

6-1910

College Catalog and Circular 1910-1911

Iowa State Teachers College

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IOWA STATE TEACHERS COLLEGE

CATALOG AND CIRCULAR

FOR SCHOOL YEAR 1910-1911.

BULLETIN

OF THE

IOWA STATE TEACHERS COLLEGE

CEDAR FALLS, IOWA

JUNE 1910

Vol. XI. No. 1

NOTE: The spelling used in this Bulletin conforms to that authorized by the Simplified Spelling Board, and exhibits the little modifications that the shortened new forms make in the appearance of the printed page. ♪

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JANUARY							MAY							SEPTEMBER							
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FEBRUARY							JUNE							OCTOBER						
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MARCH							JULY							NOVEMBER							
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APRIL							AUGUST							DECEMBER						
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IOWA STATE TEACHERS COLLEGE

CEDAR FALLS, IOWA

STATE BOARD OF EDUCATION

OFFICERS OF THE BOARD

James H. Trewin, Cedar Rapids, President.

D. A. Emery, Des Moines, Secretary.

MEMBERS OF THE BOARD

A. B. Funk, Spirit Lake.
George T. Baker, Davenport. } Term expires July 1, 1911.
T. D. Foster, Ottumwa.

P. K. Holbrook, Onawa
C. R. Brenton, Dallas Center. } Term expires July 1, 1913.
D. D. Murphy, Elkader.

James H. Trewin, Cedar Rapids.
Roger Leavitt, Cedar Falls. } Term expires July 1,
E. P. Schoentgen, Council Bluffs. } 1915.

FINANCE COMMITTEE

Offis, Des Moines.

W. R. Boyd, Cedar Rapids, President.

D. A. Emery, Ottumwa, Secretary.

Thomas Lambert, Sabula.

FACULTY COMMITTEE

James H. Trewin, A. B. Funk, D. D. Murphy.

BILDING COMMITTEE

P. K. Holbrook, E. P. Schoentgen, George T. Baker.

BUSINESS COMMITTEE

T. D. Foster, C. R. Brenton, Roger Leavitt.

INSPECTOR OF HIGH SCHOOLS

Forest C. Engign, M. Di., 1895, I. S. T. C; Ph. B., 1897; M.
A., 1900, Iowa, Iowa City.

IOWA STATE TEACHERS COLLEGE.

SCHOOL CALENDAR FOR 1910-1911.

FALL TERM—TWELV WEEKS.

1910.

- Aug. 30. Tuesday, Enrollment, without penalty, 8:00 a. m. to 4:00 p. m.
- Aug. 31. Wednesday, Chapel Exercises, 9:00 a. m. to 9:30 a. m.; Recitations begin 8:00 a. m., half hour class periods; Enrollment, with penalty, 1:30 p. m. to 4:00 p. m.
- Sept. 1. Thursday, Training Schools open 9:00 a. m.
- Oct. 26, 27, 28. Wednesday, Thursday and Friday, Examination for County Uniform Certificates.
- Nov. 22. Tuesday, Recitations Close, 2:25 p. m.
- Nov. 21, 22, 23. Monday, Tuesday, Wednesday, State Certificate Examination, beginning Monday, 8:00 a. m.

WINTER TERM—TWELV WEEKS.

- Nov. 29. Tuesday, Enrollment, without penalty, 8:00 a. m. to 4:00 p. m.
- Nov. 30. Wednesday, Chapel Exercises, 9:00 a. m. to 9:30 a. m.; Recitations begin 8:00 a. m., half hour class periods; Enrollment, with penalty, 1:30 p. m. to 4:00 p. m.; Holiday Recess, beginning Wednesday, Dec. 21, 2:25 p. m.

1911.

- Jan. 5. Thursday, Recitations Resumed, 8:00 a. m.
- Jan. 25, 26, 27. Wednesday, Thursday, Friday, Examination for County Uniform Certificates.
- March 7. Tuesday, Recitations Close, 2:25 p. m.
- March 6, 7, 8. Monday, Tuesday, Wednesday, Examination for State Certificates, beginning Monday, 8:00 a. m.

SPRING TERM—TWELV WEEKS.

1911.

March 14. Tuesday, Enrollment, without penalty, 8:00 a. m. to 4:00 p. m.

March 15. Wednesday, Chapel Exercises, 9:00 a. m. to 9:30 a. m.; Recitations begin 8:00 a. m., half hour class periods; Enrollment, with penalty, 1:30 p. m. to 4:00 p. m.

June 2. Friday, Recitations Close, noon.

May 30 and 31, June 1. Tuesday, Wednesday, Thursday, Examination for State Certificates, beginning Wednesday, 8:00 a. m.

COMMENCEMENT EXERCISES—JUNE 2 to 6.

June 2. Friday, Anniversaries Ladies' Literary Societies, 2:00 p. m.

June 2. Friday, Commencement Recital, 8:00 p. m.

June 3. Saturday, Anniversaries Men's Literary Societies, 8:00 p. m.

June 4. Sunday, Baccalaureate Address, 4:00 p. m.

June 4. Sunday, Annual Alumna and Senior Prayer Servis, 7:00 p. m.

June 5. Monday, Grand Concert of all the Musical Organizations, 9:00 a. m.

June 5. Monday, Class Day Exercises, 8:00 p. m.

June 6. Tuesday, Commencement Exercises, 9:00 a. m.

June 6. Tuesday, Alumni Business Meeting, 11:00 a. m.; Luncheon, 12:30 p. m.

SUMMER TERM—SIX WEEKS.

1911.

June 10. Saturday, Enrollment, 1:30 p. m. to 4:00 p. m.

June 12. Monday, Enrollment, 8:00 a. m. to 12 m. Recitations begin 1:30 p. m.

June 21, 22, 23. Wednesday, Thursday, Friday, Examination for County Uniform Certificates.

July 19, 20, 21. Wednesday, Thursday, Friday, Examination for State Certificates, beginning Wednesday, 8:00 a. m.

July 20. Thursday, Commencement Exercises, 8:00 p. m.

July 21. Friday, Recitations Close 2:25 p. m.

IOWA STATE TEACHERS COLLEGE.

Faculty—College Year 1910-1911.

HOMER H. SEERLEY, B. Ph., 1873; B. Di., 1875; M. A., 1876; Iowa; LL. D., 1898, Penn; LL. D., 1901, Iowa. President, 1886.

CLASSIFICATION AS TO DEPARTMENTS.

Professional Instruction in Education.

CHAUNCEY P. COLGROVE, B. A., 1881; M. A., 1884; D. Sc., 1908, Upper Iowa; M. A., 1896, Chicago. Professor and Hed of the Department. Acting President in case of the absence or disability of the President, 1896.

ANNA E. McGOVERN, B. Di., 1879; B. S., 1880, I. S. T. C. Professor of Primary Instruction, 1880.

HOMER H. SEERLEY, B. Ph., 1873; B. Di., 1875; M. A. 1876, Iowa; LL. D., 1898, Penn; LL. D., 1901, Iowa Professor of American Education, 1886.

GEORGE W. SAMSON, B. S., 1878; M. S., 1881, Simpson. Professor of Psychology, 1894.

G. W. WALTERS, B. S., 1879; M. S., 1882, Iowa Wesleyan. Professor of History of Education, Philosophy of Education and Taxidermist, 1895.

EDITH C. BUCK, B. A., 1882; M. A., 1885, Iowa College. Professor of Elementary Instruction, 1896.

GEORGE S. DICK, B. S., 1888, I. S. T. C.; B. Ph., 1897, Cornell College. Professor of School Management, Principles of Education, 1906.

Training in Teaching.

WILBUR H. BENDER, B. Di., 1886; M. Di., 1890, I. S. T. C.; B. Ph., 1895, Iowa. Hed and Director of the Department, Supervisor of Training, 1897.

FLORENCE E. WARD, Graduate Chicago Kindergarten College, 1903. Supervisor of Kindergarten Training, 1906.

MATTIE LOUISE HATCHER, Ph. B., Ed. B., 1909, Chicago. Hed Critic in Primary Section of the Department of Training in Teaching, 1909.

Critic Teachers—

ELIZABETH HUGHES, B. Ph., 1886, Eastern Iowa Normal School; M. Di., 1889; B. A., 1908, I. S. T. C. Geography and History, Grammar and Secondary Grades, 1898.

IDA FESENBECK, B. Di., 1893; M. Di., 1894, I. S. T. C. B. A., 1900, Iowa; Student Radcliffe College (Harvard), 1900. Reading, Literature and German, Grammar and Secondary Grades, 1901.

EVA LUSE, B. Di., 1901; M. Di., 1904, I. S. T. C.; B. A., 1906, Iowa. Language, Composition and Latin, Grammar and Secondary Grades, 1906.

MAE CRESSWELL, B. Di., 1902; B. A., 1908, I. S. T. C. Mathematics and Science, Grammar and Secondary Grades, 1908.

RUTH E. DOWDELL, Graduate Chicago Kindergarten College, 1908. Kindergarten, January, 1909.

ALICE GORDON, B. Di., 1906; M. Di., 1908, I. S. T. C. Primary Grades, 1906.

IRMA KEENE, B. Di., 1906, I. S. T. C. Primary Grades, 1907.

GERTRUDE DANDLIKER, Graduate Normal Department, Art Institute of Chicago, 1906. Teacher of Drawing and Manual Training in the Department of Training in Teaching, 1909.

FLOE E. CORRELL, B. Di., 1904; M. Di., 1905, I. S. T. C.; B. A., 1909, Iowa. Preliminary Year, 1909.

Critic Teachers in Training—

SYBIL LINCOLN, B. Di., 1906, I. S. T. C. Grammar Grades, 1906.

- CLARA HANCOCK, M. Di., 1906, I. S. T. C. Grammar Grades, 1906.
- HAZEL S. WEBSTER, B. Di., 1907; M. Di., 1909, I. S. T. C. Grammar Grades, 1908.
- JENNIE M. SANDERS, B. Di., 1908; M. Di., 1909, I. S. T. C. Grammar Grades, 1908.
- CHRISTINE THOENE, B. Di., 1902, I. S. T. C. Grammar Grades, 1909.

English Language and Literature.

- S. A. LYNCH, B. L., 1892; B. P., 1892, Missouri; M. A., 1900, Chicago; Professor of English, Superior (Wisconsin) Normal School, 1900-1905; Principal Blaine High School, Superior, Wis., 1905-1909. Professor and Hed of the Department, 1909.

Professors—

- W. W. GIST, B. A., 1872; M. A., 1875; D. D., 1893, Ohio. Language and Literature, 1900.
- JENNETTE CARPENTER, B. A., 1885; M. A., 1888, Cornell College. Language and Literature, 1899.
- LILLIAN V. LAMBERT, Ph. B., 1895; Ph. M., 1906, Chicago; A. M., 1899, Penn College; Graduate Work at Oxford, England, 1905; Graduate Work in English, Bryn Mawr, 1906-1907. Language and Literature, 1907.

Assistant Professors—

- EVA L. GREGG, Student, Iowa State College, 1880-1882; County Superintendent, Cherokee County, 1888-1895; Student, Harvard University, Summer Sessions, 1896 and 1903; Columbia University, Summer Session, 1905. English Grammar, 1895.
- MARGARET OLIVER, B. A., 1885; M. A., 1888, Monmouth College; Graduate Columbia College of Expression, 1901. Orthography and Rhetorical Exercises, 1901.

*CARRIE B. PARKER, B. Ph., 1893, Iowa College; Student, Radcliffe College (Harvard), 1904. English Composition and Rhetorical Exercises, 1901.

MAMIE F. HEARST, B. Di., 1883; M. Di., 1892, I. S. T. C.; B. Ph., 1899; M. A., 1904, Iowa. English Grammar, 1899.

Instructors—

MABEL J. LODGE, A. B., 1908, Chicago. Assistant in English, Monmouth College, 1908-1909. English Composition and Rhetorical Exercises, November 30, 1909.

Elocution and Public Speaking.

BERTHA MARTIN, Graduate Columbia College of Expression. Professor of Elocution and Dramatic Art, 1905.

**SEELEY K. TOMPKINS, B. A., 1901, Oberlin College; Graduate Student, Oberlin College, 1901-1904. Graduate Student, Columbia College of Expression. Professor of Public Speaking, December, 1907.

LAURA FALKLER, Graduate Kansas City School of Oratory, 1895. Assistant Professor of Elocution, 1896.

Latin and Greek.

FRANK IVAN MERCHANT, A. B., 1880, Shurtleff College; M. A., Ph. D., 1890, University of Berlin. Hed of the Department and Professor of Latin, 1907.

MYRA E. CALL, B. A., 1885; M. A., 1888, Iowa. Professor of Greek and Secondary Latin, 1895.

German and French.

JOHN B. KNOEPFLER, Hed of Department and Professor, 1900.

*Resignd November 23, 1909.

**Resignd June 7, 1910.

CHARLOTTE LORENZ, B. A., 1902; M. A., 1904, Iowa.
Instructor in German, 1908.

Geometry and Surveying.

D. SANDS WRIGHT, M. A., 1887, Penn College. Profes-
sor, 1876.

Mathematics.

IRA S. CONDIT, B. A., 1886; M. A., 1889, Parsons Col-
lege; Graduate Student, University of Chicago, Sum-
mer Sessions, 1906, 1908, and 1909. Hed of the De-
partment and Professor of Mathematics, 1898.

CHARLES S. CORY, M. Di., I. S. T. C., 1900; B. S. 1902,
Iowa. Professor and College Examiner of High
School Records, December, 1907.

Assistant Professors—

LAURA S. SEALS, B. S. D., 1887, Kirksville State Nor-
mal School, Missouri. 1898.

EMMA F. LAMBERT, M. Di., 1897, I. S. T. C.; B. Ph.,
1904, Iowa. 1901.

Chemistry.

ABBOTT C. PAGE, B. Ph., 1885, Yale. Hed of Depart-
ment and Professor of Chemistry, 1889.

ROBERT W. GETCHELL, Assistant in Chemistry, Iowa
State College of Agriculture and Mechanic Arts,
1907-1909. Instructor in Laboratory, 1909.

Physics.

LOUIS BEGEMAN, B. S., 1889; M. S., 1897, Michigan.
Professor and Hed of the Department, 1899.

S. FREEMAN HERSEY, B. Ph., 1892, Beloit College.
Professor, 1899.

EDGAR K. CHAPMAN, A. B., 1903, Oberlin College.
Assistant Professor, 1906.

JAMES O. PERRINE, A. B., 1909, Iowa. Substitute
Instructor for year 1909-10.

Natural Science.

- MELVIN F. AREY, B. A., 1867; M. A., 1870, Bowdoin. Hed of the Department and Professor of Geology, Structural Botany, Mineralogy and Zoology, 1890.
- GEORGE W. NEWTON, B. Di., 1882, B. S., 1887, I. S. T. C.; Graduate Student, Harvard, 1891; M. A., 1880, Iowa. Professor of Biology, Physiology, Botany and Sanitation, 1896.
- EMMETT J. CABLE, B. S., 1900; M. S., 1903, Cornell College; Graduate Student, Chicago University, 1904. Professor of Geography, 1905.
- ALISON E. AITCHISON, M. Di., 1903, I. S. T. C.; B. S., 1907, Iowa. Assistant Professor of Geography, 1903.

History and Politics.

- *LEONARD W. PARISH, B. A., 1872; M. A., 1892, Yale. Hed of the Department and Professor of Economics, 1890.
- SARA M. RIGGS, B. Di., 1885, I. S. T. C.; B. L., 1894, Michigan. Assistant in English, 1887-1891. Professor of History, 1895.
- SARA F. RICE, M. A., 1890, Coe College. Professor of History, 1898.
- CHARLES H. MEYERHOLZ, M. Di., 1898, I. S. T. C.; Ph. B., 1902; M. A., 1903, Iowa; A. M., 1905, Harvard; Ph. D., 1907, Leipzig. Professor of Government, 1908.
- CLAYTON B. SIMMONS, B. A., 1904, Colgate University. Instructor in Civil Government, 1909-1910.
- ARCHIBALD W. TAYLOR, B. A., 1902, Doane College. Instructor in Economics, Spring and Summer terms, 1910.

*Died March 21, 1910.

Art.

HENRIETTA THORNTON, Student, Art Institute, Chicago; Academy of Fine Arts, Cincinnati; Pupil of George Smillie and Miss H. Revere Johnson, New York; Graduate Normal Art Course of Pratt Institute, 1892. Professor of Drawing, 1895.

BERTHA L. PATT, Cummings School of Art, Des Moines; Art Students' League; Pupil of Charles W. Hawthorne, New York. Professor of Drawing, 1895.

Commercial Education.

HARRY C. CUMMINS, Graduate Valder Business College, 1891; B. Di., 1898, I. S. T. C. Professor of Penmanship and Bookkeeping, 1898.

Public School Music.

C. A. FULLERTON, B. Di., 1889; M. Di., 1890, I. S. T. C.; Special Student, University of Chicago, 1896-1897. Hed of the Department and Professor of Public School Music and Director of Choral Society and of Glee Clubs, 1897.

FRANCES M. DICKEY, B. Di., 1901, I. S. T. C. Assistant Professor of Vocal Music, March, 1907.

HULDA STENWALL, Student, Oberlin Conservatory, 1902-1904. Assistant Professor of Vocal Music, 1908.

WINIFRED NEFF, Substitute Instructor for 1909-1910.

W. E. HAYS, Instructor, 1909.

Voice

ROBERT FULLERTON, M. Di., 1895, I. S. T. C.; Student, Oberlin Conservatory, 1897-1899. Pupil of James Sauvage, New York City, 1899, Albin Reed, Boston, 1900; Student, The New School of Vocal Science, Chicago, 1906-1908; Pupil of John Dennis Mehan, New York City, Vacations of 1908 and 1909. Hed of the Department and Professor of Voice, December 3, 1907.

ANNA GERTRUDE CHILDS, B. A., 1889; M. A., 1893, Iowa College; Pupil of George Henschel, William Shakespeare, and George Ferguson. Professor of Voice and Musical History, 1901.

ELIZABETH F. BURNEY, Teacher of Public School Music Diploma, 1909, I. S. T. C. Instructor, 1909.

Pianoforte.

JOHN ROSS FRAMPTON, B. A., 1901; M. A., 1906; Mus. Bac., 1904, Oberlin; Colleg American Guild of Organists. Professor, 1908.

MARGARET WHIPPLE, Student Oberlin Conservatory, 1906-1908. Instructor, 1908.

Violin and Other Orchestral Instruments.

Harmony.

WINFRED MERRILL, Berlin: Violin, Professor Dr. Joseph Joachim and Professor Andreas Moser; Theory, Bernhard Ziehn. Professor of Violin and Harmony, 1903.

Physical Education.

R. F. SEYMOUR, B. P. E., 1907, Y. M. C. A. Training School, Springfield, Mass. Hed of the Department, Physical Director and Professor of Physical Education, 1906.

CLAYTON B. SIMMONS, B. A., 1904, Colgate University; Director of Physical Training Diploma, 1907, I. S. T. C. Physical Director and Professor of Physical Education, 1906.

*MABEL B. McNALLY, M. Di., 1906; Director of Physical Training Diploma, 1906, I. S. T. C.; Diploma, Sargent Normal School of Gymnastics, 1909. Assistant Physical Director, 1906.

LILLIAN H. BRUCE, A. B., 1903, Wellesley College; Graduate Harvard School of Physical Education, 1905; Diploma, Gilbert Normal School of Esthetic Gymnastics, 1909; Diploma, Training School of Medical Gymnastics and Massage (Nissen), 1909. Assistant Physical Director, 1907.

ETHEL M. VINALL, Director of Physical Training Diploma, 1906, I. S. T. C. Instructor, 1909-1910.

Manual Arts.

CHARLES H. BAILEY, B. S. in C. E., 1895, Iowa; Manual Training Diploma, 1903, Teachers' College (Columbia); B. S., 1903, Columbia. Hed of the Department and Professor of Manual Training, 1905.

MRS. ALMA L. McMAHON, Graduate Oshkosh, Wisconsin, Normal School, 1886; B. Ph., 1902, Wisconsin; Graduate Menomonie Training School in Domestic Science, 1904. Instructor in Sewing, Elementary Manual Training, 1904.

CLARK H. BROWN, Director of Manual Training Diploma, 1908, I. S. T. C. Instructor in Shop Work and Handicraft, 1906.

Home Economics.

MARY L. TOWNSEND, M. Di., 1899, I. S. T. C.; B. A., Wellesley College, 1896; Graduate Domestic Science Course, Drexel Institute, 1901. Professor of Domestic Science, 1907.

STUDENT ASSISTANTS.

FRED VORHIES, Assistant in Physics Laboratory, 1909-1910.

CLARA E. DRAKE, Drawing, Winter Term, 1909-1910.

HARRIET KRAMER, Penmanship, Fall Term, 1909-1910.

J. W. McGEENEY, Penmanship, Winter and Spring Terms, 1909-1910.

EVELYN HANSEN, Drawing, Spring Term, 1910.

ADDITIONAL APPOINTMENTS, 1910-11.

- REUBEN McKITRICK, Graduate State Normal School, Alva, Oklahoma, 1903; A. B., 1907, University of Oklahoma; Graduate Student, State University of Wisconsin, 1907-10. Professor of Economics.
- JOHN BARNES, A. B., 1904, A. M., 1905, Northwestern University. Professor of Public Speaking.
- CLARA H. BAKER, A. B., 1900, Cornell; M. A., 1910, Iowa. Substitute Instructor of English.
- KATE KENNY, Mus. Bac., Oberlin. Instructor on Piano.
- MARY EVELYN SAMSON, A. B., 1909, Simpson College; Physical Training Director Diploma, 1910, I. S. T. C. Floor Instructor in Physical Training.
- ALICE GRIER, B. Di., 1910, I. S. T. C. Critic Teacher in Training.
- KATHRYN E. NENNO, B. Di., 1910, I. S. T. C. Critic Teacher in Training.
- ANNA GOSTRUP, B. Di., 1910, I. S. T. C. Critic Teacher in Training.
- EMMA GAMBLE, Primary Teacher Diploma, 1910, I. S. T. C. Critic Teacher in Training.
- EVA FALLGATTER, Critic Teacher in Training.
- GLEE MAECK, M. Di., 1910, I. S. T. C. Critic Teacher in Training.
- MARY BARNUM. Critic Teacher in Training.

SUMMER TERM APPOINTMENTS, 1910.

- BRUCE FRANCIS, M. Di., 1891, I. S. T. C.; Ph. B., 1896, Iowa. Instructor in the Department of Training in Teaching.
- H. E. WHEELER, B. Di., 1888, I. S. T. C. Instructor in Department of English.
- IDA FESENBECK, B. Di., 1893; M. Di., 1894, I. S. T. C.; B. A., 1900, Iowa; Student, Radcliffe College (Harvard), 1900. Critic Teacher, Grammar Grades.
- ALICE GORDON, B. Di., 1906; M. Di., 1908, I. S. T. C. Critic Teacher, Primary Grades.

- JAMES O. PERRINE, B. A., 1909, Iowa. Instructor in Mathematics.
- W. LEE JORDAN, B. Ph., Drake. Instructor in Mathematics.
- MAE CRESSWELL, B. Di., 1902; B. A., 1908, I. S. T. C. Instructor in Mathematics.
- OTIS M. WEIGLE, M. Di., 1907; B. A., 1908, I. S. T. C. Laboratory Instructor in Chemistry.
- LOUIS PELZER, M. Di., 1901, I. S. T. C., Ph. D. 1909, Iowa. Professor of History and Civics, Montana State Normal College. Instructor in History and Economics.
- JOHANNA HANSEN, B. Di., 1899; Director of Drawing Diploma, 1907, I. S. T. C.; Graduate Pratt Institute, 1905. Instructor in Drawing.
- ARCHIBALD W. TAYLOR, B. A., 1902, Doane College. Instructor in Economics.

OTHER OFFICERS OF ADMINISTRATION.

- JAMES E. ROBINSON, Superintendent of Construction and of Buildings and Grounds, 1901.
- MRS. MARION McFARLAND WALKER, B. L., Ferry Hall, Lake Forest, 1880; Professor of Applied English, I. S. T. C., 1890-1897; Substitute Instructor in English, 1907-1908. Dean of Women, 1908, Lecturer on Social Ethics and Faculty Visitor.
- LILIAN G. GOODWIN, Secretary of the College, 1909.
- MRS. ANNIE M. POTTER, Matron of Hospital and Head Nurse.

Library.

- ELLEN D. BISCOE, Graduate New York State Library School, 1896, Librarian, 1907.
- ETHEL L. AREY, B. Di., 1893; M. Di., 1895, I. S. T. C. Loan Desk Attendant, 1896.
- MATTIE FARGO, B. L. S., 1906, Illinois State Library School. Cataloger and Shelf-lister, 1906.
- IVA HUNTLEY, M. Di., 1907, I. S. T. C. Assistant Cataloger and Accession Clerk, 1907.
- MABEL MASTAIN, M. Di., 1908, I. T. S. C. Assistant.

PRESIDENT'S OFFIS.

- ANNA R. WILD, Secretary, 1896.
 LILIAN G. GOODWIN, Secretary, 1898.
 MILLICENT WARRINER, Stenographer, 1900.
 L. BEATRICE WILBUR, Record Clerk, 1906.
 *BESS L. JOHNSON, Stenographer, 1909.
 **ELLEN S. WHITE, Stenographer, 1910.
 EVELYN V. MORTON, Stenographer, 1910.
 EMMA DEINES, Clerk, 1910.

FACULTY COMMITTEES, 1910-1911.**I. Examining Committees.**

1. High School Graduate Examiner—C. S. Cory.
2. Teachers' Certificate Examiner—H. H. Seerley, Anna R. Wild.
3. Unclassified Student Examiner—C. P. Colgrove.

II. Executiv Committees.

1. Reclassification of Certificate Course Students—C. P. Colgrove.
2. Reclassification of Other than Certificate Course Students—The President.
3. Literary Societies—English Department.
4. Oratorical Association—Bertha Martin, Sara F. Rice, C. P. Colgrove, Ira S. Condit.
5. Debating Leag—C. H. Meyerholz, E. J. Cable, S. A. Lynch, Professor of Economics and Professor in charge of the Teams.
6. Athletic Board—C. H. Bailey, C. S. Cory, E. J. Cable, Charles H. Meyerholz, R. F. Seymour, C. B. Simmons and Student Representatives appointed by the men students.
7. College Graduate Courses—C. P. Colgrove.

*Resignd March 15, 1910.

**Resignd May, 1910.

8. Lecture Course—G. S. Dick, Charles H. Meyerholz, Frank Ivan Merchant.

9. Musical Festival—J. B. Knoepfler, S. A. Lynch, Ira S. Condit, Lillian V. Lambert, Myra E. Call, C. A. Fullerton, John Ross Frampton, B. W. Merrill, Robert Fullerton.

10. Disciplin and Work of Students in Teams of all Kinds—H. H. Seerley, R. F. Seymour, S. A. Lynch, Ira S. Condit, Sara M. Riggs, G. W. Samson, S. F. Hersey.

11. Credits Accepted from Other Educational Institutions—D. S. Wright, G. W. Newton, W. W. Gist, Louis Begeman, Sara F. Rice, Myra E. Call, G. W. Walters.

12. Viseing Committee on Scheduling of Students—G. W. Walters, G. W. Newton, Sara F. Rice.

13. Golf House and Grounds—A. C. Page, J. B. Knoepfler, C. S. Cory.

14. Museum—M. F. Arey, G. W. Newton, G. W. Walters.

III. General Committees.

1. Committee on Students applying for College work when they have entrance deficiencies—Ira S. Condit, W. W. Gist, Sara F. Rice, Louis Begeman, E. J. Cable.

2. Advisory Committee to College Examiner on Students coming from non-accredited high schools—J. B. Knoepfler, Frank Ivan Merchant, Henrietta Thornton, Sara M. Riggs.

3. Advisory Committee to Dean of Women—Sara F. Rice, Lillian V. Lambert, Bertha L. Patt, George S. Dick, Ira S. Condit.

4. Hospital Committee—Dean of Women, Matron and Hed Nurse, Secretary of the College.

ORGANIZATION OF THE WORK OF EACH TERM.

There will be a business session of the Faculty on the first floor of the Gymnasium the opening day of each term, from 8:00 a. m. to 4:00 p. m. At this time and in that place every member of the Faculty will be on duty to enroll and schedule the students for the class work. There will be an adjourned meeting of the Faculty for the second day of the term from 1:30 to 3:30 p. m. in the same place to enroll and schedule any who may be late and to correct or change schedule cards that may need modification.

Penalty for Tardiness in Enrollment.

All students who enroll any other time than the first day of the term will be charged a fee of one dollar for the extra service thus rendered, as the Management is much annoyed by irregular enrollment. In certain cases this fee is returned by the Board of Education, provided it is established by the applicant that the reason assigned belongs to one of the following causes:

1. Teaching school at the time and for that cause unable to be present the first day.
2. Personal illness, certified to by a physician.
3. Impossible conditions such as would be caused by serious illness or death in the family, railway delays that are caused by storms or accidents, and circumstances that render appearance at the time unwise or imprudent.
4. New students who enroll for the first time and who had no knowledge of this regulation or of the exact dates announced for the opening of the term.

Necessary Conditions in Enrollment.

1. Payment of Term fee of \$5.00 to the President's Secretary.
2. Filling out of the enrollment blank and presenting it to the President for permission to be examined and scheduled.

3. Visit the teachers with whom the student takes work and secure enrollment in the classes desired and receive the signatures of the teachers on the schedule card.

4. Deposit the Schedule Card at the table of the Viseing Committee and have the card stampd as accepted as to quantity of work.

Regulations as to Credits and Scheduling.

1. All subjects of study constitute full credit work. It is assumed that students will choose some specific course and conduct work to that end. Where the branch can not require the time and attention thus demanded for a credit, the Faculty may give it less valuation upon a course.

2. Practis in Teaching for at least a year constitutes credit work in the fullest sense. In cases where students are excused from such special training an equivalent in other credits will be required.

3. Physical Training and Literary Society Work constitute a part of each course, but are not counted in the number of total term credits that grant diplomas to graduates. This is not because they are of less importance, but because they are different in nature and purpose from regular assignments of study and school work.

4. All data used by the examining committees in determing entrance qualifications of students on first enrollment shall be recorded in the books of the school before being returnd to the student.

5. Test examinations are given by the several departments at the opening of each term. Formal application for such test should be made to the president's ofis after enrollment.

6. All members of senior classes should report to the Director of the Training School for assignment to work in Practis in Training.

7. Students selected to do any special work such as intercollegiate debating, oratorical contest, etc., should report this fact upon their schedule card in the ofis of the president.

8. All students not college or high school graduates or holders of state and uniform county certificates of first or second grade are required to take an examination in spelling at the time of original enrollment to prove that they can satisfy the conditions imposed by the laws concerning teachers' certificates.

9. High school graduates must take Rhetoric during the first year's attendance upon the school. This should be during the first term if it is possible to thus be obtained.

Organization of the Faculty.

For business and professional purposes the teachers are grouped into departments, each group being required to work in harmony and avoid duplication of work. These groups have complete authority over the work assigned to the respective departments, subject only to specific actions of the Board of Education, and to the general regulations adopted by the Faculty for the government and direction of its members.

The following groups of teachers are now recognized:

1. Professional Instruction.
2. Training in Teaching.
3. English
 - a. English Language.
 - b. Rhetoric and Literature.
 - c. Elocution and Public Speaking.
4. Geometry and Surveying.
5. Mathematics.
6. History.
7. Government.
8. Economics.
9. Latin and Greek.
10. German and French.
11. Chemistry.
12. Physics.
13. Natural Science.
14. Manual Arts.
15. Art.
16. Home Economics.

17. Commercial Education.
18. Public School Music.
19. Voice.
20. Pianoforte Music.
21. Violin, and Orchestral and Band Music.
22. Physical Education.

**GENERAL REGULATIONS OF THE COLLEGE
ADOPTED BY THE STATE BOARD
OF EDUCATION.**

FACULTY AND OFFICERS.

1. The teaching force of the school shall consist of the President and such number of heads of departments, professors, assistant professors, instructors and assistants, as the necessities of the school may require. The Faculty shall be divided into groups, and the teachers in each group shall work in harmony in order to economize the time of the students and accomplish the best results. The authority of these different grades of teachers varies with their responsibilities. The heads of departments are executivly in charge of department work and are responsible to the President and Board for conditions that exist. Where there is no head, the professors of a department are co-ordinate. The professors are responsible for the management of the work assignd and are presumed to be competent to successfully conduct the same. The assistant professors have charge of the special work assignd them, subject to the advice of the professors of the department, and have the right to vote on all Faculty business, excepting the organization of the courses of instruction. The instructors have charge of the work assignd them, subject to the President and Faculty when there is no professor in the department. The critic teachers and other assistants are subject to the direction of the departments to which they are attacht by their work.

2. The President and professors shall constitute the governing Faculty, whose duties it shall be to prepare the courses of study and rules and regulations for the various operations of the school and the management of the students, and report the same to the board for

adoption. They shall possess full power for the government and disciplin of students.

3. The President shall have general supervision and control of all departments of the school.

4. All members of the Faculty desiring to be temporarily absent from the school during term time must secure permission from the President of the school, and he shall report to the Board at each meeting all such absences, together with the cause for such interference with the assignd work. For extended absence it is necessary to get permission thru an action of the Board.

THE STUDENTS.

1. **Obedience.**—Students are required to be punctual in attendance, to conform implicitly to the rules and regulations of the school, to be diligent in study and faithful in all matters pertaining to the work undertaken to be done.

2. **Recitations.**—Students must attend regularly all the recitations to which they are assignd. Omission of classes when at school, without previous excuse, is to be regarded as a most serious offense. There can be no student visitation of classes, even when not otherwise engaged, without permission of the teacher in charge.

3. **Chapel Exercises.**—Chapel exercises will be held each day during term time. All students are required to be present at these exercises to hear the announcements and the directions of the President.

4. **Instrumental Music and Instruments.**—Students desiring to take Instrumental Music, or to use instruments, must make arrangements with the President. 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.

5. **Alcoholic Liquors, Narcotics, Games of Chance, Firearms.**—Tobacco-using hinders intellectual progress, is unbecoming in a teacher, makes the user unacceptable

to parents and school boards, and it ought not to be used in any form by the students. The indulgence in intoxicating liquors is regarded as a serious offense, and is absolutely prohibited. No student during the term he is in attendance shall use any intoxicating liquors as a beverage; nor shall any student be present at or frequent any place where intoxicating liquors are sold or used as a beverage. Any student found guilty of violating these provisions shall be suspended from attendance upon said school. Games of chance or other amusements that hinder study and injure the work must not be indulged in by the students. The carrying of firearms by the students can not be allowed. These offenses are specially to be avoided.

6. **Leaving the Institution.**—Students compelled by any cause to leave school before the close of a term must get a formal dismissal from the President. Failure to leave thus formally suspends a student from future attendance at the institution.

7. **Literary Societies.**—All students, unless excused by the department of English, and such excuse filed at the President's office, are required to do such rhetorical work as may be designated by the Department. Those who are members of literary societies and who do equivalent work therein, are thereby excused from other rhetorical work. It is expected that much care and attention will be given to literary society work, as the purpose is to improve the students in composition and delivery. A special record of such work will be kept by the Faculty on the report of the officers of these literary societies and the department of English, such record becoming a part of the scholastic record of the students concerned.

8. **Recommendations.**—Official written recommendations certifying to students as teachers can not be granted by members of the Faculty as endorsements by the school, as the diplomas and certificates of the institution are the only regular official recommendations that are given. Official statements of the work of students

will be sent by the President to school superintendents, school boards and parents, on request.

10. **Study Hours.**—Student life and success calls for systematic and careful study of the lessons assignd. For that purpose, it is expected that all vacant periods of the school day and the hours of the evening from 7:00 to 10:30 p. m. will be thus faithfully employd. Success is impossible unless this kind of disciplin is earnestly and sincerely maintaind.

Students who are not able or who are unwilling to thus disciplin themselvs are not desirable members of the school and their attendance may be discontinued by the Faculty. Students failing in their work for two consecutiv terms can not attend longer without permission of the Faculty until after the expiration of a year.

11. **Mingling of the Sexes.**—The curtesies and requirements of good society and of good morals apply to the management of the students in respect to personal association, so far as the conditions under which the students live make possible. It is expected that under no conditions will lady students permit gentlemen to call upon them in their lodging rooms, and persons keeping boarding-houses are held responsible for such violations, the Faculty holding the right of forbidding students to lodge at places where these reasonable conditions are not enforced. It is also expected that students will not be away from their rooms at night or other unreasonable hours, but that they will do all they can to maintain not only a good character, but also a good reputation. Many things that could be permitted at home under the care of parents can not be allowd here, and students violating such special provisions will be considerd not fit persons to recommend as teachers, and their connection with the school may be discontinued by the Faculty. Admonition is given when necessary, and it is always expected that thereafter no further cause will be given for criticism or advice. If heed is not given by students to such requests from any member of the Faculty, the person so transgressing is disciplind.

12. **Program of Week's Work.**—There will be six recitation periods daily, during regular terms, of fifty-five minutes each, four in the forenoon and two in the afternoon. During the summer term, there will be four recitation periods in the forenoon and one in afternoon. The following is the program for the year 1910-1911.

First Recitation Period—8:00 to 8:55.

Second Recitation Period—8:55 to 9:50.

Chapel—9:50 to 10:20.

Third Recitation Period—10:20 to 11:15.

Fourth Recitation Period—11:15 to 12:10.

Recess—12:10 to 1:30.

Fifth Recitation Period—1:30 to 2:25.

Sixth Recitation Period—Except Fridays—2:25 to 3:20.

Literary Society Work—Fridays, 2:25 to 5:00.

Musical Organizations—Mondays, Tuesdays, Wednesdays, Thursdays, Sixth Recitation Period.

FACULTY REGULATIONS AND DIRECTIONS.

1. Conversation is not permitted at any time in the library, as it results in confusion and prevents business.

2. During all vacant recitation hours, students are expected to be in the library for study so they can be found if wanted.

3. Loitering or loud talking in the halls or cloak-rooms is forbidden at all hours.

4. Students should mark plainly books, wraps, hats, caps, overshoes, umbrellas, etc., so that they may be identified. These should not be left in the halls or cloak-rooms on the supposition that the school is responsible. Due diligence will be used to protect property, but there can be no responsibility.

5. The city residence of every student is required at the offis. In case any change is made, it should be reported at once to the President.

6. Every case of sickness should be reported promptly to teachers and also to the offis, giving information as to the physician in charge.

7. In passing to and from all classes, all students shall keep to the right, and refrain from conversation. In case it is necessary to cross a column, they should stop until they can proceed according to this rule.

8. Reasons for absence must be written upon the special form required, and a duplicate left at the office. These excuses are to be exhibited to the teachers where absence has occurred. If they accept the excuse as sufficient, it may yet be necessary, at the option of each teacher, for the delinquent student to make up the work by recitation at the assigned time given to individual instruction.

9. Senior addresses must be ready for rehearsal one week before they are to be delivered.

10. Society and rhetorical exercises are due to the Faculty Advisor the Monday morning before the time of appearance upon the programs.

OTHER GENERAL AND SPECIAL FACTS CONCERNING THE STATE TEACHERS COLLEGE.

Expenses and Fees.

It is the plan of the management to conduct the institution with as little expense to individual students as possible because of the fact that the vocation of teaching does not offer extraordinary inducements as a business occupation, the salaries of teachers being uniformly small. It is for this reason that the state has provided whereby the actual expenses paid to the Teachers College by each student are exceedingly small in comparison with the total expenses per student that must be provided in conducting the work. The fees that are charged are collected on the theory that anyone with ambition, reasonable spirit, and prospects of largeness in the vocation would wish to pay something towards the maintenance of the work, and that these payments should be used for the improvement of the facilities of the school. With this thought in mind, the following tables of expenses are announced:

I. Entrance Fees.

1. The enrollment fee for all students who say it is their intention to teach in Iowa is \$5.00 per term. An extra fee of \$1.00 is charged for enrollment after the first day of the term. This is to compensate the College for the extra trouble imposed.

2. Should any person enroll at the College whose intention is not to teach in Iowa, or who becomes a special student in order to pursue particular lines of study without planning to follow teaching, the enrollment fee is \$10.00 per term.

3. In case the student withdraws from school because of personal illness, it is customary that an equitable part of the fee be returned. When the fact of illness is not able to be positively known by the President, 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.

II. Laboratory Fees.

1. Students in Chemistry have no fees for first-year work. Beyond the first year they pay a fee equivalent to cost of the materials used. Breakage must be paid by the student as he is responsible for material and apparatus loaned for experiments.

2. Students in Zoology or other sciences pay for the materials used by them in laboratory work, the expenses 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 Home Economics Courses are given free instruction in laboratory work. Those who prove work by test examinations pay the approximate cost of materials used by them. Students not preparing to teach home economics are admitted on payment of cost of laboratory expenses in addition to term fee charged all students provided there is room in the laboratory for them.

III. Music Fees.

1. Private lessons for the term at the rate of one lesson a week will be given by the piano, voice and violin teachers at the following term rates, payable on registration:

Harmony—Mr. Merrill, \$12.00.

Violin—Mr. Merrill, \$12.00.

Piano—Mr. Frampton, \$12.00.

Instructor, \$9.00.

Voice—Mr. Robert Fullerton, \$18.00.

Miss Childs, \$12.00.

Instructors, \$9.00.

Mr. Fullerton and Miss Childs, classes of three pupils, each.....60 cents.

2. Piano rent is \$2.00 a term, allowing one hour practis each school day; half time at half rate. If more practis hours are taken, a proportionate fee is charged. The fees for piano rent are to be paid at the President's offis, where assignment of pianos is made.

IV. Diploma Fees.

At the opening of the year in which the student expects to graduate, a formal application filed at the President's offis is required. With the application there is a diploma fee which is returned to the student if, for any reason, graduation should not be accomplisht. The diploma fee is charged because of the fact that it is necessary to give quite a large amount of attention to those who complete their work during the Senior year, and besides that, it is expected to cover the expenses of commencement, there being no object of making an income for such source.

1. Diploma fee, in either the general or the special courses, \$2.00.

2. Certificate fee for all students graduating from two years certificate courses, \$1.00.

V. Locker Fees.

Private lockers are rented to students at the rate of 25 cents a single term, with reasonable deposit for key.

The deposit is repaid to the student when the key is returned.

THE COLLEGE HOSPITAL.

The College maintains a hospital for the benefit of its Faculty, Students and Employes. Its management is conducted on as economical a basis as possible and provides 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 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 of the first Saturday of each term, or on the day of enrollment, are granted first consideration as to admission in cases of illness, and are required to pay \$3.00 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 the services of any legally authorized physician that 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 such is desired, at an approximate rate of \$4.00 a week.

3. Those who do not pay the Hospital Insurance Fee as is authorized by the regulations, are granted the privileges of the hospital, provided there are accommodations for them, being required to pay \$7.00 a week during the time they are patients. The same regulations as heretofore given for insured patients are in force as regards the employment of physician or private nurse.

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 the managers of lodging and boarding houses.

LITERARY SOCIETIES AND RHETORICAL EXERCISES.

In all the courses of study offered to teachers there is a requirement of rhetorical work to be completed during each term of certain years of the attendance of the student. This work is commonly done in the incorporated literary societies, and covers all kinds and varieties of applied English work, such as orations, recitations, debates, essays and discussions. Admission to these incorporated literary societies is regulated by the societies themselves, but the English Department must decide by a preliminary test as to who is eligible to such membership. This test consists of the preparation of a manuscript which will show the English language qualifications of students. Cards are given to those who can be accepted into membership. For such persons as are not members of the voluntary societies other rhetorical organizations are conducted by the English department, in which such work is done under special supervision.

Members of the literary societies are expected to do this society work as carefully and promptly as any other required work. Failure to comply with this requirement will prevent graduation and may cause the Faculty to discontinue the student's attendance at the school. On the other hand, careful, conscientious work in the literary societies, with due attention to decorum, curtesy and parliamentary rules, is an earnest of future success as a teacher.

The following are the incorporated societies organized at present: The Philomathean, the Aristotelian, and the Orio are composed of young men; the Alpha, the

Shakespearean, the Cliosophic, the Neotrophian, the Zeta-lethean, the Ossoli, the Chrestomathian, the Delphian, and the Eulalian are composed of young women.

These all possess fine halls and their work is of a superior grade, as the success attained shows.

TEXT BOOKS USED.

It is impossible to give a complete list of text-books that are used in the various classes, as changes are frequently made whenever improvements occur, in accordance with what the different classes may need and the work undertaken may demand. Students will find, however, that all good text-books will be useful. Tho there is a book assigned to study, yet the recitation requires much more than is contained in any single text-book, and several books on the same subject will be found always useful and often essential to the best results.

The methods of teaching and study used in the school are laboratory in character, and it is impracticable to state in this circular what and how much work is required to prepare one for a satisfactory text examination, as no one text-book on any subject contains all that is certain to be required of a student by any department in order to be well enough qualified to omit the subject from his course in the school. Hence, to prepare for taking advanced standing by examination, a student needs to know the subject of itself and to have studied quite broadly, and not be guided by any special text-book as a criterion.

SPECIAL CERTIFICATES.

Special certificates are granted by the authority of the Departments with the approval of the Faculty for individual work in a few particular lines where decided excellence has been shown or where the student is not using the credit to complete a special course.

These certificates state the training, education, and accomplishments of the student, recommending him as a teacher for public schools. To secure such recognition requires the recommendation of the department and the approval of the President, as the certificate is signed by both.

The following certificates have been heretofore granted:

1. For Vocal Music Study and Teaching; (a) Teachers' Course, (b) Voice Culture.
2. For Instrumental Music; (a) Piano, (b) Violin, (c) Orchestra.
3. For Taxidermy.
4. For special kinds of Manual Arts work.
5. For types of Home Economics work.
6. For Penmanship and Bookkeeping.
7. For Training and Skill as a Critic Teacher in the Training School.

SPECIAL STUDENTS.

Persons who are holders of first grade county certificates or are graduates of high schools, or possess the equivalent scholarship, who wish to enter for purposes of special study for a limited time, are permitted to make selections from the term program under advice of the Faculty, it being understood that they are not relieved from the English work or from Physical Training unless excused by said departments. Occasionally, also, persons who are not expecting to teach wish to study in the school for a short time. Such persons will be granted the privileges of the school on payment of \$10.00 tuition fee per term. No special arrangement can be made for such classes of students, as they must take work regularly organized. The several courses of study as will be hereafter outlined are open to all students for entrance at any stage, it being understood that those who come here with a view of completing a course, who give satisfactory evidence by examination or otherwise of proficiency in the subjects considered, are granted release from class

work in such subjects at the Teachers College. The determining of these questions is entirely in the hands of certain committees organized for that purpose, or, if not a matter referred to the committee, is in the hands of the several departments. But in every case the Faculty must be satisfied in all respects that are necessary to prove the capability of the student to the rank desired.

WORK DONE IN OTHER SCHOOLS.

When students come from good, standard colleges they are admitted on trial so far as the work done in Freshman to Senior classes is concerned. In the course of time, after acquaintance with the individual, the Faculty is qualified to decide in reference to the acceptance of said work, so that the credentials that they file always give them such rank as their success in this school justifies. Work done under the supervision of colleges in preparatory or academy departments is granted the same recognition as is conferred upon graduates of high schools, and such students will be classified in such courses on presentation of their credentials.

Since the State Teachers College has been founded to instruct teachers in the methods and principles of public education, this line of work is always necessary in addition to the knowledge of the subject-matter of the text, as the function of this College is to give the later and more scientific treatment to all questions that have to do with public education as called for in systems of public schools.

THE TRAINING DEPARTMENT IN ACTUAL TEACHING.

The work under the supervision of the Training department in actual teaching is managed with liberality

and is particularly planned to give teachers critical supervision and assist in developing the proper attitude, spirit, and efficiency of a teacher. This department consists of a Kindergarten, Primary School, Grammar School and Secondary School all conducted by a director, assisted by such supervisors, critic teachers, and critics in training as are important in the organization and management of the work.

