College Circular [Catalog] 1925

Iowa State Teachers College
IOWA STATE TEACHERS COLLEGE
CEDAR FALLS, IOWA

STATE BOARD OF EDUCATION

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GEORGE T. BAKER, Davenport
W. C. STUCKSLAGER, Lisbon
ANNA B. LAWTHER, Dubuque

Term expires July 1, 1925.
Term expires July 1, 1927.
Term expires July 1, 1929.

FINANCE COMMITTEE
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*Appointed by the Governor.
### Calendar for 1925

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CALENDAR FOR 1925-1926

Summer Term—Twelve Weeks

1925

June
3—Wednesday, Enrollment, without penalty, 7:00 A. M. to 5:00 P. M. One dollar penalty for later dates.

June
4—Thursday, Recitations begin 7:00 A. M., class periods as on the program.

June 24, 25, 26—Wednesday, Thursday, Friday, Examinations for Teachers Certificates. Examinations for State Certificates if arranged in advance.

July 29, 30, 31—Wednesday, Thursday, Friday, Examinations for Teachers Certificates. Examinations for State Certificates if arranged in advance.

August
21—Friday, Recitations close at 12:00 noon.
August
22—Saturday, to September 8, Tuesday, Summer Vacation.

Fall Term—Twelve Weeks

Sept.
9—Wednesday, Enrollment, without penalty, 7:30 A. M. to 4:00 P. M. One dollar penalty for later dates.

Sept.
10—Thursday, Recitations begin 8:00 A. M., class periods as on the program. Training School opens 9:00 A. M.

Oct. 28, 29, 30—Wednesday, Thursday, Friday, Examinations for Teachers Certificates, beginning Wednesday, 8:00 A. M. Examinations for State Certificates if arranged in advance.

Dec.
1—Tuesday, Recitations close at noon.

Winter Term—Twelve Weeks

Dec.
2—Wednesday, Enrollment, without penalty, 7:30 A. M. to 4:00 P. M. One dollar penalty for later dates.

Dec.
3—Thursday, Recitations begin 8:00 A. M., class periods as on the program.

Dec.
22—Tuesday, at 12:25, Holiday Recess, continuing two weeks.

1926

Jan.
6—Wednesday, Recitations resumed, 8:00 A. M.

Jan. 27, 28, 29—Wednesday, Thursday, Friday, Examinations for Teachers Certificates, beginning Wednesday, 8:00 A. M. Examination for State Certificates if arranged in advance.

March
9—Tuesday, Recitations close at noon.

Spring Term—Twelve Weeks

March
10—Wednesday, Enrollment, without penalty, 7:30 A. M. to 4:00 P. M. One dollar penalty for later dates.

March
11—Thursday, Recitations begin 8:00 A. M., class periods as on the program.

May
28—Friday, Recitations close at noon.

May 28-June
1—Commencement Exercises.

June
2—Wednesday, Enrollment Day, Summer Term.
OFFICERS OF ADMINISTRATION AND INSTRUCTION
1924-1925

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

Officers of Administration

HOMER H. SEERLEY, President.
Education—Rural schools, Stark County, Illinois, and Keokuk County Iowa, 1852-1866; Preparatory Department, 1866-7; B. Ph., 1873; B. Di., 1875; M. A., 1876; LL.D., 1901, State University of Iowa; LL.D., Penn College, 1898.
Experience—Rural schools, Keokuk County, Iowa, 1867, 1868, 1871; High School Assistant, 1873-74; High School Principal; 1874-75; Superintendent, 1875-1886, Oskaloosa, Iowa; Principal, 1886-88; President, I. S. T. C., 1889.

CHARLES S. CORY, Registrar and Examiner.
Education—Rural schools; attended Bradford Academy, two years; M. Di., I. S. T. C., 1900; B. S., State University of Iowa, 1902.
Experience—Rural schools, 1889-1892; Village Principal, 1892-94; County Superintendent, 1894-98; City Superintendent, 1902-07; Professor of Mathematics, 1907-13; College Examiner, 1909-11; Registrar and Examiner, I. S. T. C., 1913.

IRVING H. HART, Director of Extension.
Education—Rural, public and private schools, Iowa and Nebraska, 1885-95; B. A., Grinnell College, 1888; Graduate student in History, State University of Iowa, 1900-01; Member Phi Beta Kappa, Grinnell College; Phi Delta Kappa, Epsilon Chapter.
Experience—Instructor in various private and public schools, Missouri, Nebraska, and Texas, 1898-1908; Superintendent of Allison, Iowa, Schools, 1908-12; County Superintendent of Butler County, Iowa, Schools, 1913-14; Professor of Rural Education, 1914-16; Assistant Director of Extension, 1914-16; Director of Extension, I. S. T. C., 1916. Leave of absence for Army Y. M. C. A. Work, April 22, 1918, to April 9, 1919.

ALBERT C. FULLER, JR., Associate Director of Extension.
Education—M. Di., I. S. T. C., 1899; B. A., State University of Iowa, 1911; Student, University of Chicago, Summer 1904; Member, Phi Delta Kappa.
Experience—Principal, High School, 1899-1900; Superintendent of Schools, 1900-03, Manning, Iowa; Sidney, Iowa, Schools, 1903-04; Storm Lake, Iowa, Schools, 1904-10; Washington, Iowa, Schools, 1910-13; Inspector of Graded and High Schools, State Department of Public Instruction, 1913-16; Inspector of Normal Training in High Schools, State Department of Public Instruction, 1916-17; Professor of Rural Education, 1917-18; Associate Director of Extension, I. S. T. C., 1918.

LESLIE I. REED, Dean of Men, Supervisor of Freshmen.
Education—Rural School Diploma, 1891; Clarinda, Iowa, High School, Fall, 1892; Western Normal College, Shenandoah, Iowa, Fall, 1893; B. Di., 1900; M. Di., 1900; I. S. T. C.; Ph. B., 1903; Scholar of Education, 1903-04; 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, Iow: State Board of Education, 1914-16; Professor of Rural Education, Summer, 1916; Adviser of Men, 1916; Adviser of Freshmen, I. S. T. C., 1916; Dean of Men, 1924.
FACULTY

BENJAMIN BOARDMAN, College Secretary.
Education—Rural Schools of Iowa; High school education, Shelby, Iowa; Peoria, Illinois; Simpson College, Indiana; B. D., 1898; 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.

MYRTLE DEAN, Director of Hospital and Head Nurse, 1924.
Education—Tilden High School, Tilden, Neb.; Gates Academy, Neligh, Neb.; Atlantic Hospital Training School for Nurses, Atlantic, Iowa; Administrative course for nurses, Iowa State University, Iowa City, Iowa.
Experience—Supt. of South Omaha Hospital, S. Omaha, Neb., 1912-16; Instructor Illinois Training School, Chicago, 1916-17; Overseas service with Base Hospital No. 12, 1917-19; Chief Nurse American Red Cross, Montenegro, 1919-20; School Nurse, Seibig, 1920-21; Instructor American Hospital, Constantinople, Turkey, 1923-24; Director of Hospital and Head Nurse, I. S. T. C., 1924.

MARY E. HAIGHT, Head of Bartlett Hall.
Education—Graduated Cedar Rapids High School; Post graduate work and one year Normal Course, Cedar Rapids High School; Course in Psychology, Coe College, Cedar Rapids, Iowa, 1900; Home Economics, Bradley Polytechnic, Peoria, Illinois, 1908; Home Economics, Stout Institute, 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, 1898-1906; 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.
G. W. WALTERS, Head.
Education—Rural and private schools, Iowa; Graduated from Howe’s Academy, Mt. Pleasant, Iowa; B. S., 1879; M. S., 1882, Iowa Wesleyan College, Mt. Pleasant, Iowa.
Experience—Rural schools, Lee County, Iowa, two years; Principal, Ft. Madison High School, 1879-80; Principal, Whittier College, Salem, Iowa, 1880-83; Howe’s Academy, 1883-86; Principal, Preparatory Department, 1886; Professor of Mathematics, 1886-91; Professor of Psychology, etc., 1891-93; Vice President, 1889-93, Iowa Wesleyan College; Principal, Whipple Academy, Illinois, 1893; Assistant Professor of Mathematics, 1893-97; Assistant Professor of Education, 1897-98; Professor of Education, 1898; Head of the Department of Education, I. S. T. C., 1916; 3 months leave, 1924.

HUGH S. BUFFUM, Professor of Education.
Education—Rural school, LeRoy, Iowa; Graduated from Lineville, Iowa, High School, 1897; Parsons College, 1897-99; B. A., 1901; M. A., 1902; B. Di., 1904; Ph. D., 1906, State University of Iowa; Scholar in Public Speaking, 1901-02; Honorary Fellow in Education, 1904-05; Fellow in Education, 1905-06; State University of Iowa. Member, Phi Beta Kappa, Phi Delta Kappa.
Experience—Superintendent of Lamoni, Iowa, Schools, 1902-04; Iowa City Academy, 1904-06; Instructor in Education, State University of Iowa, 1906-07; Professor of Education, Cornell College, 1907-08; Professor of the Valley School, State Normal School, 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., 1900, Haverford College, Pennsylvania; Attended Columbia University, 1915-16; Iowa University, Summer, 1923, Summer, 1924. Member, Phi Beta 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, 1912-15; Instructor in Butler County, Kansas, Normal, Summers, 1912, 1914, 1915; Assistant Professor of Education, 1915-17; 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. Di., 1906; M. Di., 1909, I. S. T. C.; University of Wisconsin, Summer, 1908; B. A., 1910; Graduate work, Summers, 1910, 1913, 1914, 1915; M. A., 1920, University of Iowa. Member, Phi Delta Kappa. Graduate Student, Iowa, 1924-25.
Experience—Rural schools, Howard County, six terms; Principal of Norwalk, Iowa, Schools, 1904-05; Principal of Algona, Iowa, Schools, 1906-08; Superintendent of Bedford, Iowa, Schools, 1910-15; Superintendent of Spencer, Iowa, schools, 1915-18; Professor of Rural Education, I. S. T. C., 1918, Transferred to Education Department, Spring, 1921. Leave of absence, 1924-25.
FACULTY

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

MAY SMITH, Professor of Education.
Education—Public schools, Cedar Rapids, Iowa; Graduated from Coe Academy, Cedar Rapids, Iowa; B. A., Coe College, 1905; Graduate work, University of Chicago, Summer, 1917, Winter and Spring Quarters, 1919, Spring, 1920.
Experience—Primary grades, Cedar Rapids, Iowa, 1905-18; Instructor in Primary Methods, I. S. T. C., Summers, 1916-17-18-19; Assistant Professor of Education, I. S. T. C., 1919; Professor of Education, I. S. T. C., 1921.

AMY F. AREY, Professor of Education.
Education—B. Di., 1895; M. Di., 1896, I. S. T. C.; Ph. B., Grinnell College, 1899; B. S., M. A., Columbia University. Member, Phi Beta Kappa, Grinnell College.
Experience—Primary Teacher, Tipton, Iowa, Public schools, 1899-1903; Primary Critic, L. 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.

T. B. HOMAN, Professor of Education.
Education—Rural schools; Four years' academic work; B. Di., 1911; M. Di., 1913; A. B., 1914, I. S. T. C.; M. A., 1917; Advanced Graduate work, 1917-19; S. U. I. Member, Phi Delta Kappa.
Experience—Principal, Public schools, 1903-09; Superintendent of Schools, Adair, Iowa, 1909-11; Superintendent of Schools, Griswold, Iowa, 1910-16; Normal Training Department, Des Moines College, Summer, 1915; State Teachers College, Duluth, Minnesota, 1919-21; Assistant Professor of Education, 1921; Professor of Education, I. S. T. C., 1922.

ROBERTSON RILEY HOLLINGSWORTH, Professor of Education.
Education—Graduated Sylvester, Georgia High School, 1906; Attended Mercer University, Macon, Georgia, 1906-08, 1909-11; Washington State Normal, Bellingham, Washington, Summers, 1913, 1914; A. B. and A. M., University of Washington, Seattle, Washington, 1914-1916; two years 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, 1909-11; Principal, Grade school, Monroe, Louisiana, 1911-12; Principal Consolidated school, Ashford, Washington, 1912-13; Superintendent of Schools, Ray, Washington, 1913-14; Principal, Central High School, Marysville, Washington, 1916-17; Superintendent of Schools, Coupeville, Washington, 1917-18; Professor of History and Education, Meredith College, Raleigh, N. C., 1918-19; Assistant Professor, Education, Washington University, St. Louis, Mo., 1919-20; Professor of Education, Florida State College, Tallahassee, Florida, Summer, 1920; Assistant Professor of Education, 1921; Professor of Education, I. S. T. C., 1922. Leave of absence during Fall and Winter terms, 1923-24, Spring quarter, 1925.

J. A. WILEY, Professor of Education.
Education—Graduate, Southeast Missouri State Teachers College, Cape Girardeau, Mo.; B. S. and A. M., University of Missouri; two summers, Columbia University; one year and two summers, all residence requirements completed for Ph. D. degree, University of Chicago.
Experience—Two years in rural schools; five years, principal and superintendent city schools; four years, college departments of education; one year, Central Missouri State Teachers College, Warrensburg, Mo.; one year, University of North Dakota, University, N. D.; Summer term each in Wayne, Nebraska, State Normal School and Pittsburgh, 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.
O. E. HERZBERG, Professor of Education.
Education—Graduated State Normal School, Oshkosh, Wis., 1914; B. A., University of Wisconsin, 1921; M. A., Teachers College, Columbia University, 1922; Graduate Student, University of Wisconsin, 1924-25.
Experience—Five years, principal of schools in the State of Wisconsin; Assistant Professor of Education, I. S. T. C., 1922; Professor of Education, I. S. T. C., 1923; Leave of Absence, 1924-25.

CHARLES O. TODD, Professor of Education.
Education—Graduate, Indiana State Normal School, four year course, 1904; A. B., Indiana State University, 1911; M. A., Chicago University, 1916.
Experience—Superintendent of city schools at Franklin, Indiana, five years; Paoli, Indiana, four years; Chester, Illinois, six years; Assistant Professor of Education, I. S. T. C., 1922; Professor of Education, 1924.

E. C. Denny, Professor of Education.
Education—B. A., Indiana University, 1915; M. A., University of Chicago, 1916; Chicago Summer Quarters, 1916 and 1922.
Experience—Indiana Rural School; four years in Indiana Consolidated school; 1 1-3 years in Idaho Normal; 2 years in U. S. Army; 1 year Instructor at Wabash College; 2 years High School Principal, Norfolk, Neb.; 2 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.

LOUISE A. GREEN, Assistant Professor of Education.
Education—Graduate Wilson Normal School, Washington, D. C., 1915; Ph. B., University of Chicago, 1918; M. A., University of Wisconsin, 1922; Graduate work Columbia University, summer school, 1921.
Experience—Teacher of Primary grades, Washington, D. C., two years, 1919-1921; Teacher of Education, Normal School, Philippine Islands, two years, 1918-1920; Director of Education, Broadus College, West Virginia, 1 year, 1921; Professor of Education, Eastern State Teachers College, Kentucky, one year, 1922; Assistant Professor of Education, I. S. T. C., 1923.

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., 1924.

M. J. NELSON, Assistant Professor of Education.
Education—B. A., Luther College, 1916; two years' graduate work, University of Wisconsin, 1922-24; M. A., 1924. Member Phi Delta Kappa.
Experience—Four years principal and superintendent city schools in the State of North Dakota; two years in the U. S. Army; Instructor, I. S. T. C., Summer, 1923, Assistant Professor of Education, I. S. T. C., 1924.

ALVIN W. HOYT, Assistant Professor of Education.
Education—Iowa public schools; Ida Grove, Iowa public schools; Summer, 1917; Colorado Agricultural College, Summer, 1919; University of Colorado, Summers, 1920-23; M. A., 1923. Graduate Student, University of Iowa, 1923-24.
Experience—Four years principal and superintendent city schools in the State of Iowa; nine years 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 three months, 1922-23. 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, 1920-21; Assistant Professor of Education, I. S. T. C., 1924.
D. P. PHILLIPS, Instructor in 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.

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, almost all in English, two years.

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

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, 1890-94; 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, 1892; 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 1880; Chariton, Iowa, Public School, 1880-89; Kansas City, 1889; Teacher, Columbia College of Expression; Private School for Girls, 1884-1905; 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, 1895-97; Des Moines, Iowa, High School, 1897-1905; Instructor in English, 1907-09; Professor of English, I. S. T. C., 1909.

W. B. FAGAN, Professor of English.

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

Experience—Loan Desk Assistant, Richmond, Indiana, Public Library, 1905-06, 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, 1915-1919; 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. I.; Graduate student University of Chicago, Fall, 1920; Summer 1923, Columbia University; European Summer School, 1924.

Experience—Rural Schools of Iowa, 1902-03; Grades, Radcliffe, Iowa, 1903-04.
D. P. PHILLIPS, Instructor in 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.

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, almost all in English, two years.

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

JENNETTE CARPENTER, Professor of English.

Education—Public schools of Cedar County and Clarence, Iowa, High School; Graduated from Pedagogical College, 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, 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 school, Spring and Fall of 1880; Chariton, Iowa, Public School, 1889-93, 1894-97; Assistant in English, 1899-1900; Instructor in English, 1900-02; Assistant Professor of English, 1902-04; Professor of English, I. S. T. C., 1904.

LILLIAN V. LAMBERT, Professor of English.

Education—B. S., Penn College, 1889; Ph. B., 1895; 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, 1895-97; Des Moines, Iowa, High School, 1897-1905; Instructor in English, 1900-02; Professor of English, I. S. T. C., 1909.

W. B. FAGAN, Professor of English.

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

Experience—Loan Desk Assistant, Richmond, Indiana, Public Library, 1905-06, 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, 1915-1919; 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. L.; Graduate student University of Chicago, Fall, 1920; Summer 1923, Columbia University; European Summer School, 1924.

Experience—Rural Schools of Iowa, 1902-03; Grades, Radcliffe, Iowa, 1903.
IOWA STATE TEACHERS COLLEGE

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.

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; 1918-19; Graduate work, University of Iowa; Radcliffe College, 1921-22.
Experience—High School, Marshall, Minnesota, 1918-19; High School, Pipestone, Minnesota, 1907-08; High School, Sibley, Iowa, 1909-12, Principal 1912-18; Instructor in English, State University of Iowa, 1919-19-22; 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, 1922.

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

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

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

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.
Experience—Ward Principal, Rochester, Minnesota, 1903-06; English and Public Speaking, Sigourney, Iowa, 1908-11; English, Waterloo, Iowa, 1912-17; English, Cedar Falls, Iowa, 1917-18; Stenography, High School of Commerce, Omaha, Nebraska, 1918-20; Head of English Department, Watertown, South Dakota, 1921-22; Summers 1920-21-22, Instructor in English, I. S. T. C.; Assistant Professor of English, I. S. T. C., 1923.
HELEN C. KNAPP, Assistant Professor of Oral Interpretation.
Education—B. A., I. S. T. C., 1919; Summer session, University of Wisconsin, 1922.
Experience—Head of English Department, Rock Rapids, Iowa, 1919-22; Instructor in English, I. S. T. C., 1922.

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, 1910-16; Assistant Examiner, Intelligence Department, Bureau of Imports, War Trade Board, Washington, D. C., 1917-19; Junior High School, Cedar Rapids, 1919-21; Educational Assistant, Masonic Service Association of the United States, 1921-22; Instructor in English, Spring term, 1923; traveled in Europe, summer, 1922.

FLORENCE C. WEAVER, Instructor of English.
Experience—English and Public Speaking, Richland High School, Richland, Iowa, 1919-22; Instructor in English, I. S. T. C., 1923.

LOIS GILLAM, Instructor of English.
Education—B. A., State University of Iowa, 1916; Diploma in Dramatic Art, Drake University, 1922.
Experience—Head of English and principal, Flandreau, High School, South Dakota, 1916-19; Instructor of English, East High, Des Moines, 1919-21; Instructor in School of Speech and Dramatic Art, Syracuse University, New York, 1922-23; Instructor of English, I. S. T. C., 1923.

MARIE HORTENSE GUYER, Instructor in English.
Education—High School, Waseca, Minnesota, 1912; B. A., 1918, St. Catherine’s College, St. Paul, Minnesota; Teachers Diploma in Speech and Dramatics, 1917; Northwestern University; Graduate student, Summer, 1922, Northwestern University.

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

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

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.
Experience—Montezuma High School, 1913-14; Vinton High School, 1915-18; Instructor in Oral Interpretation, I. S. T. C., 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.

VERA ALICE PAUL, Instructor in English.
Education—Coe College, B. A., 1907; Graduate School of Speech of Northwestern University, 1914; University of Chicago, Quarter, 1919; University of Iowa, M. A., 1921.
Experience—Marengo, Iowa, High School, 1907-1913; Monmouth, Illinois, High School, 1914-16; Monmouth College, 1916-18; State Normal, Eau Claire, Wisconsin, 1918-1919 and Summer, 1921; Mary Institute, St. Louis, Missouri, 1921-24; Instructor in English, I. S. T. C., fall term, 1924.

FRANK IVAN MERCHANT, Head.
Education—A. B., Shurtleff College, 1880; A. M.; Ph. D., 1890 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, 1880-83; 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.

INGEBRIGT LILLEHEI, Acting 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, 1911-13; French Northwestern University, 1914-15; French and Spanish, University of Iowa, 1916-18; French and Spanish, Colorado State Normal School, Gunnison, Colorado, Summer 1918; Professor of Romance Languages, I. S. T. C., 1918; Acting Head of the Department, 1924.

