with this course. Credit only on Commercial curriculum and for those who major in Commerce. Open to Freshmen and Sophomores.

XVIII. Shorthand A—5 hours. The essentials of Shorthand I and II. For collegiate students who have had at least one year of shorthand, or equivalent preparation. Students who are admitted to this course may not have credit for Shorthand I and II. Credit only on Commercial curriculum and for those who major in Commerce. Open to Freshmen and Sophomores.

Notes:
1. Those who complete the two year Commercial curriculum must have one term of penmanship and those who major in Commerce must have two terms of penmanship.
2. A Statement of Proficiency in penmanship may be secured upon the recommendation of the head of the department and approval of the faculty.

MUSIC

Degree and Diploma 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 curriculum. Open to Freshmen and Sophomores.
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 curriculum. Open to Freshmen and Sophomores.

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 curriculum. Open to Freshmen and Sophomores.

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 and Sophomores.


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

IX. Music Methods I—2 hours. Methods for primary grades. Open to Freshmen and Sophomores.

X. Music Methods II—3 hours. Methods for upper grades. Open to Freshmen and Sophomores.

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 Freshmen and Sophomores.

XII. Harmony I—3 hours. Four part writing of triads of major and minor keys. Choice of chords. Harmonization of melodies and keyboard and original work. Open to collegiate students in any year of residence.

XIII. Harmony II—3 hours. A continuation of Harmony I. Open to collegiate students in any year of residence.

XIV. Harmony III—3 hours. A continuation of Harmony II. Simple modulations. Open to Freshmen and Sophomores.


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 collegiate students in any year of residence.

XVIII. History of Music II—3 hours. The development of romanticism and program music. Musicians from Mendelssohn to Richard Strauss. Open to collegiate students in any year of residence.

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 Sophomores, Juniors and Seniors.

XXI. Music Appreciation II—2 hours. Prerequisite, Music Appreciation I. Open to Sophomores, 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 Sophomores, 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 Sophomores, 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.

XXVII. Piano and Organ—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 one hour of credit. Open to collegiate students in any year of residence.

XXVIII. 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 one hour of credit. Open to collegiate students in any year of residence.

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 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 on, 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 sixty-four hours in applied music with a combined maximum of seventy-five hours in public school music and twenty-five hours in applied music with a combined maximum of

4. Students on degree curriculums who do not major in public school music may elect a maximum of twenty-five hours in public school music and ten hours in applied music with a combined maximum of
twenty hours. Those on collegiate diploma curriculums other than public school music may elect a maximum of ten hours in public school music and five hours in applied music with a combined maximum of ten hours.

**NATURAL SCIENCE**

**Degree and Diploma Courses**

1. **Biological Science**

   I. General Biology (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 collegiate students in any year of residence.

   II. General Zoology—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. Open to Sophomores, Juniors and Seniors.

   III. 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.

   IV. Hygiene and Sanitation (a)—5 hours. (b)—3 hours. Personal hygiene, school hygiene and sanitation and community hygiene are embraced in this course. Open to Sophomores, Juniors and Seniors.

   V. 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 and Sophomores.

   VI. Plant Physiology (Botany)—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 Sophomores, Juniors and Seniors.

   VII. Plant Taxonomy (Botany)—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.

   VIII. Plant Ecology (Botany)—5 hours. A study of the important factors of the environment, their measurement and effect upon plant production. Prerequisite, at least one course in botany of collegiate grade. Open to Sophomores, Juniors and Seniors.

   IX. Non-Flowering Plants (Botany)—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 and Sophomores.

   X. 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.

   XI. Nature Study—5 hours. The topics are rocks, minerals and soils, insects, birds and trees. Credit only on the Kindergarten, who major in Normal Training High School Critic work. Open to
XII. 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.

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 collegiate students in any year of residence.

IV. Mineralogy—5 hours. The common minerals, character of crystals, descriptive and determinative mineralogy. Prerequisite, Elementary Physics or Chemistry. Open to Sophomores, 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—5 hours. The fundamentals of mathematical geography, climate, and project study. Primarily for grade teachers and supervisors of geography. Open to collegiate students in any year of residence.

VIII. Problems in Regional Geography—5 hours. The course is designed primarily to aid the teacher of geography in the elementary school. Regions are selected which show human adjustment to the different types of physical environment. The study of each region is organized on the basis of a geographical problem. Prerequisite, Principles of Geography or its equivalent. Open to Sophomores, Juniors and Seniors.

IX. Geography of North America—5 hours. A study of North America on the basis of natural regions. In each region the leading activities and their relation to the natural environment will be worked out. Open to Sophomores, Juniors and Seniors.

X. Geography of South America—5 hours. A study of the geographic regions of South America; the physical environment of its more important nations. Open to Sophomores, Juniors and Seniors.

XI. Geography of Europe—5 hours. A discussion of the physical features of Europe as influencing the political and economic development of its more important nations. Open to Sophomores, Juniors and Seniors.

XII. 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 Sophomores, Juniors and Seniors.

XIII. Commercial and Industrial Geography—5 hours. A study of the commodities and trade routes of the world. Credit only on the Commercial curriculum and for those who major in Commerce or Earth Science. Open to Freshmen and Sophomores.

XIV. Conservation of Natural Resources—5 hours. The natural resources of the United States; the soils, the water supply, the minerals and the forests from a geographic standpoint. The history of the exploitation of these resources and the movement to conserve them by scientific forestry, reclamation of waste lands, checking of erosion, etc. Open to Sophomores, Juniors and Seniors.

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—3 hours. Breeds, types, grades, marketing and judging. Open to Sophomores, Juniors and Seniors.

IV. Farm Dairying—2 hours. Milk and its products. Open to Sophomores, Juniors and Seniors.

V. Hogs—2 hours. Breeds, types, judging, market classes and grades of hogs. Open to Freshmen, Sophomores and Juniors.

VI. Horses—2 hours. Types, breeds, classes, grades, judging. Open to Sophomores, Juniors and Seniors.

VII. Soil Physics—3 hours. Management of soils to realize maximum production. Open to Sophomores, Juniors and Seniors.

VIII. Horticulture—2 hours. The management of orchard, berry, and small fruits. Harvesting and marketing. Open to Sophomores, Juniors and Seniors.

IX. Farm Crops—5 hours. The important field crops of Iowa are considered. Open to Sophomores, 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 Sophomores, Juniors and Seniors.

XII. Principles of Breeding—2 hours. Laws of breeding and care of breeding stock. Open to Sophomores, Juniors and Seniors.

XIII. Farm Poultry—2 hours. Classes, breeds, varieties, management. Open to Sophomores, Juniors and Seniors.

XIV. Insects and Diseases—3 hours. Identification and control of economic insects and diseases. Open to Sophomores, Juniors and Seniors.

XV. Soil Fertility—2 hours. Plant food materials and permanent agriculture. Open to Sophomores, Juniors and Seniors.

XVI. Farm Management—3 hours. Various kinds of farming and the relation to the different factors involved. 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 five hours of required work from Section C in Education. Open to Sophomores, Juniors and Seniors.

XVII. Business Farming—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.

ORCHESTRAL MUSIC

Degree and Diploma Courses

1. Classroom work.
   I. Orchestra Conducting—1 hour. This work embodies the practical and observational study of conducting and managing school orchestras. Twice a week for a period of twelve weeks. Prerequisite, three hours of collegiate credit for private instruction in violin or cello followed by at least two terms of continued study and playing experience in the college orchestra or in a sub-division. This is a free elective on any curriculum. Open to collegiate students in any year of residence.

   II. 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 one 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. Open only to advanced students in violin who are members of the college orchestra and who have completed full entrance to a collegiate curriculum at this institution and a full year of collegiate credit.

   III. 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 curriculum.

   IV. 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.

   V. Counterpoint. (See courses in "Music").

2. Applied Music—1 to 18 hours.
   1. Violin and Violoncello—1 to 12 hours.
   2. Wind Instruments—1 to 6 hours.

   One or two Private lessons per week and five hours of practice per week for a period of twelve weeks with satisfactory progress will give one hour of credit. Open to all collegiate students.

   This work may be chosen as an accomplishment for its cultural value or for the more serious purpose of teacher or soloist.
3. The outline of study for the violin will include: Scales, finger exercises, bowing studies; schools and studies by Beriot, Sevcik, David, Kayser; scales and arpeggio in three octaves; studies by Sitt, Schoen, Dont, Kreutzer, Fiorillo and Rode; Sonatas by Corelli, Handel and Tartini; Concertos by Viotti, Beriot, Kreutzer, Rode, Spohr, Bach; a Vieuxtemps Concerto, the Mendelssohn Concerto, the Bruch G Minor Concerto, or the Wieniawski D Minor Concerto, or their equivalent on recital program; miscellaneous standard solos by various composers of the classic and modern school.

4. 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 one hour of credit may be given for work with the Saxophone.

Notes:

1. For information concerning a Diploma for work in Violin, Wind Instruments, Voice, Piano and Organ and for a Statement of Proficiency in the wind instruments, see "Special Music Curriculums."

2. Ensemble. Opportunity is offered for the study and performance of chamber music literature: Sonatas, Trios, Quartettes, Quintettes, etc. Open to advanced students in Piano, Violin, Viola and Cello.

3. Students on degree curriculums who major in Public School Music may have twenty-four hours in applied music. Those on the applied music. Students on degree curriculums who do not major in Public School Music may elect ten hours in applied music. Those on collegiate diploma curriculums other than Public School Music may elect five hours in applied music.

4. The maximum credit in Course II above which may be elected on the degree or the Public School Music diploma curriculums is six hours; the maximum that may be elected on other diploma curriculums is three hours.

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 which is a feature of the department.
Degree and Diploma Courses

PHYSICAL EDUCATION AND ATHLETICS

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 Sophomores, Juniors and Seniors.

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 collegiate students in any year of residence.

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, Girls Reserves, etc. Open to collegiate students in any year of residence.

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 the 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 Sophomores, Juniors and Seniors.

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

*Credit only for those who major in Physical Education.
school children. Prerequisite, Anatomy I and II and Physiology I (a). Open to Sophomores, 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 Sophomores, 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 Sophomores, Juniors and Seniors.

**XVIII.** *Physical Department Administration*—3 hours. Administration of health campaigns. Equipment and care of gymnasiums. Organization of girls’ clubs, campfires, etc. Special problems confronting teachers of physical training. Open to Sophomores, Juniors and Seniors.

**Notes:**

1. Students who major in Physical Education are required to take floor work, games, and other practical activities organized by the department in accordance with the needs of such specialization. This work includes gymnastics; folk dancing; social, interpretative, natural and clog dancing; swimming and life saving; track athletics, hockey and soccer; tennis; archery; volleyball; baseball; basketball; unorganized games; simple team games; etc.

2. All other students are required to take work in physical training for six terms. This work is selected from those activities mentioned in note 1 above. Recreational Music may be substituted for one term of physical training.

3. A Statement of Proficiency in swimming may be secured by those who meet the department requirements in this line.

4. Regulation gymnasium suits and equipment are required of all women.

2. Coaching and Athletics.

(These courses are open to collegiate students in any year of residence).

**I. Theory of Athletics I**—3 hours. The fundamentals of football coaching; catching, punting, kicking, blocking, interference; tackling; elementary principles of line and backfield work. Football rules. Ten hours of football practice per week must accompany the theory work.

**II. Theory of Athletics II**—3 hours. The most approved ways of playing the line, backfield, and end positions in football. Rules. Ten hours of football practice per week must accompany the theory work.

**III. Theory of Athletics III**—3 hours. An intensive study of football from the coach’s viewpoint, how plays and formations are built, generalship, signal systems, and scouting. Rules. Ten hours of football per week must accompany the theory work.

**IV. Theory of Athletics IV**—3 hours. Coaching football work under supervision, the coach’s problems, a practical application of the systems of coaching used by various coaches. Ten hours of football practice per week must accompany the theory work.

**V. Theory of Athletics V**—1 hour for six weeks work (offered in summer terms only). The theoretical work will take up offensive and defensive systems from the coach’s viewpoint. A study of the rules of football for the coach, the official, and the player. Five hours per week of football practice must accompany the theory work. This six

*Credit only for those who major in Physical Education.*
weeks credit may be used in meeting the requirements for graduation whether additional Theory of Athletics is taken or not. Since 1 hour of credit is given for six weeks work, this must count as “2 hours per week” on the student’s registration.

VI. Theory of Athletics VI—3 hours. The fundamentals of basketball; goal throwing, passing, dribbling, stops, turns, and team play. Rules of basketball. Ten hours of basketball practice per week must accompany the theory work.

VII. Theory of Athletics VII—3 hours. The best way of playing each of the positions in basketball. Offensive and defensive methods. Rules. Ten hours of basketball practice per week must accompany the theory work.

VIII. Theory of Athletics VIII—3 hours. The selection of plays, how plays are executed from tip-off, foul shot positions, and out-of-bounds in basketball. Ten hours of basketball practice per week must accompany the theory work.

IX. Theory of Athletics IX—3 hours. Coaching basketball work under supervision, the short pass, pivot shot, long shot and long pass. Training and conditioning. Rules. Ten hours of basketball practice per week must accompany the theory work.

X. Theory of Athletics X—1 hour for six weeks work. (Offered summer terms only). A course for coaches in the theory and art of basketball. Fundamentals. Offensive and defensive systems. Rules. Five hours per week of basketball practice must accompany the theory work. This six weeks credit may be used in meeting the requirements for graduation whether additional Theory of Athletics is taken or not. Since 1 hour of credit is given for six weeks work, this must count as “2 hours per week” on the student’s registration.

XI. Theory of Athletics XI—3 hours. The best forms and methods of starting, sprinting, hurdling, distance running, pole vaulting, high jump, broad jump, shot putting, discus and javelin throwing. Ten hours per week of track and field work must accompany the theory work.

XII. Theory of Athletics XII—3 hours. A study of physical conditions affecting speed, endurance and fatigue. The selection and preparation of contestants for different events in track work. Ten hours of track and field work must accompany the theory work.