Students applying for graduation are required to give attention to the phases of this work to which they afterwards expect to devote their lives; the selection of kindergarten, primary school or advanced work being according to their fitness, interest and capability. Their training work is done in the presence of experts, who make a study of the best methods to correct errors, to develop lesson plans, determining methods and powers of these teachers in training. Lectures, lessons and criticisms are given to the teachers thus in training, individually and in classes. There is no department of the College conducted on a higher plane or that has more practical value to the students who are enrolled, since they can be assured that if they are successful in this department they will be able to successfully manage the work they will undertake afterwards in public schools. All statements made by the Faculty in reference to students, recommending them for teachers or endorsing them for their fitness as teachers are determined (1) by their scholarship, (2) by their efficiency in the classroom, (3) by their personality, (4) by their adaptability to specific kinds of work so that the degree of promise is able to be reasonably estimated when inquiry is made of the Faculty concerning the progress and probability of success.

The course of study in this department includes all of the work that is generally found in the elementary grades of the public schools, the Training department being made up of children from the community in which the work is conducted on plans similar to the best public schools. The so-called seventh and eighth grades are given different treatment and assignments than is uniformly decided as belonging to public schools. This reorganization has come about because of the desire of the manage-

ment to conform to the mental needs of the pupils of those ages much better than the common curriculum permits. It is recognized that fashion, custom and precedent have determined largely the subjects of study that generally are given to the pupils of these ages. Six years of experience has established the fact that certain so-called high school branches, like English Literature, Latin, German, Elementary Algebra, Elementary Rhetoric, Physiography, stories in History and certain Science studies are much better adapted to the needs and interests of the children of the seventh and eighth grades, than the extremely difficult subjects of Higher Arithmetic, technical English Grammar, and systematic U. S. History, there being no more difficult subjects in the curriculum of the Teachers College than these, which are commonly required of adolescents. This new curriculum permits a large amount of training in high school teaching, so that the students who attend and train can have the privilege of teaching actual high school subjects. It is not claimed that this new curriculum is the only one possible, but it is claimed that it saves both the time and the energy of the pupils, and at the same time gives them more happiness, more opportunities in life, and advances them more than a year in their progress beyond the old curriculum which conforms to custom. This new course of study is a sensible one in the fact that it is adapted to the mental caliber, development, and interest of children, and as a consequence, there is a different spirit, different progress, and different difficulties than would commonly be found in public schools, the question of discipline not being anything like as important as would be expected to be necessary in the seventh and eighth grades. It is to be noted that the spirit is more kindly and well disposed, the progress more real and satisfactory, while the difficulties are nothing in comparison to those customary in these grades. The cause for these things is a sane curriculum that suits the needs of the children.

The following schools now exist and are managed by the supervisors, who are full members of the Faculty:

1. **Secondary Grades, Preliminary Year.**—This

division of the training school consists of young men and women of fifteen years or over who have the mental development in most cases of an adult. They need elementary scholarship, and they are not prepared to enter upon a course of study offered elementary teachers. At the same time, they desire to become teachers. These persons are organized into classes, and are given a course of study that is preparatory to the third grade uniform county certificate. This enables them to be taught according to the development of their mental powers, and they acquire more readily such subjects as Arithmetic, English Grammar, systematic U. S. History, etc., because it conforms to their need and their development. From these classes promotions are made from term to term to the regular classes of first-year courses.

This preliminary school work is so organized that it is possible to give country school graduates and others prepared to go forward with Algebra, Physical Geography, General History, English Composition, German, Latin, and kindred subjects a well defined course especially adapted to their needs. After entering the College there is opportunity for taking additional work so that the equivalent of a complete high school course may readily be obtained while having the advantage of professional training, a superior library, good laboratories, and all the general opportunities of culture afforded by a large and well equipped school.

2. Grammar and Secondary Grades.—In these schools are found, as already mentioned, all the grammar and secondary school studies usually denominated as fourth to twelfth grades. There are also classes in which seventh and eighth grade work is maintained on the basis that has already been mentioned. Free books are granted to all pupils of these grades because the Training School has a contract with the city of Cedar Falls which provides for the instruction of said pupils on the same basis as in the public schools. Reports are also made from this department to the city superintendent the same as would be in a ward school.

3. The Primary Grades.—In these grades are found

pupils from the first to the third grade. They are taught under the direction of the most successful teachers obtainable. The methods used are of the very latest and best approved. The results of this work have been such that not a single teacher who has been trained has not proved strong and successful. Free text-books are used in these classes, but the latest and most satisfactory are the only ones permitted, changes being made to secure the best opportunities to the teachers in training and to the children of the school. The pupils in these classes belong to the district near the College, and it is, in reality, a regular public school.

4. **The Kindergarten.**—In these classrooms are found children who are from four to six years of age. These children being unfitted by age or development for real primary work are admitted, the only limit being the capacity of the school. Applications to enter must be filed with the supervisor and attention is given in the order of application. No fees have been charged for such work during the past year, and these pupils are not under the supervision of the city schools, as no contract exists between the Teachers College and the district in reference to them. The object of maintaining this Kindergarten is chiefly to enable the College to train properly those students who are able to be developed into kindergartners, a class of this kind being organized and trained each year.

SPECIAL COURSE FOR THE TRAINING OF CRITIC TEACHERS

For some years this College has trained most of its own critic teachers by one or more years of study and work in the training department after the completion of the regular advanced courses in this institution, always recognizing public school experience and advanced degrees as essential to good critic work. The management and organization of the training school has been of such a character that critics in training have had charge of rooms in which children are seated and have

been able to observe the teaching that is in progress under the daily direction of the critic teachers. This plan has permitted them to develop gradually into assistant critics and to finally be enabled to qualify for critic work in training schools. The success of this special work has been so notable that the coming year offers opportunity for a larger class than usual of teachers training to be critics. The kind of training thus afforded will be differentiated into that of kindergarten critic, primary critic, grammar grade critic and secondary school critic, according to the qualifications and personal temperament of the student seeking to be trained. This plan briefly explained constitutes a course beyond graduation from the Teachers College, and will involve the mastery of problems in teaching, lesson plans, illustrative lessons, success in the work of individual pupils, room management, class conduct and school administration. None of this work constitutes a credit upon any other course in the College, and those who undertake it must have already attained to the scholarship, general culture and training that graduation from the Teachers College can insure. It is very noteworthy that there is a growing demand for such critic teachers as are thus specially trained. The work of assistant in training departments and for supervision of grade work in cities is of increasing importance so that such teachers will have good opportunities for remunerative employment in this particular line after completing such additional preparation.

For completing satisfactorily said course of preparation a special certificate as a critic teacher will be granted by the Department of Training in Teaching.

DISTRICTS WHOSE PUPILS ARE ENROLLED.

Admission to all these training schools depends upon the following conditions: (1) All pupils of school age in the territory of the independent school district of Cedar Falls south of Eighteenth street belong to the

training school and are taught free the same as in public schools, a contract for such purpose existing between the school board of Cedar Falls and the State Board of Education. (2) All pupils of school age, residents of the rural independent school district No. 5, Cedar Falls township, are admitted to training school classes free according to contract existing between the school board of said school district and the State Board of Education. (3) All other pupils who are competent to be admitted to either of these schools will be received at the rate of \$5.00 a term of twelve weeks, the fees for each term being paid at the President's office before entering the school.

PUBLIC LECTURES AND ENTERTAINMENTS.

The students have the privilege, at cost, of attending a fine course of lectures, concerts, and entertainments each year. These courses are sold at a low price in consideration of their merit, because there are so many tickets sold. There is no better arrangement anywhere than is found possible to maintain here, so that the educational advantages are greatly increased. During the past year the following has constituted the regular course of lectures and concerts.

1. Maude Ballington Booth, Salvation Army Lecturer, November 10.
2. Maud Powell, Violinist, November 18.
3. Mr. Joseph K. Griffis (Tahan), Indian Lecturer, December 4.
4. David Bispham, Barytone, January 14.
5. Mrs. Garghill Beecher, Reader, March 18.
6. Bishop Robert E. McIntyre, Lecture, March 25.

During the past summer term the school offered the following course of lectures and entertainments free of charge to students enrolled:

1. C. W. Seymour, Historical Lectures, June 16 and 17.
2. Ernest Gamble Concert Company, Concert, June 25.
3. W. Howe, Shakespearean Reader, July 2.
4. Dr. E. A. Ross, Lecture, July 16.

In addition the students and Faculty have given the following programs:

1. Dr. A. E. Winship, Lecture, October 12.
2. Zeta Open Session, October 15.
3. Dr. George Whitaker, Lecture on Tuberculosis, October 22.
4. Ames Debate, November 5.
5. County Fair, under the auspices of the Y. W. and Y. M. C. A., November 13.
6. Clio Open Session, November 22.
7. Gilbert McClurg, Lecture on Texas, December 11.
8. Women's Oratorical Contest, December 17.
9. Sacred Concert (The Messiah), by the Choral Society, December 19.
10. Chresto Open Session, January 28.
11. Orchestra Concert, February 4.
12. Preliminary Oratorical Contest, February 11.
13. Mrs. Katherine Oliver McCoy, Reader, February 14.
14. Edward Abner Thompson, Hiawatha entertainment, February 18.
15. Kathryn Roberts Concert Company, February 28.
16. Annual Exhibition of the Department of Physical Education, February 26 and March 5.
17. Minnesingers Concert, March 4.
18. May Music Festival, Concerts by Thomas Orchestra, Chorus in "The Crusaders" and "Olaf Trygvasson", May 25 and 26.

MORAL AND RELIGIOUS INFLUENCES.

The management of the school is in conformity with the best training in morals. Conduct of the best kind is required in all respects, while the highest motives are urged in reference to all transactions. The school has an assembling of the students each morning during term time. Appropriate brief devotional exercises are held previous to the daily transaction of business. Encouragement is given to the work of the students in all respects that lead to the development of moral and religious character. Opportunity is given them to hold all kinds of meetings that contribute to these higher interests, for which work student organizations are maintained.

Y. M. C. A. and Y. W. C. A.

Effective organizations of the Young Men's Christian Association and of the Young Women's Christian Association exist. Under their guidance much social and religious work is accomplished. General prayer-meeting occurs Wednesday and Sunday evenings; Bible leaders' meeting, Thursdays; Bible study, Sunday mornings. Strangers and new students are cordially received. Mission study circles are organized and weekly meetings are held. No school in Iowa has more active religious work in progress, and none is more successful in influencing students to undertake and maintain a life of high moral and religious culture. The Y. W. C. A. maintains a general secretary whose salary and support is provided by the members.

Authorized committees of these associations will meet the trains at the opening of each term to welcome the stranger and render any kindly service that is possible. The Y. M. C. A. has an office in Central building, first floor, and the Y. W. C. A. has similar headquarters on the second floor of the same building.

The Newman Catholic Association.

This society is composed of the Catholic students of

the College. It is a prosperous and helpful association, conducted with a purpose to contribute to the personal happiness and good fellowship of all who co-operate with its members. Weekly meetings are held, a number of periodicals are taken, a special library is maintained, and much good work is in progress to make the life of the students cordial and co-operativ.

BOARDING AND LODGING.

The school does not maintain a boarding department. The majority of students make their own arrangements without advice or assistance, as there are plenty of good places near the school where they can get suitable and satisfactory entertainment and accommodations.

There are many good boarding-houses near the institution especially erected for students' accommodation, which are well managed and convenient. They are to be preferred on account of their nearness to school, literary society meetings, library, lectures, public entertainments, and other school exercises. The expense at these boarding-houses is according to room and other individual favors. Lodgers, as a rule, are expected to furnish their own bedding, towels, napkins. It is well to have everything understood in making contracts for room and board, so there can be no after misunderstanding in reference to the business, since all settlements are governed by the contract made.

Boarding in clubs is practiced and is very popular, because it is somewhat cheaper. The members of these clubs report that the total expenses of a student are often kept within \$3.75 a week. The clubs are controlled entirely by the students, so far as the food furnished is concerned. New students desiring such arrangements can usually make them after they come. Students intending to select such a plan will find it essential to be here a day or two before opening day to complete their plans, secure their rooms, and get ready for their work. It is much more satisfactory to students that they make all their own ar-

rangements. By coming a day or two before term time they will be enabled to have some choice of rooms and boarding places.

Engaged rooms are not ordinarily held by boarding-houses beyond the day of the opening of a term, as parties leasing rooms should not be deprived of a favorable opportunity of disposing of them. Hence, persons delayed for any unavoidable reason should write or telegraph to that effect to the party with whom they expect to room, guaranteeing their coming. The officers of the school cannot undertake to attend to such business in the rush of the work of opening the term.

Finding Rooming Place.—It is always best to inspect the rooms obtainable and make contracts in a business-like manner so that no mistakes may occur or dissatisfaction with contract occur. The president's office will give all the information possible to those seeking rooms, but seeing and deciding for one's self is the only good way. At times persons who are employed by certain boarding-houses go to the stations and solicit patrons, giving the impression that they represent the College and have authority to locate students. At other times they meet the trains before they reach Cedar Falls and endeavor to arrange with students before arrival at the city. This is entirely unnecessary and such persons are not authorized to do this work, and students dealing with them are warned against such methods. The best boarding houses in the best locations do not need to employ such agents and such solicitation should be recognized as of doubtful purpose.

TRANSFERS OF PASSENGERS, BAGGAGE, ETC.

Licensed hacks and omnibuses, under the supervision of the city authorities, meet passenger trains and convey persons and baggage to any place in the city for from twenty-five to thirty-five cents, according to distance. The trains of these special days will be met by baggagemen

from Cedar Falls, who will exchange checks and receive orders to deliver baggage at the boarding-houses in the city at twenty-five cents per trunk. These baggagemen represent licenst baggage lines and are responsible. It is well to know with what person and what line you do business as at times there are unexpected delays. Students who come at other times than these special days will find the regular omnibus and hack lines always redy to curteously serv them. There is fifteen-minute street car servis in the city of Cedar Falls from early morning to midnight each day. This servis reaches every part of the city. In cases where arrival is by night trains, or when there is no representativ of the school at the station, as sometimes occurs because of belated trains or inclement wether, strangers are advised to leave their baggage at the station and go to Burr's Hotel, where arrangements have been made to entertain them. Student rates will be granted if they register as such and make themselvs known to the propriator.

MARKING BAGGAGE.

Every piece of baggage should be labeld by a card tackt to it, giving its destination. It should be markt as follows: Owner's name, and then add, "Care of Iowa State Teachers College, Cedar Falls, Iowa." By giving attention to this, promptness in delivery is assured, and tracing lost baggage is made less difficult. Cards suitable to be attacht to baggage will be sent on application.

There is always baggage needlessly lost by inexperienced travelers making errors at junction points, and as a consequence, unplesant delays in its delivery at Cedar Falls. Hence it is especially urged that all the precaution possible be taken. If, for any reason, one's

baggage does not arrive at a junction the same time as the passenger, and there is necessity to recheck it at this place, and at times also arrange for it being transferd, make all arrangements with the station agent, taking the number and description of the baggage check surrenderd so the baggage can be more quickly traced should it not be forwarded promptly.

RAILWAY TRAINS.

The Chicago Great Western Railway has been meeting its main line trains at Wilson Junction at the opening and closing of terms, thus enabling students to reach Cedar Falls without delay. The Illinois Central Railroad and the Chicago, Rock Island and Pacific Railway give excellent servis on all their trains passing thru Cedar Falls. Every curtesy is shown students by the officers.

THE COURSE OF STUDY.

Requirements for Admission.

Applicants for unconditional admission to the College Course or the Junior College Courses, hereafter printed in detail, must be at least sixteen years of age and must present satisfactory records from accredited secondary schools showing a total of fifteen units of work in accordance with the standards approved by the Iowa State Board of Education. The term unit as here used signifies a year's work where the class hours are forty-five minutes, the number of class hours per week being not less than five.

Outline Of The College Course Giving Distribution Of Work And Directions Concerning The Opportunities Offered.

THE COLLEGE COURSE.

Degree: Bachelor of Arts in Education.

First Grade State Certificate Standard.

Entrance Requirements: Four Years Accredited High School..

Freshman Year.

A

1. Electiv.
2. Electiv.
3. Rhetoric.

B

1. Electiv.
2. Electiv.
3. Education I.

C

1. Electiv.
2. Electiv.
3. Education II.

Sophomore Year.

A	B	C
1. Electiv.	1. Electiv.	1. Electiv.
2. Electiv.	2. Electiv.	2. Electiv.
3. Education III.	3. Education IV.	3. Prac. Teaching.

Junior Year.

A	B	C
1. Electiv.	1. Electiv.	1. Electiv.
2. Electiv.	2. Electiv.	2. Electiv.
3. Prac. Teaching.	3. Education V.	3. Education VI.

Senior Year.

A	B	C
1. Electiv.	1. Electiv.	1. Electiv.
2. Electiv.	2. Electiv.	2. Electiv.
3. Prac. Teaching.	3. Electiv.	3. Electiv.

Notes.—1. Unless Solid Geometry and two years of foren language are included in the credits filed from the secondary school, these must be taken as part of the College Course.

2. Students who complete the full college course shall receive the degree of Bachelor of Arts in Education and a First Grade State Certificate. Those who complete twenty-seven full college credits shall be entitled to the diploma of Master of Didactics, but shall not receive a State Certificate unless they have met all the requirements for such certificate demanded by the State Board of Examiners.

On the completion of eighteen college credits, students may receive the diploma of Bachelor of Didactics and a Second Grade State Certificate, provided the studies pursued by them in the secondary school and the Teachers College include all the state certificate constants as designated by the State Board of Examiners. In addition to the constants enumerated in the Freshman and Sophomore years, all candidates for either the Bachelor of Didactics diploma or the Master of Didactics diploma

must elect one additional term in each of the following subjects: English, History, Mathematics, Advanced Economics or American Government, Physics, and Practis Teaching. In planning electivs, students should notis that Trigonometry is a prerequisit to courses in college Physics.

METHOD OF CHOOSING ELECTIVS.

Majors.—It is necessary for the student who takes the College Course to select one major study with some one department. A major consists of at least two full years of work, thus covering six term credits. The different majors that are offerd are in the following lines. After the one major is decided the student is under the direction of the department in which the major belongs.

1. English and Public Speaking.
2. Mathematics.
3. Mathematics and Physics.
4. History and Political Science.
5. Latin.
6. German.
7. Greek.
8. Physical Science.
9. Natural Science.
10. General Science.
11. Any other arrangement of majors approved by the Faculty.

Maximum Credits of One Kind.—The largest number of term credits that is permitted from any one department shall be twelv. This is limited in order to keep a fair balance and insure broad general scholarship as well as specialization in some one line.

Other Studies.—All other electiv studies that are to obtain credit upon the College course must be selectd from the other departments and must all be pure College courses.

In addition there is allowed each term an art study such as music, manual training, drawing, cooking, penmanship or a lecture course as an extra hour of work, but such studies do not substitute for any of the thirty-six term credits required for graduation.

It is advised that a term of vocal music be placed on the schedule of each student the first term enroll in order to get ready for other music work that may be desired.

DEPARTMENT SUBJECTS IN THE COLLEGE COURSE.

This tabular arrangement gives the entire program of studies with the nomenclature adopted by the Faculty for the College Course.

The numbers by which the courses in the different departments are to be designated are given below:
Professional.

Required Work—

- I. First Term Psychology.
- II. Second Term Psychology.
- III. School Management.
- IV. History of Education.
- V. Philosophy of Education.
- VI. American Education.

Elective Courses—

- VII. Experimental Psychology.
- VIII. School Supervision.
- IX. Great Educators.

English.

- I. Rhetoric.
- II. English Literature.
- III. Shakespeare.
- IV. Epic Poetry in English.

- V. The English Romantic Movement.
- VI. The Development of the English Drama.
- VII. The History of the English Language and Anglo Saxon.
- VIII. Anglo Saxon and Middle English.
- IX. Literary Criticism.
- X. The Development of the English Novel.
- XI. English of the Nineteenth Century.
- XII. Theme Writing and Story Telling.
- XIII. Teachers' English.
- XIV. American Literature.

Public Speaking.

- I. Elocution I.
- II. Elocution II.
- III. Applied Drama.
- IV., V., VI. Repertoire I., II., and III.
- VII. Principles of Expression.
- VIII. Argumentation.
- IX. Oratory.

Latin and Greek.

Latin—

- I. Cicero (Cato Major) and Livy.
- II. Livy.
- III. Horace (Epodes and Odes).
- IV.-XII. Roman Life.
- XIII.-XV. Teachers' Latin.
- XVI.-XVIII. Elementary Latin for High School Graduates.
- XIX.-XXI. Vergil's Aeneid.

Note—Only Courses I. to XV., inclusiv, can be counted toward a Latin Major.

Greek.

- I., II. Lessons.
- III. Anabasis.
- IV. Plato.
- V., VI. Homer.

German and French.**German—**

- I. Lessons—Grammar.
- II. Lessons—Grammar.
- III. Immensee and Hoeher als die Kirche.
- IV. Die Journalisten.
- V. Wilhelm Tell.
- VI. German Prose Composition.
- VII. Emilia Galotti and Lyrics and Ballads.
- VIII. Nathan der Weise.
- IX. Iphigenie auf Tauris and Die Braut von Messina.

French.

- I. Lessons—Grammar and Pronunciation.
- II. Lessons, with reading easy French.
- III. L'Abbe Constantin, Le Voyage de Monsieur Perrichon.

Geometry and Surveying.

- I. Solid Geometry (Freshman Year).
- II. Surveying.

Mathematics.

- I. Higher Algebra I.
- II. Higher Algebra II.
- III. Trigonometry.
- IV. History and Teaching of Mathematics.
- V. Analytical Geometry.
- VI. Differential Calculus.
- VII. Integral Calculus.

Chemistry.

- I. General Inorganic.
- II. General Inorganic.
- III. Qualitativ Analysis.
- IV. Qualitativ Analysis.
- V. Quantitativ Analysis.
- VI. Quantitativ Analysis.

- VII. Special Methods in Quantitative Analysis.
- VIII. Household Chemistry.
- IX. Household Chemistry.
- X. Food Analysis.

Physics.

- I. Mechanics of Solid and Fluids.
- II. Sound and Light.
- III. Heat, Electricity, and Magnetism.
- IV. Teachers' Special Course.
- V. Sound.

Natural Science.

- I. Physiology I.
- II. Botany I.
- III. Hygiene and Sanitation.
- IV., V. Zoology I. and II.
- VI. Physiography I.
- VII., VIII. Geology I., II.
- IX. Mineralogy.
- X. Astronomy.
- XI. Commercial Geography of North America.
- XII. Commercial Geography of Europe.
- XIII. Influences of Geography upon American History.

Major—

- Zoology I.
- Physiography I.
- Geology I.
- Physiology I.
- Botany I.
- Hygiene and Sanitation.

History

- I. American History.
- II. English History.
- III. Greek History.

- IV. Roman History.
- V. Medieval History.
- VI. Modern History.
- VII. Eighteenth Century History.
- VIII. Nineteenth Century History.
- IX. Method History or Teachers' History.

Economics—

- I. Theory.
- II. Problems.
- III. English Industrial History.
- IV. American Industrial History.
- V. Commercial History of Europe.
- VI. Money and Banking.
- VII. Labor and Labor Unions.

Government.—

- I. American Government.
- II. American Constitutional History I.
- III. American Constitutional History II.
- IV. English Government.
- V. Modern European Governments.
- VI. International Law.
- VII. Constitutional Law.

Art.

- I. History of Architecture and Sculpture.
- II. History of Painting.

Manual Arts.

- I., II. Manual Training Methods.
- III. Organization and Economics of Manual Training.

Physical Education.—

- I., II. Anatomy.

THE PROFESSIONAL COURSE OF STUDY FOR COLLEGE GRADUATES.

The Iowa State Teachers College has developed professional courses for college graduates that deserve special recognition for their practical features and for their large professional helpfulness. College graduates of decided success in teaching can complete one of these courses by attending three successive summer terms and doing special assigned work during the interim. Before graduation they will need to establish proofs of their success being excellent and positive. Where practical teaching is omitted with the consent of the department, other professional credits may be substituted on arrangement with the department. Those not having this standard of success are developed and trained by the Practical Teaching department, which is in active work during the fall, winter and spring terms of each school year. For inexperienced teachers, the regular sessions are better adapted, as the training schools are then completely in session.

I. Professional Course in Education.

First Term.

1. Advanced Psychology.
2. School Management.
3. History of Education.

Second Term.

1. Philosophy of Education.
2. American Education.
3. Practical Teaching.

Third Term.

1. Experimental Psychology.
2. Great Educators.
3. Practical Teaching.

College graduates who complete this course will be entitled to receive the degree of Bachelor of Arts in Education and a First Grade State Certificate.

II. Professional Course with Electivs.

- | | |
|-------------------------------|-----------|
| 1. Education | 3 credits |
| 2. Training School Work | 2 credits |
| 3. Scholastic Studies | 4 credits |

Total required9 credits

Graduates of approved colleges can complete this course in one year, and will receive the diploma of Master of Didactics and a First Grade State Certificate, provided they meet all the requirements demanded by the State Board of Educational Examiners.

Observations on These Courses.

1. Some branches of the above work can be personal, individual studies, laboratory and library in character, on lines outlined by the Professional department. These studies are to be carefully made and results submitted to the department for examination, criticism and instruction. The library is so strong in Pedagogy that this work is of great and lasting professional value.

2. For entrance upon this course a complete detail of all the work taken at the college must be filed.

3. Substitutions will be granted for efficient pedagogical work taken at a college with a strong professional department. Great liberty will be allowed to such grade of students so as to enable them to prepare both wisely and well for the best public service in any special line of school work, but in every case a year's attendance at this college is required. Such students are excused from orations and literary society work if they apply to the Faculty for such release.

4. College graduates who wish Primary or Kindergarten training will be given a year's work on application and can graduate at the end of that time of residence, provided the work done is creditable.

5. Any college graduate interested in this course is requested to write for further information to the President of the Iowa State Teachers College or to C. P. Colgrove.

JUNIOR COLLEGE COURSES.

SPECIAL TEACHER PREPARATION.

Standards Required and Honors Conferd.

Special State Certificates.—For the completion of these courses the State Board of Educational Examiners grants a five year special state certificate, said certificate authorizing the graduate to teach such branches in the public schools.

The Diploma Conferd.—The junior college courses each cover two years of strong work in scholastic, general professional and special professional lines. They are the equivalent in standard of excellence with other college courses of similar length and they give special attention to some one line of definit training. For the completion of these two years of study and training, a Special Teacher Diploma is awarded.

For the completion of an additional year of study, a Director's or Supervisor's Diploma as a special teacher is awarded as an additional recommendation of qualification and training for executiv work along these specialties of teaching. When a three-year course is printed, the third year is the supervisors' or directors' course.

In some particular departments where students complete the full line of special professional work required, such as music and art, department certificates may be obtained by such persons as do not desire to complete the scholastic and the general professional work required for a diploma.

In all junior college courses the electiv studies must be chosen from the list of branches and term's work designated as of full college grade. These elections must be made by consulting the heds of the departments involvd in order to avoid all mistakes.

College graduates of standard institutions are granted a one year course in any of these special lines if their former work permits it to be done.

THE PRIMARY TEACHERS' COURSE.

First Year.

A	B	C
1. Prim'y Methods	1. Prim'y Methods	1. Prim'y Methods
2. Psychology.	2. Elocution.	2. Botany.
3. Pri. Handwork	3. Psychology.	3. Obs. in Training School.
4. Rhetoric.	4. Vocal Music.	4. Vocal Music.

Physical Training, five hours a week.

Literary Society Work.

Second Year.

A	B	C
1. Sch. Manage't.	1. Hist. of Educ'n	1. Kg. Theory & Ob
2. Drawing.	2. Drawing.	2. Drawing.
3. Zoology.	3. Eng. Literature.	3. Electiv.
4. Criticism and Practis.	4. Criticism and Practis.	4. Criticism and Practis.

Literary Society Work.

THE KINDERGARTNERS' COURSE.

First Year.

A	B	C
1. Kg. Theory.	1. Kg. Theory.	1. Kg Practis.
2. Psychology.	2. Psychology.	2. El. Handwork.
3. Rhetoric.	3. Vocal Music.	3. Vocal Music.
4. Drawing.	4. Drawing.	4. Nature Study.

Physical Training.
Literary Society Work.

Second Year.

A

1. Kg. Theory.
2. Kg. Practis.
3. Elocution.
4. Electiv.

B

1. Kg. Theory.
 2. Kg. Practis.
 3. Hist. of Educ'n.
 4. Electiv.
- Physical Training.
Literary Society Work.

C

1. Kg. Theory.
2. Sch. Managem't
3. Primary Theory
4. Electiv.

Supervisor Year.

A

1. Kg. Theory.
2. Phil. of Educ'n
3. Harmony.
4. Electiv.

B

1. Kg. Theory.
 2. Sch. Supervis'n
 3. Public Speak'g
 4. Electiv.
- Literary Society Work.

C

1. Psychology.
2. Kg. Practis.
3. Hist. of Paint'g
4. Electiv.

THE PUBLIC SCHOOL MUSIC TEACHERS' COURSE.**First Year.**

A

1. Psychology.
2. Rhetoric.
3. 3d term Music.
- Sightsinging (3)
- Ele. Harm'y (2)
4. Voice.

B

1. Eng. Literature
2. Psychology.
3. 4th term Music
- Sightsinging & Methods (3)
- Hist. of Mus. (2)
4. 5th term Music
- Harmony (2)
5. Voice.

C

1. Nature Study.
2. Voice.
3. 6th term Music
- Methods (2)
- Harmony (2)
- Hist. of Mus. (1)
4. 5th term Music
- Ear Train. (2)
- Adv. Sight-singing (1)
5. Piano.

Physical Training.
Literary Society Work.

Second Year.

A	B	C
1. Sound.	1. History.	1. Hist. of Educa't
2. Elocution.	2. Sch. Manage't	2. Voice.
3. 7th term Music	3. 8th term Music	3. 9th term Music
Hist of Mus. (2)	Musical	Supervision (2)
Harmony (2)	Appreciat'n (2)	Harmony (2)
Conducting (1)	Harmony (2)	Theory of
4. Observation	Child Voice (1)	Music (1)
(half credit.)	4. Prac. Teaching.	4. Prac. Teaching
	Physical Training.	
	Literary Society Work.	

The figure in parenthesis indicates the number of recitation hours per week, when less than five hours a week are given.

Two years of voice are required (one lesson per week.)

One year of piano is required (one lesson per week.)

Students completing all the music work required in the above course and the practis teaching, in addition to one term of psychology, one term of school management, one term of elocution, and two electivs in English, may be granted a certificate from the department.

THE DRAWING TEACHERS' COURSE.

First Year.

A	B	C
1. Cast Drawing.	1. Cast Drawing.	1. Hist. of Paint'g
2. Hist. (Greek)	2. Medieval Hist.	2. Pscyhology.
3. Elocution	3. Psychology.	3. Phys. Sci. Elec
4. Rhetoric.	4. Hist. of Arch.	4. Electiv.
	& Sculpture	
	Physical Training.	
	Literary Society Work.	

Second Year.

A	B	C
1. Still Life.	1. Perspectiv.	1. Superv'n in Art
2. Zoology.	2. El. Handwork.	2. Mathematics.
3. Pol. Sci. Elec'v	3. Eng Literature	3. Hist of Educa'n
4. Sch. Manage't	4. Prac. Teaching	4. Prac. Teaching
	Physical Training.	
	Literary Society Work.	

Third Year.

A	B	C
1. Water Color.	1. Mech. Drawing	1. Design
2. Profes'l Elec'v	2. Geology.	2. Chemistry.
3. Physiography.	3. Phil. of Educ'n	3. Botany.
4. El. of Lit. Crit.	4. Sheet Met. W'k	4. Electiv.
	Literary Society Work.	

THE MANUAL TRAINING TEACHERS' COURSE.**First Year.**

A	B	C
1. Rhetoric.	1. Higher Alg'a I.	1. Eng. Literature
2. Psychology.	2. Psychology.	2. Sch. Manage't.
3. Com. Geog. of N. A.	3. Prim. Handw'k	3. Bench Work.
4. 1st Drawing.	4. 2d Drawing.	4. Design.
	5. Mech. Drawing.	5. Mech. Drawing.
	Physical Training.	
	Literary Society Work.	

Second Year.

A	B	C
1. Trigonometry.	1. Hist. of Educ'n	1. XIX. Cent. Hist
2. Man. Training Methods I.	2. Man. Training Methods II.	2. Physies I.
3. Bench Work.	3. Bench Work.	3. Bench Work.
4. Sheet M't W'k	4. Special Electiv.	4. Mech. Drawi'g
5. Ele. Handwork	5. Prac. Teaching.	5. Prac. Teaching.
	Physical Training.	
	Literary Society Work.	

Third Year.

A	B	C
1. Profes'l Electiv	1. Phil. of Educ'n	1. Org. & Econ. of
2. Elocution	2. Chemistry I.	Man. Training.
3. Bench Work.	3. Special Electiv	2. Chemistry II.
4. Electiv.	4. Indus. History.	3. Nat. Sci. Elec'v
		4. Special Electiv
	Literary Society Work.	

THE DOMESTIC SCIENCE TEACHERS' COURSE.**First Year.**

A	B	C
1. Foods, comp & Dietary Uses.	1. Foods, comp & Dietary Uses.	1. Foods, comp & Dietary Uses.
2. Cookery.	2. Cookery.	2. Cookery.
3. Sewing.	3. Sewing.	3. Waitress Work.
4. Inorg. Chem.	4. Inorg. Chem.	4. Qual. Analysis.
5. Rhetoric.	5. Sanitation.	5. Sewing.
		6. Methods in Dom Science.
		7. Psychology.

Physical Training.
Literary Society Work.

Second Year.

A	B	C
1. Cookery.	1. Cookery.	1. Cookery.
2. House'd Chem.	2. House'd Archi- tecture.	2. Food Analysis.
3. Adv. Physiol'y	3. House'd Chem.	3. Hist. of Educ'n
4. Prac. Teaching.	4. Psychology.	4. Sch. Managem't
	5. Prac. Teaching.	5. Prac. Teaching.
	Physical Training.	
	Literary Society Work.	

NOTE.—This course is of a kind that it is practically necessary to begin the same at the opening of the fall term and continue it regularly for the time requird.

THE PHYSICAL EDUCATION TEACHERS' COURSE.**First Year.**

A

B

C

- | | | |
|--------------------|-----------------|--------------------|
| 1. Electiv (Math.) | 1. Chemistry I. | 1. Chemistry II. |
| 2. Electiv (Hist.) | 2. Elocution. | 2. Electiv. (Eng.) |
| 3. Rhetoric. | 3. Psychology. | 3. Psychology. |
- Physical Training.
Literary Society Work.

Second Year.

A

B

C

- | | | |
|------------------|----------------------|----------------------|
| 1. Gym. Pedagogy | 1. Theory and Sys- | 1. Hist. of Physic'l |
| 2. Anatomy I. | tems of Ph'y Ed. | Training. |
| 3. Sch Managem't | 2. Anatomy II. | 3. Hist of Educa'n |
| | 3. Elec. (Pol. Sci.) | |
- Physical Training.
Literary Society Work.

Third Year.

A

B

C

- | | | |
|-------------------|----------------------|-------------------|
| 1. Anthropom'y & | 1. Prac. Teaching. | 1. Physiology of |
| Phys. Diagno's | 2. Elec. (Nat. Sci.) | Exercise. |
| 2. Adv. Physiol'y | 3. Phil. of Educ'n. | 2. Electiv. |
| 3. Electiv. | | 3. Genetic Psych. |
| | | 4. Med. Gymnast's |
| | | and Massage. |

Physical Training.
Literary Society Work.

Special Course for College Graduates.

A

B

C

- | | | |
|-------------------|--------------------|----------------------|
| 1. Gym. Pedago'y | 1. Theory and Sys- | 1. Hist. of Phys. Tr |
| 2. Anatomy I. | tems of Ph'l Ed. | 2. Hygiene. |
| 3. Adv. Physiol'y | 2. Anatomy II. | 3. Physiology of |
| 4. Anthropom'y & | 3. Electiv. | Exercise. |
| Phys. Diagnosis | 4. Prac. Teaching | 4. Medical Gym. & |
| | | Massage. |

Physical Training.

TEACHERS' CERTIFICATE COURSES.

Courses Offered in Subjects Required by the State Board of Educational Examiners.

I. The Uniform County Certificate Course.

The Teachers College maintains classes every term for the accommodation of students who wish to prepare for the examination required for county and state certificates.

Conditions of Admission—Plans of Management.

1. Students who possess third grade uniform county certificates, whether in force or not, may enter without formal examination on this credential of scholarship, but they will be required to take all branches on the certificate that are recorded as below seventy-five per cent in the two term classes regularly provided. Students who have completed eighth grade work in city schools, or those having country school diplomas, who are at least sixteen years of age, are admitted to the course but are assigned to classes where two terms of work is required in arithmetic, grammar, U. S. history, geography, civics, and vocal music. Students without credentials of any kind or who do not meet these minimum standards are given work in the Secondary or High School maintained by the College, unless they establish their qualifications as conforming to said standards by taking an examination equivalent to that required for third grade county certificate.

Students who possess second grade county certificates are admitted to study such subjects as are needed to prepare them for first grade certificate standard.

Uniform County Certificate Course.**First Year.**

A	B	C
1. Arithmetic.	1. Geography.	1. U. S. History.
2. Eng. Grammar.	2. Algebra.	2. Algebra.
3. Physiology.	3. Didactics.	3. Reading.
4. Orthography.	4. Penmanship.	4. Vocal Music.
	Physical Training.	

Second Year.

A	B	C
1. Eng. Composi'n	1. Eng. Electiv	1. Civics.
2. Physics.	2. Physics.	2. Methods.
3. Physiography.	3. El. Economics.	3. Gen History.
4. Electiv.	4. Electiv.	4. Electiv.
	Physical Training.	

NOTE.—The electiv terms work here authorized are to be chosen from the State Certificate course.

II. The State Certificate Course.**Conditions of Admission and Plans of Management Explained.**

1. Students who have completed the county certificate teachers' course or who are holders of the first grade uniform county teachers' certificate are granted admission to this course.

2. Students who have completed unaccredited high school courses of at least two years will receive credit for entrance requirements to this course in proportion to the quality and quantity of work proven by their certificates furnisht by the high school from which they graduated, such credit to become permanent provided the work done in the College justifies such after recognition. Students presenting additional work earnd in other schools will have their status decided by a committee of the Faculty.

3. Students having scholarship equivalent to first

grade uniform county certificate or who have graduated from unaccredited high schools of more than two years, are admitted on equivalent three year courses to prepare as teachers in kindergarten, primary, music, or other special teacher work.

State Certificate Course.

Granting an Elementary Teacher Diploma and a Second Grade State Certificate.

First Year.

A	B	C
1. Algebra. *	1. Plane Geomet'y	1. Plane Geomet'y
2. Physics. *	2. Bookkeeping.	2. Vocal Music.
3. Gen. History. *	3. Elocution.	3. Prin of Educa'n
4. Electiv.	4. Electiv.	4. Electiv.
	Physical Training.	

Second Year.

A	B	C
1. Drawing.	1. Drawing.	1. Math Electiv.
2. Psychology.	2. Psychology.	2. Sch. Managem't
3. Solid Geometry	3. Sanitation.	3. Gen. Botany.
4. Electiv.	4. Electiv.	4. Electiv.
	Physical Training.	
	Literary Society Work.	

Third Year.

A	B	C
1. Rhetoric.	1. Eng. Electiv.	1. Science Electiv.
2. Econ. Electiv	2. Govt. Electiv.	2. Hist. Electiv.
3. Hist. of Edu'n.	3. Prac. Teaching.	3. Prac. Teaching.
4. Electiv.	4. Electiv.	4. Electiv.
	Literary Society Work.	

*Two terms work if elementary teachers course was not completed at this College or in an equivalent school.

NOTES.—The electiv terms of work here provided are intended for the study of Latin or German. Sub-

stitutes for these foren languages may be granted in other departments where the student does not purpose to later become a candidate for the diploma Bachelor of Didactics.

A term's work in Teachers' Arithmetic or Teachers' Grammar may be taken during the course if there are sufficient students desiring such special study.

THE SPECIAL COMMERCIAL TEACHERS' COURSE.

Granting a Department Certificate.

First Year.

A

1. Penmanship.
2. Bookkeeping.
3. Arithmetic.
4. Grammar.

B

1. Penmanship.
2. 2d Bookkeeping.
3. Com. Geography.
4. Eng. Comp.

C

1. Penmanship.
2. 3d Bookkeeping.
3. Com. Geography.
4. Rhetoric.

Physical Training.

Rhetoricals or Literary Society Work.

SPECIAL MUSIC TEACHER COURSES.

Conditions of Admission.—Students are admitted to these music courses 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 these kinds.

To become a candidate for graduation, the student must have attained to the scholastic qualifications required of secondary schools for full college entrance. These scholastic conditions may be acquired in any good secondary school or may be accomplished in the certificate courses at the College.

Conditions of Graduation.—A special Teacher Diploma will be awarded to such persons as complete satisfactorily any one of the courses here outlined, but as skill and capability as musicians are also essential qualities to be attained, the exact time necessary to complete any one of these courses can not be stated in school years. The candidate must have sufficient proficiency in the special line chosen to secure the recommendation of the professors in charge of the work to become an applicant for graduation. The courses as here mapped out, outside of the attainment in capability as a musician, can be satisfactorily completed in three years.

THE PIANO COURSE.

Piano lessons must be continued thru the entire period of study, two lessons a week. A second study—voice or orchestral instrument—must also be carried, with either one or two lessons a week, each term except the last year.

Other required work will be:

First Year.

A	B	C
Elem'ts of Music 5	Elem'ts of Music 5	German 5
German 5	German 5	Music History 1
Music History 2.		Ear Training 2

Second Year.

A	B	C
Harmony 2	Harmony 2	Harmony 2
Music History 2	Eng. Literature 5	Psychology 5
Sound 5		

Third Year.

A	B	C
Harmony 2	Harmony 2	Harm. Analysis 2.
Psychology 5	Medieval Hist. 5	Modern History 5
Piano—9 terms, twice a week (at least.)		
Second Study—6 terms, once or twice a week (at least.)		

The figures after the subjects indicate the number of recitation periods per week.

THE VIOLIN COURSE.

Violin lessons must be continued thru the entire period of study—two lessons per week. The piano work must be carried for two years successfully with at least one lesson a week. Attendance at two orchestra rehearsals and one class in ensemble playing is also required each week.

First Year.

A	B	C
Elem'ts of Music 5	Elem'ts of Music 5	Musical History 1
German 5	German 5	German 5
Musical History 2		Ear Training 2

Second Year.

A	B	C
Harmony 2	Harmony 2	Harmony 2
Musical History 2	Eng. Literature 5	Psychology 5
Sound 5		

Third Year.

A	B	C
Harmony 2	Harmony 2	Harm. Analy's 2
Psychology 5	Medieval Hist. 5	Modern History 5

The figures after the subjects indicate the number of recitation periods per week.

THE VOICE COURSE.

Three years of voice lessons (two a week), and two years piano lessons (one a week), will be required.

First Year.

A	B	C
Elem'ts of Music 5	Elem'ts of Music 5	German 5
German 5	German 5	Elem'ts of Music 5
Music History 2	Theory of Phys. Training 5	Ear Training 2

Second Year.

A	B	C
Harmony 2	Harmony 2	Harmony 2
Music Hist. 2	Eng. Literature 5	Psychology 5
Sound 5		

Third Year.

A	B	C
Harmony 2	Harmony 2	Harm. Analy's 2
Psychology 5	French 5	French 5
French 5	Medieval Hist. 5	Modern History 5

The figures after the subjects indicate the number of recitation periods per week.

LIBRARY METHODS.

Special Course For Teachers.

The course in Library Methods will be given in the winter term only, and will be open to all students. It will consist of thirty-six lecture periods and about seventy periods of practis work and reading.

The object of the course is not to make trained librarians, but to give such training to those taking the work as will enable them to use the library intelligently, to make wise selection of books for school libraries, and to care for such libraries when collected.

Considerable time will be devoted to the study of the more important reference books; the school library and its possibilities will be considered, and enough time will be devoted to the study of classification and cataloging as will make the care of a school library easy and business-like.

The class will be expected to become familiar with the best of children's literature in good editions, and much time will be spent in reading such books.

A workman must know his tools and how to use them. Books are the tools of the teacher. Altho textbooks may be necessary tools, they are but stepping-stones to better and wider reading. The teacher of this twentieth century must know how to take advantage of the multitude of books so freely offerd thru public libraries, school libraries, and traveling libraries. If the teacher is unfamiliar with the use of books, if he cannot do independent work in the libraries which he may have the privilege of using, his work will be seriously handicapt.

We wish the students of the Iowa State Teachers College to feel that a library is a great tresure-house and that they hold the keys to this tresure-house in their own hands.

Technical Instruction in the Use of the Library.

The College library is classified and arranged according to a system that greatly facilitates its use if students are acquainted with the plan and order of arrangement. To prepare the new students to be thus given full benefit of the opportunities granted, instruction by the Librarian will be made a requirement at the opening of each term. At least three lessons will be given such students at an assigned hour on the program.

REGULATIONS CONCERNING THE ORGANIZATION AND MANAGEMENT OF THE WORK.

Quality of Work.—The character of the work done by students is differentiated as to quality by ranking into four grades. These may be described as excellent, good, fair, and pass, and are recorded in numerals 1, 2, 3, 4. The first rank means that the student has attained a high standing, the lowest means that the conditions of satisfying the demands of the department have simply been met, while the second and third indicate intermediate standards.

Quantity of Work.—In College Courses fifteen hours a week is a full schedule, tho in certain cases five additional hours of art studies are permissible. In other courses twenty hours are required as printed in the outline. More than this much assignment can not be exceeded without the approval of the Faculty.

OTHER GENERAL REGULATIONS.

1. The State Teachers College having been established by the State of Iowa for the special preparation of teachers for the public schools, it is necessary for all students who enroll to declare that it is their intention in good faith to follow the business of teaching in the State of Iowa. Since they are to be teachers in fact and need to prove their fitness by the maintenance of good order, by obedience to law and to the regulations of the school, by submission to the direction of superiors, and by developing a right attitude and spirit as individuals toward self-control, it is required that they also agree to implicitly obey the rules and regulations of the Board and Faculty. Those who are to be trained to assume authority over others and leadership in public affairs must first acquire the ability to conduct notably and success-

fully their own affairs as subordinates. When this is accomplished, then the work of training for a professional teacher is able to be readily and positively secured because the harmony and co-operation obtained permit all the facilities of instruction, all the equipment of the departments, and all the capabilities of the Faculty to contribute to the progress and the improvement of the students.

2. The privilege of taking part in oratorical contests, inter-school league debates, inter-school athletic contests, special commencement programs, and other prominent public exercises and entertainments, is granted alone to students whose school work is above the passing grade. Eligibility to such honors always means that the school work is creditable and commendable.

3. The eligibility of all students desiring to become candidates for places on athletic teams, debating teams and executive positions in all school organizations, excepting the regular literary societies, is governed by the following:

(a) The candidate must be pursuing not less than three studies or their equivalent, and must show such strength in his work that he is maintaining an average standing in his studies for the term.

(b) Whenever students become candidates for any such privilege, their names must be reported at the President's office. Statements concerning the work of such applicants are then distributed to the Faculty, in order to give notice of the privilege asked. Should any candidate not be doing work equivalent to the standard three, it becomes the duty of the teacher in charge of the class to file a written protest, giving reasons. These protests are referred to the Committee on Discipline, which committee then has authority to make final decision after a thorough investigation of the facts, the right of appeal to the Faculty being the only further procedure open to rejected candidates.

4. The executive offices and the chairmanships of important committees in the Christian associations, the executive offices of the oratorical and debating leagues, the athletic association or any other school organization of special kind, are reserved for those students who are able

to accept such honorable positions and additional duties because their school work is of a good and creditable standard. The only eligible candidates for such distinction are those whose scholastic records in the office and whose work of the term are of such grade that such additional responsibilities are justified. In order to avoid mistakes, these matters should always be investigated before making selection of officers, and thus avoid the necessity of a formal protest by a vote of the Faculty.

5. All students are under the supervision of the department of Physical Training. This purpose is to assure good physical condition and give the advantage of the gymnasium to all enrolled. Not less than one year of work at five hours a week constitutes the minimum for any course. A physical examination is given each student for the purpose of determining the individual needs as regards health, physique and personality. This examination is private and professional, and on its findings are based the assignment of gymnasium work. Students not enrolled in the classes of the department are not granted any privileges in the gymnasium.