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, 1918; 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, 1916-18; Instructor of Romance Languages, 1918; Assistant Professor in Romance Languages, I. S. T. C., 1921; Professor, I. S. T. C., 1924.

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

MILDRED DYER, Instructor of Romance Languages.
Education—B. A. 1907, 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.

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. 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, 1922-23; 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, 1882-89; 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.

IRAS S. CONDIT, Head.

Education—Public Schools, Viola, Illinois; Rural school, Camp Creek, Illinois; Branch Academy, Macomb, Illinois; Parsons College Academy, Fairfield, Iowa, 1879-1882; 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, 1892-93; Assistant Professor of Mathematics, 1898-99; Professor of Mathematics, 1899; Head of Mathematics, 1909; Head of the Department of Mathematics and Commerce, I. S. T. C., 1922.

HARRY C. CUMMINS, Professor of Commerce.

Education—Waverly, Iowa, Public Schools; Graduate, Valder Business College, 1891; B. Di., I. S. T. C., 1898.

Experience—Principal Commercial Department, Nora Springs Seminary, 1891-93; Principal, Commercial Department, Waterloo Business College, 1893-95; Instructor of Penmanship and Bookkeeping, 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 Diploma, Mudbranch, Argyle, Wisconsin; Graduated from Argyle, Wisconsin, High School; B. Di., 1896; M. Di., 1897, I. S. T. C.; Ph. B., State University of Iowa, 1904; Graduate student, University of Chicago, Summer Terms, 1914, 1916.

Experience—Rural schools, Hardin county, Iowa, 1890-92; Principal and Teacher of Latin and Mathematics, Dows, Iowa, High School, 1897-1900; Assistant in Arithmetic, 1901-03, 1904-06; Instructor in Mathematics, 1906-09; Assistant Professor of Mathematics, 1909-15; Professor of Mathematics, I. S. T. C., 1915.

CHARLES W. WESTER, Professor of Mathematics.

Education—Rural schools, Polk County, Oregon; Preparatory School, Willamette University; B. S. D., Oregon State Normal, 1891; Student, University of Oregon, 1894-96; Student, Washington State College, 1900-01; B. S., University of California, 1908; A. M., University of
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.

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

MYRTLE E. GAFFIN, Instructor of Commerce.
Education—Graduate, Buffalo Center, Iowa, High School; B. Di., I. S. T. C., 1907; Attended Helena, Montana, Business College; Commercial Education Diploma, I. S. T. C., 1921; B. A., I. S. T. C., 1923.
Experience—Grades, West Liberty, Iowa, 2 years; Grades, Helena, Montana, 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, 1913-18; Grades, Independence, Iowa, 1918-22; Instructor, Commercial Departments, I. S. T. C., 1924.

LOUIS BEGEMAN, Head.
Education—Public School, Evansville, Indiana; Graduated from two-year business course, 1880, and from four-year course, 1882, Evansville
FACULTY

High School; B. S., 1889; M. S., 1897; University of Michigan; Ph. D., University of Chicago, 1910; Life Diploma, State of Iowa, 1892; 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 Missouri Botanical Gardens under Dr. Trelease, 1892-95; Student, Jefferson Physical Laboratory, Harvard University, Summer 1903; Student in Physics, University of Wisconsin, Summer, 1912.

Experience—Rural school, Delaware County, 1884; Principal of Public Schools, Epworth, 1885; Farley, 1886; Earlville, 1887-89; Instructor in Elementary Science, Manual Training School of the Washington University, St. Louis, 1892-95; Principal of North Wisconsin Academy (now Northland College), Ashland, Wisconsin, 1895-98; Instructor in Physics and Mathematics, Beloit College and Academy, 1899; Professor of 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, 1903; Teacher's Life Certificate in Michigan, 1903; 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, 1893-94; Assistant in Chemistry, Hillsdale College, 1900-02; Professor of Science, 1902-09; Secretary and Treasurer, 1903-05; Dean, 1908-09; Parker College, Minnesota; Head of Science Department and Professor of Physics and Chemistry, Central College, 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., 1913-18; 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 Boberg, Private Laboratory, Eau Claire, Wisconsin; Laboratory, Oatmen Condensed Mills Company, Neillsville, Wisconsin; Laboratory Chemical Pharmacology, Medical Department, University of Wisconsin.

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 Blotchley, Indiana, Summer 1905; Fellow, Department of Geology, 1916-17; Ph.
D., 1917, State University of Iowa. Member, Sigma Xi, State University of Iowa; Phi Beta Kappa, Cornell College, 1923.

Experience—Rural schools, Hardin County, Iowa, 1896-97; Charge of Grammar Grade, Hubbard, Iowa, 1897-98; Superintendent of Albion, Iowa, Township High School, 1900-03; Instructor in Geography, 1903-06; 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. Di., I. S. T. 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, 1903-05; Assistant Professor, 1905-14; Professor of Natural Science, I. S. T. C., 1914. Leave of absence, fall term, 1922.

WINFIELD SCOTT, Professor of Natural Science.

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

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

ROY L. ABBOTT, Professor of Natural Science.

Education—Graduated from Conesville, Iowa, High School, 1905; B. A., I. S. T. C., 1915; M. S. Wisconsin University, 1917; Graduate Student, Wisconsin University, 1919-20; Graduate student University of Wisconsin, 1924-25.

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; Graduate student University of Illinois, 1924-25. Member of Sigma Xi and Phi Kappa Phi.

Experience—Principal High School, LaHarpe, Illinois, 1909-11; Assistant in 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; Assistant Professor, 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, Belingtonham, Washington, 1918-19; Instructor in Geography, I. S. T. C., Summer, 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, 1917-18-19; 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.

O. R. CLARK, Assistant Professor of Natural Science.
Education—A. B., 1916, Graduate student, 1919-1922. M. A., 1921, University of Nebraska. Member Phi Beta Kappa, 1916; Seminar Botany University of Nebraska, 1921.
Experience—Teacher of Science, Loup City, Nebraska, 1916-17; Principal of High School, Loup City, Nebraska, 1917-18; Teacher of Science, Stromburg, Nebraska, High School, part of 1918; Instructor in Botany, University of Nebraska, 1919-22; Assistant Professor of Natural Science, I. S. T. C., 1922.

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 in 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, 1919-20; Assistant Instructor 1922 and 1923, in Hygiene and Sanitation, Iowa State University; Assistant Professor of Natural Science, I. S. T. C., 1924.

MRS. VENIA TARRIS PHILLIPS, Instructor of Natural Science.
Education—Graduated High School, Ithaca, N. Y., 1916; B. S., Cornell University, 1919-1920; M. S., Cornell University, 1922.
Experience—Graduate Assistant, Cornell University, 1920-22; Instructor of Natural Science, I. S. T. C., 1924.

NORMAN NORLAND, Instructor of Natural Science.
Education—Graduate Waldorf College, 1911; B. S., Iowa State College, 1916; Graduate Student University of Nebraska, summer of 1918; University of Iowa, Summers, 1920-1921.
Experience—Rural schools, 1911-12; Principal of High School, Blair, Neb., 1916-18; Smith-Hughes Vocational Agriculture Instructor, Spirit Lake Iowa, 1919-20; Superintendent of Laures, Iowa, Consolidated School, 1920-24; Instructor I. S. T. C., summers of 1923-24; Instructor of Natural Science, 1924.

WM. T. PENFOUND, Instructor of Natural Science.
Education—Graduated from Elyria High School, 1914; A. B., Oberlin College, 1922; Ecology trip to the Pacific Coast, 1922; Graduate student, University of Nebraska, 1922-23; M. A., University of Illinois, 1924.
Experience—Assistant in Botany, University of Nebraska, 1922-23, and at the University of Illinois, 1923-24; Research in Ecology, summers of 1923-24, with the Carnegie Institution of Washington; Instructor of Natural Science, I. S. T. C., 1924.

MRS. CONSUELO AGNES UPSON, Instructor of Natural Science.
Education—Public Schools, Indiana; Summer Session, Harvard; Columbia University, 1919-20, 1921-23; B. S., in Biology and Diploma in Biology, Columbia University, 1923.
M. R. THOMPSON, Head.
Education—Graduate, Western Union College Acadamey, 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, 1918; Courses in Education, University of Minnesota, 1919-20.

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, 1915-18; Instructor in Government and Economics, 1918; Assistant Professor in Government and Economics, 1920; Professor in Government and Economics, I. S. T. C., 1921.

W. A. YOUNG, Professor of History.
Experience—Oak Grove Seminary, Vassalboro, Maine, 1906-1911; Haviland Academy, 1912-1913; Preparatory Department, Friends University, 1913-1915; Wichita High School, Wichita, Kansas, 1915, 1921; Professor of History, I. S. T. C., 1921; Leave of absence for year, 1924-25.

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, 1913-21; Professor of History, I. S. T. C., 1922.

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

EDWARD G. PUNKER, Instructor of Economics.
Experience—High School, three years; part-time instructor in sociology, University of Michigan, 1921; instructor in Economics and Commerce, Butler College, Indianapolis, 1922-23; instructor in history and sociology, Marshall College, Huntington, West Virginia, summer term 1923; Instructor in Economics, I. S. T. C., 1923.

FRED A. SHANNON, Instructor 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; Professor of History, Cornell College, Summer, 1924; Instructor of History, I. S. T. C., 1924.

CHARLES H. BAILEY, Head.
Education—Graduated from Iowa City, Iowa, High School, 1891; B. S. in C. E., Iowa State University, 1895; Chicago Normal School, Summer, 1897; Cornell University, Summer Sessions, 1900, 1901; B. S., Columbia University, 1903; Manual Training Diploma, Teachers College, Columbia University, 1903.
Experience—Inspector and Superintendent of Construction with Crelin & Lovell, Engineers, Des Moines, Iowa, 1895-96; Supervisor of Manual Training, Iowa City public schools, 1897-99; Director of Manual Training, James Milliken University, 1903-05; Professor of Manual Arts and Head of Department of Manual Arts, 1905; Head of Department of Art and Manual Arts, I. S. T. C., 1922.

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, 1880-81; Student, Art Institute, Chicago, 1882-83; 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, 1886; Graduated from Pratt Institute, 1892; Three months in Europe, Summer, 1901; Student of Professor Schoen- schen, 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; Instructor 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. PATT, Professor of Art.
Education—Graduated from Dexter, Iowa, High 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 Beckwith, 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; A. A. Batchelder, Summer, 1907-08; Bureau of University Travel in Europe, four months, 1912; Academy of Fine Arts, Chicago, Fall, 1913; University of New York, Summer, 1916.
Experience—Country schools, Dexter, Iowa, four months, 1887; Nevada, Iowa, 1888-90; Penmanship and Drawing, Decorah, Iowa, 1890-92; Drawing, Butte, Montana, 1892-93; Instructor in Penmanship and Drawing, 1895-1900; Assistant Professor of Drawing, 1900-04; Professor of Art, I. S. T. C., 1904.
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, 1919-1920; 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, Boone, 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—Churdan, Iowa, High School, 1893-94; State Preparatory School of Colorado, Boulder, 1897-98; I. S. T. C., Winter, 1898-99; Western College, Toledo, Iowa, Summer, 1899; Director of Manual Arts Diploma, I. S. T. C., 1908.

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

EDNA O'BRYAN, Assistant Professor of Art.

Education—Graduate, Warrensburg State Normal School, 1912; Student, Art Institute, Chicago, Summer, 1915; Graduate, Normal Art and Manual Training Course, Pratt Institute, Brooklyn, N. Y., 1918; Design with Ralph Helm Johonnot, Cleveland Class, Winter, 1922-1923.

Experience—Village school, Umbarter, Texas, 1907-11; Teacher, third and fourth grades, public schools, Warrensburg, Missouri, 1912-14; Supervisor, public schools, Warrensburg, Missouri, 1914-16; Art teacher, State Normal School, Warrensburg, Missouri, 1918-19; Instructor in Art, Winter, 1919-20, 1920-21; Assistant Professor in Art, I. S. T. C., 1921.

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 schools, 1895-96; Public schools, Avoca, Iowa, 1897-1912; Principal, Lincoln School, Norfolk, Nebraska, 1912-13; Summer term, I. S. T. C., 1916; Supervisor of Art and Drawing, public schools, Great Falls, Montana, 1915-21; Assistant Professor, Manual Arts Department, I. S. T. C., 1921.

ALICE WAUGH, Instructor 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.

HAROLD G. PALMER, Instructor of Manual Arts.


MRS. IRIS MAXWELL BRANAGAN, Instructor of Art.

Education—Design, water-color, Keramics courses, Butler College, 1910-11; A. B., Miami University, 1914; Normal Art, Poster courses, John Herron Art Institute, Indianapolis, 1914-15; Home Planning and Costume Design courses, Indiana University credit classes, (John Herron Art Institute) 1916-1917; 3 months cruise Oriental countries, summer, 1922.

C. A. FULLERTON, Head.
Education—B. Di., 1889; M. Di., 1890, I. S. T. C.; Special work, University of Chicago, 1896-97; Harvard University, Chicago University, Summer Schools; Studied with private teachers; Studied, Schools of Great Britain.
Experience—Rural schools, two terms; Principal, Norway, Iowa, one year; Superintendent, Parkersburg, Iowa, schools, 1890-93; Superintendent, Manson, Iowa, Schools, 1893-96; Instructor in Vocal Music, 1897-1900; Assistant Professor of Vocal Music, 1900-02; Professor and Director of Vocal Music, 1902-09; Professor of Music and Head of the Department of Music, I. S. T. C., 1909.

ANNA GERTRUDE CHILDS, Professor of Voice and History of Music.
Education—Public school, Rockford, Iowa; Graduated from Cedar Falls, Iowa, High School, 1885; 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, 1919-1921, 1923.
Experience—Principal of Intermediate Department of Training School, 1889-90; Teacher and Supervisor of Public School Music, 1890-98, State Normal, Orono, 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.

LOWELL E. M. WELLES, Professor of Voice.
Education—High School, Arcade, New York; Normal Training, Arcade, New York, two years; Berea College, Kentucky, one year; Oberlin Conservatory of Music, four years; Student under Kaschowska of Berlin and Yeatman Griffith of London, 1913-14.
Experience—Public schools of New York, six years; Professor of Singing, Cornell College, Mount Vernon, Iowa, 1910-11; Instructor in Voice, 1911-13; Professor of Voice, I. S. T. C., 1914. Leave of absence during year 1923-24.

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, Instructor of Public School Music, and Teacher of Voice.
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.

MINNIE E. STARR, Instructor of Music.
Education—Four year high school course; Graduate, Detroit Conservatory of Music; Post graduate work in Harmony, Theory of Music, Methods; Graduate, National Summer School of Music; Summer session, American Institute, Normal Methods; Two years' private study with tutors and in teachers' study clubs.
Experience—Flint, Michigan; Moline, Illinois; Birmingham, Michigan, 1903-1914; Central State Normal School, Mt. Pleasant, Michigan, 1914-
ROSE LENA RUEGNITZ, Instructor 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 Heinz; Theory with Clarence Dickinson and Arne Oldberg; Soloist with Chicago Symphony Orchestra; Chosen soloist with Berlin Philharmonic.

ALTA FREEMAN, Instructor of Piano.
Education—Valedictorian, Le Mars High School, 1909; Studied Theory under Louis C. Elson; Ensemble under Josef Adamokski; Piano under F. Addison Porter, Boston; Graduate with piano soloist's and teacher's diploma, New England Conservatory, Boston, 1912; Studied under Felix Fox, Summers, 1913, 1914; Pupil of Carlo Buonamici, 1915-17; Pupil of Rudolph Ganz, 1920-21; Member of playing class of Ganz Master classes; Pupil of Josef Lhevinne, Master class of 1922; attended master class of Percy Grainger, Summer, 1922.
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.

LUCILE E. REDING, 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 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 Percyi Goetschins for four years; Piano under Elizabeth Strauss, a Leschetizky pupil, for five years; Harmonic dictation under Henry Kreibiel; 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 Harmony 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 Co., 1 year; Jolliffe, New York City, 1 year; Piano with Sturt, one year; one year with Cowl, New York City; Violin with Sturt; Special Music course in Teachers College, Columbia University, 1923-24, including Music 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.

GLENNS RUGG, Instructor of Music.
Education—B. A. degree, I. S. T. C., 1923.
Experience—Supervisor of Music, Story City Public Schools, Story City, Iowa; Instructor of Music, I. S. T. C. 1924.

Orchestral Music

EDWARD KURTZ, Head.
Education—Pittsburgh Conservatory, 1902; Pupil in Violin of Luigi Von Kunits; Studied Violin with E. Normanton Bbibie of Detroit Conserva-
FACULTY

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), 1896-97; Jeremiah Simpson, Gold Medal man, Knellar Hall, Edinburgh (Professor Simpson was also British Army Bandmaster in India), 1897-98; Professor C. A. Hewitt of Dana's Institute, 1899.

Experience—Bandmaster, Iowa State Soldiers' Home, under Colonel C. C. Horton, Second Iowa Cavalry, 1901-04; Conductor, Cedar Falls Concert Band, 1907-25; 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.

FRANK N. MEAD, Head.

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

Experience—First Lieutenant, Company F, Iowa National Guard, including Mexican Border Service, 1911-1917; Commandant, I. S. T. C. Cadets, 1917-1918; Medical service U. S. A., with rank of captain from June 7, 1918, to end of war; Head of Physical Education Department, I. S. T. C., 1920. (See Officers of Administration.) Dr. Geo. A. Bairnsong substituted for Dr. Mead during his twelve weeks' leave of absence, from July 18 to Oct. 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., 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, L. 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
LULA E. SWEIGARD, Assistant Professor of Physical Education.
Education—Graduated from Bedford, Iowa, High School, 1913; Physical Education Diploma, 1917; B. A., 1918, I. S. T. C.
Experience—Rural schools, 1913-14; Supervisor of Chancey Playground, Clinton, Iowa, Summer, 1916; Student Assistant in Physical Education, 1917-18; Instructor in Physical Education, 1918-1921; Assistant Professor of Physical Education, I. S. T. C., 1921.

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.

L. GENEICE HOLLIS, Instructor of Physical Education.
Education—Graduate I. S. T. C. High School, 1918; graduate Physical Education, Iowa State Teachers College, 1921; B. A., 1923; University of Wisconsin, Summer, 1923.
Experience—Instructor in Physical Education, Iowa State Teachers College, 1921.

ROS COS MINTON, Assistant Coach of Athletics for Men.
Education—Graduate Fort Worth, Texas, High School, 1916; Attended Dunwoody Institute, Mass., Institute of Technology; Graduate Indiana University, 1922.
Experience—Assistant Football and Baseball Coach, Indiana University, 1921-22; Head Baseball Coach, Indiana University, 1923; Summer Coaching School, Indiana University, 1923; Assistant Football Coach, Centennary College, Shreveport, La., 1923; Assistant Coach, I. S. T. C., 1924.

ARTHUR DICKINSON, Assistant Coach.
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.

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, 1923; Instructor in Physical Education, I. S. T. C., 1924.
CLARA WITTER, Instructor of Physical Education.
Education—Graduate Davenport, Iowa, High School, 1920; Iowa State
Teachers College, B. A., 1924.
Experience—Playground Director, Davenport, Iowa, Summer, 1922; As-
sistant Swimming Instructor, Lend-a-Hand Club, Davenport, Iowa,
Summer, 1923; Instructor in Physical Education, Iowa State Teach-
ers College, 1924.

HAZEL CAVE, Instructor of Physical Education.
Education—Graduate Ames, Iowa, High School, 1918; Iowa State College,
1920-21; Iowa State Teachers College B. A., 1924.
Experience—Instructor of Physical Education, I. S. T. C., 1924.

MYRTLE HINDERMAN, Instructor of Physical Education.
Education—University of Minnesota, B. S., 1924.
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.

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 Uni-
versity.
Experience—Friendly House Association, 1905-09; Martha Washington
Seminary, Washington, D. C., 1910-11; Winthrop Normal and Indus-
trial College, Rock Hill, S. C., 1911-13; Elmira College, Elmira, N. Y.,
1914-21; Head, Home Economics Department, I. S. T. C., 1921.

JENNIE E. SHOUP, Professor of Home Economics.
Education—Graduate from Mulvane, Kansas, High School, 1909; B. A.,
Kansas State Agricultural College, 1915; Student Wisconsin University,
Summer, 1920; Graduate student, Columbia University, 1924-25.
Experience—Rural schools Summer County, Kansas, 1909-11; Second grade,
Mulvane, Kansas, 1911-12; Supervisor of Home Economics, Ottawa,
Kansas, 1915-18; Home Economics Extension Pennsylvania State Agri-
cultural College, 1918-20; Assistant Professor of Home Economics, 1920;
Professor of Home Economics, I. S. T. C., 1921; Year's Leave of Ab-
sence, 1924-25.

EMMA STRATTON, Professor of Home Economics.
Education—Graduate from Ottawa, Kansas, High School, 1909; B. S.,
Kansas State Agricultural College, 1915; Student Wisconsin University,
Summer, 1920.
Experience—Principal of High School, Williamsburg, Kansas, 1911-12;
Teacher of Home Economics, Gove, Kansas, High School, 1915-17;
Home Economics Extension, Pennsylvania State Agricultural College,
1917-20; Assistant Professor of Home Economics, 1920; Professor of
Home Economics, I. S. T. C., 1921. Leave of absence during year,
1923-24.

