

1-1923

College Circular [Catalog] 1923

Iowa State Teachers College

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BULLETIN

of the

Iowa State Teachers College

CEDAR FALLS, IOWA

Circular

Volume XXIV, Number 1
January, 1923

Issued Quarterly. Published by the Iowa State Teachers College. Entered as second-class mail matter, August 31, 1912, at the post office at Cedar Falls, Iowa, under the Act of August 24, 1912

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IOWA STATE TEACHERS COLLEGE

CEDAR FALLS, IOWA

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W. H. GEMMILL, Des Moines, Secretary.

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C. R. BRENTON, Dallas Center
D. D. MURPHY, Elkader

Term expires July 1, 1925.

E. P. SCHOENTGEN, Council Bluffs
C. H. THOMAS, Creston
MRS. PAULINE L. DEVITT, Oskaloosa

Term expires July 1, 1927.

FINANCE COMMITTEE

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D. D. MURPHY		MRS. PAULINE L. DEVITT

CALENDAR

JAN.							FEB.							MAR.						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
7	1	2	3	4	5	6	4	5	6	7	8	9	10	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24
28	29	30	31	25	26	27	28	25	26	27	28	29	30	31

APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	6	7	8	9	10	11	3	4	5	6	7	8	9	
8	9	10	11	12	13	14	13	14	15	16	17	18	10	11	12	13	14	15	16	
15	16	17	18	19	20	21	20	21	22	23	24	25	17	18	19	20	21	22	23	
22	23	24	25	26	27	28	27	28	29	30	31	...	24	25	26	27	28	29	30	
29	30	

JULY							AUG.							SEPT.						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	5	6	7	8	9	10	2	3	4	5	6	7	8	
8	9	10	11	12	13	14	12	13	14	15	16	17	9	10	11	12	13	14	15	
15	16	17	18	19	20	21	19	20	21	22	23	24	16	17	18	19	20	21	22	
22	23	24	25	26	27	28	26	27	28	29	30	31	23	24	25	26	27	28	29	
29	30	31	30	

OCT.							NOV.							DEC.						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
7	8	9	10	11	12	13	4	5	6	7	8	9	2	3	4	5	6	7	8	
14	15	16	17	18	19	20	11	12	13	14	15	16	9	10	11	12	13	14	15	
21	22	23	24	25	26	27	18	19	20	21	22	23	16	17	18	19	20	21	22	
28	29	30	31	25	26	27	28	29	30	23	24	25	26	27	28	29	
...	30	31	

1923

CALENDAR

JAN.		S	M	T	W	T	F	S	APRIL		S	M	T	W	T	F	S	JULY		S	M	T	W	T	F	S	OCT.		S	M	T	W	T	F	S	
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27	28	29	30	31					27	28	29	30																								

FEB.		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29		
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MAR.		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30										
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30	31																														

JUNE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30									
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30																
22	23	24	25	26	27	28	29	30																							

SEPT.		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1	2	3	4	5	6																							

CALENDAR FOR 1923-1924

Summer Term—Twelve Weeks

1923

- June 6—Wednesday, Enrollment, without penalty, 7:30 A. M. to 5:00 P. M. One dollar penalty for later dates.
- June 7—Thursday, Recitations begin 7:00 A. M., class periods as on the program.
- June 27, 28, 29—Wednesday, Thursday, Friday, Examinations for Uniform County Certificates. Examination for State Certificates if arranged in advance.
- July 25, 26, 27—Wednesday, Thursday, Friday, Examinations for Uniform County Certificates. Examination for State Certificates if arranged in advance.
- August 24—Friday, Recitations close at 12:00 noon.
- August 25—Saturday, to September 11, Tuesday, Summer Vacation.

Fall Term—Twelve Weeks

- Sept. 12—Wednesday, Enrollment, without penalty, 8:00 A. M. to 4:00 P. M. One dollar penalty for later dates.
- Sept. 13—Thursday, Recitations begin 8:00 A. M., class periods as on the program. Training School opens 9:00 A. M.
- Oct. 24, 25, 26—Wednesday, Thursday, Friday, Examinations for Uniform County Certificates, beginning Wednesday, 8:00 A. M. Examination for State Certificates if arranged in advance.
- Dec. 4—Tuesday, Recitations close at noon.

Winter Term—Twelve Weeks

- Dec. 5—Wednesday, Enrollment, without penalty, 8:00 A. M. to 4:00 P. M. One dollar penalty for later dates.
- Dec. 6—Thursday, Recitations begin 8:00 A. M., class periods as on the program.
- Dec. 19—Wednesday evening, Holiday Recess, continuing two weeks.
- 1924
- Jan. 3—Thursday, Recitations resumed, 8:00 A. M.
- Jan. 23, 24, 25—Wednesday, Thursday, Friday, Examinations for Uniform County Certificates, beginning Wednesday, 8:00 A. M. Examination for State Certificates if arranged in advance.
- March 11—Tuesday, Recitations close at noon.

Spring Term—Twelve Weeks

- March 12—Wednesday, Enrollment, without penalty, 8:00 A. M. to 4:00 P. M. One dollar penalty for later dates.
- March 13—Thursday, Recitations begin 8:00 A. M., class periods as on the program.
- May 30—Friday, Recitations close at noon.
- May 30-June 3—Commencement Exercises.
- June 4—Wednesday, Enrollment Day, Summer Term.

OFFICERS OF ADMINISTRATION AND INSTRUCTION

1922-1923

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, 1866-67; B. Ph., 1873; B. Di., 1875; M. A., 1876; LL. D., 1901, State University of Iowa; LL. D., Penn College, 1898.

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

CHARLES S. CORY, Registrar and Examiner.

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

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

IRVING H. HART, Director of Extension.

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

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, Adviser of Men, Adviser 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, Iowa State Board of Education, 1914-16; Professor of Rural Education, Summer 1916; Adviser of Men, Adviser of Freshmen, I. S. T. C., 1916.

BENJAMIN BOARDMAN, College Secretary.

Education—Rural schools of Iowa; High school education, Shelby, Iowa; Peoria, Illinois; Simpson College, Indianola; B. Di., 1898; M. Di., 1899, I. S. T. C.; B. Ph., State University of Iowa, 1901.

Experience—Rural schools, Shelby County, Iowa, 1894-96; Superintendent, Ute, Iowa, Schools, 1901-03; Shelby Iowa, 1903-05; Greene, Iowa, 1905-11; Editor of Butler County Press, Greene, Iowa, 1911-1914; County Superintendent of Butler County, Iowa, Schools, 1914-17; College Secretary, I. S. T. C., 1917.

MARION McFARLAND WALKER, Dean of Women.

Education—Cedar Falls, Iowa, High School; B. L., Ferry Hall, Lake Forest, Illinois, 1880; Graduate work in English and French, Ward's Seminary, Nashville, Tennessee; B. A., I. S. T. C., 1912; Studied in Paris, five months; Traveled in Europe, one year.

Experience—Professor of Applied English, 1890-97; Substitute in English, 1907-08; Dean of Women, I. S. T. C., 1908.

ANNE STUART DUNCAN, Librarian.

Education—Oscoda, Michigan, High School; B. L., University of Michigan, 1897; University of Chicago Library Course, traveled in Europe, 1912.

Experience—Reference Librarian, University of Chicago, 1904-09; Librarian, Marquette, Michigan, 1909-11; Librarian, I. S. T. C., 1913.

ANNA R. WILD, Executive Secretary, 1896.

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

ROGER LEAVITT, Treasurer, 1919.

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

EMMA THOMAS, Matron of Hospital and Head Nurse, 1920

BEATRICE WILBUR, Assistant Registrar, 1906.

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, Menomonee, 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.

LOUISE MURPHY-TRAEER, Manager of Bartlett Cafeteria.

Education—Special work at Columbia University in Institutional and Lunch Room Management.

Experience—House Director Women's Quadrangle, Grinnell College, 1915-17; Director of Quadrangles for Men and Women, Grinnell College, 1917-19; Manager Bartlett Cafeteria, I. S. T. C., 1919.

OFFICERS OF INSTRUCTION

Classified by Departments

Education

G. W. WALTERS, Head.

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

Experience—Rural schools, Lee county, Iowa, two years; Principal, Ft. Madison High School, 1879-80; Principal, Whittier College, Salem, Iowa, 1880-83; Howe's Academy, 1883-86; Principal, Preparatory Department, 1886; Professor of Mathematics, 1886-91; Professor of Psychology, etc., 1891-93; Vice President, 1889-93, Iowa Wesleyan College; Principal, Whipple Academy, Illinois, 1893; Assistant Professor of Mathematics, 1895-97; Assistant Professor of Education, 1897-98; Professor of Education, 1898; Head of the Department of Education, I. S. T. C., 1916.

HUGH S. BUFFUM, Professor of Education.

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

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

JOHN W. CHARLES, Professor of Education.

Education—Wichita High School, 1896-1900; Ottawa University, Kansas, 1900-01; Friends' University, Wichita, Kansas, 1901-03; A. B., 1904; A. M., 1908, Haverford College, Pennsylvania; Attended Columbia University, 1915-16.

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, 1916-17; Professor of Education, I. S. T. C., 1917.

JOSEPH B. PAUL, Professor of Education.

Education—B. S., Valparaiso University, 1908; B. A., Indiana University, 1911; M. A., University of Wisconsin, 1914; Graduate work, University of Wisconsin, 1914-16.

Experience—Rural Schools, two terms, 1905-07; Principal, Township Consolidated School, 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.

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.

E. O. FINKENBINDER, Professor of Education.

Education—Graduated State Normal School, DeKalb, Ill.; B. A., State University of Ill.; A. M. and Ph. D., Clark University, Worcester, Mass.

Experience—Rural and Elementary Schools of Illinois; Psychological Laboratory and laboratory classes at Clark University; 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; Head of Department of Education, Cornell College, Mt. Vernon, Iowa, 1920-21; Professor of Education, I. S. T. C., 1921.

MAY SMITH, Professor of Education.

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

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

AMY F. AREY, Professor of Education.

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

Experience—Primary Teacher, Tipton, Iowa, Public Schools, 1899-1903; Primary Critic, I. S. T. C., 1903-04; Primary Critic, State Normal, Brockport, New York, 1906-10; Primary Critic, State Normal, Albion, Idaho, 1910-13; Instructor in Education, 1919; Professor of Education, I. S. T. C., 1921.

ROBERTSON RILEY HOLLINGSWORTH, Professor of Education.

Education—Graduated Sylvester, Georgia, High School, 1906; Attended Mercer University, Macon, Georgia, 1906-08, 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. Member, Phi Delta Kappa.

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

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.

J. A. WILEY, Assistant Professor of Education.

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

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

O. E. HERTZBERG, Assistant Professor of Education.

Education—Graduated State Normal School, Oshkosh, Wis., 1914; B. A., University of Wisconsin, 1921; M. A., Teachers College, Columbia University, 1922.

Experience—Five years, principal of schools in the State of Wisconsin. Assistant Professor of Education, I. S. T. C., 1922.

CHARLES O. TODD, Assistant 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 Frankton, Indiana, five years; Paoli, Indiana, four years; Chester, Illinois, six years; Assistant Professor of Education, I. S. T. C., 1922.

English**SAMUEL A. LYNCH**, Head.

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

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, 1894-1905; Colorado State Normal School, Summer 1903; Professor of English, I. S. T. C., 1905.

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.

JOHN BARNES, Professor of English.

Education—Public schools and High School, Ontario, Canada; B. A., 1904; M. A., 1905, Northwestern University; Graduate, Cumnock School of Expression, 1905. Member, Delta Sigma Rho.

Experience—Director, Department of Expression, Cornell College, 1905-10; Professor of English, I. S. T. C., 1910. Leave of Absence for Army Y. M. C. A. Work, March 28, 1918, to Sept. 10, 1919.

W. B. FAGAN, Professor of English.

Education—Grade schools, 1895-1902; High School, 1903-06, Richmond, Indiana; A. B., Earlham College, 1910; M. A., Kansas University, 1915, Experience—Loan Desk Assistant, Richmond, Indiana, Public Library, 1905-08, 1909-10; 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.

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.

MARY F. HEARST, Assistant Professor of English.

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.

BERTHA B. CAMPBELL, Instructor in English.

Education—Rural schools of Jasper County, Iowa; High School, Newton, Iowa; B. A., Mommouth, Illinois, 1906; M. A., S. U. I., 1919. Experience—Hanover, Illinois, Public Schools, 1911-12; English, High School, Newton, Iowa, 1912-19; Instructor in English, I. S. T. C., 1920.

CHARLOTTE BOCKENTHIEN, Instructor in English.

Education—Graduated with B. A. degree, 1917, I. S. T. C.; Summer, 1919, State University of Iowa. Experience—Instructor in English and Elocution, High School, Clarks-ville, Iowa, 1917-18; College Springs, Iowa, 1918-19; Iowa City, Iowa, 1919-20; Instructor in English, I. S. T. C., 1921.

PEARL HOGREFE, Instructor in English.

Education—B. A., Southwestern College, Winfield, Kansas, 1910; M. A., University of Kansas, 1913; Summer, University of Wisconsin, 1916; Summers, University of Kansas, 1917-18; Summer, University of Chicago, 1921. Experience—Assistant Principal of High School, Argonia, Kansas, 1910-12; Head of English Department, Mansfield Junior College, Mansfield, Pennsylvania, 1913-19; Head of English Department, Missouri Wesleyan College, Cameron, Missouri, 1919-21; Instructor in English, I. S. T. C., 1921.

ANNA MARIE SORENSON, Instructor in 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. Experience—Rural Schools of Iowa, 1902-03; Grades, Radcliffe, Iowa, 1903-04; High School, Ruthven, Iowa, 1904-05; High School, Rapid City, S. D., 1907-09; High School Principal, Halstad, Minnesota, 1909-10; University of Colorado, 1912-18; 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.

SELINA M. TERRY, Instructor in 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; Radcliffe College, 1921-22.

Experience—High School, Marshall, Minnesota, 1903-06; High School, Pipestone, Minnesota, 1907-08; High School, Sibley, Iowa, 1909-12, Principal 1912-18; Instructor in English, State University of Iowa, 1919-1922; Instructor in English, I. S. T. C., 1922.

HELEN C. KNAPP, Instructor in English.

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.

FLORENCE E. FREEMAN, Instructor in 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; Summers, 1920-21-22, Instructor in English, I. S. T. C., 1922.

S. JEAN BRADY, Instructor in English.

Education—Graduate, Huron High School, Huron, S. Dakota, 1914; Graduate of Department of Expression and Dramatic Art, 1917, A. B., 1918, Huron College; Second term, summer session, 1920, Chicago University; Summer sessions, 1921-22, Northwestern University.

Experience—Teacher of Expression and Dramatic Art, Huron College, 1917-18; Teacher of Oral English, Sioux Falls, S. Dakota, Junior High School, 1918-20; Instructor in English, Huron College Summer School, 1918-19-20; Professor of Public Speaking and Dramatic Art, Sioux Falls College, Sioux Falls, S. Dakota, 1920-22; Instructor in English, I. S. T. C., 1922.

MRS. MABEL MUNNS CHARLES, Instructor in English.

Education—Graduate Wichita, Kansas, High School, 1899; B. A., 1904, M. A., 1912, Friends University; Graduate student, Columbia and Union Theological Seminary, Summer, 1915, Winter, 1915-16, Summer, 1916.

Experience—Grade teacher, Merriam, Kansas, one year; Koch, Kansas, and Wichita, Kansas, two years; Principal Rose Hill, Kansas, High School, 1910-12; two summer terms, Friends University; Instructor in English, I. S. T. C., Fall Term, 1922.

ELEANOR CRAIG, Instructor in English.

Education—Ph. B., University of Chicago.

Experience—Taught in secondary school for two years; English in Colorado Agricultural College, four years; University of Illinois, four years; Instructor in English, I. S. T. C., Fall Term, 1922.

Latin and Greek**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; Attended lectures at the University of Rome, 1903-04.

Experience—Instructor in Latin and Greek, Preparatory Department of Shurtleff College, 1880-85; Instructor in the Sauveur Summer School of Languages 1884-85; Professor of Latin, University of South Dakota, 1891-1903; Professor of Latin and Greek and Head of the Department, I. S. T. C., 1907.

DORA THUESEN, Instructor in Latin.

Education—Graduated Teachers College High School, 1911; B. A., I. S. T. C., 1919.

Experience—High School, Iowa Falls, Iowa, 1919-20; Critic in Teaching, 1920; Part time Instructor, 1921; Instructor, I. S. T. C., 1922.

Romance Languages**GEORGE ARTHUR UNDERWOOD**, Head.

Education—B. A., 1905; Fellowship in Greek, 1905-06; M. A., 1906; B. S. in Education, 1906, University of Missouri; A. M., 1909; Townsend

Scholarship, 1909-10; Saltonstall Scholarship, 1910-11; Ph. D., 1914, Harvard University; Parker Traveling Fellowship, 1911-12; Graduate Student, University of Paris, 1911-12. Member, Phi Beta Kappa.
 Experience—Professor of French and Latin, Missouri Valley College, 1906-08; Instructor in Romance Languages, University of Missouri, 1912-13; Professor of Romance Languages, Kenyon College, 1913-14; Instructor in French Language and Literature, 1914-17; Assistant Professor of French Language and Literature, 1917-18, Smith College; Instructor in French, West Point Military Academy, Summer 1917; Professor and Head of the Department of Romance Languages, I. S. T. C., 1918.

INGEBRIGT LILLEHEI, Professor of Romance Languages
 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.

ISABEL THOMES, Assistant Professor in 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, Summer, 1922.
 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 in Romance Languages, 1918. Assistant Professor in Romance Languages, I. S. T. C., 1921.

A. H. SCHUTZ, Assistant Professor in Romance Languages.
 Education—Chicago Public Schools; Ph. B., 1915; A. M., 1920; Ph. D., 1922, University of Chicago. Studied at the University of Montpellier, France, during 1919.
 Experience—Instructor, University of Mississippi, 1917-19; Assistant, University of Chicago, 1920-22; Assistant Professor, Romance Languages, I. S. T. C., 1922.

German

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.

Mathematics and Commerce

IRA 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, 1881-91; Superintendent of Lenox, Iowa, Schools, 1891-92; Principal of Red Oak, Iowa, High School, 1892-98; Assistant Professor of Mathematics, 1898-99; Professor of Mathematics, 1899; Head of the Department 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, 1904-09; 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 Washington, 1911; Graduate Student, University of Chicago, 1911-13.

Experience—Student teacher, village schools, Ballston, Oregon; Rural schools, Oregon and Washington, 1891-94; Rural schools, Washington, 1896-1900; Principal of Grammar School, Dinuba, California, 1901-03; Reader in Mathematics, University of California, 1907-08; Principal of Grammar School, Eugene, Oregon, 1908-09; Instructor in Mathematics, University of Washington, 1909-11; Reader for Examiner in Mathematics, University of Chicago, 1911-13; Instructor in Mathematics, State University of Iowa, 1913-15; Assistant Professor of Mathematics, 1916-18; Professor of Mathematics, I. S. T. C., 1918.

ROBERT D. DAUGHERTY, Professor of Mathematics.

Education—Rural schools, Louisa County, Iowa; Graduate, Washington Academy, 1895; M. 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 Iowa; Graduate student, University of Chicago, Summer Quarters, 1906, 1907, 1908.

Experience—Teacher in Springville High School, 1901-03; Professor of Mathematics and Physics, Wheaton College, 1905-08; Assistant Professor of Mathematics, Washington State Agricultural College, 1908-10; Professor of Mathematics and Astronomy, Parsons College, 1910-20; Instructor in Summer Schools, I. S. T. C., 1914-20; Professor of Mathematics, I. S. T. C., 1920.

C. A. SPEER, Assistant Professor of Commerce.

Education—B. A., Kansas State Normal, Emporia, Kansas; Summer course in Gregg Shorthand, Gem City Business College; Course in Higher Accounting, LaSalle Extension University.

Experience—Student Assistant in Commercial Department, Kansas State Normal, three years; Head of Commercial Department, Neodosha, Kansas, High School, 1913-16; Head Stenographic Department, Bay Path Institute, Springfield, Massachusetts, 1916-17; Manager of branch of Bay Path Institute at Brattleboro, Vermont, 1917-20; Instructor in Commercial Department, East Des Moines High School, 1920-22; Assistant Professor of Commerce, I. S. T. C., 1922.

HENRIETTA RADELL, Instructor in Commerce.

Education—Graduate Cedar Falls High School, 1913; B. A., I. S. T. C., 1917.

Experience—Wabasha, Minnesota, 1917-18; East Waterloo, 1918-19; Monona, Iowa, 1919-20; Central High School, Oklahoma City, Oklahoma, 1920-22; Instructor in Commerce, I. S. T. C., 1922.

Physics and Chemistry.**LOUIS BEGEMAN, Head.**

Education—Public School, Evansville, Indiana; Graduated from two-year business course, 1880, and from four-year course, 1882, Evansville High School; B. S., 1889; M. S., 1897; University of Michigan; Ph. D., University of Chicago, 1910; Life Diploma, State of Iowa, 1892; Life Principalship Certificate, Chicago Board of Education, 1891.

Experience—Rural Schools of Indiana, 1883-86; Superintendent of Schools, Corydon, Iowa, 1889-95; Professor of Physics and Chemistry, Parsons College, 1895-99; Professor of Physics, 1899; Head of the Department of Physics and Chemistry, I. S. T. C., 1911.

S. FREEMAN HERSEY, Professor of Physics.

Education—Graded schools, Earlville, Iowa; Graduated from Epworth Seminary, 1883; B. Ph., Beloit College, 1892; Special Botany student at 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 Sciences, 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; Instructor in Physics, 1899-1902; Assistant Professor of Physics, 1902-04; Professor of Physics, I. S. T. C., 1904.

ROBERT W. GETCHELL, Professor of Chemistry.

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

Experience—Rural schools of Iowa, 1903-04; Assistant in Chemistry, Cornell College, 1905-07; Assistant in Chemistry, Iowa State College, 1907-09; Instructor in Chemistry, 1909-11; Assistant Professor of Chemistry, 1911-12; Professor of Chemistry, I. S. T. C., 1912. Leave of absence, 1919-20.

O. B. READ, Professor of Chemistry.

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

Experience—Tutor in Physical Geography, Ridgeway College, 1893-94; Rural school, Jay County, Indiana, 1893-96; 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.

ANDREW K. ANDERSON

Education—Attended Hurley, South Dakota, High School; Completed a course in banking and bookkeeping, Mankato, Minnesota, Commercial College; Completed a course in wireless telegraphy and telephony, Carnegie Institute of Technology, Pittsburgh, Pa., 1918.
 Experience—Inspection and operation of the different types of instruments used in the army communication service, ten months. Assistant in Physics and Chemistry, I. S. T. C., 1919.

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

GEORGE W. NEWTON, Professor of Natural Science.

Education, B. Di., I. S. T. C., 1882; A. B., 1887; A. M., 1890, Iowa State University; Graduate student, Harvard University, 1890-91.
 Experience—Rural schools, three terms, 1877-79; Principal of graded schools, 1882-84, 1888; Teacher of Science at Baird College, Clinton, Missouri, 1888-1890; Instructor in Natural History, 1891-92; Professor of Biological Science, 1892-94, Cornell college; Charge of Science work, Grand Island College, 1894-96, Instructor in Natural Science, 1896-97; Professor of Natural Science, I. S. T. C., 1897.

ALISON E. AITCHISON, Professor of Natural Science.

Education—Graduate from Estherville High School, 1894; M. Di., I. S. T. C., 1903; B. S., Iowa State University, 1907; M. S., Chicago University, 1914.
 Experience—Rural schools, 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.
 Experience—Rural schools of Illinois, 1901-05; Principal of Golconda, Illinois, High School, 1905-06; Superintendent, Brookport, Illinois, City Schools, 1906-08; Superintendent, Chrisman, Illinois, City Schools, 1913-14; Instructor in Agriculture, Illinois State Normal University, 1915-17; Instructor in Natural Science, Summer, 1918; Assistant Professor of Natural Science, 1918-19; Professor of Natural Science, I. S. T. C., 1919.

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.
 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, I. S. T. C., 1920.

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. Member of Sigma Xi and Phi Kappa Phi.
 Experience—Principal, High School, LaHarpe, Illinois, 1909-11; Assistant

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

H. EARL RATH, Assistant Professor of Natural Science.

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

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.

MARGUERITE UTTLEY, Assistant 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, Belknap, Washington, 1918-19; Instructor in Geography, I. S. T. C., Summer and Fall, 1919; Assistant in Geography, University of Chicago, 1920-21; Assistant Professor of Natural Science, I. S. T. C., 1921.

GEORGE HENDRICKSON, Instructor in 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.

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. Resigned, 1922.

WILBUR H. BENDER, Instructor in Natural Science.

