

6-1909

## College Catalog and Circular 1909-1910

Iowa State Teachers College

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Iowa State Teachers College

Iowa State Normal School

1876-1909

Catalog and Circular

FOR SCHOOL YEAR 1909-1910

BULLETIN OF THE IOWA  
STATE TEACHERS COLLEGE

CEDAR FALLS, IOWA

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JUNE 1909

Vol. X No. 1

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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.

Iowa State Teachers College

Iowa State Normal School

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FOR SCHOOL YEAR 1909-10  
Circular and Bulletin

BULLETIN OF THE IOWA  
STATE TEACHERS COLLEGE  
CEDAR FALLS, IOWA

JUNE 1909

Vol. X No. 1

NOTE: The printing was done in the new type and the appearance of the printed page is improved in many respects. The new forms make this a more attractive and useful bulletin.

# 1909

1909	Sunday	Monday	Tuesday	Wednes.	Thursd.	Friday	Saturd.	1909	Sunday	Monday	Tuesday	Wednes.	Thursd.	Friday	Saturd.	1909	Sunday	Monday	Tuesday	Wednes.	Thursd.	Friday	Saturd.		
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# 1910

1910	Sunday	Monday	Tuesday	Wednes.	Thursd	Friday	Saturd.	1910	Sunday	Monday	Tuesday	Wednes.	Thursd.	Friday	Saturd.	1910	Sunday	Monday	Tuesday	Wednes.	Thursd.	Friday	Saturd.	
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# IOWA STATE TEACHERS COLLEGE

CEDAR FALLS, IOWA

## STATE BOARD OF EDUCATION

TERM OF OFFIS BEGINS JULY 1, 1909

### OFFICERS OF THE BOARD

James H. Trewin, Cedar Rapids, President.  
D. A. Emery, Des Moines, Secretary.

### MEMBERS OF THE BOARD

FOR THE TERM OF TWO YEARS.

A. B. Funk, Spirit Lake.  
George T. Baker, Davenport.  
T. D. Foster, Ottumwa.

FOR THE TERM OF FOUR YEARS.

P. K. Holbrook, Onawa.  
C. R. Brenton, Dallas Center.  
D. D. Murphy, Elkader.

FOR THE TERM OF SIX YEARS.

James H. Trewin, Cedar Rapids.  
Roger Leavitt, Cedar Falls.  
E. P. Schoentgen, Council Bluffs.

### FINANCE COMMITTEE.

Offis, Des Moines.

W. R. Boyd, Cedar Rapids, President.  
D. A. Emery, Ottumwa, Secretary.  
Thomas Lambert, Sabula.

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# IOWA STATE TEACHERS COLLEGE

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IOWA STATE NORMAL SCHOOL  
1876-1909

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BOARD OF TRUSTEES, 1908-09

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TERM OF OFFIS FXPIRES JULY 1, 1909

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John F. Riggs, ex-officio, Des Moines, Superintendent of Public Instruction.

Benjamin F. Osborn, Rippey.

E. H. Griffin, Iowa City.

I. J. McDuffie, Le Mars.

Roger Leavitt, Cedar Falls.

W. A. McIntire, Ottumwa. Died June 13, 1908.

G. W. Clarke, Adel. Elected Lieutenant-Governor.

J. B. Harsh, Creston. Appointed by the Governor to fill vacancy of W. A. McIntire, November 24, 1908.

W. H. Harwood, Des Moines. Appointed by the Governor to fill vacancy of G. W. Clarke, December 31, 1908.

W. C. Howell, Keokuk. Elected by the General Assembly to fill vacancy of J. B. Harsh, April 2, 1909.

## OFFICERS OF THE BOARD OF TRUSTEES, 1908-1909.

John F. Riggs, ex-officio, Des Moines, President.

Homer N. Silliman, Cedar Falls, Treasurer.

Alfred Grundy, Cedar Falls, Secretary.

Lilian G. Goodwin, Cedar Falls, Assistant Secretary.

# IOWA STATE TEACHERS COLLEGE

## SCHOOL CALENDAR FOR 1909-1910

### FALL TERM—TWELV WEEKS.

1909.

- Aug. 31. Tuesday, Enrollment, without penalty, 8:00 a. m. to 4:00 p. m.
- Sept. 1. 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. 2. Thursday, Training Schools open 9:00 a. m.
- Oct. 27, 28, 29. Wednesday, Thursday and Friday, Examination for County Uniform Certificates.
- Nov. 23. Tuesday, Recitations Close, 2:25 p. m.
- Nov. 22, 23, 24. Monday, Tuesday, Wednesday, State Certificate Examination, beginning Monday, 1:30 p. m.

### WINTER TERM—TWELV WEEKS.

- Nov. 30. Tuesday, Enrollment, without penalty, 8:00 a. m. to 4:00 p. m.
- Dec. 1. 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. 22, 2:25 p. m.

1910.

- Jan. 6. Thursday, Recitations Resumed, 8:00 a. m.
- Jan. 26, 27, 28. Wednesday, Thursday, Friday, Examination for County Uniform Certificates.
- March 8. Tuesday, Recitations Close, 2:25 p. m.
- March 7, 8, 9. Monday, Tuesday, Wednesday, Examination for State Certificates, beginning Monday, 1:30 p. m.



## SPRING TERM—TWELV WEEKS.

1910.

- March 15. Tuesday, Enrollment, without penalty, 8:00 a. m. to 4:00 p. m.
- March 16. 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 3. Friday, Recitations Close, noon.
- May 31, June 1, 2. Tuesday, Wednesday, Thursday, Examination for State Certificates, beginning Tuesday, 1:30 p. m.

## COMMENCEMENT EXERCISES—JUNE 3 to 8.

- June 3. Friday, Anniversaries Ladies' Literary Societies, 2:00 p. m.
- June 3. Friday, Commencement Recital, 8:00 p. m.
- June 4. Saturday, Anniversaries Men's Literary Societies, 8:00 p. m.
- June 5. Sunday, Baccalaureate Address, 4:00 p. m.
- June 5. Sunday, Annual Alumna and Senior Prayer Service, 7:00 p. m.
- June 6. Monday, Orchestral and Band Concert, 10:00 a. m.
- June 6. Monday, Physical Training Exercises, 1:30 p. m.
- June 6. Monday, Class Day Exercises, 8:00 p. m.
- June 7. Tuesday, Alumni Program, 10:00 a. m.
- June 7. Tuesday, Grand Concert, 8:00 p. m.
- June 8. Wednesday, Commencement Exercises, 10:00 a. m.

## SUMMER TERM—SIX WEEKS.

1910.

- June 11. Saturday, Enrollment, 1:30 p. m. to 4:00 p. m.
- June 13. Monday, Enrollment, 8:00 a. m. to 12:00 m.; Recitations begin, 1:30 p. m.
- June 22, 23, 24. Wednesday, Thursday, Friday, Examination for County Uniform Certificates.
- July 20, 21, 22. Wednesday, Thursday, Friday, Examination for State Certificates, beginning Wednesday, 1:30 p. m.
- July 21. Thursday, Commencement Exercises, 8:00 p. m.
- July 22. Friday, Recitations Close, 2:25 p. m.



# IOWA STATE TEACHERS COLLEGE

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## FACULTY—COLLEGE YEAR, 1909-1910.

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., 1882; M. A., 1885; D. Sc., 1908, Upper Iowa; M. A., 1895, Chicago. Professor and Hed of the Department. Acting-President in case of the absence or disability of the President.

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.

\*ETTA SUPLEE, Graduate West Des Moines Teachers' Training School; Special Student Cook County Normal School. Supervisor of Primary Training, 1894-1909.

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

#### CRITIC TEACHERS—

ELIZABETH HUGHES, Graduate Eastern Iowa Normal School, 1886; 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.

\*LAURA BOWMAN, B. Di., 1901, I. S. T. C.; B. A., 1904, Radcliffe (Harvard). Mathematics, Drawing and Penmanship, Grammar and Secondary Grades, 1904-1909.

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.

FRANCES C. PORTMAN, Graduate Chicago Kindergarten College, 1905. Kindergarten, 1907 to December, 1908.

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

MATTIE LOUISE HATCHER, Ph. B., Ed. B., 1909, Chicago. Hed Critic in Primary Section of the Department of Training in Teaching, August 31, 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 Art Institute. Teacher of Drawing and Manual Training in the Department of Training in Teaching, August 31, 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.
- \*MABEL MOYER, B. Di., 1907; M. Di., 1908, I. S. T. C. Grammar Grades, March, 1908, to June, 1909.
- HAZEL WEBSTER, B. Di., 1907; M. Di., 1908, I. S. T. C. Grammar Grades, 1908.
- JENNIE M. SANDERS, B. Di., 1908, I. S. T. C. Grammar Grades, 1908.
- GRACE KEELER, Primary Grades, 1908-1909.
- EDITH MILLER, Primary Grades, 1908-1909.
- 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 Acting Hed of the Department, August 31, 1909.

## PROFESSORS—

- W. W. GIST, B. A., 1872; M. A., 1875; D. D., 1892, 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 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.

\*Resignd, June 9, 1909.



MARGARET OLIVER, B. A., 1885; M. A., 1888, Monmouth College; Graduate Columbia College of Oratory, 1901. Orthography and Rhetoricals, 1901.

CARRIE B. PARKER, B. Ph., 1893, Iowa College; Student, Radcliffe College (Harvard), 1904. English Composition and Rhetoricals, 1899.

\*JENNIE G. HUTCHISON, B. A., 1893, Buena Vista; B. A., 1900, Chicago; M. Di., 1901, I. S. T. C. Latin and English, 1898-1909.

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

#### ELOCUTION AND PUBLIC SPEAKING.

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

SEELEY K. TOMPKINS, B. A., 1901, Oberlin College; Graduate Student, Oberlin College, 1901-1904. 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.

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

#### GEOMETRY AND SURVEYING.

D. SANDS WRIGHT, M. A., 1887, Penn College. Professor, 1876.

\*Resignd, June 9. 1909.



**MATHEMATICS.**

IRA S. CONDIT, B. A., 1886; M. A., 1889, Parsons College; Graduate Student, University of Chicago, Summer Sessions, 1906 and 1908. Hed of the Department 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 Normal School, Missouri. Algebra, 1898.

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

**CHEMISTRY.**

ABBOTT C. PAGE, B. Ph., 1885, Yale. Hed of Department and Professor of Chemistry, 1889.

C. H. ANTHONY, B. S., 1902, Iowa. Laboratory Assistant, 1907-1909.

W. R. GETCHELL, B. S. A., 1908, Iowa State College of Agriculture and Mechanic Arts. 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.

\*On leave of absence, 1909-1910.

GEORGE W. NEWTON, B. Di., 1882, I. S. T. C.; B. S., 1887; Graduate Student, Harvard, 1891; M. A., 1880, Iowa. Professor of Biology, Physiology, Botany and Sanitation, 1896.

EMMET 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.

#### ART.

HENRIETTA THORNTON, Graduate Pratt Institute, 1891. 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.

MAY WRIGHT, M. Di., 1902, I. S. T. C.; B. A., 1907, Iowa. Instructor in Drawing, Fall term, 1908.

#### 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. Assistant Professor of Vocal Music, 1908.

E. O. BANGS, B. Di., 1906; M. Di., 1908, I. S. T. C. Instructor, 1908-1909.

WINNIFRED NEFF, Substitute Instructor for 1909-1910.

#### VOICE.

ROBERT FULLERTON, M. Di., 1895, I. S. T. C.; Student, Oberlin Conservatory, 1897-1898; Student in Chicago, 1906-1908. 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.

MRS. CHARLES H. MEYERHOLZ, B. L., Baylor University; studied with Mme. Arnaud, New York, and Purlusz and Teichmeuler, Leipzig. Instructor in Voice, 1908-09.

#### PIANOFORTE.

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

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

#### ORCHESTRA AND BAND.

WINFRED MERRILL, Graduate of Gottschalk Lyric School; afterwards under Dr. Joseph Joachim and Andreas Moser, Berlin. Professor of Violin, Orchestral Instruments, Ensemble Playing, Orchestra, Military Band and Advanced 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.

\*Granted Leave of Absence, 1909-1910.



- CLAYTON B. SIMMONS, B. A., 1904, Colgate University; Director of Physical Training Diploma, 1907, I. S. T. C. Physical Director, 1906.
- \*\*MABEL B. McNALLY, M. Di., 1906; Director of Physical Training Diploma, 1906, I. S. T. C. Assistant Physical Director, 1906.
- LILLIAN H. BRUCE, A. B., 1903, Wellesley College; Graduate Harvard School of Physical Education, 1905. Assistant Physical Director, 1907.
- JESSIE M. HURST, Graduate New Haven Normal School, of Gymnastics, 1906. Substitute Instructor, 1908-1909.
- HARRIET MANFUL, Floor Instructor in Gymnastics, 1908-1909.
- RUTH HALLINGBY, Floor Instructor in Gymnastics, 1908-1909.

#### 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, 1902. Professor of Domestic Science, 1907. Dean of Women.
- MRS. MARION McFARLAND WALKER, B. L., Ferry Hall, Lake Forest; 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.

\*\*Granted Leave of Absence, 1908-1909.



**STUDENT ASSISTANTS.**

HARRIET KRAMER, Penmanship, Winter and Spring Terms, 1908-1909; Summer, 1909.

NELL NEWTON, Drawing, Winter Term, 1908-1909.

EDWARD COE, Assistant in Physics Laboratory, Fall Term, 1908.

FRED VORHIES, Assistant in Physics Laboratory, Winter and Spring Terms, 1908-1909.

BERNICE DAVIS, Assistant in Library, 1908-1909.

W. E. HAYES, Assistant in Vocal Music, 1909-1910.

OTIS M. WEIGLE, M. Di., 1907; B. A., 1908, I. S. T. C. Assistant in Physics Laboratory, Summer, 1909.

**SUMMER TERM APPOINTMENTS, 1909.**

AMY F. AREY, M. Di., 1896, I. S. T. C.; B. S., 1905; M. S., 1906, Columbia. Professor of Primary Instruction.

F. F. ALMY, B. Sc., University of Nebraska. Substitute Professor of Physics.

CLAYTON B. SIMMONS, B. A., 1904, Colgate University. Instructor in Civil Government.

JOHANNA HANSEN, Graduate Pratt Institute; Director of Drawing Diploma, 1907, I. S. T. C. Instructor in Drawing.

JESSIE M. HURST, Graduate New Haven Normal School, of Gymnastics 1906. Substitute Instructor in Physical Training.

LAURA BOWMAN, B. Di., 1901, I. S. T. C.; B. A., 1904, Radcliffe (Harvard). Assistant in Training in Teaching.

ARIEL PARISH, M. Di., 1905, I. S. T. C.; B. A., 1908, Iowa. Assistant in Economics.

KATHERINE KNOEPFLER, B. Di., 1903, I. S. T. C. Assistant in German.

**OTHER APPOINTMENTS FOR 1908-1909.**

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

**LIBRARY.**

ELLEN D. BISCOE, Graduate New York State Library School. 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. S. T. C. Assistant.

#### PRESIDENT'S OFFIS.

- ANNA R. WILD, Secretary, 1896.  
 LILIAN G. GOODWIN, Secretary, 1898.  
 MILLICENT WARRINER, Stenographer, 1900.  
 L. BEATRICE WILBUR, Stenographer, 1906.  
 CAROLINE BJERRE, Stenographer, 1907—1909.  
 DORIS HARDY, Clerk, 1908—1909.  
 BESS L. JOHNSON, Stenographer, 1909.

NOTE.—The year of appointment is indicated at the close of the official designation. The order of each department, excepting the hed, is that of seniority as here printed.

#### FACULTY COMMITTEES, 1909-1910.

##### 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 Elementary Course Students*—C. P. Colgrove.
2. *Reclassification of Other than Elementary Students*—The President.
3. *Literary Societies*—The Members of the Faculty that are assignd as critics of their work.
4. *Oratorical Association*—Bertha Martin, Sara F. Rice, C. P. Colgrove, Ira S. Condit, S. K. Tompkins.

5. *Debating League*—C. H. Meyerholz, E. J. Cable, S. K. Tompkins.
6. *Athletic Board*—L. W. Parish, G. W. Walters, C. H. Bailey, H. C. Cummins, R. F. Seymour, C. B. Simmons, Charles Meyerholz and Student Representatives appointed by the men students.
7. *College Graduate Courses*—C. P. Colgrove.
8. *Lecture Course*—E. J. Cable, G. S. Dick, C. H. Meyerholz.
9. *Musical Festival*—C. S. Cory, C. A. Fullerton, F. I. Merchant, J. R. Frampton, B. W. Merrill, Sara M. Riggs, Lillian V. Lambert, Ira S. Condit.
10. *Disciplin and Work of Students in Teams of all Kinds*—H. H. Seerley, R. F. Seymour, Ira S. Condit, S. K. Tompkins, J. B. Knoepfler.
11. *Credits Accepted from Other Educational Institutions*—D. S. Wright, G. W. Newton, W. W. Gist, L. Bege-man, Sara F. Rice, Myra E. Call, G. W. Walters.
12. *Vising 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.



## ORGANIZATION OF THE WORK OF EACH TERM

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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 2:00 to 4:00 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 servis thus renderd, as the Management is much annoyd by irregular enrollment. In certain cases this fee is returnd by the Board of Education, provided it is establisht by the applicant that the reason assignd 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 deth 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 Visiting Committee and have the card stamped as accepted as to quantity of work.

**ADVANCE ENROLLMENT.**

In cases where business of other kinds than those mentioned as excusing a student from the penalty for late enrollment interferes with such enrollment at the proper time, advance enrollment will be accepted, provided the term fee is paid and the application for specific work for the term is complete and the schedule cards ready for approval.

**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 cannot 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 than regular assignments of study and school work.

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

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

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

7. Students selected to do any special work such as inter-collegiate debating, oratorical contest, etc., should report this fact upon their schedule card in the office 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 Language and Literature.
4. Elocution and Public Speaking.
5. Geometry and Surveying.
6. Mathematics.
7. History and Politics.
8. Latin and Greek.
9. German and French.

10. Chemistry.
11. Physics.
12. Natural Science.
13. Manual Arts.
14. Art.
15. Home Economics.
16. Commercial Education.
17. Public School Music.
18. Voice.
19. Pianoforte Music.
20. Orchestral and Band Music.
21. Physical Education.

#### ORGANIZATION OF THE FACULTY.

The business and professional purposes of the college are carried out through the various departments, each group being required to work harmoniously and in accordance with the general policy of the college. The various departments are subject to the control of the faculty, and the general regulations of the college are subject to the approval of the faculty. The faculty is organized into several departments, each of which is responsible for the instruction of the students in its respective field.

The following is a list of the departments of the college:

1. Department of Education.
2. Department of English.
3. Department of History and Political Science.
4. Department of Latin and Greek.
5. Department of Mathematics and Natural Science.
6. Department of Music.
7. Department of Physical Education.
8. Department of Art.
9. Department of Home Economics.



GENERAL REGULATIONS OF THE COLLEGE  
ADOPTED BY THE BOARD OF TRUSTEES  
AND IN FORCE UNTIL CHANGED BY  
THE BOARD OF EDUCATION

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**FACULTY AND OFFICERS**

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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 hed, 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 assigned work. For extended absence it is necessary to get permission thru an action of the Board.

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## THE STUDENTS

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1. OBEEDIENCE.—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 assigned. 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 regard-



ed 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 monthly 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 assigned. 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 employed. 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 the 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, of an hour each. The following is the program for the year 1909-1910:

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.

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## FACULTY REGULATIONS AND DIRECTIONS

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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 cloakrooms 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 cloakrooms 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 procede according to this rule.

8. Reasons for absence must be written upon the special form required, and a duplicate left at the offis. These excuses are to be exhibited to the teachers where absence has occurd.



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 department of English the Monday morning before the time of appearance upon the programs.

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## THE COLLEGE BUILDINGS AND EQUIPMENT

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The State Teachers College is in process of construction so far as part of its permanent buildings are concerned. The following buildings are now completed and are used for the work of the institution:

1. **CENTRAL BUILDING**, originally erected in 1868 for the Soldiers' Orphans' Home, transferred to the First Board of Trustees by act of the General Assembly, April 5, 1876, and since remodeled and reconstructed for educational purposes. In this building will be found rooms for the departments of Orchestral and Vocal Music, Manual Training, and classrooms for individual teaching in Drawing and Commercial branches. It also contains the offices of the Young Men's Christian Association, Young Women's Christian Association, and library of the Newman Catholic Association.

2. **SOUTH BUILDING**, erected in 1882 at an expense of \$30,000. This building contains the Advanced Training schools. Here will be found the offices of the supervisor and the critic teachers, and the schoolrooms for the pupils of the grades above the third, and also the classrooms of the classes in the preliminary year.

3. **ADMINISTRATION BUILDING**, erected in 1895, at a cost of \$35,000. In this building will be found the President's offices, the temporary Library, the temporary Museum, and classrooms and laboratories of the department of Natural Science. Here also are found the classrooms for Political Science and History.



4. THE AUDITORIUM BUILDING, erected in 1901, at a cost of \$120,000. This building has over fifty rooms, devoted to the Training School of the Kindergarten and Primary; the offices of the supervisors and critic teachers; literary society halls, and other recitation rooms, assigned to English, Elocution and Public Speaking, Latin, German, Greek, French, Mathematics and Didactics. The society halls are large and commodious rooms, excellently furnished and equipped by the students for training and instruction in Public Speaking. The Auditorium is in this building. It contains 1,500 opera chairs, and is well lighted and comfortably heated and ventilated. The Basement under the Auditorium Hall seats 800 and is used for social meetings of the students.

5. THE MEN'S AND WOMEN'S GYMNASIUM, erected in 1904-1905, at a cost of \$110,000. This is one of the most modern buildings of its kind in the entire country. The first floor is devoted to locker rooms, baths, natatorium, and heating apparatus. The second floor is assigned to offices for the physical directors and to two large exercise floors, sixty by ninety feet, eighteen feet in story. The third floor contains offices for the physical directors and two fully equipped gymnasiums, sixty by ninety feet, twenty feet in story. The fourth floor is devoted to classrooms for instruction in Physical Training, laboratory work, running track, and gallery for visitors. The heating system is complete in every particular, being regulated by thermostats, and being able to be heated (first) by direct radiation, and (second) by a fan system, either of which has sufficient capacity to maintain comfortable temperature. By means of thermostats, the temperature of the different departments is maintained at a standard that is suitable for their specific purposes.

6. STEAM PLANT.—This building is located in the center of the quadrangle, and is modern in construction and arrangement. It is detached from the principal buildings for the purpose of protection, and yet is close enough in order to permit of economical management. In the steam plant there are two 250-horsepower Geary water tube boilers, two 100-horsepower tubular boilers, and two 200-horsepower tubular boilers, giving sufficient capacity to enable repairs at any time to be made with-

out closing down the plant. This bilding is connected with all the other bildings by tunnels in which are located all the steam pipes, electric wires and other connections, thus permitting repairs to be readily made.

7. POWER PLANT.—This bilding was erected in 1905. It is equipt with a Filer & Stowell compound engine of 150-horsepower. This engine is used for the purpose of making electric power for the ventilating of all the bildings, and for the use of the shops. In case one bilding alone is to be used, there is a Sturtevant 75-horsepower engine and dynamo sufficient to do the work, so that the large engine need not be used. In this room are located the thermostat pumps and the Paul vacuum system.

8. THE LABORATORY FOR DOMESTIC SCIENCE.—On the West side of the Quadrangle has been constructed a temporary bilding for Domestic Science. This bilding is equipt with apparatus suitable for teaching cooking to twenty students at one time. It is also supplied with a modern coal range, a modern gas range, and with all the additional facilities that are essential to the best and most thoro instruction. A good sized dining-room, suitable for instruction in work essential to good housekeeping is a part of the equipment.

9. THE PRESIDENT'S RESIDENCE.—This bilding is located on the campus. It was erected in 1909 at a cost of \$16,000, and is devoted to the servis of the President and his family.

10. MUSIC HALL.—This bilding was erected, before the founding of the College, by the Board of Trustees of the Soldiers' Orphans' Home, and was originally pland and used for the chapel and the school of the Home. This bilding has, however, been reconstructed and repaired, making it suitable for the piano department.

11. PHYSICAL SCIENCE LABORATORY.—This bilding has been completed during the year and is equipt for the departments of Physics and Chemistry. The basement floor is assignd to the classrooms and laboratory of geography, and is



specially well equipt for the purpose. The first floor is devoted entirely to the laboratories in Physics, the second floor to classrooms, offices and lecture room, and the third floor to laboratories and classroom for Chemistry. This bilding cost, with its equipment, about \$80,000. It is modern in every particular and enables the instruction and work here obtained to be of the highest efficiency and practicalness. Every student enrold in these lines has the largest chance for laboratory work, and the training thus attainable will be exceptionally strong as preparation for the teaching of these subjects is the very best possible.