XIII. Theory of Athletics XIII—3 hours. Practice coaching. The managing and officiating of games and meets. Massage, treatment of sprains, and conditioning of men for different events. Rules for track events. Ten hours per week of track and field work must accompany the theory work.

XIV. Theory of Athletics XIV—3 hours. The theory of coaching different track and field events. A study of the conditioning of men for various events. The management and promotion of meets. Ten hours of track and field work must accompany the theory work.

XV. Theory of Athletics XV—1 hour for six weeks work. (Offered summer terms only). A course for the coaching of track and field events. The conditioning of men, the management and promotion of meets. Rules, etc. Five hours per week of track and field work must accompany the theory work. This six weeks credit may be used in meeting the requirements for graduation whether additional Theory of Athletics is taken or not. Since 1 hour of credit is given for six weeks work, this must count as “2 hours per week” on the student’s registration.
XVI. Theory of Athletics—3 hours. The theory and practice of fielding, batting, base-running and pitching. Rules of baseball. Ten hours per week of baseball practice must accompany the theory work.

XVII. Theory of Athletics—3 hours. A study of the various positions. Team plays and points on “inside” baseball. Offensive and defensive methods. Rules. Ten hours per week of baseball practice must accompany the theory work.

XVIII. Theory of Athletics—3 hours. Coaching baseball work under supervision. The development of team play. Umpiring. Ten hours per week of baseball practice must accompany the theory work.

XIX. Theory of Athletics—3 hours. Theories of coaching baseball. Team plays and fundamentals. Coaching practice. Ten hours of baseball practice per week must accompany the theory work.

XX. Theory of Athletics—1 hour for six weeks work. (Offered summer terms only). The theory of coaching baseball, umpiring, team work, conditioning men, pitching, etc. Rules. Five hours per week of baseball practice must accompany the theory work. This six weeks credit may be used in meeting the requirements for graduation whether additional Theory of Athletics is taken or not. Since 1 hour of credit is given for six weeks work, this must count as “2 hours per week” on the student’s registration.

XXI. Theory of Athletics—3 hours. The organization and administration of athletics. Purpose of athletics, intramural plan, efficiency tests, playground work including mass athletics and the boy scout movement. Interscholastic athletics, games, track meets and tournaments, business administration, sportsmanship and ethics. Credit for this course may be used in addition to 10 hours of other credit in Theory of Athletics but may not count as a part of the minimum of 9 hours.

Notes:

1. None of the credit for these courses in Theory of Athletics, except as indicated above, can be used in meeting the requirements for graduation unless the student has 9 hours along this line.

2. Not more than 10 hours in Theory of Athletics XXI, may be used in meeting the requirements for graduation, except that those who major in “Coaching and Athletics” may use 30 or more hours.

3. All students are required to take physical training for six terms.

4. A Statement of Proficiency in swimming or in boy scout work may be secured by those who meet the department requirements in these lines.

PHYSICS AND CHEMISTRY
Degree and Diploma Courses

I. 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. 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. 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. 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. 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. Open to Sophomores, 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. Open to Sophomores, 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 electrometer mounted with reading telescope. Prerequisite, Physics V and VI or equivalent. Open to Sophomores, 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 one unit of entrance physics and are employed at the time as teachers of Physics in approved high schools. Students who major in Physics may substitute this course for 5 hours of required work from Section C in Education. 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 students' environment is particularly considered so that he can better interpret to the child mind the common phenomena of inanimate nature. An attempt is also made to understand the working principles of the more common inventions of man in the home and elsewhere. Credit only on Kindergarten, Primary, Junior College, and the One Year Rural Teacher 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 and Sophomores.

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.

2. Chemistry.

I. General Inorganic Chemistry I—5 hours. Three recitations and two double periods in laboratory. Open to collegiate students in any year of residence.

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 collegiate students in any year of residence.

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 collegiate students in any year of residence.

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.
DEGREE, AND DIPLOMA COURSES

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 Sophomores, 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 Sophomores, Juniors and Seniors.

VIII. Physical Chemistry—3 hours. Prerequisite, Courses I, II, III above. Open to Sophomores, 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 and Sophomores.

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 and Sophomores.

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 Sophomores, 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 Sophomores, 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 Sophomores, Juniors and Seniors.

XVII. Inorganic Chemistry—5 hours. Credit only on Physical Education curriculum. Open to Freshmen and Sophomores.

XVIII. Elementary Organic and Physiological Chemistry—5 hours. Nutrition and climatation, along with the chemistry of muscular action. Only enough organic is given for a proper comprehension of the subject. Credit only on the Physical Education curriculum. 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.

**PRIMARY**
(See courses in Education and Psychology and in Department of Teaching)

**PSYCHOLOGY**
(See courses in Education and Psychology)

**PUBLIC SPEAKING**
(See courses in English and Public Speaking)

**RELIGIOUS EDUCATION**

Degree and Diploma 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.**

**Note:**
Students on diploma curriculums may have only 5 hours of credit in Religious Education. Those on degree curriculums may have 10 hours of credit.

**ROMANCE LANGUAGES**

Degree and Diploma Courses

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 collegiate students in any year of residence.

II. *Introductory French II—5 hours.* Grammar and easy French reading. Drill in conversation and composition. Open to collegiate students in any year of residence.

III. *French III—Reading, Conversation and Composition—5 hours.* The aim of this course will be to read a number of the easier texts

* The year's work must be completed if any credit is used in meeting the require-
DEGREE AND DIPLOMA COURSES

and to give the student practice in conversation. Prerequisite, one year of high school French or equivalent preparation. Open to collegiate students in any year of residence.

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 Freshmen, Sophomores and Juniors.

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 Freshmen, Sophomores and Juniors.

V. (a) Advanced Reading—3 hours. A continuation of Course IV (a) above. French will be the language of the classroom. Open to Freshmen, Sophomores and Juniors.

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 Freshmen, Sophomores and Juniors.

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 Freshmen, Sophomores and Juniors.

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 reasonable fluency in the use of French for conversation and correspondence. Open to Freshmen, Sophomores and Juniors.

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 Sophomores, 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 Sophomores, 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 Sophomores, Juniors and Seniors.

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 collegiate students in any year of residence.


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 collegiate students in any year of residence.

IV. (a) Advanced Reading—3 hours. Texts will be selected from the better known fiction and drama of the nineteenth century. Pre-
requisite, two years of high school Spanish or equivalent preparation. Open to Freshmen, Sophomores and Juniors.

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 Freshmen, Sophomores and Juniors.

V. (a) Advanced Reading—3 hours. A continuation of Course IV (a). Open to Freshmen, Sophomores and Juniors.

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 Freshmen, Sophomores and Juniors.

VI. (a) Advanced Rapid Reading—3 hours. A maximum number of texts will be read with the purpose of accustoming the student to read Spanish with facility. Open to Freshmen, Sophomores and Juniors.

VI. (b) Conversation and Composition—2 hours. A continuation of Course V (b). The aim of the course is to give the student a reasonable fluency in the use of Spanish for conversation and correspondence. Open to Freshmen, Sophomores and Juniors.

VII. (a), VIII. (a), IX. (a) Spanish Literature of the Seventeenth Century—Each 3 hours. A study of Cervantes and the classical dramatists. Open to Sophomores, Juniors and Seniors.

VII. (b), VIII. (b), IX. (b) Advanced Grammar and Composition—Each 2 hours. A detailed study of grammar and the teaching of Spanish. Open to Sophomores, Juniors and Seniors.

3. Italian.

I, II. **Introductory Italian I and II—Each 5 hours. Conducted similarly to French I, II, and Spanish I, II. Open to Freshmen, Sophomores and Juniors.

III. *Italian III—Reading—5 hours. Typical extracts from the older and modern classics will be read. Open to Freshmen, Sophomores and Juniors.

RURAL EDUCATION

Degree and Diploma Courses

A. For Teachers of Rural Schools.

I. **Didactics I—5 hours. Organizing and teaching a rural school. The daily program, the school house, grounds and equipment, rural community leadership. Open to Freshmen and Sophomores.

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

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

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

** Only one of these two courses may be used for credit toward graduation on any curriculum.
B. For Normal Training High School Critics.

IV. Special Methods in the Common Branches—5 hours. Special methods of preparing teachers to teach the common branches well under the difficult conditions of the one-teacher rural school. Prerequisite, Psychology 10 hours. Open to Juniors and Seniors.

V. Normal Training Supervision—5 hours. A study of observation and practice teaching in rural schools associated with the Normal Training High Schools. Organization and supervision of practice teaching in grade rooms. Library and equipment for a Normal Training Department. Following up work of Normal Training graduates in rural schools. Open to Juniors and Seniors.

C. For Teachers and Superintendents in Consolidated Schools.

VI. The Consolidated School and Country Life—5 hours. A study of the Consolidated School and its relation to country life. Open to collegiate students in any year of residence.

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

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

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

D. Training in Consolidated Schools.

X. Teaching Under Critic Supervision—10 hours. Students take charge of classes and perform such other duties as may be assigned, prepare complete reports on teaching and collect data connected with consolidated school supervision. Opportunity is afforded for teaching in primary and intermediate grades in consolidated schools. Prerequisite, 15 hours in Psychology and Education or Rural Education, and credit for Illustrative Teaching. Open to Sophomores, Juniors and Seniors.

Notes:

1. Students who major in Consolidated School Education need to take courses I or II or III, VI, VII, VIII, and IX above and ten hours in Psychology. Five hours in Education may be substituted for five hours in Rural Education.

2. Those who major in Normal Training High School Critic work need to take courses IV and V above, Primary Methods five hours, Primary Handwork, Elementary Music, Teaching in Primary department five hours and Recreational Music, and may omit courses from section C in Education.
3. Course I or II or III may be substituted for five hours from section A in Education on any curriculum where such credit may be used.

4. Course VI may be substituted for five hours from section A or section B in Education on any curriculum where such credit may be used.

5. Ten hours from courses IV, V, VII, VIII, or IX may be substituted for ten hours from section C in Education on any curriculum where such credit may be used.

SOCIAL SCIENCE
Degree and Diploma Courses

1. History.

I. Greek and Roman Civilization—5 hours. A study of the essential elements of Greek and Roman civilization which have contributed to human progress. Open to Sophomores, Juniors and Seniors.

II. European History I—5 hours. From about 300 to 1500. A study is made of the chief factors influencing later civilization—the Roman Empire, the church, Mohammedanism, the Medieval Empire, the Feudal Age, crusades, growth of national states, towns and cultural life. Open to Freshmen and Sophomores.

III. European History II—5 hours. From 1500 to 1789. The study in this course centers in the Renaissance, the religious wars, the national states in their separate developments, and the political and dynastic rivalries. Special attention is given to the background of American History. Open to Sophomores, Juniors and Seniors.

IV. European History III—5 hours. From 1789 to 1870. The French Revolution, the Napoleonic Period, and Nineteenth Century Europe covering the period of reaction, the growth of liberalism and development of nationality. Desirable as a preliminary to the study of recent European history. Open to Sophomores, Juniors and Seniors.

V. Recent European History—5 hours. From 1870 to the present time. Growth of contemporary European States, the World War—

VI. The Expansion of Europe—3 hours. A study of European colonial and commercial expansion in both hemispheres; major conflicts incident of European expansion. Open to Sophomores, Juniors and Seniors.

VII. 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 collegiate students in any year of residence.

VIII. English History II—5 hours. The history of England and the Empire since the 17th century; the triumph of parliamentary government; the era of reform; political and social movements since 1867.

IX. English History III—5 hours. A special course devoted to the following the Industrial Revolution. So far as time will permit these movements which embraces the United States during the period of its growth
DEGREE AND DIPLOMA COURSES

of democracy preceding the Civil War. Open to Sophomores, Juniors and Seniors.

X. American Colonial History—3 hours. A brief study of colonial settlements in America, their relation to mother country, social and industrial progress, causes leading to separation. Open to Sophomores, Juniors and Seniors.

XI. 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 collegiate students in any year of residence.


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 Sophomores, Juniors and Seniors.

XIV. Current History—2 hours. A study of history in the making. Prerequisite, History, 8 hours. 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. *The Teaching of the Social Sciences—3 hours. Outlines and discussions, supplemented with lectures by different members of the Social Science teaching staff. Students who major in History, Government or Economics may use this credit for an equivalent amount of credit from Section C in Education. Open to Sophomores, Juniors and Seniors.

2. Government.


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 Freshmen and Sophomores.

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.

* This course may be counted as a part of the major in History, Government or Economics.
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 Sophomores, Juniors and Seniors.

VII. American Political Theories—2 hours. A study of the evolution of American political ideas from the colonial times to the present day. Open to Sophomores, Juniors and Seniors.

VIII. Contemporary International Politics—2 hours. A study of methods and goals of diplomacy; current problems in international relations such as the reorganization of Europe, The Far East, Pan-Americanism; efforts toward international co-operation and organization. Open to Sophomores, Juniors and Seniors.

IX. American Constitutional History I—3 hours. A study of the constitutional phases of American history through the colonial and revolutionary periods with some treatment of institutional influences. Open to Sophomores, Juniors and Seniors.

X. American Constitutional History II—3 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.

XI. 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. A study of parliamentary law as developed in Congress and the state legislatures. Open to Freshmen and Sophomores.

XII. 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.

XIII. 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.

XIV. 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.

XV. International Law—5 hours. The development of the law of nations, its nature, source, and present status; the equality of states; the doctrine of intervention; the laws of war and peace; the rights and duties of neutrals; the arbitration movement. Open to Sophomores, Juniors and Seniors.
XVI. The Teaching of the Social Sciences—3 hours. (See course XVII in History.)

3. Economics.

I. Principles of Economics I—5 hours. A general treatment of the fundamental principles of economics. Open to collegiate students in any year of residence.

II. Principles of Economics II—3 hours. A more extended treatment of the fundamental principles of economics. Prerequisite, Principles of Economics I. Open to Sophomores, Juniors and Seniors.

III. American Industrial Development—5 hours. Commerce and industry as factors in colonizations. Tariffs, commercial policies, the merchant marine, industry and trade. Open to Freshmen and Sophomores.