Education—Public Schools in Ohio; Ohio Wesleyan University; N. W. Ohio Normal School; B. Di., I. S. T. C., 1886; M. Di., 1890; Ph. B., S. U. I., 1895. Graduate student, University of Chicago, one quarter; Travel and study with Boston Bureau of University Travel, summer of 1908 in Europe; Party leader with B. B. U. T., summer 1910, in Europe; B. S. in Agricultural Education, I. S. C., Ames, Iowa, 1914. Member, Phi Beta Kappa and Gamma Sigma Delta.

Experience—Rural Schools of Ohio; Principal, Janesville, Iowa, 1886-87; Principal, Grand Junction, 1887-89; Superintendent, Bellevue, 1890-92; Superintendent, Hampton, 1892-93; Superintendent, Carroll, 1895-96; Supervisor, Advanced Grades, Training School, 1897-1909, Head of Department of Teaching, I. S. T. C., 1909-13; Assistant Professor of Vocational Education, Iowa State College, 1913-14; Associate Professor, Agricultural Education, University of Minnesota, 1914-18; Director of Vocational Education and Supervisor of Vocational Agricultural Education, Iowa State Board for Vocational Education, 1918-22; Instructor in Natural Science, I. S. T. C., Summer and Fall quarters, 1922.

O. R. CLARK, Assistant Professor of Natural Science.

Education—A. B., 1916, Graduate Student, 1919-1922, M. A., 1921, University of Nebraska.

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

Social Science

M. R. THOMPSON, Head.

Education—Graduate, Western Union College Academy, LeMars, Iowa, 1910; B. A., Western Union College, Le Mars, 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.
 Experience—Rural schools, 1900-01; Principal of Union School, Oswegatchie, N. Y., 1903-04; Principal of High School, Marine City, Michigan, 1907-08; Head of the Department of History, Government and Economics, The Lewis and Clark High School, Spokane, Washington, 1908-1916; Instructor in High School, Shop-classes and Citizenship Classes, Minneapolis, Minnesota, 1916-1920; Professor of Government, I. S. T. C., 1920.

MARY B. HUNTER, Professor in Government and Economics.

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

W. A. YOUNG, Professor of History.

Education—High School, Haviland Academy, Haviland, Kansas; A. B., Friends University, Wichita, Kansas, 1905; A. B., Haverford College, Haverford, Pa., 1906; Summer Session, Harvard, 1908; A. M., 1912, Half summer session, 1916; Half summer session, 1917, University of Chicago.
 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.

J. E. LAYTON, Professor of Social Science.

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

GEORGE C. ROBINSON, Professor of Social Science.

Education—B. A., 1916; Summers, 1917, 1920, 1921, University of Wisconsin; M. A., 1920, 1921-22, Harvard University.
 Experience—High School Instructor, two and one-half years; University of Wisconsin, 1920-21; Professor of Social Science, I. S. T. C., 1922.

GEORGE E. HARTMAN, Professor of Social Science.

Education—Hughes High School, Cincinnati, Ohio, 1913; A. B., University of Cincinnati, 1917; Attended Ohio State University, February-June, 1917; Columbia University, Summer, 1918; A. M., 1919. Ph. D., 1919, University of Chicago.
 Experience—Probation Office, Juvenile Court, Cincinnati, Ohio, 1914-17; Teacher and Boys' Club Leader, Union Bethel Settlement, Cincinnati, Ohio, 1914-17; Assistant Professor of Sociology, West Virginia University, Morgantown, West Virginia, 1920-21; United States Veterans' Bureau, 1921-22; Professor of Social Science, I. S. T. C., 1922.

FLORENCE FISHER, Instructor in Social Science.

Education—B. A., 1921; M. A., 1922, State University of Iowa.
 Experience—Assistant in Department of Political Science, 1921-22, State University of Iowa; Instructor in Social Science, I. S. T. C., 1922.

BERNICE C. TOMS, Instructor in History

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, War Trade Board, Washington, D. C., 1917-19; Junior High School, Cedar Rapids, 1919-21; Educational Assistant, Masonic Service Association, 1921-22; Instructor in history, I. S. T. C., winter term, 1922-23.

Art and Manual Arts**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 Crellin & Lovell, Engineers, Des Moines, Iowa, 1895-96; Supervisor of Manual Training, Iowa City Public Schools, 1897-1902; Director of Manual Training, James Milliken University, 1903-05; Professor of Manual Arts and Head of the 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, 1882-85; Student of Mr. Ben Pittman in the Cincinnati Art Academy, 1886; Pupil of Mr. George Smillie, New York, three months, 1885; Pupil of Miss H. Revere Johnson, Cooper Institute, New York, 1886; Graduated from Pratt Institute, 1892; Three months in Europe, Summer 1901; Student of Professor Schoenschen, Munich, Germany, 1912-13.

Experience—Wesleyan Female Academy, Cincinnati, 1885; Private classes in Evanston, Illinois; St. Paul, Minnesota, one year; Springfield, Illinois, two years; Princeton Township High School, 1892-95; 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; E. A. Batchelder, Summers, 1907-08; Bureau of University Travel in Europe, four months, 1912; Academy of Fine Arts, Chicago, Fall, 1913; University of New York, Summer, 1916.

Experience—Country schools, Dexter, Iowa, four months, 1887; Nevada, Iowa, 1888-90; 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.

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.

EFFIE SCHUNEMAN, Professor of Art.

Education—Graduated from Boonsboro High School, I. S. T. C., two Summer terms; Student, Cumming Art School, Des Moines, Iowa; Summer School, Art Institute, Chicago; Diploma, Normal Art Course, Pratt Institute, 1914. Studied Water Color with J. B. Snell, New

York School of Fine and Applied Arts. Winter term, 1919-1920, New York City.

Experience—Primary Teacher, 1888-1906; 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 term, 1922-23.

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.

Experience—Village school, Umbarter, Texas, 1907-11; Teacher, third and fourth grades, Public Schools, Warrensburg, Missouri, 1912-14; Supervisor of Art, 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. Leave of Absence, Winter term, 1922-23.

AGNES B. COLE, Assistant Professor of Manual Arts.

Education—Graduate, Avoca, Iowa, High School, 1895; Attended Simpson College, 1896-97; 6 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 Johnnot, three weeks, 1918, 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 in Art.

Education—High School, McKinley, 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.

KATHRYN HUNTINGTON PARKER, Instructor in Art.

Education—Attended Pillsbury Academy, Owatonna, Minnesota; St. Joseph's Academy, St. Paul, Minnesota; Normal Art Course at Valparaiso University, Valparaiso, Indiana; Attended Chicago Academy of Fine Arts and Chicago Art Institute; Studied under Arthur W. Dow and George Cox at Columbia University.

Experience—Supervisor of Art, Public Schools, Stillwater, Minnesota, five years; Reconstructional Aide in Occupational Therapy, U. S. Hospital No. 32, Chicago, Illinois; Camp Sherman, Ohio, Fort Snelling, Minnesota, Camp Sam Houston, Texas; Stanley Hall, Minneapolis, Minnesota, one year; Normal Art Department, MacPhails School of Music, Minneapolis, Minnesota; Instructor in Art, I. S. T. C., Winter Term, 1922-23.

GERTRUDE DANDLIKER, Instructor in Art

Education—Graduated from Art Institute of Chicago, Normal Department, 1906; Traveled in Europe, summer, 1908; Student, University of Chicago, summers, 1909 and 1913, fall term, 1919; Lewis Institute, winter, 1918; Outdoor sketching, summers; Frank Phoenix, Bay View, Michigan, 1906; V. Henneman, Boothbay Harbor, Maine, 1912; David Ericson, Milton, Wisconsin, 1916; Studied design with Herman Rosse, 1921 and 1922.

Experience—Student assistant, Juvenile Department, Art Institute, 1905; Teacher of Drawing and Arts and Crafts, grades and high school, Hillside, Wisconsin; Teacher of Arts and Crafts, Girls' Club, Chautauqua, N. Y., 1910; Critic in Teaching, 1909-17; Instructor in Manual Arts, summer, 1919; Extension Summer School, Spencer, Iowa, 1922; Instructor in Arts, I. S. T. C., Winter, 1922-23.

Music

C. A. FULLERTON, Head.

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

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

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; George Herschel, London, 1901; George Ferguson, Berlin, 1907-08; L. A. Torrens, Chicago, 1915.

Experience—Principal of Intermediate Department of Training School, 1889-90; Teacher and Supervisor of Public School Music, 1890-98, State Normal School, Oneonta, New York; Teacher of Voice, Conservatory of Music, Lincoln, Nebraska, 1899-1900; Instructor in Voice, 1901-09; Instructor in History of Music, 1906-09; Professor of Voice and History of Music, I. S. T. C., 1909.

JOHN ROSS FRAMPTON, Professor of Organ and Piano.

Education—B. A., 1901; Mus. Bac., 1904; M. A., 1906, Oberlin; Private student in Harmonic Analysis under Benjamin Cutter, Boston; Studied piano with George Bertram and Josef Lhevinne, Berlin, 1912-13. Colleague, American Guild of Organists, 1909.

Experience—Instructor in Harmony and Organ, Grinnell College, 1904-06; Instructor in Organ, Oberlin Conservatory, 1906-08; Organist in various churches in Jacksonville, Illinois; Oberlin, Ohio; Cleveland, Ohio; Grinnell, Iowa; Cedar Falls, Iowa; Instructor in Harmony, three different times; Professor of Organ and Piano, I. S. T. C., 1908; Professor of Music, University of Colorado, Summers 1918, 1919.

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.

ELIZABETH PLATNER, Professor of Piano.

Education—Graduate, Cornell College Conservatory of Music, 1897; Ph. B., Cornell College, 1901; Oberlin Conservatory of Music, 1901-03, 1905-06; Pupil of Josef Lhevinne, Berlin, 1910-12.

Experience—Teacher of Piano, Cornell College, 1903-05, 1906-10, 1912-14; Instructor in Piano, 1914-16; Professor of Piano, I. S. T. C., 1916.

ELIZABETH BURNEY SCHMIDT, Professor of Music.

Education—Public School Music Diploma, 1909; Voice Diploma, 1911, I. S. T. C.; Studied with Maestro Vannini, Florence, Italy, 1911-12.

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., Associate Professor of Piano.

Education—Studied Piano, privately; Studied Organ with Harrison M. Wild, Chicago.

Experience—Teacher of Piano, and Accompanist, twelve years; Church and Recital Organist; Private Studio in City of Cedar Falls. Associate Professor of Piano, I. S. T. C., 1916.

WILLIAM E. HAYS, Instructor in Public School Music, and Teacher of Voice.

Education—Student Avalon College; Public School Music Diploma, Voice Diploma, B. Di., 1912, I. S. T. C.; Student of L. A. Torrens, Boston, New York and Chicago.

Experience—Teacher in Rural Schools; Principal of Grammar School, Centerville, 1902-06; Supervisor of Music, Chariton, 1906-1908; 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.

MRS. RUTH JOHNSON CORNING, Part time Instructor in Music.

Education—Graduate Public School Music Course, I. S. T. C., 1919.

Experience—Rural and Consolidated Schools, 1913-1918; Music instructor, Grundy Center, Iowa, 1919-20; Supervisor of Music in Consolidated Schools of Hudson, Orange and New Hartford, 1920-21; Instructor in Music, 6 weeks, summer, 1920; Part time instructor in Music, I. S. T. C., 1921.

MINNIE E. STARR, Instructor in Music.

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

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

FLORENCE M. NASH, Instructor in Piano and Theory of Music.

Education—Graduate Juneau High School, Juneau, Wisconsin; B. M., University of Wisconsin, Madison.

Experience—Instructor, two years in University of Wisconsin School of Music; Instructor in Piano and Theory of Music, I. S. T. C., 1922.

IRENE ROHDE, Instructor in Music.

Education—Graduate, East Waterloo High School; Cornell College, Mt. Vernon, Iowa, one year; Graduate, Public School Music Course, I. S. T. C., 1922; Studied under Josef Lhevinne, Summer, 1922.

Experience—Three years professional work as pianist, Redpath Management; Part time instructor in music, I. S. T. C., 1922.

Orchestral Music**THEODORE R. GUNDRY**, Head.

Education—High School, Amherst, Massachusetts; City College, New York; Began study of Piano at seven years of age, later showing preference for Violin; Entered New England Conservatory of Music, Boston, 1906; Studied Violin with Eugene Gruenberg and Carl Peirce; Ensemble and String Quartette with Joseph Adamowski; Orchestral training under various conductors, including Wallace Goodrich and George W. Chadwick; Harmony and Analysis with Goodrich and Benjamin Cutter; Theory of Music with Louis C. Elson; Highest credit for Violin in graduating class of 1912 at New England Conservatory; Member, Phi Mu Alpha Sinfonia, Boston; Studied Violin with Henri Raymond, Paris.

Experience—Teacher and Soloist in Boston, 1907-16, including five years as instructor at New England Conservatory, Boston; Head of Violin Department and Instructor of Solfeggio, Washburn College, Topeka, Kansas, 1917-18; Soloist, Orchestra and Band Conductor with A. E. F., 1918-19; Head, Orchestral Music Department, I. S. T. C., 1919.

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

Education—Privately tutored by Professor Max P. Arnheim of Leipzig and Hamburg (also Assistant Director, West Point Military Academy), 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, 1907-19; 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.

Physical Education**FRANK N. MEAD**, Head.

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

Experience—First Lieutenant, Company F, Iowa National Guard, including Mexican Border Service, 1911-1917; Commandant, I. S. T. C. Cadets, 1917-1918; Medical service U. S. A. with rank of captain from June 7, 1918 to end of War. Head Physical Education Department, I. S. T. C., 1920. (See Officers of Administration).

MONICA R. WILD, Professor of Physical Education for Women, Assistant Head. Education—Graduate from Cedar Falls, Iowa, High School, 1907; Physical Education Diploma, 1911; B. A., 1912, I. S. T. C.; Student, Battle Creek Normal School of Physical Education, Summer, 1913; Graduate, Chicago Normal School of Dancing, Summer, 1919; Columbia University, Summer, 1922.

Experience—Director of Physical Training, Waterloo Y. W. C. A., 1911-12; Instructor in Physical Education, 1913-17; Assistant Professor of Physical Education, 1917-18; Professor of Physical Education, 1918; Acting Head of Physical Education for Women, 1918-20; Professor of Physical Education for Women and Assistant Head, I. S. T. C., 1920.

L. L. MENDENHALL, Professor of Athletics for Men, Assistant Head.

Education—Attended Earlham High School, Penn Academy and Drake University; LL. B., University of Iowa, 1917; Attended Dunwoody Institute and Massachusetts Institute of Technology.

Experience—Athletic Director, one and one-half years, Boone, Ia., High School; Summer Play Ground Director; Coach, Carleton College, Northfield, Minnesota, 1920-21; Professor of Athletics for Men and Assistant Head of Physical Education, I. S. T. C., 1921.

DORIS E. WHITE, Professor of Physical Education.

Education—Graduated from Indianola, Iowa, High School, 1906; B. A., Simpson College, 1911; M. Di., I. S. T. C., 1914; Student, Chicago Normal School of Dancing, Summer, 1919; Columbia University, Summer, 1922.

Experience—Teacher of Science, Indianola High School, 1909-13; Director of Physical Training and Public Speaking, Beaverhead County High School, Dillon, Montana, 1915; Director of Playground, City of Dillon, and Montana Normal School, Summer 1915; Instructor in Physical Education, 1915-17; Assistant Professor of Physical Education, I. S. T. C., 1917. Acting head of Physical Education for Women, Summers 1918, 1920.

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 Science.

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 in Physical Education, 1919-1921; Assistant Professor of Physical Education, I. S. T. C., 1921.

PAUL F. BENDER, Assistant Professor 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 Professor in Physical Education, I. S. T. C., 1921.

L. GENIECE HOLLIS, Instructor in Physical Education.

Education—Graduate, I. S. T. C., High School, 1919; Graduate, Physical Education Course, I. S. T. C., 1921.

Experience—Instructor in Physical Education, I. S. T. C., 1921.

GLADYS M. TYNER, Instructor in Physical Education.

Education—Graduate, Sharon, Kansas, High School; Graduate, Physical Education, I. S. T. C., 1920.

Experience—Sioux City Y. W. C. A., 1920-21; Cherokee Public Schools, 1921-22; Instructor in Physical Education, I. S. T. C., 1922.

MARJORIE J. COOKE, Instructor in Physical Education.

Education—Graduate, Charles City, Iowa, High School, 1919; B. A., I. S. T. C., 1922.

Experience—Instructor in Swimming, Cedar Rapids, Iowa, Summer, 1921; Instructor in Physical Education, I. S. T. C., 1922.

MILDRED GARDNER, Instructor in Physical Education.

Education—Graduate, Cherokee, Iowa, High School; Graduate, Physical Education, I. S. T. C., 1922.

Experience—Instructor in Physical Education, I. S. T. C., 1922.

Home Economics**ANNA LEE LEGGETT**, Head.

Education—Graduated Packer Collegiate Institute, Brooklyn, N. Y.; Pratt Institute, Brooklyn, N. Y.; B. S., 1910; M. A., 1921, Columbia University.

Experience—Friendly House Association, 1905-09; Martha Washington Seminary, Washington, D. C., 1910-11; Winthrop Normal and Industrial 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.

Experience—Rural schools Sumner County, Kansas, 1909-11; Second grade, Mulvane, Kansas, 1911-12; Supervisor of Home Economics, Ottawa, Kansas, 1915-18; Home Economics Extension Pennsylvania State Agricultural College, 1918-20; Assistant Professor of Home Economics, 1920; Professor of Home Economics, I. S. T. C., 1921.

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.

Teaching**EVA MAY LUSE**, Head.

Education—Graduate, H. S., Audubon, Iowa; M. Di., 1904, Home Economics Diploma, 1918. I. S. T. C.; B. A., 1906, M. A., 1910, Special Certificate in Education, 1906. Member, Phi Beta Kappa, State University of Iowa. Summer 1920, Columbia University.

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, 1922.

CHARLES WARREN HELSLEY, Supervisor and High School Principal.

Education—Graduated from Denison, Iowa, High School, 1911; B. A. Simpson College, 1915; Member, Phi Rho Delta, Honorary Forensic Fraternity.

Experience—Instructor of Science and Athletic Coach, Clarinda High School, 1915-16; Instructor in History and English, Denison High School, 1916-17; Instructor in Physical Training and Athletics, Denison High School, 1919; State High School Y. M. C. A. Secretary, 1917-18; Critic in Teaching and High School Principal, I. S. T. C., 1919.

INA BEST, Supervisor of Primary Teaching.

Education—High School, Fargo, N. Dakota, 1900; University of Minnesota, 1903-1905; Columbia University, B. S., 1915; M. A., 1920; Diploma Elementary Supervision, 1920.

Experience—Rural Schools, Cass County, North Dakota, 1900-1901; Primary Grades, Amenla, N. Dakota, 1901-03; Primary Grades at Wahpeton, N. D., 1905-06; Primary Grades, Fargo, N. Dakota, 1901-06, 1910-14; Primary Critic, Mt. Pleasant Normal School, Mt. Pleasant, Michigan, 1915-21; Supervisor of Primary Teaching, I. S. T. C., 1921.

E. GRACE RAIT, Supervisor of Primary Teaching.

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.

Experience—Rural Schools, 1901-02; Reinbeck Public Schools, 1902-09; Waterloo Public Schools, 1909-10; Critic in second grade, Montana State Normal College, 1913-14; Assisting Primary Critic, 1914-16; Critic in Primary Teaching and Primary Supervisor, I. S. T. C., 1916.

SADIE TOW, Supervisor of Teaching.

Education—Stavanger School, LeGrand, Iowa, 1905-08; Westtown School, Westtown, Pennsylvania, 1908-09; B. Di., I. S. T. C., 1911-13; B. A. and Critic Certificate, I. S. T. C., 1918. Summers, 1921-1922, Columbia University.

Experience—Grammar Grades, Onslow, Iowa, 1909-11; Sixth Grades, Rockwell City, Iowa, 1913-14; Sixth Grades, Montrose, Colorado, 1914-15; Critic in Training, I. S. T. C., 1915-17; Critic Teacher, Northern Illinois State Normal School, DeKalb, Illinois, 1918-19; Supervisor of Teaching, I. S. T. C., 1919.

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.

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.

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.

Experience—High School, Oelwein, Iowa, 1917-18; High School, Atlantic, Iowa, 1918-19; High School, Sioux City, Iowa, 1919-20; Supervisor of Teaching, I. S. T. C., 1920.

HELEN JAMES, Supervisor of Teaching.

Education—Graduated, Grinnell, Iowa, High School, 1907; Kindergarten Diploma, Drake University, 1909; Summer Term, 1915, University of Chicago; Kindergarten-Primary Supervision Diploma, 1920, B. S., 1921, Columbia University; Summer, 1922, Chicago University.

Experience—Kindergarten, Des Moines, Iowa, 1909-11; Grade Teacher, Grinnell, Iowa, 1912-13; Kindergarten Director, Fort Dodge, 1913-16; Kindergarten Director, Gilbert, Minnesota, 1916-17; Kindergarten and Primary, Fort Dodge, Iowa, 1917-19; Supervisor of Teaching, I. S. T. C., 1920.

ELIZABETH MAY SMITH, Supervisor of Teaching.

Education—Graduated, Fairmont, Minnesota, High School, 1907; B. A., 1914; Graduate Student, University of Minnesota.

Experience—Rural Schools, Martin County, Minnesota, 1908-1911; Fairmont, Minnesota, 1911-12; Normal Training High School, Montevideo, Minnesota, 1914-1920; Normal Training, Elkader, Iowa, 1920-21; Supervisor of Teaching, I. S. T. C., 1921.

MABEL TURNER, Supervisor of Teaching.

Education—High School, Glenwood, Iowa, 1908; B. A., 1918; Critic Training Certificate, 1918, I. S. T. C.; Summers, 1921-22, Columbia University.

Experience—Rural School, Montgomery County, 1908-1911; I. S. T. C. High School, 1916-18; Marshalltown, Iowa, High School, 1918-21; Supervisor of Teaching, I. S. T. C., 1921.

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.

AGNES F. RICE, Critic in Teaching.

Education—Graduated from Grundy Center High School, 1896; Graduate, Advanced Professional Course, State Normal School, Mankato, Minnesota, 1902; Student, University of Chicago, Summer, 1915; Student, I. S. T. C., Summer, 1916.

Experience—Canby, Minnesota, two years; Jackson, Michigan, four years; Peoria, Illinois, four years; Algona, Iowa, two years; Perry, Iowa, two years; Critic in Training, January 3, 1917, to July 17, 1917; Assistant Critic in Teaching I. S. T. C., 1917-19; Critic in Teaching, I. S. T. C., 1919.

HAZIEL LINDERMAN, Critic in Teaching.

Education—Graduated from New Hampton, Iowa, High School, 1912; Primary Teacher Diploma, I. S. T. C., 1916; Critic Certificate, I. S. T. C., 1919.

Experience—Rural schools, Chickasaw County, Iowa, 1912-13; Primary, Fredericksburg, Iowa, 1913-15; Primary, Des Moines, Iowa, 1917; Critic in Teaching, I. S. T. C., 1919.

WINNIE EUBANK, Critic in Teaching.

Education—Graduated, Pratt, Kansas, High School, 1911; Graduated, Kansas State Normal, Emporia, 1916; Ph. B., University of Chicago, 1920.

Experience—Rural schools, Cullison, Kansas, 1911-12; Intermediate Grades, Coats, Kansas, 1912-13; Primary, Coats, Kansas, 1913-17; Primary, Dodge City, Kansas, 1917-18; Critic in Teaching, I. S. T. C., 1920.

MINNIE LEIGH BOURLAND, Critic in 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.

HELEN LOUESE HEARST, Critic in Teaching.

Education—Graduated from I. S. T. C. High School, 1916; B. A., I. S. T. C., 1921.

Experience—Sixth Grade, Iowa Falls, 1918-19; Critic in Teaching, I. S. T. C., 1921.

JUNETTA C. HEINONEN, Critic in Teaching.

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

Experience—Junior High School Science, Crystal Falls, Michigan, 1913-1916; High School Science, Republic, Michigan, 1916-1920; Critic in Teaching, I. S. T. C., 1921.

LAURA HOLMES, Critic in Teaching.

Education—Glace Bay, Nova Scotia High School, 1913; Normal School, Truro, Nova Scotia, 1914-1915; Art Institute, Chicago, Illinois, 1919-1921.

Experience—Elementary School, Glace Bay, Nova Scotia, 1915-1917; Grades, Fleming, Saskatchewan, Canada, 1917-1919; Critic in Teaching, I. S. T. C., 1921.

MABEL JESSEN, Critic in Teaching.

Education—Graduated from Exira High School, 1916; B. A., 1920, Critic Certificate, I. S. T. C., 1921.