6. All candidates for graduation and all other students who are in the Senior year, whether candidates for graduation or not, belong to the organized classes in the Practis of Teaching, and such persons must report to the Director for assignment and instruction. Candidates for graduation must signify their intention by making formal application to the President at least three terms before their graduation is to occur, and report immediately thereafter to the supervisors of practis in order to have proper attention to their plans for work. They must also report to the department of English in order to secure definite assignments that are essential to the graduation requirements.

7. When one wishes to receive credit on the course for any subject not taken in class, it is customary to require test examinations. The following regulations govern such method:

(a) A test examination in any subject will be granted by any department to a student during the first month after the student enters for his first term's work

of any school year, and at no other time, except on recommendation of the department and the consent of the Faculty.

(b) Said examination can be either written or oral, or both, at the option of the examiner, but must be of a length and involv sufficient subject-matter to satisfy the examiner that the student thoroly understands the subjects he proposes to pass without regular class work.

(c) But one test examination in any one subject can be granted without the personal recommendation of the department to which the study belongs, and the consent of the governing Faculty.

(d) Students who have taken part of the work of any term and for any good reason may not have finisht said work and receivd a credit, are granted examination by the department concernd, if the conditions warrant the department in doing so.

8. When students come from higher institutions of learning and wish to transfer credits earnd at these institutions, it is necessary to present official statements from the presidents of said institutions and have the same properly understood by the Faculty Committee on Advanced Classification, which is authorized to consider fully such credits and make report concerning the work that should be accepted on the courses at the Teachers College.

REGULATIONS FOR COMPLETING COURSES.

1. There must be a formal application for the completion of the course selected thirty-six weeks before graduation is sought. This application consists of filling out a blank and paying the required graduation fee of \$2.00 for all diploma courses, and \$1.00 for all certificate courses.

2. The candidate must complete all the requirements in every subject assignd by the course of study selected. This includes also Physical Training, Literary Society Work, Practis in Teaching and the specific orations or public addresses that are prepared and deliverd

under the supervision of the English department.

3. All candidates must be in residence at least one year and pursue a full line of studies during the entire time to receive a diploma. Individual teachers who have graduated from other educational institutions, whatever may be their scholarship, receive diplomas on no less time requirement.

ANNOUNCEMENTS FOR 1910-1911.

THE COURSE OF STUDY.

Details as to Departments.

Information concerning the types and varieties of work given by the different departments as organized and equipt, insofar as a brief statement is possible to define the scope and the character of the work offerd.

PROFESSIONAL INSTRUCTION IN EDUCATION.

College Course.

I. **Psychology.**—This course will be based on the advance which has been made in the study of Psychology in recent times. An effort will be made to familiarize the student with the result of special research in laboratories where the purpose has been to approach the study of the mind thru the study of the body. The general trend and method of the course will be, therefore, an inquiry into the foundations of Psychology thru comparativ study.

II. **Psychology.**—This course is a continuation of the preceding. A standard text will be used as a guide, but the extent of the subject will require large individual research upon assignd topics. Speculativ Psychology is regarded as a legitimate field of inquiry. Hence, a comparison of theories and of systems, and of the conclusions to which they point will receive attention to the end that the student may be made acquainted with the scientific method and the true scientific spirit. The work *in this course* being of college grade, the conditions of admission will be specific, and rigidly enforced, viz.: Graduation from a fully accredited high school or equivalent scholarship from whatever source, to be determind on application to the teacher in charge.

III. **School Management.**—This course in school management will consist of work equal to that given on the subject in the best colleges of education. In addition to the study of an advanced text-book there will be research work, for which the excellent library equipment gives ample opportunity, leading to class discussions, reports and theses.

The purpose of this course is to give the student a thoro mastery of the general management of schools as based upon the science of education.

The text-book used is Colgrove's "The Teacher and the School," published by Charles Scribner's Sons.

IV. History of Education.—The objects of this study are to investigate and present educational ideals, ancient and modern. Educational writers broaden the student's educational horizon by making him familiar with the leading educational theories and systems that have influenced our present ideals and practice.

The principal topics studied and discussed are: (1) Educational ideals, ancient and modern; (2) Educational writers and classics; (3) National systems of education in the United States, England, France and Germany; (4) Education as related to civilization and society; (5) Special educational topics; (6) Discussion of current educational problems in the light of the educational experience of the past.

All this is done to define the nature and the scope of our present-day education, and to show how different individuals, nations and civilizations use educational forces in pushing forward progress and reform.

The work will be varied somewhat for Primary and Kindergarten classes, more emphasis being placed upon the new doctrines specially relating to their work.

V. Philosophy of Education.—The purpose of the course is to investigate what education is in its fundamental ideas and to trace its foundations in the related natural and mental sciences. It is based on biology, physiology, psychology, history, and experience, and aims to give a conception of the underlying principles that dominate human life when culture and civilization prevail. It deals with religion, law, social organization and all human instrumentalities that make for civilization.

VI. American Education.—This term's work includes a discussion of the social, communal, and political relations of the school as found in the United States. It attempts to define the characteristics of the people individually, collectively and co-operatively, so as to enable the

educator to adapt his work to the conditions that exist. The lectures and discussions that are given deal with the several notions that exist in the opinions of the people in general and with the way of dealing with the results of such notions. They also interpret the province of school officers, school administrators, supervisors, and teachers so as to show the relations that exist and the necessity to keep the relations cordial and helpful. This instruction is usually given by the President, who uses his experience as an administrative officer and his general knowledge of national and state affairs to illustrate the several topics as they are developed. The practical and theoretical nature of this work makes it a useful course to those who are preparing for permanent public service as superintendents and executive officers of the highest grade.

VII. **Experimental Psychology.**—This is an elective course. Two terms of work in Psychology are a prerequisite. Courses in Experimental Psychology have grown out of the attempt to apply modern laboratory methods to the study of the mind. The recent literature of psychology is evidence of the great value of these methods. We can study the mind only thru its manifestations. Since "Knowledge takes its rise in the senses," it would seem that experimental study of the senses would be the surest way to a proper understanding of the processes of obtaining knowledge. A carefully graded course of experiments on the sense of temperature, touch, taste, smell, sight, and hearing will be given. Methods of making such experiments will be explained and illustrated. Students will be assigned special problems for investigation and research work. The relation of experimental psychology to the other departments of psychology will be brought out in lectures by the instructor. Great care will be exercised to develop in the student a scientific spirit and attitude in the study of mental development, and at the same time to guard him from the error of supposing that all the mysteries of mind can be solved by experiments on the body. The application of all the work to the current educational problems will be insisted upon at every stage of the student's progress.

VIII. Supervision.—No professional work of today offers a more inviting field for usefulness and power than that of School Supervision. With the rapid growth of our towns and cities, important positions in school administration are greatly increased in number, better talent and larger preparation are constantly demanded, and higher salaries are paid.

This course affords a thoro and up-to-date training in the theory of organizing and managing a system of schools. These phases of the subject will be presented as thoroly as the time will permit:

1. The evolution of the graded school system.
2. Famous educational reports and their value.
3. Problems involvd in making a course of study
(a) in elementary grades, (b) in high schools.
4. Gradation and promotion of pupils.
5. Special problems of the high school.
6. School mechanics, uses and abuses.
7. Relation of the supervisor to the school board—
legal, professional, and personal.
8. How to secure the co-operation of the people.
9. What the supervisor has a right to expect of his
subordinate teachers.
10. Teachers' meetings; patrons' meetings.
11. How the supervisor can make "visitation of
rooms" valuable.

Much of the work will be given in the form of lectures. These lectures will be supplemented by readings from the latest educational reports, papers and journals. The material for such work will be found in the school library, which contains all the best and latest literature on the subject.

IX. Great Educators.—To the student who has a general survey of educational progress, this course affords an opportunity for intensiv study of a group of men, or an epoch in educational history. A critical study of the lives, writings, doctrins, and practises of the men selected will be made. The library will furnish abundant material in the shape of topics, biografies and monographs,

to give the student opportunity for thoro preparation. The coming year the course will be given to a study of Pestalozzi, Froebel and Herbart.

JUNIOR COLLEGE COURSES.

Psychology, First Term.—In the Primary and Kindergarten course one term is devoted to General Psychology. Particular attention is given to the development of the child mind as an organism and the process of growth by which the child mind becomes the mature mind. The work of the primary and kindergarten teacher is all important in shaping the growth of the pupils' minds, guarding the children from physical injury in school work, forming their tastes, and fixing their habits of study. In the higher grades, the pupil can, to some extent, protect himself from the effects of improper teaching, but in the primary and kindergarten grades the child is wholly at the mercy of the teacher. A good knowledge of the nature of the mind's growth, its laws of development, its powers of thinking, feeling, and willing, protects the teacher of these grades from many errors, enables her to make the child her central thought in all instruction, and gives her the true standard by which to measure the value of all devices and methods in teaching. The text-book work is supplemented by observation exercises, experiments, and lectures by the instructor. The actual needs of the primary teacher and the kindergarten teacher at work are kept constantly in mind.

Psychology, Second Term.—This course is a continuation of the one above. It is universally conceded that a good knowledge of children is necessary to the teacher (1) to avoid serious mistakes in dealing with pupils; (2) to understand educational aims and values; (3) to select and apply methods intelligently; (4) to consciously shape and direct the thinking, feeling and willing of the child. Careful attention is given to methods of studying children, the advantages and limitations of each

method, the aids to method, the best books on child study, how child study affects the teacher, and the latest results of such study. The work is made as helpful and practical as possible, by requiring students to report their actual observations of children, both in school and out of school.

A course of twelve lectures is also given. These lectures deal with the primary teacher's relation to the supervisor, the school as a whole, and the community. Their aim is to guard primary teachers and kindergartners against mistakes socially and professionally, and to point out the rare privileges and opportunities open to the teacher of little children.

History of Education.—For primary and kindergarten courses a general view will be given and special study given to those times and men who have originated and developed the modern primary and infant school. Works of the leading authors will be read and discussed and monographs freely used.

PRIMARY METHODS.

Course, Three Terms.—The course is intended for all of those who intend to teach in a primary school. The purpose is to lead the student to a practical application of educational principles in teaching in the primary grades. The three terms' work is a requirement for entering Practis Teaching classes in the Primary Training School.

First Term.—The first term is devoted to a study of Reading, Language and Nature Study.

Reading.—The principal primary methods illustrated and their respective merits compared. A thesis in this subject is required.

Language.—The principal topics studied and discussed are (1) the primary object of language; (2) essentials of a good language exercise; (3) the requirements of

a good child's story; (4) the purpose of story-telling; (5) adaptation of stories for telling; (6) how to tell the story; (7) the value of choice poems as a means of quickening the intellectual and the spiritual life; (8) language thru nature study.

Nature Study.—The Nature Study work aims primarily to cultivate a love for this subject, and to afford experience in observation. After a few type objects have been studied the principles involvd are discust: (1) the value of Nature Study; (2) modes of expression; (3) selection of material; (4) relation of Nature Study to Literature and other subjects. Collateral reading from nature writers required.

Second Term.—The second term considers chiefly Sense Training, Number and Nature Study—the basis of Primary Geography.

Sense Training.—Aims, Illustrativ Lessons, Discussion of special chapters on Sense Training by Harrison, Hall, and other educators.

Number.—Aims in teaching Number. A comparison of the Speer or Ratio method with other methods. Illustrativ lessons. Detaild reports of special articles in the leading periodicals. A thesis in this subject is required.

Nature Study.—Winter work. Illustrativ lessons in ten or twelv topics intended as type studies. The library is well furnisht with reference books and an effort is made to keep in touch with the best writers on each subject.

History Stories.—The history stories studied and reproduced are intended to make a lasting impression upon the minds of children concerning some of the most important of the great characters of history.

Third Term.—The third term is devoted to a study of the Formal Steps of Intrsuction (McMurry) Lesson Plans, Plant Study, Color, Picture Study and Literature, Education by Plays and Games (Johnson). Blackboard

Illustration, Plant Study, Stories and Library Studies receive special attention. Each student is required to adapt, reproduce and illustrate several stories. A thesis in Nature Study is required.

The first term work will be offered the fall and winter terms. The second term work will be offered every term throughout the year. The third term work will be offered the spring term of each year.

COLLATERAL READING.

Special Method in Reading	McMurry
Reading, How to Teach It	Arnold
Learning to Read (Aldine).....	Spaulding and Bryce
How Reading is Taught in Ten Great Cities .....	.....
.....	Educational Pub. Co.
The Rational Method	Ward
Literature and History	McMurry
How to Tell Stories	Bryant
Norse Stories	Bryant
Story of the Romans	Guerber
Story of the Greeks	Guerber
Lessons from Literature	Cooley
Language Lessons	Buehler
Silent Teachers	Harrison
A Study of Child Nature	Harrison
The Child and Nature	Scott
Nature Study and Life	Hodge
The Nature Study Idea.....	Bailey
Sharp Eyes	Gibson
A Year With the Birds	Flagg
A Year With the Trees.....	Flagg
Nature Study and Related Literature.....	McGovern
Stories, Poems and Lesson Plans.....	McGovern
Birds in Their Relation to Man.....	Weed and Dearborn
Birds in Their Relation to Agriculture.....	.....
.....	Bulletins, etc., U. S. Department of Agriculture
Agriculture for Beginners	Ginn & Co.
Bird Homes.....	Dugmore

How to Name the Birds.....	Parkhurst
Birds	Miller
Citizen Bird and Bird Craft	Wright
Commercial Geography	Adams
Geographical Readers by Carpenter, King, Chase, etc...	
Jane Andrews' Books.	
Brooks and Brook Basins and the Child and Nature	Frye
The World and Its People.....	Smith
The Psychology of Numbers	McLellan and Dewey
Special Method in Arithmetic.....	McMurry
The Teaching of Mathematics.....	Young
The Teaching of Elementary Mathematics	Smith
Special Articles by White, Speer and other writers.	
Special Chapters by Tanner, Sabin, Roark and other writers.	
Apperception	Cooper

COUNTY AND STATE CERTIFICATE COURSES.

Didactics.—The subject of didactics is required of those preparing for a second-grade certificate and consists of the study of those subjects which particularly interest the teacher in the rural school. Courses of study for rural and village schools as presented in the Hand-Book for Iowa Schools are discust and compared. The methods of teaching reading, language, grammar, spelling, numbers, arithmetic, physiology, geography, history, civil government, writing, music and nature study are some of the topics that are considerd. The personality of the teacher, his preparation, duties and responsibilities, opening of school, the first day of school, school government, treatment of misdemeanors, incentivs to school work, the school exterior and interior are also fully discust. The recitation is studied from the following standpoints: Assigning the lesson, various steps of instruction, questioning, attention, interest, use of blackboard and drill. Students who pursue

this subject in this way are well qualified to pass the examinations in Didactics for uniform county certificates.

Methods of Elementary Instruction.

The educational values of reading, English, arithmetic, geography, history, nature study, and allied subjects are considered from the standpoint of instruction. Typical lessons in the different subjects are presented, problems that confront the teacher in presenting these subjects are fully considered, and devices that may prove helpful in presentation are suggested.

“A Guide to the Teacher’s Mastery of Texts and Aids in Elementary Instruction” is used as a basis for discussion, and collateral readings from McMurry’s Method of History, Elementary Science, Method of the Recitation, Bailey’s Nature Study and other texts are required. A text-book enters so largely into the innermost intellectual life of the child and determines to such a degree the teacher’s success that the best method of using it effectively ought to form a part of the intellectual equipment of the intelligent teacher. For this purpose a large and carefully selected pedagogical library of texts of unusual value is found in a library adjoining the recitation room. A complete set of books sufficient to supply the entire class is provided in reading so that each student may examine individually a typical set of texts used in grades from the first upwards and discuss the merits and demerits of each; thereby creating a standard by which to judge.

In addition to this is found a miscellaneous set of such texts as Stepping Stones to Literature; Lights to Literature; Heart of Oak, Graded Literature Readers, Baker and Carpenter’s Language Readers, Jones’ Readers, Progressive Course in Reading, School Reading by Grades and Heath’s Readers, and by means of review questions, the superiority or inferiority of these texts is brought out as compared with the standard studied intensively by the class. A similar critical study is pursued with texts in English, arithmetic, and geography. In history each member of the class is provided with and ex-

amins a text suitable for grades from the fourth to the eighth preparatory to the intensiv study of United States History. In addition to this, texts for examination are found in spelling, fonics and in other subjects considerd.

Principles of Education.—This subject considers the principles derived from the study of the mind applied to the three elements that enter into the teaching process.

1. The first element is the learner. The student must make careful study of the order of development of the child's mental powers and the application of educational principles during this formativ period.

2. The second element is the teacher. Here are discust the underlying principles in the process of transforming a student into a teacher with emphasis placed upon his preparation, personality and responsibility.

3. The third element is the subject matter of the course of study which the teacher uses as a means to arouse and develop the child's thinking, feeling and willing to the end that he may attain to the highest possible standard of complete living.

In the latter part of the term the principles derived from the study of the above elements will be applied to the practical problems of the school.

Psychology. First Term—Intelligence, The Acquisition of Knowledge.—In this term's work, in all courses, the aim is to give the student a thoro understanding of the first principles of the subject from the standpoint of the normal adult mind, as this makes it possible for the instructor to appeal constantly to the facts of the student's own conscious life. A standard text is used as a basis for class work. This is supplemented by required readings upon special topics, methods of observation and study, and lectures upon particular phases of the subject. Especial attention is given to the development of the mind as exhibited in the progress of the child from infancy to maturity. The entire study keeps constantly in mind the child to be taught, the teacher empowerd with authority to do a specific work

in educating and training, and the school as the constituted environment in which the prescribed work is to be done.

Psychology. Second Term—Emotion and Will, Conduct and Character, The Knowledge of Beauty.—This term is devoted to the application of the general laws of mind to the special problems of education. Students should not schedule for this term's work until they have had the first term's work in Psychology. The mind of the average normal child is kept constantly in view, such knowledge being deemed necessary to an intelligent study of the rational foundations of method. Much use is made of the library and suitable experimental work is introduced to prepare teachers for a scientific observation and a proper study of children, that methods of management and government may be based upon science and common sense, to the end that the teacher may be helpt, if possible, to reduce to the simplest terms the apparent confusion of tongues of the present day in regard to method.

The literature of the subject is fully maintained in the library, and an attempt is made to keep abreast of the latest developments.

Each student will be assigned a topic for a short written production during the term.

School Management.—The purpose of this course is to present in a plain, practical way the ordinary problems of actual school work and how to solve them. "As is the teacher, so is the school," is certainly true in a negative sense; for an incompetent teacher can defeat the vital purpose of the school and bring to naught the efforts of patrons, school officers, tax-payers and pupils. Therefore, it seems wise to present the subject of School Management from the standpoint of the teacher. The "Teacher and the School" is thus the central topic of the whole course. This mode of treatment gives unity to the entire subject.

A short course in School Laws of Iowa is also given.

A special pedagogical library, including from ten to

fifty duplicate copies of the best books on School Management, is provided for the use of the students. A complete outline of the work in school management containing library references, definitions, quotations, questions and suggestions for the purpose of aiding students to form the habits of accurate research and original investigation will be found in a pamphlet entitled "Studies in Education," issued by the Department of Professional Instruction.

History of Education.—For general students the work will be much the same in the college course, except that a few doctrines and topics will be followed out more fully in the college work. A good general knowledge of the essential parts of the subject will be insisted upon, as a basis for good teaching or for special work farther on in the course.

TRAINING IN TEACHING.

Practis in Teaching.—The proper and successful education of a trained teacher requires a thorough knowledge of teaching from the standpoints of both theory and practis. The theory of teaching is given in the regular class work of the professional department. The practis is given by the attendance upon class work in criticism by the supervisors and critic teachers, and by actual teaching in the Training Department under supervision. This work is required of all who graduate. Even when all other work in a course is completed a candidate for graduation may be delayed in graduation because of incomplete training work. Everything possible is done to render this instruction and training the most efficient and helpful, as it is recognized that skill and expertness are important and essential elements in securing appointments after graduation, and for this particular reason all commendations of students as teachers given by the school are based upon this kind of experience and knowledge furnished by the supervisor.

The last years of the respective courses are considered

the proper ones for this special training to be assigned, as success in this line of study and work requires good scholarship, thoro knowledge of didactics and an accurate knowledge of methods such as previous special study alone can give. All students in the closing year of their courses are members of these classes in training and criticism, and are required to report to the Training department for assignment of work until relieved by the supervisors for having attained the required standard of capability in actual teaching.

KINDERGARTEN.

Froebel's Mother Play.—This unique and interesting book is a treatise on the philosophy of the Kindergarten. It is based upon the psychological study of child life, dealing with children's instincts, impulses, and interests, and showing how they may be used as a means of education.

“In these commentaries Froebel throws light upon such topics as the impulse movement, what it implies and how it shall be met; imitation, its relationship to mental evolution, and the possibility of using it in education; the nature of sensation and the right training of sense; the significance of gesture as a means of development; the love of rythm and its recoil upon thought and character; Childish animism and the spiritual truth to which it points; the love of hiding, its implications and its dangers; the path of ascent from simple movement to productiv and creativ activity; the evolution of love and servis from physical dependence; the contemporaneous development of self-consciousness and social sympathy; the influence of praise and blame, and the genesis of conscience.”—**Susan E. Blow**, in “Froebel's Philosophy.”

Collateral Reading.

Mottoes and Commentaries of Froebel's Mother Play
 Blow
 Songs and Games of Froebel's Mother PlayBlow

Education of Man	Froebel
Letters to a Mother	Blow
Symbolic Education.....	Blow
Study of Child Nature.....	Harrison
Child Culture Papers.....	Barnard
Mottoes and Commentaries.....	Jarvis
Commentaries	Snyder
Essays and Literary Interpretations.....	Mabie

Gifts.—The kindergarten gifts are based upon the facts that the fundamental forms underlying nature as well as all industrial and artistic work are geometric. The gifts give the child his first lessons in the unfolding of form, help him to classify the objects about him, and lead him to creativ construction. The different gifts meet certain stages of the child's development, and require careful investigation and study in order to make them educational.

Collateral Reading.

Pedagogics of the Kindergarten	Froebel
Education by Development.....	Froebel
Kindergarten Guide.....	Kraus
The Bilding Gifts	Harrison
Psychology of the Play Gifts.....	Snider

Occupations.—The kindergarten occupations form an elementary course in manual training, their object being to develop the creativ and constructiv instincts of the child to a point where free expression is possible. The simplest basic principles of construction are taught in such a manner as to pave the way for the manual work which follows in the grades. The eye is traind to see proportion, color, and material, and the mind led to understand the adaptability of certain materials, forms and colors, to certain uses.

The kindergarten occupations as pland by Froebel are based upon the primitiv industries of mankind.

Collateral Reading.

Woman's Share in Primitive Culture..	Otis Tufton Mason
The New Education.....	Liberty Tadd
Moral Education of Children (Appendix)..	Felix Adler
Froebel's Occupations.....	Kate Douglas Wiggin
Kindergarten Guide	Madame Kraus Boelte
Grammar of Ornament.....	Owen Jones

Games.—The purpose of the kindergarten games is to bring the child, thru joyous dramatic play, to a consciousness of typical experiences in the life about him, to train the imagination, to cultivate the power of imitation, to develop the senses, and to encourage free and natural movements of the body, thus doing away with self-consciousness, and giving grace of movement.

The play spirit is very essential to the kindergarten's success. Besides the weekly practice of games on the kindergarten circle, talks on the educational value of games are conducted. Games suitable for different stages of the child's development are discussed. Classification of games is considered, including physical, traditional, sense, dramatic, and symbolic, also rhythmic movements and marches.

Program.—The essential elements of a yearly program are taken up with discussions pertaining to the problems of each day's work. Each student is required to submit original programs from time to time, these showing in a measure whether she has mastered fundamental principles or is copying the detailed plans of the director.

During the senior year questions pertaining to the organization of kindergartens, conducting of Mothers' meetings, etc., are discussed. Seniors are expected to attend the monthly mothers' meetings conducted by the department.

Stories.—Story telling is of great value in the hands of the skilful teacher, bringing to the child ethical truths and scientific facts in such a form as to give vivid impression.

Not only is the art of story telling developed in this

course but discrimination as to the choice of stories for various uses is studied; also the origin and meaning of myths, fairy tales, and fables, and the classification, adaptation, and dramatization of stories.

Science.—It is a part of the kindergarten plan to lead the child to see the beauty and mysteries of the world about him, and to recognize the love and power controlling all, thus beginning the development of his religious nature. The kindergartner must, therefore, not only feel in sympathy with the world of nature, but must have a scientific knowledge with reference to the habits, activities and life histories of plants and animals.

Music.—Since singing forms so important a part in each day's program of the kindergarten it is essential that a student cultivate the correct use of the voice, develop a taste for good and appropriate music, and acquire some knowledge of the proper training of the child-voice.

“Music is a means of expression and at the same time of impression of the emotional ideals of life. Rightly understood it ennobles life, raises aspirations, promotes harmony and creates unity.

“The greatest thinkers of the world, from Plato to Goethe, have realized the formative power of music in character building. Froebel translated the dreams of others into practical reality in the creation of the Kindergarten whose atmosphere is music.”

Drawing.—Every child loves to draw and it not only gives him an ideal avenue thru which to express his thoughts, but educates his eye to an appreciation of the beauty in nature and art.

The kindergartner, in order to make the most of this ideal mode of impression and expression, must have some knowledge of the underlying principles of design and composition, an appreciation of color, and skill enough in manipulation of brush, pencil and chalk to intelligently direct the work of the child.

Practis of the Kindergarten.—Realizing that intell-

igent observation in the kindergarten forms an important feature in the course, a school of from 30 to 40 children is provided where students under the guidance of an experienced teacher work and play with the children, thus being enabled to form rational ideas of connection between theory as developed in class work and its practical application.

The student learns how to deal with childish selfishness and caprice, and to distinguish between shyness and stubbornness. She studies closely the child's gesture and attitude and thru these and other expressions of his inner life understands his needs and desires. She learns how to encourage industry and self reliance, helpfulness and curtesy, and how to check the opposite tendencies.

Studying cause and effect she learns that example is a powerful teacher, and that in order to lead the child to noble virtues she herself must possess them.

Four terms of acceptable observation and practical work in this kindergarten are required for the completion of a course. Credits will be granted, however, for work previously done in good kindergartens.

General Subjects.—Added to the kindergarten theory and practical as above indicated are the unexcelled facilities offered by the magnificent library, the finest gymnasium in the west, and the training of specialists in the various departments of art, music, manual training, domestic science, literary society work and all other lines of culture essential to the complete preparation of the kindergarten.

ENGLISH LANGUAGE AND LITERATURE.

CERTIFICATE COURSES.

English Grammar.—The aim of this subject is to secure the correct use of language and to prepare the student to teach it efficiently.

The academic work includes (1) the resolving of sentences into their elements, and showing the relation of their elements to each other and to the sentence as a whole, together with a careful discussion of modifiers, phrases, clauses, complements and connectives; (2) a thoro review of the parts of speech is provided, especially with reference to the proper forms and offices of the noun, pronoun and verb.

Two-term courses are provided for students who need to devote that much time to the subject. Better prepared students may take the one-term course. These courses are given every term during the year.

English Composition.—This course deals with the simpler forms of English composition. It consists of written exercises in which the student applies various methods of paragraf development, sentence structure and effectiv use of words. Whole compositions bilt on simple outlines are also workt out by the student. In connection with the written work studies from standard writers are used for illustration.

American Literature.—The aim of this course is to give a general idea of the historical periods of American literature. The nature and value of the works of important authors are studied and discust. Selections from nineteenth century writers are studied, and outside reading is required.

English Classics, First Term.—The reading is similar to what is usually taken up in the early years of High School. The ten books studied are selected from the list of College Entrance Requirements.

The aim of the course is to foster in the student the habit of intelligent reading, and to develop a taste for good literature, by giving him a first-hand knowledge of some of its best specimens.

English Classics, Second Term.—The second course is pland for intensiv study of classics generally taken up in advanced grades of high schools. It is electiv for certi-

ificate courses and for those who have entrance deficiencies in English. Shakespeare's *Macbeth*, Milton's *Shorter Poems*, Webster's *First Bunker Hill Oration*, and Washington's *Farewell Address* were studied during the past year. This course offers opportunity for critical work in form, style, and interpretation, with practis in writing.

Orthography.—This course is required of all students except high school graduates and holders of first and second grade county certificates. Word Analysis, Orthoepy, illustration of rules of spelling, and study of Synonyms are included in Orthography.

COLLEGE COURSE.

I. College Rhetoric.—Those who have had the full English requirement for College entrance are admitted to this course. The work covers the usual ground of Freshman English. Constant practis in writing is required and the best English models are studied for improvement in style. While the written exercises cover the usual field of prose, special attention is given to the oration.

A spelling test is given in connection with the Rhetoric. Those who fail to reach the passing standard will be required to take class work in Orthography.

II. English Literature.—All courses given under this title include, primarily, a general survey of the history of English literature, based on the study of standard text books on that subject. The aim is to show how English Literature has developpt, what causes produced special literary epochs, and that the study of great writers enriches the mind and gives increast power of expression. The character and amount of collateral reading depend on the needs of the different classes. For this reason three phases of this course are administered separately, as follows:

II. (a). One-Term Course.—The study is pur-

sued for twelve weeks as indicated (*supra*). Masterpieces are studied, and much library reading is required.

II. (b). Two-Term Course.—This course is similar to II. (a), but the work is more intensive, and the amount of supplementary reading is correspondingly greater.

II. (c). For Kindergarten and Primary Teachers.—This course will be offered in the winter term of 1910-1911 for the first time. The reading will be selected so as to form a basis for the future work of these special students.

Note.—Students who have had acceptable work in high school courses in History of English Literature will not need to take II., but will be allowed to select one or more terms of English from the elective courses here offered. This is done by consulting the department head and receiving his permission.

III. Shakespeare.—This course aims to give the main facts of Shakespeare's life, to give classification of his works, to show Shakespeare as the great dramatic artist, a student of the human heart, and a teacher of ethics. Six or more selected plays will be read. The course is open to those fitted for it.

IV. Epic Poetry in English.—This course includes a study of English and Scottish ballads; the Iliad and the Beowulf (in translation) as types of the folk epic; Paradise Lost (complete) as a type of the art epic; and outlines of several other great epics.

***V. The English Romantic Movement.**—The period studied is that of the great revolutionary movements in the latter part of the eighteenth century, and the years immediately following. In comparing the ideals of such writers as Burns, Wordsworth, Coleridge, Byron and Scott with those of the conservative "classicists" preceding them, a foundation is laid for the understanding of nineteenth century ideals.

*Not offered in 1910-11, on account of Miss Carpenter's absence for this year.

VI. The Development of the English Drama.—This course follows the development of the medieval drama from the beginnings of the liturgical drama in the church services during the Easter festival. It also considers the classical influences that helped to shape the Elizabethan drama. Some of the old miracle and morality plays are read, also representative plays of the predecessors of Shakespeare.

VII. The History of the English Language and Anglo-Saxon.—This course presents the historical development of the English Language from the earliest period to the present. The practical value of Anglo-Saxon to the teacher of English is kept constantly before the student.

VIII. Anglo-Saxon and Middle English.—In this course special attention is given to the study of Chaucer and other writers of the fourteenth century. The Anglo-Saxon is also continued. The course also seeks to show the changes in the language to Modern English. This Course is open to those who have had English II. and VII.

***IX. Literary Criticism.**—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. The course is open to those who have had a general course in English Literature, and follows naturally in order after the term's work in special literary epochs. A considerable amount of general reading should precede this study in order to make it profitable.

X. The Development of the English Novel.—The purpose of this course is to give the student a general view of the field of English fiction. The course traces in outline the varied content and technique of narrative

*Not offered in 1910-1911, on account of Miss Carpenter's absence for this year.

fiction from the late medieval prose romancers to the beginning of the twentieth century. Representative novels will be read.

XI. English Literature of the Nineteenth Century.—*The purpose of this course is to consider the various literary movements which have influenced the thought of the nineteenth century. The study of the poetry of the century will be based upon "British Poets of the Nineteenth Century," edited by Curtis Hidden Page.*

Influences which have directed the development of prose will also be considered.

***XII. Theme Writing and Story Telling.**—In this course special emphasis is given to diction, argumentation, and story-writing. Baldwin's College Manual of Rhetoric is used as the basis of work. The course is open to those who have been carefully drilled in the first principles of composition, and who have had considerable experience in writing.

XIII. Teacher's Course.—In this course the rise of the study of English to its present position in the curricula of secondary schools and colleges, is traced historically. Psychological, pedagogical and administrative problems in teaching English are considered. The proper placing and teaching of the college entrance requirements in English receive special attention.

XIV. American Literature.—This course is similar to the previous course under the same title. In the college course more attention is paid to the sources of our national literature, to our early dependence on England, to various European influences, and to the development of a distinctively American literature. The course is accompanied by extensive reading in both poetry and prose.

*Not offered in 1910-1911, on account of Miss Carpenter's absence for this year.

ELOCUTION AND PUBLIC SPEAKING.

The requisits for success in this line of work point clearly to the benefits to be derived from conscientious study and practice in the courses offered. The simplest reading aloud, in order to give any degree of pleasure, demands a quiet, well modulated voice, a quick discrimination between principal and subordinate in thought and structure, and a power to catch readily the spirit of the author. Platform reading, or recitation, in addition to these demands calls for fuller vocal power, ease of bearing, self command, and a mental concentration sufficient to arouse emotion in the reader and awaken a response in the audience. In dramatic work, again, there is the further requirement of complete subordination of self to the character assumed and to the action of the play as a whole. It is safe, then, to expect the student in this department to gain in force and modulation of voice, in mental concentration and emotional power, all of which will result in greater effectiveness in any line of teaching and in any form of public address.

It is probably true that not many students will ever be called upon to make great speeches. At the same time, nearly every student, and especially those entering the teaching profession, will be called upon to express his opinion on some matter under discussion, to rally supporting evidence from his point of view, and occasionally to address some body of hearers upon some practical theme. The Courses in Argumentation and Oratory outlined below are given as a preparation for just such practical work after leaving school.

County and State Certificate Courses.

Reading.—A study in thought getting and thought relations. To interpret a simple selection, to create and hold in the mind the situation, to give the thought clearly and directly to another, this is taught, and the methods used in teaching it are freely discussed. Offered every term.

Elocution.—In this class the work of Reading is continued, based on the same psychological principles. More

difficult selections are studied, bodily response becomes a greater factor as a medium of expression, life's study and dramatic work are commenced, and the student is learning to feel the force within seeking an outlet in expression. The relation between physical training and expression is discust. As there is but one term in Elocution required it is necessary to make that one term's work varied. Therefore, in this class especially, the work offerd is two-fold in purpose. First, to aid the student individually, and Second, to teach him methods whereby he may teach others.

Preliminary and suggestiv work will be given in the class which will assist him in teaching literature, dramatics and rhetorical in the high schools and reading in the grades. This is a part of what the work in first term elocution means.

College Course.

I. Elocution I.—Is offerd the fall term only. The work is pland to develop the student individually, to help him gain a greater appreciation of literature and to vocally interpret it. Suggestiv work will be given to assist him in teaching reading in the grades and rhetorical in the high school.

II. Elocution II.—Selections used in this class are of still more difficult grade. Masterpieces from the world's greatest orators and poets are used, thereby giving the student power to interpret different literary forms, such as the Narrativ, the Didactic, the Oratoric, the Allegoric, the Lyric and the Dramatic. Work on these different forms of literary expression gives to the student the ability to respond to all shades of thought and emotion. It also develops power, flexibility and resonance of voice; results impossible to attain by the study of one style only. Special attention is given to the correction of voice defects. Work in Elocution II. must be preceded by Elocution I.

III. Applied Drama.—This study of the drama will

aim to acquaint the student with as many of the great dramas as possible, to provide him with some practical knowledge of stage management in amateur performances, to enrich his experience by enabling him to grasp the motifs and impulses in characters widely different from his own, to train him to recognize and maintain his place as a part of a whole in which others share, to give him poise and control under great emotional stimulus, to concentrate and develop the power of giving attention. The value of this work for public speakers is fully recognized by the best teachers of delivery. It is one of the chief means of breaking up monotony, of making a man realize that he must not only think; but that he must feel and be dominated by his own ideas, as well as endeavor to dominate other men. The great secret of true oratoric delivery is the power of the orator to receive impressions from his own ideas, the power of giving specific attention to each idea. Each successive image or step in his thought must cause a response from his whole nature. In no other branch of the work in expression is this power so fully developed as in Dramatic Work.

IV. Repertoire I.—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. The student is also encouraged to search for material himself, and to learn to distinguish between the inferior and the really worthy in current literature. The sole purpose of this work, however, is not to prepare students to "speak pieces," but to develop the student's individually. The classes are limited in number in order that sufficient time may be given each student to correct his faults in delivery.

V., VI.—Repertoire II. and III.—This will be a continuation of the work of the preceding term, which will be intended primarily to furnish each student who may finish the Public Speaking course with a well chosen and complete repertoire.

VII. Principles of Expression.—Many teachers fail

in the teaching of Reading and Elocution because they do not possess a definite standard of criticism. Many who appreciate the art, beauty, and spirit of literature have no ability as teachers of Reading, because they lack a specific knowledge of the difficulties arising from the complexity and intangibility of vocal expression.

VIII. Argumentation.—A study of the principles of argumentation, together with their application to spoken and written debate. While bearing directly upon formal school debate, the course is made to cover a much wider field. An effort is made to reveal steps in logical thinking, special emphasis being placed on analysis and the valuation of evidence. Complete oral and written arguments will be required.

IX. Oratory.—A course designed to show the nature of oratory and the make-up of an oration. Masterpieces of oratory will be analyzed in order to bring the student into touch with oratorical style. Students will be required to prepare and deliver addresses and orations.

LATIN AND GREEK.

Latin.

Latin Lessons (1) (2).—The work of the first two terms is designed to give the student a vocabulary, a familiarity with the forms, and a mastery of the fundamental principles of syntax.

Caesar and Latin Composition (3) (4).—The thought of the author, the translation and the grammatical construction receive daily attention. Special attention is given to indirect discourse. Work in prose composition is given with the last seven terms of this elementary Latin course.

Cicero and Latin Composition (5) (6).—The orations of Cicero against Catiline, Poet Archias, Manilian Law, and Marcellus are read. Incidentally the history of Cic-

ero's life and times, as well as Roman political institutions are studied.

Vergil and Latin Composition (7) (8) (9).—While points of syntax are not neglected in the study of the Aeneid, the greater emphasis is placed on the literary merits of the poem, the plot, character, etc., as well as the scansion and mythology. The Augustan age will be studied by means of papers and informal talks. In various ways it is sought to make the old Roman life real and vivid to the student.

College Course.

I. Cicero (Cato Major) and Livy; Latin Composition. Course I. is open to students who have completed the regular High School Latin Course of four years, or who otherwise satisfy the department that they have had the requisit preparation.

II. Livy and Latin Composition. Course II. is open to students who have completed Course I.

III. Horace, Epodes and Odes; a general survey of Roman Literature. Course III. is open to students who have completed Course II.

IV., V., VI., Roman Life during the Republic: Plautus, Terence, Catullus, and Cicero (Letters). Latin Composition.

(Not given in 1910-1911).

VII., VIII., IX. Roman Life during the Augustan Age. Suetonius (Life of Augustus), Tibullus, Propertius, and Horace (Satires and Epistles). Latin Composition.
(Not given in 1910-1911.)

X., XI., XII. Roman Life during the First Century: Tacitus, Pliny, Martial, and Juvenal. Latin Composition.

XIII., XIV., XV. Teachers' Latin: a brief survey of the science of Classical Philology; discussion of prob-

lems pertaining to Latin instruction in secondary schools; introduction to the study of Historical Latin Grammar (pronunciation, inflections, syntax); special studies in preparatory Latin authors.

XVI., XVII., XVIII. Elementary Courses. These courses are open only to High School Graduates and to students who have had equivalent preparation. (a) Introductory Work (Fall), Caesar (Winter), Cicero (Spring), or, (b) Cicero (Fall and Winter), Vergil's *Bucolics* and *Georgics* (Spring). Students who have had one year of Latin in the High School are advised to review the introductory work. Credit is not given for introductory work and Caesar unless the year's work is finished. These courses cannot be counted toward a Latin Major.

XIX., XX., XXI. Vergil and Latin Composition. See page 110. These courses cannot be counted toward a Latin major.

Courses for Latin Teachers.—Students preparing to teach Latin are expected to complete the work of at least Latin I., II., and III., Latin IV., V., and VI. or equivalent, Latin XIII., XIV., and XV., and Greek I., II., and III.

GREEK.

College Course.

Some knowledge of Greek is regarded as very desirable, if not essential, for the Latin teachers, and those electing Latin majors are strongly urged to include these Greek credits.

I., II., Greek Lessons. III., Anabasis.—The aim in the first year is essentially the same as in the corresponding work in Latin.

IV., Plato. V., VI., Homer.

GERMAN AND FRENCH.

German.**College Course.**

Being a living language, with a rich and constantly growing literature, and being almost a necessity in order to pursue advanced work in the universities, the study of German has come to have an inconstant value.

The complete German course at present requires three years' study. A student doing this work and earning excellent credits all thru may reasonably believe he is qualified to teach German in the average high school. To fit teachers for such elementary work is the purpose of introducing German into the Teachers College. Should conditions justify it, an additional year may be added to the present course.

At present the first two terms, "German Lessons," are devoted to drill in pronunciation, the fundamentals of etymology and syntax, together with abundant exercises to clinch the same. The next three terms consist of graded text translation and reading. In the third term two complete texts—one in addition to "Immensee"—are read. For the fourth and fifth terms, the classes read some of the German classics, tho not always the same. The sixth term is work in prose composition. The student translates into German, sometimes orally, sometimes on paper, selections of descriptive English prose; he writes German letters and relates in German, stories or personal experiences.

The last year of German can not be so well graded. A student who has had two years might profitably take the eighth or even the ninth term before having had the seventh. Besides reading the texts of this year, the class receives from the instructor hints and suggestions on teaching German.

It should be remembered that the student has five hours weekly of recitation work thruout the three years, together with the instruction, the drill, and the practice which that signifies. This makes the three years of the

German course in the Teachers College fairly equivalent to four years' work in many other colleges where the student has only four—often only three—hours per week.

By consulting the program it will be seen that the German for the first two years is offered every term, while that for the third year is offered only once, in order shown by the Roman numerals, these indicating the respective term of the work. The department does not bind itself to adhere strictly to the texts named, but may vary them for others of like or suitable grade.

First Year.

- I. German Lessons—Grammar.
- II. German Lessons—Grammar continued.
- III. Immensee and Hoeher als die Kirche.

Second Year.

- IV. Die Journalisten.
- V. Wilhelm Tell.
- VI. German Prose Composition.

Third Year.

- VII. Emilia Galotti and Lyrics and Ballads.
- VIII. Nathan der Weise.
- IX. Iphigenie auf Tauris and Die Braut von Messina.

French.

College Course.

Only one year of French is offered for the present. If students in sufficient number shall ask for more, then another year will be offered. It is important to remember that students can begin French in the fall term only. They are expected to continue it then thru the year.

- I. French Lessons—Grammar and Pronunciation.
- II. French Lessons—Continued, with reading easy French.
- III. L'Abbe Constantin, Le Voyage de Monsieur Perrichon.

GEOMETRY AND SURVEYING.

Geometry.

One year is devoted to the study of Plane and Solid Geometry. Thruout the course, the pedagogic side of the science is kept constantly in view as well as the scholastic. Original exercises in demonstration and construction are a prominent feature of the work, and careful instruction is given as to how to attack an original proof or solution. Concrete applications, both numerical and algebraic, are also made a continuous and special feature of the work.

Beginning Geometry.—The first term's study in the course embraces the subject-matter covered by Books I. and II. as presented in the modern geometrical texts, involving lines, angles, polygons, circles, and the first applications of the theory of limits. Fall and Winter.

Middle Geometry.—The course covers Books III., IV., and V. and embraces ratio, proportion and the measurements of polygons and circles. Every term.

Solid Geometry.—The last term in the course is devoted to the geometry of planes and solids and the essentials of spherical geometry. The classroom is provided with the best modern devices for the visual representation of geometrical solids; as Hanstein's Skeleton Models, the Ross Mensuration Blocks, Heath's Stereoscopic Views, and Phillips and Fisher's Fotografic Reproductions. Every facility is afforded teachers who may desire to investigate or apply the laboratory method of teaching the science. Any modern text-book may be used in the course in Solid Geometry. Every term.

College Course.

I. Solid Geometry.—Students in the college course deficient in Solid Geometry, will be required to make up the deficiency. The grade thus acquired may be substituted for one of the electives in the Freshman year of the course. To meet this requirement, a class in Solid Geometry will be sustained during the Spring term of the Freshman year.

II. Surveying.—A course in applied mathematics, provided for students who seek to familiarize themselves with the practical applications of geometry and trigonometry to the mensuration of surfaces and solids. The work embraces triangulation, calculation of heights and distances, land and city surveying, platting and profiling, leveling, cross sectioning, laying out railway curves and the like. The department is equipt with a superior and modern Gurley transit and Gurley Y-level. The work of the last half of the term will be largely field practice, the students acquiring skill in the use of the instruments by their actual manipulation. Spring.

MATHEMATICS.

Arithmetic.

The classes in arithmetic are so arranged and conducted as to meet the varying needs of the different students. The fundamental principles are carefully presented and accompanied by sufficient drill to insure accuracy and rapidity in recognizing and using them. Considerable attention is given to mental, or oral work, and to clear, brief statements in analysis. The object is to present each lesson in such a way that the subject may be mastered and in a manner that will assist the student in presenting it to others. There are four different courses as follows:

First Half Arithmetic.—This course covers the first half of the subject as given in most arithmetics. In addition to drill upon the fundamental operations the work will include factors and multiples, common and decimal fractions, denominate numbers including longitude and time and the metric measures, and some work in business practice and practical mensuration. Two or more classes each term.

Second Half Arithmetic.—The last half of the subject including percentage and its applications—commission and brokerage; stocks and bonds; simple, annual and compound interest; bank discount; partial payments;

foren and domestic exchange; taxes and duties; etc. Also ratio and proportion, involution and evolution, and a thoro drill upon mensuration. Two classes each term.

Complete Arithmetic.—This course will cover the whole subject of arithmetic as outlined in the courses above and is pland for those students who are strong enough in arithmetic to complete the subject in one term. Some of the departments will be past over rapidly so as to give more time to the harder portions of the subject, but all will be accompanied by thoro drills upon the essentials. Two or more classes each term.

Teachers' Arithmetic.—This course is pland for high school graduates and others who wish a review of arithmetic after having had algebra and plane geometry. Students entering the school upon a first grade uniform county certificate or a certificate with the arithmetic mark above 84 per cent. may take this course for an electiv credit on the state certificate course. This is true also for those who enter from a three or four-year high school course. The work will consist of a presentation of the best methods of teaching arithmetic together with a thoro discussion of the underlying principles of each subject and drill upon the more difficult portions of the work. Spring term.

Algebra.

The course in elementary Algebra gives complete preparation for any grade of certificate, and for college entrance. Special attention is given to modern methods of teaching the subject. Graphics are introduced in the proper connection. The correlation of algebra with arithmetic and geometry is emphasized, and also its use in the formulas and problems of physics.

Students who have had partial courses in algebra and who bring credits therefor, will be advanced in classification according to their credentials.

First Term Algebra.—To fractional equations. Special attention given to factoring, fractions, and the statement of written problems. Every term.

Second Term Algebra.—To quadratic equations. Written problems and the graph given a prominent place thruout this term's work. Radicals and radical equations are emphasized during the latter half of the term. Every term.

First and Second Term Algebra.—An abridged course giving six weeks to first term and six weeks to second term work. For students who have had partial preparation for first grade certificates. Every term.

Third Term Algebra.—Completing course. In addition to quadratics, this term's work includes ratio, proportion, and variation, progressions, logarithms, and such other topics as time and advancement of classes allow. At the close of the term there is a thoro review of the entire subject, thus affording a comprehensiv grasp of the whole year's work. Every term.

College Course.

In outlining the minimum equipment in mathematics which those who expect to teach that subject in secondary schools should possess, the best authorities of the day are in substantial agreement as to the necessary courses.

They recommend in addition to the usual secondary work, college algebra, trigonometry (surveying desirable), plane analytics, differential and integral calculus, theory of equations including determinants, history of mathematics and analytical mechanics. Courses in theoretical and practical physics are also included.