IV. Industrial Development in Europe—2 hours. Particular attention to conditions in England. Problems of land ownership, manufacturing, and transportation. Open to Freshmen and Sophomores.

V. 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.

VI. 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.

VII. 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.

VIII. 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 collegiate students in any year of residence.

IX. Population—3 hours. Problems of population including such topics as family, marriage, divorce, Malthusian Law of population, immigration, congestion in cities. Open to Sophomores, Juniors and Seniors.

X. Crime and Poverty—3 hours. A study of poverty, its causes, prevention and methods of relief; the nature, causes, conviction and treatment of the criminal. Open to Sophomores, Juniors and Seniors.

XI. Social Problems—2 hours. Primarily for beginners. Present day social questions and conditions. Open to Sophomores, Juniors and Seniors.

XII. 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.

XIII. 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 Sophomores, Juniors and Seniors.

XIV. Transportation Economics—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 Sophomores, Juniors and Seniors.

XV. 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.

XVI. Insurance—2 hours. A brief study of property and life insurance; principles involved and different types of policies. Open to Sophomores, Juniors and Seniors.

XVII. 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.

XVIII. The Teaching of the Social Sciences—3 hours. (See course XVII in History.)

TEACHING

Degree and Diploma Courses

I. Illustrative Teaching—The foundations of teaching are reviewed from the standpoint of teaching plans. The work consists mainly of discussions and observation of illustrative lessons, projects, plan writing and lectures. Three hours a 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, 15 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.

* Students on the two year Home Economics curriculum may take Illustrative Teaching while taking Psychology I, and those on the one year Rural Teacher 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 curriculum are permitted to take teaching after the completion of course I or II and companies the teaching. Critics in Training are permitted to take the last 5 hours of Psychology and companies the teaching, if required, during their Junior year.
of teaching. Prerequisite, Primary Illustrative Teaching. 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 curriculum only. Four hours a week. Open to Sophomores, Juniors and Seniors.

VI. Kindergarten Theory I, II, III—3, 2, and 2 hours. Credit on the Kindergarten curriculum 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 4 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 curriculum. Open to Sophomores, Juniors and Seniors.

(IV) Principles and Methods of Kindergarten and First Grade teaching. 3 hours a week. Prerequisite, 15 hours in Psychology and Education, one year of college credit, and Kindergarten Theory I, II and III.

(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. Credit on the Kindergarten curriculum only. 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.
THE COLLEGE DIPLOMA DIVISION

Conditions of Admission—15 units of acceptable high school credit, the same as required for admission to the four-year degree curriculum. For details, see “Defined Entrance Subjects.”

Diplomas—An appropriate diploma is given for the completion of any of these curriculums. The diploma shows the special training pursued and commends the student for the special line or lines of work.

Certificates—Each graduate upon reaching the age of 18 may receive a five-year second grade state certificate. This certificate authorizes the possessor to teach in any public school in the state.

Elective Credits—All electives on these curriculums must be chosen from Degree and Diploma courses outlined on the preceding pages of this bulletin. Unless otherwise indicated in the notes under the curriculum, no electives may include credit from the professional group (Education and Psychology, Rural Education and Teaching) and not more than 10 hours may be used in any major line, unless the constants require more, except that 15 hours may be used in foreign language.

Grade Points—As many grade points as hours of credit required at this institution are necessary for graduation.

Requirements for a Degree—The credits earned in securing a diploma will be used on a degree curriculum if the major line of work is not changed.

THE DIPLOMA CURRICULUMS

1. The Junior College Diploma.
This curriculum is organized to prepare high school graduates as grade teachers, supervisors or principals.

Suggestive Outline Showing Required Courses

<table>
<thead>
<tr>
<th>First Year—45 Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I ............. 5 hr.</td>
</tr>
<tr>
<td>Fresh. Electives .......... 10 hr.</td>
</tr>
<tr>
<td>Psychology II, III, IV or *V ............. 5 hr.</td>
</tr>
<tr>
<td>Fresh. Electives .......... 10 hr.</td>
</tr>
<tr>
<td>Ed. Sec. A or Rur. Ed. .... 5 hr.</td>
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<tr>
<td>Ed. Sec. A ................. 5 hr.</td>
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<tr>
<td>Fresh. Electives .......... 5 hr.</td>
</tr>
<tr>
<td>English I ................. 5 hr.</td>
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<tr>
<td>Illust. Teaching, Credit Work Required.</td>
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<tr>
<td>Physical Training—Rhetorical Class Work</td>
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<tr>
<td>Second Year—45 Term Hours</td>
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<tr>
<td>Ed. Sec. B or Rur. Ed. ................ 5 hr.</td>
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<tr>
<td>Teaching .................. 5 hr.</td>
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<tr>
<td>Electives .................. 10 hr.</td>
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<tr>
<td>Electives .................. 10 hr.</td>
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<td>Electives .................. 10 hr.</td>
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</tbody>
</table>

Physical Training

Notes:
1. The elective credits must include Botany or Nature Study, Physiology, Physiology or Hygiene and Sanitation, Physics, American History, American Government, and Principles of Economics I, unless the corresponding subjects were accepted for entrance.
2. It is recommended that students who are preparing to teach in intermediate grades (4-5-6) take Principles of Geography, The Teaching of Elementary Mathematics, First Music, Music for Upper Grades, Writers and Chief American Poets, and American Prosemanship as a drill.

* If this course is desired, it must be taken in the second year.
3. Five hours from The Elementary School Curriculum, Educational Tests and Measurements, and Mental Tests A may be used as elective credit. Five hours from section A in Rural Education may be substituted for these courses in Education, if a course from section A in Rural Education has not been used elsewhere on this curriculum. Course VI in Rural Education may be substituted for five hours from section A or section B in Education.

4. To secure a state teacher's certificate without an examination in "Government and Constitution" the student must have at least 3 hours credit in the fundamental principles of a republican form of government.

2. Primary Education Diploma.

Suggestive Outline Showing Required Courses

First Year—45 Term Hours

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Psychology I</td>
<td>5 hr.</td>
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<tr>
<td>Pri. Methods</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Pri. Handwork</td>
<td>3 hr.</td>
</tr>
<tr>
<td>First Music</td>
<td>2 hr.</td>
</tr>
<tr>
<td>English I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>First Music</td>
<td>2 hr.</td>
</tr>
<tr>
<td>Pri. Drawing I</td>
<td>2 hr.</td>
</tr>
<tr>
<td>Pri. &amp; Kg. Music</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Fresh Electives</td>
<td>10 hr.</td>
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Second Year—45 Term Hours

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Kg. Theory II, III, IV</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Kg. Theory II</td>
<td>2 hr.</td>
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<tr>
<td>Kg. Theory III</td>
<td>2 hr.</td>
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<tr>
<td>Kg. Teach. for Pri. Teachers</td>
<td>2 hr.</td>
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<tr>
<td>Kg. Teach. and Crit.</td>
<td>5 hr.</td>
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<tr>
<td>Kg. Teach. and Crit.</td>
<td>5 hr.</td>
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<tr>
<td>Phys. Training</td>
<td></td>
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</tbody>
</table>

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. Course VI in Rural Education may be substituted for 5 hours from section B in Education.

4. To secure a state teacher's certificate without an examination in "Government and Constitution" the student must have at least 3 hours credit in the fundamental principles of a republican form of government.


Suggestive Outline Showing Required Courses

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<td>2 hr.</td>
</tr>
<tr>
<td>Fresh Electives</td>
<td>5 hr.</td>
</tr>
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<td>5 hr.</td>
</tr>
<tr>
<td>Kg. Teach. and Crit.</td>
<td>5 hr.</td>
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<tr>
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<td>5 hr.</td>
</tr>
<tr>
<td>Phys. Training</td>
<td></td>
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</tbody>
</table>

* If this course is desired, it must be taken in the second year.
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. Course VI in Rural Education may be substituted for credit from section B in Education.

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 the fundamental principles of a republican form of government.

4. Art Education Diploma.

Suggestive Outline Showing Required Courses
First Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>5</td>
</tr>
<tr>
<td>Drawing I</td>
<td>2½</td>
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<tr>
<td>Mech. Drawing I</td>
<td>2</td>
</tr>
<tr>
<td>Fresh. Elective</td>
<td>3</td>
</tr>
<tr>
<td>Psychology II, III, IV</td>
<td>5</td>
</tr>
<tr>
<td>Ed., Sec. A, or Rur. Ed.</td>
<td>5</td>
</tr>
<tr>
<td>Sec. A</td>
<td>5</td>
</tr>
<tr>
<td>Gen. Design</td>
<td>3</td>
</tr>
<tr>
<td>Com'l Illus.</td>
<td>2½</td>
</tr>
<tr>
<td>English I</td>
<td>3</td>
</tr>
<tr>
<td>Illust. Teaching, Credit</td>
<td></td>
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<tr>
<td>Physical Training—Rhetorical Class Work</td>
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</table>

Second Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education, Sec. B</td>
<td>5</td>
</tr>
<tr>
<td>The Teach. of Art</td>
<td>3</td>
</tr>
<tr>
<td>Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Applied Arts I</td>
<td>2½</td>
</tr>
<tr>
<td>Int. Decoration</td>
<td>2½</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

1. Course VI in Rural Education may be substituted for 5 hours from section B in Education.

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 the fundamental principles of a republican form of government.


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>Mech. Drawing I</td>
<td>2</td>
</tr>
<tr>
<td>Woodwork I</td>
<td>3</td>
</tr>
<tr>
<td>English I</td>
<td>5</td>
</tr>
<tr>
<td>Psychology II, III, IV</td>
<td>5</td>
</tr>
<tr>
<td>or *V</td>
<td>5</td>
</tr>
<tr>
<td>Ed., Sec. A, or Rur. Ed.</td>
<td>5</td>
</tr>
<tr>
<td>Mech. Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>Woodwork II</td>
<td>2</td>
</tr>
<tr>
<td>Fresh. Elective</td>
<td>5</td>
</tr>
<tr>
<td>Org. and Admin. of Manual Arts</td>
<td>3</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>Perspective</td>
<td>2½</td>
</tr>
<tr>
<td>Physical Training—Rhetorical Class Work</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>Woodwork IV</td>
<td>5</td>
</tr>
<tr>
<td>Teach. Man'l Arts</td>
<td>3</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Org. and Admin. of Manual Arts</td>
<td>3</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>Perspective</td>
<td>2½</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

1. Five hours may be elected from courses in Manual Arts.
2. Course VI in Rural Education may be substituted for 5 hours from section B in Education.

* If this course is desired, it must be taken in the second year.
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 the fundamental principles of a republican form of government.


Suggestive Outline Showing Required Courses

First Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home &amp; Com. Hygiene</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Drawing and Design</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Chemistry X</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Clothing I</td>
<td>4 hr.</td>
</tr>
<tr>
<td>Physiology I (b)</td>
<td>3 hr.</td>
</tr>
</tbody>
</table>

Physical Training—Rhetorical Class Work

Second Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology II, III, IV</td>
<td>2 hr.</td>
</tr>
<tr>
<td>Teaching</td>
<td>2 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>13 hr.</td>
</tr>
<tr>
<td>Household Physics</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Teaching</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hr.</td>
</tr>
</tbody>
</table>

Physical Training

Notes:
1. The electives may include 5 hours from section B in Education or course VI in Rural Education.
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 the fundamental principles of a republican form of government.

7. Commercial Education Diploma.

Suggestive Outline Showing Required Courses

First Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>English I</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Fresh Elective</td>
<td>2 hr.</td>
</tr>
<tr>
<td>Advertising</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Ed., Sec. A.</td>
<td>3 hr.</td>
</tr>
</tbody>
</table>

Physical Training—Rhetorical Class Work

Second Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorthand I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Teaching</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Typewriting, Credit Required.</td>
<td></td>
</tr>
</tbody>
</table>

Physical Training

Notes:
1. The electives must include American Government and Principles of Economics I unless the corresponding subjects were accepted for entrance, and 5 hours of Mathematics unless third semester Algebra was accepted for entrance.
2. Course VI in Rural Education may be substituted for 5 hours from section B in Education.
3. One term of credit in penmanship is required.
4. To secure a state teacher’s certificate without an examination in “Government and Constitution” the student must have at least 3 hours credit in the fundamental principles of a republican form of government.

* If this course is desired, it must be taken in the second year.
8. **Public School Music 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>Music I</td>
<td>3</td>
</tr>
<tr>
<td>English I</td>
<td>5</td>
</tr>
<tr>
<td>Voice</td>
<td>1</td>
</tr>
<tr>
<td>Piano</td>
<td>1</td>
</tr>
<tr>
<td>Fresh. Elective</td>
<td>5</td>
</tr>
<tr>
<td>Music II</td>
<td>3</td>
</tr>
<tr>
<td>Voice</td>
<td>1</td>
</tr>
<tr>
<td>Piano</td>
<td>1</td>
</tr>
<tr>
<td>Fresh. Electives</td>
<td>10</td>
</tr>
</tbody>
</table>

Physical Training—Rhetorical Class Work

**Second Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmony I</td>
<td>3</td>
</tr>
<tr>
<td>Music Meth. I</td>
<td>2</td>
</tr>
<tr>
<td>Psychology I</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Harmony II</td>
<td>3</td>
</tr>
<tr>
<td>Music Meth. II</td>
<td>3</td>
</tr>
<tr>
<td>Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Psychology II, III, IV</td>
<td>5</td>
</tr>
<tr>
<td>or V</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Hist. of Music I</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

Physical Training

**Third Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist. of Mus. II</td>
<td>3</td>
</tr>
<tr>
<td>Education, Sec. B</td>
<td>5</td>
</tr>
<tr>
<td>Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>13</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 credit in the fundamental principles of a republican form of government.
ONE ROOM RURAL SCHOOL DIVISION

One Year Rural Teacher Curriculum

Conditions of Admission. Fifteen units of acceptable high school credit earned in an approved four-year high school. For details see “Defined Entrance Subjects.”

Diploma. Those who complete this curriculum receive the “Rural Teacher Diploma.”