Experience—Critic in Training, 1919-1921; Critic in Teaching, I. S. T. C., 1921.

ABBIE LEATHERBERRY, Critic in Teaching.

Education—High School, Tipton, Iowa; Graduate, Kindergarten Course, 1913, Critic Certificate, I. S. T. C., 1919.

Experience—Audubon, Iowa, 1913-1917; Kindergarten Critic, 1917-1918, First Grade Critic, 1918-1919, I. S. T. C.; Primary Critic, Normal School, Bowling Green, Ohio, 1919-21; Critic in Teaching, I. S. T. C., 1921.

MARY P. CALDWELL, Critic in Teaching.

Education—Kindergarten Diploma, 1910; Critic Teacher Certificate, 1918; B. A., I. S. T. C., 1919.

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.

SELMA SCHUMANN, Critic in 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.

Rural Education

MACY CAMPBELL, Head.

Education—Rural school, Decatur County, Iowa; Village school, Pleasanton, Iowa, two years; M. Di., I. S. T. C., 1905; B. A., State University of Iowa, 1911; 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, Professor of Rural Education.

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.

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.

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.

C. C. SWAIN, Professor of Rural Education.

Education—Rural schools, Goodhue County, Minnesota; Zumbroda High School, 1899-1903; St. Olaf College, Northfield, Minnesota, 1903-07; B. S., University of Wisconsin, Summer, 1908; Teachers College, Columbia University, 1913-14, Summer, 1918, M. A.

Experience—High School, Anoka, Minnesota, 1907-08; Virginia, Minnesota, 1908-09; President, St. Ansgar Seminary, 1909-10; County Superintendent of Schools, Goodhue County, 1910-13; State Commissioner of Rural Schools, Minnesota, 1914-20; Summer School, University of Minnesota. Gave courses in Consolidated School Administration, 1915-16-17-18-19. Professor of Rural Education, I. S. T. C., 1920.

H. C. MOELLER, Associate Professor of Rural Education.

Education—Graduated from Normal Course, Decorah Institute, 1903; Special Work, University of Minnesota, 1903-05.

Experience—Superintendent, Hesper, Iowa, 1905-07; Superintendent, Newell, Iowa, Consolidated School, 1907-12; Superintendent, Grundy Center, Iowa, Schools, 1912-13; County Superintendent, Beuna Vista County, Iowa, 1913-15; County Superintendent, Black Hawk County, Iowa, 1915; Associate Professor of Rural Education, I. S. T. C., 1915.

R. C. WILLIAMS, Associate Professor of Rural Education.

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

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

ALTA WILMARTH, Instructor in Rural Education.

Education—Rural Schools, Adams County, Iowa; City Schools, Corning,

Iowa; Training School, One half year, 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.

BARTON MORGAN, Associate Professor of Rural Education.

Education—Rural School, Daviess County, Missouri; High School, Jamestown, Missouri; B. Pd., 1913, B. S., 1918, State Teachers College, Kirksville, Missouri; University of Washington, Seattle, Summer, 1915; M. S., Iowa State College, 1922.

Experience—Rural Schools, Daviess County, Missouri, four terms; Principal of High School, Wilson Creek, Washington, 1913-1915; Superintendent of school, Hartline, Washington, 1915-1918; Superintendent of Okoboji Township Consolidated School, 1918-1922; Superintendent, Hudson Consolidated School, 1922; Associate Professor of Rural Education, I. S. T. C., 1922.

Extension Division

FRED D. CRAM, Professor of Extension.

Education—Rural schools of Kansas and Iowa; M. Di., 1908, B. A., 1909, I. S. T. C.; A. M., 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, Professor of Extension.

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

Experience—Rural Schools, Cass County, Indiana, one year; Upper Grades and High School, Van Buren, Indiana, two years; Superintendent of Consolidated School, Bono, Indiana, three years, Lucerna, 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, Professor of Extension.

Education—Rural schools of Michigan, three years, sub-collegiate work; B. A., 1902, Albion College, Albion, Michigan.

Experience—Rural school, 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, Instructor in Extension.

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.

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.

MACY CAMPBELL, Professor of Extension, Fall Term (See Rural Education).

C. A. FULLERTON, Professor of Extension, Fall Term (See Music).

JOHN R. SLACKS, Professor of Extension, Spring Term (See Rural Education).

Special Service

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

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

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

MELVIN F. AREY, Curator of Museum.

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

Experience—Country and village schools. Winters, 1860-67, excepting the year spent in the Civil War, 1862-63; Principal of Hampden Academy, Fall, 1867; Academy, Dover, New Hampshire, Winter, 1867-68; Principal, East Maine Conference Seminary, Bucksport, Spring, 1868-72; Private school, Cedar Rapids, Iowa, 1872-73; Superintendent, Cedar Falls, 1873-77; Superintendent, Fort Dodge, Iowa, 1877-90; Professor of Natural Science, 1890; Head of the Department of Natural Science, 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 Physiology, 1883-86; Teacher of Methods and English Branches, 1886-87; Teacher of Methods, 1887-90; Professor of Education, I. S. T. C., 1890-1919; Professor Emeritus, 1919.

W. W. GIST, Professor of English.

Education—Rural school and village school; Preparatory work in the Academy connected with Ohio University; B. A., 1872, M. A., 1875, D. D., 1893, Ohio University; Theological Student, Union Seminary, New York City, 1875-76.

Experience—Rural school, four terms; Charge, Graded Schools, Ravenswood, West Virginia, ten months; Taught Latin and Greek, 1872-75; Superintended the Public School in connection with the teaching of Latin and Greek, 1876-1881, Willoughby College; Professor of Mathematics and later English, Coe College, 1881-87; Held two pastorates, 1887-99; Professor of English, Coe College, 1889-1900; Professor of English, I. S. T. C., 1900.

Religious Education

DAVID SANDS WRIGHT, (See Special Service).

MRS. AVON JAMESON ELLIOTT, Instructor in Religious Education.

Education—Attended I. W. C., Jacksonville, Illinois, Methodist Girls' College; Cornell College, 1919-1920; B. S. S., Boston University, 1921.

Experience—Instructor in Religious Education, I. S. T. C., 1922.

Supplementary Instructors Appointed for Summer Term, 1922

ENGLISH—Grace Hunter, M. M. Maynard, Althea Montgomery, Anna Van Brunsel, Alta A. Robinson, Luella Wright, Dorothy McSparren, Mary Mueller, Carrie Stanley, H. C. Oesterling, Helen Van der Veer, Constance Buswell.

MATHEMATICS AND COMMERCE—W. E. Beck, Helen Dinsmore, Hazel Hall, Clara Large, Mary Walters, Gladys Thrush, Vera Geiger.

PHYSICS AND CHEMISTRY—O. N. Oleson.

NATURAL SCIENCE—F. E. Green, Mary E. Robb, Estella Sheldon, H. J. Williams, Ralph Brown, C. C. Cullinan, L. H. Halverson.

SOCIAL SCIENCE—Wesley Gewehr, E. M. Eriksson, R. J. Sontag, F. G. Kluss, R. C. Journey, R. S. Fulton, Bernard Troup.

ART AND MANUAL ARTS—Corley Conlon, Mrs. I. H. Hart, E. A. Conery, Mabel Harts, Myrtle Irons, Hazel Tobias.

EDUCATION—C. W. Kline, Myrtle Shannon, Bertha Stiles.

MUSIC—Florence Crane, Mrs. Elizabeth Carmichael.

HOME ECONOMICS—Laurentza Hanson, Mrs. Roy Abbott, Mrs. Clara Snyder.

PHYSICAL EDUCATION—Beatrice Johnk, Mrs. Arthur Dickinson.

RURAL EDUCATION—Anna Cordts, Carolyn Forgrave, Myrtle Morton, F. M. McDowell, O. Stuart Hamer.

Assistants

RUTH CADWELL

Graduate, Boone, Iowa, High School, 1917; Junior College Diploma, I. S. T. C., 1921. Teaching, 1921.

BLANCHE INGRAM

Attended Clarinda High School; I. S. T. C., 1919-21. Teaching, 1921.

EDNA MANTOR

Graduate, Burt, Iowa, High School, 1919; Attended I. S. T. C. five terms. Teaching, 1921.

ALICE M. MAXWELL

Graduate, Crawfordsville, Iowa, High School, 1919; Monmouth College, 1919-20; I. S. T. C., 1920-21. Teaching, 1921.

RACHEL NEWKIRK

Graduate, Sioux Falls, S. D., High School, 1911; Junior College Diploma, I. S. T. C., 1921. Teaching, 1921.

MARGUERITE REESE

Graduate, Iowa City High School, 1915; Primary Diploma, I. S. T. C., 1922. Teaching, 1922.

MABEL BARRON

Graduate, Waterloo High School, 1920; Junior College Diploma, I. S. T. C., 1922. Teaching, 1922.

MARGARET FEE

Graduate, Carroll High School, 1920; Primary Diploma, I. S. T. C., 1922. Teaching, 1922.

MARJORIE E. WHITE

Graduate, Olin High School; Primary Diploma, I. S. T. C., 1917. Teaching, 1922.

LELAH TROWBRIDGE

Graduate, Allison High School, 1908; Junior College Diploma, I. S. T. C., 1920. Teaching, 1922.

ZELMA SILENCE

Graduate, Marshalltown High School, 1920; Junior College Diploma, I. S. T. C., 1922. Teaching, 1922.

College Office Clerical Staff

ANNA R. WILD, Head

Executive Secretary, 1896

BEATRICE WILBUR

Assistant Registrar, 1906

MRS. EDNA POOR SHUTT

B. Di., 1898, M. Di., 1899, I. S. T. C. Clerk, Bureau of Recommendations, 1922.

CARRIE EVENSON

Secretary, Extension Division, 1916

ANNETTE CRETZMEYER

Stenographer, 1917

ROSE M. SMITH

Stenographer, 1920

BESS CARRINGTON

Phys. Ed. Dip., 1914; B. A., 1916, I. S. T. C. Record clerk, 1920

ESTHER E. WILSON

Stenographer, 1921

MRS. LOUISE MCKITRICK

Stenographer, 1921.

LYDIA M. WILBUR

Pri. Cert., 1904, I. S. T. C. Record Clerk, 1922

BEULAH E. NUNAMAKER

Com'l Ed. Dip., 1921, I. S. T. C. Record Clerk, 1922

MAUDE MESSIER-LELANI¹
Clerk, 1917
VIOLA ARMSTRONG
Stenographer, 1920
JESSIE E. JUHL
Clerk, 1921
MRS. ETHYL ALBRIGHT
Stenographer, 1921
NADINE NAY
Stenographer, 1922

LORENE BEHRENS
Stenographer, 1922
MARGARET M. HOUGH
Stenographer, 1922
ANNA MARIE NIELSEN
Rur. Sch. Dip., 1916
Clerk, 1922
IDA SKOW
Clerk, 1921

Library Staff

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

MARY S. BUFFUM
Graduated University of Iowa, 1905; Attended University of Illinois
Library School, 1916-17. Taught in high schools of Iowa and Wash-
ington; Assistant at Loan Desk, University of Texas Library; Ref-
erence Librarian, University of Iowa; Order Librarian, University of
Indiana Library. Assistant Librarian, 1921.

ROWENA A. EDWARDS
Student, Iowa State College; Graduate, Simmons College Library School,
Boston, 1915. Head Cataloger, 1916.

HARRIET L. KIDDER
B. A., 1907, Wellesley College; M. A., 1910, Chicago; Graduate, Wis-
consin University Library School, 1917. Assistant Cataloger, 1917-
1920. Reference Librarian, 1920.

BESSIE M. JOHNSON
A. B., 1917, Park College, Parkville, Missouri; Student, 1919-20, Uni-
versity of Illinois Library School. Appointed Assistant Cataloger for
Sept. 8, 1920.

HAZEL EVANS
B. A., 1907, Coe College, Cedar Rapids, Iowa; Attended Library School,
University of Illinois. Taught in schools of Cedar Rapids, Iowa; Cir-
culation work in University of Illinois Library. Assistant in Circula-
tion Department, 1921; Circulation Librarian, 1922.

Student Assistants

E. J. STOUT
English
LOUISE ADLER
Home Economics
JULIA MYERS
Mathematics and Commerce
SARA HODGIN
Natural Science
HULDA TOEDT
Library, 1922-23
FRED SCHMIDT, JR.
Art and Manual Arts

BURL OSBURN
Art and Manual Arts
HERBERT PESCH
Art and Manual Arts
EVA SHERWOOD
Natural Science
ERNEST DRIVER
Natural Science
ETHEL PACKER
Library, 1922-23
ARTHUR PRYOR
Natural Science

Rural Demonstration Schools—Critics 1922-1923

FREDA LANTZ
Benson
HAZEL HENRY
No. 6

MARY E. BOND
Cedar Heights

EXTENSION SUMMER SCHOOLS

Chariton

- ELMER L. RITTER, Director, Ph. D.
General Methods
- BLANCHE BYERS, Student, I. S. T. C.
Grammar, Arithmetic
Penmanship
- J. R. COUGILL, B. A.
Grammar, Algebra I & II
- STENA HANSEN, Ph. B.
English I, English IV
Arithmetic
- CLARE MOE, Student, I. S. T. C.
Penmanship, Music I
Recreational Music
- A. G. UMBREIT, A. M.
Civics, Economics
Complete Geography
- MYRON J. WILCOX, M. A.
Didactics, Psychology
- C. L. WOODWARD, B. A.
Physics I & II
- G. H. BRINEGAR, M. A.
Physics I, Didactics
Algebra I, Theory Physics
- H. L. CECIL, A. B.
Agriculture, Orthography
Geography
- GEORGE E. DAVIS, M. A.
Didactics
School Organization
- ETTA METZGER, B. A.
Primary Methods, Handwork
- H. OSTERGAARD, M. A.
American Government
American History, U. S. History
- GERTRUDE VINCENT, A. B.
Domestic Science, Physiology
- CHARLOTTE WILLIAMS
Handwork
- ALMA CLAY
Illustrative Teaching
- ALMA CLAY
Primary Methods

Clarinda

- LESLIE I. REED, Director, M. A.
School Organization & Control
- E. W. BECK, A. B.
Psychology
General Methods, Didactics
- A. W. CRANE, M. A.
Physics
- M. H. SIMS, B. S.
Principles of Geography
Political Economy, Agriculture
- EDNA LIEK, Ph. B.
Primary Methods, Handwork
- AGNES McCAY, Music Diploma
Music, Orthography
Penmanship, Recreational Music
- E. L. WEAVER, M. A.
Arithmetic, Algebra
- M. H. STEPHENS, A. B.
Civics, Physics
- N. H. RINGSTROM, B. A.
U. S. History, American
History, American Government
- VERA LIGHTHALL, B. A.
Freshman English, Grammar
- MINA JONGEWAARD, B. A.
Domestic Science, Geography
Physiology
- LOUISE ENDEBROCK, Primary, I. S.
T. C.
Handwork.
- J. R. INMAN, M. A.
School Organization & Control
Psychology, American Government

Clinton

- A. C. FULLER, Jr. Director, B. A.
Didactics
- MRS. GENEVIEVE TURNIPSEED, B. A.
Freshman English, Psychology
Methods
- MARY D. REED, B. A.
Project Methods and Problems of
Grade Teachers
- EVA BURNET, B. A.
Geography, U. S. History
American History I
- MINNIE R. CONNOR
Grammar, Arithmetic
- MAMIE LISTER, B. A.
Domestic Science, Physiology
- ALLAN PETERSON, B. D.
Physics, Algebra.
- HAZEL HAODLEY
Handwork, Primary Methods
- LUCY HARDIN, B. A.
Swimming
- EULALIE TURNER, Primary Diploma
Penmanship, Primary Methods
Reading and Language Handwork
- MINNIE BEENK, Primary Diploma
Handwork, Primary Methods
- P. C. SHELLEY, M. A.
Civics, Classroom Organization and
Control, General Methods, The
Elementary School
- ANITA YATES, Music Diploma
First Music, Glee Club
Recreational Music
- D. O. WILSON, B. A.
Economics, Agriculture
American Government
- MYRTLE CAMPBELL, B. A.
Classroom Organization and
Control, Algebra, Psychology

Denison

- J. R. SLACKS, Director
- J. P. STREET, A. B.
Physics
- R. A. GRIFFIN, B. Ped, B. Sc.,
L. L. B.
Agriculture, American
Government

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|---|--|
| H. P. TRUMBO, M. Di., A. B., A. M.
Psychology, Organization &
Control, Arithmetic | C. E. HUMPHREY, B. Di., A. B.
Geography, Algebra |
| IDA C. ROHLF, A. B.
Freshman English, Grammar. | MARY J. WYLAND, A. B.
Didactics, History |
| EDITH HAFNER, B. A.
Didactics, U. S. History
Civics | MINNIE BOURLAND
Primary Methods, Handwork
Illustrative Teaching |
| SADIE BARNHART, B. A.
Home Economics, Physiology | MAUDE SHOEMAKER
Music, Orthography
Penmanship |
| J. N. CUNNINGHAM, A. B.
Psychology, Class Organization
and Control, General Economics,
Methods | WINIFRED TUTTLE, A. B.
U. S. History, Didactics
American History |

Spencer

- | | |
|--|---|
| FRED D. CRAM, Director, M. A.
Spelling | J. H. BOATMAN, A. B.
Geography I, Organization
and Control |
| W. D. COCKING, A. B.
History, Civics | MRS. P. G. CRUISE, A. B.
Methods |
| F. H. CHANDLER, A. B.
Physics | GERTRUDE DANDLIKER, Diploma,
Chicago Art Institute
Handwork |
| ODESSA FARLEY, A. B.
English | FRED S. FARMER, A. B.
Geography I, Psychology I |
| MARTHA GILBERT, A. B.
Music | N. L. HERSEY, A. B.
Agriculture |
| HALCYON HEFLING, A. B.
Domestic Science | O. J. JERDE, A. B.
History, Geography
Economics |
| J. R. McANNELLY, A. B.
Methods, Mathematics | KATHERINE REYNOLDS, Primary
Diploma. |
| S. G. REINERTSEN, A. M.
Psychology, Organization and
Control | Demonstration |
| A. B. TURNBULL, A. B.
Physics, Arithmetic | HALLIE WARD, A. B.
Methods, Grammar |

FACULTY COMMITTEES, 1923-24

I. Rotating Committees—Executive Service

1. Registration—W. L. Wallace, E. W. Goetch, C. C. Swain, R. W. Getchell, W. B. Fagan.
2. Program—Ira S. Condit, S. A. Lynch, E. J. Cable.
3. Receiving—G. W. Newton, J. W. Charles, R. D. Daugherty.
4. Lecture and Entertainment—Winfield Scott, W. H. Kadesch, M. R. Thompson.
5. Student Loan Fund—Executive, Alison E. Atchison, C. H. Bailey, J. W. Charles; Ex-officio, Dean of Women, Adviser of Men, President, College Secretary.
6. Non-Resident Credit Work—Frank Ivan Merchant, G. W. Walters, Louis Begeman, E. J. Cable, Sara M. Riggs.
7. Tests in College Subjects—S. A. Lynch, M. R. Thompson, Emma F. Lambert.

II. Appointive Advisory Committees

1. Freshmen and Sophomores—G. W. Walters, J. B. Paul, T. B. Homan, E. O. Finkenbinder, R. R. Hollingsworth.
2. Junior College—E. E. Watson, W. A. Young, Roy L. Abbott.
3. Collegiate, Twelve Weeks Normal Training—Emma F. Lambert, John R. Slacks, Mary B. Hunter.
4. Sub-Collegiate, except Elementary Rural—The Registrar, Bertha L. Patt, O. E. Hertzberg.

III. Advisory Committees Determined By Regulations

1. **Primary**—Amy F. Arey, Ina Best, E. Grace Rait, May Smith, Alison E. Aitchison.
2. **Kindergarten**—Helen James.
3. **Art and Manual Arts**—Chas. H. Bailey.
4. **Commercial**—Ira S. Condit.
5. **Home Economics**—Anna L. Leggett.
6. **Public School Music and Voice, Piano, Organ**—C. A. Fullerton.
7. **Violin and Orchestra**—Theodore R. Gundry.
8. **Elementary Rural**—Macy Campbell.
9. **Major Studies**—when selected by Student.
 - (1) Education, Primary Education, Kindergarten Education—G. W. Walters.
 - (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. Knoepfler.
 - (8) French and Spanish—Geo. A. Underwood.
 - (9) Social Science—History, Government, Economics—M. R. Thompson.
 - (10) Home Economics—Anna L. Leggett.
 - (11) Natural Science—Biological Science, Earth Science—E. J. Cable.
 - (12) Physics, Chemistry, Physical Science—Louis Begeman.
 - (13) Art and Manual Arts—Chas. H. Bailey.
 - (14) Physical Education—F. N. Mead.
 - (15) 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

1. **Music Festival**—J. B. Knoepfler, E. J. Cable, Louis Begeman, Lillian V. Lambert, R. W. Getchell, J. B. Paul, C. A. Fullerton, Theodore Gundry, John Ross Frampton.
2. **Athletic Board**—C. H. Bailey, I. H. Hart, E. J. Cable, L. I. Reed, J. W. Charles, Benjamin Boardman, Frank N. Mead, ex officio, L. L. Mendenhall, ex officio, and Student Representatives selected by the men students.
3. **Museum**—M. F. Arey, G. W. Newton, G. W. Walters, E. J. Cable, Alison E. Aitchison.
4. **Golf House and Grounds**—J. B. Knoepfler, C. S. Cory, Chas. H. Bailey.
5. **Hospital**—The Health Director, the Dean of Women, The College Secretary, The Matron and Head Nurse—all ex officio.
6. **Bureau of Recommendations**—Manager, The Registrar, The Heads of Departments, The Adviser of Men, The President and the Clerk of the Committee—all ex officio.
7. **Transportation**—Ira S. Condit, I. H. Hart, Benjamin Boardman.

V. Special Committees

1. **The Course of Study**—The President and at least four members of the Faculty selected by the President to report upon the special business referred, Secretary, The Registrar.

2. **Student Welfare Committee**—Ex officio, The Dean of Women, The Adviser of Men; Elected by Heads of Departments, Ira S. Condit, Emma Lambert, Lillian Lambert, H. L. Eells, Anna L. Leggett, authority to appoint their officers for the year. Service begins March 14, 1923. New Committee constituted March 12, 1924.

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 resident 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—

1. First hour, 8:00 a. m. to 8:55 a. m.
2. Second hour, 9:00 a. m. to 9:55 a. m.
3. Assembly in Auditorium, 10:00 a. m. to 10:20 a. m.
4. Third hour, 10:25 a. m. to 11:20 a. m.
5. Fourth hour, 11:25 a. m. to 12:20 p. m.
6. Recess period, 12:20 p. m. to 1:30 p. m.
7. Fifth hour, 1:30 p. m. to 2:25 p. m.
8. Sixth hour, 2:30 p. m. to 3:25 p. m.
9. Seventh hour, 3:30 p. m. to 4:25 p. m.
10. Eighth hour, 4:30 p. m. to 5:25 p. m.

5. Other Programs of the Week—

1. Literary Societies, as arranged.
2. Choral Society, 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 students and teachers is held three times a week. 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 \$5.00 a term. An extra fee of \$1.00 is charged for enrollment after the time assigned for registration by the calendar.

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 \$10.00 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 taking Gymnasium work or Physical Training 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.

6. 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 \$2.00 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 President's office, when assignment of hours for practice is given.

3. Organ rent is from \$2.00 for practice organ to \$4.00 for Auditorium organ, allowing one practice hour each school day. Fees for such privilege are paid at the President's office, when practice hours are assigned.

4. Diploma Fees

1. The regular diploma fee is \$2.00.

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 will be given every student by the Health Director without fee on application. He has an office on the Grounds and will examine all students, assuming supervision of their health. Every student pays \$1.00 a term for this service at the time of enrollment. In cases of illness at the Hospital or at the residence, the students call any recognized physician they prefer and pay the expense of such professional attendance and treatment.

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 Dean of Women, the Health Director, 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 who pay a Hospital Insurance Fee of \$1.00 before noon on the first Saturday of each term, or on the day of enrollment, are granted first consideration as to admission and are required to pay

\$3.50 a week for the first three weeks, and \$5.00 a week thereafter until dismissed. This provides for general nursing and care. 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.

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

3. Those who do not pay the Hospital Insurance Fee may have hospital privileges when there are accommodations. These pay \$7.00 per week and have the same privileges as others regarding nurse and physician.

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 given free tuition during the entire time of attendance.

2. **From Approved High Schools**—The State Board of Education will grant a State Honor Scholarship to one student in each graduating class from each approved four-year high school. If the graduate decides to attend the Iowa State Teachers College free tuition is given for the entire four years. The student thus honored must enroll within 18 months after graduation, and must maintain a scholarship record which is average or above. This free scholarship is good for 12 terms of enrollment whether the attendance is continuous or not.