12. RESIDENCE OF SUPERINTENDENT.—In 1906-1907 there was erected, as a residence for the Superintendent of Bildings and Grounds, a neat and modern bilding.

13. LIBRARY AND MUSEUM.—A new bilding, to cost \$175,000, is in process of erection on the south side of the campus. This bilding is pland for a library, museum of natural history, and for laboratories and class-rooms in natural science.

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### THE LIBRARY

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The most important feature of a prosperous school is a well managed, well organized, and properly equipt library. Great care has been used in selecting books and magazines for this library. At present it contains 30,000 volumes, all of which have been completely classified and cataloged. There are also several thousand pamphlets, a sample library of the best books that are publisht for the use of children and youth, and current literature including over one hundred and fifty magazines and periodicals specially suited for a teachers' school. The reference works are selected with the definit purpose of making them suitable for a teacher's education. This library is open for servis from 7:30 a. m. to 5:00 p. m. every School day and from 8:00 a. m. to 12:00 m. on Saturday during the school term. Great liberality is shown students in the use of these books. Expert librarians are employd to assist students in finding the information that they individually



need to have in pursuance of their studies. Books are loaned to students on special terms made known by the librarian, and every means is given to assist them in their progress and development.

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### THE LABORATORIES

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The Teachers College has unusually well-equipped laboratories. It is possible, therefore, for students to receive every possible attention that is considered necessary in modern education, whether elementary or college work is considered. The departments of Physics and Chemistry are well equipped with new apparatus and with every agency that is essential to a proper understanding of these peculiar lines of investigation. The department of Natural Science in Mineralogy, Zoology, Botany and Physiology is able to instruct in all respects according to the latest and best methods. In connection with the science work it is possible to get instruction in reference to the collection of specimens and the preserving of zoological types, such as birds and animals, putting them in such form and appearance as is necessary to make good museum specimens. Instruction is given in Taxidermy to such as want it, and such work is a credit on science courses. Laboratory work is not limited by any specific regulations, as the students can work longer hours and more extended time than the required credit work. The museum is well stocked with minerals, rocks, fossils, dried and alcoholic zoological and botanical specimens, so that work in observation and in laboratory in accordance with modern ideas is definitely organized and required. The museum contains a collection of Iowa animals, such collection being almost a complete assortment of such animals as make Iowa permanently or temporarily their home. There is also a fine collection of stone arrowheads, axes, and other implements collected in Iowa, giving information regarding prehistoric men. This enables teachers to get acquainted with their own state and to know nature as it is found about them. The laboratory in Natural Science is equipped with desks, microscopes, and dissecting instruments, so that the work is not hindered and progress in knowledge is a certainty. Physiology has the assistance of apparatus for instruction, such apparatus consisting of a human

skeleton, a French manikin, dissected specimens of bones and tissue, and numerous other things that make instruction a pleasure and definitely accurate. Projectoscopes, both electric and solar, are used to illustrate the work done in the several departments, while electric lanterns are employed wherever servisable.

The laboratory in the Drawing department is equipt for the purposes of clay modeling and for the construction of designs in clay and plaster, so that students can learn the artistic and necessary elements that are useful to teachers of Drawing and Art. Cast drawing is an important division of the work, and every facility for advancement and progress in these lines has been prepared.

The Manual Arts department has the following features:

1. A shop with benches and tools for wood work.
2. A shop with lathes and tools for wood turning.
3. A laboratory for elementary Manual Training, in which all the work suitable for the grades below the high school is accomplished.
4. A laboratory with tables, sewing machines, and other equipment for the teaching of sewing, dressmaking, knitting, darning, etc.

The Home Economics department has the following at present:

1. A laboratory for teaching cooking. This is equipt with gas for individual work, with range for baking, with a dining-room fully equipt for laboratory instruction.

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## THE PLAYGROUNDS OF THE SCHOOL

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It is recognized at the Teachers College that the best school work is possible only when the students have opportunity for outdoor recreation and exercise. To meet this end, separate playgrounds are provided for men, women, boys and children. These playgrounds are extensive and are admirably equipt for such. There are no better ones connected with any school. Recreation as an essential part of education is thus provided for as it ought to be. All the outdoor games that are deemed



appropriate are thoroly taught and are wisely encouraged, and the results obtained prove that such opportunities are of the greatest benefit to all who have been privileged to enjoy them; helth, strength, and development having been shown in every student's record of experience.

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## HEATING AND VENTILATION

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This entire institution is a model, sanitarily and hygienically, being equipt with the most modern and perfect system of heating and ventilation. Provision has been made whereby every room of the entire school is heated by steam radiation, regulated by thermostats, giving a uniform temperature, and ventilated by fans, so that fresh air is constantly supplied without the necessity of opening windows or doors. These facts need only to be known to be appreciated, as their existence is both rare and unusual in public educational institutions, it being the custom to give more attention to books and studies than to opportunities for helth and comfort. These conditions make it possible to protect helth, increase the opportunity to remain in the best physical condition for work, and guarantee an environment for the school that the managers of few public institutions undertake to provide. These equipments are worthy of recognition, as they alone place the Teachers College among the best managed of institutions that can be found in the entire country. This is not only true with some one bilding, but with all the bildings, so that the patrons have privileges in these respects that assure progress, happiness, and success. Under these salutary conditions, contagious diseases do not spred among the student body by meeting in the classroom, and the danger of tuberculosis infection, which is today a serious matter in all schools, is entirely obviated. The helth of the students at this school is always better than that of the people in general, and is positivly due to the hygienic conditions that are thus granted. These things are so highly important that every visitor is surprised at the conditions that are thus made possible. More can be learnd about the successful and proper heating and ventilating of school bildings by a day's visit to the State Teachers College than elsewhere, because the construction is pland to teach the subject to students, and a visit by anyone interested will more than verify this statement.



## THE CLENLINESS OF THE BILDINGS

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The care given to the sanitary conditions of the College is specially notable. Visitors uniformly mention the remarkable clenliness that exists and generally suppose that the floors, walls and furniture have been recently put into good condition. Insted of such being the case, this clenliness is an every-day matter, as can be ascertained by investigation. Sanitation is maintained all the time, not alone for looks, but for comfort and helth. The patrons of the College may feel assured that their environment will be made as beautiful, as helthful, and as much to their benefit as work, care and disciplin can obtain. The employes have as much pride in this high standard as have the managers, and their work shows results that are worthy of the highest commendation.

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## OTHER GENERAL AND SPECIAL FACTS CONCERNING THE STATE TEACHERS COLLEGE

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### 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 every 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.

### 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 in advance:

- Violin—Mr. Merrill, \$12.00.  
 Piano—Mr. Frampton, \$12.00.  
 Piano—Miss Whipple, \$9.00.  
 Voice—Mr. Robert Fullerton, \$18.00.  
 Voice—Miss Childs, \$12.00.  
 Voice—Instructors, \$9.00.

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 returnd 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 from such source.

1. Diploma fee, in either the general or the special courses, \$2.00.
2. Certificate fee for all students graduating from two-year 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 returnd.

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### LITERARY SOCIETIES AND RHETORICALS

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In the different courses certain rhetorical and literary society work is a part of the requirement for granting the diploma or degree. Preliminary work for admission to literary



societies is required of all not high school graduates, and high school graduates showing markt deficiencies in English when taking the society test at the opening of the term are assignd to rhetoricalls insted of being admitted to literary society membership. This society test is a simple assignment of the preparation of a manuscript and those who can show good qualifications in this brief test are granted cards permitting them to accept membership in the regularly organized societies. If the membership of these societies is fully reacht, or if students do not wish to unite with them for a good reason, such persons are given equivalent work by the Faculty.

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## REGULATIONS GOVERNING THE GRANTING OF DIPLOMAS

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### I. Society credits are required as follows:

1. Bachelor of Didactics Degree or equivalent.
  - a. Two Year Courses—5 term credits.
  - b. Three or Four Year Courses—7 term credits.
2. Master of Didactics Degree.

Two term credits in advance of the requirement for Bachelor of Didactics Degree.
3. Bachelor of Arts Degree.

Two term credits in advance of the requirement for Master of Didactics Degree.

NOTE.—Whenever abridgments from this quantity of work are made, the professor in charge as society critic must concede such reduction for reasons that prove the competency of the student in the work required, such reasons being reported to the President for approval. Appeal to the governing Faculty is always possible to the student who regards his case as not being properly understood.

2. 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.

3. 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 Cliosopic, the Neotrophian, the Zetaethean, 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.

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### TEXT BOOKS USED

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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 test 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.

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### SPECIAL CERTIFICATES

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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.

### 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

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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.

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## THE TRAINING DEPARTMENT IN ACTUAL TEACHING

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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 enrold, 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 management 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 have 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 possi



ble, 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 advantages 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 grades. 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.

## DISTRICTS WHOSE PUPILS ARE ENROLL

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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.

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## PUBLIC LECTURES AND ENTERTAINMENTS.

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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. Col. Lochwitzky, Lecture, October 30.
2. Redpath Grand Concert, Male Quartette, November 14.
3. Hon. C. B. Landis, Lecture, November 23.
4. Dr. S. H. Clark, Reader, December 11.
5. Maude Powell Concert Co., December 18.
6. E. H. Baynes, Bird Lecture, January 29.
7. Father Vaughn, Shakespearean Reader, February 12.
8. Dr. Gunsaulus, Lecture, March 8.



During the summer term, the school has offered the following course of lectures and entertainments free of charge to students enroll:

1. Normal Orchestra, June 16.
2. O. J. Kern, Lecture, June 27.
3. Governor Hanly, Lecture, July 3.
4. Minnesingers Concert, July 14.
5. Ralph Parlette, Lecture, July 18.

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

1. Ames Preliminary Debate, September 25.
2. Faculty Concert, October 2.
3. Ames Debate, November 6.
4. Alpha Open Session, November 13.
5. Women's Oratorical Contest, January 8.
6. Dr. John Paul Good, Lecture, January 16.
7. Neo Open Session, January 22.
8. Minnesingers Concert, February 26.
9. Shakespearean Open Session, March 5.
10. Kansas Preliminary Debate, March 19.
11. County Fair, March 20.
12. Georgine Faulkner, Kindergarten Story Teller, March 20.
13. Ben Hur, Illustrated Lecture, April 2.
14. Kansas Debate, May 6.
15. Inter-state Oratorical Contest, May 7.
16. Florence Middaugh, Song Recital, May 10.
17. May Musical Festival, Concerts by Thomas Orchestra. May 17, evening; May 18, afternoon. Chorus in "Samson and Delilah," accompanied by Thomas Orchestra, May 18, evening.

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### MORAL AND RELIGIOUS INFLUENCES.

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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.

Effectiv 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 accomplisht. General prayer-meeting occurs Wednesday and Sunday evenings; Bible leaders' meeting, Thursdays; Bible study, Sunday mornings. Strangers and new students are cordially receivd. Mission study circles are organized and weekly meetings are held. No school in Iowa has more activ 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 servis that is possible. The Y. M. C. A. has an offis in Central bilding, first floor, and the Y. W. C. A. has similar hedquarters on the second floor of the Central bilding.

#### 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 maintaind, and much good work is in progress to make the life of the students cordial and co-operativ.

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#### BOARDING AND LODGING

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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 \$3.50 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 arrangements. 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.

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### LIST OF ACCREDITED LODGING-HOUSES

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#### *Normal Street—*

- 1903 N. W. Wiler.
- 1906 Mrs. Emma Jones.
- 1907 G. T. Cowgill.
- 1919 Mrs. J. H. Cummins.
- 1931 Mrs. Floyd Wiler.
- 1932 Mrs. D. Wiler.
- 2001 A. M. Andrews.
- 2007 Mrs. W. O. Sidwell.
- 2013 Mrs. J. P. McClusky.
- 2027 E. E. Maxson.
- 2104 C. B. Simmons.
- 2116 Mrs. Agnes Chase.
- 2119 Mrs. E. L. Anderson.
- 2122 Mrs. Clara Barnum.
- 2128 Mrs. Sarah A. Barnum.
- 2201 Mrs. J. H. Dix.
- 2202 Mrs. E. O. Rogers.
- 2205 Mrs. J. R. Hayes.
- 2213 Mrs. W. S. Rownd.
- 2301 Mrs. George Hollis.
- 2304 Mrs. L. Clark.
- 2310 Mrs. H. T. Ports.
- 2604 Mrs. John Caldwell.
- 2616 Mrs. Ira Flagler.

#### *Olive Street—*

- 2622 Mrs. J. J. Whitacre.
- 2612 Mrs. G. W. Berger.
- 2604 Mrs. D. W. Barnes.



- 2603 Mrs. J. W. Shields.  
 2523 Mrs. Ida Pickering.  
 2516 Mrs. O. F. Griffith.  
 2515 Miss Flora Pixley.  
 2509 Mrs. J. M. Bisher.  
 2508 Mrs. S. McCall.  
 2504 Mrs. J. A. Carey.  
 2503 Mrs. J. F. Cohoon.  
 2500 Mrs. G. G. Wolcott.  
 2422 Mrs. J. G. Proctor.  
 2415 Mrs. J. H. Gray.  
 2416 Mrs. V. H. Ley.  
 2404 Mrs. H. P. Leland.  
 2403 Mrs. W. E. Lupardus.  
 2322 Mrs. O. W. Hemsworth.  
 2316 Mrs. M. S. Schneider.  
 2311 Mrs. B. T. Stiles.  
 2222 Mrs. J. W. Bangs.  
 2209 Mrs. T. N. Justice.  
 2126 Mrs. W. T. Howe.  
 2122 Mrs. M. Baumgardner.  
 2116 Mrs. M. T. Coleman.  
 2104 Mrs. Emma Shillinglaw.  
 2022 Miss Emma Ludeman.  
 2021 Mrs. I. M. Popejoy.  
 2017 Mrs. A. D. Brooks.

*Walnut Street—*

- 2115 Mrs. John McLain.  
 2121 Mrs. S. N. Smith.  
 2218 Mrs. Dora Mix.  
 2304 Miss Lucy Plummer.  
 2314 S. A. Bates.  
 2403 Mrs. M. A. Gillam.  
 2500 Mrs. J. W. McCaffree.  
 2512 Mrs. A. K. Wallace.  
 2513 Mrs. F. Ufford.  
 2521 Miss M. McGruder.  
 2522 Mrs. W. A. Davis.

*Tremont Street—*

- 2221 Mrs. John Brier.

*Iowa Street—*

- 2004 Mrs. Clark H. Brown.  
 2116 H. L. Stech.  
 2222 Miss Anna McLanahan.  
 2321 Mrs. T. E. Matthews.

*Twenty-third Street—*

- 915 Mrs. H. L. Forrest.  
 917 Mrs. E. A. Chapman.  
 923 Mrs. Kate Crary.

*Twenty-second Street—*

- 503 Mrs. T. C. Black.  
 522 Mrs. A. B. Curtiss.  
 1015 Mrs. S. M. Nixon.  
 1021 Mrs. Mary Odle.  
 1105 Mrs. Olive Robb.  
 1111 Mrs. S. R. Dryden.  
 1117 Mrs. Anna Bentrude.  
 1204 Mrs. H. C. Harmon.

*Twenty-fourth Street—*

- 620 Mrs. M. Barry.

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**TRANSFERS OF PASSENGERS, BAGGAGE, ETC.**


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Licent 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 licent 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 representative of the school at the station, as sometimes occurs because of belated trains or inclement weather, 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 themselves known to the proprietor.

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### MARKING BAGGAGE

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Every piece of baggage should be labeled by a card tacked to it, giving its destination. It should be marked 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 attached 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, unpleasant 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 transferred, make all arrangements with the station agent, taking the number and description of the baggage check surrendered so the baggage can be more quickly traced should it not be forwarded promptly.

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### RAILWAY TRAINS

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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 service on all their trains passing thru Cedar Falls. Every courtesy is shown students by the officers.



## THE COLLEGE COURSE OF STUDY

### REQUIREMENTS FOR ADMISSION.

Applicants for unconditional admission to the Teachers College must be at least sixteen years of age and must present satisfactory records from accredited secondary schools showing a total of fourteen units of work in accordance with the standards required by the North Central Association of Colleges and Secondary Schools. Students who are lacking in any of these respects will be given conditional admission in so far as their records permit, the deficiencies being required to be made in the secondary school maintained by the Teachers College. The term unit as employed in the North Central States signifies a year's work where the class hours are forty-five minutes in length, the number of class hours per week being not less than five. The necessary fourteen units are to be selected from the following lines of study, the possible maximum in each kind being represented by the number attached to the departments as here outlined.

SECONDARY BRANCHES	MAXIMUM UNITS
1. English—Grammar, Literature, Composition, Rhetoric .....	3
2. Mathematics—Algebra, Geometry, Trigonometry,	4
3. History—Ancient, Medieval, Modern, English, American .....	4
4. Latin—Lessons, Cæsar, Cicero, Vergil.....	4
5. Greek—Lessons, Anabasis, Homer.....	3
6. German .....	4
7. French .....	4
8. Physics .....	1

- |     |  |   |
|-----|--|---|
| 9.  | Chemistry .....  | 1 |
| 10. | Physiography .....   | 1 |
| 11. | Botany .....   | 1 |
| 12. | Zoology .....  | 1 |
| 13. | Commercial Branches, Manual Training, Home Economics, and other secondary branches when they are not made the principal subjects in the course of study taken. |   |
- Elementary Economics, one-half unit; Civics, one-half unit.

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            | B               | C                |
| 1. Electiv.  | 1. Electiv.     | 1. Electiv.      |
| 2. Electiv.  | 2. Electiv.     | 2. Electiv.      |
| 3. Rhetoric. | 3. Education I. | 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 A. B. in Education and a First Grade State Certificate. Those who complete twenty-seven full college credits shall be entitled to the degree 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 degree 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 degree or the Master of Didactics degree must elect one additional term in each of the following subjects: English, History, Mathematics, Advanced Economics or American Government, Physics, and Practis Teaching.

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## 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 elective studies that are to obtain credit upon the College course must be selected 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 enrolled 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.* Two terms of work required (I., II.)

- I. Rhetoric.
- II. History of English Literature.
- III. Shakespeare.

- IV. English Lyric Poetry.
- V. The English Romantic Movement.
- VI. The Development of the English Drama.
- VII. Anglo Saxon and the History of English Language.
- VIII. Early English.
- IX. Literary Criticism.
- X. The Essay in English Literature.
- XI. English Literature of the Nineteenth Century.
- XII. Theme Writing and Story Telling.
- XIII. Special Course for High School Teachers.

*Elocution and Public Speaking.*

Elocution—

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

Public Speaking—

- I. Forensic Declamation.
- II. Oratorical Declamation.
- III. Argumentation.
- IV. Public Address.
- V. Oratory.

*Latin and Greek.*

Latin—

- I. Cicero (Cato Major) and Livy.
- II. (Livy.)
- III. Horace (Epodes and Odes).
- IV. (VII. or X.) Roman Life.
- V. (VII. or XI.) Roman Life.
- VI. (IX. or XII.) Roman Life.
- XIII. Teachers' Latin.
- XIV. Teachers' Latin.
- XV. Teachers' Latin.
- XVI. Elementary Latin for College Students.

- XVII. Elementary Latin for College Students.
- XVIII. Elementary Latin for College Students.
- XIX. Vergil.
- XX. Vergil.
- XXI. Vergil.

Greek—

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

NOTE.—Courses XVI. to XXI., inclusiv, cannot be counted toward a Latin Major.

*German and French.*

German—

- I. Lessons—Grammar.
- II. Lessons—Grammar.
- III. Immensee and Hoher 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. Water Analysis.
- VIII. Assaying.
- IX. Food Analysis.

*Physics.*

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

*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 and Politics.*

History—

- I. American History.  
 II. English History.  
 III. Greek History.  
 IV. Roman History.  
 V. Eighteenth Century History.  
 VI. Nineteenth Century History.  
 VII. Method History or Teachers' History.  
 VIII. Medieval History.  
 IX. Modern 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. Comparativ Politics.  
 VI. Elements of International Law.  
 VII. Principles of 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.



# THE PROFESSIONAL COURSE OF STUDY FOR COLLEGE GRADUATES

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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 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 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

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Total required .....

9 credits

Graduates of approved colleges can complete this course in one year, and will receive the degree 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.

*Conditions of Admission.*—The requirement for unconditional admission is the same as that designated for admission to college courses heretofore given. Students not meeting such standard are accepted as preparatory students and given the instruction in secondary work that is necessary to fully comply with such minimum condition.

*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 and a second grade state certificate is granted by the state.

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.



**THE PRIMARY TEACHERS' COURSE**

## FIRST YEAR.

A

1. Prim'y Methods
2. Psychology
3. Prim'y Handw'k
4. Rhetoric.

B

1. Prim'y Methods
  2. Elocution or  
Pub. Speaking.
  3. Psychology.
  4. Vocal Music.
- Physical Training.  
Literary Society Work.

C

1. Prim'y Methods
2. Botany
3. Obs. in Training  
School.
4. Vocal Music.

## SECOND YEAR.

A

1. Sch. Managem't.
2. Drawing.
3. Zoology.
4. Criticism and  
Practis.

B

1. Hist. of Educa'n.
  2. Drawing.
  3. Eng. Literature.
  4. Criticism and  
Practis.
- Physical Training.  
Literary Society Work.

C

1. Kg. Theory & Ob.
2. Drawing.
3. Electiv.
4. Criticism and  
Practis.

**THE KINDERGARTNERS' COURSE**

## FIRST YEAR.

A

1. Kg. Theory.
2. Psychology.
3. Rhetoric.
4. Drawing.

B

1. Kg. Theory.
  2. Psychology.
  3. Vocal Music.
  4. Drawing.
- Physical Training.  
Literary Society Work.

C

1. Kg. Practis.
2. El. Handwork.
3. Vocal Music.
4. Nature Study.

## SECOND YEAR.

A

1. Kg. Theory.
2. Kg. Practis.
3. Elocution or  
Pub. Speaking.
4. Electiv.

B

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

C

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

## SUPERVISOR YEAR.

A	B	C
1. Kg. Theory.	1. Kg. Theory.	1. Psychology.
2. Phil. of Educa'n.	2. Sch. Supervision.	2. Kg. Practis.
3. Harmony.	3. Public Speaking.	3. Hist. of Paint'g.
4. Electiv.	4. Electiv.	4. Electiv.
	Literary Society Work.	

## THE PUBLIC SCHOOL MUSIC TEACHERS' COURSE

## FIRST YEAR.

A	B	C
1. Psychology.	1. Eng. Literature.	1. Nature Study.
2. Rhetoric.	2. Psychology.	2. Voice.
3. 3d term Music	3. 4th term Music	3. 6th term Music
Sightsinging (3)	Sightsinging &	Methods (2)
Ele. Harm'y (2)	Methods (3)	Harmony (2)
4. Voice.	Hist. of Mus. (2)	Hist. of Mus. (1)
	4. 5th term Music	4. 5th term Music
	Harmony (2)	Ear Train. (2)
	5. Voice.	Adv. Sight-
		singing (1)
		5. Piano.

Physical Training.  
Literary Society Work.

## SECOND YEAR.

A	B	C
1. Sound.	1. History.	1. Hist. of Educa'n.
2. Elocution or	2. Sch. Managem't	2. Voice.
Pub. Speaking.	3. 8th term Music	3. 9th term Music
3. 7th term Music	Musical Form &	Supervision (2)
Hist of Mus. (2)	Analysis (2)	Harmony (2)
Harmony (2)	Harmony (2)	Theory of
Conducting (1)	Child Voice (1)	Music (1)
4. Observation	4. Prac. Teaching.	4. Prac. Teaching.
(half credit.)		

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. History (Greek)	2. Medieval Hist'y.	2. Psychology.
3. Elocution or Public Speaking	3. Psychology.	3. Phys. Sci. Electiv
4. Rhetoric.	4. Hist. of Architec- ture & Sculpt're.	4. Electiv.
	Physical Training.	
	Literary Society Work.	

### SECOND YEAR.

A	B	C
1. Still Life.	1. Perspectiv.	1. Design.
2. Zoology.	2. El. Handwork.	2. Mathematics.
3. Pol. Sci. Electiv.	3. Eng. Literature.	3. Hist. of Educa'n.
4. Sch. Managem't.	4. Prac. Teaching.	4. Prac. Teaching.
	Physical Training.	
	Literary Society Work.	