Certificate. Each person who has completed this curriculum is entitled to a “five year rural teacher state certificate” upon reaching the age of 18 if the credits include at least 3 hours credit in American Government.

Grade Points. Students are required to earn at least 40 grade points in residence.

Credits Required. The following resident credits are required:

a. Didactics I or Rural School Management ...............5 hours
b. Rural School Methods ........................................5 hours
c. English I ..........................................................5 hours

These electives must be chosen with the approval of the adviser with reference to the subjects accepted for entrance.

e. Illustrative Teaching ........................................Credit Required
f. Rural Practice ....................................................Credit Required
g. Two of the following: Elementary Drawing, Elementary Handwork, Elementary Music, First Domestic Science, Orthography, Penmanship, Reading..Credit Required
h. Physical training and rhetorical class work each fall, winter and spring enrolled except that both of these may be omitted during the term that Rural Practice is taken ........................................Credit Required

Note:

Credits earned on this curriculum may be transferred to any other curriculum on which such credits could be used.
SPECIAL MUSIC DIVISION

Special Music Diploma
for Voice, Piano, Organ, Violin and Wind Instruments

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.

I. Voice, Piano and 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 six term credits have been secured.
11. Rhetorical class work each fall, winter and spring term in attendance until three term credits have been secured.
II. 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 six term credits have been secured.
11. Rhetorical class work each fall, winter and spring term in attendance until three term credits have been secured.

III. 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. One hour of credit may be secured in Saxophone.

IV. Band Masters Course

(See Orchestral Music)

Notes:

1. 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.
2. Recitals and concerts given at the college constitute an integral part of the student's work.
3. For free advantages, instruments loaned, college orchestra, college band, training school orchestra and the junior band see "Orchestral Music."
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. Elementary Woodwork—Three terms work is offered in this line.
4. Elementary Mechanical Drawing—Three terms work may be secured.
5. Upper Grade Handwork.

ENGLISH

Sub-collegiate Courses

1. First Half Language and Grammar—A course for students entering with a rural school diploma or a county certificate with a grade less than 75 per cent.
3. 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.

4. Orthography—Spelling, pronunciation, diacritical marks, orthoepy, etc.

5. Reading—The aim is to develop the student’s power of expression, and to give practical suggestions in regard to effective teaching of reading.

6. First English Composition—½ unit. Open to all students who have had but little work in technical composition.

7. Second English Composition—½ unit. Open to students who have had First Term Composition or the equivalent.

8. First English Classics—½ unit. The reading is similar to that usually taken up in the early years of high school.

9. Second English Classics—½ unit. Planned for intensive study of classics usually taken up in advanced grades of high schools. Prerequisite, First English Classics or the equivalent.

10. 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 the equivalent.

11. 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 COMMERCE

Sub-collegiate Courses

1. First Half Arithmetic—From beginning to percentage. For students who have less than 75 per cent in Arithmetic on a county certificate.

2. Second Half Arithmetic—Continues work of first half. Can be taken by students desiring to review the latter half of the subject.

3. 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.

4. First Algebra—½ unit. To fractional equations with one unknown.

5. Second Algebra—½ unit. Completes requirements for first grade county certificate.

6. 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.

* One-half unit entrance credit if taken after 8 units have been earned.
** One-half unit of entrance credit if taken after the completion of 1½ units of algebra or 8 units of entrance credit.
10. Solid Geometry—½ unit. The geometry of planes and solids.
12. *Advanced Penmanship—Special attention to individual needs of students.
13. First Typewriting—Touch system, rhythm drills, writing business letters. Net speed of from 30 to 40 words per minute.
14. Advanced Typewriting—Second and third terms. Thorough knowledge of business forms, dictation, manifolding, etc. Special attention to increased speed.
15. Typewriting A—The essentials of first and second Typewriting for students who have had at least one-half year typewriting or equivalent preparation. Students who are admitted to this course may not have credit for first and second Typewriting on the Commercial Education curriculum.
16. 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.

* 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.
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.

7. First Half Geography—A course for students entering with a rural school diploma or a county certificate with a grade less than 75 per cent.


9. Complete Geography—A course for students entering with two years of high school work or a county certificate with a grade over 74 per cent.

**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.

*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.
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.

5. Rural Practice—Credit required on the One Year Rural Teacher curriculum.

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 departments; 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 1925-26. Reported Before December 20, 1925

MARCH, 1925

DEGREE CURRICULUM
Bachelor of Arts in Education

Felton, Helen Lucille ................................................................. Cedar Falls
First and Second grades, Spirit Lake.
Fennell, Winnifred ................................................................. West Union
Private Instructor, Voice and Violin, West Union.
Korf, Harold Henry ................................................................. Winfield
Lammey, Frederick V. ............................................................... Des Moines
Superintendent of Carrollton Consolidated School, Dedham.
Olney, Eva M. ............................................................................. Cedar Falls
English and Dramatics, Cooper.
Paschen, George W. ................................................................. Cedar Falls
Employed by Northwestern Bell Telephone Company, Waterloo, 205 Lane St.
Platt, Elda May ........................................................................... Waterloo
On Round the World Cruise.
Robinson, Austin Francis ............................................................. Walnut
Stoddard, Coral Mabel ............................................................... Jesup
Normal Training, Vinton.
Waters, Geneva ........................................................................... Cedar Falls
Private Music Teacher, Oelwein.

DIPLOMA CURRICULUMS

Aldrich, Klheena V.—Primary ............................................................ Dedham
Primary, Cherokee, 425 Euclid Ave.
Arp, Catharine—The Junior College ................................................. Chamberlain, So. Dak.
Fifth, Sixth, Seventh, Eighth and Ninth grades, Willow Lake Township
Bakke, Clara G.—Primary ................................................................. Decorah
Rural School, Decorah.
Bakken, Alice L.—The Junior College ................................................. Ridgeway
Bence, Helen Margaret—Primary ..................................................... Bloomfield
Waterloo, 1025 Jefferson St.
Boddum, Ane—The Junior College .................................................... Crystal Lake
Fourth and Fifth grades, Dexter.
Boll, Laverne M.—Primary ................................................................. Gladbrook
Bordner, Helen Altadene—Home Economics ..................................... Onawa
Home Economics, Cumberland.
Bowers, Ruth L.—The Junior College ................................................ Garner
Third and Fourth Grades, Hayfield.
Brhel, Anna—Primary ................................................................. Marshalltown
Butterworth, Florence Ida—The Junior College .................................. Fort Dodge
Language and History, Fifth and Sixth Grades, Onawa.
Carmody, Pauline—The Junior College ................................................. Zearing
Teaching, Zearing.
Carrigan, Marie D.—The Junior College .............................................. Dunkerton
Third grade, Dunkerton.
Carroll, Eloise Kathryn—The Junior College ..................................... Davenport
Grades, Davenport, 9 River View Place.
Coughenour, Sylvia Lorraine—The Junior College .............................. Maxwell
Third and Fourth Grades, Fennel.
DeVries, Ada Ellen—The Junior College ............................................. Lamoni
Fourth Grade, Postville.
Doeringfeld, Alta—The Junior College ................................................. Gilmore City
Seventh and Eighth Grades, Scarville.
Dorman, Mabel—Commercial ........................................................... Manchester
Supply Teacher and Reading and Language, Sixth Grade, Manchester.
Downard, Emola B.—The Junior College ............................................ Bloomfield
Student, Commercial College, Ottumwa, 219 W. 4th St.
Draheim, Mary—The Junior College ................................................... Clarion
Intermediate Grades, Eldora.
Dreyer, Fannie W.—The Junior College .............................................. Aplington
Ernst, Lillian—The Junior College ..................................................... Sloan
Fourth Grade, Sergeant Bluffs.
Farrell, Josephine Lucile—The Junior College ..................................... Denison
Larslau, Montana.
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<tr>
<th>Name</th>
<th>Grade/Department</th>
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<td>Porter, Frances O.</td>
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<td>Garner</td>
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<td>Sperry, Mary Ruth</td>
<td>Reading and Physical Training in the Grades</td>
<td>Waverly</td>
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Stratman, Gertrude—The Junior College ........................................... Terril
Clerking, Terril.
Stull, Ruth Irene—The Junior College ............................................. Beaman
Fourth Grade, Grinnell. 1312 Broad St.
Taylor, Beulah—Primary ................................................................. Grundy Center
Second Grade, Traer.
Woito, Harold A.—Manual Arts ......................................................... LuVerne
Student, I. S. T. C., Cedar Falls. 917 W. 23d St.
Worth, Greta L.—Home Economics .............................................. Des Moines
Home Economics in High School, Attra.
Wren, Florence—Kindergarten ......................................................... Knoxville
Second Grade, Knoxville.
Wright, Alice V.—Primary ............................................................... Janesville
Third and Fourth Grades, Greene.
Youngerman, Louise Catherine—The Junior College
Upper Grades, Rudd. Lock Box 121.

CERTIFICATES FROM DEPARTMENTS

Critic Teacher

Cook, Mrs. Rohease Brown ........................................................ Glenwood
The Junior College Diploma, June 3, 1919.
Harrison, Marie ........................................................................ Cedar Falls
B. A. Degree, December 2, 1924.
Hjelle, Marie ........................................................................... Decorah
The Junior College Diploma, March 13, 1923.
Leech, Esther ....................................................................... Marshalltown
Kindergarten Education Diploma, May 30, 1922.
Smith, Mayme W. .................................................................. Mt. Pleasant
Primary Education Diploma, August 22, 1918.

Cornet

Popejoy, Paul ........................................................................ Cedar Falls

JUNE, 1925

DEGREE CURRICULUMS

Master of Didactics

Warwick, George H.—B. S., I. S. C., 1919 .................................. Waterloo
Head of Agriculture Department, Mt. Morris College, Mt. Morris, Ill.

Bachelor of Arts in Education

Aldridge, Ruth L. .................................................................. Fremont
Physical Director, Y. W. C. A., Sioux City.
Anderson, Edith Irene .............................................................. Boxholm
Student, I. S. T. C., Cedar Falls. 243 Olive St.
Bakkie, Melva Beatrice ............................................................... Algona
Domestic Science, Onawa.
Blocker, Agnes .................................................................. Hollandsale, Minn.
Latin and History, Tripoli.
Boyd, Ruth .......................................................................... Plainfield
Home Economics, Marengo.
Branch, Gail Angelyna ............................................................ Hudson.
English and Dramatics, Hudson.
Brown, Hobart R. .................................................................. Waterloo
Cady, Mildred R. .................................................................. Cedar Falls
Home Economics and Social Science, Odebolt.
Carlsen, Frances J. ................................................................... Creston
Principal, and History and English, High School, Monmouth.
Carlson, Lena Jane G. ............................................................... Creston
English, Creston. 303 N. Elm St.
Charlstrom, Florence M. ............................................................. New Hartford
Clyman, Edna ........................................................................ Unionville
Physical Education, Des Moines. 315 University Ave.
Curtis, Alpha Catherine ............................................................. Cedar Falls
Mathematics, Odebolt.
Dickson, Mrs. Margarette Ball ...................................................... Redfield, S. Dak.
Donner, Dilmor S. .................................................................... Parris
Superintendent, Randalia.
Egan, Harriette Elizabeth ........................................................... Waterloo
Physical Education, I. S. T. C., Cedar Falls.
Epley, Ida Gladys .................................................................... Las Animas, Colo.
Intermediate Grades and Social Science, Denver, Colo. 1461 Logan St.
Everts, Mildred Mayne ................................................................ Traer
Farleys, Fern........................................................................... Blairsburg
Physics Education, Proctor, Minn.
Harrison, Marie—The Junior College
Upper Grades, Rudd. Lock Box 121.

Epley, Ida Gladys .................................................................... Cedar Falls

Farleys, Fern........................................................................... Blairsburg
Student, Northwestern University, Evanston, Ill. 3040 Sherman Ave.
Farran, Mary Enid  . .......... ........ Cedar Falls 2222 Olive St. ..... Cedar Falls
Fink, Violet Maugurne  . ...... Physical Education, Y. W. C. A., Gary, Ind. 625 Madison St.  . Dubuque
Fortsch, Harriett Lyle  . English and History, Lake City, S. Dak.  . Cedar Falls
Fowler, Alice Marie  . .......... Home Economics, Cass Lake, Minn.
Gafford, Gertrude Thomas  . .... Physical Training, Manchester.
Giger, Lucy E.  . ....... English and Biological Science, Joy, Ill.
Guthrie, Mildred  . .......... Columbus, Ind.
Halpi, Alice  . .......... 1731 Walnut St.  . Cedar Falls
Hansen, Clara H.  . .......... Hartley
Harsbarger, Milo Burks  . .......... Pleasant Davenport. Route No. 7.
High, Helen Frances  . .......... History, Newhall.
Holli, Mildred Elizabeth  . .......... Hudson
Larsen, Ardis Ethel  . .......... Student, L. S. T. C., Cedar Falls 261 Campus St.
Lillehei, Olive Allison  . .......... Cedar Falls.
Luther, Nyla  . .......... Montezuma
Lyle, Leon  . .......... Tacoma, Washington
Lyons, Amy Gertrude  . .......... Kingsley
Lyons, Neva L.  . .......... St. Anthony
Mack, Marie  . .......... Elmore, Minn.
Mastain, Cleo Lucile  . .......... New Hartford
McHugh, Helen Simpson  . .......... Marshalltown
Morford, Lyle Orten  . .......... Lenox
Mueller, Dorothy C.  . .......... Bristow
Musser, Bernice Corinne  . .......... Cedar Falls
Naval e, Israel, Macario G.  . .......... Cedar Falls
Nefzger, Elinor Mae  . .......... San Fernando, Pampanga, P. I.
Newton, Margena A  . .......... Primary and Drawing, Eureka, Nevada.
Olson, Anna Evelyn  . .......... English and Mathematics, Ottosen.
Parker, Gladys R.  . .......... Physical Education, Greeley, Colo.
Paukner, Hilda  . .......... Osage
Poland, Lennie Myrl  . .......... Physics, Mathematics and Biology, Viola Twp., Ross.
Pracht, Lila Lillian  . .......... Cedar Falls
Rapp, Margaret Grace  . .......... Cedar Falls
Rice, Frances  . .......... Cedar Falls
Roch, Marion  . .......... Cedar Falls
Sharrard, Ray E.  . .......... Cedar Falls
Silver, Ethel  . .......... Cedar Falls
Steffenberger, Edna E.  . .......... Cedar Falls
Stout, Ethel A.  . .......... Cedar Falls
Swanger, Anna  . .......... Cedar Falls
Tate, Daisy  . .......... Cedar Falls
Taylor, Ethel  . .......... Cedar Falls
Tolleman, Florence  . .......... Cedar Falls
Towe, Mrs. Fred  . .......... Cedar Falls
Trumbull, Laura  . .......... Cedar Falls
Wolfe, Ethel  . .......... Cedar Falls
Wolff, Martha  . .......... Cedar Falls
Wright, Maria A.  . .......... Cedar Falls
Yost, Edith  . .......... Cedar Falls
Zimmer, Edith A.  . .......... Cedar Falls
### RECENT GRADUATES