3. **County Scholarships for Men**—The County Superintendent of each county may appoint two men each year for these free scholarships which continue in force as long as the student remains in regular attendance during the fall, winter and spring terms.

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. **Consultative Service**—Special lines of work 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.

VI. COLLEGE ORGANIZATIONS

These are societies organized with the approval and cooperation 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 Cliosophie
The Neotrophian
The Zetaethean
The Margaret Fuller Ossoli
The Chrestomathean
The Delphian
The Eulalian
The Homeric
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

4. Music Organizations:

The Men's Glee Clubs:
The Minnesingers
The Troubadours
The Women's Glee Clubs:
The Cecilians
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
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:

Pheta Alpha Phi
 Kappa Delta Pi
 Delta Sigma Rho
 Zeta Kappa Psi

VII. FACULTY ORGANIZATIONS

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

1. **The Faculty Club**—Composed of men and women of the Faculty desiring to do work of a nature particularly helpful to the improvement of the members and the development of the school.

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

3. **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.

VIII. 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 five rural demonstration schools. In these schools actual teaching, managing and testing is accomplished. Every student completing a curriculum and receiving a diploma has had a specified amount of this practical experience and training as a part of the required work. Statements regarding the student's probable success are based upon scholarship, classroom work, personality and characteristics, and upon the skill and adaptability shown in the work of being trained by the actual teaching under criticism and supervision.

Pupils admitted to the training schools on the campus:

1. Those who reside in the Fourth Ward of the City of Cedar Falls.

2. Those who are residents of Independent Districts No. 4, No. 5 and No. 10, Cedar Falls Township.

3. Those of the cooperating rural demonstration schools who are better classified in the schools on the campus.

4. 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, Cherokee, 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.

IX. 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.

X. BOARDING AND LODGING

1. **Dormitory**—The College maintains a women's dormitory accommodating 318 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 super-

vision 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 contain a label 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.

XI. 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.

XII. TWELVE WEEKS NORMAL TRAINING

Students desiring twelve weeks normal training credit so as to secure a teacher's certificate 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 a five-hour pedagogical subject.
 - 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. Pedagogical Subjects.
 - A. Graduates of four-year approved high schools may have **credit in Didactics** on the uniform county certificate in lieu

of the regular examinations for the satisfactory completion of one of the following subjects:

- a. Rural School Problems.
 - b. School Organization and Control.
 - c. Primary Methods—Language and Literature.
 - d. Primary Methods—Principles in Fundamentals.
 - e. Psychology I.
 - f. Consolidated School and Country Life.
 - g. Other pedagogical work for which the student has the prerequisites.
- B. Those who do not meet college entrance requirements need to take one of the following subjects:
- a. General Primary Methods.
 - b. Didactics.
 - c. General Methods.
 - d. Elementary Psychology.
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.
 - B. Students not meeting college entrance requirements need to take physical training or recreational music.

Note:—The curriculums are so organized at the Iowa State Teachers College that students may earn 12 weeks Normal Training during the first term on any curriculum. The student may get any of the uniform county certificate subjects during any term of the year providing she does not wish to begin work on a regular curriculum.

XIII. 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 Uniform 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 Uniform 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 a Pedagogical Subject, as indicated above, accepted in lieu of the certificate examination in this subject.

XIV. 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 Uniform 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.

XV. DEPARTMENT CERTIFICATES

Department certificates are granted for proficiency in Voice, Piano, Organ, Violin and other Orchestral Instruments, Penmanship, Critic Supervision, and Swimming. For details see curriculums along these lines published in this catalog.

XVI. BUREAU OF RECOMMENDATIONS

The College maintains a bureau of recommendations for assisting its graduates and students in securing positions. The demands for graduates are far in excess of the supply, hence any graduate with a good record may be certain of securing a desirable place. Those who attend a full year may also be quite certain of securing a good position along the line for which adequate preparation has been made.

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.

XVII. ADVISERS 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 may choose classification on the elementary rural curriculum or as making up high school credits.

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 class of daily recitation in such courses as elementary drawing, handwork, music, penmanship, typewriting, etc., or one extra class in physical training, 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 would justify this privilege.

7. All students except those classified on special music curriculums and teachers in service shall carry a minimum of twelve 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.

XVIII. CREDITS REQUIRED FOR GRADUATION

1. Every collegiate student is required to take Rhetorical Class Work during the first three terms in attendance. Those who become active members of incorporated literary societies are released from the third term's work.

2. All students are required to take physical training during the first six terms in attendance.

3. Each student must maintain a scholarship record which will average "M" so as to 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.

4. 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.

XIX. UNSATISFACTORY WORK

1. Students who do not make passing grades in each of two successive terms in half the work for which they register shall not be permitted to enroll again for thirty-six weeks without favorable vote of the faculty.

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.
 - d. Majors in Consolidated School Education, Agriculture and Manual Training for teachers in Consolidated Schools.
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.
4. Manual Training Education.
5. Commercial Education.
6. Art Education.
7. Home Economics Education.

Note—All of above curriculums give full credit toward the Bachelor of Arts in Education Degree with related Majors.

IV. SUB-COLLEGIATE DIVISION

1. Elementary Rural Teacher Diploma.
2. Secondary School Credits (Partial H. S. curriculums may be completed. No diploma is awarded).

V. SPECIAL MUSIC DIPLOMAS

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

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 19 years of age, as follows:

- a. Degree Curriculums—First Grade State Certificate.
- b. Diploma Curriculums—Second Grade State Certificate.
- c. Elementary Rural Curriculum—Five Year Rural Teachers State Certificates.

2. Twelve Weeks Normal Training may be secured during any term of the year.

ENTRANCE REQUIREMENTS

I. Admission to College 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. In order to graduate from a curriculum the student must complete full entrance as outlined below in addition to the requirements of the curriculum.

2. Full admission to Degree and Diploma Curriculums requires 15 units of secondary credit distributed as follows:

English	3 units required	4 units accepted
Rhetoric & Composition.....	1 unit required	
Literature	1 unit required	
Mathematics		4 units accepted
Algebra	1 unit required	
Geometry	1 unit required	
History, Civics, Economics.....	1 unit required	4 units accepted
One Foreign Language.....		4 units accepted
Other Foreign Language.....		4 units accepted
Science (Natural, Physical)....		4½ units accepted
From above five groups.....	11 units required	
Other subjects outlined by the Iowa Board on Second- ary School Relations.....		4 units accepted

Notes

1. Not less than ½ unit of entrance credit may be accepted in any subject, and not less than 1 unit in Physics, Chemistry, or any Foreign

Language. (1-3 unit may be accepted from schools organized on a 12 weeks basis.)

2. For further details see List of Defined Entrance Subjects on following pages.

II. Other Courses and Curriculums

1. The Elementary Rural Curriculum.
 - a. Admission to the Elementary Rural Curriculum and other sub-collegiate work requires the County Superintendent's diploma for completion of eighth grade work, or an eighth grade diploma from a standard graded school, or a teacher's certificate. The student must be at least 16 years of age.
 - b. For the completion of this curriculum the student must meet full admission requirements to a degree or diploma curriculum at this institution.
 - c. Secondary School credits may be made up in this division.
2. Special Music Curriculums.
 - a. Piano, Voice, Organ.
 - b. Violin and other Orchestral Instruments.
 - c. Entrance requirements not limited except when the student takes class work in other departments. In this case the requirements for the class work must be met.
 - d. For the completion of any of these curriculums the student must have full college entrance.
 - e. Department Certificates for Proficiency in any line may be granted upon recommendation of the department concerned.

III. Twelve Weeks Normal Training

1. Students may secure Twelve Weeks Normal Training credit during any term and at the same time earn credit on any regular curriculum.
2. If desired the student may take only certificate subjects. One professional subject is required.
3. Minimum entrance: Age 16 and completion of eighth grade. In special cases a student who has not finished the eighth grade may be admitted to sub-collegiate work, if 18 years of age.

IV. The Teachers College High School

1. The Junior High School.
 - a. Completion of sixth grade in town or rural schools.
 - b. No minimum age limit.
2. The Senior High School.
 - a. Completion of junior high school or ninth grade in standard high school.
 - b. No minimum age limit.
3. These high school divisions are modern and enable the stronger students to complete the public school curriculum in eleven years instead of the usual twelve years.

LIST OF DEFINED ENTRANCE SUBJECTS

Entrance credit may be accepted in the following subjects, if the credits are distributed as indicated on the previous pages:

I. English—3 units required, 1 additional unit accepted.

1. The required work must include at least 1 unit of Rhetoric and Composition and at least 1 unit of Literature. One-half unit may be accepted in English Grammar taken after the completion of two full years of high school credit.

2. One-half unit may be accepted in Public Speaking, Elocution and Debating combined, and one-half unit in Business Correspondence for the additional elective unit when the total credit in the group does not exceed 4 units.

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. History, Civics, Economics—1 unit required, 3 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 thru Quadratics required	1 unit
2. Plane Geometry required	1 unit
3. Advanced Algebra, 3rd 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 $4\frac{1}{2}$ 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

VI. Commercial, Industrial and Miscellaneous—4 units accepted.

1. Arithmetic (after 3rd semester Algebra or after the completion of two full years of high school credit)	$\frac{1}{2}$ unit
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2.	Bookkeeping, Elementary	$\frac{1}{2}$ to 1	unit
3.	Bookkeeping, Advanced	$\frac{1}{2}$ to 1	unit
4.	Business Organization	$\frac{1}{2}$	unit
5.	Commercial Law	$\frac{1}{2}$	unit
6.	Commercial Geography	$\frac{1}{2}$	unit
7.	Economic History of the United States	$\frac{1}{2}$	unit
8.	Economic History of England	$\frac{1}{2}$	unit
9.	History of Commerce	$\frac{1}{2}$	unit
10.	Materials of Commerce	$\frac{1}{2}$	unit
11.	Salesmanship	$\frac{1}{2}$	unit
12.	Stenography and Typewriting, not more than	2	units
	a. Stenography	$\frac{1}{2}$ to 2	units
	b. Typewriting	$\frac{1}{2}$ to 1	unit
13.	Bench Work	$\frac{1}{2}$ to 1	unit
14.	Bench and Machine Metal Fitting	$\frac{1}{2}$ to 1	unit
15.	Drawing, Mechanical	$\frac{1}{2}$ to 2	units
16.	Drawing, Freehand, and Applied Arts	$\frac{1}{2}$ to 2	units
17.	Pattern Making, Moulding and Forging	$\frac{1}{2}$ to 1	unit
18.	Woodturning and Elementary Metal Work	$\frac{1}{2}$ to 1	unit
19.	Plain Sewing	$\frac{1}{2}$ to 1	unit
20.	Advanced Sewing and Millinery	$\frac{1}{2}$ to 1	unit
21.	Cooking	$\frac{1}{2}$ to 2	units
22.	Psychology	$\frac{1}{2}$ to 1	unit
23.	Pedagogy and Methods	$\frac{1}{2}$ to 1	unit
24.	Vocational Guidance	$\frac{1}{2}$	unit
25.	Agriculture, in addition to 2 units in the Science Group	$\frac{1}{2}$ to 2	units
26.	Music	$\frac{1}{2}$ to 2	units
	a. Elements	$\frac{1}{2}$	unit
	b. Harmony	$\frac{1}{2}$ to 1	unit
	c. Appreciation	$\frac{1}{2}$	unit
	d. Musical Analysis	$\frac{1}{2}$	unit
27.	Bible, conducted on the same basis as other high school subjects	$\frac{1}{2}$ to 1	unit
28.	Telegraphy	$\frac{1}{2}$ to 1	unit

Notes

1. In freehand and mechanical drawing, in manual training, in type-writing, and in the laboratory portions of sewing, cooking, and science subjects, a double class period is required as the equivalent of an ordinary recitation period in a non-laboratory subject.

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 the catalog 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 the catalog 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

For Majors, Minors and Group Requirements, consult pages 58 to 60.

Freshman Year—45 Term Hours

Freshman English	5 hours
Foreign Language	15 hours
Electives from courses open to Freshmen	25 hours
Physical Training, Rhetorical Class Work.	

Note—With the consent of the Adviser, Foreign Language may be delayed until the Sophomore year.

Suggestive Outline Showing Additional Constants.

Sophomore Year—45 Term Hours

Psychology I	5 hours
Psychology from courses V and VI in Education	5 hours
Education from courses VII to XIV or Rural Education from courses I, II, V	5 hours
Constructive English	5 hours
English from the Language and Literature group	5 hours
Electives open to Sophomores	20 hours
Physical Training.	

Junior Year—45 Term Hours

Education from courses XV to XXII or Rural Education from courses I, II, V	5 hours
Education from courses XXIII to XXXII or Rural Education from courses III, IV, VI, VII, VIII or Pedagogical course in student's major line	10 hours
Electives open to Juniors	30 hours
Illustrative Teaching	Credit required

Note—The student's major must be chosen before beginning work which would give credit on the junior year.

Senior Year—45 Term Hours

*Teaching	10 hours
Electives open to Seniors	35 hours

Notes

1. The above outline shows the suggested year for the various constants. Deviations may be made with the approval of the student's adviser. All electives are subject to the approval of the student's adviser and the regulations of the faculty.

2. The electives must be chosen from degree courses and need to be distributed so as to comply with the regulations concerning Majors, Minors and Group Requirements. See outline for majors on pages 58

*Those who have 10 hours of Teaching credit on a Diploma Curriculum need to take 5 additional hours in the senior year unless released by the Department of Teaching.

THE DEGREE CURRICULUM

Home Economics Major

Suggestive Outline by Terms

Freshman Year—45 Term Hours

Chemistry X	-----5 hr.	Chemistry XI	-----5 hr.	Food Prep. I	-----5 hr.
Gar. Making I	-----4 hr.	Gar. Making II	-----4 hr.	Freshman Eng.	-----5 hr.
Draw. & Design.	-----3 hr.	App. Design.	-----3 hr.	Elective	-----5 hr.
Gen. Biology (b)	-----3 hr.	Physiology I (b)	-----3 hr.		
Physical Training—Rhetorical Class Work.					

Sophomore Year—45 Term Hours

Food Prep. II	-----5 hr.	Const. English	-----5 hr.	Chemistry XIII	-----5 hr.
Chemistry XII	-----3 hr.	H. & Com. Hygiene.	3 hr.	H. Physics	-----3 hr.
H. Planning	-----2 hr.	Electives	-----7 hr.	H. Furn. & Dec.	-----2 hr.
Elective	-----5 hr.			Elective	-----5 hr.
Physical Training.					

Junior Year—45 Term Hours

Psychology I	-----5 hr.	Hist. of Voc. Ed.	---3 hr.	Genetic Psychology	---5 hr.
Costume Design.	---3 hr.	Voc. School Adm.	---2 hr.	Child Care	-----2 hr.
Textiles	-----2 hr.	Food Marketing	---2 hr.	Dressmaking	-----3 hr.
Gen. Economics	-----5 hr.	Meal Planning	---3 hr.	Elective	-----5 hr.
		Home Nursing	---2 hr.	III. Teaching, Credit	
		Bacteriology	-----3 hr.	Required.	

Senior Year—45 Term Hours

Teaching (H. E.).	---5 hr.	Teaching	-----5 hr.	*H. E. Elective	---3 hr.
Home Mngt.	-----5 hr.	Food and Dietetics	---3 hr.	English (Lit.)	-----5 hr.
Methods in H. E.	---2 hr.	Adv. Dressmaking	---2 hr.	Electives	-----7 hr.
Demonstrations	-----1 hr.	Elective	-----5 hr.		
Soc. Problems	-----2 hr.				

Notes

1. Ten hours of credit must be elected from History or Government. Additional credit from courses in Education or Rural Education is recommended.

*Chosen from Advanced Dietetics, The School Lunch, or Experimental Cooking.

THE DEGREE CURRICULUM

Physical Education Major

Suggestive Outline by Terms

Freshman Year—45 Term Hours

Foreign Lang.	5 hr.	Anatomy I	5 hr.	Anatomy II	5 hr.
Freshman English ..	5 hr.	Foreign Lang.	5 hr.	Foreign Lang.	5 hr.
Elective	5 hr.	Elocution I or Public Speaking I	5 hr.	Elective in Science or Math.	5 hr.
Physical Training—Rhetorical Class Work.					

Sophomore Year—45 Term Hours

Kinesiology	2 hr.	First Aid to the Injured	2 hr.	Educ. Section B	5 hr.
Psychology I	5 hr.	Physical Diagnosis	3 hr.	English (Lang. and Lit.)	5 hr.
Physiology I (a)	5 hr.	Genetic Psychology	5 hr.	Elective	5 hr.
Elective	3 hr.	Hyg. & Sanitation	5 hr.	Physical Training.	

Junior Year—45 Term Hours

Theory of Phys. Tr.	5 hr.	Playground Meth. I.	3 hr.	Playground Meth. II.	3 hr.
Anthropometry	2 hr.	Theory of Athletics	1.2 hr.	Theory Athletics II.	2 hr.
Corrective Gym.	3 hr.	Chemistry XVII	5 hr.	Phys. Dept. Admin.	3 hr.
Physics XIV	5 hr.	Education, Section C.	5 hr.	Hist. of Phys. Ed.	2 hr.
				Chemistry XVIII	5 hr.
				Ill. Teaching, Credit Required.	

Physical Training.

Senior Year—45 Term Hours

Teaching -----	5 hr.	Education, Sec. D -----	5 hr.	Const. English -----	5 hr.
Education, Sec. D -----	5 hr.	Teaching -----	5 hr.	Electives -----	10 hr.
Physiology of Exer.	3 hr.	Elective -----	5 hr.		
Elective -----	2 hr.				

Physical Training.

Notes

1. The electives must include fifteen hours in History, Government and Economics.
2. Courses in Rural Education may be substituted for the courses in Education indicated above

GROUPS SHOWING DIFFERENT MAJOR LINES

Four Year Degree Curriculums

I. The Professional Group.

1. Education.
2. Consolidated School Education.
3. Teaching and Critic Training.
4. Normal Training High School Critic Work.

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.
6. Physics.
7. Physical Science.

V. The Social Science Group.

1. Economics.
2. Government.
3. History.

VI. The Art, Manual Arts, Home Economics and Physical Education Group.

1. Art.
2. Home Economics.
3. Manual Arts.
4. Physical Education.

VII. The Commercial, Kindergarten, Primary and Public School Music Group.

1. Commerce.
2. Kindergarten.
3. Primary.
4. Public School Music.

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 as here specified.

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 with Electives—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. The Rural Community | 5 hours |
| 2. Applied Principles of Education | 5 hours |
| 3. Special Methods in Common Branches | 5 hours |
| 4. Normal Training Supervision | 5 hours |
| 5. Primary Methods | 5 hours |
| 6. Teaching (Primary Department) | 5 hours |
| 7. Electives open to Juniors and Seniors | 15 hours |
| 8. Primary Handwork—1 term, daily | Credit required |
| 9. First Term Music—1 term, daily | Credit required |
| 10. Physical Training—2 terms, 3 days per week | Credit required |
| 11. Recreational Music—1 term, 3 days per week | Credit required |

**SPECIAL CERTIFICATE AS CRITIC TEACHER
OPEN TO SPECIAL TEACHERS WHO DO NOT HOLD COLLEGE
DEGREES**

I. Department Certificate Curriculum—Department Critic

This two-year curriculum is organized to give efficient training for critic teachers and for department critics in state normal schools and is obtainable by a limited number of graduates from the diploma curriculums. Appointments by the Department of Teaching as Critics in Training are made each year as vacancies in the class occur. The requirements are as follows:

Critic Training. Allows credit on this curriculum only.....15 hours
College Work, approved by Director of Teaching.....30 hours
Two Years of Service in the Department of Teaching

II. Normal Training High School Critic—Registrar's Certificate

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.

BACHELOR OF ARTS IN EDUCATION DEGREE

With

Majors, Minors and Group Requirements

The following outlines show the distribution of work for the various majors. The student should follow the general outline for the degree curriculum on page 52 and the outline below for the particular major selected. Read carefully the paragraphs about majors and minors on page 51.

I. If Major is in the Professional Group

1. The Student's Major	*Minimum Hours of Credit
a. Education from courses in Sections B, C, D.....	30
or b. Consolidated School Education.....	30
or c. Teaching and Critic Training.....	30
or d. Normal Training High School Critic Work.....	30
2. The Student's Minor (selected from a major line).....	15
3. Constants including above	
a. Professional group as outlined under the degree curriculum	40
b. English (Constructive 10, Literature 5).....	15
c. Foreign Language group.....	15
d. Social Science group	15
e. Science and Mathematics group.....	20
4. Enough additional credit to make a total of 180 hours	

II. If Major is in the English Group

1. The Student's Major	
a. English (Constructive 10, Literature 5).....	30
or b. Public Speaking	30
2 The Student's Minor (selected from a major line).....	15
3. Other Constants including the minor	
a. Professional group as outlined under the degree curriculum	40
b. Foreign Language group.....	15
c. Social Science group	15
d. Science and Mathematics group.....	20
4. Enough additional credit to make a total of 180 hours.	

III. If Major is in the Foreign Language Group

1. The Student's Major	
a. German	30
or b. Greek	30
or c. French	30
or d. Latin from courses I to XIII.....	30
or e. Spanish	30
2. The Student's Minor (selected from a major line).....	15
3. Other Constants including the minor	
a. Professional group as outlined under the degree curriculum	40

* For maximum amount of credit see notes on page 60.

Minimum Hours of Credit

- b. English (Constructive 10, Literature 5).....15
- c. Social Science group15
- d. Science and Mathematics group.....20
- 4. Enough additional credit to make a total of 180 hours

IV. If Major is in the Social Science Group

- 1. The Student's Major
 - a. Economics30
 - or b. Government30
 - or c. History30
- 2. The Student's Minor (selected from a major line).....15
- 3. Other Constants including the minor
 - a. Professional group as outlined under the degree curriculum40
 - b. English (Constructive 10, Literature 5).....15
 - c. Foreign Language group15
 - d. Science and Mathematics group20
- 4. Enough additional credit to make a total of 180 hours

V. If Major is in the Science and Mathematics Group

- 1. The Student's Major
 - a. Agriculture30
 - or b. Biological Science30
 - or c. Chemistry30
 - or d. Earth Science30
 - or e. Mathematics30
 - or f. Physics30
 - or g. Physical Science (Chemistry 15, Physics 15).....30
- 2. The Student's Minor (selected from a major line).....15
- 3. Other constants including the minor
 - a. Professional group as outlined under the degree curriculum40
 - b. English (Constructive 10, Literature 5).....15
 - c. Foreign Language group15
 - d. Social Science group15
- 4. Enough additional credit to make a total of 180 hours.

VI. If Major is in the Art, Home Economics, Manual Arts and Physical Education Group

- 1. The Student's Major
 - a. Art30
 - or b. Home Economics30
 - or c. Manual Arts30
 - or d. Physical Education30
- 2. The Student's Minor (selected from a major line).....15
- 3. Other Constants including the minor
 - a. Professional group as outlined under degree curriculum40
 - b. English (Constructive 10, Literature 5).....15
 - c. Foreign Language group**15
 - d. Social Science group15
 - e. Science and Mathematics group30
- 4. Enough additional credits to make a total of 180 hours.

*For maximum amount of credit, see notes on page 60.

**Not required when major is in Home Economics.

VII. If Major is in the Commercial, Kindergarten, Primary and Public School Music Group

*Minimum Hours of Credit

1. The Student's Major	
a. Commerce	30
or b. Primary	30
or c. Kindergarten	30
or d. Public School Music 30, Applied Music 12.....	42
2. The Student's Minor	15
3. Other Constants including the minor	
a. Professional group as outlined under degree curriculum	40
b. English (Constructive 10, Literature 5).....	15
c. Foreign Language group	15
d. Social Science group.....	15
e. Science and Mathematics group.....	20
4. Enough additional credit to make a total of 180 hours.	

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.

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 aerial 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

VIII. Drawing and Design—3 hours. 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.

IX. Applied Design—3 hours. 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, Perspective or equivalent. 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 schools; 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 D in Education. Open to Sophomores, Juniors and Seniors.

XV. Primary Drawing I—Credit required on Primary and Kindergarten curriculums. Elementary art problems for lower grades. The materials used are water color, colored paper, pastel, charcoal, pencil and scissors. Open to Freshmen and Sophomores.

XVI. Primary Drawing II—3 hours. Decorative and pictorial art are developed by the same means as in above course. Daily. Prerequisite, Primary Drawing I. Credit only on the Primary and Kindergarten curriculums. Open to Freshmen and Sophomores.

XVII. Primary Handwork—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. Credit required on Primary curriculum.

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 exercises 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 designing of these articles is done by the students. Courses I, II, and III are open to collegiate students in any year of residence. Courses IV and V are open to Sophomores, Juniors and Seniors.