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; Colum-
bia University, Summer, 1924.
Experience—Principal, Public Schools, Varina, Iowa, 1916-1918; Home
Economics teacher, Waldorf, Minnesota, 1918-1921; Student Assistant
I. S. T. C., 1922-23; Instructor of Home Economics, I. S. T. C., 1923;
Professor of Home Economics, 1924.

MYRTLE A. GUNSELMAN, Assistant Professor of Home Economics.
Education—Graduate from Dickinson County High School, Chapman, Kan-
sas; Summer School, Kansas State Teachers College, 1913-1915; B. S.,
Kansas State Agricultural College, 1919.
Experience—Rural school, one year; Public School, 1912-1916; Principal
and Home Economics Teacher, Lecompton, Kansas, High School, 1919-
21; Supervisor of Home Economics, Ottawa, Kansas, 1921-1924; Sum-
mer Sessions, I. S. T. C., 1923, 1924; Assistant Professor, I. S. T. C.,
1924.

MAMIE GRIMES, Instructor of Home Economics.
Education—Graduate of Greenwood, Missouri, High School; B. S., degree
in Home Economics from Kansas State Agricultural College, 1920;
Graduate work in University of Chicago.
Experience—Home Economics in Cullison, Kansas, Rural High School,
1920-22; Clothing in Ottawa, Kansas, Senior High School, 1922-24;
Instructor of Home Economics, I. S. T. C., 1924.
MRS. LILLIAN TORPEY RITTER, Instructor of Home Economics.
Education—Graduated, Ambia, Indiana, High School; attended Marion Normal College, Marion, Indiana, five Summers; Indiana State Normal School, Terre Haute, Indiana, Summer, 1916; State University of Iowa, 1919-21; B. A., I. S. T. C., 1923.
Experience—Rural and Grade Schools of Warren County, Indiana, eight years; substituted in grades and Junior High Schools, East Waterloo, Iowa, 1918-20; Substituted in Cedar Falls, grades and High School, 1924; Part-time Instructor, I. S. T. C., 1924.

Teaching

EVA MAY LUSE, Head.
Experience—Critic Teacher, 1906-13; Professor of Teaching, 1913-16; 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, Summer, 1924.

E. GRACE RAFT, 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, 1901-02; Reinbeck Public Schools, 1902-03; Waterloo Public Schools, 1909-10; Critic in second grade, Montana State Normal College, 1913-14; Assisting Primary Critic, 1914-16; Critic in Primary Teaching and Primary Supervisor, I. S. T. C., 1916.

MRS. ELOISE BURKHARDT, Supervisor of Teaching.
Education—West Des Moines High School, 1914; B. A., Drake University, 1918.
Experience—Part time instructor, Commercial Education, 1920-21; Supervisor of Teaching, I. S. T. C., 1921.

BETH PRIBBLE, Supervisor of Teaching.
Education—Graduated, Atlantic, Iowa, High School, 1908; B. A., University of Iowa, 1917; Graduate Student, University of Iowa, Summer, 1919.

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, 1908; 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., 1920; 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.
MABEL JESSEN, Supervisor of Teaching.
Experience—Critic in Training, 1919-1921; Critic in 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 Watson 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, 1919; Instructor, I. S. T. C., Summers, 1920, 1921, 1922, 1923; Critic of Teaching, 1923.

JUNETTA C. HEINONEN, Supervisor of Teaching.
Education—High School, Neguaneau, 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.

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.

JESSIE L. CUNNING, Supervisor of Teaching.
Education—B. A., Iowa State Teachers College, 1914; M. S., Iowa State University, 1924; One semester, 1913, University of California.
Experience—High School, Clarinda, Iowa, 1904-06; High School, Le Mars, Iowa, 1908-10; High School, Ft. Dodge, Iowa, 1911-12; and Junior College, Ft. Dodge, 1917-1922; Supervisor of Teaching, I. S. T. C., 1924.

EDNA MORGENTHALER, Supervising Critic.
Education—University of Nebraska, 1918; Columbia University, Summers, 1919, 1920, 1921, 1922.
Experience—First, Second and Third Grades, Lincoln, Nebraska, 1915-1924; Summer, 1924, University of Nebraska; Supervising Critic, I. S. T. C., 1924.

EULALIE TURNER, Critic of Teaching.
Education—Iowa State Teachers College, 1900-02; Columbia University, Summer, 1915; Chicago University, 1919-20; B. S., Iowa University, 1922. Member, Pi Lambda Theta.
Experience—Rural schools; Ward Principal, Cedar Falls, 1907-1914; Public school, Cedar Falls, Iowa; Ward Principal and Critic in Teaching, I. S. T. C., 1914-1915; Extension Specialist, 1923; Critic of Teaching, 1923; Mason City Training Center, 1923.

MARY P. CALDWELL, Critic of Teaching.
Education—Kindergarten Diploma, 1910; Critic Teacher Certificate, 1918; B. A., I. S. T. C., 1919; Columbia University, Summer, 1921-1924.
Experience—Assistant Principal, Dolliver, Iowa; Grammar Grades, Burt, Iowa; Superintendent, Urbana, Iowa; Superintendent, Goodell, Iowa, 1918-19; Normal Training, Mapleton, Iowa, 1919-21; Normal Training, Leon, Iowa, 1921-22; Intermediate Critic, I. S. T. C., 1922; Jesup Training Center, 1922.
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.

MINNA ULLRICH, Critic of Teaching.
Education—Graduate, Plymouth, Wisconsin, High School, 1895; Graduate, Milwaukee State Normal, 1898; University of Wisconsin, Summer, 1909; University of Chicago, Ph. B., 1918.
Experience—Supervisor 5th and 8th grades, Richmond, Kentucky, 1911-1913; Fourth grade, Critic, State Normal, Dillon, Montana, 1913-1916; Fifth and Sixth grade Critic, State Normal, Bowling Green, Ohio, 1918-1919; Principal Intermediate Department, State Normal, Moorhead, Minnesota, 1919-1923; Critic of Teaching, I. S. T. C., 1923.

MARTHA VAN BRUSSEL, Critic of Teaching.
Education—High School, Mt. Pleasant, Iowa, 1911; I. S. T. C., Summers, 1913 and 1918; Iowa Wesleyan College, B. A., 1917.
Experience—Rural school, Henry County, 1911-1913; Primary, New London, 1913-1918; Normal Training, Garden Grove, 1918-1919; Normal Training, Albia, 1919-1922; Normal Training, Muscatine, 1922-1923; Primary, Iowa Wesleyan College, Summers, 1921 and 1922; Critic of Teaching, I. S. T. C., 1923; West Waterloo Training Center, 1923.

BLANCHE E. SIMMONS, Critic of Teaching.
Education—Graduate, Cedar Rapids High School; Primary Diploma, I. S. T. C., 1914; Ph. B., University of Chicago, 1920; Primary Supervisor’s Certificate, 1930.
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.

SUE NORTHEY, Critic of Teaching.
Education—Graduate, Dubuque, Iowa, High School, 1898; Northwestern University, 1899-1901; I. S. T. C., 1908-1910; Graduate, National Kindergarten College, 1915; Northwestern University, Summer, 1924.
Experience—Kindergarten, San Antonio, Texas, 1912-1913; Kindergarten, Youngstown, Ohio, 1913-1914; Kindergarten Supervisor, Washington, D. C, 1915-1918; Kindergarten Supervisor, Cleveland, Ohio, 1918-1922; Kindergarten Supervisor, Illinois State University, 1922-1923; Critic of Teaching, I. S. T. C., 1923; West Waterloo Training Center, 1923.

SELMA SCHUMANN, Critic of Teaching.
Education—Graduate High School, Larchwood, Iowa, 1915; Primary Diploma, 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, 1921; B. S., Columbia University, 1924; Teachers College Diploma in Kindergarten First Grade Supervision, 1924.
Experience—Lucy Wheelock Kindergarten Training School, Boston, 1910-1912; Kindergarten Director, Worcester, Massachusetts, 1912-1917; Critic in Teaching, State Normal School, Fredonia, New York, 1917-1918; Kindergarten Supervisor, State Normal School, Fredonia, New York, 1918-1923; Critic of Teaching, I. S. T. C., 1924; Cherokee Training Center, 1924.

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

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

ZELMA SILENCE, Critic of Teaching.
Education—Graduate, Marshalltown High School, 1920; Junior College Diploma, I. S. T. C., 1922.
Experience—Critic in Training, Iowa State Teachers College, 1922-1924; Critic of Teaching, I. S. T. C., 1924.

EDNA McGuire, Critic 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.

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

GLENN R. HOFFMAN, Instructor.
Education—Graduate Sibley High School, Sibley, Iowa, 1922; Graduate, 1924, Manual Arts, Iowa State Teachers College.
Experience—Part time Instructor in Training School, Iowa State Teachers College, 1924.

VERNA J. ADNEY
Graduate High School, LeMars, Iowa, 1914; Primary Diploma, I. S. T. C., 1921; Teaching, 1923; Cherokee Training Center, 1924.

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

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

MRS. ROHEASE BROWN COOK
Graduate, Glenwood High School, 1917; Junior College Diploma, I. S. T. C., 1919; Teaching, 1923.

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.

LOIS M. EDGAR
Graduate Crawfordsville High School, 1919; Primary Diploma, I. S. T. C., 1922; Teaching, 1924; Cherokee Training Center, 1924.
PEARL EYE
Graduate, Rockwell High School, 1916; Junior College Diploma, I. S. T. C., 1923; Teaching, 1923.

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.

MARIE HARRISON
Graduate Whiting High School, 1915; I. S. T. C., 1916-18; 1920-22; Teaching, 1923.

MARIE HJELLE
Graduate Decorah High School, 1917; Jr. College Diploma, I. S. T. C., 1923; Teaching, 1923.

F. LUCILLE HORST
Graduate Muscatine High School, 1920; Kindergarten Diploma, I. S. T. C., 1924; Teaching, 1924.

ESTHER LEECH
Graduate, Marshalltown High School, 1930; Kindergarten Diploma, I. S. T. C., 1922; Teaching, 1923.

MRS. BEULAH R. SHOEMAKER
Graduate Audubon High School, 1916; Primary Diploma, I. S. T. C., 1919; Iowa University, 1924; Teaching, 1924.

MAYME SMITH
Graduate, Mt. Pleasant High School, 1916; Primary Diploma, I. S. T. C., 1918; Teaching, 1923.

MRS. ELEANOR HAMBLEY TERPSTRA
Graduate Gilmore City High School, 1919; Kindergarten Diploma, I. S. T. C., 1922; Teaching, 1924.

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; Summer, 1912; Winter Short Course, 1911, Iowa State College of Agriculture.
Experience—Rural schools of Iowa, 1898-99, 1900-01; Superintendent of Alden, Iowa, schools, 1905-1909; 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; Leave of absence for army 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; Leave of absence, Sept. 10, 1924 to Jan. 28, 1925.

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.
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.

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.
Experience—Rural schools, six years; One term, Training School; One term, Rural Demonstration School; Campus Rural Demonstration School, one term; Instructor in Rural Education, 1921, I. S. T. C.
W. J. BERRY, Instructor of Rural Education.
Education—Eight years in rural schools; B. A., I. S. T. C., 1921.
Experience—Teacher of rural school, one year; Rural schools Supervisor, one year; Graded school, one year; Superintendent Consolidated schools, three and one half years; Instructor of Rural Education, I. S. T. C., 1924.

MARY ANDERSON, Instructor of Rural Education.
Education—Eight years in rural and graded schools; four years in High School, Charles City, Iowa; B. A., Iowa State Teachers College, 1914; One term post graduate work at Chicago University.
Experience—Three years teaching in rural schools; thirteen years in graded and high schools; last five years as Normal Training Critic. Instructor of Rural Education, Fall Term, 1924.

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.; State University of Iowa, 1920. Member, Phi Delta Kappa.
Experience—Rural Schools, Marshall County, Iowa, 1900-05; Head, Normal Department, Memorial University, Mason City, Iowa, 1908-10; Principal of Schools, Mason City, 1911-12; Head, Normal Training Department and Principal, Mason City, 1912-16; County Superintendent, Cerro Gordo County, Iowa, 1916-20; 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 Consols, Van Buren, 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; three years, sub-collegiate work; 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 HUGLIN, Extension Professor.
Education—Rural school, Boone County, Iowa; Attended Dayton, Iowa, High School, 1899-1902; Augustana College, Rock Island, Illinois, 1903-04; M. Di., I. S. T. C., 1907; Ph. B., 1912; Graduate work, Summer 1917, 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, 1920; 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 College; University of Nebraska; Geo. Peabody College for Teachers; State University of Iowa.
Experience—Rural schools, Page County, Iowa; Assistant Principal Silver City, Iowa, High School; Superintendent, Yorktown, Iowa, Schools; County Superintendent, Page County, Iowa; Extension Professor, 1923.

LOU A. SHEPHERD, Extension Professor.
Education—Graduate, Waverly, Iowa, High School, 1901; Grinnell College, 1901-1902; Kindergarten Diploma, 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, West Waterloo, Iowa, 1909-1913; Training School, I. S. T. C., 1913-1919; Supervisor of Primary Department, Des Moines University, 1919-1921; Extension Professor, 1924.

SANDWRIGHT, Extension Professor.
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, 1877-79; Professor of Natural Science, 1890; Head of the Department of Natural Science, 1909-17; Curator of Museum, I. S. T. C., 1917.

ANNA E. McGOVERN, Professor Emeritus.
Education—Public schools in Green Lake County, Wisconsin; City schools, Rochester, Minnesota; Private Normal School, Rochester, one year; Special Teacher in Latin (one year), Special Teacher in German and Instrumental Music (one year), Bethlehem Academy, (two years), Faribault and LeSueur, Minnesota; B. D., 1879; B. S., 1880, I. S. T. C.; Summer School of Methods, Martha's Vineyard, Massachusetts, 1882; traveled in Europe, Spring and Summer, 1900.
Experience—Rural schools, near Rochester, Minnesota, 1867-72; Village school near Faribault, Minnesota, one year; Primary Department, LeSueur, Minnesota, one year; Rural school, Butler County, Iowa, Summer, 1877; Rural school, near Cedar Falls, Summer, 1878; Teacher of Geography and General Assistant, 1880-83; Teacher of Didactics and Physiography, 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.

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 Sumner High School, Sumner, Iowa, 1904; M. A., 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, Sumner, Iowa, two years; Mission work, Montevideo, Uruguay,
South America, two years; Teacher of Social Science, High School, Sumner, Iowa, two years; Principal High School, Sumner, Iowa, four years; Instructor of Religious Education, I. S. T. C., 1924.

**Supplementary Instructors Appointed for Summer Term, 1924**

**ART AND MANUAL ARTS**—Laura Holmes, Myrtle Irons, Emma G. Kitt, Fred J. Schmidt, Hazel Tobias, Jessie Woodruff.

**EDUCATION**—C. W. Kline, H. B. Reed, O. A. Simley, F. O. Smith.


**HOME ECONOMICS**—Laurentza Hansen, Eleanor Wilkinson.

**LATIN AND GREEK**—Mrs. Vera Hanks Shaffer.

**MATHEMATICS AND COMMERCE**—W. E. Beck, Mrs. Althea Wimer Bujer, Vera L. Geiger, Clara Large, Louise Van Dyke.

**MUSIC**—Olive Barker, Mrs. Elizabeth Carmichael, Mrs. Genevieve Fedderson, Alice McCarthy, James Wedell.


**PHYSICAL EDUCATION**—Thora Collyer, Mrs. Madeline Dickinson, Geneva Fober.

**PHYSICS AND CHEMISTRY**—O. N. Oleson, A. C. Grubb.

**RURAL EDUCATION**—Roy Brown, Myrtle Campbell, O. S. Hamer, Mrs. Minnie Richardson, W. A. Thalmän, Maude Wakefield, Leila Wassom.

**SOCIAL SCIENCE**—John D. Gemmill, Fred Kluss, H. J. O'Neill, J. E. Partington; Alvin Tostlebe.

**College Office Clerical Staff**

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

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

**BESS E. CARRINGTON**  

**MRS. LOUISE MCKITRICK**  
Secretary, Extension Division, 1921.

**MRS. EDNA M. SHUTT**  
B. Di., 1896; M. Di., 1899; I. S. T. C., Clerk, Bureau of Recommendations, 1922.

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

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

**ESTHER E. WILSON**  
Assistant to Executive Secretary, 1921.

**BEULAH E. NUNAMAKER**  
Com'l Dip., 1921, I. S. T. C.; Record Clerk, 1922.

**JESSIE E. JUHL**  
Stenographer, 1921.

**MRS. ETHYL ALBRIGHT**  
Stenographer, 1921.

**LORENE BEHRENS**  
Stenographer, 1922.

**MARGARET HOUGH**  
Stenographer, 1922.
ANNA M. NIELSEN  

MRS. NELLIE C. WILLIAMS  
Stenographer, 1922.

MERLE HARDY  
Bookkeeper, 1923.

MARIE ULRICH  
Stenographer, 1923.

MABEL McEWEN  

MRS. CHRYS TAL ANDERSON  
Record Clerk, 1923.

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

NELLIE SAMMIN  
Clerk, 1924.

NELLIE FRANDSEN  
Clerk, 1924.

ALMA SMITH  
Stenographer, 1924.

AGNES HANSEN  
Stenographer, 1924.

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

MAY THOMPSON  
Stenographer, 1924.

MARY SWEERIN  
Stenographer, 1924.

MRS. FLORENCE BANFIELD  
Clerk, 1923.

VELDA BENTLEY  
Clerk, 1924.

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; Head Cataloger, 1916; Correspondence work with University of Chicago, 1923-24.

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; Assistant Cataloger, 1917-20; Reference Librarian, 1920.

JESSIE L. FERGUSON  
B. A., with Library Science, 1907, James Millikin University, Decatur, Illinois; Attended Summer session of University of Illinois Library School, 1913; 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; Assistant Librarian, 1923.

EDITH R. MORSE  
Graduate Training Class Public Library, District of Columbia, Certificate Carnegie Library School, Pittsburgh; Diploma Schools Course Carnegie Library School, Pittsburgh; Special work, University of Pittsburgh; Children's Librarian, 1924.

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

Student Assistants

CLARICE HUESSEL MANN
Music.

MILDRED E. HOLLIS
Chemistry.

ELMER J. McCREARY
Chemistry.

LEO HAMACHER
Chemistry.

WELDON THOMPSON
Chemistry.

RALPH MORGAN
Natural Science.

MILO B. HARSH BARGER
Natural Science.

HARRY L. MACON
Natural Science.

EVA SHERWOOD
Natural Science.

ROBERT CUMMINS
Physics.

PAUL E. POPEJOY
Band.

H. H. SIEMERS
Natural Science.

HARRIET MILLER
Orchestra.

THEODORA MESSERSCHMIDT
Orchestra.

HAZEL WIMER
Library.

CORA THOMPSON
Library.

MARY BUTLER
Library.

Rural Demonstration Schools—Critics 1924-25

JUANADA GROSBECK
Eddy School.

MRS. FREDALANTZ-SIMONSEN
Benson School.

Extension Summer Schools

ATLANTIC

F. E. FULLER, Director
Rural Sociology

MINNIE BEENK, Handwork

D. P. DICKERSON
Complete Arithmetic
Rural School Management

LORETTA DOHERTY
Physical Education (1st).

SPENCER FRINK
Didactics I.

RALPH FRITZ
American Government
American History I.
Psychology I.
School Organization and Control

C. H. GOEKEN
Civics
Rural Sociology
Elementary Economics
1st Agriculture

WINIFRED TUTTLE
Didactics I.
Rural School Methods

F. A. WELCH
American Government
American History I.
School Organization and Control
Child Psychology

MAUDE WENCH
Elementary Music
1st Penmanship

H. W. HARTMAN
Physics I.
Physics II.
U. S. History
Algebra

C. E. HUMPHREY
Principles of Geography
Elementary Didactics
Commercial Geography

MABEL JESSEN
Principles of Geography
Rural School Management
Rural Sociology
Psychology I.

FRANCIS JOHNSON
Com. Language
Physiology
Domestic Science

CHARLOTTE OSBORN
Primary Methods
Psychology I.
Rural School Methods

BETH PRIBBLE
English I. (a)

ESTHERVILLE

F. D. CRAM, Director
Organization and Control

S. G. REINERTSEN
Education

J. R. McANELLEY
Education
Sociology

PEARL G. CRUISE
Education.