The courses which follow, together with those offered by the department of physics, afford nearly all the preparation outlined above.

There is a growing demand for well- trained teachers of mathematics. Every effort is being put forth by this school to meet this demand and to place graduates in mathematics in good positions.

I. Higher Algebra I.—Here the secondary course is broadend and strengthend, the idea of a function is developept, formal proofs of theorems are required, and such

further topics as graphics, the binomial theorem, complex numbers, elementary series, theory of equations, and determinant are discust. Fall and Winter Terms.

II. Higher Algebra II.—This course completes the work in College Algebra. It is centered about the advanced theory of equations. Graphic methods are used in the development of the theory, and formal proofs are emphasized.

Partial fractions, determinants, series, logarithms, and other topics are discust in their relations to higher mathematics. In the presentation of this work the needs of high school teachers are kept constantly in mind and much supplementary material is given. Spring term.

III. Trigonometry.—Plane and Spherical. Beginning with angle measurement, this course proceeds with the study of the trigonometric functions and their graphic representation, including functions of any angle and inverse functions. A thoro drill is given in logarithmic computation, followed by practical exercises in measurement of heights and distances. After a discussion of general formulas and trigonometric equations and identities, the solutions of oblique triangles are developed. The course closes with a study of the solutions of spherical triangle and the application of the theory in geodesy and astronomy. Students who expect to take two or more courses in college mathematics, should elect Higher Algebra I. as a prerequisite to this course. Every term.

IV. History and Teaching of Mathematics—“Acquaintance with the rise and growth of a branch of science is specially important to the man who wishes to teach the elements of this science or to penetrate as a student into its higher realms.”—Fink.

This course outlines the prominent features in the history of secondary mathematics, giving library references which are worked up by the student into a form for his future use. Such material is invaluable to the teacher as it enables him to relate each subject of the secondary course to the whole field of mathematical knowledge, and also to stimulate the interest of his students by frequent

reference to interesting historical facts. Along with the historical study, the best modern methods of teaching secondary mathematics are presented, much valuable reference material being suggested and discust.

All students who expect to be teachers of mathematics should elect this course.

Two courses in college mathematics are a prerequisite. Spring term.

V. Analytical Geometry.—This course offers a study of co-ordinate systems, equations and their loci, plotting of curves and transformation of co-ordinates. Then follows the discussion of the straight lines, the circle, and the conic sections. The course closes with some investigation of higher plane curves and enough of solid analytics to acquaint the student with co-ordinates in space and with the relations between surfaces, curves and equations in three variables.

Higher Algebra and Trigonometry are prerequisites. Fall term.

VI. Differential Calculus.—Winter term.

VII. Integral Calculus.—Spring term.

Introducing the courses in calculus is a discussion of the theory of limits. The idea of the derivation is thoroughly developept and illustrated. The standard forms of differentiation are then presented, followd by exercises in application of the derivation. Later topics are maxima and minima, expansion of functions, and geometrical and mechanical applications of the theory.

In the second term, the methods of integrating are developept. Integration is then taken up as the inverse of differentiation and also as a process of summation. Areas and length of plane curves in both polar and rectangular co-ordinates are considerd, also volumes of solids, of revolution and areas of surfaces of revolution. The work closes with a study of successiv and partial integration with application to areas and volumes.

Analytical Geometry a prerequisite.

The Mathematics Club.

An organization conducted under the direction of the

department of mathematics for the discussion of questions of interest to students and teachers of all grades of mathematics.

The activ membership is composed of faculty members and students who have had at least one term of college mathematics; the associate membership consists of students who have had at least one year of secondary mathematics. Officers are chosen from the activ membership. Students who are taking mathematics as a major are expected to join this club.

The meetings are open to all who care to attend.

CHEMISTRY.

College Course.

I. General Inorganic.—The non-metallic elements, three recitations and four hours of laboratory work per week.

II. General Inorganic.—The non-metallic elements continued, chemical theory, etc.; work distributed as in Chemistry I.

III. Qualitativ Analysis.—The preliminary study and the detection of the basic ions; one classroom exercise and eight hours of laboratory work per week.

IV. Qualitativ Analysis.—The acidic ions, analysis of general unknowns, including simple salts, mixtures, alloys and minerals; one classroom exercise and eight hours of laboratory work per week.

V. Quantitativ Analysis.—Gravimetric methods; ten hours per week, mainly in the laboratory.

VI. Quantitativ Analysis.—Volumetric methods; ten hours as in V.

VII. Special Methods in Quantitativ Analysis.—Chiefly laboratory work. Courses in Water Analysis, Proximate Food Analysis, and Assaying, may be arranged for by individual students, prepared to take them; time required as in Chemistry V.

VIII. Household Chemistry.—Primarily for students in the department of Home Economics. It includes a study of water, air, fuels, baking-powders, simple organic compounds, the detection of adulterants and preservatives in foods. Fall term, two lectures and four hours of laboratory work per week.

IX. Household Chemistry.—The study of the food principles, carbohydrates, fats, and proteins. Winter term, the work arranged as in Chemistry VIII., of which it is a continuation.

X. Food Analysis.—The proximate analysis of milk, butter, cereals, sugar. Spring term, work arranged as in Chemistry VIII.

Note.—A nominal fee of one dollar per term for chemicals, is charged in all courses beyond the third, and the student is expected to pay for his breakage, for surety of which he is required to deposit one dollar with the financial secretary at the opening of the term.

PHYSICS.

Elementary Courses.

1. Mechanics of Solids and Fluids; twelve weeks.
2. Sound, Heat and Light; twelve weeks.
3. Magnetism and Electricity; twelve weeks.

Courses one and two are required of all students pursuing the course outlined for an elementary teacher's diploma. Such students will be organized in separate classes so that the work can be conducted on an elementary basis consistent with the mathematical preparation of those enrolled.

Those enrolled on the state certificate course and who have entered on a first grade uniform county certificate, must complete courses two and three to meet the requirements for a state certificate. Students, however, who have completed courses one and two at the Iowa State Teachers College will be held only for course three.

All students who enter the state certificate course

on high school graduate standing and have not had laboratory experience and do not hold a first grade uniform county certificate, must complete courses one, two and three to meet the state certificate requirements. Those who come from accredited high schools and have had one year of elementary work in physics including a proper amount of laboratory experience, will not be held for any work in elementary physics. All such students should elect advanced work in case they desire to continue the subject.

Courses one, two and three in elementary physics require about sixty experiments of each student.

College Course.

I.—Mechanics of Solids and Fluids; Twelve weeks.

II.—Sound and Light; twelve weeks.

III.—Heat, Electricity and Magnetism; twelve weeks.

IV.—Teachers' Special Course; twelve weeks.

The above courses require a knowledge of Plane Trigonometry and also an elementary knowledge of the subject as usually given in the high school. They are particularly adapted to qualify the students to teach Physics in the high school.

These courses are electives on the College course leading to the diploma of Master of Didactics in three years, or the degree of Bachelor of Arts in Education in four years. One term of advanced work must be completed in order to fulfil the qualifications for a State Certificate on the Bachelor of Didactics course.

Students who are intending to take up Manual Training as a special work should elect Course I. in Advanced Physics. This course is practically indispensable to one who desires to work in Mechanics to any extent. Furthermore, the disciplinary value of this course, to those who intend to pursue in a measure the advanced study of Physics, is practically indispensable.

In the work of Electricity and Magnetism of Course II., special attention will be given to electrical measurements in the laboratory in order that the student may

derive a clear understanding of the different electrical units, such as the ampere, volt, ohm, watt, Farad, etc. The work will also familiarize the student with the more common measuring instruments of an electrician, such as the ammeter, voltmeter, resistance box, galvanometer, Wheatstone bridge, etc.

V.—Sound, for music students; twelve weeks.

The above course is open to all high school graduates. It consists first of a thoro exposition of the fundamental principles of sound, after which their application to musical theory is considered. The great portion of the term's work is devoted to the consideration of the physical theories of music. Each student is required to perform about twelve to fifteen experiments in the laboratory.

NATURAL SCIENCE.

First Half Second Grade Certificate Geography.—In providing for this course it has been our aim to plan a course that will meet the needs and demands of students desiring to prepare themselves for the second grade uniform county certificate. The work will cover such subject matter as is likely to be included in such examination, but will be very broad and thoro. The greater part of the first term will be devoted to a careful and thoro study of mathematical geography, elementary meteorology, oceanography and as much time as possible will be devoted to the study of such land forms as can be conveniently and thoroly covered. Class work will be supplemented with such laboratory work as will bring the student into touch with all the various pieces of apparatus necessary to make the subject interesting as well as practical.

Second Half Second Grade Certificate Geography.—This course is a continuation of the above and is open only to students who have had the first term's work or its equivalent. Some time will be devoted to Physical Geography, but most of the time will be given to the study of North America, South America, and incidentally Europe. A detailed study of the United States will be made, noting in every case the effect of geographical situation,

topography, climate and fertility of soil upon the life and industries of the region. A detailed study of Iowa will be made as a type of the prairie states.

First Grade Certificate Geography.—This course has been especially organized for students who wish to meet the requirements of the new law in regard to first grade uniform county certificate. The course has so been arranged as to cover all the subject matter likely to be included in such an examination. While a large field must be covered, the essential things will constantly be emphasized. It is the aim to make the course logical, practical, and helpful to those who must teach it.

Physiology.—In this subject the fundamentals of hygiene and sanitation will be emphasized. Ample demonstrations with the skeleton, manikin, projecting microscope and lantern will accompany the work. Every term.

Physiography.—This course has been worked out with great care and is especially adapted for students who wish to make preparation for teaching the subject in the public schools. Constant reference will be made to the best way of presenting the material logically, apparatus needed, the field study essential, etc. A rapid, but thoro, review of mathematical geography, elementary meteorology will precede the more detailed study of our forms, their origin, and agents at work upon the land producing them. Daily work will be supplemented with a careful study of the topographic map, its use in the school and method of reproducing. All phases of the subject will be made practical by the use of lantern slides and such other pieces of apparatus as needed from time to time.

General Botany.—This is an elementary course and in case the student enters from an accredited high school, deficient in Botany, this work is taken in those courses where Botany is required. A text is used to enable the student to become familiar with botanical terms and the fundamentals of plant ecology and morphology. Typical plants representing the different important orders are carefully studied. This course is given in the spring, summer and fall.

Elementary Zoology.—A term in invertebrate Zoology is given, during which consideration is chiefly given to those types that are of special interest in an inland state and where agriculture is the leading industry. The position taken is that a limited number of the more important forms well handled afford better results than a wide field hastily past over.

Structural Botany.—Those taking this work must have had General Botany either in the High School or elsewhere. The lower plants receive special attention. The microscope is used as an aid in appreciating the forms and structures that lie beyond the ken of the naked eye or the hand lens. The greenhouse provides abundant material for use so that the work can be conducted as well in the winter as at other times of the year. This work can be had at any term excepting the Fall term.

Elementary Geology.—Physical Geography or Physiography is a prerequisite to the work. The two together furnish a good introduction to a knowledge of the earth forms and structures, the forces and activities that have produced them and of the ancient life forms that have been so largely instrumental in revealing the story of the earth's past. The same material used for study and in illustrating the more advanced course is available for this course as far as is desirable and practicable.

Hygiene and Sanitation.—This subject will not only include the application of hygienic principles to the individual but a thoro knowledge of sanitary science as applied to his surroundings. Winter term.

Junior College Course.

Nature Study.—This work includes instruction of an elementary character on soils and rocks, some of the common forms of invertebrate life found in the state, birds of Iowa, the economic importance of which makes them worthy of attention, and trees that should be known on account of their value as street or lawn trees, or because of their importance for other reasons at a time when forestry is demanding consideration on the part of every one.

College Course.

I. Physiology I.—Advanced problems in physiology will be studied. Laboratory work will be required. Fall term.

II. Botany I.—Students, entering from accredited high schools without deficiencies, who take General Botany, or Structural Botany, may receive a college credit by taking the additional laboratory work offered in the third or fifth periods of the spring term. This laboratory work will be specially helpful to those intending to teach botany. Others desiring this laboratory work will need to make special arrangements for it.

III. Hygiene and Sanitation.—May be elected in the college course by taking additional work to that required in the state certificate course.

IV. Zoology I.—High School Zoology, or its equivalent, is necessary as a condition of entrance upon this work. The invertebrate types are thoroughly studied and as many species of the more representative orders and families as the time will permit will receive careful attention. Fall term.

V. Zoology II.—A continuation of Zoology I. through the remaining animal types in which the methods and aims of the Fall term are followed. Spring term.

VI. Physiography I.—This course is open only to those who have had the state certificate course in Physiography or who have studied the subject in any good accredited High School, and who are especially preparing for Science work. The term's work will consist first of a careful and thorough discussion of the agents and processes operating upon the earth's surface to produce our present land forms. Special attention will be given to the study of topographic maps, practically applied by the field study of a region in the vicinity. Text: Physiography, Salisbury.

VII., VIII. Geology I., II.—Physiography I. is a prerequisite to this course which covers Structural Geology excepting that part dealing with earthquakes and volcanoes which are handled under Physiography I. and

Historical Geology. Ample material for study and illustration is provided for this course and field work is required as far as the facilities of the vicinity warrant.

IX. Mineralogy.—This course gives a good working acquaintance with the common minerals and affords a working basis for the study of the common rocks.

X. Astronomy.—This course is open to students having had Plane and Solid Geometry and Trigonometry. A very thoro discussion of descriptiv Astronomy will be taken up. The work will be made as practical as possible. Spring term.

XI. Commercial Geography of North America.—Since it is believed that commercial geography can only be interpreted by students having a good working knowledge of physical geography, physiography is made a prerequisite for this course. On the basis of the physiographic divisions of the country, a thoro and systematic study of the various industries and resources and their relation to the geography and geology of the region is made. Detaild investigations of certain resources and industries with a careful preparation and presentation of reports and graphs will be required of each student. (Text: Mills' International Geography.)

XII. Commercial Geography of Europe.—A study of the continent of Europe will be made on the same basis as of North America in the preceding course. Special study will be made of commercial and economic development of the more important nations from the standpoint of the physical features and natural resources.

Prerequisite—Commercial Geography of North America.

XIII. Influence of Geography Upon American History.—As there has been a demand for a closer correlation of geography and American history, this course has been arranged to be given in the winter term. The course will include a study of the geographic conditions which have influenced the course of American history. Their importance as compared with one another, and with non-geographic factors. A general knowledge of American history and physiography of the United States is a prerequisite.

HISTORY.

U. S. History.—The work will be offered both in two-term and one-term classes. The former will be suited to those who need preparation in the essentials of the subject, while the latter will include a study of the development of historical movements, attention being given to the collection and grouping of material. "Sources" and library references will be freely used in this course, which is not a repetition of work given in the two-term classes, but one involving new points of view and more advanced study. Credit will be given on the uniform county certificate course.

General History.—This course will be given in two terms and will comprize a general survey of the most important movements in ancient, medieval and modern times. The work will be planned to meet the needs of those who wish preparation for the teaching of history in the grades, and will emphasize particularly the European background for American history.

College Courses.

I. American History.—This course will comprize an intensiv study of some of the great movements in our National development, the subjects being chosen to meet the needs of the students in the class. The course is open to all students who have the regular college entrance requirements in history. It will be found especially helpful to those who intend to teach the subject in a high school or who wish to become more intelligent in regard to the present problems in our national life.

II. English History.—English History will be offered during the year, not oftener than there is a demand for it. A text is used as a guide, but the work requires use of source and laboratory methods, note-books, original investigation, and the preparation of papers. Emphasis is laid upon the close connection between English and United States History and the institutions in our nation that are the outgrowth of English experience. This course is recommended to all students who expect to teach United States History or do advanced work in

comparativ Civics.

III. and IV. Greek History; Roman History.—These will be advanced courses in Greek and Roman History and are designd especially for students desiring to teach in high schools, or who wish to take Comparativ Politics. For admission to either of these classes, General History as given in the certificate course or in the Secondary School will be required.

V. Medieval History.—This is especially designd to meet the requirements of junior college courses in art and music. The course is also open to those who have had general history. It is so presented as to give a good foundation for future historical study.

VI. Modern History.—This is an introductory course to the more intensiv study of the specific periods, and meets the requirements of the junior college courses.

VII. Eighteenth Century.—The work in this course will be centerd in the French Revolution and the Napoleonic era together with the development of Prussia, the object being to supplement the work in General History as given in this school or in secondary schools, and to give a more thoro preparation for the High School teacher. This course, as well as that which follows, will demand a constant use of source material and library references, and will be presented so as to give a thoro understanding of the leading problems connected with the period.

VIII. Nineteenth Century.—This course includes a study of the leading historical problems of France, Germany, Italy and England, and the Eastern Question. This may be elected by those who have had sufficient preparation to enable the work to be done satisfactorily.

IX. Method History.—At least once each year, a class will be organized to consider the problems of the teacher of history. The course includes a study of the value of history and its place in the curriculum; an investigation of various methods of presentation and their psychological basis.

ECONOMICS.

Elementary Economics.—This course is preparatory to full admission to the state certificate courses, and fits

only for the First Grade Uniform County Certificate. It covers the ground required by the State Board of Examiners for this certificate, viz:

The fundamental definitions with especial discrimination between utility and value, goods and welth; the departments of economics; the agents of production; including business management and government protection; the Malthusian doctrin; the law of diminishing returns; co-operation, including socialism; arbitration; trades unions; and a brief study of taxation in the United States. (Offerd every term.)

Economics.—This course is required in all state certificate courses and presupposes the mastery of elementary economics. It fits for the First and Second Grade State Certificateš and covers the ground required by the State Board for this purpose, viz: The marginal theory of value; the laws of distribution; money, its nature and history especially in the United States; the quantity theory; monopolies and trusts; public ownership and regulation and such other topics as the time and ability of the class may seem to warrant. (Offerd every term.)

College Course.

I. Economic Theory, based on such a text as that of Seligman.

II. Economic Problems, on the basis of such a text as Seager.

III. English Industrial History, with such incidental comparisons with the industrial development of other countries as the time will permit.

IV. American Industrial History.

V. Commercial History of Europe.

VI. Money and Banking.

VII. Labor and Labor Unions.

GOVERNMENT.

Teachers' Certificate Courses.

Elementary Civics of Iowa.—A full term will be given to the study of the history and civil government of Iowa. The course will include a careful study of early settlements and of territorial government. Then the

organization of the State will be taken up and will be followed by a study of township, county and state governments. The political and educational institutions of the state will receive detailed consideration. This course will be given each term throughout the year.

Elementary Civics of the United States.—This course will comprise an elementary study of the civil government of the United States. The executive, legislative and judicial departments will be studied in detail. The Declaration of Independence, Articles of Confederation, and Constitution will be given special attention. The powers of Congress, the duties of the Executive and the work of the courts will be studied. Definitions will be given to such terms as contracts, mortgages, property, deeds, leases, etc., This course will be given each term throughout the year, and together with the Iowa Civics will give credit on uniform county certificates.

Combined Course in Iowa and U. S. Civics.—This course will be offered each term and will review the entire subject. This course will assist teachers in preparing for county uniform certificate examinations. No credit is given unless the subject is tested.

College Course.

I. American Government.—Designed for students who have had Elementary Civics, or its equivalent, and United States History. The work begins with an analysis of early colonial governments, followed by a study of the Revolutionary State Constitutions, the Federal Constitution and the inauguration of the new Government. Then follows a study of the actual workings of the government up to the present. This course is offered each term throughout the year.

II. American Constitutional History I.—Courses in United States History and Civics are prerequisites for this course. The course takes up a careful study of the Constitutional phases of American History from the earliest colonial Unions up to the transition period of 1829. Given only during the fall and summer terms.

III. American Constitutional History II.—This

course pursues the same line of study as course number II., and includes the period from 1829 to the close of the century. This course may be taken in connection with course II. in the same subject, or it may be taken alone. Offerd during the winter and summer terms.

IV. English Government.—Courses in Civics, History and Constitutional History or American Government ought to be prerequisites for this course. The work will begin with a brief survey of the historical origin of the government of England. It will then consider the principal institutions, both national and local, as they exist in actual operation today. This course is offerd during the winter and the summer terms.

V. Modern European Governments.—This course is offerd to students who wish to study government as it is administerd in European countries. The governments of the modern European States are outlined and compared with that of the United States. The governments of France, Germany, Switzerland and England are given special attention. Offerd during the spring term.

VI. International Law.—The development of the law of nations; its nature, source and present status; the equality of states; the doctrin of intervention; the laws of war and peace; the rights and duties of neutrals; the arbitration movement. The course will be given during the winter term only and alternate from year to year with Constitutional Law.

VII. Constitutional Law.—An introductory study to the subject; federal jurisdiction and expresst powers; implied powers; citizenship; privileges and immunities of citizens; suffrage; taxation; laws impairing the obligation of contract; regulation of commerce; money; war; cases on constitutional law. This course will be given during the winter term only and will alternate from year to year with International Law.

ART.

Organization and Course of Study.

This department aims to provide instruction in free-hand and mechanical drawing, modeling, water color or

pastel painting, decorative design, and the history and criticism of art principles.

As a professional school the aim is to furnish a thorough course in the theory and practice of art, and as a department of the college to trend towards general culture.

The Art Course.

During the first and second terms the student draws daily from plaster casts, and also during the second term the history of architecture is presented; during the third term the history of painting and art principles are studied.

The first and second terms of the second year of the course are devoted to the study of perspective, by means of lectures and reference books, and pictures and the representation of curvilinear and rectilinear forms as they appear. The pupils are required to make outline drawings illustrative of the principles in linear perspective, and to execute such problems in aerial perspective as shall be assigned.

Lessons on the principles and practical development of design are given during the spring term of the second year of the course.

Modeling in clay from the cast and from life are required during the early stages of instruction, because clay lends itself so freely and easily to the expression of form.

Painting instruction is given during the fall term of the third year, from still-life and landscape motifs.

Mechanical drawing is required because it helps to develop clearness of ideas and definite statements and neatness, and because it forms a basis for the applied arts.

The class in supervision is arranged for conferences and methods of teaching art subjects.

The state certificate course students are required to enroll in the two classes in perspective.

College Course.

In the college course the history of architecture and statuary is given during the winter term, and the history of painting is placed in the spring term.

COMMERCIAL EDUCATION.

Penmanship, First Term.—This is a course in practical muscular movement writing adapted particularly to the needs of those who will have this subject to teach. Students pursuing this work acquire the foundation of a plain business hand, easily and rapidly written. During the progress of the course numerous topics pertaining to the best methods of teaching this subject will be discust. The following are among the more important: **Position**, detaild description, effect upon helth of child, effect upon the development of muscular movement writing, how to acquire correct habits of position.

Movement, importance of muscular movement, advantages over finger movement, discussion of whole arm movement, combined movement, when to use combined movement.

Drills.—The movement drills most commonly used, reason for developing writing by their use, relation of drills to writing, model lessons illustrating letter development by use of movement drills.

Speed.—Its importance, why it should be developpt in class work, how it may be developpt, rate of speed generally used in business-writing.

Rythm.—Relation of rythm to writing, use of counting in class work, counting for drills, for letters, words and sentences, the use of the metronome, music as a means of establishing rythm in writing.

Correlation.—Writing should be correlated to all subjects employing it, the general writing more important than the special false standards of writing.

Classification of letters, according to form, underlying movement, hight, simplifying the process of learning to write.

Lesson plans and special preparation by teacher.

Penmanship, Second, Third, Fourth, Fifth and Sixth Terms.—For students wishing a more extensiv preparation in writing than is offered by First Term Penmanship, there are five additional electiv terms offerd. The work in these advanced courses is arranged so it may be completed as rapidly as the student individually is capable

of doing it. Certain copies are assigned each term, and each copy in its turn must be mastered before the student takes up those remaining in the course. This seems at first a slow process, but the results ultimately are very satisfactory to all concerned.

Two terms' work in blackboard writing are offered. All students who are preparing to be supervisors of writing are required to take this work, and all who are taking any advanced work should complete at least a part of this important phase of writing. These advanced courses may be taken as electives in the state certificate course or may be chosen as the fourth study by students pursuing the College Course.

Bookkeeping, First Term.—This first course combines the so-called theoretical bookkeeping with that which is purposed to illustrate business usage. In the first part of the work the student makes a careful study of the ordinary books of record, their forms and functions, become familiar with the work of journalizing and posting and learns how to take trial balances, make out business statements and close the ledger. An exceptional effort is made thru class discussion to thoroughly familiarize the student with the underlying principles of all operations involved.

In the latter part of the course the student is taught the uses of business forms, such as checks, notes, bank drafts, individual drafts, freight receipts, invoices, etc. These papers are both received and given out, and in the latter case the student himself must make them out. This gives an opportunity of applying the principles learned in the former part of the course and also gives very important drill in properly making out and handling commercial papers. A short course in Single Entry Bookkeeping is given at the completion of the work in illustrative business.

Bookkeeping, Second Term.—The advanced courses in bookkeeping are offered mainly for those who are pursuing the special course for Commercial teachers, but they may be taken as electives in any regular certificate course.

The second course will deal with the wholesale grocery business giving the student an opportunity of study-

ing modern methods of handling accounts in businesses of this character.

A thoro drill in business forms will be an essential feature of this term's work.

The student will become familiar with loose leaf books of record, cash book containing special columns, auxilliary ledgers, controlling ledger accounts, and the principles of cost accounting.

Bookkeeping, Third Term.—This term's work will be given to the study of higher accounting.

Sets in Real Estate and Insurance, Shipping and Commission, Corporation Accounting, Factory Accounting, Railway Accounting and Practical Banking, will be worked out.

Modern plans of large business concerns are used as the basis of recording entries, and special books devised for the purpose of condensing and lessening posting will be given considerable attention.

VOCAL MUSIC.

Required Course in Vocal Music.

It is the object of the work in Vocal Music to give students such development in artistic singing, in sight reading, in ear training, in the theory of music, and in public school methods, that they can teach music successfully in the public schools. It is believed that one urgent demand in the public schools is for the musical growth of the teachers themselves.

First Term.—Eight or ten songs are first learned by rote, care being given to buoyancy of movement, spirit of the song, the meaning of the words, phrasing, tone quality, articulation, etc. Immediately after these songs are learned, the syllables (do, re, mi, etc.) to each of them are taught the class by rote, phrase by phrase, as the words are learned. Following this, much dictation work is given, the teacher singing a song by syllable, a phrase at a time, the class repeating by rote. By this means, the classes are receiving valuable ear training in both

rythm and pitch, are enlarging their musical experience, are acquiring a thoro mastery of the intervals of the scale, which is absolutely essential in independent sight singing, and at the same time are maintaining the song spirit in the class. They are acquiring technical skill without sacrificing musical spirit. This work blends into sight singing, which is emphasized thruout the term. The elements of music are presented in a logical way that appeals to the understanding and are arranged conveniently for written work. A large variety of songs suitable for school use are learned in all the classes. Ear training, song singing and note reading are so blended and inter-related that the result is general musical growth.

Second Term.—The work in second term is a continuation of that in the beginning classes. Much ear training work is done in this class, the aim being to have students able to write readily any familiar melody in any key called for. A large degree of attention is given to song interpretation by the use of songs for all grades from the primary room to the high school. Simple work in elementary harmony is introduced inductively in connection with ear training and sight singing.

Advanced Work in Vocal Music.—In addition to the two terms of vocal music outlined above there are now offered seven terms of advanced work, making a continuous course of three years in class work in the preparation of music supervisors. Students on entering the school are given advanced classification, according to what they are able to do. Care is taken, however, to prevent their undertaking more than they can successfully accomplish.

Third Term.—(a) Elementary Harmony. In this class the laws governing the construction of chords and the progression of voices, are, as far as practicable, determined by experiment. The student is thus prepared for an interesting and successful course in harmony and has this additional advantage that from the outset he learns to recognize the various tone combinations thru the ear as well as thru the eye. (Two days per week);

(b) Sight Singing. The work in sight singing is continued, its purpose being to elicit rapid, fluent, musicianly singing. Work in primary methods and primary songs will be reserved for Fourth Term, and music specially suitable for high schools will be used in this class. It is the special purpose of this term's work in sight singing to meet the demands of students in general as well as those taking the Public School Music Course. In addition to the training in sight singing some practice will be given in conducting choruses. (Three days per week.)

Fourth Term—

Sight Singing and Methods; three days.
History of Music; two days.

Fifth Term—

Ear Training; two days.
Harmony; two days.
Advanced Sight Singing; one day.

Sixth Term—

Methods; two days.
Harmony; two days.
History of Music; one day.

Seventh Term—

History of Music; two days.
Harmony; two days.
Conducting; one day.

Eighth Term—

Musical Appreciation; two days.
Harmony; two days.
Child Voice; one day.

Ninth Term—

Supervision; two days.
Harmony; two days.
Theory of Music; one day.

There is also in connection with and under the management of this department free instruction in vocal music as follows:

- (1) Three glee clubs for young men.
- (2) Three glee clubs for young women.

(3) A choral society which gives an oratorio every year at the May Festival.

The program is so arranged that students wishing to take two or more of these classes at once can do so. High School graduates who have had good musical training in the public schools, and others who are able to do so, can omit first term, take second and third terms in the fall, fourth and one-half of fifth terms in the winter, and complete fifth term and take sixth term in the spring. This will enable them to complete the nine terms of music in two years. The first six terms of music are always offered in the summer term.

PIANOFORTE.

Private Instruction.

Course for students specializing in Piano. The constants in this course are outlined elsewhere in this bulletin, showing the full general requirements. It is not possible to state a definite course in study of the piano. Different students have different points of strength or weakness, both in technique and interpretative power. They will therefore need different lines of study. Nor is it possible to classify students in definite grades, for rarely is the musical training consistent or equal in the different lines. Our aim is to produce in the students a rich tone, artistic pedaling, clean cut technique (employing many varieties of touch but basing all on the independence of the individual fingers), and emotional yet sane interpretation.

VOICE.

Most adults have formed some unnatural habits of posture and of breathing which interfere with the correct use of the voice. It is also impossible for one to properly judge as to the naturalness of his own voice in early study, for when he has once formed a habit it seems natural to him; hence the necessity of a voice instructor, whose business it is to detect and correct wrong physical conditions; then to so lead the pupil into correct

vocal habits that a natural free use of the voice is the result. With this as a foundation for the art of singing, selections are made from song literature according to the ability of the pupil in which registration, diction, etc., are carefully supervised and general musicianship at the same time developed.

Pupils' recitals and numerous other opportunities for experience in public singing are offered to those sufficiently advanced.

VIOLIN AND OTHER ORCHESTRAL INSTRUMENTS HARMONY.

Violin.

The violin may be studied either in the Special Violin Course or as a fourth study in the College Course, or the student may take violin alone. In the latter case there is no enrollment fee.

The method of Joachim and Moser is used, together with the Technical School of Sevcik, the studies of Kreutzer, Fiorillo, Rode, Sonatas of Bach, and such Concertos and Concert pieces as will properly develop the student in solo playing.

All violin students are expected to attend the:

Ensemble Class, which meets once a week for playing solos with accompaniment, sonatas for piano and violin, duets, trios, quartets, etc. (Wednesday, 2:30 p. m.)

Orchestra.—Study in *Orchestral Music* is given throughout the year on Mondays and Thursdays at 3:30 p. m. Symphonies, overtures and suites, and standard concert numbers are studied. Advanced vocal and instrumental students are given an opportunity for practice with the orchestra in solos and concertos. The orchestra is open to all who have had enough study to enable them to pass a satisfactory examination for admission.

Other Orchestral Instruments.

All other Orchestral Instruments are taught and students of these instruments have the same advantages

as violin students with the added privilege for the wood, wind, brass and percussion players of joining the:

Military Band.—(Tuesday and Friday, 3:30 p. m.) All students are eligible who can pass the examination, but any who are not competent may join the

Junior Band, which is a beginners' organization from which members are promoted to the Senior Band as soon as able to play the music. (Wednesday, 3:30 p. m.)

Instruments Furnisht.—A full equipment of first-class Orchestral and Band instruments is owned by the school. Students desirous of doing good, earnest work are allowed the use of these, but those having instruments of their own should not neglect to bring them, as the supply is not adequate to meet the demand.

List of Instruments—

- 16 Violins (Furnisht by director).
- 2 Violas.
- 2 Cellos.
- 2 Basses.
- 1 Piccolo.
- 1 Meyer Flute.
- 1 Boehm Flute.
- 1 Oboe.
- 1 Bassoon.
- 1 E flat Clarinet.
- 3 B flat Clarinets.
- 2 Sets of Clarinets for the Orchestra.
- 1 Alto Clarinet.
- 1 Bass Clarinet.
- 2 Alto Saxophones.
- 1 Tenor Saxophone.
- 1 Baritone Saxophone.
- 4 B flat Trumpets.
- 2 F Trumpets.
- 5 B flat Cornets.
- 5 E flat Altos.
- 4 Horns.
- 1 Tenor.
- 7 Tenor Trombones.
- 2 Baritones.

2 B flat Basses.

2 Tubas.

2 B B Basses.

2 Sets Bells.

2 Bass Drums.

1 Small Drum.

2 Pairs Cymbals.

Instruments for Toy Symphonies, etc.

Recitals.

At stated intervals, a recital of the students in Voice, Violin, and Piano will be given. This will be a principal feature of the work and will exemplify the progress of the students as well as give them an incentive to make their study and practice as effective as possible. Several recitals will be given each year.

Harmony.

Six terms of Harmony are required for graduation in the Special Voice, Violin and Piano courses, also in the Public School Music course. Classes begin harmony each term, altho the fourth, fifth and sixth terms are offered only in the fall, winter and spring terms, respectively. Private pupils, either singly or in small classes, may begin at any time, the tuition being proportioned to the number in the class. By private instruction deficiencies may be made up.

PHYSICAL EDUCATION.

The aims of this department are to enable the students to sustain and improve their health and muscular control during their courses, to aid them in the formation of habits of hygienic living, and to qualify them as Teachers of Physical Education for public and high schools so that they may intelligently consider the physical needs of their pupils, and direct, supervise or prescribe such rational forms of exercise as are calculated to supply the needs and overcome the defects that may be found among the pupils.

All students are under the supervision of this de-

partment, and each must be provided with the regulation costume for gymnasium wear. This, for men, consists of quarter-sleeve, navy blue jerseys and long gray trousers of Y. M. C. A. pattern; for women, the costume is navy serge or flannel bloomers and blouse or waist. All must wear gymnasium shoes. Uniforms may be procured after arrival at school.

The work for the first year consists of three periods a week, supplemented by lectures on topics pertaining to health, hygiene and college life; for the second year, three periods a week, the work varying according to the season, and for the third year, two periods a week, the work being largely recreative, and the matter of choice or selection left to the individual student. Opportunity is given for optional work to students who have finished the required work.

Nine courses are arranged in Physical Training, the first six of which are required for graduation from all courses except the Primary Teachers', the last three being elective for advanced students.

Men's Department.

Before entering any team or enrolling in any class, each student is given a physical and medical examination. In the physical examination, the measurements taken and tests used have each a definite purpose and are merged to compute co-efficients or indices indicative of the muscular condition of the student. The medical examination is calculated to ascertain the functional conditions of the vital organs, and to detect any weakness or deformity that may exist. Based upon the information thus obtained, together with that procured from the personal and family history of each applicant, advice is given and suitable exercise prescribed wherever necessary. Each student is given a copy of his measurements, with an anthropometric chart showing in a graphic form his development as compared with that of the average or typical man.

Courses.

First Term Physical Training consists of football, field hockey and cross-country running, the election being

left to the individual student. This is the fall work of the first year, having for its aim the strengthening of the heart and lungs and digestive organs. Instruction and practice are given in each branch, with frequent games and competitions.

Second Term Physical Training consists of first year or elementary gymnastics, this includes: Tactics: A modified system for gymnasium work is used for convenience in handling classes and for disciplinary value. Calisthenics: Several drills and series of exercises are arranged in order of increasing difficulty. They involve hygienic, or body-building work with the idea of promoting health and vitality; educative movements with muscular control and co-ordination as their aim; and corrective or postural exercises which aim to correct faulty positions and bring about an erect carriage. Dumbbells, Indian clubs and barbells are used in this work.

Apparatus.—Elementary exercises are given on parallel and horizontal bars, horse, vaulting bars, buck, spring-board and mats and rings, preparatory to the more advanced work.

Indoor Athletics.—A series of athletic contests are conducted during the second and fifth terms for the purpose of giving the students instruction and experience in the various athletic events adaptable to a gymnasium or playground.

Games.—A large variety of gymnastic games suitable for indoor and outdoor use are introduced to familiarize the students with the various recreative exercises. These include basketball, indoor baseball, volley ball, speed, relay racing, etc.

Third Term Physical Training.—This is the Spring work for the first year and consists of baseball and track athletics, the election being left to the individual student. Class instruction is given in baseball with daily practice. Instruction is given in the various track and field events with daily practice and some experience in officiating at Track Meets.

Fourth Term Physical Training.—Similar to First Term, with the addition of Tennis and Golf as electives.

The college possesses twelve new clay tennis courts adjacent to the playground and gymnasium, and the students have the use of the Woodlawn golf links, situated one-half mile away, and credit is given for regular practice of these sports, beginning with this term.

Fifth Term Physical Training.—Consists of second year or intermediate gymnastics. This is a continuation of the second term, with advanced tactics, for class evolutions and fancy marching; more advanced calisthenic drills, intermediate exercises on the various forms of apparatus, and indoor athletics and games similar to those in second term.

Sixth Term Physical Training.—Similar to Third Term, with the addition of Tennis and Golf as electives. Experience in competition and conducting tournaments is given.

Seventh, Eighth and Ninth Physical Training consist of advanced electives from any of the work offered. Eighth Term coming in the Winter includes Advanced Gymnastics and Tumbling, Fencing and Wrestling, together with Gymnastic Dancing and Fancy Steps and Games. Unless proficient in Swimming this branch is strongly urged in these terms.

Athletics.

Four terms in Athletics are offered to students of ability, which may be substituted for any term except Second and Fifth. These consist in daily instruction and practice in the respective branches and competition under the regulations of the Athletic Board, leading to the college insignia given to the successful members of the varsity teams.

First Term Athletics—Football.

Second Term Athletics—Basketball.

Third Term Athletics—Baseball.

Fourth Term Athletics—Track Athletics.

These constitute the four major branches of athletics at the Teachers College.

Aquatics.

Swimming.—The swimming pool is open two days

per week to men enroll in the Department of Physical Education. Classes are organized for instruction in swimming and diving and for these classes there is no charge. Men who pass the swimming test may use the pool at other hours, regularly scheduled, upon the payment of a small fee.

Women's Department.

First attention is given to the students themselves, and an effort is made to bring each to her best physical condition. Students are required to have a physical examination which is sufficiently thoro to give a definit knowledge of weakness, defects or special needs, and based upon such examinations are the exercises prescribed during that part of the course intended to improve the physical condition and to prepare for the heavier work.

Outline of courses:

Tactics.—Including plain and fancy marching, class evolutions and floor formations. The German system of Tactics is taught as arranged by E. H. Arnold, M. D.

Free Calisthenics.—Being selected exercises suited to pupils of primary, intermediate, grammar and high school grades, and advanced work for the development of the students themselves. The German and Swedish systems are taught, the Swedish work being based on "Nissen's A B C of Swedish Educational Gymnastics," and Enebuske's "Progressive Gymnastic Day's Orders."

Light Apparatus.—Being exercises and drills with dumbbells, wands, barbells, rings, poles, grace hoops, Indian clubs, etc. Simple and advanced work of this kind as given is intended for the training of the students themselves.

Heavy Apparatus.—Being elementary and advanced work on the horse, parallel bars, horizontal bar, rings, ladders, poles, jumping stands, balancing boards, ropes, etc. The purpose of this work is for the training of the students themselves.

Games and Plays.—An effort is made to familiarize the students with a varied list of games and plays suitable for indoor and outdoor use, both for their own development on the play side and for use in teaching.

Swimming.—The instruction and practice is similar to that outlined under Men's Department.

Athletics.—Lawn Tennis, Lawn Hockey and Golf are introduced during the fall and spring terms. Basketball, baseball, indoor and out, are introduced during the fall, winter, and spring terms, and are especially desirable for those who expect to be high school teachers.

Rythm Work.—This consists of movements, poses and fancy steps with musical accompaniment, and aims to develop grace and freedom. Advanced Rythm leads to the "Gilbert" or "Esthetic" work, the medium through which the most symmetrical physical development may be acquired.

Gilbert Work may be described as Esthetic or Classic Dancing. It was introduced, as its name implies, by Mr. M. B. Gilbert, of Boston, who first taught it at Harvard under Dr. D. A. Sargent in 1894. Since that time it has grown in popularity and appreciation and has been taken up over the country as an art embodying the highest elements of gymnastic and esthetic movements. The Gilbert classical dances are said, in fact, to include all arts, being statuary in motion, painting personified, the interpretation of music and the soul of poetry.

Folk Dancing.—This corresponds most nearly to the pantomime or the old symbolic dances, where the head, the arms and body take part in expressing by rhythmic movements the sentiment of the music. Folk dancing is very comprehensive in scope, being an expression of the temperament of the people of different countries—Spain, Greece, France, Sweden, England, Scotland and Ireland. It has been found to be helpful as an educational factor, as well as recreative in spirit.

Required Order of Courses,

First Term Physical Training.—Combining elementary Tactics, Calisthenics, Games and Fancy Steps.

Second Term Physical Training.—Being a continuation of first term with the addition of Light Apparatus.

Third Term Physical Training.—Being a continua-

tion of first and second terms, with the addition of Hevy Apparatus.

Fourth Term Physical Training.—Consisting of Athletics and Sports, such as Tennis, Basketball, Indoor Baseball, Hockey, Golf and Swimming. The term's work may be elected from the above subjects offerd variously in the fall, winter and spirng terms.

Fifth Term Physical Training.—A choice is here given, as in fourth term, between elementary Rythm, Folk Dancing, advanced Apparatus work and any athletic sport not previously elected.

Sixth Term Physical Training.—Electiv as follows: Second Term Rythm for those who have had elementary Rythm; for others, any subject in fourth or fifth terms not previously elected.

Seventh Term Physical Training.—Being most advanced Rythm, Gilbert Work, Indian Clubs, Apparatus and Fencing; open only to those having finisht six full terms of Physical Training.

Eighth and Ninth Terms Physical Training.—These terms are continuations of the advanced work offerd in seventh term.

As seen from the above outline, the work of the first year, first, second, and third terms, are fixt in their order and content and are absolutely prerequisit to any part of fourth, fifth or sixth terms; while the fourth, fifth and sixth terms are, to a certain extent, interchangeable among themselvs, and are, in turn, prerequisit to more advanced work, subject in each individual case to the approval of the instructors.

Primary Physical Training, First, Second and Third Terms, is differentiated from the regular work described above, each term being an equivalent of two regular terms. Primary students are, therefore, enabled to finish their required work in one year insted of two. Five days per week are necessary in these courses, four of which are for floor work and one for lecture work. Special attention is given to games and plays that are suited to primary and intermediate grades.

Outline of Theory for Primary Teachers.—This work consists of lectures and discussions for the purpose of giving the students an intelligent knowledge of the physical needs of school children, the object of physical work for them, and the method of accomplishing it.

The following are topics considered:

1. Formal Gymnastics.—(a) Tactics. (b) Free work (educational, hygienic, correctiv).—Under Tactics is considered their purpose in the day's lesson, the theory of the different evolutions and the method of teaching them.

Educational free work is considered from a purely educational standpoint, i. e., the ways and means of educating the body to obey the commands of the will.

Under the hygienic work are considered the effects of exercise on circulation, respiration, and digestion.

Under the correctiv work are considered the common deformities found among school children, and the common bad postures that lead to them, with the means of avoiding and correcting them gymnastically.

2. Informal Gymnastics, or Play.—Under this head is considered the means of teaching Gymnastics in first and second grades, at least, in an informal way, thru games. Games that are suited to indoor and outdoor work are studied. Some of the sources for the games are "Gymnastic Stories and Plays in Primary Schools," by Rebecca Stoneroad; "Songs of the Child World," Gaynor; "Gymnastic Games," by E. H. Arnold, M. D. The psychological and educational aspects of play are also considered.

Practis Teaching.—In order that all students may be thoroly at home in presenting this work, each will be required from time to time to take charge of the class or a portion of it, and present such work as may be assigned by the instructor. Tactics, free work, and games will be taught in this way.

Special Courses For Teachers of Physical Education.

To meet the constantly increasing demand for trained directors of Physical Training, a special teachers' course

is offerd. It includes several collateral studies carried by other departments, such as Chemistry, Natural Science, Advanced Physiology, Genetic Psychology; and the following special subjects offerd by the department of Physical Education in addition to the floor work or practis teaching.

Anatomy, I. and II.

General gross anatomy of the body and its parts, bones, muscles, articulations, vascular and nervous systems, organs of respiration, digestion, etc. Special attention is given to Anatomy from the standpoint of function, and to the mechanical arrangement of bones, structure of joints, etc., demonstration on individuals of the origin, insertion and action of the principal and accessory muscle groups involvd in maintaining posture and producing movements. The mechanical influence of posture and of the different types of gymnastic exercises upon the flow of bodily fluids is carefully studied.

In addition this course considers the subject of adolescence, the anatomy and hygiene of the pelvic and reproductiv organs and is intended to give intelligent and helpful knowledge of the importance and economy of such.

History and Literature of Physical Training.

Ancient.—Greek funeral games, Olympic and other similar games, system of rewards and its effect, Greek ideas of exercises as related to helth, education and beauty; Roman funeral games, rise and influence of Ludi Gladiatori; baths, physical training in Roman army.

Medieval.—Estimate of body by Latin Fathers, Monasticism and Asceticism, chivalry and knighthood, rise, features, influence and decline.

Modern.—Writings and influence of Rousseau, Mulcaster, Salzman, Guts Muths, Basedow, Jahn, Spiess, Vieth, Nachtegal, Ling, Spencer, and others; the progress and characteristics of physical training in Germany, Sweden, England, America; influence of Olympic games as revived by Baron Coubertin; nature and status of work in public schools, normal schools, academies, col-

leges, universities, athletic and gymnastic clubs, Turnerbund, Y. M. C. A., etc.

Book and magazine publications upon Physical Training, methods of collecting and classifying bibliography.

Gymnastic Pedagogy.

Principles and methods of teaching Physical Training specifically; type and amount of exercise adapted to different ages and individuals; length and division of time daily for the various grades; advantages and disadvantages of the different methods of conducting class work; music in relation to physical training; class and floor formations best adapted to each type of exercise and to differently proportioned rooms; underlying principles which guide in selecting and arranging material; progression and the day's order; purpose and use of different kinds of light and heavy apparatus, with precautions in connection with each.

Anthropometry and Physical Diagnosis.

Purpose.—To establish and test relationship between different parts of the body of the same individual, between different individuals, between an individual and the types to which he belongs, or between types of individuals; to afford a rational standard of excellence of form, to ascertain the laws of normal growth for each age and sex, and the significance of deviations therefrom; to investigate physical basis of mentality, athletic fitness, etc., and to form a basis for diagnosis, prescription, etc.

Methods.—1. Historical or literary standards of proportion as used by Egyptian, Greek, Roman, medieval and modern sculptors and artists.

2. Theoretical or scientific, the average, most frequent value, probable value, 50 per cent line as normal. The basis and construction of different charts and tables.

3. Practical significance and value of the various general and special measurements and proportions of the body, with instruction and practice in taking and record-

ing same, plotting charts and prescribing for abnormalities.

Instruction and practis are given in the observation of organic conditions and physical signs by means of inspection, palpation, mensuration, percussion and auscultation, and the relativ value of each for the examination of the various parts of the body is carefully considerd. A study is made of the various regions of the trunk with the normal position, condition upon hart, lungs and nervous system. Students are supervised in the recording and interpreting of personal and family history, the complete examination, and the prescription of exercise and hygienic regimen for such as indicate a need for special consideration in order that they may be brought as nearly as possible to a condition of normal helth.

Theories and Systems of Physical Education.

The various fundamental, physiological and psychological principles upon which existing systems of Physical Training are based receive thoro consideration. Special attention is given to the Swedish, German and so-cald American eclectic systems, which are studied as to history, distinguishing characteristics, and adaptability of each to the needs and conditions in public schools. The theory and practis of teaching games and athletic sports is also given.