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, candlestick, 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 D in Education. 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. 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. Upper Grade Handwork—A course in handwork for the upper grades of the elementary school, comprising work in basketry, thin wood, leather, bookbinding, heavy cardboard, etc. Credit required on Manual Arts curriculum.

Notes: 1. Not more than 20 hours in Art may be counted in the requirements for a degree except for those who major in Art and not more than 20 hours in Manual Arts may be counted toward graduation except for those who major in Manual Arts.

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

BIOLOGY AND BOTANY

(See courses in Natural Science.)

CHEMISTRY

(See courses in Physics and Chemistry)

COMMERCE

(See courses in Mathematics and Commerce)

DOMESTIC SCIENCE

(See courses in Home Economics)

ECONOMICS

(See courses in Social Science)

EDUCATION**Degree and Diploma Courses****Section A—Psychology**

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

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 on diploma curriculums.

III. Educational Psychology—5 hours. A study of the factors which contribute to improvement in physical and mental attainments. Application will be made with reference to the different subjects taught in the public schools. Prerequisite, Psychology I. Open to Freshmen and Sophomores on diploma curriculums.

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 on diploma curriculums.

V. 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 degree curriculums.

VI. Experimental Psychology—5 hours. Typical experiments in each of the approved lines of psychological investigation. The student acquires familiarity with modern psychological apparatus, methods of experimentation, and their significance for the public school teacher. The relation of Experimental Psychology to other departments of Psychology. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors on degree curriculums.

Section B.—Management and Methods

VII. *School Organization and Control—5 hours. The school plant and equipment, health conditions, content of course of study, daily pro-

*The satisfactory completion of this course will give Didactics credit on the uniform county certificate in lieu of the regular examination.

gram, 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.

VIII. 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.

IX. 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.

X. 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.

XI. 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.

XII. Mental Tests A—2 hours. An introduction to the literature in 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 Stanford's 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.

XIII. 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.

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

Section C—History of Education.

XV. 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.

XVI. 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 the American ideals. Present day problems will be considered. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

XVII. 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.

XVIII. 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.

XIX. Comparative School Systems—5 hours. Comparative study of the aims, administration, organization, and control of education in the different countries with particular attention to America, England, France, Germany, China and Japan. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

XX. 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.

XXI. History of Vocational Education—3 hours. A brief study of the movements toward vocational training in public education. Required on Home Economics curriculums. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

XXII. Vocational School Administration—2 hours. Required on Home Economics curriculums. Suitable for all students interested in vocational work. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

Section D—Philosophy, Administration, Etc.

XXIII. 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.

XXIV. 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.

XXV. Applied Principles of Psychology—5 hours. The relation of education to democratic life. Contributions of the home, the church, the state, and various public and private institutions. Primarily for Normal Training High School Critics. Prerequisite, Psychology I. Open to Juniors and Seniors.

XXVI. Social Psychology—3 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.

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

XXVIII. The 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.

XXIX. 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.

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

XXXI. 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.

XXXII. 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.

Section E—Primary Methods.

XXXIII. *(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. Open to Freshmen and Sophomores.

XXXIV. *(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. Open to Freshmen and Sophomores.

Notes

1. A major in Education requires 30 term hours of credit from sections B, C, and D.

2. For a major in Normal Training High School Critic Work the student must take The Rural Community, Special Methods in the Common Branches, Normal Training Supervision and 15 term hours in Education.

* The satisfactory completion of this course will give **Didactics credit** on the uniform county certificate in lieu of the regular examination.

ENGLISH**Degree and Diploma Courses****1. The English Major.****A. Constructive**

I. Freshman English—5 hours. Required of all college students. This course is devoted chiefly to the study and practice of writing English. Students do reading as directed by the teacher and prepare outlines, abstracts, briefs, and original compositions. Classes are limited to a maximum of twenty-five. Satisfactory completion of this course is a prerequisite to all other courses in English. Open to Freshmen.

II. Story Writing—5 hours. Special attention is given to the artistic phases of advanced composition, especially description and narration. Open to Sophomores, Juniors and Seniors.

III. Advanced Exposition—5 hours. Representative selections of various kinds of advanced exposition are studied. The application of principles and methods studied is required in the production of both oral and written discourse. 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, tales, epic poetry, romance, novel, tragedy, comedy, masque, lyric, satire, oration, 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. The reading of Anglo-Saxon will be continued, and changes caused by the Norman Conquest will be studied. The poetry of Chaucer and his contemporaries will receive special attention. Open to Sophomores, Juniors and Seniors.

VIII. Shakespeare—5 hours. The main facts of Shakespeare's life, classification of his works, Shakespeare as a great dramatic artist, a student of the human heart, and a teacher of ethics. Six or more selected plays will be read. Open to Sophomores, Juniors and Seniors.

IX. 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.

X. 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.

XI. 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.

XII. 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.

XIII. Milton—3 hours. A study of Milton's poetry and a few of his best prose writings with a view to appreciation of the richness of their content and the excellence of Milton's art. Open to Sophomores, Juniors and Seniors.

XIV. 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.

XV. 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. Open to Sophomores, Juniors and Seniors.

XVI. Tennyson—3 hours. The aim of this course is to show the strength and beauty of Tennyson and his place among the great poets. Open to Sophomores, Juniors and Seniors.

XVII. 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.

XVIII. 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.

XIX. 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.

XX. Recent American Poets—2 hours. This course is similar in scope to course XIX. 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.

XXI. The Development of the English Novel—5 hours. The course traces in outline the varied content and technique of narrative fiction from the late mediæval prose romancers to the beginning of the twentieth century. Representative novels will be read. Open to Sophomores, Juniors and Seniors.

XXII. The Modern Drama—2 hours. A study of about twenty plays of noted dramatists of recent times, both European and American. Open to Sophomores, Juniors and Seniors.

XXIII. 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 exten-

sive consideration of the works of English authors from Bede to the nineteenth century. Open only to Seniors.

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

XXV. 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 D in Education. Open to Sophomores, Juniors and Seniors.

XXVI. Methods in Language—2 hours. 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.

XXVII. 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.

2. The Public Speaking Major

A. Constructive

XXVIII. Public Speaking I—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.

XXIX. Public Speaking II—3 hours. A continuation of Public Speaking I. The work consists of longer and more formal original oral addresses; original speeches for special occasions; the rendering of some of the best modern orations. Prerequisite, Public Speaking I. Open to Sophomores, Juniors and Seniors.

XXX. Argumentation I—2 hours. A study of the principles of argumentation together with their application to spoken and written debate; brief drawing; the preparation of oral and written arguments. Open to Sophomores, Juniors and Seniors.

XXXI. Argumentation II—3 hours. A study of the practical problems involved in debating; an application of the principles of argumentation; an intensive study of an important debatable question with a maximum of forensic practice. Required of students who participate in inter-collegiate debate. Open to Sophomores, Juniors and Seniors.

Note—This course may be repeated for two hours credit by students who participate a second time in inter-collegiate debate.

XXXII. The Oration—3 hours. Studied from the viewpoint of the material of speech and consists largely of written work. It deals with

the principles of style that make oral discourse effective, and aims to apply these principles. Open to Sophomores, Juniors and Seniors.

B. Interpretative

XXXIII. Elocution I—5 hours. The work is planned to develop the student individually, to help him gain a greater appreciation of literature and to interpret it vocally. Open to Freshmen and Sophomores.

XXXIV. Elocution 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. Prerequisite, Elocution I. Open to Freshmen and Sophomores.

XXXV. Applied Drama—5 hours. This study of the drama will aim to acquaint the student with as many of the great dramas as possible, and to provide him with some practical knowledge of stage management in amateur performances. Open to Sophomores, Juniors and Seniors.

XXXVI. Repertoire I—5 hours. This work will aim to give students thoro drill upon a number of selections suitable for public presentation, and to point the way to such literary material as may prove useful in future teaching. Open to Sophomores, Juniors and Seniors.

XXXVII. Repertoire II—5 hours. This will be a continuation of the work of the preceding term, and will be intended primarily to prepare each student to undertake readily and effectively any work in vocal expression that he may be called upon, as a teacher, to do. Open to Sophomores, Juniors and Seniors.

XXXVIII. Principles of Expression—5 hours. This course is intended to give definite standards of criticism and to give specific instruction as to how to deal with the difficulties arising from the complexity and intangibility of vocal expression. Open to Sophomores, Juniors and Seniors.

XXXIX. Methods in Reading—2 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. Methods in teaching reading and literature in intermediate and upper grades. Open to Sophomores, Juniors and Seniors.

3. Rhetorical Class Work

Rhetorical Class Work—Required of all collegiate students during the first three terms of attendance, one hour per week. Those who become active members of an incorporated literary society are released from the third term's work.

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.

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

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. Elementary German IV—3 hours. The reading of lighter German plays and comedies of modern authors mostly. Open to Freshmen and Sophomores.

V. Intermediate German I—5 hours. Schiller's drama with composition and conversation. Prerequisite, Courses I, II, III above or equivalent. Open to Freshmen and Sophomores.

VI. Intermediate German II—5 hours. German Lyrics and Ballads. Rapid reading of prose selections. Composition and conversation continued. Prerequisite, Intermediate German I or equivalent. Open to Freshmen and Sophomores.

VII. Intermediate German III—5 hours. Reading some of the more difficult plays and selections of modern authors. Prerequisite, Intermediate German I or equivalent. Open to Freshmen and Sophomores.

VIII. Advanced German I—3 hours. Prose composition and conversation. This course aims to crystalize and put into practice what has been learned of grammar, idioms, and vocabulary. Prerequisite, Intermediate German I or equivalent. Open to Sophomores, Juniors and Seniors.

IX. Advanced German II—3 hours. A study of the German of the period of Lessing, Goethe, Schiller. Prerequisite, Intermediate German I or equivalent. Open to Sophomores, Juniors and Seniors.

X. Advanced German III—3 hours. Difficult German prose—history, essays, etc. Prerequisite, Intermediate German I or equivalent. Open to Sophomores, Juniors and Seniors.

XI. German Classics I—2 hours. Goethe. Prerequisite, Intermediate German I or equivalent. Open to Sophomores, Juniors and Seniors.

XII. German Classics II—2 hours. Schiller's poems. Prerequisite, Intermediate German I or equivalent. Open to Sophomores, Juniors and Seniors.

XIII. German Classics III—2 hours. Geschichte der deutschen Literatur. Prerequisite, Intermediate German I or equivalent. Open to Sophomores, Juniors and Seniors.

GOVERNMENT

(See courses in Social Science)

HISTORY

(See courses in Social Science)

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

HOME ECONOMICS**Degree and Diploma Courses**

I. Garment Making I—4 hours. The principles of garment construction, the selection of materials used, design, method of construction and problems involved in the construction of clothing. Open to collegiate students in any year of residence.

II. Garment Making II—4 hours. Garment construction continued. The elements of clothing design. Simple processes in millinery. Prerequisite, Garment Making I. Open to Freshmen and Sophomores.

III. Costume Design—3 hours. The principles of the application of design and color to dress. The selection of appropriate clothing. Prerequisite, Applied Design and Garment Making I and II. Open to Sophomores, Juniors and Seniors.

IV. 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.

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

VI. Advanced Dressmaking—2 hours. Emphasis on methods, skill and speed. Prerequisite, Courses I to V above. Open to Sophomores, Juniors and Seniors.

VII. Food Preparation I—5 hours. An introduction to the study of foods. Food production and manufacture. Experimental work and general principles of cooking. Prerequisite, General Inorganic Chemistry. Open to collegiate students in any year of residence.

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

IX. Food Marketing—2 hours. The production, transportation and distribution of food supplies and the problems of sanitation, quality, nutritive value and cost involved. Open to Sophomores, Juniors and Seniors.

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

XI. Food and Dietetics—3 hours. The principles of nutrition. The selection of food for normal individuals. Prerequisite, Food Preparation I and II and Meal Planning. Open to Sophomores, Juniors and Seniors.

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

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

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

XV. Demonstrations—1 hour. Practice in public demonstrations. Prerequisite, Food Preparation I and II. Open to Sophomores, Juniors and Seniors.

XVI. House Planning—2 hours. The history of domestic architecture, design, construction and choice of dwelling. The drawing of floor plans. Prerequisite, Applied Design. Open to Sophomores, Juniors and Seniors.

XVII. House Furnishing and Decoration—2 hours. The interior of the house. Principles of decoration. A study of furnishings with a view to establishing standards by which to choose. Prerequisite, Applied Design and House Planning. Open to Sophomores, Juniors and Seniors.

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

XIX. Home Nursing—2 hours. Care of sick under home conditions. first aid and emergency work. Prerequisite, Bacteriology. Open to Sophomores, Juniors and Seniors.

XX. Home Management—5 hours. The economics of the household, standards of living, budget studies, and relation to the community. While pursuing this course, Senior 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, Food Marketing, and Meal Planning. Open to Seniors.

XXI. 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.

XXII. Methods in Home Economics—2 hours. A survey of the organization of home economics in the different parts of the school system. Planning of courses, 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. Open to students who have had no Latin or wish to review Latin. In subject-matter and in meth-

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

od these courses are planned for college students and are 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.

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, V, VI. Latin in English—3 hours. Each course consists of two hours a week of unprepared recitation (one hour credit). Latin conversation provides vital material for the study of the Latin element in English. Prerequisite, Elementary Latin I, II, III, or equivalent. Open to Freshmen and Sophomores.

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

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

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

X. Advanced Latin Composition—3 hours. Open to Sophomores, Juniors and Seniors.

XI. 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.

XII. Historical Latin Grammar I, II, III—6 hours. Prerequisite, Greek I, II, III. Open to Sophomores, Juniors and Seniors.

XIII. The Teaching of Latin—3 hours. Prerequisite, Latin I, II, III. If Latin is the student's major, this course may be substituted for 3 hours of required work from Section D in Education. Open to Sophomores, Juniors and Seniors.

***XIV. 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.

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

XV. 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*—3 hours.

Cicero's *De Amicitia*—3 hours.

Sallust's *Catiline*—3 hours.

Vergil's *Bucolics*—2 hours.

Vergil's *Georgics*—3 hours.

Latin Composition I—2 hours.

Ovid—5 hours credit.

MATHEMATICS AND COMMERCE

Degree and Diploma Courses

1. The Mathematics Major.

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

II. College Algebra I—5 hours. Open to collegiate students in any year of residence.

III. Trigonometry I—5 hours. Prerequisite, College Algebra I. Open to collegiate students in any year of residence.

IV. College Algebra II—3 hours. Theory of Equations. Prerequisite, College Algebra I or an equivalent. Open to Sophomores, Juniors and Seniors.

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

VI. Surveying—3 hours. General principles and operations; adjustment and use of instruments; keeping notes; field practice in measurement, calculation of areas, and leveling. Double periods Monday and Wednesday. Prerequisite, Trigonometry I. Open to Sophomores, Juniors and Seniors.

VII. Theoretical Mechanics—3 hours. A problem course in practical mechanics not involving calculus. Prerequisite, Trigonometry I. 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 D in Education. Open to Sophomores, Juniors and Seniors.

X. History of Mathematics—2 hours. An outline study of the histor-

ical development of secondary mathematics. Prerequisite, two courses in college mathematics. Open to Sophomores, Juniors and Seniors.

XI. Analytical Geometry—5 hours. Prerequisite, College Algebra I or II and Trigonometry I. Open to Sophomores, Juniors and Seniors.

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—3 hours. A continuation of Calculus I. Open to Sophomores, Juniors and Seniors.

XIV. Theory of Number—2 hours. Positive integers and operations with integers defined. Negative, rational and irrational, and complex numbers, and other operations defined. Historical study of number development. Open to Sophomores, Juniors and Seniors.

XV. Modern Geometry—3 hours. A selection from theorems and methods developed in modern times in the study of geometry. Open to Sophomores, Juniors and Seniors.

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

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

XVIII. Theory of Measurement—3 hours. Statistical methods. Probability. Frequency distributions. Averages. Probable error. Least squares, correlation. Open to Sophomores, Juniors and Seniors.

2. The Commerce Major.

XIX. Accounting I—5 hours. The theory and practice of wholesale accounting. Prerequisite, Elementary Bookkeeping. Open to Freshmen and Sophomores.

XX. Accounting II—5 hours. Accounting principles as applied to cost accounting. Open to Freshmen and Sophomores.

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

XXII. Advertising—2 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 Freshmen and Sophomores.

XXIII. Commercial Correspondence—3 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.

XXIV. Marketing—3 hours. General structure of markets. Ways and means of marketing raw material, manufactured and agricultural

products. Shipping and selling agencies. The wholesaler. The retailer. Cooperative marketing. Price policies and maintenance. Open to Sophomores, Juniors and Seniors.

XXV. Salesmanship—3 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.

XXVI. Business Organization—5 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.

XXVII. 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 D in Education. Previous training in shorthand, type-writing and bookkeeping required. Open to Sophomores, Juniors and Seniors.

XXVIII. History of Commerce—2 hours. Origin and development of domestic and foreign commerce in the United States. Open to Sophomores, Juniors and Seniors.

XXIX. 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 Freshmen and Sophomores.

XXX. 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.

XXXI. 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.

XXXII. 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.

MUSIC

Degree and Diploma Courses

1. The Public School Music Major

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

II. Music II—3 hours. Music I continued. Sight singing emphasized. Ear training. Notation. Dictation. Tests and measurements in music demonstrated. Community singing. Open to Freshmen and Sophomores.

III. 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.

IV. Theory of Music—3 hours. Music Terminology. Scales, Intervals, Chords, etc., as preparation for the study of harmony. Overtones. Explanation of transposed instruments. Various musical forms. Open to Freshmen and Sophomores.

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

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

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

VIII. 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.

IX. 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.

X. 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.

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

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

XIII. 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.

XIV. History of Music I—2 hours. Survey of music among primitive peoples, early church music, Troubadours and Minnesingers, and the invention of opera. The musicians from Bach to Weber. Open to collegiate students in any year of residence.

XV. 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.

XVI. 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.

XVII. 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.

XVIII. Music Appreciation II—2 hours. Prerequisite, Music Appreciation I. Open to Sophomores, Juniors and Seniors.

XIX. 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.

XX. 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.

XXI. Orchestral Conducting—1 hour. See Orchestral Music.

2. Applied Music

XXII. 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 all collegiate students.

XXIII. 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 all collegiate students.

XXIV. For Violin and other Orchestral Instruments see "Orchestral Music."

Notes:

1. 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, 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.

2. 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.

3. For completion of the Special Music curriculum in Piano, Organ or Voice, see page 114.

NATURAL SCIENCE

Degrees 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. Botany: Plant Physiology—5 hours. Chemical elements necessary for plant life; methods by which plants assimilate these elements; the influence of light, heat, moisture, and gravity on living plants. Open to Sophomores, Juniors and Seniors.

VII. Botany: Plant Taxonomy and Ecology—5 hours. Identification of trees; studies of the various types of roots, stems, fruits and flowers; seeds and seedlings; plant-breeding methods; the identification of plants by the use of keys; the relation of plants to their environment; seed dispersal; plant societies. Open to Sophomores, Juniors and Seniors.

VIII. Botany: Non-Flowering Plants—5 hours. Representative plants from each of the classes of the vegetable kingdom. The algae, liverworts, and mosses. Preserved material and prepared microscopic slides make this course particularly practical. Open to Sophomores, Juniors and Seniors.

IX. 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.

X. 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.

XI. 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

XII. 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.

XIII. 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.

XIV. 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.

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

XVI. 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.

XVII. Astronomy—5 hours credit. 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.

XVIII. 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.

XIX. 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. Open to Freshmen and Sophomores.

XX. 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.

XXI. 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.

XXII. 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.

XXIII. 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.

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

XXV. Conservation of Natural Resources—5 hours. The natural re-

sources 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

XXVI. 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.

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

XXVIII. Beef Cattle—3 hours. Breeds, types, grades, marketing and judging. Open to Freshmen and Sophomores.

XXIX. Farm Dairying—2 hours. Milk and its products. Open to Freshmen and Sophomores.

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

XXXI. Horses—2 hours. Types, breeds, classes, grades, judging. Open to Freshmen and Sophomores.

XXXII. Soil Physics—3 hours. Management of soils to realize maximum production. Open to Freshmen and Sophomores.

XXXIII. Horticulture—2 hours. The management of orchard, bush, and small fruits. Harvesting and marketing. Open to Freshmen and Sophomores.

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

XXXV. Weeds—2 hours. Identification and control of our common weeds. Open to Freshmen and Sophomores.

XXXVI. Farm Machinery—3 hours. Care, trouble adjustments, and place in farming business. Open to Freshmen and Sophomores.

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

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

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

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

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

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

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

XLIV. Farm Mechanics—2 hours. Ropes, soldering, belts, pipes, sewage, light and heat. Open to Freshmen and Sophomores.

XLV. 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 D in Education. Open to Juniors and Seniors.

XLVI. 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 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.

The outline of study for the violin will include: Scales and finger exercises; Schools and studies by De Beriot, Seveik, Gruenberg, and Kayser; Scales and arpeggi in three octaves; Studies by Sitt, Kreutzer, Fiorillo and Rode; Concertos: Viotti 23d; De Beriot, 6th and 7th; Rode 4th and 7th; Bach E Major; Mendelssohn; Sonatas by Handel and Corelli, and miscellaneous solos by standard composers.

The study of the 'cello corresponds to that of the violin.

The work with wind instruments includes the Flute, Oboe, Clarinet, Bassoon, Cornet, Trombone and French Horn and corresponds in general with the work on the violin with the exception that less time is required for an equal degree of proficiency. 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 all collegiate students.

III. For Piano, Organ and Voice see "Music" on page 80.

Notes: 1. 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.

2. 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.

3. For completion of the Special Music Curriculum in Orchestral Music see pages 114 and 115.

4. 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.

5. **FREE ADVANTAGES**—When students are sufficiently advanced they are admitted to the following organizations:

a. The College Orchestra, conducted by Theodore R. Gundry, for the study and performance of standard orchestral literature.

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

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

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

e. The Ensemble Class. All students of the Orchestral Department are given opportunity to take part in this most interesting class when a fair degree of proficiency has been attained. Beginning with duets and trio combinations the student advances to the more difficult ensemble numbers such as the sonata and quartet forms.

6. **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

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

III. Kinesiology—2 hours. The study of joint and muscular action in gymnastics and games and in the movements of everyday life. Open to Freshmen and Sophomores.

IV. First Aid to the Injured—2 hours. Open to collegiate students in any year of residence.

V, VI—Playground Methods I and II—Each 3 hours. Theory, nature and function of play. Games for various ages. Playground equipment and supervision. Open to Freshmen and Sophomores.

VII. Theory of Physical Education—5 hours. The underlying principles and scope of physical education. Emphasis upon Swedish gymnastics and posture training. Open to Sophomores, Juniors and Seniors.

VIII. History of Physical Education—2 hours. Open to Sophomores, Juniors and Seniors.

IX, X, XI Theory of Athletics, I, II, III—Each 2 hours.

(a) For men: The theory and art of coaching. The bibliography, history and development of athletics. I. Football; II. Basketball; III.

Baseball and Track. Prerequisite, one season's actual participation in the sport under consideration. Open to Sophomores, Juniors and Seniors.

(b) For women: The theory and methods of teaching simple team games such as Newcomb, Endball, Punchball, and the more highly organized games as Basketball, Indoor Baseball, Soccer and Hockey, Swimming, track and field athletics. Open to Sophomores, Juniors and Seniors.

XII. *Anthropometry—2 hours. Principles and methods of taking measurements of the human body. Relationships between the different parts. Laws of growth and significance of deviations. Open to Sophomores, Juniors and Seniors.

XIII. *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.

XIV. *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.

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

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

Notes 1. Students who major in Physical Education are required to take floor work, games, and other practical activities organized by the department in accordance with the needs of such specialization. This work includes gymnastics; folk dancing; social, 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 during the first six terms in attendance. This work is selected from those activities mentioned in note 1 above. Recreational Music may be substituted for one term of physical training.

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

4. For further details see page 111.

PHYSICS AND CHEMISTRY

Degree and Diploma Courses

1. The Physics Major

I. Mechanics—3 hours. This course should be preceded by a term or two of college mathematics. Prerequisite, high school physics or equivalent. Open to Sophomores, Juniors and Seniors.

*Credit only for those who major in Physical Education.

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 Course I. Prerequisite, Course I or equivalent. Open to Sophomores, Juniors and Seniors.

III. Sound and Light—3 hours. The various topics of light are presented from the standpoint of both geometrical and physical optics. Prerequisite, Course I or equivalent. Open to Sophomores, Juniors and Seniors.

IV. Laboratory Physics in Sound and Light—2 hours. Double periods twice a week. Prerequisite, Courses I and II. Open to Sophomores, Juniors and Seniors.