### THIRD YEAR.

A	B	C
1. Water Color.	1. Mech. Drawing.	1. Supervis'n in Art
2. Profess'l Electiv.	2. Geology.	2. Chemistry.
3. Physiography.	3. Phil. of Educa'n.	3. Botany.
4. El. of Lit. Crit.	4. Sheet Met. Work.	4. Electiv.
	Literary Society Work.	



## THE MANUAL TRAINING TEACHERS' COURSE

### FIRST YEAR.

A	B	C
1. Rhetoric.	1. Higher Algebra I.	1. Eng. Literature.
2. Psychology.	2. Psychology.	2. Sch. Managem't.
3. Com. Geog. of N. A.	3. Prim. Handwork.	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 Educa'n.	1. XIX. Cent. Hist.
2. Man. Training Methods.	2. Man. Training Methods.	2. Physics I.
3. Bench Work.	3. Bench Work.	3. Bench Work.
4. Mech. Drawing.	4. Sheet Met. Work.	4. Special Electiv.
5. Ele. Handwork.	5. Prac. Teaching.	5. Prac. Teaching.
	Physical Training.	
	Literary Society Work.	

### THIRD YEAR.

A	B	C
1. Profess'l Electiv.	1. Phil. of Educa'n.	1. Org. & Econ. of Man. Training.
2. Elocution or Pub. Speaking.	2. Chemistry I.	2. Chemistry II.
3. Bench Work.	3. Special Electiv.	3. Nat. Sci. Electiv.
4. Electiv.	4. Indus. History.	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. Chemistry. | 4. Inorg. Chemistry. | 4. Qual. Analysis.          |
| 5. Rhetoric.         | 5. Sanitation.       | 5. Sewing.                  |
|                      |                      | 6. Methods in Dom. Science. |

Physical Training.  
Literary Society Work.

## SECOND YEAR.

- | A                   | B                               | C                    |
|---------------------|---------------------------------|----------------------|
| 1. Cookery.         | 1. Cookery.                     | 1. Cookery.          |
| 2. Psychology.      | 2. Household Archi-<br>tecture. | 2. Food Analysis.    |
| 3. Household Chem.  | 3. Household Chem.              | 3. Hist. of Educa'n. |
| 4. Adv. Physiology. | 4. Psychology.                  | 4. Sch. Managem't.   |
| 5. Prac. Teaching.  | 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 required.

## THE PHYSICAL EDUCATION TEACHERS' COURSE

## FIRST YEAR.

- | A                  | B                                   | C                  |
|--------------------|-------------------------------------|--------------------|
| 1. Electiv (Math.) | 1. Chemistry I.                     | 1. Chemistry II.   |
| 2. Electiv (Hist.) | 2. Elocution or<br>Public Speaking. | 2. Electiv. (Eng.) |
| 3. Rhetoric.       | 3. Psychology.                      | 3. Psychology.     |
|                    | Physical Training.                  |                    |
|                    | Literary Society Work.              |                    |

## SECOND YEAR.

- | A                  | B                                   | C                                 |
|--------------------|-------------------------------------|-----------------------------------|
| 1. Gym. Pedagogy.  | 1. Theory of Gym.<br>and Athletics. | 1. Hist. of Physical<br>Training. |
| 2. Anatomy I.      | 2. Anatomy II.                      | 2. Adv. Hygiene.                  |
| 3. Sch. Managem't. | 3. Hist. of Educa'n.                | 3. Elec. (Pol. Sci.)              |
|                    | Physical Training.                  |                                   |
|                    | Literary Society Work.              |                                   |

## THIRD YEAR.

A

B

C

- |                                     |                      |                                 |
|-------------------------------------|----------------------|---------------------------------|
| 1. Anthropometry & Phys. Diagnosis. | 1. Prac. Teaching.   | 1. Physiology of Exercise.      |
| 2. Adv. Physiology                  | 2. Elec. (Nat. Sci.) | 2. Electiv.                     |
| 3. Electiv.                         | 3. Phil. of Educa'n. | 3. Genetic Psych.               |
|                                     |                      | 4. Med. Gymnastics and Massage. |

Physical Training.  
Literary Society Work.

## SPECIAL COURSE FOR COLLEGE GRADUATES

A

B

C

- |                                     |                          |                            |
|-------------------------------------|--------------------------|----------------------------|
| 1. Gym. Pedagogy.                   | 1. Theory of Gym. & Ath. | 1. Hist. of Phys. Tr.      |
| 2. Anatomy I.                       | 2. Anatomy II.           | 2. Hygiene.                |
| 3. Adv. Physiology.                 | 3. Electiv.              | 3. Physiology of Exercise. |
| 4. Anthropometry & Phys. Diagnosis. | 4. Prac. Teaching.       | 4. Medical Gym. & Massage. |

Physical Training.



## TEACHERS' CERTIFICATE COURSES

### SECONDARY SCHOOL COURSES PREPARATORY TO COLLEGE COURSE

#### I. ELEMENTARY TEACHER'S DIPLOMA.

#### II. GRAMMAR GRADE TEACHER'S DIPLOMA.

For teacher-students wanting preparation for the legal certificates that are required by the State of Iowa, the State Teachers College regularly maintains classes for all the subjects required in the examinations. These subjects are arranged in a logical order and are so grouped with professional study that diplomas of graduation are given. These studies when completed in full constitute in addition the equivalent of the secondary studies required for admission to the College Course and are intended to assist such students to continue their studies beyond these diplomas if they so decide.

#### 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, 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.

2. Students who possess second grade county certificates or equivalent scholarship are admitted to the second year of this county certificate course, but must re-study such subjects as are recorded on the certificate as less than eighty-five per cent. Students with first grade county certificates are admitted to the third year of the county certificate course and are required to make twelve additional term credits in the following subjects in order to graduate: English composition, American literature, third term Algebra, physiography, bookkeeping, general botany, vocal music, principles of education or methods, general history (two terms), plane geometry (two terms). Those who complete the constants in this course will be granted The Elementary Teachers' Diploma certifying to their scholarship and capability.

3. Students who complete the Elementary Teachers' course hereafter outlined, including all electives, or who bring credits from secondary or high schools equivalent to eleven units of work as defined by the North Central Association of Colleges and Secondary Schools, are granted unconditional admission to begin the State Certificate Course hereafter outlined. Persons who desire to know whether they can meet these conditions should send a copy of their credits officially certified to by the principal or superintendent and secure a decision on the same before coming to school for work. The elective credits designated in the second and third years are required in addition to the Elementary Teacher Diploma in order to secure unconditional admission to the State Certificate Course.

4. Students who have not had high school preparation and who desire to train themselves to undertake primary, kindergarten or other special teacher work are assigned to the courses designated for county and state certificate preparation, such modifications being made as will permit them to comply with the standards adopted and at the same time have the opportunity to complete such special course as soon as the work required permits. All such persons should have their prescribed work outlined by the faculty and then they should adhere strictly to the schedule of work required.

**I. UNIFORM COUNTY CERTIFICATE COURSE**

Granting an Elementary Teacher Diploma when Constants are completed.

**FIRST YEAR.****A**

1. Arithmetic.
2. Grammar.
3. Physiology.
4. Orthography.

**B**

1. Geography.
2. Algebra.
3. Didactics.
4. Penmanship.

**C**

1. U. S. History.
2. Algebra.
3. Reading.
4. Vocal Music.

**SECOND YEAR.****A**

1. Eng. Comp.
2. Algebra.
3. Physiography.
4. Electiv.

**B**

1. Amer. Literature.
2. El. Economics.
3. Bookkeeping.
4. Electiv.

**C**

1. Electiv.
2. Civics.
3. Methods.
4. Electiv.

**THIRD YEAR.****A**

1. Plane Geometry.
2. Physics.
3. Gen. History.
4. Electiv.

**B**

1. Plane Geometry.
  2. Physics.
  3. Gen. History.
  4. Electiv.
- Physical Training.

**C**

1. Botany.
2. Vocal Music.
3. Prin. of Educa't.
4. Electiv.

**II. STATE CERTIFICATE COURSE**

Granting a Grammar Grade Teacher Diploma and a Second Grade State Certificate.

**FIRST YEAR.****A**

1. Electiv.
2. Drawing.
3. Psychology.
4. Math. Electiv.

**B**

1. Electiv.
  2. Drawing.
  3. Psychology.
  4. Sanitation.
- Physical Training.  
Literary Society Work.

**C**

1. Electiv.
2. Elocution.
3. \*Sch. Managem't.
4. Science Electiv.



## SECOND YEAR.

A	B	C
1. Electiv.	1. Electiv.	1. Electiv.
2. Electiv.	2. Electiv.	2. Electiv.
3. English.	3. English.	3. History.
4. Hist. of Educa'n.	4. Prac. Teaching.	4. Prac. Teaching.
	Physical Training.	
	Literary Society Work.	

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\*If all the professional subjects in the Uniform County Certificate Course have been pursued in this school, an electiv may be substituted for School Management in the course.

NOTES.—1. The Electivs in this course may be used for foren languages or college credits, provided all the requirements for a Second Grade State Certificate are otherwise met. The following subjects are constants and must be taken by all students who cannot furnish credentials showing satisfactory credits in these subjects: Botany, Economics, Physiography, Bookkeeping, Physics and Vocal Music. A term's work in Teachers' Arithmetic and Teachers' Grammar may be taken as an electiv in the first year of this course.

2. Students who are pursuing work for entrance to College Course must complete fourteen units of secondary work in which as constants are three units of English, two of Mathematics and two of foren language. All such students should receive definit instruction regarding the work to be studied at the president's offis.

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## THE SPECIAL COMMERCIAL TEACHERS' COURSE

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### Granting a Department Certificate.

## FIRST YEAR.

A	B	C
1. Penmanship.	1. Penmanship.	1. Penmanship.
2. Bookkeeping.	2. 2d Bookkeeping.	2. 3d Bookkeeping.
3. Arithmetic.	3. Com. Geography.	3. Com. Geography.
4. Grammar.	4. Eng. Comp.	4. Rhetoric.
	Physical Training.	
	Rhetoricals or Literary Society Work.	

## SPECIAL MUSIC TEACHER COURSES

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*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.

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### THE PIANO COURSE

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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 History 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.

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**THE VIOLIN COURSE**


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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. Analysis 2
Psychology 5	Medieval History 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 Physical Ear Training 5	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	French 5	French 5
French 5	Medieval History 5	Modern History 5

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

# LIBRARY METHODS ✓

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## SPECIAL COURSE FOR TEACHERS.

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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 text-books 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 handicapped.

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

## REGULATIONS CONCERNING THE ORGANIZATION AND MANAGEMENT OF THE WORK

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**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.

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### OTHER GENERAL REGULATIONS.

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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 successfully 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 privileges, 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

offis 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 enrold. 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 helth, physique and personality. This examination is private and professional, and on its findings are based the assignment of gymnasium work. Students not enrold 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 definit 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 finished said work and received a credit, are granted examination by the department concerned, if the conditions warrant the department in doing so.

8. When students come from higher institutions of learning and wish to transfer credits earned 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.

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### REGULATIONS FOR COMPLETING COURSES.

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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 assigned 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 delivered under the supervision of the Public Speaking 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 1909-1910**

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### **THE COURSE OF STUDY.**

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#### **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 STUDIES

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*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 considered. The personality of the teacher, his preparation, duties and responsibilities, opening of school, the first day of school, school government, treatment of misdemeanors, incentives 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 work in elementary instruction is required of all students entering the state certificate courses. The work in the state certificate courses prepares students to teach in grades from the fourth to the eighth.

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 McMurray’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 examines a text suitable for grades from the fourth to the eighth preparatory to the intensive study of United States History. In addition to this, texts for examination are found in spelling, phonics and in manuals of subjects considered.

*Psychology. First Term—Intelligence, The Acquisition of Knowledge.*—In this term's work, in all courses, the aim is to give the student a thorough 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 empowered 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 helped, 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.

*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 a careful study of the order of development of the child's mental powers and the application of educational principles during this formative period.

2. The second element is the teacher. Here are discussed 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.

*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, taxpayers 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. The following main topics are considered:

1. The Teacher's Preparation.
2. The Teacher as Organizer.
3. The Teacher as Instructor.
4. The Teacher as Trainer.
5. The Teacher as Ruler and Manager.

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 the text-book used as a basis for the class work. The title of this book is "The Teacher and the School." Classroom discussions are encouraged and great pains are taken to correlate the instruction in this course with the student's daily teaching work in the practis department.

*History of Education.*—For general students the work will be much the same as 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.

*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 profes-



sional 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 delayd 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 furnisht by the supervisors.

The last years of the respectiv courses are considered the proper ones for this special training to be assignd, 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.

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### JUNIOR COLLEGE COURSES.

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*Psychology, First Term.*—In the Special Primary and Kindergarten courses 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 pupil's mind, garding 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. The text-book used is Halleck's *Psychology and Psychic Culture*.

*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 special 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.

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## PRIMARY INSTRUCTION.

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*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 respectiv merits compared. A thesis in this subject is required.

*Language.*—The principal topics studied and discust 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 also 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 Instruction (McMurray) 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 and second term work will be offered every term throughout the year.

The third term 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
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
Spécial Articles by White, Speer and other writers.	
Special Chapters by Tanner, Sabin, Roark and other writers.	
Apperception .....	Cooper

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## KINDERGARTEN.

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### 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 Play.....	Blow
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 Biding 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 trained 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 planned by Froebel are based upon the primitive 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 kindergartner's success. Beside 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 intelligent 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 practis 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 practis 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 kindergartner.

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#### COLLEGE COURSE

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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 results 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 advance 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.

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 practis.

The principal topics studied and discust 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 Special 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, doctrines, 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.

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## ENGLISH LANGUAGE AND LITERATURE.

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*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 connectivs; (2) a thoro review of the parts of speech is provided, especially with reference to the proper forms and offises of the noun, pronoun and verb.

*English Composition.*—Under this hed is included a study of the principles of composition. involving especially such topics as diction, effectiv sentence structure, as well as effectiv arrangement of a whole production, paragraf development, and the simpler phases of work in description, narration, exposition and argumentation. Actual practis in composition constitutes a large part of the work in this course. One term of work is required.



*Spelling.*—A preliminary examination in this branch is given at the beginning of each term. All students excepting high school graduates and holders of first and second grade county certificates must take the test in Spelling the first term that they enter the College. If they do not make a grade of eighty per cent in the test, they are required to do class work in this branch until the required standard is reached. Should deficiencies in Spelling afterward appear as the student proceeds with his course, he is still required to satisfy the department, as such deficiencies are a serious drawback to a teacher's work. Word Analysis is taught in connection with Spelling.

High School graduates have Rhetoric the first year of their course. 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 Spelling.

#### College Course.

I. *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 practice 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.

II. *History of English Literature.*—The purpose in this course is to give the student a general view of the whole field of English Literature. The aim is to show how English Literature has developed, what causes produced special literary epochs, how the life of a people is reflected in its literature, and that the study of great writers enriches the mind and gives increased power of expression. A text in the History of English Literature is the basis of study, but much supplementary reading is required. This course of study is a fitting preparation for the other lines of study mentioned later. College entrance requirements must precede this.

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. *English Lyric Poetry*.—This will be a study of the nature of lyric poetry, its early beginnings in English literature, the influence of foren writers, a study of lyric forms and a classification of lyrics. Much study of lyric poems will be required, and also as much study of the lives of authors considered as will be helpful in the course.

V. *The English Romantic Movement*.—This course is pland to follow the general view obtaind in the History of English Literature. 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 conservativ "classicists" preceding them, a foundation is laid for the understanding of nineteenth century ideals.

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 servises during the Easter festival. It also considers the classical influences which helpt to shape the Elizabethan drama. Some of the old miracle and morality plays are red, also representativ plays of the predecessors of Shakespeare.

VII. *Anglo-Saxon and the History of English Language*.—This course includes a study of the English language as an historical development from the earliest period to the present.

VIII. *Early English*.—This course provides for the study of Middle English and Anglo-Saxon for the purpose of showing the growth and the changes of language. It is open to those who have had English Literature and the History of English Language.

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 Essay in English Literature.*—A study of a number of typical essays ranging from the earliest attempts to the most finished work of the nineteenth century. The importance of the essay in present day literature will be discussed.

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. Special Course for High School Teachers.

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 their five or more terms of English that constitutes the major from the elective courses here offered. This is done by consulting the department head and receiving his permission. The plan of management provides whereby one of each of these electives will be assigned to each professor in the department as will be shown in the program.

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## ELOCUTION AND PUBLIC SPEAKING.

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### ELOCUTION.

The requisites 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.

*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 discust. Offerd every term.

#### College Course.

I. *Elocution I.*—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 where-by 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.

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 individuality. 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 definit 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.

### PUBLIC SPEAKING.

#### College Course.

It probably is true that not many students will ever be cald upon to make great speeches. At the same time, however, practically every student, and especially those entering the teaching profession, will be cald 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 outlined below are given as a preparation for just such practical work after leaving school.

The courses naturally arrange themselvs in two groups. The first group includes Courses 1 and 2. Either course may be taken separately, but the two together, taken in the order arranged, make an excellent two term drill for those desiring such training. The second group comprises the courses in constructiv work. Under circumstances of necessity, a student may be admitted to any one of the courses, but the arrangement as given affords a gradual development and students are urged so far as possible to take the courses in the order given.

I. *Forensic Declamation.*—Daily practis in the rendering of selections from standard arguments, intended to give the student training in speaking and at the same time acquaint him with forensic style.

II. *Oratorical Declamation.*—Daily practis in the rendering of selections from standard orations, intended to give the student training in speaking and at the same time acquaint him with oratorical style.



III. *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.

IV. *Public Address*.—A course designed to show the various conditions which a speaker is called upon to meet in public life, and to study methods by which these conditions have been met by prominent speakers. The course will include reading and analysis.

V. *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.

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## LATIN AND GREEK.

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### 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 Cicero'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 1909-1910.)

VII., VIII., IX. Roman Life during the Augustan Age: Suetonius (Life of Augustus), Tibullus, Propertius, and Horace (Satires and Epistles). Latin Composition.

X., XI., XII. Roman Life during the First Century: Tacitus, Pliny, Martial, and Juvenal. Latin Composition. (Not given in 1909-1910.)

XIII., XIV., XV. Teachers' Latin: a brief survey of the science of Classical Philology; discussion of problems 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 for High School graduates: Introductory work, Cæsar, Cicero, Latin Composition. Course XVI. is open to High School graduates who have had no Latin or who may wish to review their introductory work. Course XVII. is open to High School gradu-

ates who have finished course XVI. or have had sufficient preparation to read Cæsar. Course XVIII. is open to High School graduates who have completed Course XVII. or have had sufficient preparation to read Cicero. Students who have had but one year of Latin are advised to begin with Course XVI. Credit is not given for Courses XVI. and XVII., 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 107. 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.

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#### GERMAN AND FRENCH.

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##### 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 increased 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 work is the purpose of introducing German into the Teachers College.

Should conditions justify it, especially should there be a considerable number of students who have had two or more years of high school German and who desire two years more, an additional year may be added to accommodate such students the next school year.

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.

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 the 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 Hoehler 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.
- X. 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 only in the fall term. 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 Perichon.

**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 Spring.

*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.*—Degree students in any 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 practis, the students acquiring skill in the use of the instruments by their actual manipulation.

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## MATHEMATICS.

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### 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.*—Twelv weeks. 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 mesures, and some work in business practis and practical mensuration. Two or more classes each term.

*Second Half Arithmetic.*—Twelv weeks. 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.*—Twelv weeks. 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.*—Six weeks. 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 work above 84 per cent. may take this course for an electiv credit in connection with six weeks of English Grammar on the uniform county certificate course or 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 the subject together with thoro drills upon the fundamental principles. 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 offerd 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 strenghtend, 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 centerd 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. Fall and Winter terms.

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 discussed.

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

Two courses in college mathematics are a pre-requisite. Winter 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 pre-requisites. 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 thoroly developpt 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 developt. 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 considered, 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 pre-requisit.

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## CHEMISTRY.

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### 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. Quantitative Analysis, volumetric methods; ten hours as in V.

VII. Water Analysis, the sanitary analysis of drinking waters, and the determination of impurities in waters intended for technical purposes; time as in Chemistry V.

VIII. Assaying, the values of gold and silver ores by fire assay; time required the same as in Chemistry V.

IX. Food Analysis, the proximate analysis of milk, butter, cereals, sugar; time arranged as in Chemistry V.

#### Junior College Course

*Household Chemistry.*—For students in the department of Home Economics; lectures and recitations two hours and laboratory work three hours per week during the year.

Chemistry students in the junior college courses enter the classes in Chemistry I., II., and III. of the college courses, but are required to take only half as many hours of laboratory work per week.

The Laboratory of Chemistry occupies the third floor of the new Physical Science Laboratory. It is thoroughly modern and of great excellence in construction and equipment. It includes a lecture room with raised seats, a large general laboratory, a laboratory for advanced work, private laboratories and supply-rooms, a balance room, and a library.

The individual desks are supplied with water, gas, compressed air and electricity.

The system of heating and ventilation renders the air of the laboratories pure and healthful.

A large supply of apparatus, of the latest pattern and manufacture, gives the student every facility to do the work offered in the above courses.

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 of apparatus.

### 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 degree 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 fulfill 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 greater 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 an 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 thoro 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 land 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.*—A course of not less than twelve weeks in general botany is a pre-requisite for this work. Typical plant tissues will be studied in the laboratory. A set of slides for demonstrations in High School Botany will be prepared by each student. The relation of some of the lower parasitic forms to the plants which serv as hosts will receive attention. This may be elected in the state certificate courses in the second and third years. Spring term.

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 thoroly studied and as many species of the more representativ orders and families as the time will permit will receive careful attention. Fall term.

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

VI. *Physiography I.*—This course is opend 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 thoro 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 pre-requisite 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. *Influences of Geography Upon American History*.—As there has been a demand for a closer correlation of geography and American history, we have arranged the following course to be given in the winter term. This 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 necessary prerequisite.



## HISTORY AND POLITICS

### 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 Course.

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 designed especially for students desiring to teach in high schools, or who wish to take Comparative 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. *Eighteenth Century.*—The work in this course will be centered 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 thorough 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 thorough understanding of the leading problems connected with the period.

VI. *Nineteenth Century.*—This course includes a study of the leading historical problems of France, Germany, Italy, and England, and the Eastern Question. It may be elected by those who have had a secondary school course in History or the course in Eighteenth Century. The topics chosen for consideration will be varied from year to year, those selected being adapted to the special needs of the students.

VII. *Method History or Teachers' History.*—This is intended for all those who contemplate teaching history in the High School. It will inquire into the true ends of historical study, and the processes best adapted to attain these ends. As the course will be conducted upon a psychological basis, a previous study of Psychology is required. It is open to all with sufficient preparation—this to be determined by consultation with the department.

VIII. *Medieval History.*—This will meet the needs for the junior college courses and may be elected by those who have had General History in the secondary school or in the county certificate course.

IX. *Modern History.*—This course meets the requirement of the junior college courses and may also be elected by any others who have had General History in the secondary

school or in the elementary teachers' course. As a substitute for Modern History, students on junior college courses may elect either course V. or course VI. The work will involve an intensive study of the great movements of the modern period.

### 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 wealth; the departments of economics; the agents of production; including business management and government protection; the Malthusian doctrine; the law of diminishing returns; co-operation, including socialism; arbitration; trades unions; and a brief study of taxation in the United States. (Offered 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 Certificates 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. (Offered 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.

*Elementary Civics.*—This course presupposes a general knowledge of United States History. The first part of the term is devoted to a brief survey of the history of Iowa, including the territorial government, followed by a study of the township, county and state government. The remainder of the term will be given to the study of federal government, with special reference to the Constitution of the United States. This course prepares in Civics for uniform county certificates and will be given two different periods each term throughout the year.

## 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 may be taken as a Normal or a college credit and is offered during the fall, spring and summer terms.

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. Offered 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 offered during the winter and the summer terms.

V. *Comparativ Politics*.—This course is offered to students who wish to study government as it is administered 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. Offered during the spring term.

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

VII. *Principles of Constitutional Law*.—An introductory study to the subject; federal jurisdiction and express 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.

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## ART

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### 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.

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### COMMERCIAL EDUCATION

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*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 discussed. The following are among the more important: *Position*, detailed description, effect upon health 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, reasons 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 developed in class work, how it may be developed, 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, high, simplifying the process of learning to write. Lesson plans and special preparation by teachers.

*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, becomes 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 thoroly familiarize the student with the underlying principles of all operations involvd.

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 illustrativ business.

*Bookkeeping, Second Term.*—The advanced courses in Bookkeeping are offerd principally for the students pursuing the special course for Commercial teachers, but they may be taken as electivs in regular Normal courses.