Study is also made of the purposes of training, condition, strength, control, endurance, etc.; factors in training, diet, exercise, bathing, sleep, etc. The various forms in the different track and field events are considerd, illustrated, and their adaptation to men of different proportions is indicated. The rules and regulations governing the arranging and conduct of athletic meets, contests, etc., are studied and practis is given in performing the offises of the various officials connected with such.

The requirements in construction and equipment of track, grounds, courts, gymnasium and apparatus are outlined and exemplified.

Hygiene.

This subject is divided into three departments, viz.: School Hygiene, Personal Hygiene, and First Aid to the Injured.

School Hygiene.—The following topics suggest the centers about which the different considerations are arranged:

(a) The Building.—Clenliness of floors, walls, desks, blackboards, etc.; disinfection; need and provisions for washing; requisits in furniture, especially desks, seats, and black-boards.

(b) The Pupils.—Postural tendencies, significance, causes, results, prevention; eyesight and hearing, extent and nature of difficulties, tests, precautions, medical inspection of schools; handwriting, vertical and slant systems; mental work, fatigue, the daily program as to helth and distribution of studies; diseases, kinds, causes, importance, prevention, teacher's duty, legal and moral; physical exercise, need, kinds, amount and distribution for the different grades.

Personal Hygiene.—This subject treats of digestion, its physiology, causes of common digestiv disturbances, and the means of prevention; the influence of the mind, fatigue and exercise on nutrition; the appetite; dietetics, nutritiv and economic value of foods, balanced rations, place of sugars, fats, tea, coffee, etc., in the diet; stimulants; proper cooking; relation of exercise, occupation, mode of living, individual peculiarities to diet; care of teeth; baths, kinds, physiologic action and proper use; clothing for different seasons, climates and occupations; exercise, when to take and when not to take; the care and abuse of the eye; the ear; the value and means of training and preserving the voice; corsets and other restrictions to the functions of the vital organs; modern dress, shoulder braces; the nervous system, over study, over work, worry, means of recuperation, rest, exercise, sleep.

First Aid to the Injured.—This course includes a consideration of cause, nature, simple treatment of bruises, burns, wounds, bites, scalds, sprains, dislocations, fractures, unconsciousness, fits, faints, shocks, hemorrh-

age, asphyxia, drowning, etc.; the nature and effects of poisons, antidotes, stimulants, narcotics and anesthetics; kinds and uses of bandages, dressings, antiseptics, and disinfectants.

Physiology of Exercise.

Under this subject is taken up a consideration of the types of exercise as determined by their effects upon the system, e. g., hygienic, educational, correctiv, recreativ, etc., with special reference to the effect upon growth, weight, strength, vital power, lung capacity, heart action, nerves, muscles, bones, fatty tissue, respiration, circulation, digestion, assimilation, elimination, etc.

The Laboratory, especially fitted for this study, contains a Sphygmograf for the recording of pulse tracings, and a Circulation Scheme for the study of the circulatory relationships; an Ergograf for the study of Fatigue, and an apparatus for the recording of blood pressure has been added during the past year. The subject of Fatigue and its effects, and the effects of the various exercises on Arterial Blood pressure are studied and the student given opportunity to do practical research work along these lines.

Medical Gymnastics and Massage.

Medical Gymnastics.—Theory and practice of active movements, passive movements, their physiological and therapeutic effects and value.

Massage.—History of massage, physiological and therapeutic value; frictions, petrissage, tapotement, effleurage, general and regional massage. Special attention is paid to massage of sprains, treatment of constipation and nervous disorders, and of spinal curvatures, their prevention and treatment by gymnastics. Practice is given throughout the course.

MANUAL TRAINING.

The value of Manual Training in the public schools is becoming better understood, and the demand for prop-

erly trained teachers is constantly increasing. It is the aim of this department to help to supply this demand by training young men and women to teach or supervise Manual Training in the country, graded and high schools. With this in view, the following courses have been organized:

I. and II.—Manual Training Methods, two terms, Fall and Winter. This course deals with the history, theory and philosophy of manual training, the various manual training systems, the place of manual training in Education and in the school, method of teaching, etc. The different forms of hand-work suitable for use in primary, elementary and high school grades will be studied both from the standpoint of the process and of their adaptation to the ability and capacity of the pupils in the different grades. The problem of the correlation of manual training with the other school subjects will be worked out in connection with some regular course of study, and other important questions will be considered.

III.—Organization and Economics of Manual Training, Spring Term.

This course will deal with the problems connected with the organization of manual training in the schools. Such questions as plans for buildings and rooms, purchase and arrangement of equipment, suitable equipment for special conditions, methods of handling supplies and materials, etc., will be considered. The cost of equipments, supplies and maintenance will be studied, and in this connection students will be required to make out lists of equipments for given conditions, giving specifications and cost, working from regular dealer's catalogs so as to become familiar with trade names, prices, grades and makes of tools.

Primary Handwork.—A course designed to give the student a knowledge of the various forms of handwork suitable for use in the primary grades, a familiarity with the tools and materials involved and some skill in their manipulation. It includes instruction in paper cutting, paper and cardboard construction, simple sewing, weaving, cord work, raffia work, basketry, etc.

Elementary Handwork.—This course bears the same relation to the work in the elementary grades as the course in Primary Handwork bears to the primary grades. It includes instruction in basketry, tulo matting work, leather work, knife work, bookbinding, heavy cardboard work, simple metal work, etc.

Wood Working.—Six terms of Wood Working are now offered, 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 the use of the tools in making articles of actual use, and a large part of the designing of these articles is done by the students. Attention is given to correct methods of construction, and to good design, decoration and finish. A study is also made of the theory of tool construction, principles of construction in wood, physical properties of wood and the value of the different woods for Manual Training purposes.

Sheet-metal Work.—Instruction in the methods of working sheet iron, copper and brass, involving such operations as cutting, bending, filing, riveting, punching, stamping, perforating, forming, sawing, etching, etc., applied in making such articles as tray, lamp shade, candle stick, scone, watch fob, letter holder, blotter corners, lantern, spoons, drawer pulls, hinges, etc. Two terms' work offered.

Mechanical Drawing.—This course is designed as a preparation for teaching Mechanical Drawing in the high school, and to give a knowledge of this subject sufficient to enable teachers of Manual Training to correctly and easily make drawings and plans of articles to be constructed in their classes. It includes instruction in the use of the drawing instruments, geometrical problems, working drawings, blue printing, lettering, tracing, orthographic projections, perspective, machine drawing, etc. Four terms' work offered.

Wood Turning.—This course will involve a study of the wood-turning lathe and instruction in the various methods of turning between centers, face plate work, inside turning, chucking, finishing, polishing, etc., using

both soft and hard woods. Special attention will be given to methods of presenting this work in the classroom, so that it will be adapted to the ability of high school pupils.

Sewing.—In the first term, the student is required to learn elementary stitches and to apply them in making articles for household use, such as sheets, towels, tableclothes, curtains, etc. In addition to the actual sewing, a comparative study of cotton and linen materials for domestic purposes is carried on, together with drill upon the quantity of goods needed for these various uses, and the methods of cutting the same. The art of proper basting is one of the important subjects of the term's work. The last half of the term is given to the domestic arts—knitting, tatting, crocheting, darning and patching.

The second term in sewing is given to the drafting of patterns, and the making of underwear and shirtwaists. It includes a study of the mechanism of the sewing-machine and of the proper care and use of the same.

The third term is largely devoted to dressmaking. The sewing-room is provided with a Hall-Borchert adjustable wire dress form for use in fitting and draping garments. The last four weeks of the term are given to a study of methods of teaching sewing in public schools. During this study considerable attention is given to the development of originality in plan and decoration, and to elementary drawn-work and embroidery.

Special Certificates.

Persons desiring to prepare for teaching some special phase of the manual arts such as handwork in the lower-grades, woodworking, mechanical drawing, sewing, etc., may secure a special certificate in the line of work chosen upon the satisfactory completion of a course of one year in length under the direction of the department, and giving evidence of special aptitude and qualifications for teaching the specialty.

DOMESTIC SCIENCE.

Individual Cookery.—This work is arranged in five

courses extending thru the entire first year and two terms of the second year. The cooking when at all possible is done in individual amounts, the pupils all making the same dish at the same time.

First Course.—This includes instruction in the composition and dietetic value of different food materials and laboratory work in the preparation and cooking of common dishes as tea, coffee, soups, cereals, bread, and eggs.

Second Course.—This course is a continuation of the first course. In it are prepared and cooked milk, cheese, meats, fish, and other dishes.

Third Course.—This is slightly more advanced than the two preceding courses. It includes the making of pastry, cakes, salads, and puddings.

Fourth Course.—In this course very much more elaborate and expensive dishes are prepared. It includes lessons in canning, jelly making, frozen dishes, entrees, and fancy cakes.

Fifth Course.—This includes the preparation of dishes suitable for the sick.

General Cookery.—This work extends over the entire two years of the course with the exception of the first term of the second year. By the term "general cooking" is meant cooking a great variety of dishes in amounts sufficient for an ordinary sized family. The last two terms will include the serving of meals at varying costs and work in demonstrating.

Waitress Work.—This course includes lessons in the care of the kitchen, pantry, dining-room, bedroom, and bathroom; in the serving of a breakfast, luncheon, and dinner; and in the laundering of table linen and centerpieces.

Foods—Composition and Dietary Uses.—This course includes text-book study and lectures on the composition, digestion and nutritive value of the different food materials, and the national and state laws regarding the adulteration of foods and meat inspection.

Note.—Students taking the Special Domestic Science Course are required to wear when working in the

kitchen, black skirts and perfectly plain, white tailored shirtwaists with long sleeves and linen collars. These may be brought from home. Aprons, sleeves, holders, and towels are also required to complete the uniform, but it is best to have these made after entering school in order that they may all be made the same way.

Electiv Courses.—The first and second courses as outlined under the head of Individual Cookery will be offered to those wishing to take work in this department as an elective. No other courses are open to such students.

Household Architecture and Plumbing.—The situation, surroundings, and construction of the house; the hygiene of the home; heating, lighting, ventilation, water supply and plumbing are the chief subjects considered in this course.

DIPLOMAS AND CERTIFICATES GRANTED

JUNE, JULY AND NOVEMBER, 1909, AND MARCH, 1910

With the Work and Location of Graduates during the School Year 1909-10

JUNE, 1909.

BACHELOR OF ARTS IN EDUCATION DEGREE.

Name:	Residence:
Babcock, Mrs. Minnie Porter Principal High School, Humboldt.	Cedar Falls
Cross, J. Foy Proprietor Normal Book Store, Cedar Falls.	Shellsburg
Hoyman, William Harper Principal of Schools, Clarksville.	Stanwood
Perin, Harvey	Baxter
Shanewise, Lenore B. Student, University of Chicago, Chicago, Ill.	Waterloo

MASTER OF DIDACTICS DEGREE.

Aitchison, Grace Hood Teacher of English and History in High School, Gladbrook.	Cedar Falls
Ashby, Nora M. Teacher, West Liberty.	Avoca
Bloom, Ernest Teacher of Science in High School, Hampton.	Milo
Cadwallader, Indie Teacher of Latin and German in High School, Clarksville.	Waterloo
Dunn, Bessie Blanch Teacher of Latin and German in High School, Belmond.	Cedar Falls
Geiter, Walter Benjamin Principal of Schools, Livermore.	Grundy Center
Grundy, Edith F. Student, Leland Stanford Junior University, California.	Cedar Falls
Johnson, Leva Sixth grade teacher, Algona.	Eagle Grove
Lovejoy, Lottie L. Fourth grade teacher, Rocky Ford, Colorado.	Rippey
McCarty, David Principal of Schools, Breda.	Reinbeck
Meyer, Albert R. Principal of Schools, Albert City.	Aplington
Moyer, Mabel Alice Student, S. U. I., Iowa City.	Fairfield
Murphy, James P. Principal of Schools, Garwin.	Dike
Paulger, Jessie Principal of High School, Hedrick.	Cedar Falls

Name:	Residence:
Porter, Julia Principal of High School, Aurelia.	Mt. Pleasant
Ports, Howard T. Superintendent of Schools, Coon Rapids.	Prairie City
Rhoad, Ellen Marie	Rippey
Rogers, Vernon S. Married Maude Zilm, September 1, 1909.	Osage
Scott, Dorothy Cedar Falls.	Mapleton
Simmers, Virgil F. Student, Wisconsin State University, 126 E. Dayton Street, Madison, Wis.	South English
Van Metre, Virginia Assistant Principal, Dayton.	Waterloo
Webster, Hazel S. Room Teacher, Grammar Grades, Department of Training in Teaching, I. S. T. C., Cedar Falls.	Charles City

BACHELOR OF DIDACTICS DEGREE.

Black, Mabel M. Teacher of History and English in High School, Goldfield.	Grundy Center
Bowen, Violet Jane Teacher of Music and English in High School, Goldfield.	Nashua
Bowman, Nellie L. High School Teacher, Brighton.	Washington
Buck, Avilda J. Rural school teacher, Greenfield.	Greenfield
Butler, Rhoda Cedar Falls.	Cedar Falls
Case, Clara E. Eighth grade teacher, Rock Rapids.	Cedar Falls
Chamberlin, Edna Grammar Grade teacher, Dumont.	Albert City
Coe, Edward E. Principal of Schools, Williams.	Oakland
Cohagan, S. A. Student, I. S. T. C., Cedar Falls.	Blakesburg
Dunham, Leroy A.	Plymouth
Eade, Belle Grade teacher, Rockwell City.	Ellsworth
Eade, Martha	Ellsworth
Faint, Lillian Bell Married A. E. Veline, 1909, Carcar, Cebu, P. I.	Kesley
Gilkerson, Ina L. Eighth grade teacher, Onawa.	Mapleton
Goodman, Nellie R. High School teacher, Buffalo Center.	Greenfield
Griffin, Bessie Amanda Fifth grade teacher, Missouri Valley.	Buckingham
Grossman, Raymond S. Principal of Schools, Burt.	Dallas Center
Haan, Ora B. Teacher, Hawarden.	Grundy Center
Hamersly, Grover Principal of Schools, Kinross.	Agency

Name:	Residence:
Harnack, Elizabeth C. High School teacher, Roland.	Remsen
Hodges, Earl B. Principal of Schools, Millersburg.	Cedar Falls
Hunt, Charlotte R. Student, I. S. T. C., Cedar Falls.	Clinton
Johnson, Rose Gertrude Eagle Grove.	Eagle Grove
Jones, Carrie B. Seventh and eighth grade teacher, Radcliffe.	Radcliffe
Katz, Helen Student, I. S. T. C., Cedar Falls.	Osage
Kennedy, Nellie Irene Lewis, Mrytle L. Third grade teacher, Idaho Falls, Idaho.	Coon Rapids Oakland
Mace, Maud Ora Madson, Alice E. Fifth grade teacher, Mapleton.	Rippey Avoca
Maiden, Lillian Assistant principal, Ocheyedon.	Ayrshire
Martin, Irwin C. Director of Manual Training and Athletics, Iowa Falls.	Cedar Falls
McDonald, Jessie Seventh grade teacher, Mapleton.	Onawa
McDonald, John G. Student, I. S. T. C., Cedar Falls.	Meriden
Meyers, Kathryn High school teacher, Laurens.	Ionia
Mix, Elsa Winnifred Teacher of Mathematics and Science in High School, West Union.	Cedar Falls
Montgomery, Maud High School teacher, Sloan.	Graettinger
Mooney, Hanie M. Seventh and eighth grade teacher, Tripoli.	Little Cedar
Nelson, Nellie E. Intermediate grade teacher, Grinnell.	Boone
O'Brien, Erma Ruth Olsen, Blanche M. Fifth and sixth grade teacher, Paullina.	LeMars Elisworth
Sabin, Mrs. Ora Krause Seventh grade teacher, Armour, S. D.	State Center
Sands, Matie B.	Doon
Shelby, Florence L. Grade teacher, Chamberlin, S. D.	Mitchell, S. D.
Smith, Hazel McCreary Thompson, M. Lina Fifth and sixth grade teacher, Churdan.	Nashua Spencer
Thorman, Alma Arvilla Student, I. S. T. C., Cedar Falls.	Blairstown
Towe, Edith Assistant principal, Slater.	Paullina
Towe, Jennie	Paullina
Walker, Ada M. Primary teacher, Hartley.	Jesup

Name:	Residence:
Whitney, Ethel O.	Maquoketa
Wilson, Alma F. Second primary teacher, Glidden.	Glidden
Wilson, Nellie M. Married Orville Stephens, Sept. 1, 1909, Portland, Oregon.	Fairfield
Windett, Olive Florence Teacher of Latin and English in High School, Hot Springs, S. D.	What Cheer
Wright, Mabel Grace	Butte, Montana
Yockey, Mildred Grade teacher, Seattle, Washington.	Braddyville

DIRECTOR DIPLOMAS.

Cutler, Alma M.—Violin Studying Violin with Dr. Andreas Moser, Berlin, Germany.	Cedar Falls
Hallingby, Helen Ruth—Physical Training Physical Director for women, Congregational College, Yank- ton, S. D.	Osage
Manful, Harriet—Physical Training Student, Teachers College, Columbia University, New York City.	Cedar Falls
Merrill, Willard R.—Manual Training Director of Manual Training and Teacher of Mathematics in High School, Madison, S. D.	Cedar Falls

SPECIAL TEACHER DIPLOMA.

Alexander, Mary Elberta—Kindergarten Teacher of Kindergarten, Fairfield.	Bloomfield
Baldwin, Elsie—Public School Music High School teacher, Mitchellville.	Davenport
Barnum, Lura—Primary Student, I. S. T. C., Cedar Falls.	Cedar Falls
Bennett, Ella K.—Kindergarten Teacher of Kindergarten, Moline, Ill.	Denver
Boies, Inez Marion—Primary Second grade teacher, Independence.	Independence
Bowen, Violet Jane—Public School Music	Nashua
Brady, Mrs. Anna Mae—Primary First grade teacher, Aberdeen, S. D.	Auburn
Bruce, Leona—Grammar Grade Fourth and fifth grade teacher, Clarksville.	Rockwell
Burney, Elizabeth Finch—Public School Music Assistant in Voice, I. S. T. C., Cedar Falls.	Collins
Burrington, Stella—Primary Primary teacher, State Industrial School for Girls, 465 Lake Drive, Milwaukee, Wisconsin.	Waverly
Cardner, Blanche Sarah—Primary	Sloan
Chapin, Elva—Kindergarten Teacher of Kindergarten, Waterloo.	Cedar Falls
Charlton, Blanche—Primary Primary teacher, Cherokee.	Cherokee
Chrischilles, Jessie—Primary	Whittemore
Clausen, Rosa Katherine—Domestic Science Teacher of Domestic Science, Santa Anna, California.	Waterloo

Name:	Residence:
Cocklin, May—Primary Primary teacher, Rensen.	Washington
Corning, Helen Ruth—Primary Primary Teacher, Ackley.	Cedar Falls
Davy, Edna Hulett—Primary Second grade teacher, Pipestone, Minn.	Pomeroy
Dix, Leona Faye—Kindergarten Teacher of Kindergarten, Ida Grove.	Clarksville
Ebersold, Ralph R.—Manual Training Director of Manual Training Diploma received July, 1909.	Cedar Falls
Fletcher, Naomi—Public School Music Supervisor of Music, Hampton.	Mason City
Foster, Anna—Primary First grade teacher, Clarinda.	Albia
Gates, Lena Fern—Primary Third grade teacher, Mapleton.	Sloan
Gauley, Jennie—Primary Married George P. Stoakes, December 25, 1909.	Cedar Falls Iowa City.
Gray, June Verna—Kindergarten Teacher of Kindergarten, Hampton.	Marble Rock
Greig, Helen M.—Primary First and second grade teacher, Doon.	Cherokee
Harmon, Ada Joy—Primary Primary teacher, Hampton.	Cedar Falls
Heinz, Alice Margaret—Domestic Science Teacher of Domestic Science, Mankato, Minn.	Davenport
Hoffman, Frances—Primary Second and third grade teacher, Pocatello, Idaho.	Remsen
Imlay, Florence—Domestic Science Student, I. S. T. C., Cedar Falls.	Cedar Falls
Johnson, Leah M.—Primary Primary teacher, Dows.	Williams
Johnson, Stella Eleanor—Primary First Primary teacher, Glidden.	Laurens
Keeler, Grace—Primary	Albion
King, Geneva Laura—Primary	Quill Lake, Sask.
Klein, Elsie Gertrude—Primary Primary teacher, Owatonna, Minn.	Owatonna, Minn.
Krause, Louise—Grammar Grade	Ida Grove
Laing, Verona—Primary Second Primary teacher, Parkersburg.	Grinnell
Lake, Millicent Winifred—Domestic Science Teacher of Domestic Science, Lasell Seminary, Auburndale, Mass.	Waterloo
Lester, Mabel Alice—Public School Music Supervisor of Music and High School teacher, State Center.	Villisca
Livingston, Iris—Domestic Science Waterloo.	Waterloo
MacAllister, Maude—Kindergarten Teacher of Kindergarten, Audubon.	Missouri Valley
Marshall, Kathryn—Primary First Primary teacher, Rockwell City.	Morning Sun
Mattox, Estella—Primary Second grade teacher, Shenandoah.	Shenandoah

Name:	Residence:
McCarn, Marion—Kindergarten Anamosa.	Anamosa
McLaughlin, Lulu—Primary Teacher, Webb.	Marathon
McQuilkin, Evelyn I.—Kindergarten Teacher of Kindergarten, Waterloo.	Waterloo
Merrick, Deana—Primary Primary teacher, Clarksville.	Marble Rock
Mix, Iva—Primary Primary teacher, Grafton.	Cedar Falls
Onions, Olive—Primary	Clarence
Osburne, Ida Louise—Kindergarten Teacher of Kindergarten, Anamosa.	Anamosa
Peterson, Belle F.—Public School Music Supervisor of Music, Rockford.	Slater
Pfleger, Theressa Anna—Primary Teacher, Onawa.	Dunlap
Pittenger, Nellie Isabelle—Kindergarten Teacher of Kindergarten, Wapello.	Mt. Pleasant
Reppert, Eleanor S.—Kindergarten Burlington.	Burlington
Robbins, Leila A.—Primary Third and fourth grade teacher, Alden.	Alden
Robinson, Merle Etella—Primary Third and fourth grade teacher, Lorimor.	Cedar Falls
Roller, Martha A.—Primary	North English
Scace, Jennie M.—Primary Second grade teacher, Yankton, S. D.	Primghar
Schnobelen, Anna R. M.—Primary	Riverside
Stone, Georgia—Primary First grade teacher, Pipestone, Minn.	Logan
Stuart, Grace Edith—Primary First grade teacher, Eagle Grove.	Eagle Grove
Suhring, Ruth Sophia—Kindergarten Private Kindergarten, Waterloo.	Decorah
Sutherland, Olive Margretta—Kindergarten Teacher of Kindergarten, Sibley.	Wall Lake
Swanson, Ella Belle—Primary First grade teacher, Yankton, S. D.	Brookings, S. D.
Thomte, Genette—Primary Primary teacher, Augusta, Montana.	Lansing
Troutner, D. Evelyn—Primary First and Second Primary teacher, Goldfield.	Nashua
Turner, Ida—Kindergarten Cedar Falls.	Cedar Falls
Waite, Mildred L.—Kindergarten Teacher of Kindergarten, Shell Rock.	Shell Rock
Warn, Audrey M.—Public School Music Supervisor of Music, Iowa Falls.	Charles City
Whetzel, Mary Emeline—Kindergarten Teacher of Kindergarten, Hawarden.	Anamosa
Whitten, Letta May—Public School Music Supervisor of Music, Spencer.	Charles City

Name:	Residence:
Wild, Theresa F.—Public School Music Student, I. S. T. C., Cedar Falls.	Cedar Falls
Wise, Mayme—Manual Training Supervisor of Manual Training and eighth grade teacher, Dayton.	Decorah
Zager, Clara—Primary Fifth grade teacher, Peterson.	Cedar Falls
PRIMARY TEACHERS' CERTIFICATE.	
Merchant, Rena E. Student, I. S. T. C., Cedar Falls.	Cedar Falls
Miller, Edith Estelle	Washington
Pyle, Sadie Primary teacher, Russell.	Russell

DEPARTMENT CERTIFICATES.

Ray Crummer—Commercial	Pocahontas
Clara A. Dahn—Penmanship	Aplington
Edna C. Dilts—Public School Music	Tipton
Louise Gaedke—Commercial, Penmanship	Pomeroy
Vera M. Gardner—Penmanship	Dysart
Irwin C. Martin—Physical Training	Cedar Falls
Alice McGinnis—Commercial	Cherokee
Nell Newton—Penmanship	Newell
Harvey E. Perin—Woodworking	Baxter
Jay J. Robertson—Commercial	Columbus Junction
Grace Strain—Physical Training	Green Mountain
Ida Turner—Penmanship	Cedar Falls
Lettie Ware—Commercial	Cedar Falls

JULY, 1909.

BACHELOR OF ARTS IN EDUCATION DEGREE.

Apelian, Bedros Kevork Student, Oberlin College, Oberlin, Ohio.	Kessab via Latakia, Syria
Bangs, E. Orlo Student Columbia University and with private teacher, New York City.	Cedar Falls
Bower, Mrs. Loretta Ann Principal of Schools, Hornick.	Pella
Christensen, Thomas Peter Principal of Schools, Tripoli. Married Annie Damm, August 15, 1909.	Tripoli
Cram, Fred Danford Teacher Normal Department, Memorial University,	Mason City Mason City.
Curtis, Lewis Demain Superintendent of Schools, Alta.	Alta
Fortune, Pearl High School teacher, Dows.	Cedar Falls
Ganschow, Carrie	Cedar Falls
Graeber, A. V. Principal of Schools, Merrill. Married Elnora Ringgenberg, August 31, 1909.	Denison
Jones, Thos. E. Physical Director, Public Schools, Madison, Wis.	Cresco

Name:	Residence:
Logan, Emma Catherine	Cedar Falls
Parker, Clarence M. Superintendent of Schools, Anita.	Cedar Falls
Schuff, Ellen Barbara	Burlington
Stewart, Thomas B. Superintendent of Schools, Bellevue.	Bellevue
Walters, Jess H. High School teacher and director of Athletics, Marshalltown.	Cedar Falls
Wilson, Daniel Omer Clerk in charge of county certificate examinations, State Department of Public Instruction, Des Moines.	Hedrick
Wright, J. S. Married Lenora Granvow, August 17, 1909.	Cedar Falls
Physical Director, Francis W. Parker School, Chicago.	

MASTER OF DIDACTICS DEGREE.

Bennett, Verplanck Assistant Principal, Schaller.	Waterloo
Bowen, Maud Assistant Principal, Doon.	Cedar Falls
Crane, Francis Myrtle High School teacher, Buffalo Center.	Waterloo
Higgins, Zetta R. Assistant Principal, Jewell.	Shelby
Hirleman, Clark W. Student, State University, Minneapolis, Minn.	Waverly
Kinsley, Lucy L. Grade teacher, Marshalltown.	Marshalltown
Magee, Ira J. Student, Northwestern University Medical School, Chicago.	Cedar Falls
Mathews, Frank J. Supervisor of Manual Training, Emmetsburg.	Cedar Falls
Morrill, Ida Henrietta	Waterloo
Nelson, Elmer L. Principal of Schools, Hawkeye.	Britt
Nolte, Viola M. Student, I. S. T. C., Cedar Falls.	Cedar Falls
Orvis, Harriet Assistant Principal, Winthrop.	Yankton, S. D.
Plesscher, George D.	Parkersburg
Popham, Frank Student, I. S. T. C., Cedar Falls.	Anamosa
Quigley, Iola Bird High School teacher, Latin and German, Oelwein.	McGregor
Scherger, Nelda C.	Cedar Falls
Schoop, Rosina High School teacher, Guttenberg.	LaMotte
Schweiker, Charles F. Stenographer, U. S. Navy, Manila, P. I.	Des Moines
Siders, Minnie Olive Eighth grade teacher, Bedford.	West Liberty
Todd, Marian S. Principal, Prospect Hill School, Burlington.	Burlington

BACHELOR OF DIDACTICS DEGREE.

Name:	Residence:
Arns, Mattie J. Teacher of German and Latin in High School,	Waverly Wyoming.
Artz, Adalyne Grade teacher, Waverly.	Rek Oak
Bailey, Emily Mary Student, I. S. T. C., Cedar Falls.	Anita
Baldwin, Ethel H. Gladbrook.	Gladbrook
Bozarth, Donna Belle Assistant Principal, Lineville.	Cedar Falls
Brogue, Arthur Principal ward school, Mason City.	Mason City
Campbell, Myrtle Seventh grade teacher, Manning.	Botna
Carey, Nina G. Principal of Schools, Firth, Idaho.	Lenox
Eaton, Ivadel E.	Cedar Falls
Emerson, Agnes O. Sixth grade teacher, Mason City.	Lewis
Ersland, Benjamin J. Principal of Schools, Dike.	Dike
Foote, Jessie Mae Principal of High School, Marathon.	Iowa Falls
Gallanar, Vesta Irene High School teacher, Williams.	Council Bluffs
Hayes, Claudius K. Principal of Schools, Birmingham.	Salem
Jennings, Caroline	Glidden
Kirketeg, Anna Clara Cedar Falls.	Cedar Falls
Lewis, Ruby I. Assistant Principal, Stanwood.	West Branch
Maynard, Harold Howard Principal of Schools, Plainfield.	Janesville
McGinnis, Alice Grade Teacher, Aberdeen, S. D.	Cherokee
McKee, Edyth Neoma	Stuart
McLaury, Carrie Edna	Webster City
Mitchell, Nellie Blanche Rural teacher, Jefferson.	Jefferson
Morris, Clara V. Eighth grade teacher, Oakland.	Carson
Newell, Mamie Evalyn High School teacher, Dumont.	Central City
Peterson, Jennie	Elkton, S. D.
Rich, John Howard Principal of Schools, Glenham, S. D.	Janesville
Rock, Grace A. High School teacher, Williamsburg.	Fonda
Seymour, James Henry Principal of Schools, Panora.	Panora
Simpson, Roxa Assistant Principal, Elliott.	Shannon City

Name:	Residence:
Smith, Nellie C. Principal of Schools, Castalia.	Castalia
Sprague, Louetta Seventh grade teacher, Ft. Madison.	Creston
Troup, Bernard L. Principal of Schools, Germania.	Webster City
Ware, Lettie E.	Cedar Falls
Whitney, Elizabeth Teacher of English, Township High School, Geneseo, Ill.	Independence
Wulff, Hattie 210 E. 26th Street, Chicago, Ill.	Neola

DIRECTOR DIPLOMA.

Ebersold, Ralph R.—Manual Training Director of Manual Training, Everett, Wash.	Cedar Falls
Henderson, Mary Elizabeth—Physical Training Teacher of Physical Training, Independence.	Independence

SPECIAL TEACHER DIPLOMA.

Anderson, Rosetta—Primary Second grade teacher, Boone.	Colgate, N. D.
Anthony, Maud Retta—Primary Third grade teacher, Okmulgee, Okla.	Camanche
Baumgardner, Nina E.—Primary	Cedar Falls
Beebe, Grace E.—Kindergarten Teacher of Kindergarten, Emmetsburg.	Waverly
Black, Blanche H.—Primary	Emmetsburg
Bronson, Edward L.—Manual Training Teacher of Manual Training, Hawarden.	Cedar Falls
Bunting, Mrs. Jessie B.—Primary	College Springs
Burkholder, Daisy Dean—Grammar Grade Third grade teacher, West Waterloo.	Clarksville
Chamberlin, Hazel I.—Grammar Grade Third and fourth grade teacher, Hubbard.	McIntire
Draper, Muriel—Public School Music Teacher of Music, State College for the Blind, Vinton.	Cedar Falls
Ekstam, Esther L.—Primary Primary teacher, Hull.	Marathon
Evans, Josie S.—Primary First grade teacher, Decorah.	Stratford
Evenson, Alga M.—Grammar Grade Third and Fourth Grade Teacher, Dexter.	Shell Rock
Fisher, Perlina—Primary	Lineville
Frick, Junetta—Primary Second grade teacher, Lake Mills.	Sheldahl
Griggs, Malinda Abbie—Primary	Keokuk
Hansen, Margaret Emma—Kindergarten Teacher of Kindergarten, Fairfield.	Missouri Valley
Hardy, Elsie E.—Domestic Science Cedar Falls.	Cedar Falls
Harris, Pearl C.—Primary	Malvern
Hayden, Fannye G.—Public School Music Supervisor of Music, Ft. Pierre, S. D.	Blairstown

Name:	Residence:
Leefers, Sioux—Kindergarten Teacher of Kindergarten, Cedar Rapids.	Cedar Rapids
Lewison, Grace—Grammar Grade Rural teacher, Geddes, S. D.	Hubbard
Lindsley, Jessie Mae—Primary First primary teacher, West Union.	West Union
Luick, Nell E.—Primary First primary teacher, Belmond.	Belmond
Moessner, Clara E.—Kindergarten Teacher of Kindergarten, Waterloo.	Waterloo
Owen, Sadie—Primary Teacher, Durant.	Tipton
Parrott, Zora Mae—Primary Primary teacher, Spencer.	Cedar Falls
Raymond, Fern—Kindergarten	Cedar Falls
Riedesel, Mabel—Kindergarten Charter Oak.	Charter Oak
Ringgenberg, Elnora—Public School Music Married A. V. Graeber, August 31, 1909. Merrill.	Spencer
Scott, Minnie Alice—Kindergarten Teacher, Vinton.	Vinton
Shoemaker, Amy—Primary Primary teacher, Garwin.	Cedar Falls
Sloan, Margaret—Primary Teacher, Soix City.	Leeds-Sioux City
Sumpter, Kate Helen—Kindergarten	Sloan
Townsend, Erma Pearle—Public School Music	Spencer
Williamson, Mildred Alma—Public School Music Teacher of Music and English, Belmond.	Elkader

PRIMARY TEACHERS' CERTIFICATE.

Darrah, Gladys Ethel	Alden
Gordon, Lena A.	Des Moines
Wilbur, Winifred Primary Teacher, Duluth, Minn.	Cedar Falls

ELEMENTARY TEACHER CERTIFICATE.

Bartley, Georgia Lulu	Waterloo
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DEPARTMENT CERTIFICATES.

E. Orlo Bangs—Voice	Cedar Falls
Elizabeth F. Burney—Voice	Collins
Marie Garwood—Public School Music	La Porte City
Julia Ruth Hartman—Public School Music	Dell Rapids, S. D.
Pearl Hayden—Drawing	Blainstown
Hazel Kellogg—Drawing, Penmanship	Charles City
Nell Newton—Drawing	Newell
Mabel Clara Reed—Drawing	Ida Grove
Audrey M. Warn—Voice	Charles City

NOVEMBER, 1909.

MASTER OF DIDACTICS DEGREE.

Name:	Residence:
Barrett, A. T. Student, I. S. T. C., Cedar Falls.	Oelwein
Goetsch, Edward William Student, S. U. I., Iowa City.	Cresco
Ralph, J. O.	Carroll
Sanders, Jennie Merle Room Teacher, Grammar Grades, Department of Training in Teaching, I. S. T. C., Cedar Falls.	Manly

BACHELOR OF DIDACTICS DEGREE.

Bailey, Floyd E. Student, I. S. T. C., Cedar Falls.	Glidden
Case, Amy M. Clarion.	Clarion
Haight, Ernest W. Peterson.	Peterson
Jones, R. Luella Teacher, Riverside.	Pleasant Plain
Lamansky, Martha Grade teacher, Waterloo.	Brighton
Langham, Margaret	Cedar Rapids
Ludemann, Emma R. Grade teacher, Parkersburg.	Kesley
Madson, Effie Stanford Student, I. S. T. C., Cedar Falls.	Avoca
Maeck, Glee Student, I. S. T. C., Cedar Falls.	St. Lawrence, S. D.
Meggers, Edward Student, I. S. T. C., Cedar Falls.	Cedar Falls
Ware, Ira Edward Teacher, Oxford Mills.	Cedar Falls
Willard Franklin E. Principal of Schools, San Bernardino, Calif. Married Nellie Williamson, Jan. 12, 1910.	Gladbrook

SPECIAL TEACHER DIPLOMA.

Culler, Clara W.—Primary Primary teacher, Waterloo.	Pierson
Dunn, Ethel Clare—Primary Primary teacher, Aberdeen, S. D.	Camanche
Edgington, Myrtle—Primary Primary teacher, Aberdeen, S. D.	Keota
Garrison, Elsie Fern—Kindergarten Teacher of Kindergarten, Waterloo.	Wyoming
Gerber, Anna Kathryn—Primary Student, I. S. T. C., Cedar Falls.	Luverne
Jennings, Elizabeth E.—Kindergarten Cedar Falls.	Cedar Falls
O'Leary, Catherine—Primary Primary teacher, Quasqueton.	Ft. Dodge

Name:	Residence:
Robinson, Flora Belle—Primary	Van Horne
Van Skike, Beulah B.—Grammar Grade	Vinton
Rural teacher, Vinton.	
Williams, Bertha C.—Grammar Grade	Rolfe

MARCH, 1910.
BACHELOR OF ARTS IN EDUCATION DEGREE.

Johnson, Maude M.	Curlew
Curlew.	

MASTER OF DIDACTICS DEGREE.

Lowe, Martha Alora	Humeston
Sixth grade teacher, Council Bluffs.	
Moore, Clarence W.	
Superintendent of Schools, Leavenworth, Wash.	
Newcomb, Rollo Edward	Jesup
Student, S. U. I., Iowa City.	

BACHELOR OF DIDACTICS DEGREE.

Hart, Caroline T.	Algona
Fifth grade teacher, Algona.	
Odell, Rita Zoe	Dow City
High school teacher, Hawkeye.	
Upton, Elizabeth Asenath	Fayette
Rural teacher, Lima.	
Wilson, Cora	Hedrick
Fourth and fifth grade teacher, Greene.	

SPECIAL TEACHER DIPLOMA.

Harrison, Mattie Esther—Kindergarten	Anita
Anita.	
Meier, Florenz K.—Primary	Cedar Falls
First grade teacher, Montezuma.	

REGISTER OF STUDENTS, 1909-1910.

Note. The classification here given presents the status of the work of each student as it exists June 1, 1910.

I. COLLEGE GRADUATES.

Name—	Terms Taught	Address
Apelian, Bedros K. Graduate Arts Course, Central Turkey College, 1906.	2	Kessab, Via Latakia, Syria.
Babcock, Mrs. Minnie P. A. B., I. S. T. C., 1909.	4	Cedar Falls
Baker, Helen Ph. B., U. I. U., 1909.	0	Ridgeway
Bower, Mrs. Loretta A. B. A., Stewartville, (Mo.) Col- lege, 1888.	14	Pella
Bozarth, Maud Ph. B., S. U. I., 1903.	18	Cedar Falls
Bryant, Elizabeth S. B. A., State Univ., S. Dakota, 1909.	0	Parker, South Dakota
Cresswell, Mae B. A., I. S. T. C., 1909.		Cedar Falls
Day, E. V. Ph. B., U. I. U., 1909.	0	Oelwein
Egloff, Edith E. B. S., Coe College, 1901.	12	Cedar Falls
Egloff, Lillian B. S., Coe College, 1899.	0	Cedar Falls
Eickelberg, Herman D. B. S., Cornell Coll., 1908.	3	Waterloo
Fesenbeck, Ida B. A., S. U. I., 1900.		Cedar Falls
Fyler, L. S. B. S. in E. E., I. S. C., 1905.	5	Shell Rock
Ganschow, Carrie, B. A., I. S. T. C., 1909.	6	Cedar Falls
Grawe, D. B. Ph. B., Grinnell Coll., 1907.	6	Nashua
Gregg, Hazel M. A. B., Univ. of Nebraska, 1905.	3	Red Oak
Harris, Florence B. A., Grinnell College, 1907.	0	Cedar Falls
Haskell, Mary M. Ph. B., Oberlin Coll., 1900.	3	Samakov, Bulgaria
Hitchcock, Augusta E. M. A., S. U. I., 1908.	12	Osage
Hoats, John Roy B. A., I. S. T. C., 1906.	6	Cedar Falls

Name—	Terms Taught	Address
Jamison, Mary L. B. S., Parsons Coll., 1891.	12 yrs.	Hebron, Nebraska
Luse, Clara A. B., S. U. I., 1909.		Ross
Mathews, A. L. B. A., I. S. T. C., 1907.	9	Cedar Falls
O'Brien, Edith F. B. A., S. U. I., 1907.	6	Iowa City
Orvis, Susan W. Ph. B., Iowa Coll., 1900.		Dubuque
Parish, Ariel B. A., S. U. I., 1908.	3 yrs.	Cedar Falls
Parish, Jessie A. B. S., S. U. I., 1906.	3 yrs.	Cedar Falls
Perin, Harvey B. A., I. S. T. C., 1909.	9	Baxter
Quarton, H. B. Ph. B., Grinnell Coll., 1908.	½ yr.	Algona
Robertson, Clarence Hovey M. E., Purdue Univ., 1897.	23	Eldora
Samson, Mary Evelyn A. B., Simpson Coll., 1909.	0	Des Moines
Schuff, Ellen Barbara B. A., Carthage Coll., 1900.	19-½	Burlington
Smith, Caroline B. B. A., S. U. I., 1909.	7	Red Oak
Smith, Mrs. Lottie B. L., Univ. of Wisconsin, 1890.	19	Eldora
Smith, Lotus Mae Ph. B., Coe Coll., 1905.	10	Mediapolis
Trevarthen, Stanley Ph. B., Lenox College, 1908.	3	Waterloo
Trueblood, Richard Owen B. S. in E. E., Purdue Univ., 1908.	1	La Junta, Colorado
Voelker, A. C. B. S., Drake Univ., 1908.	9 yrs.	Leon
Walraven, Vera Fae B. A., Northwestern Univ., 1908.	10 wks.	Lyons
Weigle, Otis M. B. A., I. S. T. C., 1908.	7	Mason City
Wells, Mertie Mabel B. S., Cornell Coll., 1906.	6	Manchester
White, Lena V. Ph. B., U. I. U., 1903.	3	Maynard

II. COLLEGE COURSE.

Name—	Year of Course	Terms Taught	Address—
Alderman, Grover H.	Sophomore	9	Nevada
Allen, Bernice	Freshman	12	Nevada
Altfillisch, Augusta	Sophomore	0	Bellevue

Name—	Year of Course	Terms Taught	Address—
Applegate, Hazel	Freshman	3	Marion
Arent, Palmine	Junior	19	Badger
Arnold, Mary	Freshman	6	Sigourney
Arns, Mattie J.	Sophomore	6	Waverly
Ashland, Crystal A.	Freshman	11	Clear Lake
Askren, Bertha Louise	Freshman	18	Mt. Ayr
Babcock, Evalene P.	Sophomore	6	Cedar Falls
Bagby, Richard O.	Sophomore	4	Mt. Pleasant
Bailey, Emily Mary	Junior	15	Anita
Bailey, Floyd E.	Sophomore	0	Glidden
Bair, Fedora	Freshman	6	Humboldt
Bair, Sadie	Freshman	0	Humboldt
Baird, Ethel	Sophomore	0	Clarence
Baker, Hazel	Freshman	0	Lone Tree
Bakewell, Helena	Sophomore	0	Lansing
Baldwin, Dora E.	Junior	3	Gladbrook
Bale, Leona	Sophomore	18	Marengo
Bangs, E. Orlo	Senior	3	Cedar Falls
Bardwell, Laura M.	Sophomore	6	Belle Plaine
Barnard, Harmie	Freshman	4	Belle Plaine
Barnes, Hazel E.	Freshman	0	Cedar Falls
Barnes, John	Junior	0	Cedar Falls
Barnum, Lura	Junior	11	Cedar Falls
Barnum, Mary	Junior	1	Cedar Falls
Barr, Ethel	Sophomore	10	Rockwell City
Barrett, A. T.	Junior	0	Oelwein
Bathurst, Effie Geneva	Freshman	9	Greenfield
Battin, Edna C.	Sophomore	0	Shell Rock
Beall, Archie I.	Freshman	12	Sigourney
Beem, Ida Martha	Freshman	3	Marengo
Beem, Sara Ruth	Freshman	15	Marengo
Begeman, Myron	Freshman	0	Cedar Falls
Bender, Walter	Senior	0	Cedar Falls
Bennett, Paul B.	Junior	0	Waterloo
Bennett, Sylva A.	Sophomore	0	Sioux Rapids
Bennett, Verplanck	Senior	7	Waterloo
Benson, Mary	Junior	9	Gladbrook
Berger, Thos. G. P.	Senior	4	Cedar Falls
Berggren, Minnie	Freshman	9	Marshalltown
Bergland, Nena	Freshman	10	Lake Mills
Bingaman, Charles C.	Freshman	11	Stockport
Boatman, Leslye	Sophomore	15	Barnes City
Bohan, Sadie Elizabeth	Freshman	0	Shell Rock
Bond, Hazel May	Freshman	0	Waterloo
Bowen, Maud	Junior	6	Doon
Boyack, Nellie	Freshman	3	Independence
Bozarth, Beatrice	Freshman	0	Cedar Falls
Bragg, Alvin L.	Freshman	3	Gowrie
Breitbach, Minnie	Freshman	6	Wapello
Brinegar, G. H.	Sophomore	8	Lucas
Brogue, Arthur	Sophomore	16	Mason City
Bronson, Lois M.	Freshman	0	Cedar Falls
Buechele, June M.	Sophomore	6	Independence
Burch, Mary Cecilia	Freshman	13	Denison

Name—	Year of Course	Terms Taught	Address—
Burmeister, Nellie	Sophomore	9	Marengo
Butler, James Ray	Freshman	14	Alexander
Buxton, Edward	Freshman	0	Waterloo
Byrne, Alice R.	Freshman	0	Barnum
Cadwallader, Mary Marguerite	Sophomore	0	Waterloo
Campbell, Myrtle	Sophomore	20	Botna
Caradine, Pattie G.	Freshman	1	Waterloo
Carey, Nina Gladys	Sophomore	6	Lenox
Carlson, Florence	Sophomore	5	Cedar Falls
Carter, Carrie	Freshman	1	North English
Case, Amy M.	Sophomore	0	Clarion
Casey, John Francis	Freshman	0	Cedar Falls
Cator, Helen	Freshman	3	Marion
Chamberlain, Hazel I.	Sophomore	2	McIntire
Champlin, Mayme E.	Freshman	0	Manchester
Charlson, Elmer	Sophomore	23	Story City
Chase, Bessie	Freshman	4	Keokuk
Chase, June	Senior	12	Cedar Falls
Chehock, Henry W.	Sophomore	36	Dexter
Chenhall, Edith	Freshman	0	Maurice
Christensen, Thos. P.	Senior	3	Tripoli
Clark, Gladys R.	Sophomore	0	Cedar Falls
Clarke, Rose Marie	Freshman	12	Denison
Cleveland, Albert	Sophomore	0	Cedar Falls
Clevenger, Guy D.	Sophomore	17	Story City
Clouse, Mae	Sophomore	3	Chariton
Coffman, Theresa A.	Freshman	5	Keota
Cohagan, S. A.	Junior	3	Blakesburg
Combs, Ethel	Freshman	7	Thompson
Conway, Loretta	Sophomore	2	Elma
Cool, Grace	Sophomore	7	Waverly
Cory, Mrs. C. S.	Junior	0	Cedar Falls
Cowan, Paul D.	Sophomore	0	Eagle Grove
Cram, Fred D.	Senior	8	Mason City
Crane, Frances Myrtle	Junior	3	Waterloo
Crane, Ruth	Freshman	10	Laurens
Crawford, Wm. Wesley	Junior	24	Clarion
Cresswell, Eva	Senior		Cedar Falls
Cripliver, Elizabeth	Freshman	0	Tipton
Crisman, Gladys	Junior	3	West Bend
Crisman, Leta	Freshman	0	Dysart
Crisman, Wanda	Freshman	0	Cedar Falls
Cross, Emma	Junior	1	Shellsburg
Crowe, Mae	Freshman	0	Clermont
Crum, Myra	Freshman	0	Cedar Falls
Curtis, Florence	Freshman	0	Columbus Junction
Curtis, Lewis D.	Senior	10 yrs.	Alta
Cutler, Paul	Sophomore	12	Central City
Daley, Mazie	Sophomore	9	Carroll
Daniels, Bernice	Sophomore	0	Waterloo
Dautremont, Gertrude	Sophomore	15	Monticello
Davis, Delpha	Sophomore	6	Cedar Falls