**Diploma Curriculums**

**Adams, Velma**—The Junior College  
*Chariton*

**Ahern, Elizabeth Katherine**—The Junior College  
*Dubuque*

**Ahrens, Johanna**—The Junior College  
*Conroy*

**Aikey, Norma S.**—The Junior College  
*Janesville*

**Albrecht, Vernice L.**—Primary  
*Davenport*

**Albright, Orlina R.**—Commercial  
*Webster City*

**Alvine, Frances**—Primary  
*Olds*

**Anderson, Ellen Louise**—Primary  
*Winfred*

**Anderson, Lois Marcella**—The Junior College  
*West Union*

**Anderson, Mable Jeanette**—Commercial  
*Lake Mills*

---

**Purdy, G. Flint**—Cedar Falls  
*Purdy, G. Flint*

**Royer, L. Ruth**—Des Moines  
*Royer, L. Ruth*

**Rudston, Betty Gladys**—Waterloo  
*Rudston, Betty Gladys*

**Ruther, Walter J.**—Clarence  
*Ruther, Walter J.*

**Samuels, Gertrude Inez**—St. Cloud, Minn.  
*Samuels, Gertrude Inez*

**Santee, Margaret E.**—Cedar Falls  
*Santee, Margaret E.*

**Sauer, Genevieve**—Hedrick  
*Sauer, Genevieve*

**Saupe, Ethel M.**—Sanborn  
*Saupe, Ethel M.*

**Schmickle, Ruth Shirley**—Central City  
*Schmickle, Ruth Shirley*

**Shimp, Harriette E.**—Hull  
*Shimp, Harriette E.*

**Shold, Florence Verona**—Albert Lea, Minn.  
*Shold, Florence Verona*

**Smalling, Dorothy May**—Janesville  
*Smalling, Dorothy May*

**Strike, Oliver K.**—Nashua  
*Strike, Oliver K.*

**Talcott, Mrs. Elizabeth M.**—Cedar Falls  
*Talcott, Mrs. Elizabeth M.*

**Todt, Clellie M.**—Boone  
*Todt, Clellie M.*

**Van Lob, Louis M.**—Cedar Falls  
*Van Lob, Louis M.*

**Warnock, Marjorie Josephine**—Cedar Falls  
*Warnock, Marjorie Josephine*

**Welstead, Doris E.**—Waterloo  
*Welstead, Doris E.*

**Whitaker, Laura E.**—Nevada  
*Whitaker, Laura E.*

**Williams, J. Walter**—West Bend  
*Williams, J. Walter*

**Wolfe, Irving W.**—Cedar Falls  
*Wolfe, Irving W.*

**Woodring, Geneva Coe**—Waverly  
*Woodring, Geneva Coe*

**Wynegar, Alice**—Cedar Falls  
*Wynegar, Alice*

---

**Adams, Vclma**—The Junior College  
*Adams, Vclma*

**Ahern, Elizabeth Katherine**—The Junior College  
*Ahern, Elizabeth Katherine*

**Ahrens, Johanna**—The Junior College  
*Ahrens, Johanna*

**Aikey, Norma S.**—The Junior College  
*Aikey, Norma S.*

**Albrecht, Vernice L.**—Primary  
*Albrecht, Vernice L.*

**Albright, Orlina R.**—Commercial  
*Albright, Orlina R.*

**Alvine, Frances**—Primary  
*Alvine, Frances*

**Anderson, Ellen Louise**—Primary  
*Anderson, Ellen Louise*

**Anderson, Lois Marcella**—The Junior College  
*Anderson, Lois Marcella*

**Anderson, Mable Jeanette**—Commercial  
*Anderson, Mable Jeanette*
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<td>Arduser, Athalene Ann</td>
<td>The Junior College</td>
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<td>Carlson, Crystle Marie</td>
<td>The Junior College</td>
<td>Stanhope</td>
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</tbody>
</table>
RECENT GRADUATES

Carlson, Ruby Alvina—The Junior College
Fourth Grade, Vinton

Carpenter, Frances W.—The Junior College
Student, I. S. T. C., Cedar Falls. 221 Iowa St.

Carpenter, Norma Rebecca—Primary
Third Grade, Waterloo. 1321 Bratnber

Carrigg, Margaret A.—The Junior College
Dunkerton

Carroll, Mary Luella—The Junior College
Dunkerton

Cassady, Bernice—Primary
Rural School, Brighton.

Cecil, Miriam Merle—The Junior College
Columbus Junction

Challstrom, Mildred E.—The Junior College
New Hartford

Chambers, Helen L.—The Junior College
Conway

Chambers, Mabel June—The Junior College
Primary

Chambers, Helen L.—The Junior College
Anderson

Christenson, Ruth E.—The Junior College
Seventh and Eighth Grades, Elkport

Church, J. Frank—Manual Arts
Grades, Bainville, Mont.

Clemens, Lila G.—The Junior College
Third and Fourth Grades, Cedar Falls. 808 Washington St.

Coffman, Doris E.—The Junior College
Richland

Collins, Alton W.—The Junior College
Mount Union

Collins, Ellen—Primary
Fourth Grade, North English.

Considine, Mary H.—The Junior College
Waterloo. 1321 Randolph St.

Cook, Alice Marie—Primary
Marshalltown

Cook, Alice Marie—Primary
Third Grade, Monticello.

Cottamgham, Burdette H.—Manual Arts
Manuscript Training and Agriculture, Rock Rapids.

Crawford, Ruth—Home Economics
Winthrop

Dack, C. Emma—The Junior College
Le Mars

Daly, Aloysia M.—The Junior College
Waterloo

Studeut, I. S. T. C., Cedar Falls. R. R. No. 2

Damge, Adele—The Junior College
Waterloo

Dane, C. Emma—The Junior College
Le Mars

Dailey, Aloysia M.—The Junior College
Waterloo

Student, I. S. T. C., Cedar Falls. R. R. No. 2

Dane, Adele—The Junior College
Waterloo

Daniels, Dorothy Lillian—Primary
Burlington

Kindergarten and First Grade, Wapello. 308 N. Second St.

Daniels, Helen—Home Economics
Springville

Damon, Arline—The Junior College
Buffalo Center

Student, Iowa State University, Iowa City. 12 E. Burlington St.

Davis, Venona Lucile—Commercial
Manson

Commercial, Indianola. 700 W. Ashland Ave.

Derscheidt, Pearl E.—Primary
Eagle Grove

First Grade, Maynard.

Devries, Florence Cathryne—Primary
Aurelia

First and Second Grades, Cumberland.

Diller, Wilma L.—Primary
Conrad

First and Second Grades, Green Mountain.

Dixon, Alice—The Junior College
Dunlap

Dodson, Gretchen Elizabeth—Primary
Wilton Junction

First and Second Grades, Cresco. 314 E. Second St.

Doeringsfeld, Ruth A.—The Junior College
Gilmore City

Seventh and Eighth Grade, Scarcville.

Doig, Grace C.—The Junior College
Dumont

Donald, Bessie A.—Home Economics
Shellsburg

Home Economics, Brandon.

Dorman, Edith G.—Primary
Manchester

First and Second Grades, Lisbon.

Druet, Audrey J.—The Junior College
Larchwood

Drummond, Marguerite M.—Primary
Spiral Lake

Primary, Elkport

Duffy, Susan May—Home Economics
Rowan

Seventh and Eighth Grades and Domestic Science, Tonia.

Duk, Fern E.—The Junior College
Waterloo

Waterloo. 312 West Eleventh St.

Duvall, Grace C.—The Junior College
West Chester

Seventh and Eighth Grades, Gilbert.

Duvall, Hazel Irene—The Junior College
West Chester

Third Grade, Webb.
East, Edna—Primary ........................................ Stanhope
Primary, Kensett
First Grade, Toledo.
Evans, Dorothy E.—Home Economics ....................... Davenport
First and Second Grades, Edgewood.
Fanning, Osa Dorothea—Commercial ......................... Everly
Rural School, Everly.
Fanton, Wanda Jane—The Junior College .................... Marshalltown
Fifth and Sixth Grades, Dunbar.
Farr, Mabel Margaret—Primary .............................. Nashua
First and Second Grades, Edgewood.
Faust, Nellie LaVerne—The Junior College ............... Earlville
Rural School, Edgewood.
Fisher, M. Annette—Primary ................................ Grand Junction
Second Grade, Onawa.
Flatt, Vera M.—Primary ....................................... Spirit Lake
First Grade, Odebolt.
Fossum, Clara—The Junior College ......................... Plierpont, S. Dak.
History, Geography and Physics in Junior High School, Phoenix, Arizona.
849 North Seventh Ave.
Fuller, Helen L.—Primary ................................. Dexter
Third Grade, Postville.
Gable, Vivian Wilda—The Junior College .................. Arlington
Garber, Doris M.—The Junior College .................... Correctionville
Third Grade, Algona.
Gardner, Bertha M.—Home Economics ...................... Osage
Home Economics, History and Hygiene, Osage.
Gardner, Doris A.—Art ....................................... Humeston
Carling, Julia Rose—Kindergarten ......................... Superior
Kindergarten, West Bend.
Gary, Mabel—Primary .......................................... Toledo
First and Second Grades, Gladbrook.
Gibson, Helen—The Junior College ......................... Maxwell
Golden, Hazel R.—Kindergarten ............................. Cylinder
First and Second Grades, Otranto.
Glawe, Gladys F.—The Junior College .................... Van Meter
Fourth and Fifth Grades, Hansell.
Gowans, Margaret—The Junior College .................... Waterloo.
Seven Grade, Marshalltown. 405 Park St.
Greeis, Madaline Ula—The Junior College ............... Waterloo.
Griever, Margaret Olivia—Primary ......................... Deep River
Second Grade, Humboldt.
Griffith, Ella Mae—The Junior College ...................... Waukee
Fourth and Fifth Grades, Des Moines.
Griggs, Mac G.—Primary ...................................... Goodell
First and Second Grades, Meservey.
Grous, Helen Agnes—The Junior College ................... Hornick
Fifth and Sixth Grades, Holly Spring Consolidated School, Hornick.
Guyer, Oscar S.—Manual Arts ............................... Dunkerton
Fourth Grade, Alton.
Hansen, Dorothy Constance—Primary ....................... Iowa State College, Ames.
Second Grade, Aplington.
Gilchrist, Hazel M.—Primary ................................ Emmetburg
First and Second Grades, Otranto.
Glew, Gladys F.—The Junior College ....................... Aurelia
Fourth and Fifth Grades, Hansell.
Golden, Irma Lucille—The Junior College ................. Van Meter
Gowans, Margaret—The Junior College .................... Cylinder
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Fourth Grade, Alton.
Hansen, Dorothy Constance—Primary ....................... Iowa State College, Ames.
Second Grade, Aplington.
RECENT GRADUATES

Harvey, Gretchen B.—The Junior College.Gilmore City
Rural School, Willard, Montana.
Hauge, Edna—Home Economics.Cedar Falls
Student, I. S. T. C. Cedar Falls, 409 Washington St.
Hayes, Emil Maye—Primary.Manilla
Hayes, Fern A.—The Junior College.Archer
Fourth Grade, Odebolt.
Hayes, Marguerite—Commercial.Cedar Falls
Student, I. S. T. C. Cedar Falls, 407 Clay St.
Healy, Treva A.—The Junior College.North English
Hesse, Mathilda—The Junior College.Cedar Falls
Hill, Marie—Primary.Story City
First Grade, Ellsworth.
Hockaday, Coral Mae—Public School Music.Manchester
Music, Stuart.
Hockey, Lawson E.—Manual Arts.Barnes City
Howe, Elaine V.—Commercial.Kelly
First Grade, Spirit Lake.
Hoskinson, Helen—Primary.Creson
The Junior College.
Horne, Frances—Accounting. R.F.D.
Hormel, Madalyn M.—Primary.West Liberty
Second Grade, Morning Sun.
Horsch, Mildred—Primary.Guttenberg
Third Grade, Spirit Lake.
Hove, Edna Merle—Commercial.Janesville
Stenographer, Cedar Falls. 722 W. Seventh St.
Huehn, Selma Luella—Primary.Cedar Falls
First Grade, Tripoli.
Hughes, Ethel Dorothy—Primary.Garner
Second and Third Grades, Kanawha.
Hughes, Minnie Marie—The Junior College.Madrid
Junior High School, Madrid.
Hunt, Charles Edward—Manual Arts.Earlville
Garage Office, Earlville.
Hurley, Elaine V.—Commercial.Cedar Falls
Commercial, Toledo. Box 496.
Imus, Vera L.—Home Economics.Charles City
Charles City, 1307 Clark St.
Iverson, Irene M.—The Junior College.Stanhope
Student, I. S. T. C., Cedar Falls, 2303 Olive St.
Iverson, Thora Gertrude—The Junior College.Stanhope
Third and Fourth Grades, Harcourt.
Ivy, Thirza—Primary.Humeston
Third and Fourth Grades, Waverly.
Jenning, Alice Frances—Commercial.Cedar Falls
Commercial, Riceville.
Jennings, Inez M.—The Junior College.Rock Rapids
Seventh and Eighth Grades and Dramatics, Lytton.
Johnson, Clara Evelyn—The Junior College.Goodell
Mathematics and Geography, Carroll. 113 E. 13th St.
Johnson, Esther Lydia—Primary.Eldora
First and Second Grades. LaMoille.
Johnson, Frances Lucile—Primary.Boone
Third Grade, Des Moines. 3911 School St.
Johnson, M. Adelia—Primary.Sioux Rapids
Third Grade, Linn County.
Jones, L. E.—Manual Arts.Charles City
Manual Training, Bloomfield. 105 W. Poplar St.
Keagy, Dorothy J.—Primary.Independence
Third and Fourth Grades, Clarion.
Kellogg, Reba Marie—Primary.Alden
First Grade, Dunkerton.
Kelly, Frances Mary—Primary.Colfax
Third and Fourth Grades, Kellogg.
Kelter, Ellen A.—Primary.Ottumwa, 510 Ellis Ave.
Kent, Lila—The Junior College.Stanhope
Rural Teacher, Stanhope.
Kercheval, James W.—The Junior College.Wellsburg.
High School, Wellsburg.
Kern, Dorothy A.—The Junior College.Waterloo, 413 Wellington St.
Lassiter, Helen M.—Primary.Odebolt
Second Grade, Ida Grove.
Kiefer, Alice Kathryn—The Junior College ................................................. Pocahontas
Sixth Grade, Pekin, Ill. 336 So. Capitol St.