CHARLOTTE M. DAVIS
Social Science

ODESSA FARLEY
English

O. J. JERDE
Social Science

N. L. HERSEY
Science

F. H. CHANDLER
Science

J. A. HILLIARD
Mathematics

MONA ISABEL JORDAN
Domestic Science

ELSIE BYVANK
Music

LA VANE SELLERS
Physical Education

KATHERINE REYNOLDS
Observation Room

AUDREY HICKMAN
Handwork

HARRIET M. CRABB
Handwork

*Six weeks each
IOWA STATE TEACHERS COLLEGE

KEOKUK

A. C. FULLER, Director
Physics
Rural School Management

W. S. BELL
Agriculture
Algebra
Nature Study

EVA BURNET
History
Geography

FLORENCE M. CURTIS
Physical Education

MRS. H. I. GRAVATT
Music

E. L. RITTER, Director
School Organization and Control

J. R. COUGILL
Algebra
Elementary Economics
Arithmetic

A. W. CRANE
Elementary Didactics
Didactics I.

G. E. DAVIS
Didactics I.

LUCILLE DUNCAN
U. S. History
Home Economics

W. A. DUNLAVY
Rural Sociology

W. H. FASOLD
Physics
Geography
Rural School Management

S. P. FRANKLIN
Psychology I.

STENA S. HANSEN
English I, A
Elements of Literature

MYRTA HARLOW
English I.
Grammar

ROSE HANSON
Grammar
Domestic Science

MABEL HENDERSON
Primary Methods

P. C. LAPHAM
Social Science

ALTHEA MONTGOMERY
English

C. E. PRALL
Education

R. L. REID
Education

EULALIE TURNER
Primary Methods

OSCEOLA

DOROTHY HUMISTON
Physical Education

FRANK W. JONES
Geography
Agriculture

ALMA S. KINDBLADE
Music
Penmanship

EMMA G. MEYERS
Primary Methods
Handwork

H. OSTERAARD
History
Government

IDA WALLACE
Typewriting
Commercial Law
Shorthand
Commercial Correspondence

CHARLOTTE WILLIAMS
Elementary Handwork

FLORENCE FRANKLIN
Rural School Methods

WILMA GARNETT
Rural School Methods

SAC CITY

JOHN R. SLACKS, Director
Arithmetic

J. P. STREET
Physics
Didactics

R. A. GRIFFIN
History
Government

J. N. CUNNINGHAM
Economics
Sociology

H. R. TRUMBO
Psychology I.
Arithmetic

SEBASTIAN LAKE
Agriculture
Economics

EMMA C. OPPER
Rural School Management
Rural School Methods

EDITH J. JORDAN
Geography

OPAL B. GARRETT
Psychology
Domestic Science

PEARL A. MURPHY
Primary Methods
Handwork

CORRINNE K. BELLOWS
English

GENEICE HOLLIS
Physical Training

MAGDALENE RUD
Penmanship
Music
FACULTY COMMITTEES, 1925-1926

I. Rotating Committees—Executive Service


5. Student Loan Fund—J. W. Charles, Mary B. Hunter, Frank I. Merchant; Ex-officio, Dean of Women, Dean of Men, President, College Secretary.


II. Appointive Advisory Committees


III. Advisory Committees Determined by Regulations

1. Primary—Amy F. Arey, Ina Best, E. Grace Rait, May Smith, Allison E. Altchison.

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.
   (7) German—J. B. Knoepfier.
   (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.

10. Graduates of Standard Colleges
   (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 T. B. Homan 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>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>First hour</td>
<td>8:00 a.m. to 8:55 a.m.</td>
</tr>
<tr>
<td>Second hour</td>
<td>9:00 a.m. to 9:55 a.m.</td>
</tr>
<tr>
<td>Assembly in Auditorium</td>
<td>10:00 a.m. to 10:25 a.m.</td>
</tr>
<tr>
<td>Third hour</td>
<td>10:30 a.m. to 11:25 a.m.</td>
</tr>
<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>
</tr>
<tr>
<td>Sixth hour</td>
<td>2:30 p.m. to 3:25 p.m.</td>
</tr>
<tr>
<td>Seventh hour</td>
<td>3:30 p.m. to 4:25 p.m.</td>
</tr>
<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 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

1. The enrollment fee for all students intending to teach in Iowa is $9.00 a term. An extra fee of $1.00 is charged for enrollment after the time assigned for registration by the calendar. The enrollment fee is in accordance with the statutes which provide that the tuition shall be not more than $6.00 per term and contingent fee not more than $3.00 per term.

2. Should any person enroll at the college, whose intention is not to teach in Iowa, or who becomes a student in order to pursue particular lines of study without planning to follow teaching, the enrollment fee is $14.00 a term.

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. There is no rebate granted to persons who withdraw from the College for any other reason.

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.

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 per 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.

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. Every student excepting those taking private music only, pays at the time of enrollment $2.00 a term for this service together with other general welfare services provided.

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. FREE SCHOLARSHIPS

1. Soldiers and Sailors—All honorably discharged soldiers, sailors and marines of the United States are allowed $5.00 per term on the enrollment fee during the entire time of attendance.

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 the 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 thru conferences and personal observations in the classroom 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 Clioophic
   The Neotrophian
   The Zetalettean
   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 Euterpeans
   - 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 Men's Faculty 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, three consolidated schools and several rural demonstration schools. In these schools actual teaching, managing and testing is accom-
plished. 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 one month in advance and the remainder when the student takes possession. All payments are made to the College Secretary. 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.

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 to the interest 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 any 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) 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 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. The demands for graduates are very great and 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. ADVISORS AND AMOUNT OF WORK

1. Every collegiate student 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 re-
turn to work. One-tenth of a term hour must be deducted from the credit for each unexcused absence.

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

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

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

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

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

XVII. PHYSICAL TRAINING 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 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.
CURRICULUMS
AT THE
IOWA STATE TEACHERS COLLEGE

I. FOUR YEAR DIPLOMAS AND DEGREES
1. *Bachelor of Arts in Education Degree.
   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. Master of Didactics Degree (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.

*Bachelor of Science in Education degree for 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. 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 Curriculum—First Grade State Certificate.
   b. Three Year and Two Year Diplomas—Second Grade State Certificate.
   c. Rural Teacher Diploma—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 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

I. Admission to Collegiate Courses and Curriculums

1. Graduates of four year public high schools in the state and four year private academies or high schools approved by the Iowa Board on Secondary School Relations will be admitted to 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</th>
<th>Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Science</td>
<td>1½</td>
<td>4</td>
</tr>
<tr>
<td>One Foreign Language</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Other Foreign Language</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Science (Natural, Physical)</td>
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<td>4½</td>
</tr>
<tr>
<td>From above five groups</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Other Subjects</td>
<td></td>
<td>4</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 \(\frac{1}{2}\) unit in grammar if taken within the third or fourth years of high school credit. The additional unit may include \(\frac{1}{2}\) 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 ........................................ \(\frac{1}{2}\) to 1 unit
   2. Medieval and Modern History .......................... \(\frac{1}{2}\) to 1 unit
   3. General History (but not in addition to 1 and 2 above) \(\frac{1}{2}\) to 1 unit
   4. English History ........................................ \(\frac{1}{2}\) to 1 unit
   5. U. S. History (only after completion of two full years of high school credit) \(\frac{1}{2}\) to 1 unit
   6. Civics, Citizenship, Community Civics ................ \(\frac{1}{2}\) to 1 unit
   7. Economics ................................................ \(\frac{1}{2}\) unit
   8. Sociology ................................................ \(\frac{1}{2}\) 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 ................ \(\frac{1}{2}\) unit
   4. Fourth Semester Algebra in Senior Year ................. \(\frac{1}{2}\) unit
   5. Solid Geometry .......................................... \(\frac{1}{2}\) unit
   6. Trigonometry ............................................ \(\frac{1}{2}\) unit

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

B. Other subjects outlined by the Iowa Board on Secondary School Relations—4 units accepted.

**Notes:**

1. Not less than \(\frac{1}{2}\) unit of entrance credit may be accepted in any subject, \((1/3 \text{ unit may be accepted from schools organized on a 12 weeks basis})\), 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.
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 the 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
Suggestive Outline Showing Required Work for All Majors

Freshman Year—45 Term Hours

*Foreign Language... 3 hr. *Foreign Language... 5 hr. *Foreign Language... 5 hr.
English I .................. 5 hr. Electives ..................10 hr. Electives .................10 hr.
Elective .................. 5 hr.

Physical Training—Rhetorical Class Work

Sophomore Year—45 Term Hours

Psychology I ............ 5 hr. Psychology VI, VII, IX, Educ. Sec. A or Rur.
Electives ............... 10 hr. X ........................ 5 hr. Educ. Sec. A .......15 hr.

Electives .............. 10 hr. Electives ..................10 hr.

Physical Training

Junior Year—45 Term Hours

Education, Sec. B...... 5 hr. Education, Sec. C ...... 5 hr. Education, Sec. C .... 5 hr.
Electives ............. 10 hr. Electives ............. 10 hr. Electives ........... 10 hr.

Illust. Teaching,
Credit Required.

Senior Year—45 Term Hours

Teaching ............... 5 hr. Teaching ............... 5 hr. Electives .............15 hr.
Electives ............. 10 hr. Electives .............10 hr.

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. Section 3862, Code of Iowa, 1924, reads:
   “All examinations shall cover the fundamental principles of a republican form of government and the constitution of the United States and the State of Iowa”—(Laws covering teachers certificates).
6. For details concerning the distribution of work 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 receive the Bachelor of Science in Education degree. 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>
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<tr>
<td>Clothing I</td>
<td>4</td>
</tr>
<tr>
<td>Draw. &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>H. &amp; Co. 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>Physical Training</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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**Sophomore Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
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<tr>
<td>Food Prep. II</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry XII</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
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</tr>
<tr>
<td>H. Planning</td>
<td>2</td>
</tr>
<tr>
<td>Gen. Biology (b)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
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<tr>
<td>Electives</td>
<td>5</td>
</tr>
<tr>
<td>H. Physics</td>
<td>3</td>
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<tr>
<td>H. Furn. &amp; Dec</td>
<td>2</td>
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<td><strong>Total</strong></td>
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**Junior Year—45 Term Hours**

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<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Psychology I</td>
<td>5</td>
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<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>
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</tr>
<tr>
<td>Meal Planning</td>
<td>3</td>
</tr>
<tr>
<td>Home Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
</tr>
<tr>
<td>Genetic Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Child Care</td>
<td>2</td>
</tr>
<tr>
<td>Dressmaking</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
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</tr>
<tr>
<td>Illust. Teaching, Credit</td>
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<tr>
<td>Bacteriology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

**Senior Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Teaching (H. E.)</td>
<td>5</td>
</tr>
<tr>
<td>Home Mngt.</td>
<td>5</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>*H. E. Elective</td>
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<tr>
<td>Food and Dietetics</td>
<td>3</td>
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<tr>
<td>Electives</td>
<td>12</td>
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<tr>
<td>*H. E. Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</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, in conformity with Code of Iowa, 1924, Section 3862. The electives may include any courses that are open to the student under faculty regulations.

2. For information concerning the distribution of work see outlines for the various Majors.

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*Chosen from Advanced Dietetics, The School Lunch, or Experimental Cooking.*
# THE DEGREE CURRICULUM
## Physical Education Major
### Suggestive Outline Showing Required Work
#### Freshman Year—45 Term Hours
<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Lang.</td>
<td>5 hr.</td>
</tr>
<tr>
<td>English I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Physics XIV</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Oral Interpretation I or Public Speaking I</td>
<td>5 hr.</td>
</tr>
</tbody>
</table>

Physical Training—Rhetorical Class Work

#### Sophomore Year—45 Term Hours
<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Psychology I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Anatomy II</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Genetic Psychology</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hr.</td>
</tr>
</tbody>
</table>

Education, Sec. A or Rur.

#### Junior Year—45 Term Hours
<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiology I (a)</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Elective</td>
<td>4 hr.</td>
</tr>
<tr>
<td>Anatomy II</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Physical Ed. I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Physical Ed. III</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Physical Ed. IV</td>
<td>2 hr.</td>
</tr>
<tr>
<td>Hyg. &amp; San. (a)</td>
<td>5 hr.</td>
</tr>
<tr>
<td>First Aid</td>
<td>2 hr.</td>
</tr>
<tr>
<td>Phys. Diagnosis</td>
<td>3 hr.</td>
</tr>
</tbody>
</table>

Illust. Teaching, Credit Required

#### Senior Year—45 Term Hours
<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Education, Sec. C</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Education, Sec. C</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Teaching</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Physiol. of Exercise</td>
<td>3 hr.</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, in conformity with Code of Iowa, 1924, Section 3862.
2. 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.
3. For information concerning the distribution of work see outlines for the various Majors.
THE DEGREE CURRICULUM
Coaching and Athletics 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>Th. of Athletics</td>
<td>3</td>
</tr>
<tr>
<td>English I</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>12</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>Th. of Athletics</td>
<td>3</td>
</tr>
<tr>
<td>Psychology I</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
</tr>
<tr>
<td>Education, Sec. A or Sec. B</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
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</table>

Junior Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th. of Athletics</td>
<td>3</td>
</tr>
<tr>
<td>Education, Sec. C</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
</tr>
<tr>
<td>Illustr. Teaching, Credit Required</td>
<td></td>
</tr>
</tbody>
</table>

Senior Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Th. of Athletics</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td>7</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, in conformity with Code of Iowa, 1924, Section 3862, 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. 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.
3. For information concerning the distribution of work see outlines for the various Majors.
4. These students receive the Bachelor of Science in Education degree.
5. If foreign language is omitted, five hours of additional credit must be earned in the literature section of English.
MASTER OF DIDACTICS DEGREE

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 open to Sophomores, Juniors, and Seniors as herein specified. Those who are not candidates for the M. Di. 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. Applied Psychology ........................................ 5 hours
2. Special Methods in Common Branches .................. 5 hours
3. Normal Training Supervision ............................ 5 hours
4. Primary Methods ........................................... 5 hours
5. Teaching (Primary Department) ......................... 5 hours
6. Electives open to Juniors and Seniors ................ 17 hours
7. Primary Handwork ......................................... 3 hours
8. Elementary Music—1 term, daily ........................ Credit required
9. Physical Training—2 terms, 3 days per week ........ Credit required
10. Recreational Music—1 term, 3 days per week ........ Credit required

CRITIC TEACHER CERTIFICATE WORK
I. 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 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 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.
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

*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.
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.

VIII. 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.

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

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. The Art Major

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. The Manual Arts Major

XVIII-XXII. 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 is acquired through their use in making articles for actual use, and a large part of the de-
signing 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.

**XXIII-XXVI. 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.

**XXVII. 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.

**XXVIII-XXIX. 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.

**XXX. 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.

**XXXI. 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.

**XXXII. 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.

**XXXIII. 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.)
DEGREE AND DIPLOMA COURSES

COMMERCIAL EDUCATION
(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. The Psychology Major

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—5 hours. Application of those principles of Psychology which are fundamental to the proper teaching of the various school subjects. Experiments in each type of learning are used to introduce the principles, terminology, and technique commonly employed in the best present-day methods. 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 collegiate students in any year of residence.

VI. Genetic Psychology—5 hours. An intensive study of the origin and development of consciousness in the child and in the race. Lectures, topics for reports, observation, and class discussions. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors 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 psychology. 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 Psychology I. Open to Juniors and Seniors on the degree curriculum.

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

**X. Applied Psychology**—5 hours. The relation of psychology to the various phases of democratic life, especially to education. Primarily for prospective high school teachers and normal training high school critics. Prerequisite, Psychology I. Open to Juniors and Seniors.

2. The Education Major

Section A—Methods and Management.

**XI. School Organization and Control**—5 hours. The school plant and equipment, health conditions, content of course of study, daily program, marks and reports, motives and incentives, community cooperation, the school system and school laws of Iowa as related to the teacher and his work. Open to Freshmen and Sophomores.

**XII. 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.

**XIII. Problems of Grade Teachers**—3 hours. The peculiar needs of grade teachers. Topics, reports, discussions, and experiences all seeking to assist in the solution of the various problems confronting the grade teacher. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors and to Freshmen who have had nine months of teaching experience.

**XIV. The Elementary School**—5 hours. Special methods for grade teachers. An attempt is made to make the work of immediate practical 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.

**XV. Educational Tests and Measurements**—5 hours. Adapted to teachers and supervisors of grade work. An introduction to the literature in the field of educational measurements. A study of some of the leading tests in each of the elementary school subjects, together with methods of giving, scoring, tabulating and graphing results. Special attention given to diagnosing difficulties and to the use of proper remedial measures. Not credit on Primary and Kindergarten curriculums. Prerequisite, Psychology I. Open to collegiate students in any year of residence.

**XVI. 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. Not credit on Primary and
Kindergarten curriculums. Prerequisite, Psychology I. Open to collegiate students in any year of residence.

XVII. 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.

XVIII. 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.

XIX. (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.

XX. (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.

XXI. 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.

XXII. 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.

XXIII. 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.

XXIV. 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.

XXV. History of the Education of Women—2 hours. The growing recognition of women in almost all lines of work seems to demand some special recognition in the history of educational development. Lectures, topics, reports. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.
XXVI. 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.

XXVII. 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.

XXVIII. 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.

XXIX. 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.

XXX. 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.

XXXI. 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.

XXXII. Problems of Superintendents and Principals—2 hours. Practical problems, individual experiences, investigations, reports, discussions. Prerequisite, Psychology I. Open to Juniors and Seniors.

XXXIII. 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.

XXXIV. 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.

XXXV. 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.

XXXVI. 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.

XXXVII. 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 organiza-
tion. Credit only for those who major in Primary or Kindergarten Education. Open to Juniors and Seniors.

**XXXVIII. Literature for Primary Children**—3 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.

**XXXIX. Primary Project Methods**—3 hours. The value of purposeful activity in stimulating and broadening the child's interest in social and industrial life. 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

**Degree and Diploma Courses**

#### 1. The English Major.

**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. 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 Nibelungenlied, 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. The Public Speaking Major.

A. Constructive

XXXII. 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.

XXXIII. 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.

XXXIV. 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.

XXXV. Debating—3 hours. A study of the problems involved in debating. An intensive study of an important debatable question with a maximum of forensic practice. Required of students who participate in intercollegiate debate. 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

XXXVI. 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.

XXXVII. 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.

XXXVIII. 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.

XXXIX. 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.

XL. 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.

XLI. 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.

XLII. 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 selected from Storm, Heyse, Gerstaecker, Hillern, and others. 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 drama with composition and conversation. Prerequisite, two years of high school German or equivalent preparation. Open to Freshmen, Sophomores and Juniors.

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

VI. Intermediate German III—5 hours. Reading some of the more difficult plays and selections of modern authors. 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. Schiller's poems. Open to Sophomores, Juniors and Seniors.

XII. German Classics III—2 hours. Geschichte der deutschen Literatur. 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.

*The year's work must be completed, if any of the credit is used in meeting the requirements for graduation.
II. Clothing II—4 hours. Garment construction continued. The elements of clothing design. Prerequisite, Clothing I or equivalent preparation. Open to Freshmen and Sophomores.

III. 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. Textiles and 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. Pre-
requisite, 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

1. The Mathematics Major.
   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.
   V. Spherical Trigonometry—2 hours. Applications involving both plane and spherical trigonometry. Prerequisite, Mathematics II.
   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 diploma curriculums and for those on a degree curriculum 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.
DEGREE AND DIPLOMA COURSES

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. The Commerce Major.

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

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

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

XXIII. 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.

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


XXVI. Salesmanship—2 hours. Wholesale; retail and specialty salesmanship. Prospects; interviews; pre-approach. Development of quick constructive thinking. Sales manager, credit rating; credits and collections. Open to Sophomores, Juniors and Seniors.

XXVII. 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.

XXVIII. 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.
XXIX. 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.

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

XXXI. 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.


XXXIII. 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.

XXXIV. 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.

XXXV. 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.

XXXVI. 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.

XXXVII. 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. 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. The Public School Music Major.

IV. Music 1—3 hours. Development of musical experience through song singing as preparation for sight singing. Ear training. Notation. Sight singing. Open to Freshmen and Sophomores.


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


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 in major keys. Choice of chords; construction of various kinds of phrases, cadences, etc. Open to collegiate students in any year of residence.

XIII. Harmony II—3 hours. Continuation of Harmony I using triads in all inversions. Use of sept-chord on all degrees of the scale. Piano work in resolution of dominant seventh chords. Open to collegiate students in any year of residence.

XIV. Harmony III—3 hours. Writing in minor as well as major keys. Simple modulations. Piano work in minor keys. Open to Freshmen and Sophomores.

XV. Harmony IV—3 hours. Nonharmonic tones; free melody writing. Original work. Open to Sophomores, Juniors and Seniors.

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.

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. 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.

XXV. 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 for students in Public School Music and for Orchestra Conducting see "Orchestral Music."
3. Students who major in public school music must have credit for Music I and II, Music Methods I and II, Conducting, Theory of Music, Harmony I and II, History of Music I and II, Music Appreciation I, Voice, 3 hours, Piano, 3 hours, and 6 hours of elective credit in applied music. They may elect additional courses so as to make a maximum of sixty hours in public school music and twenty-four hours in applied music with a combined maximum of seventy-five hours.
4. Students on degree curriculums who do not major in public school music may elect a maximum of twenty 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. The Biological Science Major.

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 growth; plant distribution and the application of ecology to crop 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, Primary, Junior College curriculums, and for those who major in Normal Training High School Critic work. Open to Freshmen and Sophomores.

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. The Earth Science Major.

XIII. 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.
XIV. 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.

XV. 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.

XVI. Mineralogy—5 hours. The common minerals, character of crystals, descriptive and determinative mineralogy. Prerequisite, Elementary Physics or Chemistry. Open to Sophomores, Juniors and Seniors.

XVII. 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.

XVIII. Astronomy 1—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.

XIX. 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.

XX. 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.

XXI. 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.

XXII. 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.

XXIII. 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.

XXIV. 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.

XXV. 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.

XXVI. 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. The Agriculture Major.

XXVII. 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.

XXVIII. Dairy Cattle—3 hours. Breeds, types, judging and marketing dairy cattle. Open to Freshmen, Sophomores and Juniors.

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

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

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

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

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

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

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

XXXVI. Weeds—2 hours. Identification and control of our common weeds. Open to Sophomores, Juniors and Seniors.

XXXVII. Farm Machinery—3 hours. Care, trouble adjustments, and place in farming business. Open to Sophomores, Juniors and Seniors.

XXXVIII. Feeds and Feeding—3 hours. Balanced rations, best methods of feeding farm animals. Open to Sophomores, Juniors and Seniors.

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

XL. Gardening—2 hours. Actual practice in planning, managing of different kinds of gardens, demonstration plots. Open to Sophomores, Juniors and Seniors.