Name—	Year of Course	Terms Taught	Address—
Davis, Glenn W.	Sophomore	0	Cedar Falls
Deakin, Gail	Freshman	0	Ames
Dede, Hazel	Freshman	9	Greene
DeForest, Ruby	Freshman	0	Dows
Dick, Mary V.	Junior	0	Cedar Falls
Dick, Robert I.	Senior	0	Cedar Falls
Dickey, Nelle	Sophomore	0	Cedar Falls
Dickinson, Earle L.	Freshman	4	Shellsburg
Dickman, John W.	Junior	0	Nashua
Diehl, Hazel	Freshman	6	Tipton
Diehl, Ralph	Freshman	0	Storm Lake
Dixon, Alice	Sophomore	5	Nashua
Dixon, Olive L.	Freshman	0	West Bend
Dodge, Bessie B.	Freshman	3	Newton
Doughty, Abby E.	Sophomore	0	Belle Plaine
Downs, Faith E.	Junior	0	Cedar Falls
Draper, Muriel	Sophomore	0	Cedar Falls
Dryden, Ethel	Junior	0	Cedar Falls
Duncan, W. H.	Freshman	3	Cedar Falls
Dunham, Leroy A.	Sophomore	5 mos.	Plymouth
Dunkelberg, Grace	Freshman	0	Waterloo
Dunphy, Mary	Freshman	0	Livermore
Duryee, May	Sophomore	7	McIntire
Eaton, Ivadel E.	Sophomore	4	Cedar Falls
Eighme, Emma C.	Sophomore	5	Salem
Elam, Velma	Freshman	1	Moulton
Elliott, Madge	Freshman	2	Waterloo
Elser, Gladys	Freshman	3	Marcus
Emerson, Agnes O.	Sophomore	6	Lewis
Emerson, Bertha O.	Sophomore	14	Charles City
Essex, F. M.	Sophomore	24	Scranton
Farley, Odessa	Junior	4	Lorimor
Farley, Orpha	Sophomore	12	Lorimor
Farnum, Mary Mildred	Sophomore	0	Bonaparte
Fell, Jennie	Freshman	12	Cedar Falls
Finch, Nancy Pearl	Freshman	2	Northwood
Fitzsimons, Fern	Sophomore	3	Ft. Dodge
Flagler, Lorna	Sophomore	0	Cedar Falls
Fonda, Mabel G.	Freshman	12	Independence
Foote, Jessie M.	Sophomore	8	Iowa Falls
Ford, Jessie M.	Sophomore	12 yrs.	Des Moines
Forrest, Josephine	Senior	9	Cedar Falls
Fortune, Myrtle M.	Sophomore	9	Cedar Falls
Fortune, Pearl	Senior	3	Cedar Falls
Foster, Ethel	Freshman	3	Correctionville
Foster, Mamie E.	Sophomore	20	Pomeroy
Foster, Rose	Sophomore	3	Seymour
Francis, May E.	Senior	12	Fairbank
Frink, Alice E.	Freshman	26	Clarence
Frisby, Harold	Sophomore	0	Cedar Falls
Frisby, Mabel C.	Junior	6	Cedar Falls
Fruehling, Sophia M.	Freshman	5	Ft. Madison
Funk, Anna	Freshman	5	Cedar Falls
Gaffin, Myrtle	Sophomore	15	Waterloo

Name—	Year of Course	Terms Taught	Address—
Gallanar, Vesta I.	Sophomore	12	Council Bluffs
Galvin, Alice E.	Freshman	4	Walnut
Galvin, Mable Lucy	Freshman	0	Walnut
Garber, Mary	Freshman	0	Davenport
Gay, Winifred	Sophomore	6	Humboldt
Geiter, W. B.	Junior	0	Grundy Center
Gerber, Anna Kathryn	Sophomore	2	Luverne
Getchell, Robert W.	Senior		Neligh, Neb.
Gifford, Katherine E.	Junior	21	Charles City
Good, Linda	Freshman	0	Davenport
Goodner, Florence	Freshman	0	What Cheer
Goodner, Mary	Freshman	5	Farragut
Goodsell, Addie	Freshman	0	Nashua
Gostrup, Anna	Sophomore	0	Council Bluffs
Graeber, A. V.	Senior	5	Denison
Graham, Margery	Sophomore	3	Waterloo
Grant, Alletta B.	Freshman	6	Rolfe
Gray, Ethel L.	Freshman	0	Postville
Greenlee, Morae E.	Sophomore	0	Cedar Falls
Gregg, Eva L.	Senior		Cedar Falls
Gregory, Nellie	Freshman	0	Dubuque
Grier, Alice	Sophomore	4	Kingsley
Griffin, Margaret	Freshman	11	Sheldon
Grimm, Clara	Sophomore	0	Zearing
Gurtner, Anna M.	Freshman	0	East Dubuque, Illinois
Gustafson, Florence	Freshman	3	Marshalltown
Gutz, Dora A.	Freshman	0	Pomeroy
Hale, R. I. Cary	Freshman	8	Gladbrook
Hall, Harriet T.	Sophomore	12	Boone
Hancock, Clara	Junior	16	Waukon
Hansen, Thorvald S.	Freshman	0	Cedar Falls
Harden, Lucy E.	Sophomore	6	Montezuma
Hardy, Elsie E.	Sophomore	2	Cedar Falls
Harnack, Mary D.	Sophomore	15	Remsen
Hart, Caroline	Sophomore	24	Algona
Hayes, C. K.	Sophomore	9	Salem
Haynes, James	Junior	0	Cedar Falls
Hedlund, Lorena C.	Sophomore	0	Dayton
Hefferman, Maude M.	Freshman	0	Inwood
Hemingson, Christine	Sophomore	6	Newell
Hemsworth, Carl A.	Freshman	0	Cedar Falls
Hickcox, Gladys	Freshman	6	Clarion
Hickey, Gertrude	Freshman	36	Sheldon
Higgins, Zetta	Junior	1	Shelby
Hill, F. S.	Sophomore	46	Bonaparte
Hill, Nela	Freshman	12	Little Cedar
Hill, Wm. Benjamin	Sophomore	9	Cedar Falls
Hilliard, George H.	Sophomore	5	Vinton
Hirleman, Clark W.	Junior	0	Waverly
Hogland, Mame	Sophomore	10 yrs.	Cedar Falls
Hodges, Ralph Eugene	Freshman	0	Cedar Falls
Hollister, Grace G.	Sophomore	0	Waterloo
Homan, Thos. B.	Freshman	12	Adair

Name—	Year of Course	Terms Taught	Address—
Horning, Alma	Freshman	10 yrs.	Des Moines
Hoskin, Alice B.	Freshman	4	Watkins
Hotz, Josie	Freshman	22	Cherokee
Houstman, Chauncey R.	Sophomore	9	Olin
Houts, M. Ruth	Freshman	0	Dunlap
Hovelson, Grace	Sophomore	0	Osage
Howard, Abigail	Senior	0	Cedar Falls
Hoyer, Gladys G.	Freshman	0	Oelwein
Huffman, Emma F.	Sophomore	36	Perry
Huffman, Harry H.	Senior	9	Cedar Falls
Hunter, Blanche	Sophomore	6	Cedar Falls
Hunter, Mary	Sophomore	21	Gilman
Hurd, Julia L.	Freshman	0	Cedar Falls
Hurwich, Esther A.	Freshman	0	Waterloo
Imhoff, Myrtie V.	Freshman	4	Cleghorn
Imlay, Florence A.	Sophomore	9	Cedar Falls
Iverson, Louisa	Freshman	0	Sac City
Jackson, Luella S.	Sophomore	3	Cedar Falls
Jennings, Anna	Freshman	3	Red Oak
Jennings, Caroline	Sophomore	2	Glidden
Jennings, Eva N.	Freshman	5	Tipton
Jennison, Bessie O.	Sophomore	3	Charles City
Johnson, Ethel V.	Freshman	0	Shell Rock
Johnson, Jacob	Junior	4 yrs.	Dike
Johnson, J. P.	Junior	3	Talleyrand
Johnson, Maude M.	Senior	1	Curlew
Jones, Nellie E.	Freshman	0	Cedar Falls
Jones, R. Luella	Sophomore	9	Pleasant Plain
Jones, Thos. E.	Senior	9	Cresco
Kane, Frances	Freshman	2	Alden
Katz, Helen	Junior	12	Osage
Kauffman, Ressie Leona	Freshman	12	Maquoketa
Kelly, Eva M.	Freshman	0	Fonda
Ketchen, Helen	Freshman	6	Graettinger
Kildee, Mabel	Sophomore	3	Osage
King, Ida Frances	Sophomore	2	Mt. Vernon, S. Dakota
Kinsley, Lucy L.	Junior	23 yrs.	Marshalltown
Kirchner, Blanche	Sophomore	2	Peterson
Kirketeg, Anna Clara	Sophomore	2	Cedar Falls
Knipe, Lillian J.	Sophomore	0	New Hartford
Knoepfler, Karl	Senior	0	Cedar Falls
Kolb, Anna W.	Senior	11	Walnut
Kracht, Laura M.	Junior	16	Westside
Kramer, Harriet A.	Senior	1 yr.	Cedar Falls
Kramer, Lillian C.	Sophomore	0	Remsen
Kreul, Mattie Leota	Sophomore	6	Laurens
Kuehl, Rudolph	Freshman	0	Dysart
Kurt, Celeste	Freshman	0	Bellevue
Laffer, Frances	Freshman	6	Sigourney
Lamberty, Elizabeth M.	Sophomore	5 yrs.	Cedar Falls

Name—	Year of Course	Terms Taught	Address—
Landsberg, Helen L.	Junior	0	Oak Park, Illinois
Lange, Julia	Freshman	13	Postville
Langham, Margaret	Sophomore	9	Cedar Rapids
Lashbrook, Mabel	Sophomore	4	Cedar Falls
Lavender, Frances S.	Junior	6	Rockwell City
Leavitt, John W.	Freshman	0	Cedar Falls
Leiniger, Florence	Freshman	9	Afton
Lewis, Mary	Sophomore	11	Williamsburg
Lewis, Ruby I.	Sophomore	6	West Branch
Lincoln, Sybil A.	Junior	18	Brooks
Linderblood, Louise	Freshman	3	Boone
Logan, Emma C.	Senior	20	Cedar Falls
Loveland, Lena May	Freshman	0	Dows
Lovell, Maude	Freshman	2	Greene
Lowe, M. Alora	Junior	32	Humeston
Ludwickson, John	Sophomore	24	Hull
Lundt, Zoa	Freshman	6	Berlin
Lynn, Julia	Freshman	9	Ida Grove
Maeck, Glee	Junior	4	St. Lawrence, S. Dakota
Maiden, Lillian	Sophomore	14	Ayrshire
Mantle, Chas. C.	Sophomore	5 yrs.	Goldfield
Mantz, Marie Antionette	Freshman	0	North English
Marolf, Clara	Freshman	9	West Liberty
Marschall, Edna	Freshman	10	Ackley
Martin, Joseph	Sophomore	0	Cedar Falls
Mathews, F. J.	Junior	0	Cedar Falls
Maynard, Harold H.	Sophomore	3	Cedar Falls
Meador, Mrs. Edna Belle	Sophomore	7	Sibley
Meier, Hortense E.	Junior	8	Farmersburg
Merritt, Helen	Freshman	3	Marengo
Metzger, Etta	Freshman	32	Iowa City
Miller, Agnes	Freshman	2	Osage
Miller, Clara H.	Junior	3	Plainfield
Miller, Peter Omar	Freshman	0	Manitowoc, Wisconsin
Mitchell, Nellie B.	Sophomore	20	Jefferson
Mix, Elsa W.	Junior	4	Cedar Falls
Mockler, Louise M.	Freshman	0	Olin
Moir, Mildred Ruth	Freshman	12	Shellsburg
Moore, John Fred	Freshman	11	Columbus City
Moose, Gay	Sophomore	6	Knoxville
Moran, Josephine	Sophomore	6	Davenport
Morgan, Margaret	Freshman	1	Newton
Morrill, Ida H.	Junior	24	Waterloo
Morris, Clara V.	Sophomore	6	Carson
Moscrip, Muriel Jane	Freshman	6	Marshalltown
Moser, Marie W.	Freshman	0	Manning
Mosier, Lulu J.	Sophomore	11	Linden
Murphy, John P.	Sophomore	2	Hudson
Myers, Hazel	Freshman	6	Shell Rock

Name—	Year of Course	Terms Taught	Address—
McCorkindale, Florence	Freshman	0	Odeboit
McDonald, John G.	Senior	2	Meriden
McGeeney, J. W.	Senior	3	Charles City
McIntosh, Martha L.	Freshman	0	Cedar Falls
McKean, Hugh	Freshman	0	Waterloo
McLaury, Carrie Edna	Sophomore	1	Webster City
McNabb, Flora M.	Sophomore	4	Britt
McNally, Mabel Byrle	Senior		Cedar Falls
Nelson, R. D.	Freshman	6 yrs.	Pacific Junction
Nenno, Katherine E.	Sophomore	4	Melvin
Neveln, Benj. H.	Freshman	6	Blairsburg
Neveln, S. T.	Junior	13	Storm Lake
Newell, Mamie E.	Sophomore	12	Central City
Niermeyer, Ethel	Freshman	12	Kenwood
Niswander, Theresa	Freshman	2	Kinross
Nolte, Karl F.	Sophomore	0	Cedar Falls
Nolte, Viola M.	Senior	0	Cedar Falls
Norin, Laura	Freshman	4	Red Oak
Odell, Rita Zoe	Sophomore	1	Dow City
Olbrich, Florence B.	Junior	0	Cedar Falls
Olive, Fern Lucile	Freshman	3	Scranton
Ormiston, Della	Freshman	3	Brooklyn
Ormiston, Mamie	Freshman	16	Brooklyn
Orr, Geo. Vernon	Sophomore	3	Lorimor
Orvis, Harriet	Junior	0	Yankton, S. Dakota
Overhulser, Nellie	Freshman	0	Dexter
Parker, Clarence M.	Senior	9	Cedar Falls
Parker, Eva M.	Senior	0	Cedar Falls
Parke, Ethel V.	Freshman	2	Wibaux, Montana
Parks, Claude O.	Freshman	6	Freeport, Illinois
Parks, Inez	Freshman	5	Oakland
Parks, Laura	Freshman	2	Oakland
Parsons, Dorothea	Freshman	6	Tipton
Parsons, Mable J.	Freshman	9	Volga
Patty, Ralph L.	Sophomore	3	Redfield
Pelzer, Ella	Freshman	3	Atlantic
Peterson, Jennie	Sophomore	2	Elkton, S. Dakota
Pfeiffer, Clara	Freshman	0	Cedar Falls
Phillips, Nina	Freshman	10 yrs.	Keokuk
Philpot, Florence R.	Sophomore	0	Cedar Falls
Plesscher, Geo. D.	Junior	3 1/2	Parkersburg
Plopper, Steven Jas.	Freshman	19	Cresco
Poitevin, Alice Florence	Freshman	0	Cedar Falls
Popham, Frank	Senior	14 yrs.	Anamosa.
Porter, Grace E.	Freshman	11	Stanwood
Ports, Howard T.	Junior	18	Cedar Falls
Potgieter, Jennie	Sophomore	8	Steamboat Rock
Potgieter, Louise	Freshman	7	Steamboat Rock

Name—	Year of Course	Terms Taught	Address—
Potter, Maye	Freshman	0	Nashua
Potter, Stella A.	Freshman	12	Vinton
Pownall, Eleanor H.	Freshman	0	Centerdale
Proctor, Isabel	Senior	8	Cedar Falls
Putney, Mrs. Anna	Freshman	0	Gladbrook
Quigley, Iola B.	Junior	16	McGregor
Ratcliffe, Nelle	Sophomore	0	Rolfe
Raymond, Myrtie B.	Senior	3	Cedar Falls
Rector, Cora H.	Sophomore	0	Waterloo
Reed, Laila M.	Freshman	4	Garner
Reynolds, Jessamine	Freshman	6	Clarinda
Ridenour, Nelle	Freshman	7	Tipton
Riley, L. F.	Sophomore	7	Rippey
Robb, Anna	Freshman	7	Malcom
Robbins, Dora M.	Freshman	1	Alden
Roberts, Bertha	Freshman	3	Marion
Robertson, Miriam	Sophomore	1	Washta
Robinson, Alle	Junior	3	Cedar Falls
Rock, Emma	Freshman	4	Morning Sun
Rock, Grace A.	Sophomore	3	Fonda
Roewe, Katherine	Freshman	9	Laurens
Rogers, Grace	Junior	12	Cedar Falls
Rogers, Wentworth	Junior	4	Cedar Falls
Ross, Stella	Freshman	9	Seymour
Rowland, Amy A.	Sophomore	19	Columbus Junction
Savre, Alice	Freshman	0	Northwood
Scherger, Nelda	Junior	0	Cedar Falls
Schichtl, Julia Anne	Freshman	11	Cedar Rapids
Schneckloth, Emily	Freshman	4	Denison
Schooler, Harriet	Freshman	0	Cedar Falls
Schoop, Rosina	Junior	3	Lamotte
Scott, Dorothy	Sophomore	12 yrs.	Cedar Falls
Secrist, Julia	Freshman	8	Marion
Sexsmith, Edna K.	Freshman	4	Greenfield
Shearn, Roy	Sophomore	0	Cedar Falls
Sherburne, Willis	Freshman	9	Shell Rock
Sherman, Jay J.	Freshman	8	Storm Lake
Sherman, Verna	Sophomore	2	Edgewood
Shirk, Elizabeth	Freshman	9	Clarion
Siekmeier, Pansy	Freshman	6	Waukon
Simpson, Roxa	Sophomore	0	Shannon City
Slater, Mary	Sophomore	13	Russell
Slee, Mary Alice	Sophomore	20	Hampton
Sloan, Avice	Sophomore	0	Carson
Smith, La Vere	Freshman	0	Eldora
Smith, Lillian C.	Freshman	8	Cedar Falls
Smith, Merle	Freshman	3	Cresco
Smyth, Mayme E.	Senior	0	Anamosa
Sprague, Louetta	Sophomore	6	Creston
Stephen, Jean	Freshman	5	Keota
Stevens, Blanche	Freshman	2	Odebolt
Stevens, Gertrude	Freshman	10	Iowa Falls
Stewart, T. B.	Senior	30	Bellevue

Name—	Year of Course	Terms Taught	Address—
Stoelting, Ruby	Freshman	11	Schaller
Stolt, Cora Idella	Freshman	13	Odebolt
Strother, Alice	Freshman	2	Hubbard
Taylor, Gladys C.	Freshman	3	Ft. Madison
Terrell, Nellie	Freshman	3	Shell Rock
Thatcher, Louise	Junior	13	Pocahontas
Thoene, Christine	Junior	18	Cedar Falls
Thoene, Sophia	Freshman	0	Cedar Falls
Thom, Margaret	Freshman	0	Correctionville
Thompson, Elsie Irene	Freshman	14	Vinton
Thompson, Emma L.	Freshman	9	Ft. Dodge
Thompson, Mary A.	Freshman	9	Ft. Dodge
Thorman, Alma	Junior	0	Blairstown
Thrasher, Leila	Sophomore	0	Nevada
Tierney, Evelyn	Sophomore	6	Elma
Tilton, Mabel Irene	Freshman	0	What Cheer
Todd, Marian S.	Junior	27 yrs.	Burlington
Toohy, Blanche	Freshman	3	Storm Lake
Tumbleson, Litta	Freshman	24	Havelock
Turner, Vivian Dell	Freshman	0	Mt. Ayr
Turnipseed, Mamie A.	Freshman	3	Wellman
Ufford, Edith C.	Sophomore	3	Cedar Falls
Ufford, Vie	Sophomore	0	Cedar Falls
Ullrich, Marguerite M.	Sophomore	0	Des Moines
Upton, Elizabeth A.	Sophomore	3	Fayette
Urbany, Antonia A.	Sophomore	0	Carroll
Urbany, Mamie A.	Sophomore	0	Carroll
Van Druff, Leonard	Freshman	4	Oakland
Veatch, William Homer	Freshman	0	Cedar Falls
Vest, Amy H.	Freshman	3	Montezuma
Vinall, Ethel M.	Junior		Cedar Falls
Vinall, Geo. H.	Sophomore	0	Cedar Falls
Voorhees, Lida	Freshman	6 yrs.	Valley Junction
Vorhies, Fred	Sophomore	4	Shannon City
Walser, Dora M.	Freshman	6	Northwood
Walters, Jess H.	Senior	8	Cedar Falls
Webster, Hazel S.	Senior	6	Charles City
Weisbard, Mina J.	Junior	4	Cedar Falls
Wells, Jennie Lois	Freshman	0	Davenport
West, Cornelia Marie	Freshman	6	Honey Creek
White, Fay	Freshman	3	Rolfe
Whitney, Elizabeth	Sophomore	10	Independence
Whittle, Gladys Alberta	Freshman	0	Waterloo
<i>Whyman, Myrtle</i>	<i>Freshman</i>	<i>2</i>	<i>Clarence</i>
Wilbur, A. J.	Junior	1	Cedar Falls
Wild, Carl D.	Freshman	0	Cedar Falls
Wild, Theresa	Sophomore	0	Cedar Falls
Wild, V. Earl	Freshman	0	Cedar Falls
Wilkening, August	Freshman	0	Sumner
Willey, Frank B.	Freshman	22	Waterloo
Williams, Blanche	Freshman	0	Neola
Williams, Gladys A.	Freshman	2	Matlock

Name—	Year of Course	Terms Taught	Address—
Wilson, Cora	Sophomore	6	Hedrick
Wilson, Daniel O.	Senior	5 yrs.	Hedrick
Wilson, Inez G.	Junior	0	Independence
Wise, Nell	Senior	12	Cedar Falls
Wise, Tom F.	Sophomore	4 mos.	Cedar Falls
Wood, Asa A.	Sophomore	16	Garner
Wood, Vera Leone	Freshman	0	Cedar Falls
Woodruff, Ruth I.	Freshman	5	Wapello
Woodward, Laura E.	Freshman	6	Lewis
Wright, Joseph S.	Senior	5 yrs.	Cedar Falls
Wright, Ruth	Junior	0	Cedar Falls
Young, Gladys M.	Freshman	0	Cedar Falls
Zimmerman, Zola L.	Sophomore	0	Sanborn

JUNIOR COLLEGE COURSES.

Akin, Eva	Primary	0	Glidden
Akin, Floy	Primary	3	Rock Valley
Allison, June E.	Kindergarten		Marathon
Althous, Jessie	Primary	24	Muscatine
Amick, Ethel	Domestic Science	10	Shell Rock
Anderson, Rosetta	Primary	19	Des Moines
Appelman, Anna M.	Primary	0	Clermont
Arganbright, Agnes	Primary	6	Ottumwa
Arildson, Louisa A.	Manual Training	30	Oklumgee, Oklahoma
Asquith, Alma	Primary	4	Harlan
Attwooll, Merle	Manual Training	0	Mason City
Baker, Irene	Kindergarten	0	Atlantic
Ballou, Lois	Domestic Science	0	Waterloo
Bandfield, Ethyl May	Kindergarten	0	Waterloo
Barnes, Grace	Primary	4	Storm Lake
Barnes, Jessie S	Primary	0	Cedar Falls
Bartels, Selma	Kindergarten	3	LeMars
Batty, Martha E.	Physical Training	2	Mason City
Baudler, Anna Joanna	Primary	4	Sheldon
Bauman, Esther E.	Kindergarten	0	Mason City
Baumgardner, Nina E.	Primary	11	Cedar Falls
Beck, Flossie Lena	Primary	6	Stanwood
Beebe, Grace E.	Kindergarten	3	Waverly
Benbow, Margaret Helen	Domestic Science	0	Ft. Madison
Berger, Ruth Elizabeth	Public School Music	3	Osage
Bingham, Beulah B.	Kindergarten	0	Waterloo
Bishop, Margaret	Primary	0	Metropolis, Ill.
Boegel, Katherine	Kindergarten	0	Sigourney
Bolster, Harriet E.	Physical Training	0	Cedar Falls
Bosma, Carolyn	Primary	0	Cedar Falls
Bowen, Lulu	Kindergarten	0	Cedar Falls
Boynton, Ruth	Domestic Science	3	Glidden
Bradford, Bessie H.	Kindergarten	6	Marshalltown
Brady, Agnes	Kindergarten	0	Fairfield
Brenner, Ruth Alice	Domestic Science	0	Charles City

Name—	Year of Course	Terms Taught	Address—
Britton, Lola	Primary	2	Sanborn
Brooks, Gertrude	Primary	3	Pierson
Brown, Ira O.	Manual Training	0	Cedar Falls
Brown, Vera	Primary	0	Estherville
Brown, Walter	Physical Training	0	Cedar Falls
Bruce, Clara	Primary	6	Rockwell
Brumbaugh, Florence	Primary	3	Memphis, Mo.
Buell, Dorothy M.	Domestic Science	0	Lyons
Bunn, Cora I.	Kindergarten	2	Waterloo
Burgess, Pleatus	Drawing	2	Eldora
Busby, Charlotte	Public School Music	0	Fonda
Butler, Esther	Primary	2	Atlantic
Cameron, Mabel A.	Drawing	6	Montezuma
Campbell, Elizabeth	Primary	0	Botna
Campbell, Grace M.	Kindergarten	3	Bedford
Carl, Ferne	Primary	1	Tipton
Caswell, Florence	Primary	6	Grand Junction
Charlton, Aruba B.	Primary	5	Cherokee
Chase, Alida	Drawing	5	McGregor
Chase, Bessie A.	Kindergarten	0	Osage
Cole, Alice	Primary	3	Dows
Cole, Caroline	Primary	3	Dows
Cooper, Alma Ida	Primary	3	Montezuma
Cooper, Mary C.	Primary	9	Montezuma
Corder, Geneva	Primary	11	Mediapolis
Craft, Helen M.	Primary	0	Shenandoah
Crawford, Myrtle E.	Primary	0	Miles
Cromer, Irene	Kindergarten	0	Osage
Curley, Grace E.	Primary	3	Blair, Neb.
Daley, Anna	Primary	7	Carroll
Davidson, Bertha Clar- ice	Primary	0	Stanwood
Davis, Anna	Primary	0	Cresco
Davis, Naneen	Public School Music	0	Waterloo
Deck, Helen I.	Primary	0	Decatur City
DeSeelhorst, Vera	Domestic Science	3	Grundy Center
Devens, Inez	Drawing	0	Cedar Falls
Diehl, Olive	Kindergarten	0	Tipton
Torrón, Mary L.	Public School Music	4	Vinton
Drinkle, Mary Barbara	Kindergarten	0	Oskaloosa
Dubois, Edna	Primary	23	Spirit Lake
Dunham, Jennie M.	Kindergarten	0	Dunlap
Dunn, Ethel C.	Primary	12	Camanche
Ebersold, Ralph R.	Manual Training	0	Cedar Falls
Eckert, Hattie Marie	Primary	0	Sioux City
Edgington, Myrtle	Primary	6	Keota
Edwards, Genevieve	Public School Music	2	Cedar Falls
Ekstam, Esther L.	Primary	12	Marathon
Engelke, Erma	Primary	0	Sidney
Farnham, Nellie	Primary	4	Le Mars
Farrell, Dairy D.	Primary	6	Fonda

Name—	Year of Course	Terms Taught	Address—
Faurote, Fannie M.	Kindergarten	8	Winterset
Feil, Mollie E.	Domestic Science	0	Charles City
Ferguson, Donald V.	Manual Training	0	Cedar Falls
Ferguson, Hazel T.	Primary	0	Adel
Fletcher, Naomi	Public School Music	2	Mason City
Fluent, Edith M.	Primary	3	Waterloo
Follett, Genevieve A.	Kindergarten	0	Eldora
Foote, Gladys	Physical Training	0	Cedar Falls
Fordyce, Jessie	Kindergarten	0	Creston
Freeman, Edna	Primary	11	Ft. Madison
Fulmer, Ruth	Kindergarten	0	Oelwein
Gamble, Emma A.	Primary	0	Humboldt
Garrison, Elsie Fern	Kindergarten	2	Wyoming
Gault, Laura G.	Kindergarten	0	Farley
Gnagy, Luella	Primary	3	Waterloo
Godsey, Lena M.	Primary	0	Glenwood
Goodwin, Fay A.	Domestic Science	0	Yankton, South Dakota
Graham, Floy	Public School Music	0	Cedar Falls
Graham, Josephine	Physical Training	0	Cedar Falls
Gray, Iva	Primary	3	New Hampton
Greene, Gretchen	Kindergarten	2	Waterloo
Griffin, Loma	Kindergarten	0	Waterloo
Griffith, Genevieve	Public School Music	15	St. Kaukanna, Wisconsin
Griggs, Abbie	Primary	2	Keokuk
Grimwood, Neva	Primary	0	Oelwein
Grisell, Inez	Domestic Science	0	Rock Rapids
Hale, Edna J.	Primary	4 yrs.	Bedford
Hall, Harriett Lillian	Kindergarten	2	Denison
Hansen, Evelyn D.	Drawing	0	Albert Lea, Minnesota
Hansen, Margaret E.	Kindergarten	4	Missouri Valley
Harris, Pearl C.	Primary	9	Malvern
Harrison, Mattie E.	Kindergarten	3 yrs.	Anita
Hazlett, Emma	Primary	9	Hartley
Heddens, Kathryn M.	Domestic Science	0	Charles City
Helwig, Freda	Primary	0	Decorah
Henry, Bessie Ruth	Primary	0	Coon Rapids
Henry, Cecile I.	Primary	0	Nashua
Henderson, Mary E.	Physical Training	0	Independence
Hesse, Edith	Physical Training	0	Cedar Falls
Heymer, Irene	Primary	17	Cherokee
Hickey, Winifred	Primary	6	Perry
Hintz, Alice I.	Primary	3	Cedar Falls
Hobein, Louise B.	Public School Music	0	Minneapolis, Minnesota
Hoffman, George F.	Manual Training	0	Cedar Falls
Hollenbeck, Lulu H.	Primary	0	Rolfe
Hoye, Marie	Primary	9	Mitchell, South Dakota
Hoyt, Hazel	Primary	0	Guthrie Center

Name—	Year of Course	Terms Taught	Address—
Hronek, Sadona Mary	Primary	6	Pocahontas
Humphrey, Edith	Primary	5	Centerville
Hunter, Edward	Manual Training	4	Cedar Falls
Hunter, Ruth	Primary	2	Northwood
Hutchinson, Emma J.	Primary	10	Council Bluffs
Ives, Jessie	Primary	6	Marion
Jeffers, Ruth	Primary	0	Cedar Falls
Jenkins, Bertha M.	Kindergarten	27	Guthrie Center
Johnson, Minnie Annie	Primary	0	Sioux Rapids
Johnson, Vinnie B.	Primary	11	Eagle Grove
Jones, Mrs. J. F.	Public School Music	0	Fargo, North Dakota
Judy, Avis	Primary	4	Jefferson
Judy, Birde	Primary	6	Jefferson
Kelleher, Kathryne	Primary	0	McGregor
Kellogg, Hazel	Drawing	10	Charles City
Kirby, Lillah	Kindergarten	0	Centerville
Kirby, Myrrel C.	Kindergarten	0	Centerville
Klein, Gertrude Helen	Primary		Waterloo
Knight, Matie	Kindergarten	0	Burlington
Korslund, Antonette	Primary	0	Eagle Grove
Lambert, Ina May	Primary	6	Guthrie Center
Lamberty, Emily L.	Drawing	6	Cedar Falls
Lane, Georgia M.	Primary	0	Webster City
Laux, Bernice	Primary	8	Le Mars
Lawton, Malinda G.	Primary	6	Alden
Leefers, Sioux	Kindergarten	6	Cedar Rapids
Leese, Viola Estella	Manual Training	9	Boone
Leigh, Grace	Primary	6	Independence
Leonard, Grace M.	Kindergarten	0	Waverly
Lewis, Hazel C.	Primary	6	Lawler
Lighter, Mabel	Public School Music	0	Rolfe
Lister, Blanche Etta	Primary	4	Yankton, South Dakota
Long, M. Beulah	Domestic Science	1½	Manson
Lorenz, Belle	Primary	10	Rockford
Loving, Mae	Primary	3	Ames
Lucas, Lillian	Primary	6	Greene
Maggs, Hazel	Primary	6	Alta
Magoon, Iva Mabel	Primary	0	North English
Marcue, Anna L.	Domestic Science	3	Le Mars
Marlin, Martha A.	Primary	0	Dubuque
Marshall, Annabel	Primary	5	Morning Sun
Martin, Io B.	Primary	3	Oskaloosa
Martin, Kate	Primary	7	Ft. Dodge
Meyer, Florence L.	Primary	0	Marcus
Miner, Maude M.	Domestic Science	0	Knoxville
Moessner, Clara E.	Kindergarten	6	Waterloo
Moore, Fern	Primary	0	Dexter
Morehouse, Floyd Adel	Primary	8	Sloan
Morgan, Mildred G.	Primary	10	Spencer
Morgan, Nettie Belle	Primary	8	Cherokee
Morris, Lillian	Domestic Science	0	Coon Rapids

Name—	Year of Course	Terms Taught	Address—
Morrison, Vee Katherine	Kindergarten	3	Osage
Murphy, Marie J.	Primary	18	Reinbeck
Murray, Sara	Primary	0	Shenandoah
McCarn, Flora	Domestic Science	6	Anamosa
McCullough, Ruby	Domestic Science	0	Hopkinton
McCowen, Hazel E.	Primary	0	Cedar Falls
McMillan, Irma G.	Primary	0	Peterson
Naylor, Hazel G.	Kindergarten	5	Osage
Nelson, Lillian A.	Primary	9	Clarion
Newcomb, Lillian Frances	Domestic Science	0	Alta
O'Keefe, Julia	Primary	5	Rolfe
Olbrich, Fred G.	Manual Training	0	Cedar Falls
O'Leary, Catherine	Primary	0	Ft. Dodge
Owen, Verda	Primary	1	Tipton
Palmer, Iva M.	Drawing	0	Cedar Falls
Parrott, Zora	Primary	0	Spencer
Paschke, Celinda	Primary	3	Nashua
Petite, Grace	Kindergarten	0	Atlantic
Pierce, Nellie A.	Primary	2	Belmond
Plumer, Maude E.	Primary	0	Silver City
Price, Ethyl F.	Primary	6	Independence
Priebe, Emma L.	Primary	0	Charles City
Purdy, Arda Helen	Domestic Science	0	Independence
Rakow, Clara W.	Kindergarten	0	Oskaloosa
Ramsay, Hazel E.	Kindergarten	0	Mason City
Rau, Helen G.	Kindergarten	0	Mason City
Reid, Grace D.	Primary	9	Marengo
Reid, Mabel J.	Primary	5	Traer
Riedesel, Mabel	Kindergarten	0	Charter Oak
Riefe, Gertrude	Primary	0	Mason City
Ringold, Esther	Primary	23	Arcadia
Runkle, Lucile	Kindergarten	0	Lisbon
Sage, Ethel Phoebe	Primary	6	Cherokee
Sallander, Louise	Domestic Science	0	Ft. Madison
Sanders, Mamie A.	Primary	3	Montezuma
Scanlan, Loretto	Domestic Science	3	Clinton
Schuler, Rosa	Primary	0	Yankton, South Dakota
Scurr, Florence	Primary	5	Glidden
Shanewise, Anna	Physical Training	0	Waterloo
Sharts, Lillian A.	Kindergarten	0	Des Moines
Sheffield, M. W.	Physical Training	5	Eldora
Slattery, Thursa	Primary	15	Ida Grove
Smith, Avis	Primary	0	Oelwein
Smith, Florence G.	Primary	6	Shenandoah
Smith, Mary M.	Kindergarten	19	Audubon
Speaker, Ethel G.	Physical Training	6	Manson
Standley, Ethel L.	Primary	6	Boone
Stanton, Sabina	Primary	2	Marshalltown
Stebe, Bessie M.	Primary	0	Alden
Stilson, Hazel D.	Kindergarten	0	Corwith
Stoaks, Verna	Primary	4	Grinnell

Name—	Year of Course	Terms Taught	Address—
Strand, Rose L.	Primary	5	Helena, Montana
Sumpter, Kate Helen	Kindergarten	6	Sloan
Taylor, Ethel	Primary	6	Rolfe
Taylor, Helen H.	Primary	10	Red Oak
Thatcher, Ilo	Kindergarten	0	Zearing
Thompson, Effie	Public School		
	Music	1	Sioux Rapids
Thompson, Ida	Primary	0	Cresco
Thornburg, Dollie Mae	Primary	6	Linden
Thorson, Mabel	Kindergarten	0	Northwood
Thrasher, Anna M.	Primary	10	Nevada
Throckmorton, Daisy	Primary	9	Chariton
Tregilgus, Irene	Kindergarten	0	Sibley
Tyrrell, Gertrude	Public School		
	Music	6	Waverly
Unger, Paulina	Primary	5	Rockford
Vaughn, Myrtle E.	Primary	10	Rolfe
Vollertsen, Garnet J.	Kindergarten	0	Battle Creek
Wadsworth, Marguerite	Primary	0	Sioux Falls, South Dakota
Wallace, Lyla	Primary	0	Rock Rapids
Walpole, Fay	Primary	0	Storm Lake
Warn, Audrey M.	Public School		
	Music	6	Charles City
Warner, Lurana Alice	Primary	8	Mason City
Wentworth, Lura	Primary	0	Mason City
Westling, Amanda	Public School		
	Music	8 yrs.	Chariton
White, Grace F.	Primary	2	Traer
Whitney, Mabelle	Primary	0	Rock Rapids
Wilcox, Leta Mae	Primary	0	Cedar Falls
Willson, Alberta	Domestic Science	0	Burlington
Willson, Lucile R.	Kindergarten	0	Mason City
Wilson, Pansy B.	Kindergarten	0	Hedrick
Wiswell, Leona G.	Domestic Science	0	Manson
Woodward, Elizabeth	Kindergarten	0	Hamburg
Woodward, Leon	Manual Training	0	Mason City
Woolscroft, Vey	Domestic Science	0	Spencer
Workman, Clyde H.	Manual Training	27	Birmingham
Wyant, Marion Louise	Kindergarten	0	Waterloo
Yates, Vada M.	Kindergarten	0	Whiting
Yeager, Pearl	Primary	5	Fairfield

STATE CERTIFICATE COURSES.

Abram, Walter O.	Manual Training	0	State Center
Aitchison, Jessie H.	Kindergarten	0	Cedar Falls
Akin, John W.	Elementary		
	Teacher	2	Cedar Falls
Albert, Belle	Elementary		
	Teacher	34	Ortumwa
Allison, Nellie B.	Domestic Science	2	Ft. Dodge
Alyea, Jenness	Domestic Science	0	Waterloo

Name—	Year of Course	Terms Taught	Address—
Alyea, Tom	Manual Training	0	Waterloo
Amburn, Emma	Elementary Teacher	0	Cedar Falls
Anderson, Lottie	Public School Music	1	Hersher, Ill.
Anderson, Minnie	Elementary Teacher	12	Alta.
Anthony, Maud R.	Primary	18	Camanche
Arnold, Myrtle	Domestic Science	23	Murray
Artz, Adalyne	Elementary Teacher	14	Red Oak
Austen, Grace Ida	Primary	21	Spirit Lake
Avery, Ralph F.	Elementary Teacher	0	Montour
Baldwin, Ethel H.	Elementary Teacher	0	Gladbrook
Baldwin, Sake	Primary	10	Prairie City
Barnett, Katie M.	Elementary Teacher	4	Weston
Barnes, Lloyd	Physical Training	0	Cedar Falls
Barnum, Marion M.	Elementary Teacher	9	Cedar Falls
Basham, C. O.	Elementary Teacher	2	Tipton
Baughman, Lida I.	Primary	37	Cedar Falls
Beck, Esther	Primary	6	Bellevue
Bennett, Mable Gertrude	Primary	6	Sioux Rapids
Bennett, Marguerite	Elementary Teacher	0	Denver
Benson, Lydia	Elementary Teacher	8	Faulkner
Berg, Anton	Elementary Teacher	0	Cedar Falls
Black, Blanche H.	Primary	0	Emmetsburg
Bley, Herbert George	Manual Training	0	Cedar Falls
Bliss, Olive E.	Primary	8	Central City
Blumenschein, Ida	Primary	9	Rhodes
Bond, Mary E.	Elementary Teacher	14 yrs.	Waterloo
Bonnett, Blythe	Primary	13	Birmingham
Bozarth, Donna Belle	Elementary Teacher	0	Cedar Falls
Bradfield, Laura Mae	Primary	12	Germania
Bronson, Edw. L.	Manual Training	9	Cedar Falls
Brown, Cora Ethel	Primary	9	Orient
Bunting, Jessie B.	Primary	24	College Springs
Burkholder, Daisy	Elementary Teacher	21	Clarksville
Burney, Alice W.	Primary	7	Collins
Burney, Elizabeth F.	Public School Music	0	Collins
Byers, Hulda	Elementary Teacher	2 yrs.	Cedar Falls

Name—	Year of Course	Terms Taught	Address—
Caldwell, Mary P.	Kindergarten	3	Cedar Falls
Campbell, Helen	Elementary Teacher	31 ½	New London
Campbell, Nora	Elementary Teacher	14	Bonaparte
Carrott, Ruea	Elementary Teacher	0	Rockford
Carson, Emma Lou	Elementary Teacher	0	Fairfield
Cary, Beth	Elementary Teacher	0	Cedar Falls
Case, Clara E.	Elementary Teacher	15	Cedar Falls
Case, Lewis W.	Elementary Teacher	1	Cedar Falls
Caster, Sarah A.	Elementary Teacher	2	Neola
Caubarrus, Bert L.	Physical Training	0	Anthon
Cavanaugh, Clara Elna	Primary	0	Cedar Rapids
Chase, Dorothy	Elementary Teacher	8	Parker, South Dakota
Clark, Mirth	Elementary Teacher	0	Cedar Falls
Clausen, Rosa Katherine	Domestic Science	0	Waterloo
Coburn, Laura J.	Elementary Teacher	21	Wyoming
Coffman, Lillian A.	Drawing	5	South English
Cohoon, Edrie	Public School Music	9	Cedar Falls
Cohoon, Sudah	Primary	0	Cedar Falls
Cook, Claire S.	Primary	41	Cedar Falls
Cook, Effie Irene	Elementary Teacher	0	Miles
Coombs, Pearl	Elementary Teacher	11	Aurelia
Cooper, Martha E.	Elementary Teacher	11 yrs.	Waterloo
Core, Fred	Elementary Teacher	15	Barnes City
Cornish, Irene	Primary	0	Kellogg
Cotton, Leslie	Manual Training	0	Cedar Falls
Counts, Azel V.	Primary	7	Mapleton
Coy, Ione F.	Elementary Teacher	5	Odebolt
Craney, Alice M.	Elementary Teacher	12	Independence
Cranny, T. T.	Elementary Teacher	3	Buckingham
Crisman, Emma	Primary	0	West Bend
Cross, Luella	Elementary Teacher	23	Shellsburg

Name—	Year of Course	Terms Taught	Address—
Crouse, Ray L.	Manual Training	5	Dike
Culbertson, Mrs. Ida	Public School		
	Music	0	Chariton
Culler, Clara W.	Primary	12	Pierson
Currie, Mamie E.	Elementary		
	Teacher	24	Schaller
Cutforth, Edith	Elementary		
	Teacher		Des Moines
Cutler, Frank Ross	Physical Training	0	Cedar Falls
Darraha, Gladys	Primary	8	Alden
Davis, Berenice A.	Public School		
	Music	9	Cedar Falls
Davis, Harriet	Drawing	10	Waterloo
Davison, Grace	Primary	6	Washta
Davison, May	Primary	0	Des Moines
Davisson, Margaret	Elementary		
	Teacher	0	Waterloo
DeBeck, Matilda	Primary	11	Aplington
Diehl, Lida A.	Drawing	8	Grundy Center
Dilts, Edna C.	Public School		
	Music	0	Tipton
Dolecheck, Silva M.	Elementary		
	Teacher	5	Diagonal
Downey, Cora Agnes	Elementary		
	Teacher	12	Cedar Falls
Duden, Lorena	Primary	0	Lineville
Dutton, Edna	Elementary		
	Teacher	2	Armstrong
Edgerton, Harley	Manual Training	0	Boone
Ehlers, Emma	Elementary		
	Teacher	0	Davenport
Elliot, Olive B.	Public School		
	Music	0	Fairbank
Ellis, Sadie Phebe	Primary	14	Ames
Epperly, Lyda	Primary	17 ½	Leon
Epperson, Bertha	Primary	23	Gilbert Station
Etienne, Robert F.	Elementary		
	Teacher	0	Nemaha
Evans, Elizabeth	Primary	11	Russell
Evans, Josie S.	Primary	15	Stratford
Evenson, Alga M.	Elementary		
	Teacher	3	Shell Rock
Fallgatter, Eva Maye	Primary	5	Parker, South
Farnsworth, Ida Grace	Public School		Dakota
	Music	0	New Hartford
Farrington, Verna M.	Elementary		
	Teacher	6	Egbert
Fell, Anna E.	Domestic Science	0	Cedar Falls
Finger, Nellie E.	Domestic Science	0	Fairfield
Fischer, Anton	Elementary		
	Teacher	24	Delta
Fish, Carrie E.	Primary	23	Anamosa
Fisher, Perlina	Primary	45	Lineville
Frick, Junetta	Primary	0	Sheldahl

Name—	Year of Course	Terms Taught	Address—
Fridell, Ruby	Elementary Teacher	0	Cedar Falls
Fritz, Edward B.	Elementary Teacher	3	Huxley
Fullerton, Mrs. Ella	Domestic Science	12	Cedar Falls
Fyler, Enos S.	Elementary Teacher	14	Shell Rock
Galligan, Anna	Elementary Teacher	9	Lawler
Gannon, Fannie A.	Primary	6	Gilman
Gariand, Nina M.	Primary	9	Scranton
Garnette, Ruby	Primary	8	Victor
Garwood, Marie	Public School Music	1	La Porte City
Gaulke, Charlotte	Elementary Teacher	10	N. McGregor
Genrich, Fred E.	Elementary Teacher	5	Algona
Gibbs, Olive	Elementary Teacher	8	Allerton
Gibson, Frank E.	Elementary Teacher	1	Emerson
Gilbert, Marvin C.	Elementary Teacher	18	Cherokee
Gilkerson, Jeanette	Elementary Teacher	8	Magnolia
Gillis, Alice L.	Elementary Teacher	7	Tingley
Glasener, F. Russell	Elementary Teacher	0	Reinbeck
Glass, Clara	Public School Music	0	Waterloo
Glass, Helena	Public School Music	0	Waterloo
Goddard, Agnes	Primary	9	Dow City
Goodwin, Laura B.	Elementary Teacher	0	Cedar Falls
Gorman, Avilla M.	Public School Music	0	Orchard Central City
Grafft, Flossie	Primary	0	Vinton
Graham, Jessie E.	Kindergarten	2 ½ yrs.	
Grant, Florence	Public School Music	0	St. Paul, Minn.
Graves, Ethelyn	Elementary Teacher	6	Livermore
Gray, Anna E.	Primary	10	Rhodes
Gray, Eleanor	Elementary Teacher	13	Cedar Rapids
Grieve, Janet	Primary	10	Webb
Gunderson, E. Marie	Elementary Teacher	3	St. Ansgar
Hager, Paul	Elementary Teacher	0	Cedar Falls