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, Course I or equivalent. Open to Sophomores, Juniors and Seniors.

VI. Laboratory Physics in Heat, Electricity and Magnetism—2 hours. Double periods twice a week. This course should accompany Course V. Prerequisite, Courses I and II above or equivalent. Open to Sophomores, Juniors and Seniors.

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, Courses I and II above or equivalent. Open to Sophomores, Juniors and Seniors.

VIII. Advanced Course in Light—3 hours. Double periods three times a week. Embraces experiments with spectrometer, gratings, and interferometer. Prerequisite, Courses III and IV above or equivalent. Open to Sophomores, Juniors and Seniors.

IX. Advanced Course in Electricity and Magnetism—5 hours. Double periods five times a week. This course brings in the use of the magnetometer and the Quadrant electrometer. Some measurements of the coefficients of induction. Experiments in radio-activity using the gold leaf electroscope mounted with reading telescope. Prerequisite, Courses V and VI above or equivalent. Open to Sophomores, Juniors and Seniors.

X. Teachers' Course in Physics—5 hours. Intended for students preparing to be teachers of Physics in secondary schools. The student will perform many experiments so as to thoroly 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 D in Education. Open to Sophomores, Juniors and Seniors.

XI. Alternating Currents—2 hours. An elementary course preparatory to Course XII. Prerequisite, Physics I and II. Open to Sophomores, Juniors and Seniors.

XII. Wireless Telegraphy—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, Courses I, V, VI and XI above. Open to Sophomores, Juniors and Seniors.

XIII. Everyday Physical Science—5 hours. The student's environment is particularly considered so that he can better interpret to the child mind the common phenomena of inanimate nature. An attempt is also made to understand the working principles of the more common inventions of man in the home and elsewhere. Credit only on Kindergarten, Primary and Junior College curriculums. Open to Freshmen and Sophomores.

XIV. Mechanics, Light, Electricity—5 hours. Credit only on Physical Education curriculum. Open to Sophomores, Juniors and Seniors.

XV. Sound—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 curriculums.

XVI. Household Physics—3 hours. Credit only on Home Economics curriculums. Open to Sophomores, Juniors and Seniors.

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. The completion of this course along with course IX gives the student a basis for all special lines of analytical work. Five double periods in laboratory and a weekly conference. Open to Sophomores, Juniors and Seniors.

VII. Water Analysis:

(a) Sanitary Water Analysis. 2 hours. A short course in the analysis of drinking water, treated from the standpoint of the sanitary chemist. Prerequisite, Course III above. Two double periods in laboratory. Open to 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, etc. 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 Sophomores, Juniors and Seniors.

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 Sophomores, Juniors and Seniors.

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)

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.

II. History and Teaching of the Bible—New Testament—2 hours. Like the above in the New Testament Scriptures. 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.

II. *Introductory French II—5 hours. Grammar and easy French

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

reading. Drill in conversation and composition. Open to collegiate students in any year of residence.

III. *French III—Reading, Conversation and Composition—5 hours. The aim of this course will be to read a number of the easier texts and to give the student practice in conversation. Prerequisite, French I and II or one year of high school French. 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, Courses I, II, III above or two years of high school French. Open to Freshmen and Sophomores.

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, same as for Course IV (a) above. Open to Freshmen and Sophomores.

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

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. Prerequisite, Course IV (b) above. Open to Freshmen and Sophomores.

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. Prerequisite, Courses V (a) and (b) above. Open to Freshmen and Sophomores.

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

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. Prerequisite, Course VI (a) above. 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. Prerequisite, Courses VI (a) and VI (b) above. 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. Prerequisite, Course VI (a). Open to Sophomores, Juniors and Seniors.

2. SPANISH

I. *Introductory Spanish I—5 hours. Familiarity with the elements

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

of grammar, a correct pronunciation, and training in simple conversation are the aims of this course. Open to collegiate students in any year of residence.

II. *Introductory Spanish II—5 hours. Grammar and easy Spanish reading. Drill in conversation and composition. 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, Spanish I and II or one year of high school Spanish. 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, Spanish I, II, III or two years of high school Spanish. Open to Freshmen and Sophomores.

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, same as for Course IV (a) above. Open to Freshmen and Sophomores.

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

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. Prerequisite, Course IV (b) above. Open to Freshmen and Sophomores.

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. Prerequisite, Course IV (a) above. Open to Freshmen and Sophomores.

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. Prerequisite, Course IV (b) above. Open to Freshmen and Sophomores.

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

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

3. ITALIAN

I, II. *Introductory Italian I and II—Each 3 hours. Conducted similarly to French I, II and Spanish I, II. Open to Freshmen and Sophomores.

III. *Italian III—Reading—3 hours. Typical extracts from the older and modern classics will be read. Open to Freshmen and Sophomores.

RURAL EDUCATION

Degree and Diploma Courses

A. For Teachers of Rural Schools.

I. **Rural School Problems—5 hours. Primary, middle and upper grade methods adapted to the conditions of the rural school. Seat work, the sand table, and play leadership. The daily program, discipline, sanitary conditions and the noon lunch. Records and reports, cooperation with the county superintendent, school laws affecting rural teachers. Rural community leadership. Observation of the methods of teaching and management of good rural schools constitutes a valuable part of this course. Open to Freshmen and Sophomores.

B. For Normal Training High School Critics.

II. The Rural Community—5 hours. A study of the controlling factors in the modern organized rural community. A sympathetic understanding of rural life and its economic, educational, and social problems. Cooperative societies, farm tenantry, rural credit, good roads, the rural church. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

III. 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.

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

C. For Teachers and Superintendents in Consolidated Schools.

V. *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.

VI. Consolidated School Administration—5 hours. A basic course in the study of Consolidated School possibilities and problems. A

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

**The satisfactory completion of this course will give DIDACTICS CREDIT on the uniform county certificate in lieu of the regular examination.

practical first hand study 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. The new emphasis in country life and education. Special trips to affiliated consolidated schools. Open to Juniors and Seniors.

VII. 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 VI above except that graduates of standard colleges may register for courses VI and VII simultaneously. Experienced superintendents who have not had course VI may be admitted by the department to course VII but they may not thereafter take course VI for credit. Open to Juniors and Seniors.

VIII. 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.

IX. 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, II, V, VI, VII and VIII above and 10 hours of Psychology. Five hours of 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 II, III and IV above and the courses outlined on the one-year curriculum on page 56.

SOCIAL SCIENCE

Degree and Diploma Courses

1. The History Major.

I. Greek History—5 hours. This work is expected to furnish a student with a conception of Ancient Greece and her work that will enable him to appreciate her part in human progress. Open to Freshmen and Sophomores.

II. Roman History—5 hours. The same kind of a course and for the same purpose as the course in Greek History. Open to Freshmen and Sophomores.

III. 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.

IV.—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. Especial attention is given to the background of American History. Open to Sophomores, Juniors and Seniors.

V. 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.

VI. 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.

VII. 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.

VIII. 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.

IX. 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.

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.

XII. American History II—5 hours. The nation since 1865. Expansion, tariff, foreign relations. America's part in the World War. Current problems. Open to Sophomores, Juniors and Seniors.

XIII. History of the West—5 hours. This study traces the westward moving frontier and the effect that movements and influences originating on the frontier have had on American institutions and history. Special emphasis will be given to the history of Iowa covering early explorations and settlements, development of governmental organization, railroads, and industries. Open to 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.

XV. Latin American History—3 hours. The South American states and their relation to the United States. Open to Sophomores, Juniors and Seniors.

XVI. History of the Far East—3 hours. A brief survey of the Orient with special emphasis upon the recent history of China, Japan, and India, and the relation of the western nations to these countries. Open to Sophomores, Juniors and Seniors.

XVII. *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 D in Education. Open to Sophomores, Juniors and Seniors.

2. The Government Major.

XVIII. American Government—5 hours. 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. The structure and functions of city government in the United States. The relation of the city to the state, the governing organs of the city, their influence, their relations to each other. Open to Freshmen and Sophomores.

XX. 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.

XXI. Modern European Governments—5 hours. The government of each country is outlined and compared with that of the United States. England, France, Germany, Switzerland, Austria, Hungary and Italy will be given special attention. Open to Sophomores, Juniors and Seniors.

XXII. Political Parties and Leaders—5 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—3 hours. A study of the evolution of American political ideas from the colonial times to the present day. Open to Sophomores, Juniors and Seniors.

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

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 Juniors and Seniors.

XXVI. American Constitutional History I—5 hours. A careful study of the constitutional phases of American History from the early colonial unions to the transition period of 1829. Open to Sophomores, Juniors and Seniors.

XXVII. American Constitutional History II—5 hours. A study of the constitutional phases of American History from 1829 to the present time. Open to Sophomores, Juniors and Seniors.

XXVIII. 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.

XXIX. 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.

XXX. Political and Legal Status of Women—2 hours. The origin and growth of the legal and political rights of women from the earliest times to the present. The present legal and political status of women in the countries of Europe. Open to Sophomores, Juniors and Seniors.

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

3. The Economics Major.

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

XXXIII. 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.

XXXIV. 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.

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

XXXVI. 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.

XXXVII. 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.

XXXVIII. 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.

XXXIX.—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.

XL. 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.

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

XLII. 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.

XLIII. 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.

XLIV. 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.

XLV. 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.

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

XLVII. 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.

XLVIII. 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, 10 hours in Psychology and Education. Credit required as a prerequisite for Teaching.

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, 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. 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.

V. Kindergarten Theory for Primary Teachers—2 hours. Observation and discussion of Kindergarten work which is especially important for teachers in primary grades. Prerequisite, 15 hours in Psychology and Education. Credit on the Primary curriculum only. Four hours a week. Open to Sophomores, Juniors and Seniors.

VI. Kindergarten Theory I, II, III—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

*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.

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 high school work, the same as admission to the four-year degree curriculums. For details, see page 47.

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 19 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 the catalog. 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 Constants

First Year—45 Term Hours

Psychology I	5 hours
Psychology from Courses II, III, or IV in Education.....	5 hours
Freshman English	5 hours
Education from courses VII to XIV or Rural Education from courses I, II, V.....	5 hours
Electives open to Freshmen.....	25 hours
Illustrative Teaching.....	Credit Required

Physical Training—Rhetorical Class Work

Second Year—45 Term Hours

Education from courses XV to XXII or Rural Education from courses I, II, V	5 hours
Teaching	10 hours
Electives open to Sophomores.....	30 hours

Physical Training

NOTES

1. The elective credit indicated must include Botany or Nature Study, Physiography, Physiology or Hygiene and Sanitation, Physics (Everyday Physical Science), American History, American Government, and Economics, unless the corresponding subjects were accepted for entrance.

2. The elective credits may include five hours from The Elementary School, Educational Tests and Measurements, and Mental Tests in addition to five hours of other work from Section B in Education. Five hours from courses I, II, and V in Rural Education may be substituted for this credit.

2. Primary Education Diploma**Suggestive Outline Showing Constants****First Year—45 Term Hours**

Primary Methods (Courses XXXIII and XXXIV in Educ.).....	10 hours
Psychology I	5 hours
Psychology from Courses II, III, or IV in Education.....	5 hours
Primary Illustrative Teaching.....	2 hours
Freshman English	5 hours
Electives in Science	10 hours
Electives open to Freshmen	5 hours
Primary Drawing II	3 hours
Primary Drawing I	Credit Required
Primary Handwork	Credit Required

Physical Training—Rhetorical Class Work.

Second Year—45 Term Hours

Education from courses XV to XXII or Rural Education from courses I, II, V	5 hours
Primary Teaching and Criticism	15 hours
Kindergarten Theory for Primary Teachers	2 hours
Elective in English	5 hours
Electives open to Sophomores	18 hours
Vocal Music (2 terms)	Credit Required

Physical Training.

NOTES

1. Five hours may be elected from courses VII to XIV in Education or from courses I, II, V in Rural Education.

2. Ten hours of Science must be elected from the following: Biology, Botany, Everyday Physical Science, Nature Study.

3. Three hours in Hygiene and Sanitation or three hours in Physiology must be elected unless credit in Physiology has been accepted for entrance.

3. Kindergarten Education Diploma**Suggestive Outline Showing Constants****First Year—45 Term Hours**

Kindergarten Theory I, II, III	7 hours
Psychology I	5 hours
Psychology from courses II, III or IV in Education	5 hours

Freshmen English	5 hours
Electives in Science	10 hours
Primary Drawing II	3 hours
Electives open to Freshmen	10 hours
Primary Drawing I	Credit Required
Physical Training—Rhetorical Class Work.	

Second Year—45 Term Hours

Kindergarten Theory IV and V	6 hours
Primary Methods (Course XXXIII in Educ.)	5 hours
Education from courses XV to XXII or Rural Education from courses I, II, V	5 hours
Kindergarten Teaching and Criticism	15 hours
Primary Illustrative Teaching	2 hours
Electives open to Sophomores	7 hours
Elective in English	5 hours
Vocal Music (2 terms)	Credit Required
Physical Training.	

NOTES

1. Ten hours of science must be elected from the following: Biology, Botany, Everyday Physical Science, Nature Study.
2. Three hours in Hygiene and Sanitation or three hours in Physiology must be elected unless credit in Physiology has been accepted for entrance.

4. Art Education Diploma

Suggestive Outline Showing Constants

First Year—45 Term Hours

Psychology I	5 hours
Psychology from courses II, III or IV in Education	5 hours
Freshman English	5 hours
Education from courses VII to XIV or Rural Education from courses I, II, V	5 hours
Drawing I and II	5 hours
Mechanical Drawing I	2 hours
Perspective	2½ hours
General Design	3 hours
Commercial Illustration	2½ hours
Electives open to Freshmen	10 hours
Illustrative Teaching	Credit Required
Physical Training—Rhetorical Class Work.	

Second Year—45 Term Hours

Education from courses XV to XXII or Rural Education from courses I, II, V	5 hours
Teaching	10 hours
Applied Arts I and II	5½ hours
Interior Decoration	2½ hours
Art Appreciation	5 hours
The Teaching of Art	5 hours
Electives open to Sophomores	12 hours
Physical Training.	

5. Manual Arts Education Diploma**Suggestive Outline Showing Constants****First Year—45 Term Hours**

Psychology I	5 hours
Psychology from courses II, III, or IV in Education	5 hours
Education from courses VII to XIV or Rural Education from courses I, II, V	5 hours
Freshman English	5 hours
Mechanical Drawing I, II, III	8 hours
Woodwork I, II, III	7 hours
Perspective	2½ hours
Sheet-metal Work I	2½ hours
Design	3 hours
Elective open to Freshmen	2 hours
Illustrative Teaching	Credit Required

Physical Training—Rhetorical Class Work.

Second Year—45 Term Hours

Education from courses XV to XXII or Rural Education from courses I, II, V	5 hours
Teaching Manual Arts	5 hours
Organization and Administration of Manual Arts	3 hours
Woodwork IV	5 hours
Woodturning	2 hours
Teaching	10 hours
Electives open to Sophomores	15 hours
Upper Grade Handwork	Credit Required

Physical Training.

6. Home Economics Education Diploma**Suggestive Outline Showing Constants****First Year—45 Term Hours**

Psychology I	5 hours
Freshman English	5 hours
Chemistry X, XI	10 hours
Garment Making I, II	8 hours
Food Preparation I	5 hours
Drawing and Design	3 hours
Applied Design	3 hours
General Biology (b)	3 hours
Physiology I (b)	3 hours
Illustrative Teaching	Credit Required

Physical Training—Rhetorical Class Work.

Second Year—45 Term Hours

Psychology from courses II, III or IV in Education	5 hours
History of Voc. Educ. (3 hrs.) and Voc. Sch. Adm. (2 hrs.)	5 hours
Teaching	7 hours
Chemistry XII	3 hours
Food Preparation II	5 hours
House Planning	2 hours
House Furnishing and Decoration	2 hours
Home and Community Hygiene	3 hours
Household Physics	3 hours
Electives open to Sophomores	10 hours

Physical Training.

Note:

Rural Education from courses I, II, V may be substituted for History of Vocational Education and Vocational School Administration.

7. Commercial Education Diploma**Suggestive Outline Showing Constants****First Year—45 Term Hours**

Psychology I	5 hours
Psychology from courses II, III or IV in Education	5 hours
Education from courses VII to XIV or Rural Education from courses I, II, V	5 hours
Freshman English	5 hours
Commercial Correspondence	3 hours
Advertising	2 hours
*Accounting I and II	10 hours
Commercial Law	5 hours
Electives open to Freshmen	5 hours
Illustrative Teaching	Credit Required
Physical Training—Rhetorical Class Work.	

Second Year—45 Term Hours

Education from courses XV to XXII or Rural Education from courses I, II, V	5 hours
Teaching	10 hours
Commercial and Industrial Geography	5 hours
Shorthand I, II and III	15 hours
Electives	10 hours
Typewriting (3 terms)	Credit Required

Physical Training**Note:**

1. The elective courses above indicated must include American Government and Principles of Economics I unless the corresponding subjects were accepted for entrance, and 5 hours of Mathematics unless 3rd semester Algebra was accepted for entrance.

8. Public School Music Education Diploma**Suggestive Outline Showing Constants****First Year—45 Term Hours**

Freshman English	5 hours
Music I and II	6 hours
Theory of Music	3 hours
Voice	3 hours
Piano	3 hours
Electives open to Freshmen	25 hours
Physical Training—Rhetorical Class Work	

Second Year—45 Term Hours

Psychology I	5 hours
Psychology from courses II, III, IV in Education	5 hours

*Prerequisite, Elementary Bookkeeping.

Education from courses VII to XIV or	
Rural Education from courses I, II, V.....	5 hours
Harmony I and II	6 hours
History of Music I	2 hours
Music Methods I and II	5 hours
Conducting	2 hours
Music Appreciation	3 hours
Electives open to Sophomores	12 hours
Illustrative Teaching	Credit Required
Physical Training	

Third Year—45 Term Hours

Education from courses XV to XXII, or	
Rural Education from courses I, II, V.....	5 hours
Teaching	7 hours
History of Music II	3 hours
Electives open to Juniors.....	30 hours

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 D in Education.

2. Except as indicated in note 1 above, not more than 15 hours may be used in any major line.

SUB-COLLEGIATE DIVISION

1. Conditions of Admission

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

2. Uniform County Certificates

The second and third grade uniform 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 uniform 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. Ten grade points are needed for each unit required in entrance credit subjects at this institution. See note on following page.

THE RURAL TEACHER CURRICULUM

1. Minimum entrance requirement: The Rural School Diploma, or the equivalent. Age 16.

2. The recognition for graduation is the Rural Teachers Diploma. The five year Rural Teachers Certificate may be received at 19 years of age.

3. The branches included in the curriculum are as follows:

I. Second Grade Uniform County Certificate Subjects:

Didactics	Physiology
Reading	Vocal Music
Arithmetic	Penmanship
Geography	First Domestic Science
U. S. History	First Agriculture
Orthography	Elementary Woodwork
English Language and Grammar.	

II. First Grade Uniform County Certificate Subjects:

Elementary Civics	Algebra
Elementary Economics	Physics

III. Other Required Subjects:

Elementary Psychology, one term.
General Methods, one term.
Observation and Teaching, one term.
The Country School, one term.
Second Agriculture, one term.
Second Domestic Science, one term.
Elementary Handwork, one term.
Elementary Drawing, one term.
Physical Training, five terms.
Recreational Music, one term.

IV. Elective Subjects:

Additional work selected from the following sub-collegiate courses so as to have full entrance to a collegiate curriculum at this institution.

Notes

1. Grade points are awarded as follows: A scholarship grade of "E" for 12 full weeks in a half unit subject gives 15 grade points, "A" gives 10 grade points, "M" gives 5 grade points, and "B" gives no grade points.
2. Grades of 85 per cent. or more in subjects on a Uniform County Certificate earned in an examination during a term when the student is not enrolled will release from the respective courses required in I and II.

DEPARTMENT COURSES

Note—These courses may be used for credit on the Rural Teacher curriculum and for 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 the catalog.

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 Applied Arts**—A combined course in drawing and handwork.
3. **Elementary Handwork**—Primarily for teachers in rural and small village schools. Credit required on Rural Teacher curriculum.
4. **Elementary Woodwork**—Three terms work is offered in this line.
5. **Elementary Mechanical Drawing**—Three terms work may be secured.

ENGLISH

Sub-collegiate Courses

1. **First Half Language and Grammar**—A course for students entering with a rural school diploma or a uniform 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**— $\frac{1}{2}$ unit*. A course for students entering with two years of high school work or a uniform 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**— $\frac{1}{2}$ unit. Open to all students who have had but little work in technical composition.

7. **Second English Composition**— $\frac{1}{2}$ unit. Open to students who have had First Term Composition or the equivalent.

8. **First English Classics**— $\frac{1}{2}$ unit. The reading is similar to that usually taken up in the early years of high school.

9. **Second English Classics**— $\frac{1}{2}$ 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**— $\frac{1}{2}$ 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**— $\frac{1}{2}$ 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 uniform county certificate in lieu of the regular examination.

2. **Second Domestic Science**—Sewing and cooking continued.

MATHEMATICS AND COMMERCE

Sub-collegiate Courses

1. **First Half Arithmetic**—From beginning to percentage. For students who have less than 75 per cent in Arithmetic on a uniform 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**— $\frac{1}{2}$ unit**. For students entering with two years of high school work or a uniform county certificate with a grade over 74 per cent.

*One-half unit entrance credit if taken after 8 units have been earned.

**One-half unit entrance credit if taken after the completion of third semester algebra or eight units of entrance credit.

4. **First Algebra**— $\frac{1}{2}$ unit. To fractional equations with one unknown.

5. **Second Algebra**— $\frac{1}{2}$ unit. Completes requirements for first grade uniform county certificate.

6. **First and Second Algebra**—An abridged course covering the essentials of the first and second terms' work. Covers requirements for a first grade certificate and is recommended to students desiring to review for examination. Open only to those who have had one year of high school algebra.

7. **Third Algebra**— $\frac{1}{2}$ unit. Beginning with quadratics.

8. **First Plane Geometry**— $\frac{1}{2}$ unit. Books I and II.

9. **Second Plane Geometry**— $\frac{1}{2}$ unit. Completes Plane Geometry.

10. **Solid Geometry**— $\frac{1}{2}$ 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. Thoro knowledge of business forms, dictation, manifolding, etc. Special attention to increased speed.

15. **Elementary Bookkeeping**— $\frac{1}{2}$ 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. **First Music**—For primary, kindergarten, grade and rural school teachers, and all others who wish to get musical training. Credit required on Primary, Kindergarten and Rural Teacher curriculums.

2. **Second Music**—Continuation of first term Music. Credit required on Primary and Kindergarten curriculums.

3. **Recreational Music**—(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 Special Music curriculums and private work in Organ, Piano, and Voice, see page 114.)

Orchestral Music

(For Special Music curriculums and private work in Violin and Orchestral Instruments, see pages 114 and 115.)

*Five terms of advanced penmanship may be secured. A Department Certificate is granted for proficiency. The work of a Palmer Certificate is covered.

NATURAL SCIENCE**Sub-collegiate Courses**

1. **Elementary Zoology**— $\frac{1}{2}$ unit. The general principles of the subject are presented by a careful study of a few illustrative types.
2. **Physiology**— $\frac{1}{2}$ unit. Emphasis will be placed upon the importance of hygiene. Many practical demonstrations will be given.
3. **Elementary Botany**— $\frac{1}{2}$ unit. A general elementary course covering plant morphology, physiology and ecology.
4. **First Agriculture**— $\frac{1}{2}$ unit. The important portions of general agriculture. The successful completion of this course will give credit on the uniform county certificate **in lieu of the regular examination.**
5. **Second Agriculture**— $\frac{1}{2}$ unit. Additional emphasis upon injurious insects, fungus diseases, sprays and spraying, pruning, etc.
6. **Physiography**— $\frac{1}{2}$ 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 uniform 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 uniform county certificate with a grade over 74 per cent.

PHYSICAL EDUCATION

1. ***Physical Training for Men**—Six terms of credit from following:

Gymnastics	**Swimming
Apparatus	Tennis
Volley Ball	Track Athletics
Basket Ball	Theory class work in Coaching
Foot Ball	foot ball, base ball, basket
Base Ball	ball, etc.
2. ***Physical Training for Women**—Six terms of credit from:

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

*Six term credits are required of all students, one each term during the first six terms in attendance. The first year's work requires three periods per week and the second year's work two periods per week. One term of Recreational Music may be substituted for one term of this practical work.

**A Department Certificate is granted for proficiency in swimming.

PHYSICS

Sub-collegiate Courses

1. **First Physics**— $\frac{1}{2}$ unit. Mechanics, sound, heat.
2. **Second Physics**— $\frac{1}{2}$ 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.