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

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

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

XLIV. Farm Management—3 hours. Various kinds of farming and the relation to the different factors involved. Open to Sophomores, Juniors and Seniors.

XLV. Farm Mechanics—2 hours. Ropes, soldering, belts, pipes, sewage, light and heat. Open to Sophomores, Juniors and Seniors.

XLVI. 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.

XLVII. 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

I. 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 arpeggi in three octaves; studies by Sitt, Schoen, Dont, Kreutzer, Fiorillo and Rode; Sonatas by Corelli, Handel and Tartini; Concertos by Viotti, Beriot, Kreutzer, Rode, Bach; either 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.

II. Orchestra Conducting—1 hour. This work embodies the practical and observational study of conducting and managing school orchestras. Once 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.

III. Normal Course in Violin—1 to 6 hours. This work shall consist 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 and a full year of collegiate credit.

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

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.

**PHYSICAL EDUCATION**

Degree and Diploma Courses

1. The Physical Education Major.

   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 Freshmen and Sophomores.

   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, volley ball, 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 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.

*Credit only for those who major in Physical Education.
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, natural and classical dancing; swimming and life saving; track athletics, hockey and soccer; tennis; archery; volley ball; baseball; 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.
5. For further details see page 120.

2. The Coaching and Athletic Major for Men.
(These courses are open to collegiate students in any year of residence).

XIX. 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.

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

XXI. 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 practice per week must accompany the theory work.

XXII. 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.

XXIII. Theory of Athletics V—1 hour for six weeks work (offered 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 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.

XXIV. 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.

XXV. 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.

XXVI. 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.

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

XXVIII. 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.

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

XXX. 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.

XXXI. 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.

XXXII. 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.

XXXIII. 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.

XXXIV. Theory of Athletics XVI—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.

XXXV. Theory of Athletics XVII—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.

XXXVI. Theory of Athletics XVIII—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.

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

XXXVIII. Theory of Athletics XX—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.

XXXIX. Theory of Athletics XXI—3 hours. The organization and administration of athletics. Purpose of athletics, intermural 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, except 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. For details see page 120.
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

1. The Physics Major.

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 electroscope 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, 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—2 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—3 hours. This deals with the fundamental principles and important applications of the physical sciences. A non-mathematical course rich in experimental demonstration. Credit only on degree curriculum. Open to Freshmen and Sophomores.

2. The Chemistry Major.

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.

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 elimination, 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. The 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 in Department of Teaching)

PSYCHOLOGY

(See Education and Psychology)
DEGREE AND DIPLOMA COURSES

PUBLIC SPEAKING
(See courses in English)

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

1. French.

I. *Introductory French I—5 hours. Familiarity with the elements of grammar, a correct pronunciation, and training in simple conversation are the aims of this course. Open to 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 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

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

*The year's work must be completed if any credit is used in meeting the requirements for graduation.
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. Seat work, flash cards, individual instruction, use of library, sand, table, blackboard and other equipment. Open to Freshmen and Sophomores.

B. For Normal Training High School Critics.

IV. Special Methods in the Common Branches—5 hours. Special methods of teaching the common branches under the difficult conditions of the one-teacher rural school. Possible adaptations of the project method to the conditions in the one-teacher rural school. Educative seat work material, charts, and method games suitable for rural schools prepared for Normal Training classes in High School. Prerequisite, Psychology 10 hours. Open to Juniors and Seniors.

V. Normal Training Supervision—5 hours. A study of observation

*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.
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, Applied Psychology, Primary Methods five hours, Primary Handwork, First 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 sub-
DEGREE AND DIPLOMA COURSES

STITUTED FOR TEN HOURS FROM SECTION C IN EDUCATION ON ANY CURRICULUM WHERE SUCH CREDIT MAY BE USED.

SOCIAL SCIENCE

Degree and Diploma Courses

1. The History Major.

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—causes, progress and results. Open to Sophomores, Juniors and Seniors.

VI. The Expansion of Europe—3 hours. A study of European colonial and commercial expansion in both hemispheres; major conflicts to secure control of undeveloped lands; American colonization as an 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 significance of the American Revolution; the industrial revolution; the era of reform; political and social movements since 1867; the British Empire. Open to Sophomores, Juniors and Seniors.

IX. English History III—5 hours. A special course devoted to the study of the important political, economic, and social developments following the Industrial Revolution. So far as time will permit these will be considered in their broader aspects as parts of the larger movement which embraces the United States during the period of its growth 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. The Government Major.

XVIII. American Government—5 hours. A course covering republican form of government and constitutions of the state and nation. The organization and actual workings of American Government in all its branches. Open to collegiate students in any year of residence.

XIX. 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.

XX. 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.

XXI. 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.

*This course may be counted as a part of the major in History, Government or Economics.
XXII. 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.

XXIII. 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.

XXIV. 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.

XXV. 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 cooperation and organization. Open to Sophomores, Juniors and Seniors.

XXVI. 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.

XXVII. 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.

XXVIII. 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.

XXIX. 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.

XXX. 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.

XXXI. 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.

XXXII. 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.

XXXIII. The Teaching of the Social Sciences—3 hours. (See course XVII above.)

3. The Economics Major.

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

**XXXV. 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.

**XXXVI. 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.

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

**XXXVIII. 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.

**XXXIX. 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.

**XL. 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.

**XLI. 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.

**XLII. 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.

**XLIII. 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.

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

**XLV. 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.

**XLVI. 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.

**XLVII. 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.

XLVIII. 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.

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

L. 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.

LI. The Teaching of the Social Sciences—3 hours. (See course XVII above.)

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, 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 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

*Students on the two year Home Economics curriculum may take Illustrative Teaching while taking Psychology I, and those on the one year Rural Teacher curriculum may take Illustrative Teaching after the completion of course I or II or III in Rural Education.

**Those who complete a Diploma curriculum requiring 10 hours of Teaching will need to have 5 additional hours in the Senior year on the Degree curriculum unless released by the department of teaching.
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—2½, 2½, and 2 hours. Credit on the Kindergarten curriculum only. Open to Freshmen and Sophomores.

(I) Child Life in its physical, mental and social aspects. Best material for the use of children from four to six years of age. Daily.

(II) Rhythms, Games, Plays, Songs, Block Work and beginning work in Fine Arts, including clay, drawing and painting. Daily.

(III) Industrial Arts for Kindergarten children, including work in wood, paper, cloth, etc. (Children's Literature with emphasis on the selection and presentation of poetry and stories.) Four hours a week.

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. Prerequisite, Kindergarten Theory IV.

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 is entitled to a five-year second grade state certificate without examination. 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, 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. For the distribution of work consult the Degree Curriculums and the pages showing Majors and Minors.

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

First Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>5 hr</td>
</tr>
<tr>
<td>Fresh. Electives</td>
<td>10 hr</td>
</tr>
<tr>
<td>Psychology II, III, IV</td>
<td>5 hr</td>
</tr>
<tr>
<td>or V</td>
<td>5 hr</td>
</tr>
<tr>
<td>Fresh. Electives</td>
<td>10 hr</td>
</tr>
<tr>
<td>Ed. Sec. A or Rur. Ed.</td>
<td></td>
</tr>
<tr>
<td>Sec. A</td>
<td>5 hr</td>
</tr>
<tr>
<td>Fresh. Electives</td>
<td>5 hr</td>
</tr>
<tr>
<td>English I</td>
<td>5 hr</td>
</tr>
<tr>
<td>Illust. Teaching, Credit Required</td>
<td></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>Teaching</td>
<td>5 hr</td>
</tr>
<tr>
<td>Fresh. Electives</td>
<td>10 hr</td>
</tr>
<tr>
<td>Ed. Sec. B or Rur. Ed.</td>
<td></td>
</tr>
<tr>
<td>Teaching VI</td>
<td>5 hr</td>
</tr>
<tr>
<td>Electives</td>
<td>15 hr</td>
</tr>
</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. See Code of Iowa, 1924, Section 3862.
2. Five hours from The Elementary School, 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.

2. Primary Education Diploma.

Suggestive Outline showing Required Courses

<table>
<thead>
<tr>
<th>First Year—45 Term Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Pri. Music</td>
<td>2 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>Fresh. Electives</td>
<td>10 hr.</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
<tr>
<td>Rhetorical Class Work</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year—45 Term Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pri. Illust. Teach</td>
<td>2 hr.</td>
</tr>
<tr>
<td>Pri. Drawing II</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Electives</td>
<td>10 hr.</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
<tr>
<td>Rhetorical Class Work</td>
<td></td>
</tr>
</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. See Code of Iowa, 1924, Section 3862.
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.


Suggestive Outline showing Required Courses

<table>
<thead>
<tr>
<th>First Year—45 Term Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Kg. Theory I</td>
<td>2½ hr.</td>
</tr>
<tr>
<td>Fresh. Electives</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
<tr>
<td>Rhetorical Class Work</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year—45 Term Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kg. Theory IV</td>
<td>3 hr.</td>
</tr>
<tr>
<td>Kg. Teach. and Crit.</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Elective</td>
<td>5 hr.</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
<tr>
<td>Rhetorical Class Work</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

1. The electives must include 5 hours in English and 10 hours from two different sciences. Three hours of Hygiene and Sanitation must be elected unless physiology was accepted for entrance or is taken in collegiate work. See Code of Iowa, 1924, Section 3862.
2. Course VI in Rural Education may be substituted for credit from section B in Education.
4. Art Education Diploma.

Suggestive Outline Showing Required Courses

First Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>5</td>
</tr>
<tr>
<td>Drawing I</td>
<td>2½</td>
</tr>
<tr>
<td>Mech. Drawing I</td>
<td>2</td>
</tr>
<tr>
<td>Fresh. Elective</td>
<td>5</td>
</tr>
<tr>
<td>Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Drawing II</td>
<td>2½</td>
</tr>
<tr>
<td>Mech. Drawing II</td>
<td>2½</td>
</tr>
<tr>
<td>Fresh. Elective</td>
<td>5</td>
</tr>
<tr>
<td>Ed. Sec. A or Rur. Ed.</td>
<td></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>5</td>
</tr>
<tr>
<td>Illus. Teaching, Credit Required.</td>
<td></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>Education, Sec. B.</td>
<td>5</td>
</tr>
<tr>
<td>The Teach. of Art.</td>
<td>5</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>English I</td>
<td>5</td>
</tr>
<tr>
<td>Woodwork IV</td>
<td>5</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Perspectiv</td>
<td>2½</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
</tbody>
</table>

Note:

Course VI in Rural Education may be substituted for 5 hours from section B in Education. See Code of Iowa, 1924, Section 3862.


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</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>Woodwork III</td>
<td>3</td>
</tr>
<tr>
<td>Design</td>
<td>3</td>
</tr>
<tr>
<td>Sheet Metal Wk. I</td>
<td>2½</td>
</tr>
<tr>
<td>Phys. Training</td>
<td></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>Woodwork IV</td>
<td>5</td>
</tr>
<tr>
<td>Teach. Man'l Arts</td>
<td>5</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Perspective</td>
<td>4</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
</tbody>
</table>

Note:

Five hours may be elected from courses in Manual Arts.

Course VI in Rural Education may be substituted for 5 hours from section B in Education. See Code of Iowa, 1924, Section 3862.


Suggestive Outline Showing Required Courses

First Year—45 Term Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home &amp; Com. Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>Drawing and Design</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry X</td>
<td>3</td>
</tr>
<tr>
<td>Clothing I</td>
<td>4</td>
</tr>
<tr>
<td>Physiology I (b)</td>
<td>3</td>
</tr>
<tr>
<td>Applied Design</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>Physical Training</td>
<td></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>Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Food Prep. II</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry XII</td>
<td>3</td>
</tr>
<tr>
<td>House Planning</td>
<td>2</td>
</tr>
<tr>
<td>Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>13</td>
</tr>
<tr>
<td>H. Fur. &amp; Decoration</td>
<td>2</td>
</tr>
<tr>
<td>Household Physics</td>
<td>3</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
</tbody>
</table>
The electives may include 5 hours from section B in Education or course VI in Rural Education. See Code of Iowa, 1924, Section 3862.

7. Commercial Education Diploma

**Suggestive Outline Showing Required Courses**

**First Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I</td>
<td>5</td>
</tr>
<tr>
<td>English I</td>
<td>5</td>
</tr>
<tr>
<td>Fresh. Elective</td>
<td>2</td>
</tr>
<tr>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>Com'l Correspond</td>
<td>5</td>
</tr>
<tr>
<td>Accounting II</td>
<td>5</td>
</tr>
<tr>
<td>Com'l Law</td>
<td>5</td>
</tr>
<tr>
<td>Illustr. Teaching, Credit Required</td>
<td></td>
</tr>
</tbody>
</table>

**Second Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Com'l &amp; Ind. Geog.</td>
<td>5</td>
</tr>
<tr>
<td>Shorthand I</td>
<td>5</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Typewriting, Cr. Req.</td>
<td></td>
</tr>
<tr>
<td>Shorthand II</td>
<td>5</td>
</tr>
<tr>
<td>Education, Sec. B</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Typewriting, Cr. Req.</td>
<td></td>
</tr>
</tbody>
</table>

**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. See Code of Iowa, 1924, Section 3862.
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.

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>Theo. of Music</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>

**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>3</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>Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
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</tbody>
</table>

**Third Year—45 Term Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 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>
</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. See Code of Iowa, 1924, Section 3862.

2. Course VI in Rural Education may be substituted for 5 hours 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.
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.

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 and Rural Practice ........ Credit Required
f. Two of the following: Elementary Drawing, Elementary Handwork, Elementary Music, First Domestic Science, Orthography, Penmanship, Reading .... Credit Required
g. 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.
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.

Notes:

1. A Statement of Proficiency in any of the wind instruments 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.”
SUB-COLLEGIATE DIVISION

1. Conditions of Admission
For admission to this division the student must be 16 years of age and must have completed the eighth grade work in a rural or standard graded school. Those who have completed the rural school only need to possess the Rural School Diploma. Mature students past 18 years of age who do not meet above requirements may be admitted to pursue county certificate subjects in special cases.

2. County Certificates
The second and third grade county certificates require the following subjects: Didactics, Reading, Orthography, Arithmetic, U. S. History, Grammar, Geography, Physiology, Music, Penmanship, Agriculture, and Domestic Science or Manual Training.
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 en-
tering with a rural school diploma or a county certificate with a grade less than 75 per cent.

2. **Second Half Language and Grammar**—A continuation of first half.

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 Courses**

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 precentage. 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.

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*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.
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.

7. **Third Algebra**—½ unit. Beginning with quadratics.

8. **First Plane Geometry**—½ unit. Books I and II.


10. **Solid Geometry**—½ unit. The geometry of planes and solids.

11. **First Penmanship**—The fundamentals of muscular movement writing. Methods for rural and graded schools.

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 Violín and Orchestral Instruments, see Special Music curriculums.)

**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.

* *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.*
3. **Elementary Botany**—½ unit. A general elementary course covering plant morphology, physiology and ecology.

4. **First Agriculture**—½ unit. The important portions of general agriculture. The successful completion of this course will give credit on the county certificate in lieu of the regular examination.

5. **Second Agriculture**—½ unit. Additional emphasis upon injurious insects, fungus diseases, sprays and spraying, pruning, etc.

6. **Physiography**—½ unit. A review of mathematical geography and elementary meteorology will precede the more detailed study of our land forms, their origin and agents at work upon the land producing them.

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.

8. **Second Half Geography**—A continuation of first half.

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
   - Volley Ball
   - Basket Ball
   - Foot Ball
   - Base Ball
   - **Swimming
   - Tennis
   - Track Athletics
   - ***Boy Scout Work

2. **Physical Training for Women**—Six terms of credit from:

   - Gymnastics
   - Folk Dancing
   - Classical Dancing
   - Natural Dancing
   - Social Dancing
   - **Swimming
   - Life Saving
   - Track Athletics
   - Hockey
   - Unorganized Games
   - Simple Team Games
   - Volley Ball
   - Base Ball
   - Basket Ball
   - Tennis
   - Cricket
   - Archery
   - Soccer

**PHYSICS**

**Sub-collegiate Courses**

1. **First Physics**—½ unit. Mechanics, sound, heat.

2. **Second Physics**—½ unit. Magnetism, electricity, light.

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.

*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.
RELIGIOUS EDUCATION

Sub-collegiate Course

Studies in the Bible—½ unit. Using the Bible as a textbook, the purpose of this course will be to give the student such a knowledge of Bible history and incident as will enable him to recognize and appreciatively understand scriptural allusion in his reading and study of the English classic writers, and to make him familiar with the Christian ideals of good citizenship and right living.

RURAL EDUCATION

Sub-collegiate Courses

1. *Didactics—½ unit. The management and teaching of a rural school based on laboratory results in rural demonstration schools.
2. Elementary Psychology—½ unit. The elements of psychology of most use in teaching children in the elementary grades.
3. *General Methods—½ unit. The methods of teaching the common branches in rural schools. Prerequisite, Elementary Psychology.
4. *The Country School—½ unit. Leadership in the rural schools as a factor in developing the latent possibilities of rural life. Prerequisite, two of above courses.
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 governments; a consideration of the legislative, executive, and judicial departments; a study of the constitution.
5. Elementary Economics—½ unit. A general survey of the laws and principles of economics, together with their application to such economic problems as the time and ability of the class will permit.

*Not more than one unit may be secured in pedagogical subjects.
**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 1924-25

MARCH, 1924

DEGREE CURRICULUMS

Master of Didactics
Raymond, Effie M.—B. A., '12, I. S. T. C. — Cedar Falls

Bachelor of Arts in Education
Cutler, John H. — Waterloo
Ellis, Marjorie F. — Waterloo
Evans, Margaret Eulalie — Waterloo
Fenn, Ivan James — Rodman
Fenn, Janet A. — Rodman
Fober, Geneva H. — Cascade
Hollis, Helen Dorothy — Hudson
Palmer, Doris Nancy — Cedar Falls
Putz, Marie — Edgewood
Solheim, Wilhelm Gerhard — Sioux Falls, S. Dak.

Diploma Curriculums
Armstrong, Minnie M.—Primary — Iowa Falls
Aurit, Floy—Primary — Paulilina
Bacon, Marty—Manual Arts — Harvey
Barr, Eleanor Lockwood—Kindergarten — Waterloo
Beane, America—Primary — Wapello
Blackburn, Eunice—The Junior College — Marshalltown
Broe, Orabelle A.—The Junior College — Duncombe
Brown, Ellith M.—Primary — Forest City
Browning, Aurelia M.—The Junior College — West Branch
Buhr, Emily J.—Primary — Waverly
Carson, Rose Anna—Primary — Forest City
Clock, Beatrice Maye—The Junior College — Clear Lake
Colyn, Lena E.—Primary — Runnells
Cooley, Helen Louise—Art — Waterloo
Cooley, Helen Louise—Art — Waterloo
Cronbaugh, Gretchen Jessica—Kindergarten — Belle Plaine
Crum, Charlotte M.—The Junior College — Riceville
DeLong, Ethel Maurene—Primary — Waterloo
Denn, Mary K.—Home Economics — Webster City
RECENT GRADUATES

Fisher, Olive Lucille—The Junior College. Renwick
Fourth grade, Early.
Fitzgerald, John James—Manual Arts. Ainsworth
Foster, Linella V.—Primary. Chariton
Primary, Chariton. 1536 Braden Ave.
Franklin, Florence—Primary. Albia
Primary, Waterloo. 311 Wellington.
Frieden, Lydia Ruth—The Junior College. West Bend
Sixth grade, Aplington.
Gibson, Robert B.—Manual Arts. Cedar Falls
Haas, Bethel J.—Primary. Garrison
Third grade, Dysart.
Hansen, Annetta—Kindergarten. Holstein
Henkle, Ernestine—The Junior College. Cincinnati
Student, I. S. T. C., Cedar Falls. 2315 Olive St.
Manual Training and Agriculture, Kirkman.
Kewney, Lizzie E.—Primary. Manchester
Second and Third grades, Elkader.
King, Frieda—Primary. Le Mars
Primary, Farrar.
Little, Agnes A.—Kindergarten. Kingsley
Kindergarten, Tama.
Masden, Velma Genevieve—Primary. Fairfield
Third grade, Tipton.
Maulsby, Gatha Elizabeth—Kindergarten. Marshalltown
Mrs. C. F. Breeden, Springfield, Ill.
Mellem, Esther Viola—The Junior College. Northwood
Seventh grade, Northwood.
Meyer, Mildred R.—Primary. Monticello
Miller, Dorothy—The Junior College. Arnold Park
Principal, H. S., McIntire.
Mulder, Delta—The Junior College. Le Mars
Sixth grade, Cedar Falls. 125 W. Sixth St.
Mulline, Allen E.—Manual Arts. Cedar Falls
Student, I. S. T. C., Cedar Falls. 415 W. Third St.
McDuffie, Marion—Primary. Jefferson
Primary, Sioux City.
McMeel, Ruth—Primary. Coggon
Primary, Coggon.
Newman, Laura Faye—Commercial. Hedrick
Nugent, Irene—Primary. Every
Primary, Larchwood.
Porter, Elfa—Primary. Cedar Falls
Student, I. S. T. C., Cedar Falls. 623 W. 22nd St.
Reed, Ethel—Primary. Hepburn
Primary, Onawa. Box 671.
Rhinehart, Clara M.—The Junior College. Laurens
Principal of Grade Building, Carroll. 908 N. Adams.
Rhines, Bernice K.—Primary. Long Beach, Calif.
Third grade, Maricopa, Calif.
Robison, Grace L.—The Junior College. Greeley
Roemer, Eoa F. Hampton
Fourth grade, Carroll. 1123 N. Carroll.
Rogers, Gladys F.—Primary. Dunlap
Fourth grade, Dunlap.
Roseland, John T.—Manual Arts. Paullina
Principal, Elwood.
Ross, Mary E.—Primary. Mt. Pleasant
Primary, Hilger, Mont.
Shafer, Ida M.—The Junior College. Kinross
Fifth and Sixth grades, Kinross.
Shankland, Mary Moore—Home Economics. Paullina
Grades, Early.
Skinner, Kenneth Ray—Commercial. Clarksvillle
Student, State University of Iowa, Iowa City.
Southwell, Ethel Myrl—Primary. Correctionville
Third and Fourth grades, Harlan.
Steuerwald, Viola Margaret—Kindergarten. Wolsey, S. Dak.
Stoner, Gladys—The Junior College. Sac City
Sixth grade, Coon Rapids.
Stratton, Leola M.—Primary. Collins
Primary, Mingo.
Talcott, Mrs. Elizabeth M.—The Junior College. Cedar Falls
Student, I. S. T. C., Cedar Falls. 2509 Iowa St.
Taylor, Mildred C.—Primary ................................................. Liberty, Mo.
Primary, Lawton.