This second course will be largely done without the use of business papers, taking up as much and as varied work as time permits. The following is approximately the outline of work proposed:

1. Shipping and Commission Business.
2. Practis in Individual Drafts.
3. Partnership Business.
4. Single Entry set.
5. Special Column Journal, Double Entry.
6. Retail Coal Business.
7. Produce Commission Business.
8. Jobbing Business.
9. Manufacturing.
10. Banking.

It may be impossible to do as much as this outline indicates and no more work will be done than can be thoroly done. As much time as may be available will be given to discussion of problems of teaching 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 workt 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.

#### PENMANSHIP.

Second, Third, Fourth, Fifth and Sixth Terms.

For students wishing a more extensiv preparation in writing than is afforded 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 assignd each term, and each copy in its turn must be masterd 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 concernd.

Two terms' work in blackboard writing are offerd. 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 electivs in the state certificate course or may be chosen as the fourth study by students pursuing the College Course.

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## VOCAL MUSIC

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### 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 believd that one urgent demand in the public schools is for the musical growth of the teachers themselvs. To this end all the county and state certificate courses in the school require two terms' work.

*First Term.*—Eight or ten songs are first learnd by rote, care being given to buoyancy of movement, spirt of the song, the meaning of the words, phrasing, tone quality, articulation, etc. Immediately after these songs are learnd, the syllables (do, re, mi, etc.) to each of them are taught the class by rote, phrase by phrase, as the words are learnd. 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 acquir-



ing 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 that are required of all students who complete courses, 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 Form and Analysis; 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

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### 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 such but basing all on the independence of the individual fingers) and emotional yet sane interpretation.

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## VOICE

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### PRIVATE INSTRUCTION.

The entire body is a musical instrument. Most, if not all, adults have formed some unnatural habits of posture and unnatural habits of breathing which seriously interfere with the correct use of this vocal instrument. It is also a rare thing to find a person who is free from catarrh or some other diseased condition of some of the vocal organs.

When one has become accustomed to a certain use of the voice, whether natural or unnatural, 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.

A course may be had for those intending to become special voice teachers; pupils are also prepared for concert and oratorio work.

### REQUIREMENTS FOR CERTIFICATE IN VOICE.

To secure a certificate as a teacher in Voice the following conditions must be fully met by high school graduates through work and training acceptable to the Music Department:



*First Year in Voice.*—Two private lessons a week, accomplishing breath control, voice placing, pure tone, accent, phrasing, and enunciation thru appropriate exercises. There must be the attainment of the power to apply these principles to simple songs. In addition, equivalent progress must be made in harmony, sight singing, musical history and ear training, to complete the year's work. Accompanying these voice lessons and development, must also be taken piano lessons sufficient to give reasonable facility in the use of the instrument for the purpose of assisting the progress in musical study to such an extent as to render the student capable and successful in presenting the results of the work taught.

*Second Year in Voice.*—Two private lessons a week, continuing the kind of work detailed in the first course, special emphasis being placed upon "interpretation." The works of the best masters, both old and new, are included in the songs studied. A successful public recital will be required of candidates for the certificate. The work in Harmony, Musical History and Sight Singing is completed during the progress of this course and will include all the work in these lines offered in the Public School Music Teachers' Course elsewhere outlined. The length of time required to complete these two courses and to obtain this certificate will depend entirely upon the ability, the application and the progress of the pupil. Credit for work done in other schools and under other teachers will be determined by the attainments possessed as may be decided by the judgment of the teachers of the Music Department.

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## ORCHESTRA INSTRUMENTS

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### 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, 3:00 p. m.)

*Orchestra*.—Study in Orchestral Music is given throught 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 practis 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.

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*.—(Wednesday, 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. (Tuesday, 3:30 p. m.)

*Instruments Furnisht*.—A full equipment of first-class Orchestral and Band instruments is ownd by the school. Students desirous of doing good, earnest work are allowd 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.
  - 4 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.
  - 6 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.
  - 1 Set Traps.
- 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.

#### A HIGH SCHOOL ORCHESTRA COURSE.

A constantly increasing demand for teachers who can organize and conduct high school orchestras makes it seem advisable to offer a course in this subject.



A working knowledge of the violin, preferably, or another orchestra instrument or piano is necessary for students taking this course and students are urged not to wait until their last term before entering, as it will then be too late.

The course as outlined will include a lecture and demonstration each week upon the orchestra in general, its history, construction, etc., the orchestral instruments, their history, principle, construction, tuning, compass, combinations and effects; the high school orchestra, its organization and maintenance, conducting, combination of instruments, available music and other kindred matters. The students will be given opportunity to play and conduct the music for the various groupings of instruments which are found in our schools, and to provide themselves with a useful repertoire of pieces.

### 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 department, 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.

**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 coefficients 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.**

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.

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 recreativ 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 practis. Instruction is given in the various track and field events with daily practis and some experience in officiating at Track Meets.

*Fourth Term Physical Training.*—Similar to First Term, with the addition of Tennis and Golf as electivs. The college possesses twelv 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 practis 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 electivs. Experience in competition and conducting tournaments is given.

Seventh, Eighth and Ninth Physical Training consist of advanced electivs from any of the work offerd. 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 letter 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 enrolled 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 thorough to give a definite knowledge of weaknesses, 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.

*Rhythm Work.*—This consists of movements, poses and fancy steps with musical accompaniment, and aims to develop grace and freedom. Advanced Rhythm leads to the "Gilbert" or "Esthetic" work, the medium thru 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 movement. 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 continuation of first and second terms with the addition of Heavy Apparatus.

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

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

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

*Seventh Term Physical Training.*—Being most advanced Rhythm, Gilbert Work, Indian Clubs, Apparatus and Fencing; open only to those having finished six full terms of Physical Training.

*Eighth and Ninth Terms Physical Training.*—These terms are continuations of the advanced work offered 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 prerequisite to any part of fourth, fifth or sixth terms; while the fourth, fifth and sixth terms are, to a certain extent, interchangeable among themselves, and are, in turn, prerequisite 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 hed 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 Stonerod; "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 assignd by the instructor. Tactics, free work, and games will be taught in this way.

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### **SPECIAL COURSE FOR TEACHERS OF PHYSICAL EDUCATION**

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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.

#### **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 proportiond 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 hevvy apparatus, with precautions in connection with each.

#### **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.

#### THEORY OF GYMNASTICS AND ATHLETICS.

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 the 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.

#### 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, Nachtgal, 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, colleges, universities, athletic and gymnastic clubs, Turnerbund, Y. M. C. A., etc.

Book and magazine publications upon Physical Training, methods of collecting and classifying bibliography.

#### ADVANCED 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 blackboards.

(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; rela-

tion 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.

*Domestic Hygiene.*—Domestic sanitation, construction and location of dwellings, ventilation, heating, water supply, plumbing and drainage, house cleaning; causes and transmission of diseases, house quarantine and disinfection; bacteria.

*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, hemorrhage, asphyxia, drowning, etc.; the nature and effects of poisons, antidotes, stimulants, narcotics and anesthetics; kinds and uses of bandages, dressings, antiseptics, and disinfectants.

#### 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 recording 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 heart, 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.

#### PHYSIOLOGY OF EXERCISE.

Under this subject is taken up a consideration of the types of exercise as determind 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 practis of activ movements, passiv 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. Practis is given thruout the course.



## MANUAL TRAINING

The value of Manual Training in the public schools is becoming better understood, and the demand for properly 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 handwork 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, lether work, knife work, book binding, hev y cardboard work, simple metal work, etc.

*Wood Working.*—Six terms of Wood Working are now offerd, 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 thru 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, sponce, watch fob, letter holder, blotter corners, lantern, spoons, drawer pulls, hinges, etc. Two terms' work offerd.

*Mechanical Drawing.*—This course is designd 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, perspectiv, machine drawing, etc. Four terms' work offerd.

*Wood Turning.*—This course will involv 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 the elementary stitches and to apply them in making articles for household use, such as sheets, towels, table-cloths, 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 shirt-waists. 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. Each student completing this course is expected to do one term of practis teaching in sewing.

### 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.

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### DOMESTIC SCIENCE

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*Individual Cookery.*—This work is arranged in five courses extending thru the entire first year and one term 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, meat, 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 shirt waists 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 hed of Individual Cookery will be offerd to those wishing to take work in this department as an electiv. 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 considerd in this course.

# REGISTER OF STUDENTS

1908-1909

NOTE.—The classification here given presents the status of the work of each student as it exists June 1, 1909.

## I. COLLEGE GRADUATES.

NAME	Terms Taught	Address
Apelian, Bedros K. Graduate Arts Course, Central Turkey College, 1906.	3	Kessab, via Latakia, Syria.
Bower, Mrs. Loretta A. B. A., Stewartsville (Mo.) College, 1888.	30	Correctionville.
Breed, Dwight E., Ph. B., Iowa College, 1907.	3	Grinnell.
Bush, Minnie M., B. A., Cornell College, 1905.	9	Knoxville.
Cresswell, Mae, B. A., I. S. T. C., 1908.	30	Cedar Falls.
Donnelly, Anna, B. A., Parsons College, 1905.	3	Bonaparte.
Eastman, W. R., B. S. A., Iowa State College, 1906.	1	Osage.
Egloff, Edith E., B. S., Coe College, 1901.	6	Cedar Falls.
Eickelberg, L. E., B. S., Cornell College, 1896.	24	Marble Rock.
Eikelberg, Herman D., B. S., Cornell College, 1908.	0	Waterloo.
Farmer, Clara Louise, Ph. B., Iowa College, 1908.	0	Sioux Rapids.
Gist, Mrs. Lillian H., A. B., Cornell College, 1908.	6	Cedar Falls.
Grawe, D. B., Ph. B., Iowa College, 1907.	3	Nashua.
Greathead, F. S., B. S., U. I. U., 1903.		Oelwein.
Gregg, Alfaretta M., A. B., Oberlin College, 1906.	5	Traer.
Haskell, Mary M., Ph. B., Oberlin College, 1900.	16 years	Samokov, Bulgaria.
Hoag, Bessie B., A. B., Leland Stanford Junior University, 1907.	3	Webster City.
Hoats, John Roy, B. A., I. S. T. C., 1906.	6	Cedar Falls.
Hurst, Margaret L., Ph. B., S. U. I., 1900.	0	Leon.
Jones, Rebecca, Ph. B., Coe College, 1907.	3	Estherville.
Lillie, Maude, Graduate Northwestern University.	6	Marion.
McArthur, Bertha, Ph. B., Coe College, 1907.	3	Lake City.



NAME	Terms Taught	Address
McMullen, Elizabeth, B. L., Iowa Wesleyan University, 1908.	0	Centerville.
Miller, Dora, A. B., Colorado College, 1906.	5	Cheyenne, Wyoming.
Murchy, Jennette, A. B., Tarkio College, 1907.	3	Lenox.
Murchy, Margaret, A. B., Tarkio College, 1907.	3	Lenox.
Parish, Ariel, B. A., S. U. I., 1908.	6	Cedar Falls.
Rae, Nell, Ph. B., Drake University, 1902.	18	Mitchellville.
Simmons, Clayton B., A. B., Colgate University, 1904.		Cedar Falls.
Swisher, Alice, B. A., S. U. I.	0	Iowa City.
Tallman, B. W., Ph. B., Simpson College, 1907.	3	Weldon.
Wickham, Kate, Ph. B., S. U. I., 1891.	15	Iowa City.
Wright, Luella M., Ph. B., S. U. I., 1905.	15	Cedar Falls.
Wright, May L., B. A., S. U. I., 1907.		Cedar Falls.
Youngquist, Carl, B. A., University of Minnesota, 1904.	12	Mabel, Minnesota.

## II. COLLEGE COURSE.

NAME	Year of Course	Terms Taught	Address
Adams, Roscoe,	Freshman	0	Cedar Falls.
Aitchison, Grace H.	Junior	12	Cedar Falls.
Altfillisch, Augusta,	Freshman	0	Bellevue.
Arns, Mattie J.	Sophomore	6	Waverly.
Ashton, Iva N.	Sophomore	15	Boone.
Askren, Louise,	Freshman	12	Mt. Ayr.
Aylesworth, Beatrice E.	Freshman	9	Eldora.
Aylesworth, Catherine,	Freshman	18	Eldora.
Babcock, Mrs. M. P.	Senior	6	Cedar Falls.
Bair, Fedora,	Freshman	6	Humboldt.
Baird, Ethel,	Freshman	0	Clarence.
Bakewell, Helena,	Freshman	0	Lansing.
Balch, Grace B.	Freshman	7	Anamosa.
Bangs, E. Orlo,	Senior	3	Cedar Falls.
Bangs, Irma G.	Junior	0	Cedar Falls.
Bardwell, Laura M.	Freshman	6	Belle Plaine.
Barhite, Louisa,	Freshman	0	Alden.
Barnes, Hazel,	Freshman	0	Cedar Falls.
Barnum, Mary,	Sophomore	1	Cedar Falls.
Bates, Nellie Mae,	Freshman	9	Fairfield.
Beer, Clara A.	Freshman	3	Alden.
Bender, Walter,	Junior	0	Cedar Falls.
Bennett, Paul B.	Freshman	0	Waterloo.
Bennett, Verplanck,	Junior	5	Waterloo.
Berger, Ruth E.	Freshman	3	Osage.
Bergland, Nena,	Freshman	8	Lake Mills.
Bergman, Elise,	Freshman	5	Newton.
Bingaman, C. C.	Freshman	11	Stockport.
Bingley, Louise,	Sophomore	14	Hampton.
Black, Mabel M.	Sophomore	0	Grundy Center.
Bowden, Madeline,	Freshman	4	Keokuk.
Bower, Edna A.	Freshman	0	Correctionville.
Bowman, Nellie L.	Sophomore	0	Washington.
Boynton, Ruth,	Freshman	3	Glidden.
Brock, Della,	Freshman	0	Fonda.
Bronson, Lois M.	Freshman	0	Cedar Falls.
Brooks, Rae,	Freshman	0	Cedar Falls.
Brooks, Ruth,	Freshman	0	Cedar Falls.
Brown, Ira O.	Freshman	0	Cedar Falls.
Buechele, June M.	Freshman	6	Independence.
Burmeister, Nellie,	Freshman	9	Marengo.
Burns, Vera B.	Freshman	0	Lime Springs.
Butler, James R.	Freshman	10	Galt.
Butts, A. Irene,	Freshman	9	Montezuma.
Byrne, Effie,	Sophomore	0	Lewis.
Byrnes, Frank L.	Sophomore	15	Grundy Center.
Cadwallader, Indie,	Junior	0	Waterloo.
Cadwallader, Marguerite,	Freshman	0	Waterloo.
Campbell, Grace,	Freshman	8	Lake City.
Carey, Nina G.	Sophomore	6	Lenox.
Carlton, David D.	Junior	15	Lenox.
Carpenter, Alice E.	Sophomore	0	Rock Rapids.

NAME	Year of Course	Terms Taught	Address
Case, Amy,	Sophomore	0	Clarion.
Chalfont, Henrietta E.	Freshman	5	Farmington.
Chase, June,	Junior	9	Cedar Falls.
Clark, Gladys R.	Sophomore	0	Cedar Falls.
Cleveland, Albert,	Freshman	0	Cedar Falls.
Cline, Ethel,	Freshman	3	Marion.
Cole, Lavinia A.	Freshman	12	<b>Cheyenne, Wyo.</b>
Cooke, Catherine,	Sophomore	28	Ft. Madison.
Cooper, Mary C.	Freshman	8	Montezuma.
Cory, Mrs. C. S.	Junior		Cedar Falls.
Cowan, Paul D.	Freshman	0	Eagle Grove.
Crane, F. Myrtle,	Junior	3	Waterloo.
Crane, Gertrude M.	Sophomore	33	Laurens.
Crawford, Wm. Wesley,	Junior	7	Baldwin.
Cresswell, Eva,	Junior	27	Cedar Falls.
Crisman, Gladys,	Freshman	3	West Bend.
Crittenden, Mattie A.	Freshman	8	McIntire.
Croft, Leroy,	Freshman	0	Slater.
Crouch, Cora A.	Freshman	9	Le Mars.
Crowe, Mae,	Freshman	0	Clermont.
Crum, L. Vern,	Senior	0	Riceville.
Cuff, Blanche L.	Sophomore	12	Rolfe.
Currell, Lewis,	Sophomore	9	Traer.
Cutler, Paul,	Freshman	12	Central City.
Dallinger, Flora,	Freshman	9	Atlantic.
Daniels, Bernice,	Freshman	0	Waterloo.
Davis, Glenn W.	Freshman	0	Cedar Falls.
Day, Myra,	Freshman	3	Charles City.
Dick, Mary V.	Freshman	0	Cedar Falls.
Dick, Robert I.	Sophomore	0	Cedar Falls.
Dickey, Nelle,	Freshman	0	Cedar Falls.
Dickman, John W.	Junior	0	Nashua.
Dodd, Mary,	Freshman	3	Traer.
Doughty, Abby E.	Sophomore	0	Belle Plaine.
Downs, Faith E.	Sophomore	0	Cedar Falls.
Doyel, Harriet C.	Freshman	0	Linden.
Dryden, Ethel,	Sophomore	0	Cedar Falls.
Dunkelberg, Grace M.	Freshman	0	Waterloo.
Eaton, Hazel,	Freshman	0	<b>Anaconda, Mont.</b>
Eaton, Geo. D.	Junior	36	Afton.
Eaton, Mrs. Maud T.	Senior	19	Afton.
Edwards, Genevieve A.	Freshman	2	Cedar Falls.
Eighme, Emma C.	Freshman	5	Salem.
Elsner, Gladys,	Freshman	0	Marcus.
Farnum, Mary Mildred,	Freshman	0	Bonaparte.
Fell, Jennie,	Freshman	12	Cedar Falls.
Ferguson, Alta B.	Sophomore	6	Vinton.
FitzSimmons, Blanche,	Sophomore	5	Cedar Falls.
Fitzsimmons, Fern,	Freshman	3	Ft. Dodge.
Foote, Jessie M.	Sophomore	7	Iowa Falls.
Forrest, Stella E.	Freshman	0	Central City.
Fortune, Pearl,	Junior	0	Cedar Falls.
Frisby, Harold,	Freshman	0	Cedar Falls.
Fuller, Oda R.	Sophomore	18	Cedar Falls.



NAME.	Year of Course.	Terms Taught.	Address.
Furuseth, Ella,	Sophomore	0	Belmond.
Gabriel, Susie P.	Junior	9	Waterloo.
Gallanar, Vesta I.	Sophomore	12	Council Bluffs.
Ganschow, Carrie,	Senior	5	Cedar Falls.
Ganschow, Emma,	Senior	7	Cedar Falls.
Gay, Winifred,	Freshman	6	Humboldt.
Gerischer, Lillian M.	Freshman	17	Muscatine.
Gifford, Katherine E.	Freshman	21	Charles City.
Gist, Junian H.	Junior	2	Cedar Falls.
Gordon, Ida,	Freshman	2	Montezuma.
Gostrup, Anna,	Freshman	0	Council Bluffs.
Graeber, A. V.	Senior	5	Denison.
Graham, Margery H.	Freshman	3	Waterloo.
Grashorn, Elfie,	Freshman	0	Reinbeck.
Greenlee, Morae E.	Freshman	0	Cedar Falls.
Griffin, Zola L.	Freshman	0	Grand Junction.
Grobee, Clara,	Freshman	3	Atlantic.
Gustafson, Edyth,	Junior	7	Ft. Dodge.
Haan, Ora B.	Sophomore	0	Grundy Center.
Hale, Cary,	Freshman	6	Beaman.
Hammon, Lottie,	Freshman	3	Marion.
Hancock, Clara,	Junior	5	Waukon.
Hart, Caroline,	Freshman	30	Algona.
Hauger, Myrta,	Sophomore	24	La Porte City.
Haynes, James,	Sophomore	0	Cedar Falls.
Hedges, Genevieve,	Freshman	3	Atlantic.
Heiserman, Bess,	Freshman	2	West Union.
Hemingson, Christine,	Freshman	6	Newell.
Hemsworth, Carl,	Freshman	0	Cedar Falls.
Herbold, Madeleine,	Sophomore	5	Ira.
Henry, Blanche,	Freshman	4	Hedrick.
Hill, Wm. Benj.	Freshman	4	Cedar Falls.
Holt, Emma,	Freshman	4	Afton.
Houstman, Chauncey,	Freshman	9	Olin.
Hovelson, Grace,	Freshman	0	Osage.
Howard, Abigail,	Sophomore	0	Cedar Falls.
Hoye, Teresa,	Sophomore	15	Melrose.
Hoyman, Wm. Harper,	Senior	0	Stanwood.
Huffman, Harry H.	Junior	6	Cedar Falls.
Hukill, Olin,	Freshman	0	Waterloo.
Hunter, Edward,	Freshman	1	Cedar Falls.
Hunter, Lou,	Freshman	0	Allison.
Hunter, Mary,	Freshman	21	Gilman.
Huntley, Iva,	Junior	0	Cedar Falls.
Hyland, Sue,	Freshman	2	Davenport.
Jacobi, Rose,	Freshman	0	Marengo.
Jacobs, J. Milton,	Sophomore	0	Forest City.
Jameson, Ruth E.	Freshman	6	Maquoketa.
Jeffrey, Gertrude,	Sophomore	3	Rockford.
Jennings, Caroline,	Sophomore	2	Glidden.
Jennings, Julia,	Sophomore	4	Glidden.
Jennison, Bessie O.	Freshman	3	Charles City.
Johnson, Maude M.	Junior	1	Curlew.
Johnson, Rose,	Sophomore	0	Eagle Grove.

NAME.	Year of Course.	Terms Taught.	Address.
Jones, R. Luella,	Sophomore	9	Pleasant Plain.
Joyce, Emma R.	Freshman	3	Atlantic.
Katz, Helen,	Sophomore	12	Osage.
Kelley, Marguerite,	Freshman	12	Thornburg.
Kenney, Jessie,	Freshman	2	Creston.
Kennedy, Nellie Irene,	Sophomore	0	Coon Rapids.
Kennon, Edith,	Freshman	6	Corning.
Kildee, Mabel,	Freshman	3	Osage.
Killgore, Dollie,	Freshman	9	Colfax.
Knoepfler, Karl J.	Sophomore	0	Cedar Falls.
Kolb, Anna W.	Junior	8	Walnut.
Kratzer, Iva,	Freshman	0	Center Point.
Kreul, Mattie L.	Freshman	6	Laurens.
Kuhn, Grace L.	Freshman	3	Bedford.
Langwith, Bessie May,	Junior	0	Mt. Pleasant.
Lanning, Leita,	Freshman	4	Millersburg.
Lathrop, Erma Dell,	Freshman	5	Cherokee.
Laughlin, Merdith,	Freshman	5	Osage.
Leask, Mary,	Freshman	0	Waterloo.
Leavens, Chas.	Freshman	0	Shell Rock.
Lee, Edna,	Freshman	6	Charles City.
Leech, Alice R.	Sophomore	6	<b>Beresford, S. D.</b>
Leland, Raymond B.	Senior	9	Cedar Falls.
Lewis, Emma K.	Freshman	7	Fontanelle.
Lewis, Winnie L.	Freshman	6	Marengo.
Lincoln, Sybil A.	Junior		Brooks.
Locke, Irmel,	Freshman	0	Rockford.
Logan, Emma C.	Senior	20	Cedar Falls.
Lyons, Cecilia,	Freshman	6	Chariton.
MacDonald, Kate H.	Senior	30	Greene.
MacDonald, Laura E.	Senior	27	Greene.
Mackie, Edna,	Freshman	15	Hull.
Maeck, Glee,	Sophomore	4	<b>Hitchcock, S. D.</b>
Malin, Edna R.	Freshman	3	Livermore.
Marshall, Edna,	Freshman	11	Ackley.
Martin, Joseph W.	Sophomore	0	Cedar Falls.
McCoy, Maude,	Freshman	12	Dows.
McCulloch, Cassie,	Freshman	0	Nashua.
McGeeney, J. W.	Sophomore	3	Charles City.
McLaury, Carrie E.	Sophomore	1	Webster City.
McNabb, Flora M.	Freshman	4	Britt.
Meeck, Mabel F.	Sophomore	3	Waterloo.
Meier, Hortense E.	Sophomore	8	Farmersburg.
Miller, Clara H.	Sophomore	3	Plainfield.
Miller, Hazel B.	Freshman	0	Cedar Falls.
Miller, Marie,	Senior	9	Plainfield.
Mitchell, Nellie Blanche,	Sophomore	20	Jefferson.
Mix, Elsa,	Sophomore	4	Cedar Falls.
Moran, Josephine,	Sophomore	6	Davenport.
Morris, Clara V.	Sophomore	6	Carson.
Moyer, Mabel A.	Junior	9	Fairfield.
Murphy, Teresa J.	Freshman	0	Dike.
Myers, Amy E.	Freshman	21	Grinnell.
Naylor, Hazel G.	Freshman	9	Osage.