RELIGIOUS EDUCATION

Sub-collegiate Course

Studies in the Holy Bible— $\frac{1}{2}$ 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**— $\frac{1}{2}$ unit. The management and teaching of a rural school based on laboratory results in rural demonstration schools.
2. **Elementary Psychology**— $\frac{1}{2}$ unit. The elements of psychology of most use in teaching children in the elementary grades.
3. ***General Methods**— $\frac{1}{2}$ unit. The methods of teaching the common branches in rural schools. Prerequisite, Elementary Psychology.
4. ***The Country School**— $\frac{1}{2}$ unit. Leadership in the rural schools as a factor in developing the latent possibilities of rural life. Prerequisite, two of above courses.
5. **Teaching and Observation**—Eight weeks of directed illustrative observation work and four weeks of supervised teaching in a rural demonstration school cooperating with the College. Prerequisite, one year of work at this institution, including three of above courses.

SOCIAL SCIENCE

Sub-collegiate Courses

1. **First Half United States History**—Colonial and Revolutionary Period. A course for students entering with a rural school diploma or a uniform county certificate with a grade less than 75 per cent.
2. **Second Half United States History**—National Period. A continuation of the first half.
3. **Complete United States History**— $\frac{1}{2}$ unit**. For students entering

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

**One-half unit entrance credit if taken after 8 units have been earned.

with two years of high school work or a uniform county certificate with a grade over 74 per cent.

4. **First General History**— $\frac{1}{2}$ unit. Ancient History to Charlemagne.

5. **Second General History**— $\frac{1}{2}$ unit. Medieval and Modern History after 800 A. D.

6. **Civics of Iowa and the United States**— $\frac{1}{2}$ 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.

7. **Elementary Economics**— $\frac{1}{2}$ 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.

SPECIAL MUSIC CURRICULUMS

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 a week for at least two years in the major study, all this work is to be done, if possible, under the instructor recommending for graduation.
2. Satisfactory public performance of a recital in the major study, the program to be of moderate difficulty.
3. Two years of a "minor" study in music (piano, organ, voice, or any of the instruments taught in the orchestral department). It is understood that two lessons a week in the minor for one year shall not be the equivalent of two years' study.
4. Harmony equivalent to the texts of Chadwick or Bussler.
5. Two terms of Music History.
6. One five-hour course of general culture each term.
7. Sufficient academic credit to give full entrance to a collegiate curriculum at this institution.
8. Physical training during the first six terms in attendance.
9. Rhetorical Class Work—three terms, if a collegiate student.

Department Certificate for Proficiency

A certificate for proficiency in any one of these lines will be awarded by the department upon recommendation of the instructor in charge of the student's work.

II. Violin

The requirements for graduation include:

1. The satisfactory completion of violin work covering scales and finger exercises; Schools and Studies by DeBeriot, Seveik, Gruenberg, and Kayser; Scales and arpeggi in three octaves; Studies by Sitt, Kreutzer, Fiorillo and Rode; Concertos; Vietto 23d; DeBeriot, 6th and 7th; Rode, 4th and 7th; Bach E Major; Mendelssohn concerto; Sonatas by Handel and Corelli; and miscellaneous solos by standard composers.

2. Two years of piano (one lesson a week).
3. Two years of harmony—the equivalent of Chadwick's text.
4. Two terms of Music History.
5. Orchestra and Ensemble during the course.
6. One five hour course of general culture each term.
7. Sufficient academic credit to give full entrance to a collegiate curriculum at this institution.
8. Physical training during first six terms in attendance.
9. Rhetorical Class Work—three terms, if a collegiate student.

III. Violoncello

The study of the 'cello corresponds to that outlined for the violin.

IV. Wind Instruments

The Flute, Oboe, Clarinet, Basson, Cornet, Trombone and French Horn require work similar to that outlined for the violin except that less time is required for an equal degree of proficiency. Not more than one hour of credit may be given for work with the Saxophone.

Department Certificate for Proficiency

A certificate for proficiency in any one of these lines will be awarded by the department upon the recommendation of the instructor in charge of the student's work.

Notes

1. Recitals and concerts given at the college constitute an integral part of the student's work.
2. For free advantages, instruments loaned, college orchestra, college band, training school orchestra, the junior band, and ensemble class see "Orchestral Music".

RECENT GRADUATES

With the Work and Location During the School Year 1922-23

MARCH 1922

Degree Curriculum

Bachelor of Arts in Education

Faint, Mary A.
Henak, Blanche
Mrs. Lawrence Whitford, Pocahontas
Trinidad, Venancio
1148 A. Mobini St., Manila, P. I.

Kesley
Cedar Falls

Talisay,
Batangas, P. I.

Diploma Curriculum

Abrahamson, Myrtle Naoma—Primary
Third grade, Manson
Ahlstrom, Dorris L.—Primary
Primary, Larchwood
Bergen, Zola McVey—The Junior College
Braun, Irma B.—Primary
Carlin, Anna—The Junior College
Chalus, Edna Margaret—Kindergarten
Kindergarten, Sibley
Dunn, Josephine C.—The Junior College
Departmental and Latin, Blairsburg
Fankell, Dorris Cecil—Primary
Primary, Fertile
Fluharty, Nellie M.—Home Economics
Junior High School, Creston
Fordyce, Crystal M.—Primary
First and Second grades, Blockton
Fry, Frances Rosetta—Home Economics
Home Economics, Hornick
Fye, Walter W.—Manual Arts
Manual Training, La Porte City
Harshbarger, Milo Burks—Manual Arts
Physical Director, Hampton
Heddens, Gladys E.—The Junior College
Fifth and Sixth grades, Newhall
Kinsley, Hazel Dean—Primary
First grade, Castana
Martin, Hazel Florence—Primary
Bishop, Calif.
McEwen, Mabel C.—Primary
McGavie, Martha Virginia—The Junior College
Fourth grade, Cresco
Mersch, Paula C.—Home Economics
Home Economics, Quasqueton
Parkin, Edna Fray—Primary
Third grade, East Waterloo

Olds

Lansing

Shellsburg
Davenport
Davenport
Fort Dodge

Rowley

Hanlontown

Bedford

Blockton

Van Horne

Mt. Pleasant

Mt. Pleasant

Wellsburg

Whiting

Ackley

Cedar Falls
Mt. Pleasant

Cedar Falls

Chariton

Perry, Alpha G.—Art Drawing and Penmanship, Alta	Cedar Falls
Phillips, Ruth Florence—The Junior College Waterloo	Earlville
Reaney, William—Manual Arts Manual Training, Akron	Waterloo
Reed, Edith Margaretta—Primary Primary, Kelley	Washington
Rohde, Irene Margaret—Public School Music Instructor, Public School Music, I. S. T. C., Cedar Falls	Waterloo
Shafer, Della E.—Commercial	Kinross
Thompson, Elizabeth Ann—Primary Primary, Cedar Falls	Clarksville
Thompson, Theresa Mae—Primary	Echo, Minn.
Tingleff, Mable C.—Primary Primary, Clinton. 329 2nd Ave.	Clinton
Tostlebe, Esther C. A.—The Junior College Intermediate grades, Odebolt	Cedar Falls
Vincent, Clifford Ortho—The Junior College Seventh and Eighth grades, Lost Nation	Letts
Wells, Flora M.—Primary Primary, Monticello	Wellman
Wilson, Ethyl—Primary First grade, Collins	Cedar Falls

Teacher of Rural Schools Diploma

Graichen, William J. Grade School, Amana	Amana
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MAY, 1922

Degree Curriculum

Bachelor of Arts in Education

Begeman, Florence Mathematics and Dramatics, High School, Monona	Cedar Falls
Brocksus, Merle F. History and Economics, High School, Mystic	Marengo
Brooks, Clyde Clifford Student, Columbia University, New York City, Furnald Hall	Iowa Falls
Carnahan, Florence English, History and Latin, High School, Palo	Shannon City
Carnahan, Margaret Lawrence Home Economics, Shannon City	Shannon City
Carnahan, Mary L. Public School Music, Stanton, Kentucky	Shannon City
Cordts, Anna D. Educational lecturer and writer, Cedar Falls, 422 W. 24th St.	Boone
Cornforth, Elsa O. English and Latin, Grand Meadow Consolidated School, Washta	Waverly
Cozzens, Elva Sarah Home Economics, Rock Falls, Ill.	Colo

Cramer, Ida M. English and Latin, High School, Wesley	Reinbeck
Cummins, Edward L. Student State University, Iowa City. Quadrangle	Cedar Falls
Dawson, Mildred A. Fourth Grade Critic, State Normal School, Indiana, Pa.	Sumner
de Neu, John Manual Training, Agriculture and Athletics, DeWitt	Ackley
Dickinson, Russell E. Athletic Director, Greenway High School, Coleraine, Minn.	Shellsburg
Doherty, Loretta M. Principal of High School, English, History, Penmanship, Sharpsburg	Maurice
Fabrick, Rachel M. Home Economics, Dundee	Rock Rapids, Minn.
Fluke, Etta Bertha English and History, High School, Pisgah	Bedford
Fuerste, Louise Student I. S. T. C., Cedar Falls	Guttenberg
Gutknecht, Helen Catherine Junior High School, Terril	Hudson
Hall, Cecil Vincent Student State University, Iowa City, 603 N. Dubuque St.	Cedar Falls
Henderson, Muriel History and Latin, High School, Manly	Hampton
Hovorka, Frank Student University of Illinois, Urbana, Ill. 1117 N. Nevada St.	Cedar Falls
James, Abram A. Commercial and Athletics, High School, Clarion	Colfax
Johnk, Beatrice Physical Education, Cedar Falls	Neosho Falls, Kans.
Johnson, Ovada Martha High School, Titonka	Hudson
Jones, Hazel Bethel History, High School, Guttenberg	Waterloo
Larson, Anna C. Social Science, High School, Newton	Moorhead
Lucas, John, Jr., Social Science, High School, Newton	Alton
Lund, Anna Mathematics and History, High School, Sioux City	Cedar Falls
Mantor, Lyle E. Superintendent, Sioux Center	Sioux Center
Mastain, Elizabeth English, High School, Victor	Cedar Falls
Miller, Earless G. Superintendent, Quasqueton	Waterloo
McCreery, Helen Margaret English and Dramatics, High School, Jesup	Cedar Falls
McKee, Eva Muscatine	Conesville
Natzke, Esther Normal Training and English, High School, Manson	Cedar Falls

Nisbet, Marjorie C. Public School Music, Odebolt	Cedar Falls
Paschen, Esther Gertrude Commercial, Boone	Cedar Falls
Peters, Sadie E. Normal Training and Agriculture, High School, Leon	Sheldon
Rundles, Mary Jane English, High School, Eddyville	Janesville
Scott, Beulah Normal Training and Social Science, High School, Postville	Corydon
Sherrard, Ruth Home Economics, Marshalltown	Cedar Falls
Snider, Ruth M. English and Public Speaking, High School, Odebolt	Cedar Falls
Stebbins, Flora Kansas City	Des Moines
Stewart, Evah English, Junior High School, Redfield, So. Dak.	Conrad
Troup, Bernard L. Superintendent, Akron	Cedar Falls
Van Pelt, Herman Earl Science, High School, Sioux City	Orange City
Watson, Carrie Albatina Fourth grade, East Waterloo, 936 Walnut	Cedar Falls
Way, C. F. Superintendent, Beech	Tracy
Way, Mrs. Gertrude Margaret Home Economics, Beech	Tracy
Wilcox, George Elmer Manual Training and Orchestra, Sheldon	Cedar Falls

Diploma Curriculums

Akin, Jennie Shields,—Primary Third grade, Carroll	Corning
Alexander, Irene Marcella—Primary First grade, Sanborn	George
Allen, Juanita Faye—Primary Primary, Richland	Veo
Anderson, Cora Celia—Home Economics Home Economics, Onawa	Mapleton
Anderson, Orphie Alvira—Primary First and Second grades, Van Cleve	Roland
Back, Hattie—The Junior College Intermediate grades, Exira	Exira
Barber, Irene Grace—The Junior College Student I. S. T. C., Cedar Falls	Yetter
Barkdoll, Leah Frances—Primary Second grade, Northwood	Cedar Falls
Barnes, Cornelia—Primary Primary, Sioux City	Cresco
Bennett, Myrtie Pearl—Home Economics Home Economics, Climbing Hill	Rudd
Bentley, Dora W.—The Junior College Seventh and Eighth grades, Alta	Cedar Falls

Bergquist, Mabel W.—Primary First grade, Grand Junction	Dayton
Bird, Dorothy Ella—Primary Primary, Sanborn	Arlington
Black, Margaret J.—The Junior College Eighth grade, College Springs Consolidated School	Diagonal
Blaine, Ercyle Edna—Primary First grade, Mapleton	Kirkman
Bolibaugh, Bertha Olive—The Junior College Fourth grade, Fort Madison	Eddyville
Bosecker, Mathilda—Primary Primary, Camanche	Guttenberg
Boyd, Ruth—Home Economics Home Economics, Crystal Lake	Plainfield
Breidinger, Anna—The Junior College Intermediate grades, Odebolt	Everly
Brooks, Vivian Harriet—Physical Education Seventh grade, La Porte City	Mason City
Brown, Velma Maye—Primary Student I. S. T. C., Cedar Falls	Cedar Falls
Buck, Margaret Jessamine—Public School Music Intermediate grades and Public School Music, Cedar Rapids	Union
Burgardt, Valeda C.—The Junior College Sixth grade, East Waterloo, 206 Maple St.	Britt
Burns, Vera Belle—The Junior College Rural School, Bagley	Bagley
Butler, Alice—Primary Primary, Janesville	Cedar Falls
Carter, Ella Jane—Public School Music Music, Piney Woods School, Braxton, Miss.	Pittsburgh, Pa.
Cheshire, Armeta Belle—The Junior College Sixth grade, Cedar Rapids	Schaller
Christiansen, Helen—Commercial Commercial, Conroy	Coulter
Clark, Neva Rose—Primary Primary, Odebolt	Logan
Clifton, Gladys Irene—Primary Primary, Cresco	Woolstock
Clute, Doris M.—The Junior College Fifth grade, Mediapolis	Earlville
Collyer, Thora—Physical Education Physical Education, East Waterloo, Fullerton Apts.	Clear Lake
Cramer, Cathryn—The Junior College Fourth grade, Hampton	Steamboat Rock
Cummings, Dorothy Margaret—Primary Primary, Barnes City	Cedar Falls
Cummings, Ethel May—Public School Music Public School Music, Orient	Nashua
Davis, Ruth Lillian—Primary Primary, Fairbank	Waterloo
Dickey, Margaret Catharine—Primary Third grade, Cedar Rapids	Mechanicsville
Dobbe, Carrie Katherine—Public School Music Public School Music, Massena	Huxley
Dodd, Hazel L.—The Junior College Fourth grade, Manson	New Hartford

Donaldson, Violet L.—Home Economics Home Economics, Boyden	Hampton
Downey, Jennie M.—Primary Primary, Oskaloosa	Lacey
Eaton, Myra Belle—Primary Second grade, Onawa	Glidden
Eckhart, Una—The Junior College Second grade and High School, Searsboro	Guttenberg
Edgar, Lois Martha—Primary First grade, Cherokee	Crawfordsville
Evens, Edna Marie—Home Economics Home Economics, Blairsburg	Shellsburg
Farber, Ione—The Junior College English, Junior High School, Jefferson	Sheffield
Fee, Mary Margaret—Primary Critic in Training, I. S. T. C., Cedar Falls	Carroll
Fitch, Inez Mae—Kindergarten Kindergarten, Cedar Rapids	Cedar Rapids
Flick, Lucile Ann—Primary First grade, Davenport, 915 Arlington Court	Davenport
Forbes, Irma Rolfe—Primary First grade, Aplington	Afton
Fox, Glyde C.—Primary First grade, Newton	Britt
French, Winnie Gladys—Home Economics Home Economics, Stanhope	Ackley
Frick, Viola—Primary Rural School, Center Grove	Durant
Froelich, Mildred M.—Primary First grade, Jesup	Guttenberg
Galloway, Lela—The Junior College Fifth grade, Manning	Silver City
Ganfield, Mildred Mabel—The Junior College Fourth grade, Monticello	Cascade
Gardner, Mildred Elizabeth—Physical Education Instructor, Physical Education, I. S. T. C., Cedar Falls	Cherokee
Gaskell, Nyra E.—Home Economics Home Economics, Algebra and Geometry, Dinsdale	Pipestone, Minn.
Gatch, Daphene Marie—Primary Second grade, Lawton	Flandreau, So. Dak.
Gaughan, Phyllis—Primary 326 14th Ave., Clinton	Waterloo
Hamilton, Ruth J.—Primary Second grade, Guttenberg	Independence
Hand, Nellie Armenta—Primary Primary, Newton	Newton
Hansen, Helen—Primary Second grade, Jesup	Spencer
Harshbarger, Don William—Manual Arts Manual Training and Athletics, Webster City	Mt. Pleasant
Hart, Elizabeth Fay—Primary First grade and Art, Monona	Cedar Falls
Hartshorn, Agness Theresa—The Junior College Sixth grade, Manning	Traer
Hartz, Olga D.—Physical Education Y. W. C. A. Physical Director, Clinton	Durant
Heisel, Walter Peter—Manual Arts	Cedar Rapids

Helten, Bernadene—The Junior College Sixth grade, Marshalltown	Winthrop
Henderson, Ruby D.—Physical Education Physical Education, Stuttgart, Ark.	Castalia
Hendricks, F. Lucille—Primary Second grade, Clarion	Glidden
Hidlebaugh, Velma Pearl—Primary First grade, Missouri Valley	Bagley
Hogle, Edith L.—Primary First and Second grades, Wellsburg	Wellsburg
Holmes, Lillian M.—The Junior College Fifth grade, East Waterloo	Crawfordsville
Holmes, Margaret E.—Primary Died October 30, 1922.	Scranton
Holt, Margaret Frances—Kindergarten Kindergarten, Moulton	Marshalltown
Hon, Helen G.—Primary First and Second grades, Rock Rapids	Knoxville
Horne, Bess Ellen—The Junior College Fifth grade, East Waterloo	Marshalltown
Houck, Corinne M.—Primary Primary, Des Moines	Bellevue
Howe, Gladys D.—The Junior College Fifth and Sixth grades, Owasa	Rolfe
Huber, Jean Annetta—Primary Second grade, Independence	Cedar Falls
Imlay, Jane Francis—Physical Education History and Physical Director, Odebolt	Cedar Falls
Itnyre, Ruth Katherine—Kindergarten Kindergarten, Belle Plaine	Dubuque
Jackson, Ruth Hester—Primary First grade, New Hampton	Algona
Jarvis, Clara Pearl—The Junior College Fifth and sixth grades, Belle Plaine	Danville
Jarvis, Lela Adah—The Junior College Fifth and sixth grades, Hudson	Danville
Johnson, Dorothy A.—The Junior College Rural School, Ossian	Ossian
Johnston, Olive L.—Primary First grade, La Porte City	Rockford
Klinefelter, Sylvia M.—The Junior College Departmental, Knoxville	Conrad
Knudson, Viola Beatrice—Primary First grade, Story City	Jewell
Koerber, Edna Mae—The Junior College Fifth and Sixth grades, Fonda	Sibley
Kollman, Laura Anna—Home Economics Home Economics, Floyd	Rudd
Kratz, Edith Lois—Commercial Commercial, High School, Tabor	Whiting
Lamb, Grace Judith—Public School Music Public School Music and English, Dumont	Spencer
Larson, Esther—Public School Music Died December, 1922	Pukwana, So. Dak.
Lautzenheiser, Charlotte Marie—Kindergarten	Cedar Falls
Leech, Esther—Kindergarten Kindergarten, Orange City	Marshalltown

Lehnus, Hattie Emelia—Primary First and Second grades, Anthon	Rolfe
Lewis, Ruth Emma—The Junior College	Dallas, So. Dak.
Lillehei, Olive—Commercial	Cedar Falls
Lundell, Dorothy Elvera—The Junior College Fourth grade, Onawa	Cherokee
Lura, Edna Levina—Physical Education Physical Director, Holstein	Roland
Mahachek, Ruth Beatrice—Physical Education Physical Director, Faribault, Minn. Station A	Austin, Minn.
Maricle, Ruth Anne—Primary Primary, Estherville	Waterloo
Mauthe, Mildred—Art Art, Charles City	Washington
McCuen, Hazel—The Junior College Sixth grade, Hartley	Jefferson
McGinnis, Lena Mae—Home Economics Home Economics, Urbana	Center Point
McGinnis, Lula Belle—Primary Second grade, Maynard	Center Point
McIntosh, Helen Felice—The Junior College Intermediate grade, Algona	Dunkerton
McNeill, Bertha—Primary Primary, Sioux City	Epworth
McWilliams, Nora Helen—Commercial Seventh and Eighth grades, Oelwein	Woodbine
Mealy, Vivian Marie—Junior College	Elma
Metcalf, Mary A.—Consolidated School Fourth and Fifth grades, Spirit Lake	Hawarden
Michael, M. Josephine—Home Economics Home Economics, Martinsburg	Selma
Miller, Doris Pauline—Home Economics Home Economics and English, Edgewood	Osage
Miller, Elba—The Junior College Intermediate grade, Sioux City	Newton
Miller, Emma Margaret—The Junior College Intermediate grade, Sioux City, 2621 Nebraska St.	Bristow
Mitchell, Naomi Florence—Primary	Algona
Morgan, Bernice A. L.—The Junior College Intermediate grade, Marshalltown	Archer, Mont.
Morris, Myrl Marie—The Junior College Penmanship and Physiology, High School, Manning	Bagley
Moses, Ruth Ena—The Junior College Grammar, Junior High School, Jefferson	Manson
Musser, Bernice Corinne—The Junior College Student I. S. T. C., Cedar Falls.	Cedar Falls
Nelson, Lela R.—Primary Fourth grade, Clear Lake	Garner
Nelson, Lura E.—Commercial	Clarion
Nelson, Margaret K.—Primary Second and Third grades, Primghar	Sheldon
Newton, Helen Corine—Primary Second grade, Missouri Valley	Farragut
Newton, Marcia A.—Primary Second grade, Manilla	Cedar Falls
Nystrom, Ester Louise—Primary Second and Third grades, Monona	Calmar

Olsen, Emma Maire—Primary Third grade, Independence	Cedar Falls
Olson, Delia Henrietta—The Junior College Fifth grade, Manson	Bode
Palmer, Marian Waitstill—Public School Music Student, I. S. T. C., Cedar Falls	Emmetsburg
Parrott, Marjorie—Home Economics Home Economics, Arispe	Yarmouth
Payne, Laura R.—Commercial Sixth grade, Fayette	Cedar Falls
Penney, Dessie Rose—The Junior College Eighth grade, Odebolt	Sidney
Penning Lena Etta—Kindergarten Kindergarten, East Waterloo	Ackley
Peterson, Alice Rose—Kindergarten Kindergarten, Sergeant Bluff	Waterloo
Peterson, Myrtle H.—Primary First and Second grades, Callender	Callender
Pfiester, DeEtta Caroline—Primary First grade, Manning	Carroll
Pinney, Wilma L.—Primary Primary, Sioux City	Sharpsburg
Reese, Marguerite—Primary Critic in Training, I. S. T. C., Cherokee	Cedar Falls
Rekers, Sarah A.—Commercial Commercial, High School, Churdan	Cedar Falls
Reynolds, Bernice Lorene—Home Economics Home Economics, Allison	Greene
Rieke, Cora Sophia—Physical Education	Van Horne
Ritter, Leda Varena—Primary	La Porte City
Roderick, Anna Rea—Kindergarten Kindergarten, Whiting	Waterloo
Rodgers, M. Marie—Home Economics Home Economics, Rose Hill	Troy
Root, Mable E.—Primary First grade, Fontanelle	Fontanelle
Ryan, Mary C.—Kindergarten	Ryan
Sater, Louise A.—Primary Second and Third grades, Spirit Lake	Rock Rapids
Saunders, Letha E.—The Junior College Fifth grade, Alta	Montezuma
Saupe, Alice Mae—Primary First and Second grades, Edgerton, Minn.	Sheldon
Scanlan, Eileen M.—Consolidated School	Lost Nation
Scanlan, Mary Ann—Consolidated School Arithmetic, History, Junior High School, Jesup	Cromwell
Schildroth, Alma Ruth—The Junior College Fifth grade, Aplington	Reinbeck
Schoenbeck, Esther Anna—Kindergarten Kindergarten, Webster City	Dubuque
Schriner, Marcella Agnes—Primary Primary, Malcolm	Davenport
Searles, Vivian Ysabel—Home Economics Home Economics and Music, Janesville	Alpha
Severson, Alice Irene—Primary Second grade, Spirit Lake	Carpenter