Name—	Year of Course	Terms Taught	Address—
Haight, Ernest W.	Elementary Teacher	2	Peterson
Hale, Alice	Primary	7 yrs.	Bedford
Hamstreet, W. Earl	Manual Training	0	Clear Lake
Hamstreet, Wilbur F.	Elementary Teacher	0	Clear Lake
Hansen, Hans Schantz	Elementary Teacher	0	Cedar Falls
Hardy, Doris	Kindergarten	0	Cedar Falls
Harris, Lucy J.	Elementary Teacher	0	Lewis
Harrison, Elizabeth	Primary	33	Janesville
Hartman, Julia Ruth	Public School Music	0	Dell Rapids, South Dakota
Havens, Addie E.	Elementary Teacher	12	Conrad
Hayden, Fannye G.	Public School Music	4	Blairstown
Hayden, Pearl	Drawing	10	Blairstown
Hayden, Roy G.	Elementary Teacher	8	Spaulding
Hayes, R. M.	Manual Training	21	Montezuma
Hemsworth, Clark	Elementary Teacher	0	Cedar Falls
Henderson, Mabel I.	Primary	9	Tingley
Hill, Enah E.	Public School Music	6	Fayette
Hofer, Carrie E.	Elementary Teacher	9	Ventura
Holahan, Josephine	Primary	4 yrs.	Ossian
Homer, Mrs. E. Lillian	Elementary Teacher	15	Waterloo
Hood, Laura Bell	Elementary Teacher	0	Messena
Hopper, Stella	Kindergarten	4	Watkins
Houge, Lena Maria	Elementary Teacher	5	Slater
Humphreys, Linnie	Primary	8	North English
Hunt, Charlotte R.	Elementary Teacher	9 yrs.	Clinton
Hunter, Lottie A.	Elementary Teacher	48	Maquoketa
Huston, Bess	Primary	0	Allerton
Huston, Howard	Elementary Teacher	3	Crawfordsville
Iaggi, Rose	Primary	10	Monticello
Indra, Della	Primary	0	Mitchell
Indra, Elsie	Elementary Teacher	3	Mitchell
Irish, Fanny	Primary	14	Kellogg
Iverson, Alta C.	Elementary Teacher	0	Inwood

Name—	Year of Course	Terms Taught	Address—
Ivins, Ethel Mae	Elementary Teacher	3	Batavia
James, Emily Tabor	Primary	2	Independence
Jennings, Elizabeth	Kindergarten	0	Cedar Falls
Jennings, Helen	Elementary Teacher	0	Janesville
Jennings, Lura	Public School Music	0	Glidden
Johnson, Alice	Elementary Teacher	3	Bonaparte
Johnson, Clara O.	Primary	0	Sioux Rapids
Johnson, Daisy	Primary	57	West Liberty
Johnson, Emma L.	Elementary Teacher	3	Slater
Johnson, Genevieve	Primary	1	Coon Rapids
Johnson, Jennie	Primary	6	Clear Lake
Johnson, Jessie A.	Primary	20	Lovilia
Jones, Fordyce C.	Elementary Teacher	0	Cedar Falls
Jordan, Roxie V.	Elementary Teacher	31	Deep River
Kading, Alvina	Elementary Teacher	12	Casey
Kennedy, Florence	Primary	12	Odebolt
Keough, Maud	Primary	5	Sumner
Kerr, Gertrude L.	Domestic Science	0	Waterloo
Kershaw, Edith J.	Elementary Teacher	15	Badger
King, Libbie Mae	Elementary Teacher	9	Mt. Vernon, South Dakota
Kirketeg, Jennie	Elementary Teacher	0	Cedar Falls
Kittilsby, Anna Elizabeth	Primary	19	Calmar
Knipe, Laura L.	Elementary Teacher	0	New Hartford
Knoche, Clara	Elementary Teacher	15	Cedar Falls
Koch, Carrie	Elementary Teacher	6	Whittemore
Koonts, Allie M.	Elementary Teacher	3	Douds-Leando
Kratz, Mabel F.	Public School Music	2 yrs.	Cresco
Kurzrock, Jeanette	Primary	0	McGregor
Lacey, Agnes	Primary	12	Danbury
Lalan, Fern	Elementary Teacher	1	Cedar Falls
Lamansky, Martha	Elementary Teacher	18	Brighton
Lamson, Esther D.	Primary	0	Fairfield
Lanning, Myrtle	Primary	13	Melbourne

Name—	Year of Course	Terms Taught	Address—
Larmore, Minnie B.	Elementary Teacher	6 yrs.	Hedrick
Larsen, Benjamin	Drawing	0	Cedar Falls
Larsen, Mabel	Kindergarten	0	Cedar Falls
Larson, Lester A.	Elementary Teacher	0	Harpers Ferry
Larson, Mary C.	Kindergarten	9	Cromwell
Lashbrook, Warren T.	Manual Training	0	Cedar Falls
Lawrence, Helen E.	Public School Music	3	Yankton, South Dakota
Laycock, Ethel Leola	Primary	3	Le Claire
Lee, Vera M.	Kindergarten	0	Tipton
Lee, Warren W.	Elementary Teacher	6	Harlan
Leslie, Lida	Elementary Teacher	11	Manson
Lewis, Mae S.	Elementary Teacher	0	Hubbard
Ley, Edna Pearl	Public School Music	0	Liscomb
Liek, Edna B.	Kindergarten	0	Cedar Falls East Dubuque, Illinois
Lindsley, Jessie	Primary	2	West Union
Lockwood, Lucile	Kindergarten	0	Union
Long, Anna R.	Primary	22	Brooklyn
Long, Illah	Public School Music	0	Manson
Looney, Rosella	Elementary Teacher	0	Luana
Lovell, Mona E.	Elementary Teacher	17	Dedham
Lucas, Luella	Primary	6	Kanawha
Ludemann, Emma	Elementary Teacher	10	Kesley
Luick, Nelle E.	Primary	6	Belmond
MacConnaughey, Grace	Public School Music	0	Wayland
Madson, Effie S.	Elementary Teacher	11	Avoca
Magee, Ira J.	Elementary Teacher	0	Cedar Falls
Mahaffa, Eva E.	Elementary Teacher	12	Wellman
Mahaffa, Mae L.	Elementary Teacher	5 yrs.	Wellman
Maiden, Sydner	Elementary Teacher	0	Ayrshire
Markin, Cecil J.	Elementary Teacher	0	West Bend

Name—	Year of Course	Terms Taught	Address—
Markle, Edward	Elementary Teacher	2	Lawler
Marsh, Eva	Elementary Teacher	0	Jesup
Marsh, Majorie May	Elementary Teacher	2	Jesup
Martin, Ruth	Primary	0	Cedar Falls
Marvick, Linnie	Elementary Teacher	22	Story City
Mathison, Bertha	Primary	7	Buffalo Center
Meacham, Clara Mil- dred	Primary	10	Grinnell
Meek, Jennie	Primary	8	Beacon
Megggers, Edward	Elementary Teacher	0	Cedar Falls
Meier, Florenz	Primary	0	Cedar Falls
Meier, Lona	Elementary Teacher	4	Hedrick
Merchant, Rena E.	Primary	2	Boone
Merner, Carl John	Physical Training	0	Cedar Falls
Merriam, Florence C.	Primary	0	Coggon
Merrick, Grace A.	Elementary Teacher	3	Marble Rock
Mertens, Barbara	Elementary Teacher	9	Preston
Messier, Maud C.	Primary	0	Cedar Falls
Miller, Alta	Kindergarten	0	Cedar Falls
Miller, Mabel L.	Elementary Teacher	14	Cedar Falls
Miller, Rose S.	Elementary Teacher	8	Birmingham
Mingus, Ida Belle	Elementary Teacher	12	Eldon
Mitchell, Bernice	Domestic Science	0	Cedar Falls
Mitchell, Bess I.	Primary	0	Cedar Falls
Mitchell, Frederick R.	Public School Music	0	New Provi- dence
Mitchell, Ruth	Primary	0	Graettinger
Montgomery, Theresa	Public School Music	4	Graettinger
Moody, Jessie	Primary	10	Ionia
Moore, Harry	Elementary Teacher	14	Waterloo
Moorhead, Robert A.	Elementary Teacher	0	Cedar Falls
Moorhead, Wm. G.	Elementary Teacher	7	Cedar Falls
Morenus, Kitt	Elementary Teacher	10	Lake View
Mount, Ethel B.	Primary	5	Dexter
Mowry, N. Lavinia	Elementary Teacher	54	Lake City

Name—	Year of Course	Terms Taught	Address—
Mueller, Kate	Elementary Teacher	12	Grand Junction
Mullen, Jerome L.	Elementary Teacher	8 yrs.	Van Horn
Mutch, Mrs. Nancy Ethel	Primary	17	Wapello
Myers, Ethel M.	Elementary Teacher	9	Atlantic
McAllister, Ada S.	Primary	16	Farragut
McCarthy, Elizabeth	Primary	15	Elma
McCleary, Elizabeth	Primary	6	Washington
McCluskey, Bertha	Kindergarten	3	Cedar Falls
McGinnis, Alice	Elementary Teacher	4	Cherokee
McIntosh, Hazel L.	Kindergarten	1	Manchester
McKee, Edyth N.	Elementary Teacher	4	Stuart
McKeever, Clara M.	Elementary Teacher	1	Hawarden
McLain, Ella	Drawing	4 yrs.	Cedar Falls
McLeod, Daisy	Elementary Teacher	0	Clarence
Nelsen, Andrew	Elementary Teacher	0	Newell
Nelson, Elmer L.	Elementary Teacher	6	Britt
Nelson, Margaret M.	Manual Training	26	Albia
Nelson, Olive E.	Elementary Teacher	17	Edgerton,
Newcomb, Beulah	Elementary Teacher	6	Wisconsin Jesup
Newcomer, Mabel C.	Elementary Teacher	4	Cleghorn
Newell, Mrs. Elsie	Elementary Teacher	12 yrs.	Chariton
Nickolaus, Florence P.	Domestic Science	3	Crawfordsville
Nix, Pearl	Elementary Teacher	12	Hamburg
Noll, Mabel B.	Primary	11	Ida Grove
Northey, Sue	Kindergarten	0	Waterloo
Olson, Clara Bertina	Primary	6	Buffalo Center
Orme, Nellie	Primary	16	Clarinda
Orr, Margaret E.	Elementary Teacher	0	Monona
Orton, Grace Lollo	Elementary Teacher	9	Oakland
Owen, Sadie	Primary	6 yrs.	Tipton
Papousek, Mary T.	Primary	2	Lohrville
Parsons, Lulu	Public School Music	9	Volga
Partington, Evelyn E.	Primary	0	Cedar Falls
Paul, Henri	Manual Training	2	Cedar Falls
Peets, Meda	Primary	6 yrs.	Hopkinton

Name—	Year of Course	Terms Taught	Address—
Phillips, Bertha	Elementary Teacher	5	Lineville
Philo, Frances Bertha	Elementary Teacher	0	New Hartford
Platts, Ina Ethel	Elementary Teacher	17	Lake Mills
Pollock, Hannah F.	Elementary Teacher	6	Martinsburg
Pollock, Jennie B.	Primary	7	Martinsburg
Popham, Edith Gra- ham	Elementary Teacher		Cedar Rapids
Porter, Robert E.	Elementary Teacher	0	Cedar Falls
Porter, Roy F.	Manual Training	1	Cedar Falls
Poulson, Nettie	Primary	16	Dayton
Powers, Inez	Primary	5	Kellogg
Powers, Resa	Elementary Teacher	0	Lohrville
Pryor, Fern Alice	Primary	26 mos.	Leon
Puls, Clara G.	Elementary Teacher	18	Cedar Falls
Ran-kin, Mattie	Primary	10	Knoxville
Raymond, Fern	Kindergarten	1	Cedar Falls
Redman, Ora	Primary	4 ½	Silvis, Illinois
Reed, Mabel Clara	Drawing	4	Ida Grove
Reeves, Pearl	Elementary Teacher	10	Livermore
Remer, Laura	Primary	0	Urbana
Remer, Rae	Elementary Teacher	7	Urbana
Rice, Olive J.	Elementary Teacher	21	Shell Rock
Rich, J. Howard	Elementary Teacher	3	Janesville
Ringgenberg, Elnora	Public School Music	0	Sheldahl
Riseley, Nellie F.	Elementary Teacher	11	Rockwell City
Roadman, Lillian	Elementary Teacher	0	Dike
Roberts, Flora D.	Public School Music	0	Hampton
Robinson, Flora B.	Primary	3	Van Horne
Robinson, Lindsay	Elementary Teacher	0	Cedar Falls
Robinson, Ruth	Primary	0	Elma
Roebuck, Alice	Elementary Teacher	0	Rhodes
Rogers, Robert D.	Elementary Teacher	0	Cedar Falls
Ross, Olive	Elementary Teacher	1	Seymour
Rossing, Alvilde Mine- va	Elementary Teacher	0	Bode

Name—	Year of Course	Terms Taught	Address—
Rownd, Lurana	Primary	3	Washington
Sanders, Jennie M.	Elementary Teacher	5	Manly
Scandrett, Lula	Elementary Teacher	0	Grinnell
Schaible, Clara L.	Public School Music	6	Corning
Schneider, Bessie	Elementary Teacher	0	Cedar Falls
Schmitt, S. E.	Elementary Teacher	0	Cedar Falls
Schnepf, Mina F.	Elementary Teacher	20	Lakewood
Schoonover, Grace	Primary	11	Osage
Schreiner, Gertrude E.	Elementary Teacher		Gladbrook
Schroeder, Julia A.	Public School Music	1	Nodaway
Schuneman, Edyth	Elementary Teacher	5	Cedar Falls
Schweiker, Chas. F.	Elementary Teacher	0	Des Moines
Scott, Minnie A.	Kindergarten	24	Vinton
Seymour, Jas. Henry	Elementary Teacher	27	Panora
Shaw, Clara	Drawing	4	Cresco
Shearer, Beatrice M.	Primary	2	Cedar Falls
Shedd, Edith M.	Elementary Teacher	7	Cherokee
Shepard, Lena C.	Elementary Teacher	6 yrs.	Alpena, South Dakota
Sherwood, Elma U.	Elementary Teacher	25	Wall Lake
Sherwood, Margaret	Public School Music	15	Wall Lake
Shillinglaw, D. Lee	Elementary Teacher	1	Cedar Falls
Shillinglaw, Jessie M.	Elementary Teacher	0	Cedar Falls
Shoemaker, Amy	Primary	0	Cedar Falls
Shoemaker, Helen	Elementary Teacher	0	Cedar Falls
Sibert, C. L. Zela	Drawing	0	Cedar Falls
Sibert, Irl	Elementary Teacher	0	Cedar Falls
Siders, Minnie O.	Elementary Teacher	8	West Liberty
Silliman, Kenneth G.	Elementary Teacher	2	Cedar Falls
Siple, Nettle	Elementary Teacher	3	Clarence
Sloan, Margaret	Primary	8	Sioux City

Name—	Year of Course	Terms Taught	Address—
Smith, Bly	Elementary Teacher	0	Packwood
Smith, Helen	Public School Music	0	Cedar Falls
Smith, Lorancy A.	Primary	43	Cedar Falls
Smith, Nellie C.	Elementary Teacher	33	Hawkeye
Smith, Rose	Public School Music	0	Waterloo
Spick, Mary	Elementary Teacher	7	Murray
Stahl, Gail	Elementary Teacher	0	Ollie
Stary, Sadie E.	Primary	9	Rowley
Steeves, Stacy E.	Elementary Teacher	4	Braddyville
Steiert, Mary	Elementary Teacher	0	Monona
Stoelting, Pearl	Kindergarten	0	Schaller
Strain, Grace H.	Physical Training	0	Green Mountain
Strait, Ora M.	Elementary Teacher	3	Keosauqua
Stump, Maude	Primary	0	North English
Sturdevant, Faye	Public School Music	3	Delta
Sutter, Clara M.	Primary	15	Monona
Sweeney, Berenice Ethel	Drawing	6	Camanche
Thompson, Esther O.	Elementary Teacher	15	Cedar Falls
Tompkins, Bessie M.	Kindergarten	0	Cedar Falls
Toole, Mae M.	Primary	12	Ackley
Toomey, Mae	Elementary Teacher	18	Rowley
Tostlebe, Ella C.	Public School Music	2	Cedar Falls
Tostlebe, Marie M.	Elementary Teacher	19	Cedar Falls
Townsend, Erma	Public School Music	5	Dickens
Townsend, Susan M.	Primary	7	Toledo
Troup, Bernard L.	Elementary Teacher	6	Webster City
Trumbo, Harry P.	Elementary Teacher	15	Early
Trumbo, Mrs. Harry	Primary	16	Early
Tyler, Anna	Primary	1½ yrs.	Marion
Umbreit, Lucy Izora	Elementary Teacher	14	Clarion
Van Skike, Beulah	Elementary Teacher	7	Vinton
Volkman, Arthur	Elementary Teacher	3	Cresco

Name—	Year of Course	Terms Taught	Address—
Wallace, Cordelia W.	Elementary Teacher	6	Leon
Walrath, Ethel M.	Elementary Teacher	4	Clarksville
Walton, Susette H.	Primary	2	Paton
Ward, Mary	Elementary Teacher	0	Oxford
Ware, Ira E.	Elementary Teacher	0	Cedar Falls
Ware, Lettie E.	Elementary Teacher	0	Cedar Falls
Waterman, Helen	Kindergarten	9	Richland
Waters, Dorothy M.	Elementary Teacher	0	Manly
Watkins, Madge W.	Public School Music	9 mos.	Ft. Madison
Waters, Maude	Elementary Teacher	0	Cedar Falls
Weeks, Kittie G.	Elementary Teacher	5 yrs.	Liscomb
Wheeler, Marian V.	Public School Music	0	Germania
Whyman, Fern	Kindergarten	0	Clarence
Wilbur, Winifred	Primary	26	Cedar Falls
Wild, Monica R.	Physical Training	0	Cedar Falls
Willard, Frank E.	Elementary Teacher	5	Gladbrook
Willard, Vernie Pearl	Elementary Teacher	3	Gladbrook
Williams Bertha C.	Elementary Teacher	15	Rolfe
Williams, Louise H.	Kindergarten	0	Charles City
Williamson, Mildred	Public School Music	2 yrs.	Elkader
Williamson, Nellie G.	Elementary Teacher	5	Scranton
Wilson, Clarke L.	Elementary Teacher	0	Cedar Falls
Wolcott, Bessie R.	Elementary Teacher	0	Cedar Falls
Wright, May	Elementary Teacher	0	Clio
Wulff, Hattie	Elementary Teacher	11	Neola
Wunn, Eliza K.	Primary	3 mos.	Sheffield
Young, Harley Francis	Elementary Teacher	30	Fairfield
Youngberg, Mrs. Elin	Primary	14 ½	Essex
Zilk, Helen	Kindergarten	33	Riceville

COUNTY CERTIFICATE COURSES.

Name	Terms Taught	Address
Ackerman, Benjamin	0	Aplington
Ackerman, Tom	0	Aplington
Adams, F. E.	0	Cedar Falls.
Alexander, Nora Belle	3	Fremont.
Allen, Eva B.	36	Wayland.
Allen, Goldie M.	2	South Ottumwa.
Allen, Susie	0	Winthrop.
Alliband, Margaret	3	Griswold.
Amundson, Ida	0	Radcliffe.
Amundson, Laura	0	
Andersen, Kristian	3 yrs	Nysted, Nebraska.
Anderson, Albertina	5	Bradgate.
Anderson, Emelia T.	0	Britt.
Anderson, Eva	0	Bassett.
Anderson, Luella M.	0	Bassett.
Anderson, Pauline H.	0	Cedar Falls.
Anderson, Rose M.	0	McClausland.
Anderson, Sadie	0	Stanhope.
Anderson, Wesley	0	Bassett.
Anglin, Alice N.	0	Stuart.
Archer, Mayme	0	Red Oak.
Arends, John H.	0	Ackley.
Arnold, John H.	0	Cedar Falls.
Arnold, Ruth	0	Allison.
Austin, Elsie M.	4	Austinville.
Austin, Matie	0	Austinville.
Babcock, Stanton M.	0	Cedar Falls.
Bacon, Lois	0	Cedar Falls.
Bailey, Clara Edith	0	Glidden.
Bailey, Kathryn	27	Washington.
Bair, Carl	0	Ladora.
Baker, Manna M.	0	Grundy Center.
Bangert, Eva	0	Cedar Falls.
Baragary, Anna	9	Masonville.
Baragary, Genevieve	0	Masonville.
Barnett, Ray W.	0	Weston.
Barnum, Bessie A.	0	Dallas, South Dakota.
Barnum, Eugene	0	Cedar Falls.
Barrett, Clara M.	16	Jefferson.
Barrett, Nora	0	Ionia.
Barry, Wm. Thomas	0	Cedar Falls.
Bartley, Georgia L.	4	Waterloo.
Basham, Arthur W.	0	Tipton.
Basteson, Christine	3	Elma.
Bateman, Lottie	10	Ames.
Batson, Jessie	8	Spencer.
Baxter, Florence	0	Sheldon.
Baysinger, Mae	0	Rock Valley.
Beavers, Grace	6	Leon.
Beavers, Linnie	33	Leon.
Beck, Clara S.	0	Spencer.
Becker, Ruth	0	Ackley.
Beecher, Amy	17	Oxford.

Name	Terms Taught	Address
Beinke, Henry	0	Sigourney.
Beltzell, Mrs. Ora B.	24	Monroe.
Bell, Cora C.	0	Ackley.
Bennett, Theodocia E.	8	Denver.
Benson, G. J.	5	Faulkner.
Bentley, Harriet Ella	2	Newton.
Bergen, Ethel M.	0	Cedar Falls.
Bergman, Elsie	0	Laurel.
Bergum, Alma Josephine	18	Graettinger.
Berry, Josephine	0	North English.
Bierman, Libbie	9	Marcus.
Bierman, Phyllis	0	Marcus.
Bindner, Barney J.	0	Le Mars.
Blackman, Don A.	0	Cedar Falls.
Blake, Mabel C.	1	Ottosen.
Bleeker, Anna	0	Ackley.
Bleeker, Lizzie	0	Ackley.
Bleeker, Tena	0	Ackley.
Blomker, Florence Belvia	0	Gilmore City.
Blough, Lillian	7	Waterloo.
Beard, Nina V.	0	Hudson
Beck, Agnes	27	Lake View.
Bockwoldt, Elma	0	Stanhope.
Bede, Mary	0	Kesley.
Boulette, Mrs. Emma	28	Sioux Falls, S. D.
Boven, Henrietta H.	0	Grundy Center.
Boyd, Minnie Belle	2	Clarksville.
Boysen, Herbert	0	Dike.
Bradfield, Edith	0	Germania
Bradley, A. Bernice		Zwingle.
Brady, Eva M.	7	Sanborn.
Brassfield, Maude	0	Ryder, North Dakota.
Brones, Anna Mae	7	Forest City.
Brooks, Floy C.	1	Wiota.
Brooks, Wynema	0	Delmar.
Brouillard, Lottie	30	Zwingle.
Brown, Elynore	0	La Porte City.
Brown, Harold	0	Winthrop.
Brown, May	3	Merrill.
Brown, Queene	7	Britt.
Brown, Silva	6	Wall Lake.
Browning, Ethel Dorris	0	Cedar Falls.
Buckner, Mrs. Margaret M.	0	Cedar Falls.
Burk, Charles A.	0	Waterloo.
Burk, Kathryn	0	Waterloo.
Burma, Benj. H.	0	Bristow.
Burney, William Jas.	0	Collins.
Burns, Teresa	3	Pioneer.
Cadam, Bessie	6	Clarksville.
Callaghan, Edith M.	2	Cedar Falls.
Cannam, Emilie Grace	16	Yankton, South Dakota.
Cannon, Edith G.	7	Metz.
Carson, Ethel M.	8	Masonville.
Carson, Gladys E.	0	La Moille.
Carson, Leona	0	Coggon.

Name	Terms Taught	Address
Carstensen, Julia	10	Atlantic.
Carter, Rella Viola	8	North English.
Casey, Mrs. Ella	50	Ft. Madison.
Cassady, Rose	0	Norwalk.
Cecil, H. L.	5	Milton.
Chown, Ida E.	9 yrs.	Conesville.
Christ, Oscar	0	Waterloo.
Christenson, BerLinda	5	Ruthven.
Christiansen, Ove	0	Cedar Falls.
Christiansen, Matilda	0	Latimer.
Christiansen, Nina	3	Latimer.
Clarke, Mrs. Pearl	15	Conrad.
Claussen, Anna	0	Gerlid.
Clement, Z. Paul	3	Titonka.
Clough, Harriet	6	Dysart.
Clouse, A. E.	0	Charlton.
Colby, Lela	0	Aredale.
Cole, Lucile	0	Beaman.
Cole, Martha R.	4	Williamsburg.
Condon, Agnes	6	Barnum.
Conner, Dora M.	1	Janesville.
Considine, Susie	0	Kesley.
Cooper, Ruth	0	Janesville.
Corbin, Florence A.	0	Westgate.
Cordes, Maidle Marie,	5	Guernsey.
Cordts, Anna D.	4	Boone.
Coulson, Mattie	7	Centerville.
Countryman, Daisy L.	18 $\frac{1}{2}$	Collins.
Countryman, Elizabeth J.	17 mos.	Collins.
Cox, Claude		Cedar Falls.
Craigmile, Lydia	15	La Grange, Illinois.
Cramer, Mary A.	0	Parkersburg.
Crisman, Fred	0	West Bend.
Cromel, Laura	11	Joice.
Crossman, Gertrude	9	Riceville.
Crouse, Floyd L.	3	Dike.
Crowley, Bernadine		Keokuk.
Curtis, Hubert G.	0	Cedar Falls.
Dailey, Loretta	0	Creston.
Damm, Louie	0	Stout.
Danford, Julia A.	3	Emerson.
Davey, Ethel	4	Farrar.
Davison, Bernice	0	Little Rock.
Day, Ethel Amelia	4	Dumont.
DeBaetz, Clara	1	Armstrong.
Dee, Frances	9	Akron.
Dee, Lawrence L.	0	Akron.
Deluhery, Cecelia A.	3	Sumner.
Deters, Hattie J.	0	Ackley.
Dewey, Virgie M.	10	New Hartford.
De Witt, Ruth A.	1	Waterloo.
Dickinson, Ivan	0	Shellsburg.
Dodds, Lois	1	Washington.
Doffing, Anna	4	Exira.
Donnan, Edna J.	17	Ewart.

Name	Terms Taught	Address
Dopp, Edna	3	Harris.
Doscher, Louise	0	St. Ansgar.
Doscher, Robert E.	0	St. Ansgar.
Draegert, Carl W.	0	Thornburg.
Draegert, John R.	0	Cedar Falls.
Draegert, May	0	Cedar Falls.
Drake, Clara Elizabeth	9	Lime Springs.
Driscoll, Margaret	12	Danbury.
Duenow, Minnie	0	St. Ansgar.
Duffy, Agnes	0	Masonville.
Duffy, Elizabeth	9	Fonda.
Duffy, Emma	14	Masonville.
Dunkin, Beulah	5	Lovilia.
Dunn, Anna	12	Swaledale.
Dunphy, George B.	0	Livermore.
Easter, Eva	0	Ainsworth.
Easter, Frank	0	Winterset.
Eaton, Nelle	3	Waukon.
Eddy, Maude	0	Clear Lake.
Edington, Susan B.	42	Washington.
Edmonds, Della	3	Clarinda.
Edwards, Ethel	3	Grand River.
Eelkema, Herman H.	0	Tripoli.
Elefson, Olive	0	Woolstock.
Elefson, Verna	2	Woolstock.
Ellis, Mrs. Elizabeth		Carroll.
Ellis, Eva Mable	9	Britt.
Alsberry, Bernice	3	Lehigh.
Elthon, Mabel I.	0	Fertile.
Elvidge, Mayble	0	Rowley.
Elwick, Emma Isabelle	0	Radcliffe.
Erickson, Anna	0	Cedar Falls.
Erickson, Arthur	0	Cedar Falls.
Erixon, Margaret L.	7	Livermore.
Ermish, Grace	14	Ackley.
Evans, M. Edith	0	Lime Springs.
Everling, Grace M.	5	Creston.
Fahey, Mary M.	0	Ackley.
Felkner, Mabelle Dee	0	Waterloo.
Feuchtwanger, Lola	6	Ionia.
Fight, Nannie	10	Derby.
Fitzgerald, James	0	Iowa Center.
Flessner, Bertha	0	Cleves.
Fletcher, Charles	3	Ash Grove.
Foley, Grace	8	Afton.
Ford, Anna	6	Rodman.
Ford, Edward	4	Clare.
Forey, Mae	16	Gilmore City.
Fox, Lena A.	5	Waverly.
Frank, Mabei	0	Humboldt.
Franklin, Carrie A.	2 yrs.	Coggon.
Freeman, Ellen	2	Marshalltown.
Fry, Mrs. Alma	26	Fenton.
Fry, Blanche	7	Marengo.
Frye, Carl W.	0	Davenport.

Name	Terms Taught	Address
Gaedke, Louise M.	4	Pomeroy.
Galford, Pauline	4	Thornton.
Gamble, Geo. D.	0	Cedar Falls.
Gamble, Helen M.	0	Cedar Falls.
Gannon, Mary	0	Spragueville.
Gannon, Winnie	2	Spragueville.
Garrett, Edna I.	2	Dexter.
Garvin, Agnes Ione	0	Morning Sun.
Gasseling, Mary J.	0	Walcott.
Gearhart, Marian	9	Union.
Gethmann, Christine	0	Gladbrook.
Gibson, Dora F.	14	Cromwell.
Gibson, Ella M.	0	Emerson.
Gibson, Guy	0	Emerson.
Gibson, Hugh B.	3	Anthon.
Gilbert, Katie	9	Bussey.
Gist, Cecil K.	0	Cedar Falls.
Glancy, Gertrude	21	Iowa Falls.
Glenn, John C.	0	Batavia.
Glenn, Mary J.	0	Batavia.
Glenn, Susie	0	New Providence.
Glenny, Lucile	0	Waterloo.
Glise, Alice	23	Prosper, Minnesota.
Glise, Dorothy M.	0	Prosper, Minnesota.
Gonterman, Cora	0	Eldon.
Gordon, Marie	12	Cylinder.
Grace, Zoa	0	Aredale.
Green, Hattie	12	Steamboat Rock.
Greenwood, Ida M.	11	Charles City.
Greenwood, J. Warren	0	Charles City.
Grimes, Harley W.	10	Ellston.
Grubb, Aubrey Chester	5 yrs.	Dickens.
Grulke, Augusta W.	0	Atlantic.
Grunig, Mabel E.	3	Westgate.
Habenicht, Guy	0	Cedar Falls.
Hagedorn, Willie	0	Manning.
Hagen, Henrietta	10	Waukon.
Haight, Burl J.	0	Peterson.
Haight, Rex C.	0	Peterson.
Haight, Trevor T.	0	Peterson.
Hall, Juanita E.	3	Iowa Falls.
Hall, Mary	4	Boone.
Hall, William Emory	0	New Virginia.
Haltmeyer, Katherine S.	0	Manchester.
Halverson, Clara R.	17	Linn Grove.
Hancer, Hazel C.	3	Merrill.
Haner, Verva Irene	1	Maquoketa.
Hang, Edna	3	Decorah.
Hannum, Grace	9	Boone.
Hansen, Anna M.	8	Harlan.
Hansen, Caroline C.	0	St. Ansgar.
Hansen, Fannie	17	Rutland.
Hansen, James C.	6	Harlan.
Hansen, Lydia M.	0	Harlan.
Hanson, Geo. Wilhelm	3	Hampton.

Name	Terms Taught	Address
Hanson, Gertrude M.	0	Cedar Falls.
Hanson, Peter J.	4	Stanhope.
Harbarts, Geo. D.	0	Grundy Center.
Harrington, Anna C.	25	Woden.
Harrington Mary	6	Woden.
Harrington, Stella	0	Knoxville.
Harrington, Vincent	2	Woden.
Harris, Alice	0	Latimer.
Harris, Alice Beulah	0	La Motte.
Harris, Bessie	5	Bonaparte.
Harris, Edna L.	0	Northboro.
Harris, Phoebe L.	8	Spirit Lake.
Hart, Katie	0	Walker.
Harwood, C. M. C.	4	Packwood.
Hawn, Genevieve	9	Oto.
Hawthorne, Maggie V.	3	Hedrick.
Hays, Ruth	0	Seymour.
Hazlitt, Mary C.	4	Hawarden.
Healey, Teresa L.	12	Manson.
Heikens, Martha	0	Fostoria.
Heikens, Rosanna	0	Fostoria.
Heimke, Mary	14	Kent.
Helble, L. Gertrude	0	Princeton.
Heldt, Hulda H.	12	Everly.
Hemstreet, Marv H.	0	Cedar Falls.
Hensel, Benjamin	0	Webster City.
Henderson, Laura	5	Sewal.
Heslop, Nell	6	Lehigh.
Heuermann, Katheryn	3	Hampton.
Hewitt, Ivanetta		George.
Hill, Amzetta E.	0	Stanley.
Hill, Carrie	0	Ellsworth.
Hill, Elbert Leroy	0	Green Mountain.
Hill, Etta Gertie	7	Ellsworth.
Hinrichs, Rose W.	3	Preston.
Hoare, Fern	0	Cedar Falls.
Hobsen, Mrs. Anna	33	Clarinda.
Hodge, Mary	3	Griswold
Hofer, Katharine	18	New Vienna.
Hogan, Albert P.	6	Williamsburg.
Holahan, Lida	5 yrs.	Ossian.
Holkesvik, Anita L.	2	Locust
Holkesvik, Roy	0	Locust.
Hollenbeck, Carl E.	0	State Center.
Holmes, Zolah	0	Hampton.
Horan, Nelly Edwina	0	Scranton.
Horst, Anna M.	7	Miles.
Houge, Amy	3	Badger.
Houser, Bessie	8	Bussey.
Howard, Lennie B.	6	Little Sioux.
Hulett, Mamie	0	Manson.
Hull, Bertha M.	36	Kirwin.
Hunter, Belle	0	Stanley.
Hutzel, Nora	6	Steamboat Rock.
Irwin, Lillian J.	0	Lake View.

Name	Terms Taught	Address
Iverson, Mabel A.	0	Inwood.
Jacobsen, Sophus	0	Latimer.
Jacobsen, Walter F.	0	Dike.
Jacobson, Anna	5 mos.	Gilbert Station.
Jacobson, Minnie O.	9	Fenton.
Jensen, Christine	0	Osage.
Jensen, Dora H.	0	Everly.
Jensen, Mattie	0	St. Ansgar.
Jensen, Phebe A.	0	Harlan.
Jepson, Lydia	0	Plainfield
Jepson, Susie	4	Gilmore City.
Johnson, Alma	0	Manawana.
Johnson, Clara Lucille	0	Burt.
Johnson, Ethel E.	0	Cedar Falls.
Johnson, Manda	0	Wallingford.
Johnson, Oscar	0	Cedar Falls.
Johnson, Robert M.	0	Cedar Falls.
Johnston, Grace	12	Bunch.
Johnston, Rosetta	0	Janesville.
Jones, Mrs. Agnes M.	10	Cantril.
Jones, Chas. G.	12	Cantril.
Jones, Clara Etta	17	Jesup.
Jones, Hartley V.	0	Cedar Falls.
Jones, Pearl		Pioneer.
Jordan, Mary	0	St. Anthony.
Jordan, Zettie	15	Barney.
Jorgensen, Carl	0	Tyler, Minnesota.
Josewski, Bessie	0	Cayuga, North Dakota.
Joyce, Ella	3	Dunlap.
Joyce, Winnie	6	Dunlap.
Judge, Iva E.	0	Fredericksburg.
Juhl, Marie Cecillie		Cedar Falls.
Justensen, Axel	0	Ringsted.
Justice, Irving Jay	0	Kalona.
Justice, Melvin C.	0	Sioux Rapids.
Kachelhoffer, Edna	15	Ackley.
Kahrs, Hilda C.	3	Hubbard.
Keefe, Cassie	0	Elma.
Keese, Vessie M.	0	Gilman.
Kennedy, Mamie	0	Marshalltown.
Kerker, Louise	6	Oakville.
Kibbie, Alyce	7	Curlew.
Kiefer, Osa V.	3	Hazleton.
Kiesel, Alma E.	0	Cedar Falls.
Kilpatrick, Lela	3	Griswold.
King, Mrs. Anna	18	Andrew.
King, May	6 ½ yrs.	Dallas Center.
Kingsley, Grace E.	0	Waverly.
Kinner, Bernice	0	Traer.
Kirk, Clara	14	Murray.
Kirketeg, Ole J.	0	Cedar Falls.
Kirkham, E. Mae	9	Albia.
Kirkstein, Fred L.	0	Clarion.
Kirkstein, Minnie	0	Clarion.
Klein, John E.	0	Killduff.

Name	Terms Taught	Address
Klopping, Bessie	0	Newton.
Klopping, Lillian	0	Newton.
Knight, Gertrude	1	Estherville.
Knobbs, Wallace J.	6	Montrose.
Knudsen, Hans Edward	0	Cedar Falls.
Koester, Walter D.	0	Aplington.
Koser, Carrie	3	Sibley.
Kozina, Marie	5	Walker.
Kraft, Bertha M.	3	Davenport.
Krause, Maud	24	Letcher, South Dakota.
Krieger, Geneva	6	Dumont.
Kritzman, Hannah M.	10	Milton.
Krulich, Albena	0	St. Ansgar.
Kruse, John	0	Gruny Center.
Kuehne, Reinhold	0	Greene.
Kundert, Margaret	56	Le Mars.
Kurtz, Gertie	0	Geneva.
Kurtz, Mary Ione	0	Geneva.
Lacy, Rosa	0	Camache.
Ladegaard, Ella M.	0	Latimer.
Lande, Marie	3	Slater.
Lane, Mabel Delpha	8	Aurora.
Larmore, Martha J.	7	Hedrick.
Larsen, Alma M.	0	Dike.
Larson, Shirley W.	6	Rockwell.
La Rue, Pearl E.	4	Atalissa.
Lattin, Katie	33	Dakota.
Lawler, Clara	0	Union.
Laydon, Cecil	0	Ionia.
Leamer, Sadie C.	5 yrs.	Le Claire.
Lee, Louie A.		Harlan.
Lenth, Olga	0	McGregor.
Lepley, Flossie	2	Union.
Leutzinger, Sybil	24	Barney.
Lichty, Alice	0	Waterloo.
Lichty, Ed. W.	0	Waterloo.
Liddy, Nellie	0	Littleport.
Lindsay, Edna Maurine	9	Aurelia.
Liston, Ida M.	15	Clemons.
Livingston, Marjory May	0	Decorah.
Loughead, Mayme	12	Plover.
Loveland, Halbert	0	Janesville.
Loveland, Lucy	0	Janesville.
Lowe, Vera	0	Cedar Falls.
Ludeman, Bena F.	2	Cedar Falls.
Ludeman, John	0	Cedar Falls.
Lybarger, Bruce B.	0	Osage.
Lyman Florence Lucile	0	Rockwell.
Lyman, Sarah P.	1	Hartley.
Lytle, Lucy	13	Kinross.
Mackin, Winnie	0	St. Anthony.
Macumber, Cera	12	Manilla.
Madison, Emma Maria	13	Sibley.
Madsen, Sigrid	0	Cedar Falls.
Madson, Lena M.	6	Harlan.

Name	Terms Taught	Address
Magee, Neil D.	0	Dunkerton.
Maguire, Anna T.	0	Ayrshire.
Mahoney, E. Harlo	0	Cedar Falls.
Mahoney, Marian	2	Clare.
Mahoney, Ursula	13	Clare.
Maiden, Stella	0	Ruthven.
Mann, Donald A.	0	Gladbrook.
Mann, Mabel Ellen	0	Marshalltown.
Mann, Mamie	0	Laurel.
Manning, Ed	0	Bassett.
Manro, Iva G.	9	Ottumwa.
Manson, Clara	0	Battle Creek.
Markland, Emma	0	Laurel.
Martin, Elwin H.	0	Gaza.
Martin, Gracie Ellen	6	Selma.
Martin, Sylvia	0	Little Cedar.
Mason, R. A.	6	Chariton.
Masonholder, Pearl	8	Letts.
Mast, Ivan Luther	0	Grund; Center.
Mast, Lydia	0	Grundy Center.
Mastain, John	0	Hudson.
Mastain, Rita B.	0	Hudson.
Masters, Kate	7	Seymour.
Masters, Mima	6	Seymour.
Mathews, Knapp	0	Cedar Falls.
Mathis, Mary D.	0	Bondurant.
Mattoon, Eva Leota	0	Washta.
Meggers, Clarence	0	Cedar Falls.
Melcher, Mabel A.	6	Charles City.
Melick, Bessie	0	Quasqueton.
Melick, Elsie	2	Liscomb.
Melick, Nelle Maud	0	Quasqueton.
Messier, Leo	0	Cedar Falls.
Methfessel, Natalie		Reinbeck.
Meyer, Andrew	0	Aplington.
Meyer, David, Jr.	0	Aplington.
Meyer, Viola	0	Castalia.
Millen, Lizzie P.	0	Earlville.
Miller, Anna E.	18	Remsen.
Miller, Aura J.	0	Burlington.
Miller, Lillian	0	Afton.
Miller, Louise	14	Underwood.
Miner, Susie	1	Masonville.
Missman, Irving E.	8	Garner.
Mitchell, Vilas R.	0	Manly.
Moeller, Ella M.	7	Everly.
Moine, Violet	0	Republic.
Molesworth, Ethel	6	Ottumwa.
Molesworth, Virgie I.	0	Ottumwa.
Molumby, Agnes	48	Elkader.
Moore, Agnes A.	44	Webster City.
Moore, Bessie	3	Rolfe.
Moore, Edward H.	0	Cedar Falls.
Moore, Ralph E.	0	Cedar Falls.
Morrice, Isabella	0	Battle Creek.

Name	Terms Taught	Address
Moulton, Zelma	0	Clarksville.
Mueller, Ina	7	Farmersburg.
Mueller, Mathilda	0	Farmersburg.
Mullin, Ursula	3	Hutchins.
Multhauf, Frank H.	0	Cedar Falls.
Multhauf, Harry	0	Cedar Falls.
Mulvihill, Nellie	0	Salix.
Murphy, Christine	5	Emmetsburg.
Murphy, Corneal James	1	Reinbeck.
Murphy, Ella	27	Winthrop.
Murphy, Jule	3 yrs.	Emmetsburg.
Murphy, Mae	0	Cedar Falls.
Murray, Muriel	5	Tipton.
McAdon, Zona C.	12	Little Sioux.
McAllister, Harry H.	5	Mt. Union.
McAreavy, Rose	0	Coggon.
McBride, Margaret	32	Montrose.
McClenahan, Inez	0	Henderson.
McCluskey, Jess	0	Cedar Falls.
McCulloch, Nannie	3	Humeston.
McConnell, Mrs. Cora	20	Griswold.
McCoy, Frank Arthur	2	Crawfordsville.
McDonald, Leona	0	Chelsea.
McElroy, Floy P.	6	Newton.
McFadden, Anna	0	Deep River.
McGowan, Lillian	3	Cantril.
McGaire, Catherine	6	Rock Rapids.
McGuire, Frances	0	Cedar Falls.
McGuire, Margarette	0	Cedar Falls.
McGuire, Nellie	0	Rock Rapids.
McInteer, Loretta	2	Independence.
McKercher, Bessie	6	Manly.
McMahon, Agnes	12	West Union.
McMahon, Maye	6	West Union.
McMullen, James	0	Cedar Falls.
McWhirter, Gladine	2	Reinbeck.
Nabholz, Fanny	18	Shellsburg.
Narber, Inez	0	La Porte City.
Natvig, Gustine	0	Lawler.
Nelson, Cornellus	0	McCallsburg.
Nesfield, Ceola	0	Dunkerton.
Nesheim, Ella M.	0	Decorah.
Nessa, Margaret	0	Garden City.
Neveln, Alice	0	Victor.
Newberger, Nettie	2	Ackley.
Newsome, Coral	0	Dunkerton.
Nielsen, Alma	3	Harlan.
Nielsen, Kristine	19	Harlan.
Nielsen, Martha	0	Cedar Falls.
Nisson, Anna	0	Nashua.
Noah, Muriel	3	Nora Springs.
Noah, Nora B.	0	Nora Springs.
Noah, Rosa	6	Baxter.
Noordman, Lydia	0	Ackley.
Nylander, Beatrice	6	Ogden.

Name	Terms Taught	Address
Nyman, Ellen	2	Bancroft.
Nyman, Geo. W.	0	Bancroft.
Nyman, John A.	0	Bancroft.
O'Connell, Irene	0	Welton.
O'Conner, Kittle	0	Reinbeck.
O'Connor, Mary	4	Independence.
Ogelvie, Nellie	2	Muscataine.
Oglesbee, Nancy E.	17	Winterset.
Oleson, Louie H.	0	Cedar Falls.
Oleson, Mary	3	Cedar Falls.
Olson, Hannah M.	0	Bode.
Oneil, Avice L.	7	Clear Lake.
O'Neill, Harry J.	11	Emmetsburg.
Ormsby, Regina Marie	20	Britt.
Ostergaard, James	0	Cedar Falls.
O'Toole, Katie	6	Independence.
Otting, Ada	0	McGregor.
Otting, Odelia	2	McGregor.
Owen, Elsie	0	West Union.
Padgham, B. W.	12	Dixon.
Pahl, Edna Vinora	0	Blue Grass.
Paradise, Alva J.	0	Barnes City.
Parker, Jessie	26	Shenandoah.
Parr, Kathryn	3	Auburn.
Parr, Rhoda F.	3	Auburn.
Patterson, Dena	0	Sibley.
Paterna, Grace	0	Sibley.
Patterson, Joe	0	Galt.
Patterson, Laura I.	7	Clear Lake.
Patterson, Norma	0	Clear Lake.
Pederson, Holger Emil	0	Askov, Minnesota.
Pederson, Rudolph	0	Hampton.
Pederson, Olga	0	Bode.
Penney, Ocyalta	11	Stacyville.
Penrod, Mildred	0	Oelwein.
Petersen, Margaret	0	Cedar Falls.
Petersen, Mattie I.	0	Calamus.
Peterson, Chris	8	Elkhorn.
Peterson, Louise	2	Popejoy.
Peterson, Martha	4	Coulter.
Peterson, Otto	0	Cedar Falls.
Petheram, Amy	0	Geneva.
Petrie, Ross J.	0	Waterloo.
Pierce, Blanche	8	Earlville.
Pierce, Nellie	3	Griswold.
Ploss, Martha	5	Terril.
Pollock, Jessie E.	9	Martinsburg.
Popejoy, Maude	0	Cedar Falls.
Porter, Frank L.	0	Cedar Falls.
Powelson, Kathryn	7 yrs.	Mt. Pleasant.
Pulver, Anna D.	3	Canton, Minnesota.
Putnam, Ethel C.	13	Montezuma.
Qually, Stella	3	Decorah.
Raben, Adolph H.	0	Cedar Falls.
Raben, Carl	0	Cedar Falls.

Name	Terms Taught	Address
Rader, Esther	0	Newton.
Rader, Maude L.	0	Nora Springs.
Randolph, Clarence R.	0	McCausland.
Rasmussen, Albert	0	Cedar Falls.
Rathbun, Fannie R.	0	Independence.
Rathbun, Mary J.	7	Independence.
Reese, Alma	0	Linn Grove.
Regan, Mary B.	9	Lamotte.
Reilly, Geneva A.	0	Delmar.
Rekers, Fred	0	Cedar Falls.
Rekers, W. A.	0	Cedar Falls.
Rice, Floyd A.	0	Cedar Falls.
Rickord, Mary H.	0	Eldora.
Ricks, Mary	9 mos.	Davis City.
Riebesehl, Matie	3	Ocheyedan.
Riedesel, Alice	0	Denver.
Riley, Earl W.	1	Decatur.
Rinehart, Odessa Mae	17	Guernsey.
Robbins, Ray N.	2	Crawfordsville.
Roberts, Frances A.		Atlantic.
Robinson, Alma May	2	Blue Grass.
Robinson, Hazel Maud	0	Fertile.
Robinson, Margaret	11	Dunkerton.
Robinson, Myra A.	1	Blue Grass.
Rodemeyer, Lewis	0	Latimer.
Rodgers, Mable	0	Dunkerton.
Rogers, Nora	9	Davis City.
Roggenkamp, Medina	15	Davenport.
Rold, Florence B.	0	Avoca.
Ronan, Kathryn	6	Winthrop.
Rook, Cophine	0	Salem.
Ross, Marie	10 yrs.	Hawarden.
Ross, Musa	10 yrs.	Hawarden.
Rossiter, B. F.	0	Dickens.
Rothweller, Ella L.	0	Cedar Falls.
Rourke, Ethel	1	Agency.
Rubins, Cleo	0	Webster.
Ruble, Alma	12	Armstrong.
Russell, Nellye L.	8	Kent.
Ryan, Timothy John	8 yrs.	Lanesboro.
Ryen, Lillian	5	Rolfe.
Ryner, Dessa	0	McCausland.
Sage, Frances	0	Waterloo.
Sagen, Helen I.	2	Fertile.
Sagen, Hilda M.	2	Fertile.
Salmon, Elizabeth J.	4	Farrar.
Salmon, Florence M.	6	Colfax.
Sandstrom, Lydia	6	Bertrand, Nebraska.
Sanford, Emille	0	Ellsworth.
Saur, Della	6	Richmond.
Schafer, Tena	0	Wellsburg.
Schlotfelt, Edna	0	Mt. Auburn.
Schluter, Alma	0	Lowden.
Schluter, W. C.	0	Lowden.
Schmidt, Laura	0	Delmar.