NAME.	Year of Course.	Terms Taught.	Address.
Nelson, Nellie E.	Sophomore	3	Boone.
Nelson, R. D.	Freshman	13	Pacific Junction.
Nenno, Katherine E.	Freshman	4	Melvin.
Newell, Mamie E.	Sophomore	12	Central City.
Noite, Carl F.	Freshman	0	Cedar Falls.
Nolte, Viola M.	Junior	0	Cedar Falls.
O'Brien, Erma Ruth,	Sophomore	1	Le Mars.
Obye, Lulu E.	Freshman	2	Lake City.
Odekirk, Beaulah,	Freshman	3	Randalia.
Odell, Rita Zoe,	Sophomore	1	Dow City.
O'Donnell, Ruby,	Freshman	0	Sutherland.
Ogline, Edna M.	Freshman	0	Waterloo.
Olsen, Lillie,	Freshman	5	Jewell.
Olson, Frank L.	Sophomore	9	Cedar Falls.
Orvis, Harriet,	Junior	0	Yankton, S. D.
Parish, Mabel,	Junior	10	Cedar Falls.
Parker, Eva M.	Junior	0	Cedar Falls.
Pattee, Erma,	Freshman	3	Pocahontas.
Penick, Grace,	Freshman	2	Chariton.
Perin, Harvey.	Senior	9	Baxter.
Peterson, Jennie,	Sophomore	8	Elkton, S. D.
Peterson, Linda C.	Freshman	7	Alexander.
Phares, Goldie D.	Freshman	0	Colo.
Phillips, F. M.	Junior	24	Postville.
Phillips, Nina,	Freshman	27	Keokuk.
Philpot, Florence R.	Freshman	0	Cedar Falls.
Plopper, Steven J.	Freshman	17	Cresco.
Polderboer, Gertrude,	Freshman	12	Parkersburg.
Potgieter, Louise,	Freshman	4	Steamboat Rock.
Pownall, Eleanor H.	Freshman	0	Centerdale.
Proctor, Isabel,	Sophomore	0	Cedar Falls.
Protector, Clara B.	Freshman	3	Sanborn.
Quigley, Iola B.	Junior	14	Oelwein.
Quinn, Adele M.	Sophomore	3	Glidden.
Ratcliffe, Nellie,	Freshman	0	Rolfe.
Rector, Cora H.	Freshman	0	Waterloo.
Redman, Ruth,	Sophomore	0	Marathon.
Reeve, Nina E.	Freshman	1	Vinton.
Reutinger, Lisette,	Freshman	7	Wapello.
Riley, Mamie,	Freshman	3	Donnan.
Ringold, Esther,	Freshman	17	Arcadia.
Robertson, Jay J.	Freshman	3	Columbus Junct.
Rock, Grace A.	Sophomore	3	Fonda.
Rogers, Carrie B.	Freshman	4	Farley.
Rogers, Wentworth,	Junior	1	Cedar Falls.
Roller, Mary,	Freshman	34	Knoxville.
Ross, Stella May,	Freshman	6	Seymour.
Rumsey, Ethel Gertrude,	Freshman	0	Napa, California.
Scherger, Nelda,	Junior	0	Cedar Falls.
Schneider, Franah,	Freshman	13	Monticello.
Schoonover, Mabel B.	Freshman	0	Colo.
Seastream, Elvira,	Freshman	20	Algona.
Secrist, Julia B.	Freshman	5	Marion.
Selder, Rena,	Sophomore	0	Osage.



NAME.	Year of Course.	Terms Taught.	Address.
Sexsmith, Edna K.	Freshman	4	Greenfield.
Shanewise, Lenore B.	Senior	0	Waterloo.
Sharpe, John,	Freshman	0	Iowa Falls.
Shelby, Florence L.	Sophomore	0	Charles City.
Sherburne, Willis,	Freshman	9	Shell Rock.
Sherman, Jay J.	Freshman	5	Storm Lake.
Sherman, Verna,	Freshman	0	Edgewood.
Shook, Nellie Mabel,	Freshman	20	Cherokee.
Shultis, Frank W.	Senior	51	Canon City, Colo.
Sloan, Alice M.	Freshman	0	Carson.
Smead, Edna I.	Freshman	6½	Newton.
Smith, Hazel M.	Sophomore	0	Nashua.
Smyth, Mayme,	Junior	0	Anamosa.
Spicker, Mabel,	Sophomore	11	Charles City.
Sprague, Louetta,	Sophomore	6	Creston.
Spratt, Margaret E.	Freshman	6	Oakland.
Spratt, Martha,	Freshman	12	Oakland.
Stamper, Frank,	Freshman	5	Clearfield.
Stevens, Blanche M.	Freshman	0	Odebolt.
Stewart, Fred H.	Senior	13	Cedar Falls.
Stewart, T. B.	Senior	26	Bellevue.
Stirling, L. Belle,	Freshman	0	Cedar Falls.
Sturgis, Marian,	Freshman	0	Oelwein.
Taylor, Helen H.	Freshman	7	Red Oak.
Thatcher, Louise,	Sophomore	14	Pocahontas.
Thomas, Lydia A.	Freshman	3	Lamoni.
Thorman, Alma,	Sophomore	0	Blairstown.
Todd, Marian S.	Junior	75	Burlington.
Towe, Jennie,	Sophomore	0	Paullina.
Urbany, Antonia,	Freshman	0	Carroll.
Urbany, Mamie A.	Freshman	0	Carroll.
Van Metre, Virginia,	Junior	4	Waterloo.
Vest, Amy H.	Freshman	3	Montezuma.
Vieth, Zora,	Freshman	8	Oakland.
Voorhees, Lida,	Freshman	27	Valley Junction.
Walters, Mary,	Senior	7	Cedar Falls.
Webster, Hazel,	Junior	3	Charles City.
Wegener, Ella,	Sophomore	0	Huil.
Weigle, Otis M.	Senior	4	Riceville.
West, Mary,	Freshman	8	Fairfield.
Western, Abbie,	Junior	3	Villisca.
Whalen, Elizabeth,	Freshman	0	Lacey.
White, Wm. D.	Freshman	0	Correctionville.
Wilbur, A. J.	Sophomore	0	Cedar Falls.
Wilder, Myrtle B.	Freshman	7	Sloan.
Wiley, Frank,	Freshman	17	Mt. Ayr.
Wilson, D. O.	Senior	4	Hubbard.
Wilson, Nellie M.	Sophomore	6	Fairfield.
Winchester, Bessie B.	Freshman	6	Council Bluffs.
Windett, Olive F.	Sophomore	0	What Cheer.
Wise, Tom F.	Sophomore	0	Cedar Falls.
Woods, Nellie,	Freshman	12	Manson.
Wright, F. S.	Freshman	39	Kellogg.
Wright, Ruth,	Sophomore	0	Cedar Falls.
Zimmerman, Zola L.	Freshman	0	Sanborn.

## III. JUNIOR COLLEGE COURSE.

NAME.	Course.	Terms Taught.	Address.
Abram, Walter O.	Manual Training	0	State Center.
Ackley, Jessie B.	Primary	9	Nashua.
Aitchison, Jessie,	Kindergarten	0	Cedar Falls.
Alexander, Elberta,	Kindergarten	0	Bloomfield.
Allen, Josie,	Primary	22	Riverside.
Allender, Ruth.	Pub. Sch. Music	1	Bloomfield.
Allison, June Ella,	Kindergarten	3	Marathon.
Alyea, Jenness,	Domestic Science	0	Waterloo.
Alyea, Tom,	Manual Training	0	Waterloc.
Anderson, Mayme,	Pub. Sch. Music	12	Fontanelle.
Anderson, Rosetta,	Primary	16	Pocahontas.
Andre, Dorothy,	Kindergarten	0	Schaller.
Artley, Nina J.	Primary	0	Hampton.
Asquith, Alma,	Primary	6	Harlan.
Bagley, Kathryn L.	Primary	14	Cedar Falls.
Baldwin, Anne,	Primary	34	Elgin.
Baldwin, Elsie,	Pub. Sch. Music	0	Davenport.
Barbour, Edith Edna,	Primary	½	New Sharon.
Barbour, Edna Edith,	Primary	0	New Sharon.
Barker, Dora,	Primary	11	Rolfe.
Barner, Lizzie M.	Primary	6	Coon Rapids.
Barnes, Jessie S.	Primary	0	Cedar Falls.
Barnum, Lura,	Primary	4	Cedar Falls.
Barr, Mabel McL.	Primary	7	Cedar Falls.
Barr, Maude A.	Primary	5	Marcus.
Batty, Martha,	Phys. Training	2	Mason City.
Bauman, Esther M.	Kindergarten	0	Mason City.
Baumgardner, Grace D.	Piano	9	Cedar Falls.
Baumgardner, Nina E.	Primary	9	Cedar Falls.
Beebe, Grace E.	Kindergarten	3	Waverly.
Benbow, Margaret H.	Domestic Science	0	Ft. Madison.
Bennett, Clara E.	Primary	8	Sioux Rapids.
Bennett, Ella K.	Kindergarten	0	Denver.
Bennett, Mable G.	Primary	5	Sioux Rapids.
Bisher, Minnie S.	Manual Training	2	Cedar Falls.
Black, Blanche H.	Primary	0	Emmetsburg.
Blondel, Fannie,	Pub. Sch. Music	6	Spencer.
Boies, Inez M.	Primary	2	Independence.
Bolster, Harriet,	Phys. Training	0	Cedar Falls.
Bosma, Carolyn,	Primary	0	Cedar Falls.
Bowen, Lulu,	Kindergarten	0	Cedar Falls.
Bowen, Violet J.	Pub. Sch. Music	0	Nashua.
Brady, Mrs. Anna Mae,	Primary	8	Auburn.
Bronson, Edw. L.	Manual Training	9	Cedar Falls.
Brooks, Gertrude.	Primary	3	Pierson.
Brown, Walter E.	Phys. Training	0	Cedar Falls.
Bruce, Clara,	Primary	6	Rockwell.
Buchner, Xenia,	Primary	9	Maquoketa.
Burgess, Elsie M.	Primary	4	Bagley.
Burney, Elizabeth F.	Pub. Sch. Music	0	Collins.
Burrington, Stella,	Primary	6	Waverly.

NAME.	Course.	Terms Taught.	Address.
Busby, Charlotte,	Pub. Sch. Music	0	Fonda.
Caldwell, Mary P.	Kindergarten	3	Cedar Falls.
Campbell, Elizabeth,	Primary	0	Botna.
Campbell, Grace M.	Kindergarten	3	Bedford.
Cardner, Blanche S.	Primary	4	Sloan.
Casaday, Harriet,	Primary	0	Monona.
Caswell, Florence,	Primary	6	Grand Junction.
Caubarrus, Bert,	Phys. Training	0	Anthon.
Cavanaugh, Clara E.	Primary	0	Cedar Rapids.
Chapin, Elva,	Kindergarten	0	Clarksville.
Charlton, Aruba,	Primary	5	Cherokee.
Charlton, Blanche,	Primary	3	Cherokee.
Chase, Bessie A.	Kindergarten	0	Osage.
Chrischilles, Jessie,	Primary	0	Whittemore.
Clausen, Rosa,	Domestic Science	0	Waterloo.
Cocklin, May,	Primary	3	Washington.
Coffman, Lillian A.	Drawing	5	South English.
Corning, Helen R.	Primary	0	Cedar Falls.
Couch, Mabel C.	Primary	9	Earlham.
Craft, Helen M.	Primary	0	Essex.
Cramer, Bessie,	Primary	6	Dallas Center.
Crary, Lucy J.	Pub. Sch. Music	6	Cedar Falls.
Crawford, Myrtle,	Primary	0	Miles.
Cromer, A. Irene,	Kindergarten	0	Osage.
Crouch, Pearl F.	Primary	6	Glenwood.
Crowe, Merle,	Primary	0	West Union.
Culler, Clara,	Primary	12	Pierson.
Curley, Grace,	Primary	1	Blair, Neb.
Curtis, Louise,	Kindergarten	3	Waverly.
Cutler, Alma,	Violin	0	Cedar Falls.
Dahn, Clara A.	Pub Sch.. Music	0	Aplington.
Darrah, Gladys E	Primary	9	Alden.
Davis, Berenice,	Pub. Sch. Music	9	Cedar Falls.
Davis, M. Maud,	Primary	16	Cedar Falls.
Davison, May,	Primary	0	Des Moines.
Davy, Edna H.	Primary	0	Pomeroy.
Deakin, Gail,	Primary	0	Ames.
Deo, Zoe,	Kindergarten	0	Cedar Falls.
Devens, Inez G.	Drawing	0	Cedar Falls.
Diehl, Lida A.	Drawing	9	Grundy Center.
Dilts, Edna C.	Pub. Sch. Music	0	Tipton.
Dix, Leona Faye,	Kindergarten	0	Cedar Falls.
Dornan, Mary Lillian,	Pub. Sch. Music	3	Vinton.
Downs, Margaret,	Primary	5	Cedar Falls.
Draper, Muriel,	Pub. Sch. Music	0	Cedar Falls.
Dunn, Ethel C.	Primary	16	Camanche.
Dunn, Mignon A.	Pub. Sch. Music	0	Cedar Falls.
Ebersold, Ralph R.	Manual Training	0	Cedar Falls.
Eckert, H. Marie,	Primary	0	Sioux City.
Edgerton, Harlie,	Manual Training	0	Paton.
Edgington, Myrtle,	Primary	6	Keota.
Eighme, Zella V.	Primary	16	Alden.
Ekstam, Esther L.	Primary	12	Marathon.
Ellis, Hazel M.	Kindergarten	0	Vinton.



NAME.	Course.	Terms Taught.	Address.
Epperly, Lyda,	Primary	17	Leon.
Erwin, Minnie L.	Primary	27	St. Charles.
Evans, Josie S.	Primary	47	Stratford.
Everman, Clara,	Primary	3	Mystic.
Farrell, Mae,	Primary	8	Fonda.
Ferguson, Donald,	Manual Training	0	Cedar Falls.
Ferguson, Hazel T.	Primary	0	Adel.
Finch, Gertrude,	Primary	19	Alden.
Finger, Nellie E.	Domestic Science	0	Fairfield.
Fisher, Lina,	Primary	40	Lineville.
Flagler, Lorna,	Drawing	0	Cedar Falls.
Fletcher, Naomi,	Pub. Sch. Music	2	Mason City.
Follett, Genevieve,	Kindergarten	0	Eldora.
Footé, Gladys,	Phys. Training	0	Cedar Falls.
Forbes, Arta,	Primary	3	Leon.
Foster, Anna,	Primary	30	Albia.
Frick, Junetta,	Primary	0	Sheldahl.
Fry, Della,	Kindergarten	7	North English.
Fullerton, Mrs. Ella,	Dom. Science	12	Cedar Falls.
Gamble, Emma,	Primary	1	Humboldt.
Gannon, Fannie A.	Primary	3	Gilman.
Gardiner, Agnes,	Primary	9	Reinbeck.
Garrison, Elsie Fern,	Kindergarten	2	Wyoming.
Garwood, Marie,	Pub. Sch. Music	1	La Porte City.
Gates, Lena Fern,	Primary	0	Sloan.
Gauley, Jennie,	Primary	0	Cedar Falls.
Gerber, Anna Kathryn,	Primary	2	Luverne.
Gnagy, Luella,	Primary	3	Waterloo.
Good, Ethel,	Primary	0	Hamburg.
Goodwin, Fay,	Domestic Science	0	Yankton, S. D.
Graham, Jessie,	Kindergarten	9	Vinton.
Graham, Josephine,	Phys. Training	0	Cedar Falls.
Grant, Florence,	Pub. Sch. Music		Minneapolis, Minn.
Graves, Maude E.	Primary	12	Greenville.
Grawe, Fred S.	Manual Training	38	Galt.
Grawe, Marion,	Manual Training	1	Waverly.
Gray, Eleanor,	Dom. Science	19	Cedar Rapids.
Gray, June V.	Kindergarten	0	Marble Rock.
Green, Lela M.	Kindergarten	0	Cedar Falls.
Green, Mabel C.	Primary	15	Hampton.
Greig, Helen M.	Primary	6	Cherokee.
Griffin, Loma,	Kindergarten	1	Waterloo.
Griffiths, Ella M.	Primary	36	Marion.
Griggs, M. Abbie,	Primary	0	Keokuk.
Grimwood, Neva E.	Primary	0	Oelwein.
Hale, Alice,	Primary	18	Bedford.
Hale, Edna Josephine,	Primary	12	Bedford.
Halgrims, Barbara,	Pub. Sch. Music	0	Eagle Grove.
Hall, Harriet L.	Kindergarten	2	Denison.
Hallingby, Ruth,	Phys. Training	5	Osage.
Hallowell, Loraine,	Kindergarten	0	Waterloo.
Haltom, Minnie,	Primary	6	Rockwell City.
Haltom, Nora C.	Primary	7	Rockwell City.
Hanke, Lillian Olive,	Kindergarten	3	Le Mars.

NAME.	Course.	Terms Taught.	Address.
Hansen, Evelyn D.	Drawing	0	<b>Albert Lea, Minn.</b>
Hansen, Mabel,	Primary	5	Jewell.
Hansen, Margaret E.	Kindergarten	2	Missouri Valley.
Hanssen, Freida C.	Pub. Sch. Music	0	Monticello.
Harding, Zelpha,	Kindergarten	3	Council Bluffs.
Hardy, Elsie E.	Domestic Science	2	Cedar Falls.
Harmon, A. Joy,	Primary	0	Cedar Falls.
Harris, Pearl,	Primary	10	Malvern.
Hartley, Winifred,	Kindergarten	0	Centerdale.
Hartman, Julia Ruth,	Pub. Sch. Music	0	<b>Dell Rapids, S. D.</b>
Harvey, F. Ethel,	Phys. Training	0	West Point.
Hawk, C. L.	Manual Training	0	Winterset.
Hayden, Fannye,	Pub. Sch. Music	5	Blairstown.
Hayden, Pearl,	Drawing	10	Blairstown.
Haymond, Hazel,	Primary	5	La Porte City.
Hecht, Jessie,	Primary	6	Ida Grove.
Heinz, Alice M.	Domestic Science	0	Davenport.
Henderson, Mary E.	Phys. Training	0	Independence.
Henry, Bessie,	Primary	0	Coon Rapids.
Hess, Hope,	Primary		Bedford.
Hillary, Hazel,	Primary	3	Corwith.
Hobein, Louise B.	Pub. Sch. Music	0	<b>Minneapolis, Minn.</b>
Hoes, Annabelle E.	Primary	13	Marshalltown.
Hoffman, Frances,	Primary	9	Remsen.
Homer, Mrs. E. Lillian,	Drawing	15	Waterloo.
Horrigan, Isabelle,	Kindergarten	0	Cedar Falls.
Hoyt, Hazel,	Primary	0	Guthrie Center.
Hrnoek, Sadona,	Primary	6	Pocahontas.
Hughes, Lola,	Primary	4	Webster City.
Huglin, Tillie,	Phys. Training	3	Dayton.
Hutchinson, Emma J.	Primary	7	Council Bluffs.
Iaggi, Rose,	Primary	8	Monticello.
Imlay, Florence,	Domestic Science	7	Cedar Falls.
Irish, Fanny,	Primary	14	Kellogg.
Ives, Jessie E.	Primary	6	Marion.
Jenkins, Ida,	Kindergarten	0	Sibley.
Jennings, Elizabeth,	Kindergarten	0	Cedar Falls.
Jensen, Lona C.	Piano	1	Harlan.
Johnson, Ida C.	Primary	7	Greene.
Johnson, Jennie,	Primary	6	Clear Lake.
Johnson, Leah M.	Primary	0	Williams.
Johnson, Lillian Edna,	Primary	0	Gowrie.
Johnson, Myrtle Bell,	Primary	4	De Soto.
Johnson, Stella E.	Primary	3	Laurens.
Jones, Nellie Lee,	Primary	15	Bedford.
Judy, Avis,	Primary	9	Jefferson.
Judy, Birde,	Primary	6	Jefferson.
Jurgens, Anna,	Primary	7	Denison.
Keeler, Grace,	Primary	9	Albion.
Kelleher, Kate M.	Primary	0	McGregor.
Kellogg, Hazel,	Drawing	10	Charles City.
Kelly, Ella T.	Primary	1	Kinross.
Kennedy, Florence,	Primary	12	Odebolt.
Kennedy, Martha,	Primary	20	Odebolt.

NAME.	Course.	Terms Taught.	Address.
Kerlin, Mildred A.	Pub. Sch. Music	0	Storm Lake.
Kessler, Sue Agnes.	Primary	26	Rock Valley.
King, Benjamin R.	Manual Training	18	Cedar Falls.
King, Blanche E.	Primary	15	Fairbank.
King, Geneva L.	Primary	4	Quill Lake, Sask., Canada.
Kirby, Lillah,	Kindergarten	0	Centerville.
Kirby, Myrrel C.	Kindergarten	0	Centerville.
Kirk, Irene B.	Primary	2	Cedar Falls.
Klein, Elsie,	Primary	2	Owatonna, Minn.
Knight, Matie G.	Kindergarten	0	Burlington.
Knowlton, Bonnie I.	Piano	0	Fontanelle.
Kollmansperger, Gert.'	Primary	3	Alden.
Korslund, Antonette,	Primary	0	Thor.
Kramer, Adolph,	Violin	0	Cedar Falls.
Kratz, Mabel,	Pub. Sch. Music	6	Cresco.
Kridelbaugh, Edenia,	Primary	6	Chariton.
Kurzrock, Jeanette,	Primary		McGregor.
Laing, Verona M.	Primary	0	Grinnell.
Lake, Millicent,	Domestic Science	0	Waterloo.
Lamb, Erma Maude,	Primary	12	Storm Lake.
Lamberty, Emily L.	Drawing	5	Le Mars.
Lamson, Esther D.	Primary	0	Fairfield.
Lane, Georgia,	Primary	0	Webster City.
Large, Clara,	Pub. Sch. Music	6	De Witt.
Larson, Mary C.	Kindergarten	9	Cromwell.
Lawrence, Helen E.	Pub. Sch. Music	1	Yankton, S. D.
Leefers, Sioux A.	Kindergarten	6	Cedar Rapids.
Lenz, Emma,	Primary	3	Bellevue.
Lester, Mabel,	Pub. Sch. Music	0	Villisca.
Lewis, Hazel C.	Primary	6	Lawler.
Lewis, Mae,	Primary	8	Lawler.
Lighter, Mabel,	Pub. Sch. Music	0	Rolfe.
Lindsley, Blanch,	Primary	6	West Union.
Lindsley, Jessie Mae,	Primary	2	West Union.
Livingston, Iris,	Domestic Science	0	Waterloo.
Long, Myrtle Beulah,	Domestic Science	0	Manson.
Luick, Nell E.	Primary	6	Belmond.
MacAllister, Maude,	Kindergarten	0	Missouri Valley.
Macdonald, Winifred,	Primary	0	Cedar Falls.
Magoon, Iva Mabel,	Primary	0	North English.
Manful, Harriet,	Phys. Training	0	Cedar Falls.
Marcue, Anna L.	Domestic Science	3	Le Mars.
Marlin, Martha A.	Primary	0	Dubuque.
Marshall, Kathryn,	Primary	0	Morning Sun.
Mathews, Nellie Louise,	Primary	3	Armstrong.
Mattox, Estella,	Primary	21	Shenandoah.
McAllister, Ada S.	Primary	26	Farragut.
McCarn, Marion,	Kindergarten	0	Anamosa.
McCowen, Hazel,	Primary	0	Cedar Falls.
McKahan, Bessie,	Primary		Stuart.
McLain, Ella,	Drawing	0	Cedar Falls.
McLaughlin, Lulu,	Primary	3	Marathon.
McMillan, Irma,	Primary	0	Peterson.