Killam, Norma Anna—Primary ................................................................. Sanborn
Second and Third Grades, Spirit Lake.

King, Marie M.—Home Economics .......................................................... Blockton

King, Mildred Mary—Primary ................................................................. Curlew

Koester, Ella A.—The Junior College ....................................................... Gladbrook
Rural School, Gladbrook.

Kreikum, Ruth—The Junior College ......................................................... West Point
Student, I. S. T. C., Cedar Falls. 2207 Walnut St.

Kroeger, Alma Violetta—Primary .............................................................. Gladbrook
Bookkeeper, Gladbrook.

Krumholz, Dorothy—Primary ........................................................................
East Pleasant Plain

Kuehnle, Barbara Frances—Primary .......................................................... Holstein
First and Second Grades, Whitten.

Kuitc, Sevilla G.—Primary ...........................................................................
Hampton

Kummer, Bertha Marian—The Junior College ............................................. Conroy

Lamb, Lorena Belle—The Junior College .................................................. Gladbrook
Sixth Grade, Waterloo. 118 Iowa St.

Lamb, Hazel M.—Home Economics .......................................................... Chicago, Ill.
Office of Western Electric Company, Chicago. 4343 W. 21st St.

Lamb, Lucille Elizabeth—Commercial ....................................................... Cedar Falls
Cashier, Y. W. C. A. Bldg., Des Moines.

Larkin, Herbert O.—Manual Arts ............................................................... Cedar Falls
Student, I. S. T. C., Cedar Falls. Route No. 5.

Larsen, Elva—Primary .................................................................................. Cedar Falls
Student, I. S. T. C., Cedar Falls. 2621 Campus St.

Layland, Evelyn L.—Primary ...................................................................... Audubon
First Grade, Cooper.

LeGrand, Marie Marguerite—The Junior College ........................................ Davenport
Fifth Grade, Rock Island, Ill. 1919 Eastern Ave., Davenport.

Lewis, Doris V.—The Junior College ......................................................... Janesville
Fifth Grade, Conrad.

Lillibridge, Axie L.—The Junior College ................................................... Manchester
Intermediate Grades, Lamont.

Lind, Adelia—The Junior College ................................................................

Lind, Frances—Primary ................................................................................

Lindgren, Edythe—Intermediate Grades, Kindergarten, Eddyville.

Lindsey, J. W.—The Junior College ........................................................... Guernsey

Livstugston, Hazel H.—Art ........................................................................
Stenographer, Cedar Falls. 1305 W. Third St.

Louthan, Howard—Manual Arts ...................................................................
Principal, Malta Bend, Missouri.

Ludeman, Mary Anne—Art .......................................................................... Anamosa
Art, Fort Dodge.

Mandernach, Mae Gertrude—The Junior College ........................................ Odebolt
Sixth Grade, Mapleton.

Mahoney, Catharine Ellen—Primary ............................................................ Davenport
Substituting, Davenport. 1447 W. 8th St.

Mally, Maria Anna—Primary ...................................................................... Berwick

Maltby, Helen Cathryn—Primary ............................................................... Aurelia
Third Grade, Florence, Colo. 323 E. 5th St.

Mantz, Margaret Mary—Primary ............................................................... Galva
First, Second and Third Grades, South English.

Marron, Francis L.—The Junior College .................................................... Waunona
Rural School, Cresco.

Martin, LaNore S.—The Junior College ..................................................... West Chester
Ninth and Tenth Grades, Swisher.

Martin, Mary Grace—Home Economics ..................................................... Cedar Falls

Mayer, Maurine E.—Primary ...................................................................... Ossian
Third Grade, Mitchell.

Mennig, Mary Elizabeth—The Junior College ........................................... Davenport
Second Grade, Davenport. No. 3 Brockman Ant's. 329 Marquette St.

Meyer, Clara M.—Primary ...........................................................................
Hank Clark, Osiasland.

Meyer, June Rose—Primary ........................................................................
Second Grade, Monticello.

Miller, Alice—Home Economics ................................................................. Osage
Home Economics, Dundee.

Miller, Ethel—Commercial ......................................................................... Waterloo
Commercial, Grinnell.

Miller, Jennie Helen—Junior College ...........................................................
Fourth Grade, Newton. 411 E. Second St. S.
<table>
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<tr>
<th>Name</th>
<th>Grade or Subject</th>
<th>College or School</th>
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<tbody>
<tr>
<td>Miller, Olga K.</td>
<td>Kindergarten</td>
<td>Norway</td>
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<td>Manning.</td>
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<td>Minton, Rachel</td>
<td>Violet—Primary</td>
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<td>Postville.</td>
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<td>Mitchell, Mary E.</td>
<td>The Junior College</td>
<td>College Springs</td>
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<td>Fifth Grade,</td>
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<td>Hamburg.</td>
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<td>Moe, Evelyn</td>
<td>Eldora—Home Economics</td>
<td>Lake Mills</td>
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<td>Domestic Science, Hanlontown.</td>
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<td>Mohler, Wilma E.</td>
<td>The Junior College</td>
<td>Bedford</td>
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<td>Intermediate Grades, Waterloo. 66 Elm St.</td>
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<td>Montgomery, Mary K.</td>
<td>Home Economics</td>
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<td>Randalia.</td>
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<td>Morrison, Mary Catharine—The Junior College</td>
<td>Jerome</td>
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<td>Fourth Grade, Rockwell City.</td>
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<td>McArthur, Alice</td>
<td>Home Economics</td>
<td>Independence</td>
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<td>McCreary, Harriet Kathryn—Primary</td>
<td>Davenport</td>
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<td>McCreary, Helen Mac—Primary</td>
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<td>First Grade, LeMars.</td>
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<td>McCreary, George W.—Commercial</td>
<td>Cedar Falls</td>
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<td>Student, I. S. T. C., Cedar Falls. Belle Ave.</td>
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<td>McCreedy, Leslie—Manual Arts</td>
<td>Haskins</td>
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<td>Mathematics and Coach, Lamont.</td>
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<td>McFadzen, James A.—Commercial</td>
<td>Plover</td>
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<td>Farming, Rolfe.</td>
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<td>McGimpsey, Gladys E.—Primary</td>
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<td>The Junior College, Bayard.</td>
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<td>McGrew, Florence E.—Primary</td>
<td>Keosauqua</td>
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<td>First Grade, Vinton.</td>
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<td>McKenna, Catherine Agnes—The Junior College</td>
<td>Rock Rapids</td>
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<td>Grades, Maurice.</td>
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<td>McMahon, L. Dorothy—The Junior College</td>
<td>Emmetsburg</td>
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<td>Seventh and Eighth Grades, Des Moines Twp. Consolidated School, Rolfe.</td>
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<td>McQuatters, Georgia Wealtha—The Junior College</td>
<td>Northwood</td>
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<td>Navin, Helen Agnes—The Junior College</td>
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<td>Rural School, West Side.</td>
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<td>Nelsen, Viola L.—The Junior College</td>
<td>St. Cloud, Minn.</td>
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<td>Eighth Grade, Belle Plaine. 1607 Ninth Ave.</td>
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<td>Nelson, Hilda—Primary</td>
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<td>Primary, Belmond.</td>
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<td>Norman, Iva Marion—The Junior College</td>
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<td>Fifth Grade, Waterloo. 526 Denver St.</td>
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<td>Olson, Astrid C.—Primary</td>
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<td>Third Grade, Gary, Indiana.</td>
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<td>Buffalo Center</td>
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<td>Student, I. S. T. C., Cedar Falls. 620 W. 24th St.</td>
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<td>Pfiffner, Martha Helen—Primary</td>
<td>Bartlett Hall</td>
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<td>Student, I. S. T. C., Cedar Falls. 511 College St.</td>
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<td>Phares, Minnie—The Junior College</td>
<td>Farrar</td>
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<td>Independence</td>
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<td>Phelps, Pauline E.—Art</td>
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<tr>
<td>Student, Ferguson Art School, Minneapolis, Minn. 1800 First Ave. S.</td>
<td>Hastings</td>
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<td>Pierce, Leila Merle—The Junior College</td>
<td>Northwood</td>
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<td>Mrs. D. L. Clema</td>
<td>Third and Fourth Grades, Cedar Falls. 116 W. 9th St.</td>
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<td>Pixley, Gladys M.—Primary</td>
<td>Second and Third Grades, Oelwein. 17 Third Ave. North.</td>
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<td>Place, Margaret Evelyn</td>
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<td>Potwin, Helen</td>
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<td>Aurora</td>
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<td>Potwin, Mildred M.</td>
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<td>Elkport</td>
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<td>Putnam, Ruth A.</td>
<td>The Junior College</td>
<td>Lyle, Minn.</td>
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<td>Mrs. George S. Willard</td>
<td>Des Moines, 1420 W. 9th St.</td>
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<td>Ramsey, Marie</td>
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<td>Waterloo, 808 Walnut St.</td>
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<tr>
<td>Webber, Beth E.</td>
<td>Primary</td>
<td>Second Grade</td>
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</tbody>
</table>

**Recent Graduates**

- Smith, Helen L. - The Junior College, Eighth Grade, Colesburg.
- Smith, Lucille Catherine - Primary, Superior.
- Soorholtz, Margaret - Primary, First and Second Grades, Beaman.
- Speirs, Agnes - Art, Newton.
- Spengler, Aurelia - Art, Peoria and Drama, Eldora.
- Sproul, Berneice - The Junior College, Fontanelle.
- Standley, Lois L. - The Junior College, Fifth Grade, Milford.
- Starr, Carol Vivian - Kindergarten, Osage.
- Stevens, Villa M. - Primary, Second Grade, Greene.
- Stevenson, Naomi - Commercial, Clarksville.
- Stolle, Helen Ileen - The Junior College, West Union.
- Stone, Mary J. - The Junior College, Bussey.
- Storm, Clara H. - Primary, Sheldon.
- Story, Laura E. - The Junior College, Odebolt.
- Strand, Vivian Grace - The Junior College, Manly.
- Strong, Elsie V. - The Junior College, New London.
- Stubbs, Lillian Beryl - Primary, Correctionville.
- Taylor, Alta Floyd - The Junior College, Waterloo.
- Taylor, Roba Hellene - The Junior College, Grundy Center.
- Teefer, Alta O. - Kindergarten, Martinsburg.
- Thorson, Orpha Marie - Primary, Lake Park.
- Tit, Margaret E. - Primary, Shelby.
- Tinker, Amie Pauline - Primary, LeMars.
- Tompkins, Laura Mildred - The Junior College, Marengo.
- Turner, Kathrine V. - Primary, Mt. Vernon.
- Urbahl, Sophia Emelia - The Junior College, Sioux Rapids.
- Van Vleet, Martha E. - Commercial, Orient.
- Van Vleet, Mary Ellen - The Junior College, Orient.
- Warden, Vera E. - Home Economics, Melbourne.
- Weaver, Vivian - The Junior College, Fonda.
- Webber, Beth E. - Primary, Lester.
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<tr>
<td>Wells, E. Genevieve</td>
<td>The Junior College</td>
<td>Sumner</td>
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<td>Wilson, Marie L.</td>
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<td>Wroth, Helen</td>
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<td>Bloomfield</td>
<td>Student, I. S. T. C., Cedar Falls, 2218 Merner Ave.</td>
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<tr>
<td>Worthing, Louise</td>
<td>Primary, Cambridge, Miun</td>
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</table>

**Special Curriculums**

- **Jobes, Clara Evelyn**—Teacher of Organ, Teacher of Piano
- **Jobst, I. S. T. C., Cedar Falls. Bartlett Hall.**

**CERTIFICATES FROM DEPARTMENTS**

**Critic Teacher**
- Adney, Verna J.  
  Primary Education Diploma, August 18, 1921.
- Beeman, Olaf  
  The Junior College Diploma, August 23, 1923.
- Ely, Pearl  
  The Junior College Diploma, June 5, 1923.
- Reese, Marguerite  
  Primary Education Diploma, June 30, 1922.
- Shoemaker, Beulah Reed  
  Primary Education Diploma, June 3, 1910.

**Swimming**

<table>
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<tr>
<td>Haven, Elaine</td>
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<td>Simmers, Ruby</td>
<td>Aurelia</td>
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</table>

**AUGUST, 1925**

**DEGREE CURRICULUMS**

- **Master of Didactics**
- **Bachelors of Arts in Education**

**President, B. A., I. S. T. C., 1922**
- English, Social Science, Library Methods and Dean of Men, Bottineau, N. Dakota.

**Bass, Allie May**  
- Junior High School, Ames. 112 Carroll Ave.  
  Physical Education, All States School, Sioux Falls, S. Dak.