Thompson, Olive—Primary .................................................. Sumner
Primary, Albia. 308 S. Jones.

Vacha, Elma—The Junior College ......................................... Washington
Departmental, Ames. 117 Tenth St.

Walter, Mildred L.—Primary ................................................. Wapello
Primary, Dundee.

Welsh, Irene Lenore—Primary ................................................. Williamsburg
Primary, Mapleton.

Williams, J. Walter—The Junior College .................................. West Bend
Student, I. S. T. C., Cedar Falls. 514 Walnut St.

Wood, Ruth Mildred—The Junior College ................................. Decorah
Grades, Charles City. 305 Cedar St.

Zell, Martha—The Junior College ........................................... Bedford
Principal of Grade Building, Bedford.

JUNE, 1924

DEGREE CURRICULUMS
Master of Didactics

Bixler, Edna—A. B., Stockton Culver College, 1921 .......................... Canton, Mo.
Canton, Mo., 1006 College St.

Bobenhouse, Laura Gertrude—B. A., Simpson College, 1897 .................. Humeaton
Superintendent of Schools, M. E. Mission, Aligarh, India.

Bachelor of Arts in Education

Barber, Irene Grace .......................................................... Yetter
English, High School, Sae City.

Beagley, Ruth ................................................................. Chariton
Primary, Clarion.

Brechner, Marguerite Alice .................................................. Waverly
English, High School, Pocahontas.

Brown, Gertrude Alice ..................................................... Waterloo
Latin and Mathematics, High School, Humboldt.

Brown, Harry Glenn ......................................................... Cedar Falls
English and Public Speaking, Mapleton.

Brown, Velma Maye ......................................................... Cedar Falls
Primary, Public School Music in grades, Orchestra in High School, Edgewood.

Burch, Elmer R. .................................................................. Lake City
Principal of High School, Arispe.

Carlson, Anna Margaret ...................................................... Sioux City
Physical Training in Grades, Coffeyville, Kansas.

Carty, Vera May ................................................................. Earlville
English and Dramatics, Jamaica.

Cave, Hazel Arvilla ........................................................... Ames
Instructor of Physical Education, I. S. T. C., Cedar Falls.

Chalus, Edna Margaret ........................................................ Cedar Falls
English and History, St. Ansgar.

Chase, Emma Frances ........................................................ Cedar Falls
English and Public Speaking, Jesup.

Doherty, Enidred M. ................................................................ Maurice
Principal of High School, Home Economics, Clare.

Eder, Clarence Henry .......................................................... Rock Rapids
Student, State University, Iowa City. 1209 E. Davenport St.

Ferrell, Glover Bynum ................................................................ Washington
Superintendent, Dysart.

Forbes, Irma Rolfe .................................................................. Afton
Kindergarten and First grade, Hampton.

Forsythe, Edith V. ............................................................... Logansport, Ind.
English, High School, Essex.

Garramoni, Parmie .................................................................. Waterloo

Gleave, Jean Maurine .......................................................... Baxter
Art Supervisor, Fremont, Nebraska.

Haffa, Dorothy Katherine ..................................................... Waterloo
Social Science, High School, Edgewood.

Hammer, Marjorie D. ........................................................... Cedar Falls
Fourth grade, Perry.

Hanlon, Dorothy K. ................................................................ Terrill

Haroldson, Engeeta T. .......................................................... Linn Grove

Huesselmann, Bernice M. ..................................................... Cedar Falls
Chemistry Assistant, Iowa State College, Ames.

Kilen, Doris Ellen ............................................................... Cedar Falls

Knickerbocker, Lucile .......................................................... Cedar Falls
English, Dramatics and Public Speaking, Sauk Center, Minn.

Kyler, Winifred V. ............................................................... Cedar Falls
Commercial, Storm Lake.
Logan, Erma Zelda ........................................ Cedar Falls 112 E. 7th St.
Lynch, Gladys Emily ........................................ Cedar Falls
Mahachek, Ruth Beatrice ...................................... Austin, Minn.
Mill, Gertrude E ........................................... Benson, Minn.
Miller, Alvena Louise ....................................... Cedar Falls
Moon, Glenn W ............................................... Waterloo
Morgenson, Einer C .......................................... Cedar Falls
McClung, Nadine G ........................................... Garden Grove
Olney, Neva G ................................................ Cedar Falls
Palmer, Belle ................................................... Oakland
Quinby, Clara Elmina ........................................ Ft. Dodge
Rice, Ivy Leone ............................................... Miles
Rohwer, Ruby .................................................. Paullina
Rohwer, Clara Elmina ........................................ Cedar Falls
Sampson, Mabel ................................................. Pt. Dodge
Scott, Watters A ............................................... Ayrshire
Smith, Lloyd Gordon .......................................... Clarence
Spiegelberg, Vira G ........................................... Rembrandt
Stewart, Paul Waters ......................................... Parkersburg
Sampson, Mabel ............................................... Cedar Falls
Sampson, Mabel ............................................... Cedar Falls
Waits, Pauline ................................................ Cedar Falls
Wilson, Iris Eleanor .......................................... Traer
Winder, Clifford D ........................................... Waterloo
Winslow, Hazel Blanch ......................................... Warren, Ill.
Witter, Clara H ............................................... Davenport
Wolfe, Elam C ................................................ Cedar Falls
Wolffert, Leila Ellen ........................................ Cedar Falls
Wolffert, Leila Ellen ........................................ Cedar Falls
Wolffert, Leila Ellen ........................................ Cedar Falls
Wolffert, Leila Ellen ........................................ Cedar Falls
Wolffert, Leila Ellen ........................................ Cedar Falls
Wyth, Dorothy Gertyne ........................................ Cedar Falls
Yearous, Mildred Martha ...................................... Elgin
Zimmerman, Frances B ....................................... Lincoln, Neb.

**Diploma Curriculums**

Addy, John Francis—The Junior College ................................ Sanborn
Ager, Bertha Lydia—Commercial ................................... Wanpeton
Ahrweiler, Ella Elizabeth—Primary ............................................. Oskaloos,
Primary, Van Cleve.
Airhart, Mabel M.—Primary .................................................. Manchester
Primary, Oneida.
Aldinger, Margaret—The Junior College ..................................... Hampton
Junior High School, Tabor.
Ales, Grace Gertrude—The Junior College .................................... Lost Nation
Third and Fourth grades, Tama. Box 711.
Atkinson, Martha H.—The Junior College ................................... Emmetsburg
Departmental, Sheffield.
Attig, Bernice M.—Primary ...................................................... Sibley
Primary, Lohrville.
Attig, Clara G.—Primary .......................................................... Sibley
Primary, Gary, Indiana.
Baggs, Verona Ruth—Primary .................................................... Garner
Primary, Pocahontas.
Bakley, Linda—The Junior College ........................................... Boxholm
Fifth grade, Madrid.
Bamford, Eva Ann—Primary .................................................... Kanawa
Primary, Dallas Center.
Barlow, Frances Marion—Primary ............................................. Clear Lake
Third grade, Rippey.
Bartelma, C. David—The Junior College ..................................... Prairie City
Manual Training and Coaching, Cresco.
Basler, Wayne G.—Manual Arts ................................................. Sac City
Superintendent, Yetter.
Bastow, Cleo—The Junior College ............................................. Mt. Ayr
Third and Fourth grades, Burt.
Bauman, Lucile Dorothy—The Junior College ............................... Mason City
Principal, Junior High School, Buffalo Center.
Beach, Louise M.—Kindergarten ............................................ Sioux Falls, S. Dak.
Kindergarten, Sioux Falls, S. Dak. 804 W. 12th St.
Beckman, Margaret L.—Home Economics ...................................... Mediapolis
Bell, Ruth F.—Public School Music ........................................... Creston
Public School Music and Penmanship, Tipton. Box 420.
Beman, Ermina—Primary .......................................................... Ames
Primary, Jesup.
Bennett, Lenora B.—Primary ..................................................... Garner
Second and Third grades, Crystal Lake.
Beohm, Bessie L.—Primary ...................................................... Greeley
Black, Alice Anna—The Junior College ...................................... Waterloo
Departmental, Garner.
Block, Grace—The Junior College ............................................ Little Rock
Rural, Little Rock.
Blow, Ruth Elizabeth—Primary ................................................. Beaman
Primary, Union.
Bogle, Lawrence M.—Manual Arts .............................................. Shellsburg
Manual Arts and Athletics, Victor.
Boone, Fern—The Junior College .............................................. Waukee
Fifth and Sixth grades, Hanover, Ill.
Bosch, Viola J.—Home Economics ............................................. Melbourne
Bowers, Alsa—The Junior College ............................................... Dunkerton
Third and Fourth grades, Buckingham.
Braklow, Louise—Primary .......................................................... Boone
Primary, Guttenberg.
Brennecke, Blanche—Primary .................................................... Marshalltown
Third grade, Edgewood.
Broadie, Barbara Jean—Public School Music ................................ Waverly
Public School Music and Art, McGregor. Box 527.
Brooker, Ethel M.—Primary ..................................................... Forest City
Third grade, Rippey.
Brown, Allan Reedy—Manual Arts .............................................. Cedar Falls
Athletics and Junior High School, Edgewood. Box 153.
Brummer, Dorothy H.—The Junior College .................................. Sioux Rapids
Rural, Sioux Rapids.
Burgess, Mary E.—The Junior College ........................................ Des Moines
Fifth and Sixth grades, Rowley.
Burns, Audrey E.—The Junior College ....................................... Eldora
Third and Fourth grades, Belle Plaine. 1704 9th Ave.
Burns, Jeannetta S.—Public School Music ................................... Garden Grove
Public School Music, Boxholm.
Burroughs, Dorothy L.—Primary ................................................. St. Ansgar
Primary, Harland, Minnesota.
Busby, Ruth Irene—The Junior College ...................................... Dodge Center, Minn.
Critic in Training, I. S. T. C., Cedar Falls. 2303 Olive St.
Buser, Alice S.—Primary .......................................................... Sloan
Third grade, Mapleton. 112 S. 8th St.
<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
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<tr>
<td>Busse, Anna Marie</td>
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<td>Byal, Wilda</td>
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<td>Carlson, Lena Jane</td>
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<td>Student, I. S. T. C.</td>
<td>Cedar Falls, Bartlett Hall</td>
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<td>Carroll, Irene Leone</td>
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<td>Carter, Gertrude Violet</td>
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<td>Chamberlain, Gladys I.</td>
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<td>Charmock, Gladys L.</td>
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<td>English and Latin,</td>
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<td>Davidson, Marian Aimee</td>
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<td>Grade Teacher, Rock Falls</td>
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<td>Deen, Anna Leola</td>
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<td>Detiie, Margaret Louise</td>
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<td>Dondelinger, Mary Regina</td>
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<td>Driscoll, Isabel</td>
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<td>Fifth grade, Newton. 921 S. 5th Ave. E.</td>
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<td>Dunn, Lorraine Ann</td>
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<td>St. Anthony</td>
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<td>Dustin, Hazel Marie</td>
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<td>Eastman, Iva</td>
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<td>Armstrong</td>
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<td>L. B. Christopher, Fairmont, Minn. 322 S. Elm St.</td>
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<td>Eggers, Gertie R.</td>
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<td>Egland, Marvy</td>
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<td>Assistant Supervisor of Art, Terra Haute, Ind.</td>
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<td>Evans, Dorothy Dean</td>
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<td>Newton</td>
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<td>Evans, Hazel E.</td>
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<td>Bonair</td>
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<td>Grouse, Elsie A.</td>
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<td>Grove, Eunice M.</td>
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<td>Grummon, Catherine A.</td>
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<td>Guthrie, Mary A.</td>
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<td>St. Ansgar</td>
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<td>Fifth grade</td>
<td>Osceola</td>
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</tbody>
</table>

IOWA STATE TEACHERS COLLEGE
RECENT GRADUATES

Hall, Florence E.—The Junior College. Oelwein
Sixth grade, Waterloo. 219 Brockwell Arms.

Hamil, Mary Avis—Kindergarten. Onawa
Kindergarten, Mapleton. 112 S. 8th St.

Hannah, Hazel J.—The Junior College. Oakland
Fourth grade, Manning.

Hansen, Ellen N.—Primary. Alta
* Primary, Dysart.

Hardie, Edna C.—Primary. Kingsley
* Primary, Lohrville.

Harmison, Marion E.—The Junior College. Marcus
Fourth grade, Le Mars. 815 Central S. W.

Harrington, Elber W.—The Junior College. Graettinger
High School, Keswick.

Harris, Glenn—Manual Arts. Paullina
Manual Arts, Liscomb.

Harrison, Lila Mae—Art. Independence
Third and Fourth grades, Fairbank.

Hasbrouck, Lucille C.—The Junior College. Grundy Center
Fifth and Sixth grades, Hudson.

Heilman, A. Augusta—Primary. McGregor
* Primary, Elkader.

Henderson, Adaline—Public School Music. Marengo
Public School Music and Physical Training, Jesup.

Henderson, Eleanor—The Junior College. Independence
Fifth and Sixth grades, Belle Plaine. 1004 17th St.

Henderson, Ruth E.—Home Economics. Seymour
Home Economics, Calamus.

Hendrick, Mary Ellen—Primary. Primghar
Primary, Charles City. S 66 Wis. St.

Hendricks, Frances—The Junior College. Graettinger
Mathematics, Volga.

Hermanson, Thelma L.—The Junior College. Waukon
Sixth grade, Onawa.

Hersey, Lewis G.—Manual Arts. Cedar Falls
Student, I. S. T. C., Cedar Falls. 1123 W. 23rd St.

Hoffman, Glen R.—Manual Arts. Sibley
Student, I. S. T. C., Cedar Falls. 1123 W. 23rd St.

Holm, Lena K.—Commercial. Cedar Falls
Commercial, Eldora.

Hood, Dora Lois—Public School Music. Atlantic
Public School Music, Rippey.

Hood, Maude Marie—The Junior College. Aurora
Student, I. S. T. C., Cedar Falls. Bartlett Hall.

Honeyman, Madonna—Primary. Cedar Falls
* Primary, Charles City. 606 Wis. St.

Iblings, Dorothy Irene—Public School Music. Cedar Falls
Public School Music, Bayard.

Isley, Carlton H.—Manual Arts. Cedar Falls
Student, I. S. T. C., Cedar Falls. 1204 W. 19th St.

Johnson, Viva Mae—Primary. Doon
* Primary, Renwick.

Johnston, Margaretta—Public School Music. Buffalo Center
Public School Music, North English.

Hildreth, Ila A.—Primary. Windom, Minn.
* Primary, Dike.

Hill, Jean—Primary. Cherokee
* Primary, Alta.

Hixson, Marjorie M.—Primary. LeMars
* Primary, Randolph.

Hockett, Alva Ruth—Public School Music. Manning
Public School Music, Sac City.

Hoffman, Glen R.—Manual Arts. Sibley
Student, I. S. T. C., Cedar Falls. 1123 W. 23rd St.

Holm, Lena K.—Commercial. Cedar Falls
Commercial, Eldora.

Hood, Dora Lois—Public School Music. Atlantic
Public School Music, Rippey.

Hood, Maude Marie—The Junior College. Aurora
Student, I. S. T. C., Cedar Falls. Bartlett Hall.

Honeyman, Madonna—Primary. Cedar Falls
* Primary, Charles City. 606 Wis. St.

Iblings, Dorothy Irene—Public School Music. Cedar Falls
Public School Music, Bayard.

Isley, Carlton H.—Manual Arts. Cedar Falls
Student, I. S. T. C., Cedar Falls. 1204 W. 19th St.

Johnson, Viva Mae—Primary. Doon
* Primary, Renwick.

Johnston, Margaretta—Public School Music. Buffalo Center
Public School Music, North English.
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<tr>
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<td>Jones, Myrle L.</td>
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<td>Junge, Gretchen Marie</td>
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<td>Knott, Ille M.</td>
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<td>Koehm, Anna L.</td>
<td>The Junior College</td>
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<td>Mauss, Clara L.</td>
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130 IOWA STATE TEACHERS COLLEGE
RECENT GRADUATES

Miller, Edna Dorothy—Commercial .............................................. Nashua
Commercial, High School, Iowa Falls.

Miller, Frank Orrell—Commercial ............................................. Parkersburg
Commercial, Beardstown, Ill. 417 W. 8th St.

Miller, Inez Opal—The Junior College ....................................... Unionville
Sixth and Seventh grades, Bellevue.

Miller, June M.—Primary ....................................................... Waterloo
Third grade, Toledo.

Moeller, Elsie—Primary ......................................................... Everly
Third grade, Jeaup

Momyer, Marjorie E.—Kindergarten ........................................... Knoxville
Kindergarten, Pella.

Moore, Angela M.—Primary ..................................................... Calmar
Primary, Stanley.

Moore, Erma E.—Primary ....................................................... Shelby

Morgan, Mildred M.—Public School Music .................................... Parker, S. Dak.
Public School Music, Manilla.

Morrison, La Rue—The Junior College ....................................... Unionville
Fifth grade, Boone. 310 Monona St.

Mosher, Ruth Ferne—Primary .................................................... Rockford
Primary, Colwell.

Muir, Mae—Primary ............................................................... Fredericksburg
Primary, Lakota.

Myers, W. Evelyn—Home Economics ........................................... Waterloo
Home Economics, Fairbank.

Mythaler, Irene M.—Primary ..................................................... Waterloo
Primary, Geneseo Consolidated School, Buckingham.

McConnell, Joseph L.—The Junior College .................................. Ainsworth
Science and Coaching, Yarmouth.

McCraw, Mary E.—The Junior College ....................................... Hecla, S. Dak.
Seventh grade, Waterloo.

McDonald, Helen Dorothy—Primary ........................................... Moorhead
Primary, Magnolia.

McFadden, Ora Olive—Primary .................................................. Las Animas, Colo.
Primary, Essex.

McGee, Mary—The Junior College .............................................. Parley
Reading, History and Geography, J. High School, Trail.

McGinnis, Lena B.—Home Economics .......................................... Stanley
Home Economics, Swaledale.

McGrath, Kathryn—The Junior College ........................................ Walnut
Junior High School, Walnut.

McGregor, Katheryne Louise—The Junior College ......................... Shell Rock
Fourth and Fifth grades, Tripoli.

McKibben, Julia H.—The Junior College ...................................... Garden Grove

McMillan, Annette Margaret—Public School Music .......................... Hudson
Public School Music and Physical Training, Gowrie.

Nagle, Natalie—Home Economics .............................................. Deep River
Home Economics and Music in grades, Kalona.

Naumann, Lulu Kathryn—Primary ............................................... Davenport
Primary, Davenport. 2417 Pershing Ave.

Naumann, May Marguerite—Public School Music ............................ Davenport
Public School Music, Cedar Falls. 204 E. 9th St.

Nelson, Agnes—The Junior College ............................................ Shenandoah
Fifth grade, Newton. 207 E. 8th St. S.

Nichols, Martha Louise—Primary ............................................... Rock Rapids
Primary, Humboldt.

Nielsen, Gerda—The Junior College ........................................... Halfa
Seventh and Eighth grades, Maple Hill.

Niemeyer, Dorothy G.—Commercial ........................................... McGregor
Stenographer, Des Moines. 1507 6th Ave.

Nieting, Clara Marie—The Junior College ................................... Lowden
Fifth and Sixth grades, Fairbank.

Norton, Florence Gertrude—The Junior College ............................ Sanborn

Nubson, Genevieve M.—Primary ................................................. Nora Springs
Third and Fourth grades, Blairsburg.

O'Connor, Elizabeth—The Junior College .................................... Reinbeck

Olmstead, Hazel G.—The Junior College ..................................... Waterloo
Waterloo. 807 W. Mullan Ave.

Olsen, Clara S.—Primary ....................................................... Jewell
Primary, Radcliffe.

Olsen, Thelma A.—The Junior College ........................................ Schallen

Olsen, Effie G.—The Junior College .......................................... Linn Grove

Overhulser, Nellie J.—Commercial ............................................ Dexter
Commercial, Reinbeck.