NAME.	Course.	Terms Taught.	Address.
McQuilkin, Evelyn,	Kindergarten	7	Waterloo.
Meier, Florenz,	Primary	0	Cedar Falls.
Merchant, Rena E.	Primary	2	Cedar Falls.
Merner, Carl John,	Phys. Training	0	Cedar Falls.
Merrick, Deana,	Primary	3	Marble Rock.
Merrill, Willard R.	Manual Training	3	Cedar Falls.
Merten, Mabel M.	Primary	4	Garner.
Messier, Maud,	Piano	0	Cedar Falls.
Meyer, Clara C.	Primary	2	Marcus.
Meyer, Lucy,	Primary	0	<b>Evanston, Ill.</b>
Miller, Alta,	Kindergarten	0	Cedar Falls.
Miller, A. M.	Pub. Sch. Music	14	Sigourney.
Miller, Edith,	Primary	12	Washington.
Miller, Mabel,	Primary		Armstrong.
Mitchell, Fred R.	Pub. Sch. Music	0	New Providence.
Mix, Iva,	Primary	0	Cedar Falls.
Moessner, Clara E.	Kindergarten	6	Waterloo.
Moody, Lottie Bernice,	Primary	12	Ionia.
Morehouse, Floye A.	Primary	4	Sloan.
Moses, Olive,	Kindergarten	0	Center Junction.
Narum, Minnie I.	Primary	12	Lake Mills.
Neff, Olive,	Kindergarten	4	Cedar Falls.
Neff, Winifred,	Pub. Sch. Music	0	Cedar Falls.
Nelson, Lillian A.	Primary	7	Clarion.
Nelson, Margaret M.	Manual Training	21	Albia.
Newcomb, Beulah,	Primary	3	Jesup.
Newman, Mary,	Primary	0	Edgewood.
Newstrand, Florence,	Primary	7	Dayton.
Newton, Nell,	Drawing	8	Newell.
Noring, Catherine,	Primary	7	West Liberty.
O'Leary, Catherine,	Primary	0	Ft. Dodge.
Onions, Olive,	Primary	0	Clarence.
Osborne, Ida Louise,	Kindergarten	0	Anamosa.
Ott, Hope,	Primary	9	Cedar Falls.
Owen, Sadie,	Primary	14	Tipton.
Packard, Nettie I.	Primary	2	Cherokee.
Palmer, Iva,	Drawing	0	Cedar Falls.
Parrott, Zora,	Primary	0	Cedar Falls.
Peterson, Belle F.	Pub. Sch. Music	0	Slater.
Pfleger, Theresa A.	Primary	0	Dunlap.
Pierce, Nellie A.	Primary	2	Belmond.
Pillsbury, Helen,	Primary	2	Milford.
Pittenger, Isabelle,	Kindergarten	0	Mt. Pleasant.
Plumer, Maude E.	Primary	0	Silver City.
Pollock, Hannah F.	Pub. Sch. Music	6	Martinsburg.
Porter, Jessie P.	Pub. Sch. Music	0	Toledo.
Porter, Roy F.	Manual Training	0	Cedar Falls.
Prall, Mae Fern,	Drawing	0	Dayton.
Prideaux, Flossie,	Primary	9	Arlington.
Pritchard, Elsie,	Domestic Science	3	Cedar Falls.
Proctor, Warren E.	Pub. Sch. Music	0	Cedar Falls.
Pryor, Alice Fern,	Kindergarten	6	Leon.
Puls, Clara G.	Pub. Sch. Music	15	Cedar Falls.
Purcell, Lola,	Primary	6	Clinton.

NAME.	Course.	Terms Taught.	Address.
Purdy, Arda Helen,	Domestic Science	0	Independence.
Pyle, Sadie,	Primary	47	Russell.
Pyles, Alma Louise,	Kindergarten	0	Keokuk.
Rakow, Clara W.	Kindergarten	0	Oskaloosa.
Ramsay, Hazel,	Kindergarten	0	Mason City.
Rawson, Carrie M.	Pub. Sch. Music	0	Arlington.
Ray, Gertrude Belle,	Primary	8	Waterloo.
Raymond, Fern,	Kindergarten	1	Cedar Falls.
Redden, Agnes,	Drawing	0	Council Bluffs.
Reed, Grace D.	Primary	6	Marengo.
Reid, Mabel J.	Primary	0	Traer.
Reppert, Eleanor S.	Kindergarten	0	Burlington.
Rhodes, Helen E.	Kindergarten	0	Mason City.
Rhodes, Nora M.	Primary	9	Dallas Center.
Ricketts, Lillian,	Kindergarten	3	Sioux City.
Ridge, Zody D.	Drawing	0	Vinton.
Riedesel, Mabel,	Kindergarten	0	Charter Oak.
Ringenberg, Elnora,	Pub. Sch. Music	0	Sældahl.
Robbins, Leila,	Primary	4	Alden.
Roberts, Flora,	Pub. Sch. Music	0	Hampton.
Robinson, Flora,	Primary	3	Van Horne.
Robinson, Merle E.	Primary	0	Cedar Falls.
Rogers, Grace,	Primary	6	Cedar Falls.
Roller, Martha A.	Primary	9	North English.
Rownd, Lurana M.	Primary	3	Washington.
Rundlett, Clara,	Primary	14	Creston.
Sage, Ethel,	Primary	6	Cherokee.
Sanders, Vera Bee,	Pub. Sch. Music	0	Dysart.
Sater, Mabel Ruth,	Primary	7	Mt. Union.
Seace, Jennie,	Primary	0	Primghar.
Scherger, Edna R.	Primary	7	Cedar Falls.
Schermerhorn, Bessie,	Kindergarten	0	Winthrop.
Schloe, Alma L.	Kindergarten	0	Blairstown.
Schloe, Matilda M.	Kindergarten	0	Blairstown.
Schnoebelen, Anna,	Primary	15	Riverside.
Schroeder, Julia,	Pub. Sch. Music	1	Nodaway.
Schuler, Rosa,	Primary	0	<b>Yankton, S. D.</b>
Schweizer, Blanche,	Primary	15	Shenandoah.
Scofield, Rebecca,	Primary	16	Northwood.
Scott, Minnie,	Kindergarten	24	Vinton.
Scott, Ralph W.	Manual Training	14	Audubon.
Scott, Ruby Lucile,	Primary	3	Dayton.
Seeger, May,	Primary	3	Bedford.
Shanewise, Anna,	Phys. Training	0	Waterloo.
Sharts, Lillian A.	Kindergarten	0	Des Moines.
Shoemaker, Amy A.	Primary	0	Cedar Falls.
Sibert, C. L. Zela,	Drawing	0	Cedar Falls.
Sindt, Elsie,	Primary	3	Cedar Falls.
Slattery, Thursa,	Primary	15	Ida Grove.
Sloan, Margaret,	Primary	11	Sioux City, Leeds.
Smith, Avis,	Primary	0	Oelwein.
Smith, Constance,	Kindergarten	0	Waterloo.
Smith, Florence G.	Primary	6	Shenandoah.
Smith, Hazel A.	Primary	7	Humboldt.

NAME.	Course.	Terms Taught.	Address.
Smith, Malvern,	Manual Training	0	Cedar Falls.
Smith, Theresa,	Kindergarten	1	Audubon.
Speaker, Ethel G.	Phys. Training	0	Manson.
Stary, Sadie E.	Primary	9	Rowley.
Steadman, Ethel,	Primary	7	Mt. Pleasant.
Stebe, Bessie M.	Primary	0	Alden.
Stilson, Hazel D.	Kindergarten	5	Corwith.
Stoddard, Ivadel,	Primary	7	Jesup.
Stone, Georgia,	Primary	4	Logan.
Strickland, Mary A.	Primary	7	Quimby.
Stuart, Grace E.	Primary	0	Eagle Grove.
Sturdevant, Faye,	Pub. Sch. Music	5	Delta.
Suhring, Ruth S.	Kindergarten	3	Decorah.
Sumpter, Kate Helen,	Kindergarten	7	Sloan.
Sutherland, Olive M.	Kindergarten	1	Wall Lake.
Swanson, Ella B.	Primary	21	Brookings, S. D.
Sykes, Coral G.	Violin	2	Mason City.
Templeton, Mary,	Primary	0	Ames.
Thatcher, Ilo,	Kindergarten	0	Zearing.
Thielen, K. Louise,	Primary	6	Riceville.
Thompson, Effie,	Pub. Sch. Music	1	Sioux Rapids.
Thompson, Grace M.	Primary	3	Lamoni.
Thompson, Mary J.	Phys. Training	0	What Cheer.
Thomte, Genette,	Primary	4	Lansing.
Thornburg, Dollie Mae,	Primary	5	Linden.
Thrasher, Anna M.	Primary	10	Nevada.
Throckmorton, Daisie,	Primary	6	Chariton.
Thuerauf, Bertha I.	Primary	1	Solon.
Thygeson, Emma,	Primary	5	Cedar Falls.
Tierney, Evelyn,	Primary	6	Elma.
Tillinghast, Neva A.	Pub. Sch. Music	1	Clarion.
Todd, Christie A.	Primary	18	Independence.
Tompkins, Bessie M.	Kindergarten	0	Cedar Falls.
Toole, Mae M.	Primary	10	Ackley.
Townsend, Erma Pearl,	Pub. Sch. Music	5	Spencer.
Troutner, D. Evelyn,	Primary	0	Nashua.
Turner, Ida,	Kindergarten	0	Cedar Falls.
Tyrrell, Gertrude,	Pub. Sch. Music	0	Waverly.
Vaughn, Myrtle E.	Primary	10	Rolfe.
Waite, Mildred L.	Kindergarten	0	Shell Rock.
Walker, Ada M.	Primary	0	Jesup.
Walker, Jessie E.	Primary	0	Slater.
Wallingford, Margaret,	Primary	2	Washington.
Warn, Audrey M.	Pub. Sch. Music	6	Charles City.
Warner, Lurana A.	Primary	8	Mason City.
Warwick, Laura M.	Domestic Science	0	Keokuk.
Whetzel, Mary E.	Kindergarten	0	Anamosa.
White, Grace F.	Primary	3	Traer.
Whitten, Letta M.	Pub. Sch. Music	0	Charles City.
Whittum, Mrs. Mina,	Primary	29	Greenfield.
Wilbur, Winifred,	Primary	20	Cedar Falls.
Wilcox, Leta M.	Primary	0	Cedar Falls.
Wild, Monica R.	Phys. Training	0	Cedar Falls.
Wild, Theresa,	Pub. Sch. Music	0	Cedar Falls.



NAME.	Course.	Terms Taught.	Address.
Wilder, Hazel,	Primary	6	Ft. Dodge.
Wilder, Reba,	Primary	3	Ft. Dodge.
Williamson, Clara E.	Manual Training	17	Clayton.
Williamson, Mildred,	Pub. Sch. Music	6	Elkader.
Willson, Lucile R.	Kindergarten	0	Mason City.
Wilson, Glenn,	Primary	15	Atlantic.
Wilson, H. Leland,	Phys. Training	0	Reinbeck.
Wilson, Pansy,	Kindergarten	0	Hedrick.
Wise, Mayme,	Manual Training	4	Decorah.
Woodruff, Lula,	Primary	15	Casey.
Woolfries, Mrs. Annie,	Primary	13	Waterloo.
Yates, Vada,	Kindergarten	0	Whiting.
Younkin, Floy,	Primary	12	New Sharon.
Zager, Clara F.	Primary	0	Cedar Falls.

## IV. STATE CERTIFICATE COURSE.

NAME.	Terms Taught.	Address.
Ackley, Lucretia J.	9	Blairsburg.
Adams, Edna,	6	Alta.
Adams, Frank E.	0	Cedar Falls.
Adams, Orson A.	16	Postville.
Akin, Eva V.	0	Glidden.
Akin, John W.	2	Cedar Falls.
Alderman, Grover H.	8	Nevada.
Aldrich, Alice A.	3	Cedar Falls.
Alford, Orpha,	0	Kellogg.
Allen, Kathryne,	6	Clare.
Allen, Phebe,	10	Crawfordsville.
Allison, Nellie B.	1	Ft. Dodge.
Amburn, Emma,	0	Cedar Falls.
Anderson, Maurene I.	0	Calamus.
Anderson, Minnie,	12	Alta.
Arnold, F. Mabel,	6	Dexter.
Artz, Adalyne,	10	Red Oak.
Ashby, Nora M.	9	Avoca.
Ashland, Crystal,	10	Clear Lake.
Badger, Lela R.	34	Wilton Junction.
Baer, Dolly,	0	Waterloo.
Bagby, Richard O.	4	Mt. Pleasant.
Baggott, Anna,	0	Milton.
Bailey, Emily M.	12	Anita.
Bailey, Floyd E.	0	Cedar Falls.
Bailey, Grace L.	0	Cedar Falls.
Baldrige, E. Blanche,	18	Wapello.
Baldwin, Allisha,	32	Elgin.
Baldwin, Dora,	0	Gladbrook.
Baldwin, Ethel H.	0	Gladbrook.
Baldwin, Nan M.	3	Gladbrook.
Ball, Kate,	63	Le Grand.
Barnes, John,	0	Cedar Falls.
Barnes, Lloyd,	0	Cedar Falls.
Barnett, Bessie,	8	Stuart.
Barnum, Marion,	9	Cedar Falls.
Barrett, Albert T.	0	Fayette.
Bartholf, Floyd,	0	Cedar Falls.
Basham, C. O.	2	Tipton.
Bassett, Guy,	0	Slater.
Baumann, Lydia,	3	Cushing.
Bean, W. C.	3	Zearing.
Bell, Edith,	0	Milton.
Bell, Eva E.	3	Milton.
Bennett, F. Marguerite,	0	Denver.
Benson, Mary K.	7	Gladbrook.
Berger, Thos. G. P.	4	Cedar Falls.
Bergum, Alma J.	15	Graettinger.
Bethurem, Victor,	0	Iowa City.
Bicknell, Eugenia,	6	Council Bluffs.
Bissell, Agnes,	10	Jesup.

NAME.	Terms Taught.	Address.
Bloom, Ernest,	9	Milo.
Boatman, Leslye M.	14	Barnes City.
Boeckemeier, Nita A.	0	Dumont.
Bowen, Maud,	6	Cedar Falls.
Bower, William,	0	Correctionville.
Boyd, Marion J.	0	Cedar Falls.
Bozarth, Donna Belle,	0	Cedar Falls.
Bracy, Florence L.	6	Elkhart.
Brennaman, Jessie,	0	Grand River.
Brinegar, G. H.	8	Lucas.
Brock, Edith M.	1	Fonda.
Brown, Clark H.		Cedar Falls.
Brown, Leland C.	11	Rodman.
Brown, Marie J.	4	Slater.
Bruce, Leona,	6	Rockwell.
Bruett, Eva,	3	Laurens.
Buck, Avilda J.	0	Greenfield.
Buck, Lillian F.	11	Melbourne.
Buckner, Mrs. Margaret M.	0	Cedar Falls.
Butler, Rhoda,	0	Cedar Falls.
Cady, Mary Louise,	0	Charles City.
Callahan, Beatrice,	12	Sac City.
Campbell, Myrtle,	17	Botna.
Carlson, Florence A.	5	Cedar Falls.
Carson, Emma,	0	Fairfield.
Carson, Gladys E.	0	La Moille.
Cary, Beth,	0	Cedar Falls.
Case, Clara E.	15	Cedar Falls.
Case, Lewis W.	0	Cedar Falls.
Caster, Sarah A.	2	Neola.
Cavanaugh, Thos.	11	Harpers' Ferry.
Chamberlain, Edna,	0	Albert City.
Chamberlain, Hazel I.	2	McIntire.
Christenson, Anna M.	7	Irwin.
Christian, Etta M.	4	Radcliffe.
Coe, Edward E.	3	Oakland.
Cohagan, S. A.	4	Blakesburg.
Cole, Lora,	0	Beaman.
Combe, Mabel E.	18	Oxford.
Conant, Kate,	0	Garwin.
Conard, Effie L.	16	Kellogg.
Connelly, Verna L.	10	Center Point.
Conway, Loretta,	2	Elma.
Cook, Mary,	9	Centerville.
Cook, Minnie R.	0	Schaller.
Copeland, Luvilla,	40	Hillsboro.
Cotton, Leslie,	0	Cedar Falls.
Coy, Ione F.	5	Odebolt.
Cram, Fred D.	8	Cedar Falls.
Crane, Gertrude F.	21	Grinnell.
Craney, Alice,	8	Independence.
Cranny, Tibertius,	2	Buckingham.
Cross, Emma L.	1	Shellsburg.
Crouse, R. L.	2	Dike.
Crummer, Ray A.	1	Pocahontas.



NAME.	Terms Taught.	Address.
Darby, Laura,	17	Albia.
Davenport, Laura M.	4	Cedar Falls.
Davey, Ethel,	4	Farrar.
Davis, Delpha,	3	Cedar Falls.
Davis, Ethel A.	0	Stanhope.
Davis, Paul A.	0	Cedar Falls.
Davisson, Margaret,	0	Waterloo.
Dee, John G.	3	Akron.
Dewey, Ethelyn A.	24	Shell Rock.
Dillon, Mamie B.	24	Salex.
Dilts, Helen Minnie,	5	Tipton.
Doffing, Anna,	0	Exira.
Dorgan, Mae R.	21	Oskaloosa.
Downs, Myra R.	14	Cedar Falls.
Doyle, L. N.	5	<b>Fremont, Neb.</b>
Dresser, Nina,	10	Postville.
Dumond, Lulu,	7	Cedar Falls.
Dunham, Leroy,	1	Plymouth.
Dunn, Bessie B.	0	Cedar Falls.
Duus, Maytilda A.	18	Graettinger.
Dwire, Leona A.	6	Central City.
Eade, Belle,	0	Ellsworth.
Eade, Martha,	0	Ellsworth.
Eaton, Ivadel,	4	Cedar Falls.
Eder, Emma,	25	Estherville.
Egloff, Joe M.	0	Cedar Falls.
Elder, Maggie,	22	Spencer.
Elston, Mabel Esther,	17	Clear Lake.
Emerson, Agnes O.	13	Lewis.
Emerson, Eloise E.	3	Cedar Falls.
Ersland, Benjamin,	8	Slater.
Eskew, Carrie Frances,	7	Winterset.
Etienne, R. F.	0	Nemaha.
Evans, Ruby N.	5	North English.
Evenson, Alga M.	3	Shell Rock.
Fahs, Lois M.	0	Cedar Falls.
Faint, Lillian B.	7	Kesley.
Farley, Odessa,	4	Lorimor.
Fell, Anna E.	0	Cedar Falls.
Finley, Edson L.	0	Cedar Falls.
Flaughter, Mary E.	33	Stuart.
Flynn, Ella C.	21	Charles City.
Ford, Jessie M.	33	Keokuk.
Foster, Rose,	3	Seymour.
Fridell, Ruby,	0	Cedar Falls.
Fritz, Edward B.	3	Cambridge.
Fyler, Enos,	14	Shell Rock.
Gabrielson, Mabel E.	15	Wapello.
Gallagher, Meda,	3	Le Mars.
Galligan, Anna,	3	Waucoma.
Gambs, Kizzie Belle,	27	Smithland.
Gardner, Vera M.	3	Dysart.
Gehr, Mary E.	78	Lenox.
Geiter, W. B.	0	Grundy Center.
Gibson, Frank E.	1	Emerson.

NAME.	Terms Taught.	Address.
Gilkerson, Ina L.	11	Mapleton.
Gilkerson, Jeannette,	6	Magnolia.
Gillespie, Nelle,	3	Braddyville.
Gingrich, Josephine,	0	La Porte City.
Glasener, F. Russell,	0	Reinbeck.
Golly, Perry,	0	Zearing.
Goodman, Nellie R.	6	Greenfeld.
Goodwin, Laura B.	0	Cedar Falls.
Graves, Ethelyn,	6	Livermore.
Griffin, Bessie A.	0	Buckingham.
Grimm, Clara,	0	Zearing.
Grogan, Ella,	48	Leon.
Grossman, Raymond S.	7	Dallas Center.
Grubb, Aubrey C.	15	Dickens.
Grundy, Edith F.	0	Cedar Falls.
Grunig, Martha R.	8	Westgate.
Gunderson, E. Marie,	0	St. Ansgar.
Gunderson, Jennie Josephine,	0	St. Ansgar.
Hager, Paul,	0	Cedar Falls.
Haight, Ernest W.	2	Peterson.
Haight, Ray B.	1	Peterson.
Hall, Jennie Florence,	18	Arlington.
Hamersly, Grover C.	4	Agency.
Hamersly, Owen,	23	Letts.
Hamstreet, W. Earl,		Clear Lake.
Hansen, Inga H.	13	Jewell.
Harms, Minnie,	0	Alden.
Harnack, Elizabeth C.	0	Remsen.
Harris, Edna L.	0	Northboro.
Hartbecker, Florence A.	0	Cedar Falls.
Hartman, Olive,	9	<b>Dell Rapids, S. D.</b>
Hartzell, Grace V.	11	Britt.
Harwood, Martha J.	6	Quasqueton.
Hastings, Ethel M.	7	Ruthven.
Hauberg, Geo. D.	0	Mt. Auburn.
Hauser, M. Winifred,	7	<b>Parker, S. D.</b>
Havens, Addie Elizabeth,	12	Conrad.
Hayes, C. K.	27	Salem.
Hazlett, Edith E.	17	Waterloo.
Hedges, Blanche,	28	Atlantic.
Hedlund, Lorena,	0	Dayton.
Hemstreet, Bessie,	0	Cedar Falls.
Hemsworth, Clarke,	0	Cedar Falls.
Hemsworth, Erle V.	16	Cedar Falls.
Henry, Ethel,	6	Hedrick.
Henry, Nellie,	9	Hedrick.
Higgins, Zetta Ruth,	1	Shelby.
Hill, Ila Mae,		Green Mountain.
Hilliard, George H.	5	Vinton.
Hirleman, Clark W.	0	Waverly.
Hodges, E. B.	0	Cedar Falls.
Hollister, Grace,	0	Waterloo.
Homan, Osta.,	12	Prescott.
Hood, Laura,	0	Massena.
Hopkins, Ema Jean,	0	Dows.

NAME.	Terms Taught.	Address.
Hopper, Stella, ,	4	Watkins.
Horton, Arthur T.	6	Manson.
Hotchkiss,, Florence M.	0	Cedar Falls.
Houck, Mayme,	18	Livermore.
Howard, Guy,	34	Jefferson.
Hughes, Miranda,	12	Eagle Grove.
Humphreys, Linnie,	4	North English.
Hunt, Charlotte R.	27	Clinton.
Hunter, Blanche,	6	Cedar Falls.
Hunter, Naoma,	17	Shell Rock.
Irland, Kate,	0	Gilman.
Jacobsen, Minnie C.	0	Dike.
Jeffery, Florence A.	6	Sioux Rapids.
Jennings, Alvina,	0	Beaconsfield.
Jennings, Helen,	17	Janesville.
Jess, May H.	11	Blairstown.
Johnson, Alice,	3	Bonaparte.
Johnson, Elsie R.	8	Williams.
Johnson, Emma L.	1	Slater.
Johnson, J. P.	3	Talleyrand.
Johnson, Leva, ,	9	Eagle Grove.
Johnson, Lillian,	24	Lovilia.
Johnston, Alice E.	6	Zearing.
Johnston,, Emilie,	9	Andrew.
Jones, Carrie B.	9	Radcliffe.
Jones, Edith M.	2	Everly.
Jones, Fordyce E.	0	Cedar Falls.
Jones, Lonnie J.	3	Radcliffe.
Joyce, Ellen,	3	Dunlap.
Joyce, Harriet E.	27	Atlantic.
Joyce, Winnie,	6	Dunlap.
Kading, Alvina,	6	Casey.
Keefe, Mae,	0	Elma.
Keep, Mrs. Louise E.	0	Cedar Falls.
Kelly, Viola,	7	Mt. Pleasant.
Kingman, Mrs. Lura C.	30	Cedar Falls.
Kinkead, Joe,	0	Cedar Falls.
Kinsley, Lucy L.	69	Marshalltown.
Kirketeg, Anna C.	2	Cedar Falls.
Kirketeg, Jennie O.	0	Cedar Falls.
Knoche, Kate,	45	Cedar Falls.
Knox, Lola A.	13	Delta.
Koester, Walter D.	0	Aplington.
Kramer, Harriett A.	3	Cedar Falls.
Kramer, Lillian C.	0	Remsen.
Kramer, Lula A.	7	Remsen.
Kramer, Nellie M.	5	Remsen.
Krause, Louise,	0	Ida Grove.
Krieger, Arrazeta,	0	Dumont.
Krieger, Geneva,	3	Dumont.
Kundert. Margaret,	30	Le Mars.
Lacey, Kathryn,	16	Danbury.
Lalan, Fern.,	0	Harris.
Lamansky, Martha,	18	Brighton.
Landsberg, Helene L.		Iowa City.