**Becker, Alma L.**  
- Physical Education, All States School, Sioux Falls, S. Dak.

**Bell, Earl E.**  
- Bohlshe, Hildegarde  
  Breiding, Anna  
  Geography, Des Moines, 2115 University Ave.

**Brockman, Edwin G.**  
- Physical Science, Colfax.

**Chase, Judith**  
- Physical Education, Traer.
Cheever, Marshall F. .................................................. Waterloo
Claussen, Dorothy M. ................................................. Duneonbe
English, Climbing Hill.
Coffin, Doris M. ........................................................ Cedar Falls
Kindred, Virginia ..................................................... Jesup
Cooper, Gladys G. ..................................................... Cedar Falls
Cummins, Harry Robert .............................................. Phoenix, Ariz.
Student, I. S. T. C., Cedar Falls. 2221 Walnut St.
Davis, Delph E ............................................................ Cedar Falls
English, Phoenix, Arizona. 720 E. Polk St.
Dowlap, Gayl Margaret .............................................. Cedar Falls
Junior High School, Denver Colo. 1777 Franklin St.
Eicher, Charles ................................................................ Mt. Ayr
Science and Mathematics, Selby, S. Dak.
Elscott, Guy R. ............................................................ Oskaloosa
Principal, Linton.
Eve, Pearl ...................................................................... Rockwell
Junior High School Critic, Teachers College, Madison, S. Dak.
Fallers, Alice May ........................................................ Shenandoah
Second Grade, Waterloo. 210 Brockwell Arms.
Farren, Hallie M. ........................................................... Colo
Physical Education, and Grades, 3393 C. Box 331.
Foster, Henry E. ............................................................ Huxton
Gamble, Edna S. ........................................................... Shenandoah
Normal Training Critic, Shenandoah. 107 E. Summit Ave.
Gump, Elbert Allen ........................................................ Lorimor
Superintendent, Lorimor.
Hanshew, Clarence E. .................................................... Charlevoix, Mich.
Mathematics, Boxholm.
Heath, Mrs. May A. ...................................................... Waterloo
Waterloo. 1109 Sycamore St.
Holdt, Hulda Hannah ................................................... Sioux City
Sioux City. 4102 11th Ave.
Henke, Ernestine .......................................................... Waterloo
Junior High School, Ames. 716 6th St.
Hilmer, Gertrude .......................................................... Cincinnati
Junior High School Principal, Tipton.
Higgins, M. Lucile ........................................................ Cedar Falls
Hix, Leola ....................................................................... Storm Lake
Commercial, Monona. Box 315.
Hjelle, Marie .................................................................. Decorah
Critic of Teaching, Waterloo. Cedar Falls. 210 College St.
Horak, Frances T. ........................................................ Dubuque
Physical Director, Mayville State Teachers College, Mayville, N. Dak.
Irwin, Mrs. Ocean Dosh ................................................... Brighton
Ishley, Yula Irene .......................................................... Cedar Falls
Commercial, Mankato, Minn. 202 Pleasant St.
Jacobsen, Mildred B. ..................................................... Dows
English and Latin, Dike.
Kramer, Harry J. ............................................................ Ackley
Principal, Richland Consolidated School, Orient.
Leatherberry, Abbie M. ................................................ Tipton
Leech, Esther .................................................................. Marshalltown
Kindergarten Critic, Commerce, Texas.
Libby, Elizabeth Frances ................................................. Fayette
Matthews, Florence Ella ............................................... Waterloo
Home Economics, Greene.
Miller, Earl A. ............................................................. Cedar Falls
Student and Graduate Assistant, State University of Iowa, Iowa City.
Mullinges, Allen E. ......................................................... Cedar Falls
Coop, Tra, Emanuel Training, Lake City.
McCreary, Frank LeRoy ................................................. Mount Ayr
Superintendent, Kamrar.
McKinnon, Nettie J. ....................................................... Waterloo
Principal, Emerson School, Waterloo. 626 W. Park Ave.
Nelson, Edythe C. ......................................................... Bode
Normal Training, Mason City.
Ormsby, Mary Regina .................................................. Britts
Pearson, Ralph Sterling ................................................ Parker, S. Dak.
History and Economics, Randalia.
Perry, Arthur .................................................................. Waucoma
Graduate Assistant, Zoology Department, Iowa State College, Ames.
Pirotte, Felicite ............................................................. Mystic
French and History, Benida, Minn.
Rend, Allen Walker ...................................................... Cedar Falls
Student, State University of Iowa, Iowa City. Quadrangle.
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<tr>
<td>Robinson, James Clare</td>
<td>Principal of High School</td>
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<td>Sager, John Copley</td>
<td>Co-Agriculture and Manual Training</td>
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<td>Stahnke, Minnie M.</td>
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Carlson, Ileen—The Junior College ............................. Armour, S. Dak.
          Primary, Armour S. Dak.
Carlson, Edith—Primary ........................................ Dayton
          Primary, Stanton.
Churchouse, Helen Clara—Kindergarten ..................... Hampton
          Kindergarten and First Grade, Delta.
Clark, Bessie L.—Primary ...................................... Woodbine
          Hardware Dealer, Sharpsburg.
Clock, Dolis Irene—Kindergarten ................................ Hampton
          Kindergarten, Traer.
Cloonen, Anastasia—The Junior College ....................... Zearing
          Dressmaker, Iowa Falls. 916 Main St.
Collins, Ann T.—The Junior College .......................... Rock Rapids
          Student, I. S. T. C., Cedar Falls. 116 West 19th St.
Conner, Nina—Home Economics ................................ Coon Rapids
          Home Economics, Quasqueton.
Covey, Celia Vivian—The Junior College ..................... Perry
          Fourth and Fifth Grades, Perry. 1318 Bateman St.
Cummins, Edna Marie—The Junior College ................. Marengo
          Third and Fourth Grades, Millersburg.
Dethlef, Hilda C.—The Junior College ....................... Manning
          Junior High School Principal, Odebolt.
Diec, Margaret E.—Primary .................................. West Liberty
          First Grade, Wellman.
Dickey, Mildred N.—Primary ................................ Hedrick
          Third Grade, Manila.
Dickson, Estelle Louise—Primary .............................. Grundy Center
          Primary, Waterloo.
Died, Clara Kathryn, The Junior College ..................... Preston
          Seventh and Eighth Grade, Popejoy.
Dressman, Lola E.—The Junior College ....................... Algona
          Driscoll, Agnes Marie—Primary ......................... Cresco
Dunlay, Ellen L.—The Junior College ........................ Bailey
          Grades, Williamsburg.
Dunlay, Kathryn I.—Primary ................................ Bailey
          Primary, Cresco.
Dunn, Charlotte D.—Kindergarten ............................. Yankton, S. Dak.
          Kindergarten, Carroll.
Durham, Lyle W.—Manual Arts ................................ Milo
          Manual Arts and Coach, Decatur.
Dyvig, Della Pearl—The Junior College ...................... Gilmore City
          Ellis, Hilda Margery—Primary ......................... Anamosa
          Fifth Grade, Tama.
Erickson, Valeta—Primary ................................ Mason City
          Elevator Girl, Mason City. Route No. 6.
Faas, Laura R.—Primary ........................................ Millersburg
          First Grade, George.
Fairchild, Ethel E.—The Junior College ...................... Orson
          Dechard, Seventh and Eighth Grades, Mondamin.
Farrelly, Beatrice—The Junior College ....................... Canby, Minn.
          Fellows, Elizabeth Gertrude—The Junior College
          Fifth and Sixth Grades, Ames. 603 Burnett.
Fengel, Frances Marie—Primary ............................... Villisca
          Second Grade, Belleview.
Fenton, Elma—Primary .......................................... Plano
          Third Grade, Newell.
Fisher, Ida Hazel—The Junior College ....................... Plover
          Fifth and Sixth Grades, Avoca.
Fleener, Ida Beatrice—Primary ............................... Searsburo
          Fourth and Second Grades, Traer.
Flynn, Anna M.—The Junior College ........................ Mason City
          Fouser, Leura Beatrice, Home Economics ............. Ellston
          Prandson, Clara—Home Economics ..................... Forest City
          Domestic Science, Alpha.
Fulton, Birdlyn—Primary ...................................... Linn Grove
          Second Grade, Storm Lake. 326 College Ave.
Gethmann, Alice—Commercial Typewriting, Evanston, Wyoming.
          Typewriting, Evanston, Wyoming.
Gibson, Virga—Art ............................................. Corning
          Glorfeld, Nita L.—Primary ............................ Buffalo Center
          Third Grade, Holstein.
Glosser, Violet Neva—Primary ................................. Traer
          Primary, Genesee Consolidated School, Buckingham
          Graham, Elaine—The Junior College ................... Audubon
          Gray, Ella Evelyn—Primary ............................ Norwalk
Gullett, Mazie A.—The Junior College ........................................ Hedrick
Student, I. S. T. C., Cedar Falls
Haake, Adalida Anna—The Junior College ............................... Lewis
Fourth Grade, Waterloo. 1207 Logan Ave.
Hanes, Ethel M.—Primary .................................................... Strawberry Point
Second Grade, Parmaburg.
Hanlon, Margaret T.—The Junior College ......................... Terril
Departmental, Fifth and Sixth Grades, Grecley.
Hansen, Minna M.—Primary .................................................. Wyoming
Second Grade, Charles City. 204 W. Kelly St.
Hansen, Ruby Irene—The Junior College ......................... Oneida
Fifth Grade, Strawberry Point
Hendrickson, Hazel E.—Primary ........................................... Thompson
Primary, Rockwell.
Hereini, Ardis A.—Primary ................................................ Nevada
Third and Fourth Grades, Milford Consolidated School, Nevada.
Higgins, Irene G.—The Junior College ........................................ Rock Valley
Student, I. S. T. C., Cedar Falls. 204 Olive St.
Hiler, Etta F.—Home Economics ............................................. Rockwell City
Home Economics, Quimby.
Hilliard, Esther R.—Primary ................................................ Vinton
Hillman, Gladys Adelaide—Primary ..................................... Rockford
Primary, Hobson, Montana.
Himebaugh, Lucille A.—The Junior College ..................... Cedar Falls
Rural School, Scotch Grove.
Hites, Lura L.—The Junior College ....................................... Waterloo
Third and Fourth Grades, Maple Hill.
Hoit, Helene Gretchen—The Junior College ....................... Marshalltown
Supply Work, Marshalltown. 504 E. Linn St.
Holtan, Nora Regina—Primary ................................................. Forest City
Third Grade, Menning.
Hook, Alene—The Junior College ............................................ Wellsburg
Grades, Rozet, Wyoming.
Hooker, Fern—The Junior College ........................................ Manchester
Seventh and Eighth Grades, Larrabee.
Horan, Mary C.—The Junior College ................................ Ottumwa
Primary, Ottumwa.
Hosford, Marian—Primary ..................................................... Burlington
Student, I. S. T. C., Cedar Falls. Bartlett Hall.
Hughes, Elizabeth A.—The Junior College ........................... Sutherland
Hunt, E. Lee—Manual Arts ..................................................... Cedar Falls
High School, Troy Mills
Hurley, Lulu B.—Primary .................................................... Montrose
Third and Fourth Grades, Avoca.
Ingersoll, Lura Eugenia—The Junior College ...................... Waverly
Fifth and Sixth Grades, Hansell.
Jennings, Beatrice D.—Primary ......................................... Boone
Primary I, Boone. 501 W. Fourth St.
Johnson, Florence Almeada—The Junior College ............. Creston
Third and Fourth Grades, Edgewood.
Johnson, Hazel—The Junior College ........................................ Linn Grove
Third and Fourth Grades, Alta.
Johnson, Mabel Cécilia—Primary ........................................ Masonville
Jones, Marcella—The Junior College .................................. Lime Springs
Fifth and Sixth Grades, Carroll. 1008 N. Main St.
Kappes, Margorie—Primary .................................................. Oelwein
Second Grade and Primary, Glasgow, Montana.
Keough, Mary Louise—The Junior College ............................... Le Mars
Kirchner, Alvina—The Junior College ..................................... Nichols
Fourth Grade, West Liberty. 419 Calhoun St.
Kirchner, Elsie P.—Primary ................................................... Nichols
Primary, Nichols.
Kliner, Thelma Daisy—Home Economics ................................ Burlington
Student, I. S. T. C., Cedar Falls. Bartlett Hall.
Kling, Fern Kathryn—The Junior College ............................ Boone
Grades, Perry. 1416 Evelyn St.
Knapp, Mable E.—Primary .................................................... Clear Lake
Rural School, Rudd.
Knight, Vera L.—The Junior College ...................................... Strawberry Point
Knoll, Elsie Marie—The Junior College ................................. Waukee
Fourth Grade, Waukee.
Knowles, Bess Norma—The Junior College ....................... Centerville
Third Grade, Centerville. 1100 Drake Ave.
Kruger, Katherine E.—Commercial ........................................ Cedar Falls
Student, I. S. T. C., Cedar Falls. 2115 Walnut St.
RECENT GRADUATES