Palmer, Dorothy B.—Commercial .............................................. Cedar Falls
Commercial, Waterville.
Park, Marie Louise—The Junior College .............................. Sioux City
Parrish, Eva Alexes—The Junior College ...................... Webster City
History, Junior High School, Sac City. 903 Audubon St.
Parks, Ethna—Library ........................................... Cedar Rapids
Third grade, Newton. 512 S. 5th Ave. W.
Patten, Lois J.—Kindergarten .............................. Marshalltown
Payne, Dorothy D.—Kindergarten .......................... Grinnell
Pearce, Muriel—Kindergarten ................................ Dubuque
Kindergarten, Fort Madison. 235 4th St.
Peters, Lola Leota—The Junior College .......................... Renwick
Fourth and Fifth grades, Goldfield.
Peterson, Helen I.—Primary ........................................... Calmar
Primary, Fayette.
Peterson, Laura E.—Home Economics .......................... Sioux Falls, S. Dak.
Student, I. S. T. C., Cedar Falls. 2403 Walnut.
Peterson, Octavia—Kindergarten .............................. Fort Dodge
Kindergarten, Rockford, Ill. 1607 Crosby St., Apt. D.
Pierce, Pearl E.—Primary ........................................ Carroll
Primary, Belle Plaine. 1701 7th Ave.
Pilson, Zatha L.—Kindergarten ............................... Waterloo
Kindergarten, Toledo.
Place, Wilma—The Junior College .............................. Milford
Mathematics, Junior High School, Spirit Lake.
Porch, Mildred Leta—The Junior College ........................... Anita
Rural, Anita.
Powell, Corinne E.—Primary ....................................... Keota
Second and Third grades, Washington.
Powell, Ruth—The Junior College ............................... Winfield
Fifth grade, Winfield.
Priebe, Gertrude—Primary ........................................ Mason City
Primary, Okoboji Consolidated School, Milford.
Priest, Bertie L.—The Junior College .......................... Shannon City
Seventh grade, Bayard.
Pryor, Ray—Manual Arts ........................................... Earlham
Manual Training and Coaching, Laurens.
Putnam, Opal I.—Primary ........................................... Deep River
Primary, Deep River.
Quire, Reba Katherine—The Junior College .......................... Lynnville
Third and Fourth grades, Lynnville.
Ramsey, Kathryne W.—The Junior College ........................... Newton
Mathematics, Gary, Ind.
Randall, Genevieve A.—The Junior College ................................. Manly
Grades and Physical Director, Fertile.
Rasmussen, Irene W.—The Junior College .............................. Newton
Staets, I. S. T. C., Cedar Falls. 2421 Olive St.
Reaney, Norma Ellen—Public School Music .......................... Ainsworth
Public School Music, Crawfordsville.
Reid, Anna Esther—Home Economics .............................. Morning Sun
Student, I. S. T. C., Cedar Falls. 710 W. 24th St.
Reiser, Esther Lillian—Primary ..................................... New Albin
Reynolds, Gertrude I.—The Junior College ............................... Odebolt
Fifth grade, Lake City.
Rice, Ruth Mary—The Junior College ............................. Danville
Third and Fourth grades, Vernon Cons. School, Renwick.
Ritter, O. Pearl—Primary ........................................ Afton
Primary, Sheffield.
Roberts, Gladys—The Junior College ............................. Rolfe
Grades, Mason City, R. No. 2.
Roeder, Elizabeth Jane—Home Economics ........................ Cedar Falls
Home Economics, Wayland.
Rowland, Gladys C.—Primary ............................... Ft. Madison
Primary, Fort Madison.
Ruys, Margaret—Primary ........................................ Hull
Third and Fourth grades, Lansing, Ill.
Saalbach, Elizabeth—Public School Music ........................ Charles City
Saafey, Archie—Manual Arts ........................................ Farnhamville
R. R. Co., Farnhamville.
Sage, Elizabeth Parthena—The Junior College .......................... Waterloo
Third grade, Waverly. 417 N. Locust St.
Sample, Verna M.—Primary ..................................... De Witt
Primary, Des Moines. 1318 E. Grand Ave.
RECENT GRADUATES

Sanders, Grace Harris—Primary .................................................. Avoca
Third grade, Missouri Valley.
Sauve, Eulalie E.—Primary ......................................................... Belle Plaine
Third grade, Monticello.
Saylor, Mary J.—Public School Music ........................................... Waterloo
Public School Music, Dinsdale.
Scott, Isabel V.—The Junior College ........................................... Dow City
Junior High School, Sioux City. 1706 Rebecca St.
Sellers, Frances Wilma—Home Economics .................................... Marshalltown
Third and Fourth grades, State Juvenile Home, Toledo.
Seyb, Sylvia Irene—The Junior College ....................................... Donnelson
Seyb, Sylvia Irene—Hayes Consolidated School, Storm Lake.
Shea, Austin Maurice—Manual Arts .............................................. Waterloo
Sherman, Audrey J.—Primary .................................................... New Sharon
Primary, Collins.
Sherwood, Holly Ly—Manual Arts ............................................... Lu Verne
Manual Arts, Alexis, Ill.
Shirer, Vera Beatrice—Primary .................................................. Russell
Primary, Derby.
Shirley, Mildred Maomi—Primary ............................................... Belle Plaine
Primary, Belle Plaine. 902 19th St.
Shotts, Mary Toreva—The Junior College ................................... Cedar Falls
Third and Fourth grades, Rock Falls.
Silby, Gladys—Public School Music ............................................. Little Sioux
Public School Music, Vermilion, S. Dak.
Siple, Martha Louise—The Junior College ..................................... McIntire
Fifth grade, New Hampton. 180 N. Linn.
Skelton, Edna B.—Kindergarten ................................................ Oskaloosa
Kindergarten, Belle Plaine. 511 16th St.
Sloan, Beula Ione—Primary ..................................................... Tipton
Third grade, Tripoli.
Smith, Margaret Bessie—The Junior College ................................. Boone
Fourth and Fifth grades, Estherville. 302 S. 7th St.
Smith, Mark P.—Manual Arts .................................................... Goodell
Manual Training, Agriculture and Athletics, Prair.
Smith, Vera Ruth—The Junior College ......................................... Mt. Ayr
Seventh grade, Carson.
Soper, Florence I.—The Junior College ....................................... Hampton
Fourth grade, Milford.
Starbuck, Kenneth C.—Manual Arts ............................................ Cedar Falls
Manual Arts and Coach, Hampton.
Stark, Esther—The Junior College .............................................. Traer
Rural, Traer.
Stehn, Margaret A.—Primary ................................................... Northwood
Primary, Gilmore City.
Stevens, Leila—Primary ............................................................ Dubuque
Normal Training Critic, Garner.
Stevens, Neola Mae—The Junior College ..................................... Grundy Center
Fifth grade, Gowrie.
Stewart, Effie—Public School Music ............................................ Waterloo
Public School Music and Home Economics, La Crosse, Ind.
Stillinger, Okley P.—Manual Arts ............................................... Colesburg
Principal, Delaware.
Stoakes, Florence E.—The Junior College .................................. Dysart
Stoecker, Ruth K.—Primary .................................................... Manly
Primary, Lake Mills.
Stout, Harold L.—Manual Arts ................................................... Rose Hill
Stratten, Mildred L.—Home Economics ....................................... Collins
Primary, Collins.
Stroab, Marie G.—Primary ....................................................... Webb
Primary, Garfield Consolidated School, Webb.
Suchomel, Elizabeth B.—Kindergarten ......................................... Cedar Rapids
Sunderman, Ora M.—The Junior College ..................................... Earlyville
Swain, Gladys—Public School Music ........................................... Osceola
Seventh and Eighth grades, Music, Allison.
Swallow, Lois E.—The Junior College .......................................... Valley Junction
Fourth grade, Guttenberg.
Swanson, Vifa M.—Primary .................................................... Laurens
Primary, Ayrshire.
Swedberg, Irene Viola—The Junior College .................................. Nora Springs
Seventh and Eighth grades, Rockwell.
Taft, Helen Lovene—The Junior College ..................................... Swea City
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<th>Name</th>
<th>Grade</th>
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<td>Taylor, Margaret F.</td>
<td>Public School Music</td>
<td>Public School Music and Latin, Renwick</td>
<td>Huron, S. Dak.</td>
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<td>Taylor, Verda L.</td>
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<td>Test, Maurine</td>
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<td>Thomas, Hazel Helen</td>
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<td>Thompson, Margaret</td>
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<td>Trilk, Isabel H.</td>
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<td>Van Alstine, Altadena</td>
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<td>Waggoner, Olive E.</td>
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<td>Wagner, Blanche</td>
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<td>Ward, Evangeline Ruth</td>
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<td>Washburn, Georgianna M.</td>
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<td>Weidlein, June</td>
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<td>Wells, Lydia Mande</td>
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<td>White, George C.</td>
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<td>White, Mamie L.</td>
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<td>Sioux Falls, S. Dak.</td>
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<td>Wild, Elsie A.</td>
<td>The Junior College</td>
<td>Council Bluffs</td>
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<td>Wilder, Wanda E.</td>
<td>The Junior College</td>
<td>Sioux Falls, S. Dak.</td>
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<td>Williams, George D.</td>
<td>The Junior College</td>
<td>Washington, D. C.</td>
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<td>Williams, Grace</td>
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<td>Decorah, Primary Independence</td>
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<td>Wilson, Agnes M.</td>
<td>The Junior College</td>
<td>Colo</td>
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<td>Stuart</td>
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<td>Springville</td>
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<td>Williams, George</td>
<td>The Junior College</td>
<td>Center Point</td>
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<td>Wilder, Wanda E.</td>
<td>The Junior College</td>
<td>I. S. T. C., Cedar Falls, Bartlett Hall.</td>
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<td>Williams, Grace</td>
<td>The Junior College</td>
<td>I. S. T. C., Cedar Falls, Bartlett Hall.</td>
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<td>Willis, Kathryn B.</td>
<td>Primary</td>
<td>Decora, Primary Independence</td>
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<td>Wilson, Edith L.</td>
<td>The Junior College</td>
<td>Third and Fourth grades, Rowley</td>
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<td>Wilson, Hattie</td>
<td>Primary</td>
<td>Third and Fourth grades, Maquoketa</td>
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<tr>
<td>Wilson, Hattie</td>
<td>Primary</td>
<td>Primary, Waterloo. 216 Fremont St.</td>
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</table>
Wilson, Ruth Genevieve—Public School Music .................................................. Nora Springs
Public School Music, Libby, Mont.
Wise, Iona E.—Primary ......................................................... Dallas Center
Primary, La Moille.
Wolff, Lucinda D.—The Junior College ...................................................... Sumner
Eighth grade, Sumner.
Wood, Vida Grace—Primary ............................................................................ Carroll
Third and Fourth grades, Algona.
Woodward, Ruth—The Junior College ............................................................... Cresco
Fifth and Sixth grades, Floyd.

Teacher of Rural Schools Diploma
Miller, Ruth O. .............................................................................................. Hampton

CERTIFICATES FROM DEPARTMENTS

Critic Teacher
Barron, Mabel Catherine .................................................................................... Cedar Falls
The Junior College Diploma, August 17, 1922.
Fee, Mary Margaret ......................................................................................... Carroll
Primary Education Diploma, May 30, 1922.
Silence Zelma ...................................................................................................... Marshalltown
The Junior College Diploma, December 5, 1922.
Trowbridge, Leah T. ............................................................................................. Corydon
The Junior College Diploma, August 20, 1920.
White, Marjorie E. .............................................................................................. Olin
Primary Education Diploma, June 5, 1917.

Voice
Broadie, Barbara Jean ......................................................................................... Waverly
Hockett, Alva Ruth .............................................................................................. Manning
Naumann, May Marguerite .................................................................................. Davenport
Swain, Gladys ........................................................................................................ Osceola
Bell, Ruth E. .......................................................................................................... Creston
Wyth, Dorothy Gertyne ....................................................................................... Cedar Falls

Piano
Burns, Jeanetta S. ................................................................................................. Garden Grove

Trombone
Nezger, Leah Mae ................................................................................................ Terril

AUGUST, 1924

DEGREE CURRICULUMS

Master of Didactics
Haight, Effie—B. A., University of Nebraska, 1922 ............................................ Missouri Valley
Third and Fourth grades, Cedar Falls. 808 Washington.

Bachelor of Arts in Education
Alexander, Earl Dewey ...................................................................................... Lancaster, Mo.
Superintendent, Center Junction.
Allenstein, Lillie W. ............................................................................................ Lamont
Normal Training Critic, Algona.
Anderson, Lucile E. ............................................................................................. Mt. Pleasant
Superintendent and English, Pleasant Lawn Consolidated School, Mt.
Pleasant, R. No. 2.
Archer, Gaylord Layton ........................................................................................ Troy
Student, Boston University School for Theology, Boston, Mass. 2
Louisburg Square.
Armstrong, Margaret Celeste ............................................................................... Cedar Falls
English, High School, Stuart.
Arquette, Evelyn .................................................................................................... Mason City
Physical Education, High School, St. Cloud, Minnesota.
Ash, Eldred A. ....................................................................................................... Edgewood
Principal and Normal Training Critic, North English.
Barron, Mabel ........................................................................................................ Cedar Falls
Critic, Fourth and Fifth grades, Madison, So. Dak. 321 Egan Ave. H.
Brinegar, Fern .......................................................................................................... Alta
Fifth grade, Laurens.
Buchanan, Stewart ................................................................................................ Cedar Falls
Science, Marion. 909 13th St.
Campbell, Lee Hulse ............................................................................................ Hopkinton
Superintendent of Battle Creek Consolidated Schools, Hopkinton.
Close, Margarete I. ............................................................................................... Independence
Sixth grade, Sioux City. 1337 Morningside Ave.
<table>
<thead>
<tr>
<th>Name</th>
<th>Major/Activities</th>
<th>Location</th>
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<tbody>
<tr>
<td>Cole, Hazel Cora</td>
<td>Commercial, Qskaloosa</td>
<td>Cedar Falls</td>
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<tr>
<td>Courter, Margaret Aline</td>
<td>French and Latin, Spirit Lake</td>
<td>Belle Plaine</td>
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<tr>
<td>Darby, Laura</td>
<td></td>
<td>Albia</td>
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<td>Day, Frank S.</td>
<td></td>
<td>Cedar Falls</td>
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<tr>
<td>Dickinson, Warren A.</td>
<td>Athletic Director, Odebolt</td>
<td>Shellsburg</td>
</tr>
<tr>
<td>Driver, Ernest Charles</td>
<td>Teaching Assistant, University of Illinois, Urbana, Ill. 901 W. Main St.</td>
<td>Jesup</td>
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<tr>
<td>Duffy, Lillian</td>
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<td>Wall Lake</td>
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<tr>
<td>Dunlap, Helen Leslie</td>
<td>Student, Smith College, Northampton, Mass. 39 West St.</td>
<td>Waterloo</td>
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<tr>
<td>Edwards, Arthur Usher</td>
<td>General Science, Junior High School, Waterloo. 319 Argyle.</td>
<td>Bayard</td>
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<td>Ernst, Walter E.</td>
<td>Superintendent, Bayard</td>
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<td>Fearing, Howard Wm.</td>
<td>Superintendent, Manilla</td>
<td>Radcliffe</td>
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<td>Fluke, Nellie</td>
<td>Science, What Cheer</td>
<td>Redding</td>
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<td>Fottral, James E.</td>
<td>Teacher in High School and Coach, Decorah. 406 Winnebago St.</td>
<td>Thornburg</td>
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<td>Gardner, Mildred Elizabeth</td>
<td>Physical Education Director, High School, Rochester, Minnesota.</td>
<td>Cherokee</td>
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<td>Gibson, Hugh Barton</td>
<td>Superintendent, Aredale</td>
<td>Smithland</td>
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<td>Glenn, John C.</td>
<td>Superintendent, Sheffield</td>
<td>Batavia</td>
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<td>Graf, Loretta M.</td>
<td>Sewing Supervisor, Waterloo. 507 E. 2nd St.</td>
<td>Independence</td>
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<td>Greene, Bessie Melrose</td>
<td>Mathematics, Akron</td>
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<td>Hill, Florence I.</td>
<td>Home Economics and History, Strahan</td>
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<td>Holliday, Robert L.</td>
<td>Economics and Agriculture, Mediapolis</td>
<td>Rowan</td>
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<td>Huffman, Mary C.</td>
<td>Superintendent, Shannon City</td>
<td>Nashua</td>
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<td>Keith, Bettie Grace</td>
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<td>Kelly, Anna Frances</td>
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<td>Knight, R. C.</td>
<td>Public School Music, Rolfe</td>
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<td>Lalan, H. Lester</td>
<td>Manual Arts, Agriculture and Mathematics, Riverside.</td>
<td>Cedar Falls</td>
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<td>Larson, Anna Marie</td>
<td>Student, McCormick Sem., Chicago, Ill. 2330 N. Halsted St.</td>
<td>Marshalltown</td>
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<td>Lawrence, Wm. R.</td>
<td>Sewsng, High School, Marshalltown. 401 W. State St.</td>
<td>Cedar Falls</td>
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<td>Love, Herbert Hunter</td>
<td>Manual Arts, Glenwood. 3 Maple St.</td>
<td>Meriden</td>
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<td>Mavrelis, George P.</td>
<td>Principal of High School, Coon Rapids</td>
<td>Waterloo</td>
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<td>Moeller, Hugo C.</td>
<td>Student, Harvard University, Cambridge, Massachusetts. 68 Oxford St.</td>
<td>Waterloo</td>
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<td>Myers, Julia Mae</td>
<td>Independence Instructor of Commerce, L. S. T. C., Cedar Falls. 1214 Washington St.</td>
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<td>Oldis, Elena M.</td>
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</tbody>
</table>
RECENT GRADUATES

Robb, Kathryn A. ................................. Lyons
Instructor of English, I. S. T. C., Cedar Falls.

Robinson, Rebecca ......................... Manchester

Schlossin, Wm. A. ......................... Hull
Head Printing Dept., South H. S. Omaha, Neb.

Spencer, Hazel Arlene ..................... Long Beach, Calif.
English, High School, Lake Geneva, Wis. 428 Warren St.

Stevens, Lela ................................ Dubuque
Normal Training Critic, Garner

Stunkard, Mina A. .................... Milford
Latin, High School, Pocahontas.

Swords, Ardis Mate ...................... Wyoming
Mathematics, Public School Music, Napier Station, Ames.

White, Alice J. ..................... Edgerton, Wis.
Athletics, Monticello.

Young, Bessie Anna ............... Deloit Commercial, High School, Waterloo. 409 Vermont.

Diploma Curriculums

Abney, Ethel M.—The Junior College ..................... Yetter
Student, I. S. T. C., Cedar Falls. 2222 Walnut St.

Akers, Ives M.—Primary ................... Owasa
Third grade, Mediapolis.

Akin, Gladys R.—Home Economics .............. Waterloo
Mrs. Arthur D. King, Home Economics, Tripoli. Box 165.

Aldinger, Loraine—Primary ...................... Hampton
Primary, Ute.

Alexander, Christine—The Junior College ..... Lancaster, Mo.
Fourth grade, Marshalltown. 106 N. 7th St.

Allen, Laura Gladys—Primary ................ Des Moines
Primary, Fort Dodge. 1120 3rd Ave. N.

Anderson, Dorothy Valentine—Primary .......... Bussey
Primary, Bussey.

Anglum, Edith L.—The Junior College ........ Early
Sixth grade, Onawa.

Bancroft, Althea Enez—The Junior College ..... Monticello
Fifth and Sixth grades, Hopkinton.

Barkdoll, Ruth Allyn—Primary ............... Vinton
Primary, Manly. Box 106.

Barnhart, Lola C.—The Junior College ......... Bloomfield
Seventh grade, Marshalltown. 106 N. 7th St.

Beacom, Esther Bremer—Primary ............... Martensdale
Primary, Martensdale.

Bear, Rosa Pearl—The Junior College ........ Rhodes
Seventh grade, Maxwell.

Beck, Reta Marie—The Junior College ........ Davenport
Grades, DeWitt.

Blinn, Mary E.—Primary .................... Glidden
Primary, Webb.

Bowen, Lora Inez—The Junior College ........ Chillicothe
Eighth grade, Lohrville.

Bralliar, Edna May—Home Economics .......... Richland
Home Economics, Monmouth.

Broderick, Ethid C.—Primary ................ Osage
Third grade, Council Bluffs. 180 Glen Ave.

Brown, Betty—Primary ................ Eldora
Primary, Rochester, Minn. 504 Center St. E.

Bryant, Adelaide—Primary ................. Marengo
Third grade, Marengo.

Bryson, Gladys Mable—The Junior College ...... Rockwell City
Fifth grade, Sac City.

Butterfield, Mrs. A. C.—The Junior College .... Ringsted
Third and Fourth grades, Troy Mills.

Cairns, Alice—Primary ................ Bondurant
Mason City, 715 W. Federal.

Callender, Leslie H.—Manual Arts ............. Cedar Falls
Superintendent, Bouton.

Callender, Mrs. Lillian G.—Home Economics .......... Cedar Falls
Home Economics, Bouton.

Cambridge, Mary E.—Primary ................ Colfax
Primary, Fort Dodge. Care of Y. W. C. A.

Carver, Zola Zoo—Public School Music .......... Colo
Public School Music, Zearing.