Name	Terms Taught	Address
Schmidt, Martha	0	Cedar Falls.
Schmitt, Lydia D.	10	Cedar Falls.
Schnekloth, Hilda E.	15	Eldridge.
Schnekloth, Lillie M.	12	Eldridge.
Schnepf, Lena	0	Lakewood.
Schnoor, Stella	0	Mt. Auburn.
Schoeneman, Maggie	0	Kesley.
Schoenthaler, Laura	0	Elwood.
Schrack, Mabel T.	1	Fairbank.
Schroeder, Edna	0	Clarion.
Schutz, Clara B.	4½ yrs.	Curlew.
Sergant, Ray	0	Hudson.
Shearer, Monta	0	Cedar Falls.
Sheehy, Nellie	20	Clermont.
Sheehy, Theresa	10	Clermont.
Shekleton, Frances	4	Lawler.
Sheldon, Lula		Waverly.
Sherlock, Josephine M.	2	Emmetsburg.
Shields, Curt A.	10	Iowa Center.
Shillingjaw, Ralph	0	Cedar Falls.
Shining, Herbert A.	9	Waterloo.
Shirley, Anna	5	Minburn.
Shirley, Laura	3	Minburn.
Shisler, Clara E.	4	Lansing.
Sibert, Mrs. V. C.	12	Cedar Falls.
Sieloff, Henry M.	6	Buckeye.
Sjetsema, Herman	0	Ackley.
Sigwalt, Anna	0	Lytton.
Silver, Frank	0	Elma.
Simanton, Thos. H.	9	Baxter.
Singer, Mary C.	18 yrs.	Ft. Madison.
Skinner, Bernice	6	Ledyard.
Skinner, Onieta	0	Ledyard.
Skouge, Minnie	0	Clarion.
Slusher, Lillian Bell	0	Hudson.
Smalley, Saldie H.	0	Morrisville, Vermont.
Smith, Cora Campbell	9	Cedar Falls.
Smith, Florence M.	0	Camanche.
Smith, H. Georgia	3	Farnhamville.
Smith, Louise	0	Aurora.
Smith, Mae A.	0	Dunkerton.
Sodenberg, Agnes A.	0	Gerled.
Solheim, Olea	21	Decorah.
Soltow, Deva B.	6	Ledyard.
Somerville, Weltha	0	Newton.
Sorensen, Anna	0	Harlan.
Sorflaten, Serine N.	1	Austin, Minnesota.
Sorlie, Emma E.	4	Lansing.
Spain, Katherine R.	3	Petersville.
Spatcher, Hazel	0	Cedar Falls.
Spears, Sylvia	9	Albia.
Spies, Susie	1	Birmingham.
Spohn, Minnie M.	1	Waterloo.
Springer, Edna	7	Revere, Minnesota.
Springman, Rose	24	Washington.

Name	Terms Taught	Address
Stahl, Fay Frances	0	Ollie.
Stahle, Beatrice	3	Solon.
Steensland, Berthilda	0	Saude.
Steffa, Iowa Laura	3	Garvin.
Stewart, Sylvia G.	3	Ocheyedan.
Stiff, Gertrude	10	Bozeman, Montana.
Stockwell, Jean	2	Clinton.
Stookey, Flora A.	0	Palo.
Storks, Della	17	Mediapolis.
Stout, Odessa S.	0	Cedar Falls.
Strain, Gertrude B.	9	Masonville.
Strain, Neva Mrytle	0	Lytton.
Strane, Myrtle M.	4	Hopkinton.
Striegel, Irene H.	8	Harper.
Strike, Kathryn	9	Ionia.
Strike, Wendell	0	Ionia.
Stutzman, Delilah	0	Harlan.
Sullivan, Cathrene	3	Elma.
Sullivan, Marie	1	Elma.
Sullivan, Winifred	12	Osage.
Swensen, Matilda	0	Calamus.
Switzer, Lottie	1½	Hampton.
Talbott, Florence	0	Pocahontas.
Talbott, Mabel	2	Pocahontas.
Tapper, Ellen	0	Cedar Falls.
Taylor, Ida B.	1	Ireton.
Taylor, Joie	5	Wiota.
Terhune, Ola	10	Milton.
Tesch, Gertrude	6	Mitchell.
Teter, Alice M.	0	Alden.
Thierman, Louise	16	Cedar Falls.
Thomas, Clyde S.	9	Mt. Etna.
Thomas, Lillian Virginia	3	Davenport.
Thompson, Blanche	0	Blakesburg.
Thompson, Maude	6	Cedar Falls.
Thompson, Nellie	0	Belmond.
Thompson, R. Grace	5	Keswick.
Thompson, Ruby	0	Nevada.
Thompson, Edward H.	1	Cherokee.
Thorson, Mathilda	0	Thor.
Thuesen, Peter G.	0	Cedar Falls.
Timmons, Alta M.	0	Beloit, Wisconsin.
Tobias, Elmer P.	0	Dike.
Toedt, Amanda	0	Laurel.
Toman, Christina J.	3	Diagonal.
Toomey, Amanda A.	16	Independence.
Toomey, Len L.	0	Rowley.
Tosseiand, Bertha	3	Dows.
Tower, Mrs. May	12	Anita.
Tressler, Jennie May	5	Curlew.
Truesdell, Ida	12	Graettinger.
Turner, Hattie	7	Derby.
Turner, Hazel A.	0	Luana.
Turner, Willie	0	Quasqueton.
Turnlund, Hilda	18	Dow City.

Name	Terms Taught	Address
Underwood, Edna	2	Griswold.
Vaala, Inger	0	Lawler.
Vacha, Elma	15	Kalona.
Vallem, Emma	0	Radcliffe.
Vallem, Gertrude	0	Radcliffe.
Van Eps, Gene	6	Lake City.
Van Ordsol, J. W.	0	Rowley.
Vargason, Yetta	13	Hazelton.
Wadell, Grace	5	Barney.
Walker, Blanche	25	Clarinda.
Wallace, Mary	60	Afton.
Walsh, Ed.	0	Williamsburg.
Walsh, Lizzie	6	North English.
Ward, Hannah	0	Oxford.
Washburn, Marjorie	0	Aurora.
Waters, Mabel E.	14	Postville.
Watson, Ellereena	4	Grinnelt.
Webb, Eunice	12	Colo.
Webb, Eva	5	Spirit Lake.
Wiehe, Celia L. A.	8	Postville.
Weiss, Bertha E.	0	Defiance.
Weiss, Caroline	26	Defiance.
Weiss, Lydia B.	6	Defiance.
Welty, Mable Alice	6	Lewis.
Wenstrand, Laura	6	Essex.
Westaby, John	0	Elizabeth, Illinois.
Westervelt, Kate	0	Churdan.
Wetherell, Anna L.	20	Janesville.
Whitcomb, Minnie	44	Marion.
White, Clara M.	0	New Hampton.
White, Herbert	0	New Hampton.
White, Laura	0	New Hampton.
White, Marjorie E.	3	Olin.
Widick, Mrs. Minnie	7	Burnside.
Wieser, Louise Mary	11	Jesup.
Wilberg, Emma	3	Fenton.
Wilcox, Rose	6	Estherville.
Wiler, Earl	0	Cedar Falls.
Wilkins, Carol Mae	9	Ogden.
Williams, Andrew W.	4	Shambaugh.
Williams, Lydia	0	Ottumwa.
Williksen, Jennie	3	Thor.
Wilson, Evalya	0	Morning Sun.
Wing, Ruby	1	Maquoketa.
Wise, Kaye	5	Decorah.
Wise, Lily	8	Decorah.
Wisner, Elsbeth E.	4	Waterloo.
Wolf, Emma Adelia	8	Watkins.
Wonnner, Mary	6	Emmetsburg.
Wonderly, Emma	2	Crawfordsville.
Wood, Ethel	6	Brandon.
Wood, Mabel G.	6	Terril.
Work, Geneva	5	Boyden.
Workman, Fred	0	Birmingham.
Wulff, Lenora	3	Davenport.

Name	Terms Taught	Address
Wulff, Lizzie V.	3	Neola.
Yates, Edith	12	Manson.
Yeager, Bruce B.	4	Agency.
Young, Agnes L.	8	Newell.
Young, Anna E.	30	Cedar Falls.
Young, Jane	12	Emmetsburg.
Young, Mazie	3	Ida Grove.
Young, Sadie Irene	2	Sumner.
Youngdale, Nellie	15	Harcourt.
Zell, Emilie	6	Manson.
Zihlman, Emma	6	Brighton.
Zimmerman, Albert	0	Cedar Falls.
Zimmerman, George	4	Cedar Falls.
Zimmerman, Norma	3	Davenport.
Zimmerman, Wilma E.	3	Auburn.

UNCLASSIFIED AS TO COURSE.

Alexander, Mrs. Margaret	0	Cedar Falls.
Allen, Newton R.	0	College Springs.
Andersen, Carrie	6	Humboldt.
Anderson, Elizabeth	30	Marshalltown.
Anderson, Emaline L.	6	Fort Madison.
Anderson, Mary C.	6	West Liberty.
Annyas, Rose	4	Newton.
Arent, Leonora	9	Badger.
Armstrong, Alice	6	Seymour.
Aston, Minnie B.	54	Boone
Bailey, Florence Muriel	6	Anita
Baker, Ethel	3	Blairsburg.
Baker, Nellie Bradley	9	Blairsburg.
Bakken, Olava	9	St. Ansgar.
Banker, Orpha	0	Dexter.
Bardeen, Ada	0	Waterloo.
arger, Edna	10	Clarinda.
Barger, Myrtle M.	9	Clarinda.
Barker, Mattie	4	Cresco.
Barnes, Allie J.	47	Shell Rock.
Baughman, Ola	8	Promise City.
Baumgardner, Grace	8	Cedar Falls.
Beattie, Mae	3	Le Mars.
Becker, Gertrude Frances	0	Waterloo.
Bedwell, Jas. W.	2	Panama.
Behner, Mae	9	Newton.
Behrens, Matilda A.	40	Waterloo.
Bell, Margaret E.	21	Wiota.
Bender, Nellie Mae	6	Missouri Valley
Benner, Lila E.	0	Ventura.
Bennett, Alice	14	Prophetstown, Illinois.
Bennett, Stella	8	Prophetstown, Illinois.
Benson, Florence J.	0	Clinton.
Berk, Myrtie	0	Rockford.
Bernard, Marguerite	10	Salix.
Berry, Almeda	0	Marion.
Bindner, Ruth M.	7	Fort Madison.

Name	Terms Taught	Address
Blough, Homer Earl	3	Waterloo.
Bohnsack, Phylora M.	10	Stockton.
Boltz, Howard W.	18	North English.
Bond, Genevieve	3	Parnell.
Bott, Louie	37	Gibson.
Bowen, Clara	10	Cedar Falls.
Boyce, Stella	6	Rolfe.
Brinegar, Mrs. G. H.	4	Lucas.
Britt, Mary B.	6	De Witt.
Brodersen, Carrie	7	Newton.
Bronson, Maud	4	Hamilton.
Brooke, Mary	57	West Liberty.
Brooks, Lena		Pierson.
Brooks, Lillie L.	3	Stratford.
Brown, Mrs. Maud R.		Cedar Falls.
Brubns, Kathryn	2	Germania.
Burnett, Emma A.	7	Bellevue.
Burns, Annie Adelaide	3	Volga City.
Caille, Ida	6	Sioux Falls, South Dakota.
Cain, Lizzie	15	Ft. Dodge.
Call, Bernice	3	Waterloo.
Callan, Rose Veronica	12	Walker.
Cameron, Synthia	8 yrs.	Graettinger.
Carlton, Frances M.	2	Spirit Lake.
Chambers, Wilma	0	Bellevue.
Chapman, Luella		Mequoketa.
Childs, Sara	15 yrs.	Clarion.
Christensen, Julia	15	New Hampton.
Christensen, Susie	3	New Hampton.
Christopher, Helen	0	Council Bluffs..
Clark, Ida M.	18 yrs.	Prophetstown, Illinois.
Clapper, Accie	20	Washington.
Clemmer, G. C.	33	Waterloo.
Clemmer, Mrs. G. C.		Waterloo.
Cline, Grace	7	Lynnville.
Close, C. Ella	3	Independence.
Clothier, Nellie	3	Olin.
Coffin, Claire	1	Bradgate.
Cole, Agnes B.	38	Avoca.
Cole, Charles Harvey	0	Thurman.
Cole, Wynafred	3	Thurman.
Coleman, Hazel Leone	3	Fonda.
Conally, Phebe	0	Bristow.
Cook, Jessie E.	18	Dunlap.
Coolidge, Beryl	0	Edgewood.
Cordes, Frances	3	Mitchell.
Cottrell, Florence	2	Waterloo.
Coulthurst, Jennre	13	Spirit Lake.
Crisman, Marjorie	12	Tipton.
Crisman, Pearl E.	21	West Bend.
Crowell, Birdie	5	Mt. Ayr.
Culuson, Cloteen	9	Clarinda.
Curran, Fred B.	3	Morning Sun.

Name	Terms Taught	Address
Curtiss, Inez	0	Cedar Falls.
Dahn, Gleo	18	Waterloo.
- ardis, Hannah	18	Milford.
Davies, Mrs. Alice R.	31 yrs.	Iowa City.
Davis, Edith	6	Garden Grove.
Davis, Mary E.	6	Garden Grove.
DeLay, Marion	6	Afton.
Dethmers, Helen	9	Boyden.
Dewey, Hattie	1	Murray.
Deyo, Frances	0	Parersburg.
Dinges, Lulu W.	40	Atlantic.
Doscher, Tillie	2	St. Ausgar.
Doty, Dorris	0	Waupun, Wisconsin.
Downs, Kate	3	Sanborn.
Dreher, Edna M.	3	Scranton.
Dreyer, Jennie L.	1	Aplington.
Dull, Lillian	0	Forest City.
Duncan, Iva	8	Allerton.
Dunlap, Belle	0	Kalona.
Duryee, Lola E.	0	McIntyre.
Easling, Margaret H.	13	Bonaparte.
Eickelberg, Ralph S.	0	Waterloo.
Ellis, Mrs. E. T.	0	Cedar Falls.
Elsberry, Mavia	12	Lehigh.
Elvidge, Blanche	0	Germania.
Emerson, Iva Mary	0	West Bend.
Eroe, Laura E.	3	Walnut.
Evans, Edna	1	Bonair.
Evanson, Clarabelle Margaret	9	Badger.
Fairchild, Charles	2	Sigourney.
Feather, Carrie	30	Anoka, Minnesota.
Fee, Fred Winfred	0	Nora Springs.
Fee, Pearle	4	Center Point.
Fegert, Anna Amelia	0	Cedar Falls.
Felts, Delight	4	Jesup.
Felts, Mabelle	0	Jesup.
Fight, Flora	0	Derby.
Firkns, Cora M.	2	Moravia.
Fishel, Lola	5	Dow City.
Fitschen, Mary Margaret	10	McIntire.
Flood, Elizabeth	5 yrs.	Emmetsburg.
Flood, Mayme	21	Emmetsburg.
Foelker, Elizabeth	0	Keokuk.
Foley, Florence	9	Anamosa.
Foley, Ruel B.	0	Renwick.
Foote, Hope	0	Cedar Falls.
Forgey, Carol	5	Washington.
Fowler, Vivian	11	Rowan.
Francis, Ray Kenneth	15	Manson.
Frazer, Gertrude Etta	2 1/2	Conrad.
Frederick, Golda Ion	0	Conrad.
Freyermuth, Josephine	4 yrs.	Muscatine.
Fritz, Lessie	6	Grinnell.
Gavin, Julia A.	6	Anamosa.
Gearheart, Frances	2	Union.

Name	Terms Taught	Address
Gerken, Frederick	0	Cedar Falls.
Gilmore, Edith Gertrude	12 1/2	Glenwood.
Glass, Lauretta A.	6	Cresco.
Glendinning, Arly	21	Clarence.
Goble, Grace Elizabeth	0	Clear Lake.
Haas, Mayme C.	12	Worthington.
Haley, Amy	0	Manson.
Hamer, Estella	0	Waterloo.
Hamilton, Lavina J.	15	Salem, South Dakota.
Hamilton, Pauline	0	Corydon.
Hammond, Ethel	0	Waterloo.
Hancock, Mary G.	64	Maquoketa.
Hanifan, Mae	5	Emmetsburg.
Hansen, Laurentza	0	Cedar Falls.
Hanson, Deana	14	Le Grand.
Harmon, Ada Joy	0	Cedar Falls.
Harper, Nellie	6	Mediapolis.
Harrington, Mary J.	1	Galland.
Harris, Stanley E.	3	Cedar Falls.
Hastings, Gladys	0	Birmingham.
Hawley, Cora	6	Scranton.
Hawarth, Mabel	24	Denison.
Hayes, Ethel E.	6	Union.
Hays, W. E.	33	Seymour.
Hazlet, Ruey	7	Leon.
Heath, Robert E.	11	Shellsburg.
Heitt, I. Anice	6	Miles.
Hensel, Mabel	3	Webster City.
Herbert, Minnie	27	Red Oak.
Herrick, Mabelle E.	6	New Hampton.
Heslop, Jessie	16	Lehigh.
Hess, Margaret L.	13	Lone Tree.
Hewitt, Alice	8	Lawler.
Hickey, Margaret C.	0	Newton.
Hickey, Mayme	6	Newton.
Hickle, Lela	0	Clarksville.
Hickle, Mary	9	Clarksville.
Hickman, Philip	3	Albia.
Higgins, Emmagene E.	12	Independence.
Hoadley, Anna	7	Garden Grove.
Hoag, Jennie E.	3 yrs.	Manson.
Hoats, Florence Jessie	0	Cedar Falls.
Hogue, Mabel	3	Corydon.
Holub, Elsie L.	0	Wyoming.
Houlsworth, Mary E.	3	Anthon.
Humbert, Jennie	6	Callender.
Hunter, Clara E.	0	Cedar Falls.
Hunter, Mrs. Gertrude	1	Cedar Falls.
Huntington, Grace	3	Hazleton.
Hupp, Susie A.	15 yrs.	Chariton.
Iblings, Anna J.	0	Cedar Falls.
Imlay, Ella	0	Cedar Falls.
Inglethorne, Roy	0	Cedar Falls.
Innes, Clara	8	Sutherland.
Innes, Margaret	4	Sutherland.

Name	Terms Taught	Address
Irwin, Kate	52	Menlo.
Irwin, Mamie E.	0	Keswick.
Jack, Edith V.	8	Farmington.
Jack, Pearl	6	Waucoma.
Jeffrey, Ruth D.	0	Brookline, Massachusetts.
Jepson, Paul	0	Nashua.
Johnson, Alice L.		Waterloo.
Jounson, Elizabeth	0	Chariton.
Johnston, Berenice	54	Des Moines.
Jones, Amy	0	Newton.
Jones, Eleanor	0	Waterloo.
Juve, Sarah	4	Ridgeway.
Kahler, Fred		Ladora.
Kass, Elizabeth	1	Remsen.
Keegan, Clara	3	Wnithrop.
Keener, V. M.	3	Grinnell.
Keller, Berthina	0	Clarinda.
Kelly, Effie B.	9	Columbus Junction.
Kelly, Roy R.	0	Hartley.
Kennedy, Maye	6	Logan.
Kirby, Donna	0	Centerville.
Kirkham, Orra	2	Diagonal.
Kivell, Wayne	0	Rockford.
Knoll, Gertrude	1	Cedar Falls.
Knoll, Mabel	0	Kanawha.
Knox, Mrs. Florence Clay	0	Cedar Falls.
Knutson, Nellie	2	St. Ansgar.
Kolbe, Clara C.	10 yrs.	Sperry.
Kortemeyer, Matie	7	Hazleton.
Kramer, Adolph L.	0	Cedar Falls.
Krogman, Bertha	17	Elkader.
Krug, Edith	10	Rock Falls.
Krug, Myrtle	3	Rock Falls.
Kurtz, Alma	3	Wesley.
Lamb, Mamie	4	Brandon.
Lamberty, Ida Louis	13	Cedar Falls.
Lane, Emma N.	3	Aurora.
Langfitt, Ellice	23	Alleman.
Laynachan, Blanche	10	Russell.
Leedy, Mrs. Zula W.	21	Oskaloosa.
Leffler, Margaret	7 yrs.	Muscatine.
Lehring, Beatrice L.	7	Ft. Madison.
Lemon, Etna		Guthrie Center.
Levis, Helen E.	5	Allerton.
Lewis, Marguerite	0	Batavia.
Lewis, Maude M.	6	Creston.
Lieberknecht, Mae		Letts.
Linder, Nellie E.	18	Fairfield.
Loban, Myra E.	7 yrs.	Waterloo.
Lodge, Mabel J.		Dover, Delaware.
Logan, Helen	0	Bradgate.
Lovrien, Blanche	5	Bradgate.
Lovrien, Emma Mae	0	Bradgate.
Lower, Dena	3	Grinnell.

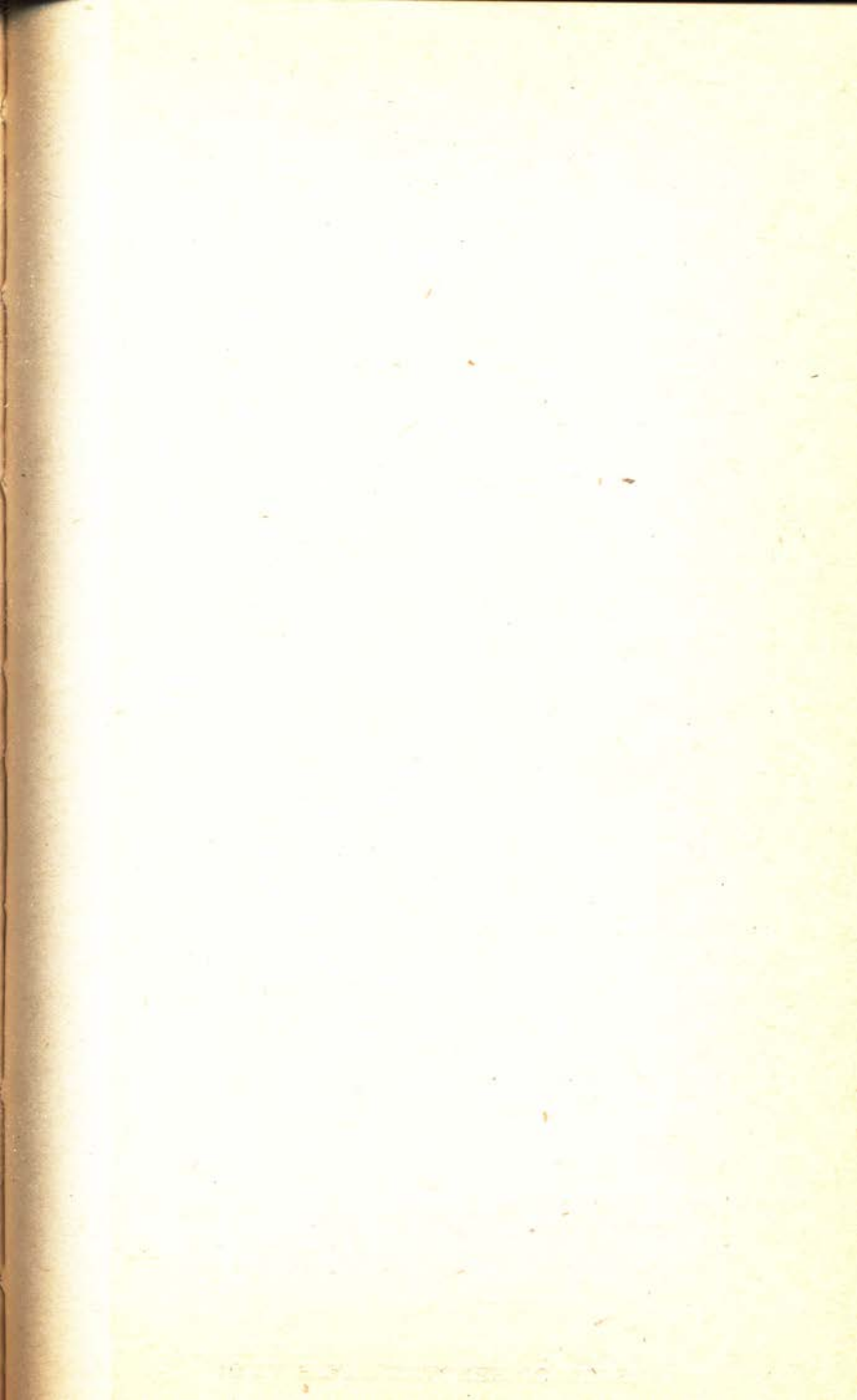
Name	Terms Taught	Address
Lnippold, Margaret	1	Agency City.
Lunugren, Mary E.	21 yrs.	Calmar.
Lusted, Florence	3	Cedar Falls.
Lyon, Alice E.	1	Independence.
Mabbott, Ethel	0	Webster City.
Mace, Alice	2 yrs.	Allerton.
Madigan, Lenore	0	Waterloo.
Maiden, Annie	12	Ayrshire.
Mannory, Pearl	10	Canton, South Dakota.
Marshall, Elizabeth	0	La Porte.
Marshall, Gertrude	7	Lawler.
Marten, Meta	33	Storm Lake.
Martin, Jas. C.	0	Cedar Falls.
Mason, Harriet	51	Independence.
Matson, Alberta	6	Britt.
Meier, Chloe Marie	6	Farmersburg.
Merner, Doris D.	0	Cedar Falls.
Merris, Adaline	4	Rutland.
Mesner, Frank D.	0	Oskaloosa.
Meyer, Anna J.	0	Iowa City.
Meyer, Bertha C.	12	Postville.
Meyer, Edna	8	Calmar.
Meyerholz, Mrs. C. H.		Cedar Falls.
Milde, Isabel	0	Crystal Lake.
Miller, Bessie	9	Cedar Rapids.
Miller, Ednah E.	1	Cantril.
Miller, Frank E.		Chicago, Illinois.
Miller, Lesta E.	3	Ocheyedan.
Miller, Mabel	6	Estherville.
Milner, Florine E.	6	Griswold.
Mincks, Cecil	2	Seymour.
Mitchell, Nan	2 yrs.	Graettinger.
Monaghan, Nellie	4	Kinross.
Monroe, Zilpha	6	Lamoni.
Mooney, Bernadette	8	Waverly.
Moore, Mrs. M. Catherine	66	Panama.
Moore, Ella	3	Rockford.
Moore, Gertrude	0	Rockford.
Moore, Kate E.		Cedar Falls.
Morey, Nellie V.	25	Anamosa.
Morrow, Clara	0	Cedar Falls.
Morse, Edith Pearl	20	Lone Tree.
Morse, Lillian	3	Lone Tree.
Muhs, E. Laura	0	Camanche.
Mullin, W. M.	5	Parnell.
Murphy, Nellie	22	Waterloo.
McBride, Olive C.		Cedar Falls.
McCann, Eva	0	Kinross.
McCollough, Ethyl	2	Lone Tree.
McCully, Cora	42	Winterset.
McDermott, Julia	3	Cresco.
McDonnell, M. Madeleine	50	Cedar Falls.
McDonough, Agnes T.	0	Osceola.
McGill, Mabel B.	9	Independence.
McGuire, John M.	0	Victor.

Name	Terms Taught	Address
McIntire, Gracia	5	Osceola.
McKissick, Grace	7	Hamburg.
McLain, Leslie	2	Deep River.
McLaughlin, M. Ethel	9	Schaller.
McMurchy, Mary	8	Floyd.
McNeil, Hester E.	20	Batavia.
Neveln, Edward	3	Victor.
Neveln, Ella	6	Storm Lake.
Neveln, J. R.	15	Clermont.
Nevins, C. L.	0	Toledo.
Nichols, Virginia	6	Cresco.
Nokes, Anna E.	4	Academy, South Dakota.
North, Aletha	0	Center Point.
Norton, Hilda	0	Cedar Falls.
O'Brien, Nellie	0	Emmetsburg.
O'Connor, Anna H.	3	Grettinger.
Oen, Borgine	4	Ridgeway.
Olson, Harriet	25	Alta.
O'Niell, Helen V.	16	Lawler.
Ormsby, Gertrude	8	Britt.
Owen, Ethel M.	20	Bancroft.
Owens, Harriet	6	Lime Springs.
Packard, Elsie L.	6	Algona.
Parker, Nellie	3	Shenandoah.
Pearson, Minerva S.	12	Springdale.
Pederson, Inga M.	0	Irwin.
Perry, Eda	8	Beacon.
Petty, Maud	14	Mt. Vernon.
Phipps, Cora	3	Dayton.
Phipps, Ethel	5	Dayton.
Pike, Irma A.	0	Clinton.
Plank, Eva	63	Clarinda.
Porter, Maude M.	9	Afton.
Porter, Nina	0	Afton.
Potter, Ella	63	Atlantic.
Potter, Faye	0	Nashua.
Putnam, Bennett W.	0	Eldora.
Quaife, Elsie	3	Ionia.
Radebough, Lulu	4	Muscatine.
Raff, Edith	5	Muscatine.
Rawson, Gertrude W.	6	Des Moines.
Reck, Louise A.	2	Spragueville.
Reed, Mary D.	4 yrs.	Garner.
Reedy, R. Mae		Toledo.
Refsland, Gena A.	12	Sioux Rapids.
Rice, Daisy Marguerite	14 ½ yrs.	Popejoy.
Rice, Emma	15	Humeston.
Rickey, Maud B.	15	Chariton.
Roberts, Ralph Smith	3	Keosauqua.
Robertson, Orpha W.	4	Wapello.
Rogers, Eunice	0	Cedar Falls.
Rogers, Georgia	0	Moulton.
Rogers, Iola	14	Schaller.
Rogers, Virginia	0	Moulton.

Name	Terms Taught	Address
Rombough, H. M.	15	Hull.
Romelfanger, Ceclia	6	Parkersburg.
Ronan, Frances	0	Winthrop.
Roos, Katherine	5	Aplington.
Ross, Ruth B.	4	Mitchell.
Rule, Ada A.	20 yrs.	De Witt.
Rule, Jessie F.	22 yrs.	De Witt.
Rutledge, Anna	9 yrs.	Emmetsburg.
Samson, Geo. W.		Cedar Falls.
Sanborn, Daisy	1	Fairbank.
Sander, Arnold	0	Afton.
Sangster, Frank	16	Iowa City.
Scanlon, Kathleen	3	Des Moines.
Schamel, Grace	0	Cedar Falls.
Schick, Bertha	0	Finchford.
Schultheis, Gretta	7	Riceville.
Scott, Hazel	6	Orange City.
Scott, Lois	3 yrs.	Alta.
Scott, Pearle K.	14	South English.
Sellers, Jennie	9	Wapello.
Severin, Gladys	0	Cedar Falls.
Sherlock, Essie	10	Emmetsburg.
Shirley, Jeane	0	Allerton.
Shoop, Dora M.	0	Columbus Junction.
Shoop, Pearl	3	Nashua.
Siebke, Celia	11	Durant.
Silver, Bertha M.	1	Cantril.
Simmons, Mrs. Grace	0	Cedar Falls.
Simpson, Abbie F.	0	Cedar Falls.
Slessor, Estella B.	6 yrs.	Reinbeck.
Slob, Coba	6	Orange City.
Smith, Bertha	0	Waterloo.
Smith, Gladys	4	Lamoni.
Smith, Harry H.	5	Maynard.
Smith, Mattie L.	3	Rolfe.
Smith, Rozella	7	Red Oak.
Sorg, Lillian	12	Hawkeye.
Souers, Gertrude	12	Grundy Center.
Sparling, Sue	0	Casey.
Spencer, Goldie	0	Keosauqua.
Sprague, Ethel Louise	3	Lamoni.
Sprague, Lora		Cedar Falls.
Spurlin, Mabel	0	Union.
Standley, Mabel Clare	5 yrs.	Boone.
Stauts, Hattie J.	3	Council Bluffs.
Stewart, Evah	0	Conrad.
Stocker, Edith Frances	6	Muscatine.
Stoddard, Coral	11	Jesup.
Stoddard, Lois M.	14	Renwick.
Stoeber, Sarah E.	4 mo.	Charles City.
Stoner, Mary K.	15	Ottosen.
Stovin, Elizabeth B.	6	Bellevue.
Strasser, Mayme	6	Gibson.
Streep, Jennie B.	9	Onslow.
Stickland, Marian	21	Galva.

Name	Terms Taught	Address
Sturdevant, Ernest C.	6	Webster.
Sullivan, Gertrude	9	Afton.
Swanson, Marie	11	Chariton.
Swartz, Edith Mae	0	Deep River.
Sykes, Coral Gladys	2	Redlands, California.
Tallman, Pearle	9	Weldon.
Thayer, Frances Leona	3	Iowa Falls.
Thompson, Agnes E.	0	Cedar Falls.
Thompson, Bernice	0	Keswick.
Thompson, Grace	31	Spirit Lake.
Thompson, Rosamond	7	Weldon.
Thorson, Hattie	0	Armstrong.
Tice, Lizzie E.	2	Kalona.
Tressler, Winnie B.	0	Curlew.
Trevor, Mae Helen	11	Walker.
Tubbs, Laura M.	6	Maquoketa.
Turk, Anna	25	Canton, Minnesota.
Turner, Alice M.	0	Jesup.
Turner, Jean E.	12	Mt. Ayr.
Vinsel, Edith	6	Russell.
Voelker, Mrs. A. C.	4 yrs.	Leon.
Wagner, Diana	4 yrs.	Monroe.
Wagner, W. J.	27	Thornton.
Waldruff, Eva F.	12	Cain.
Walker, Lena Rae	5 yrs.	Allerton.
Wall, May	8	Alden.
Wand, Kathryn Bess	11	Germania.
Ward, Edith	17	Sioux Falls, South Dakota.
Ward, Mary	0	Cedar Falls.
Warren, Clara	6	Wapello.
Warren, Emma L.	3 yrs.	Vicksburg, Mississippi.
Watson, Addie L.	2	Hazelton.
Watson, Cora M.	5 yrs.	West Bend.
Watts, Mary M.	14	Kellogg.
Watts, Rebecca	7	Kellogg.
Webster, Fannie	11 yrs.	Ft. Dodge.
Westcott, Olive	8	Sumner.
Westling, Anna J.	8 yrs.	Chariton.
Whalen, Mayme	13	Lacey.
Whitney, Malinda	0	Waterloo.
Wiesley, Otto	3	Aplington.
Wilkins, Dorothy	4	Ute.
Willert, Anna	4	Woden.
Wilson, Hazel A.	3	Arlington.
Wilson, Hoyta Odelle	6	Cedar Rapids.
Wirth, Lillie Mae	8	Creston.
Wise, Mabelle Elizabeth	13	Waterloo.
Wohlford, Lillian	26	Decorah.
Wolfe, Mae	0	Rolfe.
Wood, Myrtle A.	4 yrs.	Waterloo.
Woods, Ruth	6	Clarinda.
Woodruff, Drew	0	Waterloo.
Wooley, Jeanette	10	Crawfordsville.
Workman, Mrs. Elsie	2	Cedar Falls.

Wren, Arta	40	Sac City.
wright, Fred A.	6 weeks	Milo.
Wycoff, Belle		Webster City.
Yarcho, Matilda	2	Shell Rock.
Yates, Willa	12	Hamburg.
Yearous, Esther M.	12	Eagle Grove.
Young, Ella F.	7 yrs.	Academy, South Dakota.
Young, Mabel	8	Floyd.
Young, Mary	6	Emmetsburg.
Yunker, Vina	0	Cedar Falls.
Zender, Angela M.	14	Cresco.
Zimmer, Pearl	4	Glenwood.
Zumwalt, Jas. Elmer.	5	Gilman.



SUMMARY OF STUDENTS, 1909-1910.

	Men	Women	Total
College Graduates	14	28	42

COLLEGE COURSE.

	Men	Women	Total
Freshmen	32	189	221
Sophomores	34	123	157
Juniors	18	45	63
Seniors	21	19	40
Total	105	376	481

JUNIOR COLLEGE COURSES.

	Men	Women	Total
Primary .....	..	146	146
Kindergarten .....	..	57	57
Public School Music .....	..	14	14
Drawing .....	..	7	7
Domestic Science .....	..	24	24
Manual Training	8	5	13
Physical Training	2	8	10
Total	10	261	271

CERTIFICATE COURSES.

	Men	Women	Total
State Certificate			
Primary .....	..	118	118
Kindergarten .....	..	23	23
Public School Music	1	37	38
Drawing	1	9	10
Domestic Science .....	..	10	10
Manual Training	12	1	13
Physical Training	4	2	6
Elementary Teacher	52	161	213
Total	70	361	431
County Certificate	167	671	838
Total	237	1032	1269
	Men	Women	Total
Unclassified	48	437	485
Total number of students in all courses	414	2134	2548

TRAINING DEPARTMENT.

	Boys	Girls	Total
Advanced Training School Pupils	83	113	196
Primary Training School Pupils.....	32	28	60
Kindergarten Training School Pupils.....	23	34	57
Total	138	175	313
Grand Total	552	2309	2861

INDEX ACCORDING TO SUBJECTS.

(Figures Indicate Pages.)

A.

Absence from Classes Restricted.....	30
Absence of Teachers from Work.....	26
Admission—Requirements	52, 68, 72
Admission to Training Schools	42
Advanced Work in Music.....	137
Alcoholic Liquors Forbidden.....	26
Algebra	116, 117
American Constitutional History.....	131
American Education	84
American Government	131
American History	128
American Industrial History	130
American Literature	101, 105
Ananbasis	111
Analytical Geometry	119
Anatomy	150
Anglo-Saxon and History of English Language.....	104
Anglo-Saxon and Middle English.....	104
Anthropometry and Physical Diagnosis.....	151
Apparatus Work	144, 146
Applied Drama	107
Aquatics	145
Argumentation	109
Arithmetic	115
Art	132
Art—College Electivs.....	57
Astronomy	127
Athletic Contests—Candidates	78
Athletics	145
Attendance of Students upon Recitations.....	26

B

Baggage Delivered	47
Baggage Lost	48
Baggage Markt	48
Band Instruments Furnisht.....	141
Band Work	141
Beginning Geometry	114
Boarding and Lodging System.....	46
Bookkeeping	135
Botany	124 125, 126

C.

Caesar and Latin Composition	109
Calculus	119
Calendar, 1910-1911	6
Calisthenics	146
Catholic Association	45
Certificates from Departments	35
Chapel Exercises	26
Character of Conduct Expected	29
Chemistry	120
Chemistry—College Electives	55
Cicero and Latin Composition	109
Cicero and Livy.....	110
Civics	130
Club System of Boarding	46
College Course	50
Commercial Education	134
Commercial Geography of Europe.....	127
Commercial Geography of North America.....	127
Commercial History of Europe.....	130
Commercial Teachers' Course	71
Committees of the Faculty.....	19
Conditions of Admission	52, 68, 74
Constitutional Law	132
Cookery	157
Course of Study of Training School.....	37
Courses of Study of the School.....	50

D

Dates for State Certificate Examinations	6, 7
Debating Contests—Candidates	78
Department Subjects in College Course.....	53
Departments of the School	23
Development of the English Drama.....	104
Development of the English Novel	104
Didactics	91
Differentials Calculus	119
Diploma Fees	32
Diplomas and Degrees Conferd.....	51, 61
Domestic Science	157
Domestic Science Teachers' Course.....	66
Drawing Teachers Course	64

E

Economic Problems	130
Economic Theory	130
Economics	129
Economics—College Electives	57
Eighteenth Century History	129
Electives—College Course	53
Elementary Civics	130, 131
Elementary Economics	129
Elementary Handwork	156
Elementary Latin for High School Graduates.....	111

Elocution	106, 107
Elocution—College Electivs	54
English—College Electivs	53
English Classics	101
English Literature of the Nineteenth Century	105
English Romantic Movement	103
Enrollment—Method of	21
Ensemble Class	140
Entrance Fees	31
Entrance Requirements	52, 68, 74
Epic Poetry in English	103
Examination for State Certificates—Dates	6, 7
Excuses for Absence Required	30
Experimental Psychology	85
Expenses of Attendance	30

F

Faculty Absence	26
Faculty and Officers	25
Faculty Classification	25
Faculty Committees	19
Faculty List, 1910-1911	8
Faculty Organization	23
Faculty Regulations and Directions	29
Faculty Relieved from Writing Recommendations	27
Fees Charged Students	30
Finding Rooming Place	47
Firearms—Carrying of	26
First Aid to the Injured	153
Folk Dancing	121
Food Analysis	121
Foods—Composition and Dietary Uses	158
French	113
French—College Electivs	55

G

Games of Chance and Gambling Forbidden	26
General Botany	124
General History	128
Geography	123
Geology	125, 126
Geometry and Surveying	114
Geometry and Surveying—College Electivs	55
Geometry—Analytical	119
Geometry—Plane and Solid	114
German	112
German—College Electivs	55
Gilbert Work	147
Government	130
Government—College Electivs	57
Grading System Used	77
Graduation Fees	32
Grammar Grades—Training Department	40
Great Educators	86
Greek	111

Greek—College Electivs	54
Greek History	129
Greek Lessons	111
Gymnastic Pedagogy	151

H

Halls and Cloak Rooms	29
Higher Algebra	117
History and Literature of Physical Training	150
History	128
History—College Electivs	56
History and Teaching of Mathematics	118
History of Education	84, 88, 95
History of English Language and Anglo Saxon	104
History of United States	128
Home Economics—Certificate	36
Homer	111
Horace	110
Household Architecture and Plumbing	159
Household Chemistry	121
Hygiene	153
Hygiene and Sanitation	125, 126

I

Influences of Geography upon American History	127
Inorganic Chemistry	120
Instrumental Music and Instruments	26
Instrumental Music—Certificates	36
Instruments for Band and Orchestra	141
Integral Calculus	119
International Law	132

J

Junior College Courses	61
------------------------------	----

K

Kindergarten Instruction	96
Kindergarten—Training Department	41
Kindergartners' Course	62

L

Labor and Labor Unions	130
Laboratory Fees	31
Latin	109
Latin—College Electivs	54
Latin Lessons	109
Leaving the Institution	27
Lectures and Entertainments	43
Library Methods	75
Library to be Quiet	29
Literary Criticism	104
Literary Society Work and Rhetoricals	27, 29, 30, 34
Livy and Latin Composition	110
Locker Fees	32
Lodging Houses	46

M

Management of Work	77
Manual Arts—College Electivs.....	57
Manual Arts—Special Certificate.....	36
Manual Training	154
Manual Training Methods.....	155
Manual Training Teachers' Course.....	65
Marking Baggage	48
Massage	154
Mathematics	115
Mathematics Club	119
Mathematics—College Electivs	55
Maximum Credits of One Kind.....	52
Mechanical Drawing	156
Medical Gymnastics and Massage.....	154
Medieval History	129
Membership in Literary Society.....	27, 34
Members State Board of Education.....	5
Method History	129
Method of Choosing Electivs.....	52
Methods of Elementary Instruction.....	92
Method in Quantitativ Analysis	120
Middle Geometry	114
Mineralogy	127
Modern European Governments.....	132
Modern History	129
Money and Banking.....	130
Moral and Religious Influences.....	45
Music	136
Music—Advanced	137
Music—Fees	32

N

Narcotics—Use of	26
Natural Science	123
Natural Science—College Electivs.....	56
Nature Study	125
Newman Catholic Association	45
Nineteenth Century History.....	129

O

Obedience	26
Officers State Board of Education.....	5
Opening of Terms	6
Oratorical Contest—Candidates	78
Oratory	109
Orchestra	140
Orchestra Instruments—Instruction	140
Orchestra—Special Certificates	36
Organization and Economics of Manual Training.....	155
Organization of Faculty	23
Organization of Work of Each Term.....	21
Orthography	23, 102

P

Passing in the Corridors.....	30
Penalty for Tardiness in Enrollment.....	21
Penmanship	134
Penmanship and Bookkeeping—Special Certificate.....	36
Personal Hygiene	153
Philosophy of Education.....	84
Physical Education	142
Physical Education Teachers' Course.....	67
Physical Training	22, 79, 142
Physics	121
Physics—College Electivs	56
Physiography	124, 126
Physiology	124, 126
Physiology of Exercise	154
Piano Course	72
Piano Instruction	139
Piano Lessons—Expense	32
Piano Rent	32
Piano—Special Certificate	36
Plane Geometry	114
Plato	111
Practis Teaching	22, 79, 95
Practis Teaching in Physical Training.....	149
Preliminary Year—Training Department.....	39
President's Authority	26
Primary Grades—Training Department.....	40
Primary Handwork	155
Primary Instruction	88
Primary Physical Training	148
Primary Teachers' Course.....	62
Principles of Education	93
Principles of Expression.....	108
Professional Course for College Graduates.....	58
Professional Studies	83
Professional Subjects—College Course.....	53
Program of Week's Work.....	29
Psychology	83, 87, 93, 94
Psychology—Experimental	85
Public Lectures and Entertainments.....	43
Public School Music Teachers' Course.....	63
Public Speaking	106
Public Speaking—College Electivs	54

Q

Qualitativ Analysis	120
Quality of Work.....	76
Quantitativ Analysis	120
Quantity of Work Allowd.....	76
Quiet Maintained During School Hours.....	29

R

Railway Servis	49
Reading	106
Reasons for Absence Required.....	30

Recitals	142
Recitations—Attendance Upon	26
Recommendations as Teachers.....	27
Register of Students	173
Regulations as to Credits and Scheduling.....	22
Regulations Concerning Amount of Work.....	77
Regulations Concerning Social Life of Students.....	28
Regulations for Completing Courses.....	80
Regulations Governing Students	26
Religious Work of School	45
Rent of Musical Instruments.....	32
Repertoire	108
Requirements for Admission.....	52, 68, 72
Residence of Students Required at Offis.....	29
Rhetoric	23, 102
Rhetorical Exercises	27, 30, 34
Roman History	129
Roman Life	110
Rooming Houses	46
Rooms Seen Before Engaged	47
Rythm	147

S

School Calendar, 1910-1911	6
School Hygiene	153
School Management	83, 94
Scheduling—Regulations	22
Secondary Grades—Training Department.....	40
Senior Addresses	30
Sewing	157
Shakespeare	103
Sheet Metal Work	156
Sickness to be Reported to Offis.....	29
Society Work and Rhetoricals.....	27, 29, 30, 34
Solid Geometry	114
Special Certificates Granted.....	36
Special Course in English for High School Teachers.....	105
Special Methods in Quantitativ Analysis.....	120
Special Music Teachers' Courses.....	72
Special Students	36
Spelling	23, 102
State Certificate Course	70
Structural Botany	125
Students—Regulations Governing	26
Study Hours	28
Supervision	86
Surveying	115
Swimming	145, 147

T

Tardiness in Enrollment—Penalty for.....	21
Taxidermy—Special Certificate	36
Teachers' Certificate Courses	68
Teachers' English	105
Teachers' Latin	110

Test Examinations	22, 79
Text Books Used	35
Theme Writing and Story Telling	105
Theories and Systems of Physical Education	152
Training in Teaching	37, 95
Transfers of Credits from Other Intstitutions	80
Transfers of Passengers, Baggage, etc.	47
Trigonometry	118

U

Uniform County Certificate Course	69
United States History	128

V

Vergil and Latin Composition	110, 111
Violin—Certificate	36
Violin Course	73
Violin Instruction	140
Violin Lessons—Expense	32
Vocal Music	136
Vocal Music—Advanced	137
Vocal Music—Certificates	36
Voice—Certificate	36
Voice—Course	74
Voice Instruction	139
Voice Lessons—Expense	32

W

Waitress Work	158
Wood Turning	156
Wood Working	156
Work Done in Other Schools	37, 80

Y

Y. M. C. A.	45
Y. W. C. A.	45

Z

Zoology	125, 126
---------------	----------