Sherwood, Myrtle Irene—Primary First and Second grades, Luana	Cresco
Short, Mae Rosetta—The Junior College Third and Fourth grades, Sheffield	Cedar Falls
Snelson, Helen Louise—Public School Music	Ainsworth
Snodgrass, Dorothy Genevieve—The Junior College Intermediate grades, Algona	Charles City
Speicher, Josephine Grace—Public School Music Public School Music, Buckingham	Hudson
Spurrier, Helen—Public School Music Public School Music, Afton	Mount Ayr
Stark, Mary Evelyn—The Junior College Intermediate grade, Cedar Rapids	Traer
Steil, Vera E.—Primary Primary, Sioux City	Algona
Stine, Lillian Irene—Primary Third grade, Hampton	Clarksville
Strong, Dorothy F.—Primary First grade, Corning	Orient
Taylor, Dorothy Hayward—Primary Primary, Algona	Cedar Falls
Teeter, Wretha Juanita—The Junior College Student I. S. T. C., Cedar Falls	Russell
Thomas, Marian R.—Primary First and Second grades, Fredericksburg	Eldora
Thorburn, Leora M.—Primary First and Second grades, Thornburg	Webster
Tincher, Marie—Primary Primary, Alta	Le Mars
Tobias, Hazel M.—Home Economics Home Economics, Gillett Grove	Latimer
Todd, Metta Emaline—The Junior College Seventh grade, Odebolt	Boone
Toy, Thelma Fern—Primary Third grade, Ottumwa	Beacon
Turkington, Lois Irene—The Junior College History, High School, Jefferson	Columbus Junction
Tyer, Edith Mary—Primary Primary, Reinbeck	Winterset
Valentine, Florence Exine—Primary Second grade, Rock Rapids	St. Ansgar
Vanderkar, Roberta—Commercial Commercial, High School, Windom, Minn.	Cedar Falls
Vought, Edna Allen—Public School Music Public School Music and History, Titonka	Dike
Wade, Dorothea Emma—The Junior College Fifth grade, Audubon	Plainfield
Wagner, Irma Clara—Kindergarten First grade, Dunkerton	Waterloo
Walker, Marian Elizabeth—Primary Primary, Janesville, Wisc.	Ft. Pierre, So. Dak.
Ware, Iola Marian—The Junior College Fifth grade, Manilla	Coggon
Watson, Helen Jeanette—Home Economics Home Economics, Gladbrook	Forest City
Whitehead, Naomi—The Junior College Intermediate grade, Greene	Shell Rock

Wilbur, Winifred—Piano	Cedar Falls
Student I. S. T. C., Cedar Falls	
Wilcox, Rose Lovina, Public School Music	Estherville
Public School Music, Waverly	
Williams, Myra L.—Home Economics	Carroll
Home Economics, Alta	
Wise, Velma Kays—Primary	Waterloo
Student, I. S. T. C., Cedar Falls	
Wolfe, Ruby Ellen—Home Economics	Forreston, Ill.
Student I. S. C., Ames	
Wood, Avilda Maye—Home Economics	Blairstown
Home Economics, Rhodes	
Wood, Viola—Primary	Grundy Center
Second grade, Sheffield	
Woodward, Carmen Alice—Public School Music	Austin, Minn.
Public School Music, Guttenberg	
Wright, Ella—Primary	Davenport
Young, Sibylla L.—Art	Cedar Falls
Art, Rockford, Ill.	
Youngdale, Esther—Primary	Harcourt
Primary, Waterloo	

Teacher of Rural Schools Diploma

Baker, Gladys M.	Cedar Falls
Miller, Sadie Ellen	Waterloo

Certificates from Departments

Critic Teacher

Dawson, Mildred A.	Sumner
Duncan, Vera	Saragosa, Texas
Primary Teacher Diploma, June 6, 1916	
Parkhouse, Mary Jean	Traer
Primary Education Diploma, June 6, 1918	

Piano

Sliter, Onlee	Cedar Falls
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Voice

Buck, Margaret Jessamine	Union
Woodward, Carmen Alice	Austin, Minn.

AUGUST, 1922

Degree Curriculums

Bachelor of Arts in Education

Ahrens, Clifton William	Cedar Falls
Student State University, Iowa City.	
325 N. Clinton	
Bailey, Merrill Merton	Cedar Falls
Manual Training, Shenandoah	

Bujer, Althea Wimer Principal, Janesville	Cedar Falls
Butts, Linnie Vesper High School, Port Byron, Ill.	Bedford
Cohon, Freda Geraldine Fifth grade, Sioux City, 1519 Nebr. St.	Bradgate
Cook, Herbert Clare Superintendent, Dinsdale	Pulaski
Cooke, Marjorie Instructor, Physical Education, I. S. T. C., Cedar Falls	Charles City
Curtis, Norman Birss Science, High School, Odebolt	Cedar Falls
Duncan, Vera C. Supervisor of Third and Fourth grades, State Normal School, Madison, S. D.	Saragosa, Texas
Farran, Ruth Normal Training, High School, Jefferson	Cedar Falls
Fisher, Allie Ruth English, High School, Ventura	Grundy Center
Fluke, Ella Blanche English and Mathematics, High School, Ellston	Bedford
Friis, Leo J. Civics, Am. History, Debating, High School, Clarion	Cedar Falls
Griffin, Margaret A.	Des Moines
Hanson, Carl Melvin Student Columbia University, New York, 501 West 123d St.	Waukon
Hays, Dorothy B. English, High School, Akron	Cedar Falls
Helsley, John Albert Commercial, High School, Biwabik, Minn.	Denison
Hinrichsen, Edna Primary, Muscatine	Davenport
Holliday, Thomas K. Superintendent, Rowan	Rowan
Imlay, Jane Francis History, Physical Director, Odebolt	Cedar Falls
Jacobs, Volna G. Superintendent, Seneca Consol. School, Fenton	Derby
Johnson, Frank Superintendent, Farson	Norwalk
Lamson, Russell O. Student, State University, Iowa City. 128 Fairchild	Waterloo
Linnan, Margaret Mathematics, History, Physical Education, High School, Hillsboro	Maurice
Lohman, Paul August Manual Arts, Lyons. 317 S. Fourth St.	Clarence
McGee, N. W. Superintendent, Grand Meadow Consol. School, Washta	Farley
Merrill, Dale French, High School, Webster City	Cedar Falls

Merrill, Edna F. Physics and English, High School, Osage	Sheldon
Minkel, Lester M. Principal of High School, Plainfield	Dysart
Porter, George Sherman Physics and Gen. Science, High School, Winnebago, Minn.	Cedar Falls
Porter, Lula Grace Home Economics, Graceland College, Lamoni	Anamosa
Rummens, Nora Lela Mrs. J. C. Glenn, Principal of High School, Mt. Auburn	Hardy
Schultz, Walter E. Superintendent, Allison	Cedar Falls
Schwartz, Mabel Mathematics, High School, Dumright, Okla.	Hereford, Texas
Sheldon, Harold Chauncey Superintendent, Moorland	Moorland
Stolfus, Martha Student Columbia University, New York City. 35 Claremont Ave.	New Hampton
Stone, Ruby Marion Commercial, High School, Woodbine	Humboldt
Trachsel, Herman Henry Superintendent, Emerson	Bloomfield
Warttman, Elizabeth Physical Training, History, English, High School, Alpha	Cedar Falls
Welsch, James Dale Superintendent, Odebolt	Sigourney
White, Mary R. English, High School, Waucoma	Cedar Falls
Williams, Grace E. Student I. S. T. C., Cedar Falls	Cedar Falls
Wilson, Roger Verden Student University of Wisconsin, Madison, Wisc.	Cedar Falls
Winterowd, Vera F. Ass't. Principal grade school, East Waterloo	Waterloo

Diploma Curriculums

Ahearn, Bessie—The Junior College Geography, Junior High School, West Waterloo	Independence
Aldrich, Mabel—The Junior College Principal, Clark School, Le Mars	Dedham
Anderson, Leila C.—The Junior College Eighth grade, Wayland	Olds
Anderson, Mabel Helen—The Junior College Seventh grade, Gowrie	Stratford
Ashland, Crystal Amelia—The Junior College Departmental, Eagle Grove	Clear Lake
Bailey, Raymond K.—Manual Arts Manual Training, Leon	Cedar Falls
Barron, Mabel Catherine—The Junior College Critic in Training, I. S. T. C., Cedar Falls	Cedar Falls
Bente, Florence M.—Primary Second grade, Decorah	Elkader

Bizer, Olga M.—Primary First grade, Hobart, Indiana	Ackley
Bohning, Fred W.—Manual Arts Manual Training, Rock Rapids	Belmond
Boylan, Millicent—Primary	Calamus
Brecht, Agnes M.—The Junior College Junior High School, Garwin	Garwin
Brenna, Ida Thonette—The Junior College Geography and Penmanship, Spirit Lake	Osage
Bryant, Norma Barbara—Primary Second grade, Clear Lake	Cedar Falls
Bute, Lillian Leona—The Junior College Third grade, Madrid	Stanhope
Camery, Nina Anna—Primary Third grade, Akron	Sutherland
Campbell, Margaret Clough—Primary Second grade, Schaller	Dysart
Chittick, Georgieanna—Primary	Stuart
Christensen, Marcile Olga—Primary First grade, Clarksville	Clarksville
Christiansen, Ingeborg A.—The Junior College Sixth grade, Dumont	Coulter
Church, Elsie—The Junior College Seventh grade, Mediapolis	Mt. Pleasant
Conn, Anna Avena Millard—The Junior College Teacher, Castle Hill, Waterloo	Waterloo
Cook, Grace Marie—Home Economics Home Economics, Morley	Lost Nation
Coombs, Veryl M.—Commercial Commercial and Junior High, Mondamin	Alta
Crandall, Gladys Merle—Art Art, Rockford, Ill. 521 Summer St.	Greene
Crawford, Mary Lucas—The Junior College Fifth grade, Monticello	Indianola
Cummings, Sarah Elizabeth—Primary First grade, Decorah	Decorah
Dahl, Bertha—The Junior College Fourth, Fifth and Sixth grades, Sioux City	Rock Valley
Davin, Bernice Ella—The Junior College Mrs. Frank Johnson, Farson	Vinton
Doherty, Winifred M.—Home Economics Student, I. S. T. C., Cedar Falls	Maurice
Donaldson, Ruby—Kindergarten Kindergarten, Clarion	Marshalltown
Doyle, Mabel—The Junior College	Primghar
Dunlap, Gail M.—The Junior College Mathematics, Junior High School, Casper, Wyo. 826 E. 5th	Mason City
Ellinger, Ethel E.—The Junior College Fifth grade, Cedar Falls	Stout
Englehorn, Hazel G.—The Junior College Third and Fourth grades, Cresco	Lansing
Fields, Nathan A.—Manual Arts Manual Training, Physical Training, Toledo	Washington
Fleming, Doris Leone—Primary Primary, Peterson	Livermore

Foley, Mildred—Kindergarten Primary, Delaware	Ryan
Ford, Helen Louise—Primary First grade and Drawing in High School, Delhi	Cedar Falls
Forward, Ferne—Primary Third grade, Mapleton	Sheldon
Franklin, Mrs. Grace Hawley—Primary	Vail
Geuder, Margaret Henrietta—Art Art, Tipton	Guttenberg
Gleim, Annetta M.—Primary Third and Fourth grades, Algona	Arlington
Gorton, Leona M.—Commercial Commercial, High School, Rock Valley	Kanawha
Groomes, Ethel Velma—The Junior College Fifth grade, West Liberty	Waterloo
Hambley, Eleanor Lenyon—Kindergarten Kindergarten, Sibley	Gilmore City
Hand, Leota Berneice—The Junior College Seventh grade, Sibley	Emmetsburg
Hartleip, Pearl Lucille—Primary First grade, Cresco	Waterloo
Hay, E. Jean—The Junior College Junior High School, Washington	Washington
Helsley, Martha—Primary Third grade, Jefferson	Denison
Hess, Margaret Maria—Primary Primary, Charles City. 905 Blunt St.	Charles City
Holder, Carl H.—Manual Arts Manual Training, Physical Training, Mathe- matics, Kanawha	Waterloo
Holmes, Irene E.—The Junior College	Crawfordsville
Howard, Clara May—The Junior College Fourth grade, Villisca	Weldon
Huffman, Mary—The Junior College Seventh and Eighth grades, Thornburg	Nashua
Iblings, Hattie Caroline—Primary Third grade, Nashua	Cedar Falls
Jared, Lena I.—Primary Third grade, Postville	Corydon
Jay, Laura E.—The Junior College Third grade, Montezuma	Mt. Pleasant
Johnson, Elvera Nettie—Home Economics Home Economics, English, General Science, Newburg	Hawkeye
Johnson, Lillian Thomine—The Junior College Junior High School, Cedar Falls	Manning
Jones, Epsy La Verne—Primary First grade, Mt. Ayr	Grand River
Kaus, Wilhelmina B.—The Junior College Fourth grade, Milford	Cedar Falls
Kelly, Evelyn Mary—Commercial	Williamsburg
Kvale, Julia—The Junior College Seventh and Eighth grades, Calmar	Decorah
Lind, Ruby Marian—The Junior College Seventh grade, Sioux Center	Dayton
Lumry, Catherine—Primary Primary, West Waterloo	Waterloo

Lumry, Ruth—Primary Primary, West Waterloo	Waterloo
Lyons, Neva Lowery—The Junior College Fourth grade, Marshalltown	Elmore, Minn.
Mantor, Edna Lucile—Primary Critic in Training, I. S. T. C., Cedar Falls	Cedar Falls
Martin, Frances Sparkes—Physical Education Physical Education, Stuttgart, Ark.	Sioux City
Martin, Mildred Marie—The Junior College Fifth and Sixth grades, Alta	Little Cedar
Martin, Thelma R.—Primary Primary, Seymour	Grimes
McCarron, Mary Margaret—Primary Third grade, Rock Rapids	Oelwein
McCuskey, Jennie—Primary First grade, Onawa	Ames
McDowell, Helen—The Junior College Third and Fourth grades, Chapin	Hampton
McGlone, Frances—Primary Primary, Williams	Dougherty
McKibben, Ruberta Lillian—Home Economics Home Economics, Orient	Garden Grove
McKinnon, Nettie J.—The Junior College Principal Emerson School, Waterloo, 626 West Park Ave.	Clarinda
Mead, Ruth Elizabeth—Primary Third and fourth grades, Glenwood	Mitchellville
Metcalf, Ruth Vesta—The Junior College Third grade, Alta	Hawarden
Meyer, Grace—The Junior College Fifth grade, Akron	Boxholm
Miller, Georgia Edna—The Junior College Fourth grade, Terril	Hawkeye
Montgomery, Irma—Primary Primary, Moorhead	Cherokee
Moore, Gertrude Verona—Home Economics Home Economics, Humeston	Tabor
Myers, Gladys Julia—Primary Primary, Eldon	Elson
Nasby, Agnes Lucille—Primary Primary, Alta	Bode
Nelson, Ruby Louise—The Junior College Fourth grade, Dows	Iowa Falls
Ness, Hannah Elizabeth—Primary First grade, Consolidated School, Somers	Somers
Neimeyer, Marguerite Mathilda—Commercial	Elkader
Norton, Irene—The Junior College Third grade, Manning	Zearing
Nugent, Kathleen Frances—The Junior College Currie, Minn.	Fort Dodge
Olson, Alma Jeannette—Commercial	Kanawha
Partington, Anna—The Junior College Fifth grade, Mapleton	Coon Rapids
Pauley, Muriel—The Junior College Fifth grade, Rock Rapids	Vinton
Peck, Vera—The Junior College Fourth grade, McGregor	Waterloo

Phillips, Koe Jay—Manual Arts Manual Training and Agriculture, Churdan	Webster City
Pirotte, Felicie—The Junior College Fifth grade, Mystic	Mystic
Pittman, Vava Marguerite—Primary First grade, Jefferson	Jefferson
Popejoy, Ruth Irene—The Junior College 1155 W. 9th., Des Moines	Cedar Falls
Porter, Velma Ruth—Physical Education Physical Director, Le Mars	Cedar Falls
Putbrese, Lucille A.—The Junior College Fifth grade, Cedar Falls	Ulmer
Rainier, Mary Madge—Home Economics Home Economics and Physical Director, Carson	Logan
Ridenour, Maude Sophia—The Junior College	Mallard
Mrs. N. W. McGee—Third and Fourth grades, Consolidated School, Washta	
Roberts, Hazel—Primary	Albert City
Rummens, Ruby M.—Home Economics Home Economics, Farson	Hardy
Sellers, La Vane A.—Physical Education Physical Education, Estherville	Marshalltown
Shafer, Cora B.—The Junior College Primary, Monticello	Kinross
Shaffer, J. Lucile—Kindergarten Student I. S. T. C., Cedar Falls	Cedar Falls
Shepherd, Cecile Faith—Primary First grade, Pocahontas	Olds
Smith, Florence Mildred—The Junior College Seventh and Eighth grades, Alta	LuVerne
Sprout, Lola E.—The Junior College Sixth, Seventh and Eighth grades, Okoboji Consolidated School, Milford	Terril
Strohbehn, Louise—Primary Second grade, Davenport, 904 W. 6th St.	Davenport
Truog, Blanche L.—The Junior College Sixth and Seventh grades, Plover	Mallard
Warnock, L. Doris—Commercial Bookkeeping, High School, Boone	Cedar Falls
Warttman, George—Manual Arts Manual Training, Oelwein	Cedar Falls
White, Lida Mercedes—The Junior College Music in grades, Orphan's Home, Mason City	Keota
Williams, Ella Mae—Primary First grade, Clarion	Sheldon
Wissler, Helen Lenore—The Junior College Intermediate grades, Sioux City	Exira
Wood, Amney—Primary Primary, Williamsburg	Sigourney
Woodworth, Helen Louise—The Junior College Principal Grade school, Newton	Cresco
Yearous, Mildred Martha—The Junior College Student I. S. T. C., Cedar Falls	Elgin

Certificates from Departments**Critic Teacher**

Schumann, Selma
Primary Education Diploma, August 22, 1918

Rock Rapids

DECEMBER, 1922**Degree Curriculums****Bachelor of Arts in Education**

Bennett, John
Mathematics, High School, Stanwood
Brockman, Albert
Manual Training and Agriculture, Hanlontown
Fearer, Mary Edna
History, High School, Nashua
Franklin, William Henry
Superintendent, Newhall
Hungerford, Cora Bell
Mathematics and Social Science, Auburn
Vincent, Thelma
Home Economics, Hansell

Fenton
Cedar Falls
Hudson
Newhall
Dows
Letts

Diploma Curriculums

Bailey, Carrie Virginia—Public School Music
Second grade and Public School Music, Bronson
Burgardt, Esther F.—Home Economics
Cassat, Lillian Nina—The Junior College
Grades, Sioux City
Coates, Blanche—The Junior College
Graves, Maymie A.—The Junior College
Sioux City
Heft, Lottie M.—Primary
Second grade, Cleghorn
Holland, Lennett M.—Home Economics
Student I. S. T. C., Cedar Falls
Kepford, Geraldine G.—Primary
Primary, Waterloo, 233 Randall St.
Merrick, Marion—The Junior College
Nenno, Irene Gertrude—Primary
Second grade, Webb
Robison, Bertha—Primary
Primary, Hanlontown
Rudston, Gladys—Physical Education
Physical Education, Elmwood School, Des
Moines, 919 Fremont St.
Silence, Zelma—The Junior College
Critic in Training, I. S. T. C., Cedar Falls
Steenhusen, Irena—The Junior College
Intermediate grades, Sioux City
Vorwald, Loretta—Kindergarten
Weaver, Vesta—Physical Education
Physical Director, Algona
Wissler, Vera Audrey—The Junior College
Fifth grade, Sioux City
Wyth, Dorothy Gertyne—Public School Music
Student I. S. T. C., Cedar Falls

Cedar Falls
Britt
Corning
Mystic
Ocheyedan
Oakland
Webster City
Waterloo
Greene
Rowley
Manchester
Des Moines
Marshalltown
Irwin
Dubuque
Algona
Exira
Cedar Falls

SUMMARY OF STUDENTS

JUNE 1, 1921 TO MAY 26, 1922

A. Classified According to Standard of Entrance

	Men	Women	Total
I. Students with College Degrees.....	28	48	76
II. Students, Graduates of Accredited High Schools, in Four Year College Curriculums.			
Seniors	53	101	154
Juniors	52	113	165
Sophomores	45	84	129
Freshmen	112	184	296
Total.....	262	482	744
III. Students, Graduates of Accredited High Schools, in Two or Three Year Diploma Curriculums:			
1. Third Year:			
Physical Education	0	13	13
2. Second Year:			
Junior College	8	177	185
Primary Education	0	208	208
Kindergarten	0	34	34
Home Economics	0	38	38
Manual Arts	15	0	15
Public School Music.....	1	25	26
Commercial	1	25	26
Art	0	4	4
Consolidated School Education.....	0	8	8
Total.....	25	519	544
3. First Year:			
Junior College	12	316	328
Primary Education	0	328	328
Kindergarten	0	45	45
Home Economics	0	47	47
Manual Arts	47	0	47
Public School Music.....	1	30	31
Commercial	12	30	42
Art	1	7	8
Consolidated School Education.....	0	11	11
Total.....	73	814	887
Total in Diploma Curriculums.....	98	1346	1444
IV. Special Students	5	23	28
V. Twelve Weeks Normal Training.....	59	756	815
VI. Students in Sub-collegiate Divisions:			
Rural Teachers Curriculum.....	9	43	52
Sub-collegiate	62	180	242
Total.....	71	223	294

RECENT GRADUATES

135

VII. Unclassified Students	48	675	723
VIII. Special Music Students:			
Piano	4	20	24
Voice	3	21	24
Violin	3	10	13
Organ	0	4	4
Other Orchestral and Band Instruments	6	1	7
Total.....	16	56	72
IX. Visitors	5	67	72
X. Extension Summer Schools, not re-enrolled during fall, winter, and spring terms.....	117	1005	1122
XI. Total Individual Enrollments:			
1. Resident students, exclusive of Training School enrollment	709	4681	5390
2. Non-Resident Students	82	1097	1179
Less Duplicates	19	144	163
Grand Net Enrollment.....	772	5634	6406
B. Resident, Extension and Training School Enrollment			
I. Summary by terms, exclusive of extension classes:			
1. Summer, 1921:			
Cedar Falls	306	2414	2720
Albia	31	271	302
Harlan	15	163	178
Muscatine	16	191	207
Red Oak	9	197	206
Sheldon	43	203	246
Total for Summer Term.....	420	3439	3859
2. Fall Term, 1921.....	278	1366	1644
3. Winter Term, 1921-22.....	295	1305	1601
4. Spring Term, 1922.....	270	1266	1537
5. Different Students enrolled for Fall, Winter, Spring terms	375	1633	2008
II. Non-resident Work:			
1. Credit Extension Courses			
Collegiate			
Credit	47	833	880
Non-credit	18	223	241
Sub-collegiate			
Credit	0	14	14
Non-credit	0	1	1
Total.....	65	1071	1136
2. Correspondence Study Courses.....	19	26	45
3. County Study Centers.....			26102
III. Public School Pupils in classes affiliated with the Teachers College for student teacher training:			
1. Campus Training School			525
2. East Waterloo (Pupils in classes taught by students) Lower grades			85

3. Cherokee (Pupils in classes taught by students) Lower grades	149
4. Jesup (Pupils in classes taught by students) Intermediate grades	30
5. Rural Demonstration Schools (Affiliated with the college)	170
6. Consolidated Schools (affiliated)	
a. Hudson	223
b. Jesup	373
c. Orange Township	232
Grand Total in Training Schools	178

SUMMARY OF GRADUATES

JUNE 1, 1921 TO MAY 26, 1922

Number Receiving Degrees, Diplomas and Department Certificates

	Men	Women	Total
1. Bachelor of Arts in Education Degree	31	69	100
2. Collegiate Diplomas: (Two and Three Year Curriculums of College Grade)			
a. Art	0	3	3
b. Commercial	1	8	9
c. Consolidated School Education	0	4	4
d. Home Economics	0	29	29
e. Junior College	3	99	102
f. Kindergarten	0	19	19
g. Manual Arts	10	0	10
h. Physical Education	0	11	11
i. Primary	0	131	131
j. Public School Music	0	19	19
3. Rural Teachers Diploma:			
a. One year college work (Four year high school entrance)	0	0	0
b. Two years sub-collegiate work (Rural school diploma entrance)	1	5	6
4. Special Music Diplomas:			
a. Voice	0	0	0
b. Piano	0	3	3
Total Graduates	46	400	446
5. Department Certificates:			
a. Critic Teacher	0	5	5
b. Swimming	0	0	0
c. Piano	0	1	1
d. Voice	0	2	2
e. Penmanship	0	1	1
Total Department	0	9	9
Grand Total	46	409	455

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