Chambers, Ima M.—The Junior College ........ Primghar
Christiansen, Mamie K.—The Junior College ........................................... Story City
Fourth grade, Story City.
Christoffersen, Gertrude H.—Commercial ............................................... Cedar Falls
Bank clerk, Cedar Falls, 501 Main St.
Church, Leona Richie—The Junior College .............................................. Mt. Pleasant
Fourth grade, Marshalltown, 609 Fremont St.
Cole, Harold Edward—Manual Arts ............................................................ Faribault, Minn.
Manual Arts and Coach, Dows.
Corder, Hubert B.—Manual Arts ................................................................ Lineville
Manual Arts and Agriculture, Welton.
Clark, Beatrice F.—Kindergarten ................................................................ Mason City
Kindergarten, Mason City, 312 6th St. S. W.
Clark, Bernice—Primary ............................................................................... Woodbine
Third grade, Cherokee.
Clark, Marjorie M.—Kindergarten ............................................................... Mason City
Kindergarten, Mason City, 312 6th St. S. W.
Cocking, Gladys M.—Primary ................................................................. Manchester
Primary, Earlville.
Crahan, Margaret F.—Primary ..................................................................... Manson
Third grade, Manson.
Curran, Fred B.—The Junior College ......................................................... Oakville
Student, I. S. T. C., Cedar Falls, 2309 Walnut St.
Davidsen, Harold F.—Manual Arts ............................................................... Ringsted
Principal and Coach, High School, Pleasant Lawn Consolidated School, Mt. Pleasant.
Davin, Nelda LaNore—Commercial .............................................................. Vinton
Davis, Almeda—The Junior College .............................................................. Grundy Center
Fifth grade, Grundy Center.
Davis, Ruth—Primary ................................................................................... Grundy Center
Primary, Grundy Center.
Day, Ruby—The Junior College ................................................................... Cedar Falls
Critic in Training, I. S. T. C., Cedar Falls, 215 Franklin.
Deitrick, Ethel S.—Primary .......................................................................... Osceola
Primary, Manning.
Dine, Jessie—The Junior College ................................................................. Tipton
Grades, Hartland, Minn.
Dohse, Henrietta C.—The Junior College .................................................... West Side
Sixth grade, Ogden.
Dollor, Edna J.—Primary ............................................................................ Ottumwa
Primary, Ottumwa.
Dorman, Doris—Primary ............................................................................. Strawberry Point
Primary, Alpha.
Ebelheiser, Lucille—Kindergarten ................................................................. Kingsley
Eberle, Gertrude C.—Home Economics ......................................................... Pocahontas
Third and Fourth grades, Seneca Consolidated School, Fenton.
Eisemann, Louise Emma—Kindergarten ........................................................ Sioux City
Kindergarten, Sioux City, 409 20th St.
Elliot, Verta A.—The Junior College ............................................................. Rockford
Departmental, Ocheyedan.
Erickson, Irene B. J.—Home Economics ......................................................... Mt. Pleasant
Home Economics, McCallsburg.
Fairchild, Marie—The Junior College ............................................................. Rembrandt
Fourth grade, Newell.
Barr, Caroll A.—Primary ............................................................................... Waucoma
Third and Fourth grades, Renwick.
Fennell, Evangeline Catherine—Public School Music .................................... West Union
Public School Music, Bartlett.
Fenner, Rose Alora—Commercial ................................................................. Cedar Falls
Student, I. S. T. C., Cedar Falls, 1907 College St.
Freeney, Ida Ann—Primary .......................................................................... Ida Grove
Primary, Waterloo, 1226 W. 3rd St.
Fulton, Opal F.—Primary ............................................................................. Ottumwa
Primary, Ottumwa, 313 W. Williams St.
Fricke, Alice—The Junior College ................................................................. State Center
Rural, State Center.
Gethmann, Naomi—The Junior College ........................................................ Gladbrook
Mathematics, Junior High School, Rock Rapids.
Gilbertson, Grace Beata—Home Economics ................................................ Maple Hill
Home Economics, High School, Bridgewater.
Ginther, Elizabeth M.—The Junior College ................................................ Independence
Fourth grade, Independence.
Glendinning, Arly—Primary ......................................................................... Clinton
Primary, Clarence.
Gordon, Ruth—The Junior College ............................................................... Postville
Sixth grade, Ackley.
Griffith, Grace—Primary ............................................................................. Casey
Primary, Casey.
Haase, Myrtle E.—The Junior College  Alta
Departmental, Onawa.

Hageman, Bernice—The Junior College  Waverly
Grades, Charles City. 200 3rd Ave.

Hallahan, Madeleine M.—Primary  Keokuk
Primary, Waterloo.

Halloway, Mabel Leone—Home Economics  Urbana
Domestic Science, Kinross.

Hallowell, Cora Dove—Primary  Mt. Pleasant
Primary, Waterloo. 1301 Logan Ave.

Hawkins, Hazel J.—Primary  Merrill
Primary, Mapleton.

Heath, May A.—Public School Music  Waterloo
Student, I. S. T. C., Cedar Falls. Waterloo. 1109 Sycamore.

Heggen, Sarah—The Junior College  Renwick
Grades, Hardy.

Herron, Margaret Cecille—Primary  Coon Rapids
Primary, Story City.

Hill, Josephine—Home Economics  Waterloo
Student, I. S. T. C., Cedar Falls. Waterloo. 632 W. Mullan Ave.

Hill, Selma B.—Primary  Story City
Primary, Story City.

Hille, Elizabeth Helena—The Junior College  Wadesville, Ind.
Seventh and Eighth grades, Latimer.

Hilton, Inez M.—The Junior College  Hawarden
Sixth grade, Hawarden.

Hoag, Alma—Commercial  Ute
Secretary, Waterloo. 1628 Washington St.

Hocke, Sidonia M.—The Junior College  Cedar Falls
Rural, Ionia.

Hogan, Mildred Frances—Primary  Duncombe
Primary, Moorland.

Holland, Esther L.—Primary  Collins
Second and Third grades, Mingo.

Holliday, Mrs. Roberta Parks—The Junior College  Rowan
Junior High School, Rowan

Holthaus, Evalyn—Public School Music  Ottumwa
Public School Music, Stuart.

Horak, Mary Josephine—The Junior College  Ely
Student, Iowa State University, Iowa City. 605 E. Burlington.

Horn, Ethel—Public School Music  Ottumwa
Music and Penmanship, Lohrville.

Hoskins, Helen M.—The Junior College  Orient
Departmental, Wapello.

Houston, Marie D.—The Junior College  Dunlap
Grades, Dunlap.

Hunt, Hazel Wamsley—Commercial  Clarksville
Commercial, High School, Onawa.

Huntley, Wayne S.—Manual Arts  Cedar Falls
Salesman, Cedar Falls. 803 Tremont.

Iversen, Ida Margaret—The Junior College  Battle Creek
Sixth grade, Jesup.

Jackson, Willa—The Junior College  Floris
Upper grades, Ottumwa.

Jester, Lois M.—The Junior College  Paton
Junior High School, Spirit Lake.

Johnston, June—The Junior College  Buffalo Center
High School, Postville.

Joslyn, Hazel Dell—Primary  Platte, S. Dak.
Primary, Platte, S. Dak.

Kahl, Beulah Lorena—Primary  Doon
Primary, Keystone.

Kaufman, Marguerite E.—Kindergarten  Fort Dodge
Student, I. S. T. C., Cedar Falls. Bartlett Hall.

Kautz, Beatrice Loyola—Primary  Rowley
Kelley, Bernice Icie—The Junior College  Indianaola
Principal, Junior High School, Hudson.

Kelly, Julia Riggs—Kindergarten  Cedar Falls
King, Arthur Daniel—Manual Arts  Waterloo

Kislingbury, Dorothy Evelyn—The Junior College  Alta

Knutson, Mayme—Primary  Armstrong
Primary, Whiting.

Korf, Anna Louise—Public School Music  Winfield
Eighth grade and Music, Yarmouth.
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<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Location</th>
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<tbody>
<tr>
<td>Krider, Eva</td>
<td>The Junior College</td>
<td>Cedar Rapids</td>
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<td>Lawson, Ada Louise</td>
<td>Primary</td>
<td>Clarinda</td>
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<td>Liechti, Charles W.</td>
<td>Manual Arts</td>
<td>Stratford</td>
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<td>Lindquist, Edith S.</td>
<td>The Junior College</td>
<td>Storm Lake</td>
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<td>Lockwood, Vera Iona</td>
<td>The Junior College</td>
<td>Davenport</td>
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<td>Loder, Grace E.</td>
<td>Primary</td>
<td>Gladbrook</td>
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<td>Lukenbill, Sylvia</td>
<td>The Junior College</td>
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<td>Mathew, Alice</td>
<td>Public School Music</td>
<td>Cedar Falls</td>
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<td>Matson, Edna Joan</td>
<td>Primary</td>
<td>Eagle Grove</td>
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<td>Maxwell, Leland J.</td>
<td>Manual Arts</td>
<td>Crawfordsville</td>
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<td>Maxwell, Margaret</td>
<td>Alice—Public School Music</td>
<td>Mount Ayr</td>
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<td>Maxwell, Ruth</td>
<td>The Junior College</td>
<td>Chariton</td>
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<td>Mayland, Dulcie Hughes</td>
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<td>Garner</td>
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<td>Merwin, Maurine</td>
<td>Primary</td>
<td>Leon</td>
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<td>Minard, Alice J.</td>
<td>Commercial</td>
<td>Alta</td>
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<td>Montgomery, Neva</td>
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<td>Independence</td>
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<td>Mountain, Maude M.</td>
<td>The Junior College</td>
<td>Coon Rapids</td>
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<td>Mulvihill, Grace G.</td>
<td>The Junior College</td>
<td>Lost Nation</td>
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<td>McConnell, Grace Edna</td>
<td>Primary</td>
<td>Humeston</td>
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<td>McGinnis, Florence</td>
<td>Champlin—Primary</td>
<td>Chariton</td>
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<td>Nelson, Paulina Irene</td>
<td>Primary</td>
<td>Valley Junction</td>
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<td>Nettleton, Mary Frances</td>
<td>Primary</td>
<td>Greene</td>
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<td>Nielsen, Anna M.</td>
<td>The Junior College</td>
<td>Sac City</td>
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<td>O'Connor, Loretta E.</td>
<td>The Junior College</td>
<td>West Union</td>
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<tr>
<td>Oliver, Ruth Katherine</td>
<td>Primary</td>
<td>Omaha, Neb.</td>
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<td>Porteous, Floy</td>
<td>Primary</td>
<td>Manchester</td>
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<td>Porter, Kathleen M.</td>
<td>Public School Music</td>
<td>Cedar Falls</td>
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<td>Quirk, Eleanor</td>
<td>Primary</td>
<td>Wall Lake</td>
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<td>Rabe, Emile J.</td>
<td>Primary</td>
<td>Ackley</td>
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<td>Rapp, Mira L.</td>
<td>The Junior College</td>
<td>Paton</td>
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<td>Reif, Sadie S.</td>
<td>Primary</td>
<td>Wellman</td>
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<td>Richards, Gertrude C.</td>
<td>The Junior College</td>
<td>Nashua</td>
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<tr>
<td>Rider, Paul Edward</td>
<td>Manual Arts</td>
<td>Sheldon</td>
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<td>Ries, Evena</td>
<td>The Junior College</td>
<td>Pomeroy</td>
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<td>Riessen, Hilda Elise</td>
<td>The Junior College</td>
<td>Charter Oak</td>
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<td>Rockwell, Edna Mae</td>
<td>Primary</td>
<td>Gilman</td>
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<td>Troy Mills</td>
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</tbody>
</table>
RECENT GRADUATES

Rodman, Bernice A.—Primary ........................................ Monticello
Primary, Wa verly.

Ryan, Mable E.—Public School Music ........................................ Manchester

Schmidt, Mabel B.—The Junior College ........................................ Cedar Falls
Seventh and Eighth grades, Shell Rock.

Schneider, Helen D.—Primary ........................................ Manly
Primary, Milford.

Schroeder, Mabel R.—Primary ........................................ Dysart
Primary, Oelwein. 203 1st Ave. E.

Schultz, Louise—The Junior College ........................................ Murray
Departmental, Osceola. 219 E. Cass St.

Severson, Naomi—Primary ........................................ Jewell

Seylar, Mary Jane—Home Economics ........................................ Swea City
Seventh grade, Swea City.

Shellard, Marie E.—The Junior College ........................................ Kni erim
Fourth and Fifth grades, Nashua.

Shurtleff, Lois Ardell—The Junior College ........................................ Parker, S. Dak.
Grades, Algona.

Smiley, Lee T.—The Junior College ........................................ Garrison
Seventh and Eighth grades, Essex.

Smith, Mrs. Henrietta Hastings—Public School Music ........................................ Vincent
Public School Music and Art, Emmets burg.

Soppeland, Blanche Louise—Public School Music ........................................ Vincent
Public School Music, Sutherland.

Speaker, Lucile—Primary ........................................ Lake View
Third grade, Lake View.

Spizz, Zora Naomi—Art ........................................ Greenfield
Art, Des Moines. 1449 6th Ave.

Spohn, Mildred—Primary ........................................ Cedar Falls
Student, L. S. T. C., Cedar Falls. 132 2 Washington St.

Stomberg, Hulda—The Junior College ........................................ Centerville
Public School Music, Centerville.

Stouffer, Ruth Leone—Primary ........................................ Marshalltown
Second and Third grades, Belmont.

Surface, Ev a Mildred—The Junior College ........................................ Thurman
Departmental, Hamburg.

Thein, Lillian—The Junior College ........................................ Garnavillo
Junior High School, Independence.

Theobald, Alice Frances—The Junior College ........................................ West Union
Grades, Garner.

Thompson, Franklin H.—Manual Arts ........................................ Kanawha
Manual Arts and Agriculture, Newhall.

Thorsen, Thelma—Primary ........................................ Ruthven
Primary, Lake Mills.

Towner, Blanche S.—Home Economics ........................................ Floyd
Home Economics, Zwing le.

Trunkey, Eula Elizabeth—Primary ........................................ Elma
Primary, Manilla.

Vanho f, Alice—Home Economics ........................................ Hull
Home Economics, High School, Buckeye.

Wald, Florence Willhoite—The Junior College ........................................ cartridge
Seventh grade, Waterloo. 234 Maple St.

Washburn, Ferrol—The Junior College ........................................ Sigourney
Departmental, Carroll. 1003 N. Adams St.

Wayne, Helen A rla—Primary ........................................ Nashua
Primary, Ames. 117 10th St.

Weikert, Mary Louise—Teacher of Piano ........................................ Waverly

Welsch, Garnet C.—The Junior College ........................................ Waukon
Sixth grade, Manchester.

Wheeler, Doris Gean—The Junior College ........................................ Algona
Seventh grade, Pomeroy.

Wheeler, Margaret A.—The Junior College ........................................ Dunkerton
Departmental, Wapello.

Whitehead, Ruth G.—Kindergarten ........................................ Brookings, S. Dak.
Primary, Grinnell. 1114 Broad St.

Wiley, Ann—The Junior College ........................................ Edgewood

Wiley, Mabel C.—Primary ........................................ Ringsted
Primary, Armstrong.

Williams, Emily K.—The Junior College ........................................ Waukon
Fifth grade, Le Mars.

Wilson, Eva L.—Primary ........................................ Corwith

Wise, Elsie Christina—Primary ........................................ Milton
Primary, Van Meter.

Wyth, Dorothy Gertyne—Teacher of Voice ........................................ Cedar Falls
CERTIFICATES FROM DEPARTMENTS

Swimming

Arquette, Evelyn .......................................................... Mason City
Becker, Alma L ............................................................. Waterloo
Egan, Harriette .................................................................. Waterloo
Woolverton, Leila ............................................................. Cedar Falls
Hunt, John L ..................................................................... Nashua
McCreary, George ............................................................ Cedar Falls

DECEMBER, 1924

BACHELOR OF ARTS IN EDUCATION

Bartholomew, Olga Luella .................................................. Thor
Brandes, Martin Conrad .................................................... Waterloo
Freie, Alvin John .............................................................. Waverly
Glenny, Frances Ellen .......................................................... Waterloo
Harrison, Marie ................................................................. Cedar Falls
Hoffman, Jessie Marie ........................................................... Libertyville
Kuan, S. Peter ................................................................ Tung Chow, N. China
Kumerow, Helen M ............................................................... Cedar Falls
Miller, Gladys Eleanor ........................................................ Cedar Falls
Murphy, Margaret ............................................................... Waterloo
Palmer, Harold G ............................................................... Cedar Falls
Trowbridge, Leila T .............................................................. Cedar Falls

DIPLOMA CURRICULUMS

Brown, Iva Marie—Primary ................................................... Jordan
Burke, F. Marie—Primary ..................................................... Garner
Busby, Margaret Elizabeth—Primary ..................................... Fort Dodge
Cambridge, Esther E.—Primary ........................................... Colfax
Canavan, Florence C.—The Junior College ............................ Ossian
Carter, Gordon A.—The Junior College ................................ Cedar Falls
Coen, Monica Mary—The Junior College ............................... Davenport
Davies, Florence Pearl—Home Economics ......................... Weldon
Dougherty, Anna B.—The Junior College ............................. Sheldon
Duffield, Minnie Mae—Primary ........................................... Cedar Falls
Ellinger, Eleanor I.—Home Economics ................................... Stout
Ernst, Mildred C.—The Junior College .................................. Sloan
Evans, Nina Evelyn—The Junior College ................................ Missouri Valley
Eversen, Clara—The Junior College ..................................... Cedar Falls
Follmer, Sylvia—The Junior College ..................................... Blythedale, Mo.
Goldsmith, Josephine Kathryn Loretta—The Junior College .................................................. Alword
Howes, Mildred Mae—The Junior College .............................. Gilbert
Jones, Madilda Lucile—The Junior College ............................ Algona
Lador, Georgia—Primary ................................................... Missouri Valley
Larson, Mildred Lorraine—Primary ........................................ Ft. Dodge
Lindley, Nettie—Primary .................................................... Ft. Dodge
Lundgren, Florence M. E.—Primary ................................. Marathon
Maiden, Va Lara V.—The Junior College ............................... Spirit Lake
Martin, Terol E.—Primary .................................................. Vinton
Megyes, Vera Cleota—Commercial ..................................... Cedar Falls
McKee, Orval O.—The Junior College ................................ Mt. Union
McNamara, Marie R.—The Junior College .............................. Spirit Lake
Nelson, Ruby—Primary ....................................................... Missouri Valley
Primary, Le Mars.
Nichols, Fern I.—The Junior College ........................................ Cedar Falls...
  Junior High School, Mapleton.
Nielsen, Laura V.—Primary .................................................. Reinbeck...
  Primary, Audubon.
Nordmark, Bernice Carolyn—Primary ........................................ Ft. Dodge...
Olsen, Jennette M.—Primary ................................................ Storm Lake...
Orr, Frances E.—Home Economics ........................................... Volga...
Parker, Vera—The Junior College ............................................. Red Oak...
  Student, I. S. T. C., Cedar Falls. 2500 Olive St.
Pease, Lulu F.—Primary ..................................................... Geneva...
  Third grade, Mason City. 931 N. Jefferson Ave.
Pearson, Mabel—The Junior College .......................................... Sheldon...
Penrose, Oma L.—The Junior College ....................................... Maquoketa...
  Student, I. S. T. C., Cedar Falls. Bartlett Hall.
Petersen, Ruth Rachel—Primary .............................................. Rolfe...
Petersen, Evald L.—The Junior College ..................................... Alta...
  Principal, Onslow.
Pinkerton, Mary M.—Commercial ............................................ Greenfield...
Priest, Doris M.—Primary .................................................... Hastings...
  Primary, Pacific Junction.
Quasdorf, Mildred Henrietta—Primary ......................................... Dows...
  Student, I. S. T. C., Cedar Falls. Bartlett Hall.
Robbins, Laura Elizabeth—Kindergarten ..................................... Alden...
  Student, I. S. T. C., Cedar Falls. 2213 College St.
Ross, Ralph Vernon—Manual Arts ............................................ Ontario...
Rower, Charley L.—Manual Arts ............................................. Tipton...
Samuels, Fra Lucile—Primary ................................................ Storm Lake...
  Primary, Cherokee.
Sands, Bernice L.—Primary .................................................. Mallard...
Schultz, Evelyn A.—Home Economics ........................................ Cedar Falls...
  Student, I. S. T. C., Cedar Falls. 1123 W. 1st St.
Selders, Carrie E.—The Junior College ...................................... Griswold...
Specht, Luella—Primary ...................................................... Hartley...
Spotts, Mary Fern—Primary .................................................... Battle Creek...
Stewart, Donna May—The Junior College .................................... Lamont...
  Student, I. S. T. C., Cedar Falls. 2221 College St.
Thoma, Dolores—The Junior College .......................................... Postville...
  Student, I. S. T. C., Cedar Falls. Bartlett Hall.
Thomas, L. Evelyn—The Junior College ..................................... Meservey...
  Student, I. S. T. C., Cedar Falls. 2007 College St.
White, Teresa Marie—The Junior College ................................... Big Rock...
Zeck, Viola Marie—The Junior College ....................................... Mallard...
### SUMMARY OF STUDENTS.

**JUNE 6, 1923 TO JUNE 3, 1924**

**A. Classified According to Standard of Entrance.**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Men</th>
<th>Women</th>
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<td>I. Students with College Degrees</td>
<td>23</td>
<td>40</td>
<td>63</td>
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<td>II. Students meeting entrance requirements on Four year College curriculum</td>
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<tr>
<td>Seniors</td>
<td>72</td>
<td>145</td>
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<td>Juniors</td>
<td>91</td>
<td>290</td>
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<td>Sophomores</td>
<td>82</td>
<td>126</td>
<td>208</td>
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<td>Freshmen</td>
<td>160</td>
<td>207</td>
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<td><strong>Total</strong></td>
<td>405</td>
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<td>III. Students meeting entrance requirements on Two or Three Year Diploma Curriculums</td>
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<td>1. Third Year:</td>
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<td>Public School Music</td>
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<td>2. Second Year:</td>
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<td>Art</td>
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