NAME.	Terms Taught.	Address.
Langham, Margaret,,	9	Cedar Rapids.
Larmore, Minnie B.	15	Hedrick.
Larsen, Ben,	0	Cedar Falls.
Larson, Lester A.	0	Harpers Ferry.
Lashbrook, Mabel,	4	Cedar Falls.
Laycock, Leola E.	3	Le Claire.
Lee, Warren W.	4	Harlan.
Lehrman, Anna,	15	Stanwood.
Leslie, Lida J.	10	Barnum.
Lewis, Mae S.	0	Liscomb.
Lewis, Myrtle,	10	Oakland.
Lewis, Ruby I.	6	West Branch.
Lewison, Grace,	0	Hubbard.
Ley, Will E.	0	Cedar Falls.
Leydig, Ida F.	32	Cedar Falls.
Long, Dwight,	0	Cedar Falls.
Longman, Effie,	18	Missouri Valley.
Lovejoy, Lottie,	0	Rippey.
Lovell, Mona,	17	Dedham.
Lovrien, Helen E.	11	Bradgate.
Ludemann, Emma,	7	Kesley.
Mace, Maud Ora,	0	Rippey.
Madson, Alice E.	3	Avoca.
Madson, Effie,	11	Avoca.
Magee, Ira J.	0	Cedar Falls.
Mahaffa, Elva Lettie,	14	Wellman.
Mahaffa, Eva Ella,	9	Wellman.
Mahaffa, Mae Lulu,	15	Wellman.
Mahoney, E. H.	0	Cedar Falls.
Maiden, Lillian,	12	Ayrshire.
Maiden, Sydner,	0	Ayrshire.
Maloney, Myrtle,	2	Scranton.
Mangan, Maude,	8	Waucoma.
Mantle, Charles C.	3	Goldfield.
Mapes, Earle D.	0	Hancock.
Markle, Edward,	2	Lawler.
Marsh, Marjorie M.	2	Jesup.
Martin, I. C.	0	Cedar Falls.
Martin, James C.	0	Cedar Falls.
Martin, Kathryn E.	3	Cedar Falls.
Marvick, Linnie,	17	Story City.
Masters, Kate,	7	Seymour.
Mathews, Ethel,	8	Cedar Falls.
Mathews, Frank J.	0	Cedar Falls.
Matthews, Kate,	40	Salem.
Maxwell, Grace A.	12	Indianola.
Maynard, Harold H.	3	Janesville.
McAvoy, Elizabeth,	6	Reinbeck.
McCaffree, Pearl,	12	Cedar Falls.
McCarty, Anna,	0	Reinbeck.
McCarty, David,	0	Reinbeck.
McCluskey, Jesse,	0	Cedar Falls.
McConnell, Mrs. Cora,	19	Griswold.
McDonald, Jessie.	13	Onawa.
McDonald, John G.	2	Meriden.

NAME.	Terms Taught.	Address.
McDonnell, Madeleine,	30	Cedar Falls.
McGilvrey, L. Iowa,	12	Albia.
McGinnis, Alice,	4	Cherokee.
McGreevy, Nellie,	3	Rockwell.
McInteer, Loretta,	0	Independence.
McIsaac, Jessie L.	9	Yetter.
McKee, Edith M.	4	Stuart.
McKeever, Clara M.	1	Hawarden.
McMahon, Ellen C.	4	Ft. Dodge.
Meggers, Edward,	0	Cedar Falls.
Melick, Bessie J.	0	Winthrop.
Merrick, Grace A.	0	Marble Rock.
Mertens, Susie,	6	Reinbeck.
Messette, Helen C.	5	Fairfield.
Meyer, Albert,	3	Aplington.
Meyers, Kathryn,	11	Ionia.
Miller, Basil,	0	Kellogg.
Miller, Catharine,	0	Le Claire.
Miller, Emmet C.	0	Cedar Falls.
Miller, E. Josephine,	21	La Porte City.
Miller, Linda,	13	Stanton.
Miller, Mabel L.	14	Cedar Falls.
Miller, Rose S.	6	Birmingham.
Miller, Wm. D.	5	Plainfield.
Millhaem, Ramona,	0	Miles.
Minard, Ray Daniel,	0	Beaman.
Miner, Susie,	0	Masonville.
Mingus, Ida Belle,	11	Eldon.
Mitchell, Bessie I.	0	Lake City.
Mitchell, Lola,	0	Rockford.
Mitchell, M. Adelpia,	6	Manly.
Moller, Aage,	4	<b>Luck, Wisconsin.</b>
Montelius, Kate,	0	<b>Kalispell, Montana.</b>
Montgomery, Maud,	9	Graettinger.
Mooney, Hallie,	12	Little Cedar.
Moore, Harry,	17	Cedar Falls.
Moore, John Fred,	17	Columbus City.
Moorhead, Robert A.	0	Cedar Falls.
Moorhead, Wm. G., Jr.	5	Cedar Falls.
Morenus, Kitt,	9	Lake View.
Morgan, Edna Ethel,	18	Corning.
Morgan, Mary,	17	Carroll.
Moroney, Agnes,	8	Masonville.
Moulton, Zelma,	0	Clarksville.
Mullin, Jerome L.	15	Parnell.
Murphy, James P.	4	Dike.
Murphy, John P.	2	Hudson.
Nehre, Elizabeth,	0	Batavia.
Neidy, Carrie L.	18	Waterloo.
Nelsen, Andrew,	0	Newell.
Nelson, Cornelius,	0	McCallsburg.
Nelson, Elmer L.	6	Britt.
Nelson, Nellie S.	4	Hardy.
Nelson, Olive E.	19	<b>Edgerton, Wisconsin.</b>
Neveln, Samuel Thomas,	32	Belmond.

NAME.	Terms Taught.	Address.
Newell, Mrs. Elsie V.	36	Chariton.
Nielsen, Kirstine,	16	Harlan.
Noble, Edward,	0	Cedar Falls.
Noble, J. Merner,	0	Cedar Falls.
Nolte, Clara E.	11	Cedar Falls.
Norton, Mary B.	7	Little Cedar.
Nutty, Margaret A.	2	Nevada.
Oates, Eunice,	15	Iowa Falls.
O'Day, Ethel,	15	Fredericksburg.
Odell, Clara P.	9	Greeley.
Oetting, Nellie M.	12	Stanwood.
Ohm, Eleanor S.	9	Audubon.
Olbrich, Florence,	0	Cedar Falls.
Olsen, Blanche M.	1	Ellsworth.
Olson, Hannah M.	0	Bode.
Olson, Marion E.	0	Kelley.
O'Neill, Harry J.	8	Emmetsburg.
Orr, George Vernon,	0	Lorimor.
Packard, Iva A.	9	Algona.
Palmer, Benjamin H.	0	Ceylon, Minn.
Partington, John E.	0	Cedar Falls.
Patrick, Elizabeth,	0	Churdan.
Patterson, James E.	7	Cedar Falls.
Patty, Ralph L.	6	Redfield.
Paul, Henri,	0	Alden.
Paulger, Jessie,	0	Cedar Falls.
Pearson, Alma B.	9	Springville.
Pearson, Ethel,	6	Springville.
Peck, Amy,	15	Pringhar.
Petersen, Chris,	8	Elkhorn.
Pettengill, Eva,	13	Ashton.
Pierce, Blanche L.	5	Earlville.
Pierce, Elizabeth,	0	Barnum.
Piersol, Julia A.	6	Cedar Falls.
Plesscher, Geo. D.	3	Parkersburg.
Pogue, Luella,	9	Red Oak.
Porter, Frank L.	0	Cedar Falls.
Porter, Julia,	0	Mt. Pleasant.
Porter, Maud,	4	Cedar Falls.
Ports, Howard T.	16	Prairie City.
Pray, Emmett E.	0	Garwin.
Price, Nettie E.	29	Lake Mills.
Rathbun, Mary J.	4	Independence.
Rausch, F. C.	9	Perry.
Raymond, Effie M.	21	Cedar Falls.
Reed, Effie G.	7	College Springs.
Reede, Mabel Christina,	8	Cedar Rapids.
Reeves, Pearl,	10	Livermore.
Reinertson, Marie,	7	Kelley.
Remer, Rae,	6	Urbana.
Rhoad, Ellen M.	30	Rippey.
Rice, Floyd A.	0	Cedar Falls.
Rice, Olive J.	19	Shell Rock.
Rich, John Howard,	3	Janesville.
Riley, L. F.	7	Rippey.



NAME.	Terms Taught.	Address.
Riseley, Nellie F.	6	Sloan.
Ritter, Hattie,	15	Afton.
Robinson, Lindsay,	0	Cedar Falls.
Roese, Blanche,	11	Waterville.
Rogers, Vernon S.	8	Osage.
Ronan, Ida,	36	Iowa City.
Ross, Olive,	1	Seymour.
Rossing, Mineva,	0	Bode.
Rouwenhorst, Christina,	4	Orange City.
Rowland, Amy A.	16	Columbus Junction.
Russell, Ruth E.	12	Bayard.
Salisbury, Della B.	0	Reinbeck.
Sanders, Jennie M.	3	Manly.
Sands, Mattie B.	6	Doon.
Sanford, Laura T.	0	Ellsworth.
Scheibenberger, Ina Ray,	0	Norwich.
Schmitt, S. E.	0	Grundy Center.
Schneider, Bessie.,	0	Cedar Falls.
Schnepf, Mina,	17	Lakewood.
Schoop, Rosina,	3	Lamotte.
Schutz, Clara B.	11	Curlew.
Schutz, Emma,	15	Curlew.
Schweiker, C. F.	0	Des Moines.
Scott, Dorothy,	30	Mapleton.
Seaman, Harriet,	57	Cherokee.
Shaler, Emma Louise,	0	Chelsea.
Shaw, Ava,	3	Farson.
Shaw, Sue,	2	Washington.
Shearn, Roy Z.	0	Cedar Falls.
Shearn, Thos. E.	0	Cedar Falls.
Shedd, Edith M.	7	Cherokee.
Sheehy, Nellie,	20	Clermont.
Sheehy, Theresa,	10	Clermont.
Sheldon, Lottie,	22	Waverly.
Sheldon, Stella,	12	Victor.
Shelton, Maude,	15	Steamboat Rock.
Shepard, Nellie M.	0	Alden.
Shillinglaw, Jessie,	0	Cedar Falls.
Shillinglaw, Lee,	1	Cedar Falls.
Shillington, Mamie,	17	Dunkerton.
Short, Frank Raymond,	8	Winthrop.
Shrader, Ethel,	0	Thornburg.
Siders, Minnie Olive,	14	West Liberty.
Silliman, Kenneth G.	1	Cedar Falls.
Simmers, Virgil,	0	South English.
Simons, Lida,	14	Clear Lake.
Simpson, Roxa,	0	Shannon City.
Singer, Ethel M.	11	Corning.
Sisson, Bertha,	0	Conrad.
Skow, Grace E.	6	Wesley.
Smith, Arthur A.	3	Winterset.
Smith, Arthur L.	0	Dunlap.
Smith, Carol R.	6	Clemons.
Smith, Fred C.	0	Cedar Falls.
Smith, Lena May,	4	Mt. Ayr.

NAME.	Terms Taught.	Address.
Smith, Lillian,	7	Cedar Falls.
Smith, Nellie C.	33	Hawkeye.
Smith, Ray W.	6	Cedar Falls.
Smith, Sallie,	36	Milo.
Smutz, Lola,	42	Stockport.
Snow, Frances,	22	Rockwell City.
Sours, Ferne,	0	Marble Rock.
Sovde, Bertha,	0	Thor.
Sowles, Julia G.	27	Masonville.
Specht, Ida Louise,	9	Rockwell.
Spellman, Mary,	45	Anamosa.
Sprague, Lora,	0	Cedar Falls.
Squier, Cora M.	24	Osceola.
Steen, Wilmina,	6	Sioux Rapids.
Stevens, Mollie C.	15	Iowa City.
Stone, Nellie,	3	Milton.
Storks, Della,	18	Mediapolis.
Sullivan, Margaret,	7	Newell.
Sutherland, Mabel,	0	Trear.
Swenumson, Esther H.	18	Lawler.
Tank, Anna,	6	Arcadia.
Tatham, Anna,	10	Webster City.
Taylor, Emerson,	0	Cedar Falls.
Test, Clara J.	0	New Providence.
Thiesen, Mary,	3	Panama.
Thierman, Elmer R.	0	Cedar Falls.
Thomas, Maude E.	8	Lake Mills.
Thompson, Dorothy C.	0	Mitchell.
Thompson, Esther A.	16	Cedar Falls.
Thompson, Hattie H.	24	Newton.
Thompson, M. Lina,	16	Spencer.
Thorne, Emma,	5	Dayton.
Thornton, Thos. F.	0	Buckingham.
Thuesen, Jens G.	0	Cedar Falls.
Tilden, Ida May,	21	Des Moines.
Tilton, Grace,	15	Denver, Colorado.
Titus, Lenore,	23	Aurora.
Toedt, Avelda,	0	Miles.
Tollefsen, Growe,	3	St. Ansgar.
Tolstrup, Syrena,	3	Jewell.
Toomey, Mae L.	18	Rowley.
Tostlebe, Lena,	4	Cedar Falls.
Towe, Edith,	4	Paullina.
Troup, Bernard L.	4	Webster City.
Trumbo, Harry P.	14	Early.
Tuffin, Margaret, ,	14	Linden.
Ufford, Vie,	0	Cedar Falls.
Upton, Elizabeth A.	3	Fayette.
Van Epps, Ethel,	12	Lake City.
Van Skike, Beulah,	0	Cedar Falls.
Vaux, Etta,	0	Bagley.
Veak, Anna Josephine,	9	Essex.
Vinall, G. H.	0	Cedar Falls.
Vincent, Pearl,	18	Onawa.
Volkman, Arthur,	3	Cresco.

NAME.	Terms Taught.	Address.
Vorhies, Fred,	4	Shannon City.
Vosberg, Fanny,	3	Gilman.
Walder, Mildred,	12	Des Moines.
Waldmann, Nettie,	3	Cedar Falls.
Wallace, Cordelia W.	7	Leon.
Ward, Mary,	0	Oxford.
Ware, Eulalie,	6	Cedar Falls.
Ware, Ira E.	0	Cedar Falls.
Ware, Lettie E.	0	Cedar Falls.
Waters, Dorothy M.	0	Manly.
Waters, Everett E.	18	West Union.
Watters, Maude,	0	Cedar Falls.
Weatherbe, Eva J.	39	<b>Deming, New Mexico.</b>
Webster, Dora E.	10	Fruitland.
Weech, H. E.	15	<b>Westbrook, Minn.</b>
Welmer, Maude E.	5	Massena.
Weingart, Clara,	0	Clearfield.
Weirick, Lulu B.	0	Lake City.
Weisbard, Mina J.	4	Cedar Falls.
Wenner, Jessie L.		<b>Wenatchee, Wash.</b>
West, Asseneth,	15	Manilla.
Westervelt, Hazel,	1	Churdan.
Whalen, Edith A.	8	Grand Junction.
Whitney, Ethel,	4	Maquoketa.
Wieser, Louise M.	8	Jesup.
Wilbur, Bertha,	0	Cedar Falls.
Wilhite, Anna,	0	Deep River.
Willard, Franklin E.	5	Gladbrook.
Willard, Vernie Pearl,	3	Gladbrook.
Williams, Bertha C.	12	Rolfe.
Williams, Jessie F.	0	Brighton.
Williams, Lena E.	7	Matlock.
Wilson, Alma F.	0	Glidden.
Wilson, Cora,	6	Hedrick.
Wilson, Edith,	8	Millersburg.
Wilson, Flora Gray,	3	Henderson.
Wilson, Maude,	7	Perry.
Winterfield, Maude,	20	Radcliffe.
Winters, Mattie,	3	Lake View.
Wise, Guy W.	0	Manson.
Wise, Nell,	9	Cedar Falls.
Wolcott, Bessie R.	1	Cedar Falls.
Wood, Wm. C.	5	Le Mars.
Wooley, John C.	3	Crawfordsville.
Wright, Mabel G.	4	<b>Butte, Montana.</b>
Wulff, Hattie,	11	Neola.
Wylder, Pearl.,	8	Spirit Lake.
Yates, Edith,	10	Manson.
Yates, Florence,	6	Manson.
Yeager, W. S.	15	Agency.
Yenter, Lydia,	33	Oxford.
Yockey, Mildred,	13	Braddyville.
Youell, Eva,	0	Cedar Falls.
Younker, Harold E.	0	<b>Willow Springs, Mo.</b>
Zook, Beatrice K.		Waterloo.
Zitterell, Ethel,	0	Webster City.



## V. COUNTY CERTIFICATE COURSE.

NAME.	Terms Taught.	Address.
Ackerman, Ben,	0	Aplington.
Ackerman, Tom,	0	Aplington.
Ackley, Ella,	4	Blairsburg.
Allen, Grace J.	0	Powersville.
Allen, Grayce M.	0	Fredericksburg.
Alsager, E. S.	0	Radcliffe.
Ames, Anna C.	0	Huxley.
Amundson, Ida,	0	Radcliffe.
Andersen, Kristian,	0	<b>Nysted, Nebraska.</b>
Andersen, Marius,	0	Dike.
Andersen, Neils,	0	Cedar Falls.
Anderson, Alfred,	0	Cedar Falls.
Anderson, Pauline,	0	Cedar Falls.
Anderson, Rose N.	0	McCausland.
Anderson, Sadie,	0	Stanhope.
Arends, John,	0	Ackley.
Arnold, John H.		Dexter.
Arnold, Nellie,	15	Ft. Madison.
Austin, Elsie M.	4½	Austinville.
Austin, Matie E.	0	Austinville.
Auwaerter, Subilla,	3	Montrose.
Babcock, Stanton M.	0	Cedar Falls.
Bailey, Clara Edith,	0	Cedar Falls.
Bailor, Bertha,	17	Moorhead.
Bair, Nina G.	13	Humboldt.
Bancroft, Harold,	0	Cedar Falls.
Bangert, Eva,	0	Cedar Falls.
Barnett, Ray,	0	Weston.
Barnum, Bessie,	0	<b>Butte, Nebraska.</b>
Barnum, Eugene,	0	Cedar Falls.
Barry, William,	0	Cedar Falls.
Bartholomew, Irv,	0	Cedar Falls.
Bartholomew, Stella M.	0	Cedar Falls.
Bartley, Georgia L.	2	Waterloo.
Basham, Gertrude Mae,	7	Hazleton.
Batcheler, Cora,	2	Sutherland.
Batcheler, Nathan,	0	Sutherland.
Bell, Bessie,	1	Wiota.
Bell, Cora C.	0	Ackley.
Bennett, Theodosia,	6	Denver.
Bentley, Ella,	0	Newton.
Bice, Mamie R.	0	Walker.
Bindner, Barney J.	0	Le Mars.
Blackman, Pauline A.	7	Rudd.
Blazek, Tillie J.	3	Cromwell.
Bleeker, Anna,	0	Ackley.
Bleeker, Lizzie,	0	Ackley.
Bleeker, Tina,	0	Ackley.
Bloemer, Alvina,	3	Arcadia.
Bode, Mary,	0	Kesley.
Boll, Marie,	0	Lakewood.
Bonnett, B. Blythe,	9	Birmingham.

NAME.	Terms Taught.	Address.
Bough, Alberta E.	5	Osgood.
Boyd, Belle,	0	Clarksville.
Bradley, Bernice,	0	Zwingle.
Brenan, Nellie,	2	Emmetsburg.
Bretnall, Lillian,	3	Center Point.
Briden, Harry H.	0	Cedar Falls.
Brones, Anna,	6	Forest City.
Brooks, Berniece Ione,	0	Delmar.
Brooks, Wynema,	0	Delmar.
Brown, Emalyne E.	2	Burt.
Brown, Wythel,	0	Oakland.
Buck, Herbert W.	0	Greenfield.
Bucknam, Ida,	2	Buffalo Center.
Buhl, Axel,	0	Cedar Falls.
Bullock, Era,	0	Bloomfield.
Burk, Charlie A.	0	Waterloo.
Burke, Mary B.	3	Charleston.
Burns, Ethel,	4	Ottumwa.
Byers, Wilda,	0	Cedar Falls.
Byrne, Alice,	0	Barnum.
Cadam, Bessie,	3	Clarksville.
Callaghan, Edith,	2	Cedar Falls.
Campbell, Cressa,	0	Lake Wilson.
Campbell, Sadie,	18	Woolstock.
Carlson, G. W.	0	Cedar Falls.
Carroll, Nora,	30	McGregor.
Carson, Leona,		Coggan.
Carstensen, Julia,	10	Atlantic.
Carter, Rella,	5	North English.
Casey, Nellie,	8	Forest City.
Cass, Effie E.	1	Yetter.
Chappell, Grace,	3	Corning.
Christensen, Rosa,	0	Inwood.
Christenson, Be Linda,	5	Ruthven.
Christiansen, Anna C.	5	Walnut.
Christie, Esther,	6	Grandview.
Clark, Hazel,	3	Sheffield.
Clark, Jennie,	12	Lake City.
Claussen, Louise A.	0	Galva.
Clough, Nellie,	6	Sioux Rapids.
Coen, Nelle,	13	Freemont.
Coen, Wm. J.	0	Parnell.
Coleman, Agnes,	2	Coggon.
Cone, Ada B.	0	Dunkerton.
Conklin, Chloe,	3	Radcliffe.
Conkling, Winifred,	2	Kingsley.
Conry, Dell,	0	New Hampton.
Cooper, Thos. F.	9	Tracy.
Copeland, Lottie,	30	Hillsboro.
Countryman, Daisy L.	7	Collins.
Countryman, Elizabeth J.	7	Collins.
Coyle, Annabel,	3	Rockford.
Craigmile, Pearl,	5	Farnhamville.
Creswell, Margaret A.	8	Reinbeck.
Croak, Frank,	2	Bayard.

NAME.	Terms Taught.	Address.
Cross, Fred, Jr.	0	Plainfield.
Crossan, Earl,		Eldora.
Curtis, Grace A.	13	Tipton.
Dalen, Annette,	0	Graettinger.
Damn, Louie D.	0	Stout.
Danford, Hattie,	6	Emerson.
Daniels, Ramona A.	1	Dunkertor.
Davidson, Celia E.	8	Greene.
Davis, Ella,	0	Iowa Falls.
Davis, Mary O.	6	Iowa Falls.
Davison, Robert L.	0	Cedar Falls.
Dee, Frances,	9	Akron.
Dee, Lawrence,	0	Akron.
Deigaard, Frank,	0	Storm Lake.
DeMouth, Mabel,	5	Cylinder.
Dennison, Anna,	30	Dunlap.
Devine, Wm. B.	0	Livermore.
DeWitt, Ruth A.	0	Cedar Falls.
Dike, Iva L.	3	Ruthven.
Doorley, Anna R.	3	Cedar Falls.
Dorsey, Frances,	3	Cumberland.
Dorsey, Katherine,	6	Cumberland.
Doscher, Louise,	0	St. Ansgar.
Downard, Rena J.	0	Tingley.
Dunlap, Edith,	3	Ionia.
Dunlap, Pearl,	1	Ionia.
<u>Dunn, Stesia,</u>	0	St. Anthony.
Dunphy, George B.	0	Livermore.
Eason, Frank Allie,	0	Orange City.
Easter, Frank,	0	Winterset.
Eckels, Nora,	7	Washington.
Eddy, Mabel,	0	Clear Lake.
EGGE, Minnie Theresa,	0	Calamus.
Elefson, Verna,	4	Woolstock.
Elliott, Maye,		Prairie City.
Ellis, Cleo,	12	Gilman.
Elwick, Emma,	0	Radcliffe.
Elwick, Mayward,	0	Radcliffe.
Ericksen, Arthur,	0	Cedar Falls.
Ericksen, Chris,	0	Cedar Falls.
Erickson, Esther W.	10	Dickens.
Erickson, Jennie I.	3	Dickens.
Farber, Ara L.	0	St. Anthony.
Feldaverd, Mabel,	0	North English.
Fennell, Margaret,	9	Kingsley.
Ferguson, Lillian M.	9	What Cheer.
Ferguson, Nellie M.	2	Lake City.
Finck, Minnie,	0	Rock Rapids.
Fiske, Besse,	7	Ottumwa.
Flack, Laura R.	4	Jefferson.
Flemmig, Frances,	21	Humboldt.
Flemmig, Grace,	3	Humboldt.
Flessner, Bertha,	0	Cleves.
Floyd, Bertha A.	0	Vinton.
Flynn, Cecelia,	0	Allison.