Krumbach, Jessie Mabel—The Junior College 
Sixth Grade, Dubuque, 670 Alpine St. 
Dubuque
LaFrentz, Lorinda A.—Home Economics 
Home Economics and Glee Club, Tripoli. 
Schleswig
Lank, Ruby May—Public School Music 
Music, Drawing and Penmanship, Odebolt. 
Galva
Larson, Helen I.—The Junior College 
Third and Fourth Grades, Anthon. 
Alta
Larson, Lena—Primary 
Primary, Fort Dodge, 209 J. St. 
Humboldt
Lattin, Katherine—The Junior College 
Ungraded Room, Cedar Falls, 923 Clay St. 
Kalona
Leaman, Cordelia—Primary 
First and Second Grades, Webster. 
Iowa
Leclerc, LaFrenz, Lorinda A.—Primary 
English, Sixth Grade, Junior High School, Washington, 714 N. Iowa Ave. 
Washington
Llewellyn, Belva Lola—Public School Music 
Summer Music, Blakesburg. 
Delta
Loughridge, Nellie—Primary 
Principal, Central School, Arcadia. 
Iowa
Lynn, Flossie—Home Economics 
Mabel, Third and Fourth Grades, Oskaloosa. 
Greenfield
Mart, Margaret Eloise—The Junior College 
Intermediate Room, Iowa City, 623 E. Market. 
Iowa City
Martin, C. Alda—The Junior College 
Fourth and Fifth Grades, Triune. 
Clarksville
Martin, Helen R.—Primary 
Second and Third Grades, Triune. 
Greene
Martzahn, Hilda—The Junior College 
Third and Fourth Grades, Allison. 
Albia
Meyer, Josephine F.—Primary 
Principal, Council Bluffs. 
Monticello
Michaelson, Ruth J.—Primary 
Student, I. S. T. C., Cedar Falls, 2110 College St. 
Mount Pleasant
Michener, Edith—The Junior College 
Seventh and Eighth Grades, Clarksville. 
Emmettsburg
Millea, Mary Ellen—Home Economics 
Seventh and Eighth Grades, W. Benson, Nebraska. Omaha, Nebraska. 
Nebraska
Miller, Morris—The Junior College 
Sixth, Seventh and Eighth Grades, Mingo. 
Woden
Missman, Florence E.—The Junior College 
Fifth and Sixth Grades, Edgewood. 
Maxwell
Mullen, Helen V.—Kindergarten 
Kindergarten, Sergeant Bluff. 
Waterloo
Mythaker, Belva Jane—The Junior College 
Sixth Grade, Forest Grove, Oregon. 
Ryan
McElligott, Mary J.—Primary 
Rural School, Ryan. 
Mt. Pleasant
McGahan, Alta Fern—Primary 
Second Grade, Mt. Pleasant. 
Emmettsburg
McMahon, Kathleen—Primary 
Principal and Fourth Grade, Emmetsburg. 
Albia
McMeehan, Dorothy J.—Primary 
Principal, Beech. 
Shenandoah
Nelson, Letha Alice—Primary 
Second Grade, Dike. 
Somer
Ness, Nellie Henrietta—Public School Music 
Music, Penmanship and Physical Training, Fonda. 
Newton
Newell, Bertha Edna—The Junior College 
Opportunity Room, Waterloo, 330 Vine St. 
Fort Dodge
Nicholls, Jane Elizabeth—Primary 
West Side
Nielson, Agnes M.—Home Economics 
Home Economics, Viola Twp., Ross. 
Waverly
Noltink, Irma B.—The Junior College 
Ogle, Geraldine—Kindergarten 
Fort Dodge
Osborn, Edna—The Junior College 
Roswell, New Mexico.
Olsen, Susa—The Junior College 
Forest City
Olsen, Ruth—The Junior College 
History, Junior High School, Mt. Pleasant, 209 N. Jefferson St. 
Huxley
Park, Florence E.—The Junior College 
Fifth Grade, Boxholm. 
Lacona
Parker, Lela G.—The Junior College 
Bridgewater
Pastela, Florence E.—The Junior College 
West Point
Perrott, J. Lillian—The Junior College 
Grades, Consolidated School, Argyle. 
Storm Lake
Mathematics, Junior High School, Storm Lake. 339.
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RECENT GRADUATES

Waln, Jessie—The Junior College .................................................. Springville
  Junior High School, Reinbeck.
Wecleler, Margaret—The Junior College ....................................... Des Moines
  Grade Teacher, Des Moines. 3302 W. 50th St.
Weekley, Florence I.—Home Economics ........................................ Mt. Union
Weisbad, Leone E.—Commercial ........................................ Cedar Falls
  Student, I. S. T. C., Cedar Falls. 320 Clay St.
Westbrook, Mabel Ruth—The Junior College ................................ Milton
  Fifth and Sixth Grades, Schleswig.
Whipple, Martha J.—Primary ................................................... Vinton
  Second Grade, Vinton.
Whitacre, Mrs. Nellie—The Junior College ..................................... West Liberty
  Intermediate Grades, Iowa City. 229 ½ E. Washington.
White, Mary H.—The Junior College .......................................... Mediapolis
  Clerking, Mediapolis.
Wildor, Ruth—Kindergarten ..................................................... Humboldt
  Second Grade, Algona.
Willson, Helen—Primary ....................................................... Rock Springs, Wyoming
  Third Grade, Rock Springs, Wyo.
Wright, Alma E.—The Junior College ........................................ Marshalltown
  Fifth and Sixth Grades, Ames. 722 Burnett Ave.
Wright, Helen Winifred—Primary ................................................ Charlton
  Primary, Derby.
Yarcho, Esther L.—Primary ..................................................... Cedar Falls
  First and Second Grades, Richland Consolidated School, Orient.
Zeiger, Aurelia Genevieve—Primary ............................................. Garner
  Rural School, Kanawha.

Special Curriculums

Jacobs, Emma G.—Teacher of Rural Schools ................................ Thompson
  Weir, Mary—Teacher of Rural Schools ........................................ Waterloo

NOVEMBER, 1925

DEGREE CURRICULUMS

Bachelor of Arts in Education

Christensen, Marquerite Louise ................................................ Cedar Falls
  Cedar Falls. 611 Grant St.
Dahm, Walter Elmer ............................................................... Sioux City
  Sioux City. 1509 McDonal Ave.
Dawson, Martha Jane ............................................................... Cedar Falls
  Witterman, Anna F. .............................................................. Anita
Fenner, Rose Alora ................................................................. Cedar Falls
  Cedar Falls. 1907 College St.
Harnack, Elizabeth C. ............................................................... Renssen
Houston, Sam M. ................................................................. Cosgrove
Howard, Roy ..................................................................... Martinburg
  Leroi, Minn.
Jensen, Benjamin Alfred ........................................................ Student, State University of Iowa, Iowa City. Quadrangle.
  Johnson, Lillian Margaret ................................................ Waterloo
  Waterloo. 1223 Logan Ave.
McCreary, Elmer J. ................................................................. Waterloo
  Waterloo. 512 Leland Ave.
Von Nichol, John Oliver .......................................................... Bloomfield
Rasmussen, Irene W. ................................................................. Newton
  Von Mette, Florence M. ....................................................... Mitchell, S. Dak.
Wilson, Erness E. ................................................................. Cedar Falls
  Cedar Falls. 1716 Clay St.

Bachelor of Science in Education

Farris, Ralph J. ................................................................. Independence
  Hopkins, Mrs. May Durvee ................................................ Cedar Falls

DIPLOMA CURRICULUMS

Benton, Mildred Lucile—Kindergarten .......................................... Wesley
Blumenshel, Charlotte E.—Primary ........................................ Mason City
  Brandstatter, Isabelle—The Junior College ................................ Menlo
  Student, I. S. T. C., Cedar Falls. 1931 College St.
Callaghan, Margaret Cecilia—The Junior College ......................... Green Island
  Carr, Margaret A.—The Junior College ..................................... Beaconsfield
  Student, I. S. T. C., Cedar Falls. Bartlett Hall.
Charleston, Dixie—The Junior College ........................................ Dayton
  Rural School, Fort Dodge. R. R. No. 1.
Christoffersen, Thorval—Manual Arts ......................................... Cedar Falls
  Cedar Falls. 2213 College St.
Coffeen, Lloyd H.—Manual Arts ................................................. Collins
Crist, Eva Ida—Primary .......................................................... Stanwood
Fourth Grade, Waterloo, Kingsley Building
Earp, Juanita—The Junior College ........................................... Crystal Lake
Ertes, Catharine Magdalen—The Junior College ............................. Sibley
Flynn, Mary Teresa—The Junior College .................................... Cedar Rapids
Forde, Mary E.—Kindergarten .................................................. Missouri Valley
Fordyce, Dorothy Mae—Commercial ........................................... Parkersburg
Henderson, Gladys L.—The Junior College .................................. Plover
Hendrickson, Clara—The Junior College ...................................... Thompson
Student, I. S. T. C., Cedar Falls, Bartlett Hall.
Holm, Myrtle L.—The Junior College ........................................ Chio
Student, I. S. T. C., Cedar Falls, 219 College St.
Hood, Bertha Louise—Primary .................................................. Shenandoah
Horak, Hattie Geraldine—Primary .............................................. Ely
Student, I. S. T. C., Cedar Falls, 803 W. 20th St.
Horel, Ada—The Junior College ............................................... Janesville
Student, I. S. T. C., Cedar Falls, Bartlett Hall.
Jefferson, Frances Hope—The Junior College ................................ Bingham Lake, Minn.
Johnson, Ila Mae—Commercial .................................................. Collins
Student, I. S. T. C., Cedar Falls, 2804 Olive St.
Johnson, Juanita M.—The Junior College ..................................... Manning
Student, I. S. T. C., Cedar Falls, Bartlett Hall.
Keifer, Anne Virginia—The Junior College ................................... Sunborn
Krantz, Florene M.—Commercial ................................................ Dubuque
Substitute Teacher, Dubuque, 350 Kaufman Ave.
Kratz, Isabelle Louise—Primary ............................................... Cedar Rapids
1836 C. Ave. E.
Lynch, Florence B.—Home Economics ......................................... Cedar Falls
Cedar Falls, 2310 Franklin St.
Lynch, Vesta—Home Economics ................................................ Cedar Falls
Cedar Falls, 2310 Franklin St.
Mincer, Mary M.—Primary ..................................................... New Sharon
Mitchell, Clara Betty—The Junior College ................................... Charles City
McEvoy, Margaret Mary—The Junior College ................................ Emmetsburg
Nagel, Anne Alvina—Kindergarten ............................................ Davenport
Pierce, Elsie Violet—The Junior College ...................................... Hastings
Smith, Cordia Edith—The Junior College .................................... Killington
Spencer, Dora Selke—The Junior College ..................................... Waterloo
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Sponberg, Mildred—The Junior College ....................................... Noble
Thomas, Elva B.—Primary ..................................................... Linn Grove
First and Second Grades, Webb.
Torgerson, Helen R.—The Junior College .................................... St. Ansgar
Tuynman, Mary A.—The Junior College ..................................... Rock Valley
Fourth Grade, Rock Valley.
Van DeLinder, Laura B.—Primary ............................................. New Virginia
Van Tries, Bessie—The Junior College ......................................... Garner
Mrs. N. D. Ellison, Cleveland, Ohio, 1901 E. 55th St.
Wagner, Frances M.—The Junior College .................................... Thornton
Warnick, Mary Ellen—The Junior College .................................... Cedar Falls
Cedar Falls, 1304 College St.
Wald, Pearl Marie—The Junior College ...................................... Grinnell
Williams, Ruth Elizabeth—The Junior College ............................... Waterloo
Waterloo, 109 Independence Ave.
Winter, Berenice M.—The Junior College .................................... Lakota
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Teaching, Summer.
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<td><strong>Net Grand Total Exclusive of Training School</strong></td>
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### A. By Terms in Resident Work:

1. **Summer Term 1924:**
   - Cedar Falls: 425
   - Atlantic: 19
   - Estherville: 18
   - Keokuk: 11
   - Osceola: 40
   - Sac City: 13
   - Shenandoah: 16

   **Total for Summer Term:** 542

2. **Fall Term:**
   - 513

3. **Winter Term:**
   - 512

4. **Spring Term:**
   - 467

5. **Different Students for Fall, Winter and Spring Terms:**
   - 651

   **Net Grand Total in Residence exclusive of Training School:** 1058

### B. In Credit Extension Class Work:

1. **Collegiate Work—Credit:**
   - 37

2. **Collegiate Work—No Credit:**
   - 5

   **Total:** 42

3. **Total:** 479

4. **Total:** 521

### C. In Correspondence Work:

1. **Credit Reported:**
   - 31

2. **No Credit Reported:**
   - 1

   **Total:** 32

### D. Pupils in Training in Teaching Department:

1. **Cedar Falls Training School:**
   - 237

2. **East Waterloo (Pupils in Classes Taught by Students):**
   - Lower Grades: 17

3. **West Waterloo (Pupils in Classes Taught by Students):**
   - Lower Grades: 71

4. **Cherokee (Pupils in Classes Taught by Students):**
   - Lower Grades: 134

5. ** Jesup (Pupils in Classes taught by Students):**
   - Intermediate Grades: 20

6. **Iowa City (Pupils in Classes Taught by Students):**
   - Lower Grades: 20

7. **Mason City (Pupils in Classes Taught by Students):**
   - Lower Grades: 65

8. **Shenandoah (Pupils in Classes Taught by Students):**
   - Intermediate Grades: 24

9. **Rural Demonstration Schools (Affiliated with the College):**
   - 17

10. **Consolidated Schools (Affiliated with the College):**
    - (a) Hudson: 133
    - (b) Jesup: 191

   **Grand Total in Training Schools:** 928

### E. Number Receiving Degrees, Diplomas and Department Certificates:

1. **Master of Didactics Degree (One Year of Special Work for College Graduates):**
   - Men: 1
   - Women: 1
   - Total: 2

2. **Bachelor of Arts in Education Degree:**
   - 149

3. **Collegiate Diplomas (Two and Three Year Curriculums of College Grade):**
   - (a) Art: 9
   - (b) Commercial: 3
   - (c) Home Economics: 3
   - (d) Junior College: 10
   - (e) Kindergarten: 10
   - (f) Manual Arts: 33
   - (g) Primary: 217
   - (h) Public School Music: 1
     - (1) Three Year: 4
     - (2) Two Year: 11

4. **Rural Teachers Diploma (Two years sub-collegiate work) (Rural School Diploma Entrance):**

   **Total:** 183
### SUMMARY OF STUDENTS

5. Special Music Diploma:

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<td>(a) Organ</td>
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<td>(b) Piano</td>
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<td>(c) Voice</td>
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6. Department Certificates:

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<td>(b) Piano</td>
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<td>(c) Voice</td>
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<td>(d) Bassoon</td>
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<td>(e) Trombone</td>
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<td>(f) Swimming</td>
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<td>(g) French Horn</td>
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<td>(h) Cornet</td>
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<td>(i) Penmanship</td>
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**Grand Total** 98 781 879
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