NAME.	Terms Taught.	Address.
Forbes, Annetta E.	0	Harris.
Ford, Ruth,	0	Keokuk.
Forest, Lucile,	3	Iowa Falls.
Fowler, Edith M.	0	Lytton.
Foy, Mollie,	6	Emmetsburg.
Frederick, Mamie E.	0	Solon.
Fross, Ruby B.	4	Center Point.
Frye, Alfred,	0	Davenport.
Frye, Carl W.	0	Davenport.
Frye, Harry H.	0	Davenport.
Fuller, Clare M.	6	Estherville.
Furman, Leroy,	0	Story City.
Gaedke, Louise,	4	Pomeroy.
Gallagher, Grace V.	0	Alcester, S .D.
Gamble, Helen M.	0	Cedar Falls.
Garmoe, Carl E.	0	Winfield.
Garrett, Edna I.	2	Dexter.
Garrett, Essie L.	0	Dexter.
Gasseling, Mary J.	0	Walcott.
Gathman, Ida M.	9	Freynor.
Gearke, Edna,	0	Aurelia.
Gerloff, Wilma,	0	McGregor.
Gethman, Alvina,	0	Gladbrook.
Gethman, Lydia.,	0	Gladbrook.
Gillespie, Emma Belle,	1	La Porte City.
Giltner, Jo M.	4	Elliott.
Glenn, Mary J.	0	Batavia.
Glenn, Susie E.	0	New Providence.
Gonterman, Cora,	0	Eldon.
Grady, Elizabeth,	6	Dunlap.
Graham, Nellie,	3	Yetter.
Gray, Bertha,	11	Gravity.
Greaser, Della,	1	Vinton.
Grimes, Harley W.	10	Ellston.
Grimm, Chas. Franklin,	11	North English.
Griswold, Wilhelmina,	1	La Motte.
Grodt, Bertha,	9	Marne.
Grover, Albertine,	15	Vail.
Guptill, Viola A.	0	Cedar Falls.
Guthrie, Ethel Gertrude,	12	Marshalltown.
Guyer, Burt,	0	Dunkerton.
Hager, Arno H.	0	Cedar Falls.
Haight, Burl J.	0	Peterson.
Haight, Elgar Z.	0	Peterson.
Haight, Rex C.	0	Peterson.
Hall, Mynn,	8	Dougherty.
Hanna, Esther,	2	North English.
Hansen, Alma A.	9	Clear Lake.
Hansen, Alta,	0	Harlan.
Hansen, Anna M.	6	Harlan.
Hansen, Bertha,	0	Clear Lake.
Hansen, Caroline C.	0	St. Ansgar.
Hansen, James C.	6	Harlan.
Hansen, John E.	0	Ringsted.

NAME.	Terms Taught.	Address.
Hansen, Martha J.	0	Lyle, Minnesota.
Hanson, Gertrude,	0	Cedar Falls.
Hartman, Clara Letha,	7	Griswold.
Hawley, Irene,	9	West Branch.
Hayes, Elsie C.	0	Preston.
Heggen, Miller S.	0	Huxley.
Helland, Lawrence,	0	Huxley.
Henderson, Addie,	0	Dickens.
Henderson, Bertha,	0	Ellsworth.
Hervison, Mae,	2	North McGregor.
Hickey, Margaret C.	0	Newton.
Hill, Bert,	0	Green Mountain.
Hoare, Fern,	0	Lyle, Minnesota.
Hoffman, Howard,	0	Delmar.
Holkesvik, Anita,	1	Locust.
Hollenbeck, Carl E.	0	State Center.
Hooker, Thena D.	16	Hampton.
Hoover, Jennie,	6	Le Grand.
Hovey, Adah,	4	Ruthven.
Hughes, Ella,	5	Clio.
Hulett, Mamie,	0	Mansion.
Humphreys, Edith Lena,	0	Colter.
Humphreys, W. A.	16	Union.
Huntley, Claude,	0	New Hartford.
Huntley, Ray Seldon,	0	New Hartford.
Iblings, Anna J.	0	Cedar Falls.
Icenbice, Etta,	9	Deep River.
Ireland, Goldie C.	3	Janesville.
Irish, Hazel,	0	Killduff.
Jackson, Helen C.	0	Grand View.
Jennings, Albert,	0	Glidden.
Jensen, Mattie,	0	St. Ansgar.
Jepson, Sirena D.	2	Plainfield.
Johnson, Allie,	9	Humeston.
Johnson, Ethel,	0	Kalona.
Johnson, Loa B.	6	Washington.
Johnson, Manda T.	0	Wallingford.
Johnson, Robert M.	0	Cedar Falls.
Jones, Beatrix,	4	Radcliffe.
Jones, Hartley V.	0	Cedar Falls.
Jordan, Rose A.	6	McIntire.
Jorgensen, Carl,	0	Tyler, Minnesota.
Jorgensen, Caroline,	0	Story City.
Kane, Bessie,	3	Ayrshire.
Kelly, Beatrice,	6	North English.
Kelly, Genevieve,	1	North English.
Kelm, Margie,	0	Alden.
Kelly, Wm. F.	1	Buckingham.
Kennedy, Mary E.	0	Tama.
Kerr, Bessie,	2	Greenfield.
Kies, Irene G.	6	Jesup.
Kinnard, Hattie,	0	Estherville.
Kirketeg, Ole,	0	Cedar Falls.
Kirstein, Fred L.	0	Clarion.
Kittell, Ada,	17	Audubon.

NAME.	Terms Taught.	Address.
Klaassen, Klaas H.	0	George.
Kleckner, Earl J.	0	Dunkerton.
Klein, John E.	0	Killduff.
Knapp, Iva Mae.	0	Waterloo.
Knudsen, Hans Edward,	0	Cedar Falls.
Krider, Eva,	2	Nichols.
Kurtz, Verna O.	0	Beaman.
Kyhl, John J.	0	Cedar Falls.
Ladegaard, Ella Marie,	0	Latimer.
Lalor, May,	2	Dougherty.
Lamb, Elsie J.	3	Dunkerton.
Lamer, Mrs. Helen,	0	Eldora.
Lane, Carrie Elvira,	0	Cedar Falls.
Lane, Maebelle,	5	Aurora.
Lanigan, Will,	0	Dunkerton.
Larmore, Martha J.	5	Hedrick.
Larson, Lora,	5	Cromwell.
La Rue, Pearl E.	4	Atalissa.
Leamer, Sadie C.	15	Le Claire.
Lee, Lucie,	19	Correctionville.
Leichtfuss, Martha,	6	West Bend.
Leinen, Rose,	0	South English.
Leland, Flora,	0	Waterloo.
Lichtenheld, Margaret,	15	Oskaloosa.
Lichtenheld, Nelle,	12	Oskaloosa.
Locke, Hazel,	3	Rutland.
Lovell, Inez,	9	Greene.
Ludeman, Bena F.	2	Cedar Falls.
Ludemann, Gesina,	0	Cleves.
Ludemann, John,	0	Kesley.
Lufkin, Nora,	0	Waterloo.
Lundy, Eulalia,	1	Iowa Falls.
Lyborger, Bruce Beverly,	0	Osage.
Lyman, Sarah,	1	Hartley.
Lynch, John S.	0	La Motte.
Lynch, Mathew M.	0	La Motte.
Lyons, Teressa,	0	St. Anthony.
Lytle, Lucy,	10	Kinross.
Madison, Emma,	12	Sibley.
Magee, Neil,	0	Dunkerton.
Magee, Oscar,	0	Dunkerton.
Maquire, Anna,	3	Ayrshire.
Martin, Clarence B.	0	Cedar Falls.
Martin, Gracie Ellen,	4	Selma.
Mason, Cora E.	4	Dickens.
Mason, R. A.	6	Chariton.
Mason, Winifred,	0	Grinnell.
Mast, Ivan L.	0	Grundy Center.
Mast, Lydia,	0	Grundy Center.
Mastain, Rita B.	0	Hudson.
Matson, Clara,	2	Ruthven.
Mattingly, Leda S.	0	Cedar Falls.
Maysenholder, Pearle,	5	Letts.
McAreavy, Philomena,	0	Coggon.
McAreavy, Rosie G.	0	Coggon.



NAME.	Terms Taught.	Address.
McAvoy, Anna G.	24	Reinbeck.
McAvoy, Stella,	3	Bloomfield.
McCall, Ruth E.	12	Ogden.
McCallum, Nelle,	3	Rowan.
McGrann, Marjorie,	4	Eagle Grove.
McGuire, Margaret,	0	Cedar Falls.
McMahon, Susie,	14	Shenandoah.
McWhirter, Gladys,	0	Reinbeck.
Means, Anna,	5	Paris.
Meggers, Clarence,	0	Cedar Falls.
Messier, James,	0	Cedar Falls.
Messier, Leo,	0	Cedar Falls.
Meyer, Andrew,	0	Aplington.
Meyer, David,	0	Aplington.
Meyer, Magdalena,	0	Aplington.
Meyer, Mathilda J.	14	West Bend.
Miller, Aura J.	0	Burlington.
Miller, Gertrude,	0	Cedar Falls.
Miller, Myrtle,	15	Dubuque.
Miller, Olga,	1	Stanton.
Miller, Vera,	0	Waterloo.
Mitchell, Vilas R.	0	Manly.
Molesworth, Virggie,	0	Hedrick.
Moore, Ralph E.	0	Cedar Falls.
Moroney, Ida,	0	Winthrop.
Morrice, Isabella,	0	Battle Creek.
Morris, Lalla,	0	Henderson.
Morrisey, Lucile,	2	Lovilia.
Morrow, Clara,	0	Cedar Falls.
Moyer, Gay E.	1	Gilmore City.
Multhauf, Frank H.	0	Cedar Falls.
Munns, Adda,	4	Rock Rapids.
Murray, Elsie L.	0	Davenport.
Murray, Grace Elizabeth,	0	Galva.
Musland, Isabell,	0	Gilbert Station.
Natvig, Gustine,	0	Lawler.
Nay, Ikie,	0	Cedar Falls.
Nelson, Anna M.	3	Cedar Falls.
Neshum, Ella M.	0	Decorah.
Newton, Laura B.	3	Nashua.
Nickless, Clara,	5	Webster City.
Nielsen, Soren,	0	Cedar Falls.
Nims, Grace A.	15	Hastings.
Noble, Ida E.	2	Graettinger.
Noordmann, Lydia,	0	Ackley.
Nyborg, Cora,	6	Ruthven.
Nyborg, Juletta,	3	Ruthven.
Nyman, Ellen,	0	Bancroft.
Nyman, George,	0	Bancroft.
Oakley, Avis,	0	Manchester.
O'Boyle, Katherine,	10	Toronto.
O'Boyle, Thomas,	0	Toronto.
Oelmann, Henry,	0	Ackley.
Ohlson, Clare S.	7	Cherokee.
Ohlson, Esther C.	0	Aurelia.

NAME.	Terms Taught.	Address.
O'Kane, Nelle A.	6	Sheldon.
Olsen, Ellen,	6	Rock Rapids.
Olsen, Walter G.	1	Cedar Falls.
Olson, Sadie,	6	Kanawha.
Orcutt, Roxy,	6	Tama.
Ostergaard, Jim T.	0	Cedar Falls.
Otzen, James L.	3	Mason City.
Owens, Dora,	0	<b>Doland, S. D.</b>
Pahl, Edna,	0	Blue Grass.
Paine, Fred S.	2	Chariton.
Palmer, Edna,	3	Anthon.
Palmer, Willard,	3	Wellman.
Parsons, Beatrice,	0	Oakville.
Paterna, Dena,	0	Sibley.
Paterna, Grace,	0	Sibley.
Patterson, Edgar,	10	Galt.
Patterson, Joe,	0	Galt.
Patterson, Mae N.	0	Cromwell.
Paul, May C.	12	Onslow.
Pedersen, Rudolph,	0	Hampton.
Penningroth, Martha L.	0	Tipton.
Perkins, Fannie E.	0	Waterloo.
Petersen, Anna M.	0	Calamus.
Petersen, Ella,		Harlan.
Petersen, Rosa C.	5	Harlan.
Peterson, Otto,	0	Cedar Falls.
Pfrimmer, Vashti,	3	Lucas.
Phillips, Frank H.	9	Des Moines.
Philo, Frances,	0	New Hartford.
Pierce, Sada,	3	Nemaha.
Pitzen, Isabelle,	6	Dubuque.
Plager, Ethel,	0	Sioux Rapids.
Point, Lottie,	8	Newell.
Poorbaugh, Margaret,	0	Farrar.
Popejoy, Maude,	0	Cedar Falls.
Putnam, Bennett,	0	Eldora.
Quivey, Cynthia,	3	Humboldt.
Raben, Adolph,	0	Cedar Falls.
Raben, Carl,	0	Cedar Falls.
Rathbun, Mrs. G. C.	0	Dows.
Reagan, Lillian,	0	Ehler.
Reasoner, Mabel,		Ionia.
Refshauge, Hans,	0	Cedar Falls.
Refshauge, Otto,	0	Cedar Falls.
Reilly, Geneva,	0	Delmar Junction.
Rekers, Walter I.	0	Cedar Falls.
Renning, Wm. H.	0	Shell Rock.
Rewerts, Nelle,	0	Ackley.
Ridgeway, Maude,	15	Monona.
Riley, Millie,	0	Stanhope.
Robb, Irma,	1	Malcom.
Robinson, Linnie,	0	Grand Mound.
Robinson, Myra,	0	Stockton.
Roddy, Olive,	18	Lucas.
Roggenkamp, Medina,	5	Davenport.

NAME.	Terms Taught.	Address.
Rohde, Amanda,	3	Alvord.
Rohde, Hilda,	5	Alvord.
Rood, Mabelle,	0	Dows.
Rostat, Harvey,	0	Greenfield.
Rouch, Isabella,	11	Floris.
Royse, Clara Mae,	6	Cedar Falls.
Rusch, Julia,	3	Lake Park.
Russell, Elsie J.	12	Tabor.
Russell, Nellye Leota,	5	Kent.
Ryan, Allie L.	0	Welton.
Ryan, Jeanne Agnes,	3	Dubuque.
Ryan, Mollie,	10	Masonville.
Ryner, Dessa,	0	McCausland.
Sage, Frances,	0	Waterloo.
Sage, Russell H.	0	Cedar Falls.
Sammons, Mabell,	2	Kent.
Sams, Stella,	12	Castalia.
Sarchett Linnet E.	9	Center Point.
Schaible, G. J.	2	Hartley.
Schluter, Alma,	0	Lowden.
Schnepf, Lena,	0	Lakewood.
Schnoor, Estella,	0	Mt. Auburn.
Schoeneich, Marie,	6	Hampton.
Schoneman, Maggie,	0	Kesley.
Schroder, Wm. F.	4	Dows.
Schumacher, Irene,	2	Portsmouth.
Schwartz, Frank,	0	Bellevue.
Sellers, Florence,	0	Cedar Falls.
Sessler, Louisa,	0	Aplington.
Seymour, Raymond,	0	North Buena Vista.
Shank, Allen L.	2	Gravity.
Shank, Ira,	0	Waterloo.
Shearer, Frank M.	0	Cedar Falls.
Shearer, Harry M.	0	Cedar Falls.
Shedd, Amy B.	1	Cherokee.
Shellabarger, Winifred,	3	Letts.
Shillinglaw, Ralph,	0	Cedar Falls.
Shimon, Josephine,	4	Rolfe.
Shining, Grace,	3	Waterloo.
Shining, Herbert A.	0	Waterloo.
Sietsema, Herman,	0	Ackley.
Simanton, Thos. H.	10	Baxter.
Simpson, Elsie M.	11	Rake.
Simpson, Ruth,	6	Rake.
Singer, Maude,	30	Montrose.
Smith, Allie M.	5	Manchester.
Smith, Carrie,	0	Cherokee.
Smith, Charles,	6	Shell Rock.
Smith, Howard J.	0	Manchester.
Smith, Margaret E.	8	Keosauqua.
Soderberg, Agnes,	0	Gerled.
Sorensen, Anna,	0	Harlan.
Spence, Agnes,	0	Haverhill.
Spohn, Minnie,	0	West Union, Ohio.
Stahl, Fay Frances,	0	Ollie.



NAME.	Terms Taught.	Address.
Stander, Arthur,	0	Elma.
Stanton, Myrtle,	0	Gilman.
Steinbach, Cora,		Dorchester.
Stevens, Edith,	6	Colo.
Steward, Effie O.	10	Perry.
Steward, Nellie Frances,	6	Strawberry Point.
Stout, Odessa,	0	Waterloo.
Stover, Maude,	5	Rodman.
Strahorn, Grace Isabel,	0	Robertson.
Strane, Myrtle M.	4	Hopkinton.
Strike, Bessie M.	0	Ionia.
Swart, R. Clare,	3	Griswold.
Sweely, Effie,	3	Rodman.
Tallman, Ruby,	6	Aredale.
Taylor, Mina J.	2	Mt. Vernon.
Taylor, Stella,	7	Beacon.
Teisinger, Victor J.	0	Dunkerton.
Tesch, Gertrude,	3	Mitchell.
Teter, Alyce M.	0	Blairsburg.
Theel, Anna,	0	Manchester.
Thompson, Blanche,	0	Blakesburg.
Thompson, Jasper W.		Nevada.
Thompson, Maude,	15	Cedar Falls.
Thompson, Wilbur H.	5	Geneva.
Thomson, Edward H.	1	Cherokee.
Thornton, Edmund D.	0	Buckingham.
Thornton, Nina,	2	Lytton.
Thorson, Mathilda,	0	Thor.
Thrasher, Ethel M.	0	Nevada.
Tilton, Maude M.	3	Barnes City.
Timmons, Alta M.	0	<b>Beloit, Wisconsin.</b>
Toomey, Len L.	0	Rowley.
Triggs, Ida,	5	Griswold.
Tucker, Charlie,	0	Ionia.
Turner, Gertrude,	4	Dewar.
Turner, Willie, Jr.	0	Quasqueton.
Tysdall, Mabel A.	0	Radcliffe.
Uhlenhopp, Deedrich,	0	Kesley.
Van Buskirk, Roy,	1	Kingsley.
Van Duyn, Anna,	0	Waterloo.
Vallem, Gertrude,	0	Radcliffe.
Walker, Anna,	0	Batavia.
Walker, Merle,	0	Jesup.
Ward, Hannah,	0	Oxford.
Ward, Myrtle,	0	St. Anthony.
Ward, W. C.	0	St. Anthony.
Wardell, Daisy L.	4	Independence.
Waters, Eva Lois,	0	Manly.
Weaver, Freyda,	3	Lake Park.
Weaver, Minnie E.	6	Lake Park.
Weihe, Celia L.	7	Postville.
Wessel, Alfred Walter,		Goose Lake.
Westemyer, Teresa,	33	Dyersville.
Wheaton, Cora,	11	Rock Rapids.
Wheeler, Shirley,	3	Urbana.

NAME.	Terms Taught.	Address.
Whitcomb, Minnie,	44	Marion.
White, Clara M.	0	New Hampton.
Wiederrecht, L. Emma,	0	Wapello.
Wiler, Earl,	0	Cedar Falls.
Williams, Alma,,	10	Laurens.
Williams, Carrie E.	4	Brighton.
Williams, Cleora I.	3	Whittier.
Williams, Myrtle,	0	Laurens.
Wilson, Minnie M.	4	Farnhamville.
Winborn, John T.	0	Iowa City.
Winslow, Susie,	0	Dows.
Wirth, Elizabeth,	36	Bellevue.
Wisdom, Mrs. Gertrude,	0	Bloomfield.
Wonderly, Emma L.	12	Crawfordsville.
Woods, Leah,	4	Manson.
Wright, Nellie,	24	Stuart.
Wulff, Lizzie V.	0	Neola.
Yeager, Bruce B.	4	Agency.
Young, Jane,	14	Emmetsburg.
Young, Sadie,	0	Sumner.
Zimmerman, George,	0	Cedar Falls.
Zink, Reuben Earl,	0	Green Mountain.
Zink, S. E.	0	Green Mountain.

## VI. UNCLASSIFIED AS TO COURSE.

NAME.	Terms Taught.	Address.
Adair, C. B.	45	Le Grand.
Adams, Florence,	3	Sac City.
Albin, Estella Maude,	30	Perry.
Allen, Edna,	0	Kalona.
Allen, Nina Z.	7	Miles.
Althous, Jessie,	21	Muscatine.
Anderson, Hannah,	0	Swea City.
Anger, Delma A.	36	Grinnell.
Anthony, Mrs. C. H.	4	Cedar Falls.
Arends, Hattie,	0	Belmond.
Armstrong, Alice,	1	Seymour.
Babcock, Evalene P.	0	Cedar Falls.
Bailey, Mabel J.	9	Lake City.
Bain, Lotta,	1	Brandon.
Bale, Leona,	15	Ames.
Balgeman, Amanda,	0	West Bend.
Ballah, Mabel,	9	Washita.
Barton, Sue M.	49	Estherville.
Barton, Stella,	9	Waukon.
Beem, Mrs. Lillian Ward,	30	Marengo.
Beers, Helen,	9	Gilmore.
Benedict, Eleanor,	0	Walker.
Benedict, Elsie,	39	<b>Frankfort, S. D.</b>
Bennett, Ethel R.	6	Humboldt.
Bennett, Lucile,	1	Ida Grove.
Benson, C. T.	8	Clarion.
Berry, Emma,	25	Frederic.
Berry, Rena L.	19	Muscatine.
Beyer, Clara,	9	Buffalo Center.
Binning, Lillie,	0	Earlville.
Bissell, Carol,	7	Dunlap.
Black, Edna,	12	Knoxville.
Board, Nina,	0	Hudson.
Boatman, Blanche,	0	Barnes City.
Bock, Blanche,	7	New Albin.
Bohnsack, Phylora M.	7	Stockton.
Boles, Ethel A.	2	Prescott.
Boltz, Howard W.	14	North English.
Bott, Louie,	21	South English.
Boylan, Georgia,	3	Osage.
Brainard, Vera M.	12	Olin.
Breed, Lottie A.	12	Edgewood.
Brock, Fleda,	0	Afton.
Brogue, Arthur,	13	Mason City.
Brown, Arta L.	7	Jefferson.
Brown, Wm. James,	11	Crawfordsville.
Brunes, Harriet I.	1	Aplington.
Brunson, Ethel,	1	Fairport.
Bryant, Chas. A.	0	Lorimor.
Budd, June E.	0	Shellsburg.
Byers, E. Blanche,	36	Cedar Falls.
Byrne, Anna,	42	<b>Minneapolis, Minn.</b>



NAME.	Terms Taught.	Address.
Cain, Milly M.	21	Ft. Dodge.
Callaghan, Margaret C.	0	Green Island.
Campbell, Corinne F.	0	Clear Lake.
Campbell, Emma,	72	Oregon, Ill.
Campbell, Mayme E.	3	Rockwell.
Carothers, Elizabeth,	4	Garner.
Carroll, Mary E.	18	Ft. Dodge.
Carter, Stella M.	6	Waukon.
Casey, Nellie,	9	Floyd.
Chapman, James H.	0	Waterloo.
Chapman, Neva P.	0	Waterloo.
Childs, Anna Gertrude,		Cedar Falls.
Christenson, Emily,	36	Onawa.
Clark, Florence,	6	Fairbank.
Clemmer, G. C.	34	Waterloo.
Clethero, Mrs. Sadie,		Waterloo.
Cleveland, Ruth,	0	Waterloo.
Cline, Amy,	3	Winterset.
Clock, Emily,	0	Hampton.
Coen, Charles,	0	Afton.
Coen, Frances M.	26	Afton.
Coleman, Hazel,	0	Fonda.
Conklin, Susie A.	9	Sac City.
Conlon, Corley,	6	Red Oak.
Connelly, Elizabeth,	5	Gilmore City.
Connelly, Mary,	39	Churdan.
Cook, Ethel W.	5	Ida Grove.
Cook, Faith Alta,	0	Winterset.
Cook, May,	27	Van Meter.
Coolage, Mrs. J. M.	0	Waterloo.
Cordes, Frances,	0	Mitchell.
Crane, Jessie M.	8	Grinnell.
Cressey, Martha T.	30	Sioux Falls, S. D.
Crouse, Virginia,	2	Shell Rock.
Crowel, Hazel,	2	Joice.
Culbertson, Mrs. Ida R.	0	Chariton.
Cummings, Nina,	3	Maynard.
Cunning, Max A.	0	Cedar Falls.
Curran, Ruth,	5	Ruthven.
Curtis, H. G.	0	Cedar Falls.
Darling, Mary,	0	Miles.
Davenport, Rose,	6	Atlantic.
Davey, Etta,	4	Plymouth.
Davis, Charlotte M.	6	Kent.
Davis, Harriet E.	15	Waterloo.
Davis, Mary,	35	Audubon.
Davis, Roy,	0	Cedar Falls.
Dearchs, Ada,	0	Burt.
De Kraay, Etta,	12	Orange City.
De Kraay, Mame,	6	Orange City.
Deluhery, Celia,	0	Sumner.
Dewey, Edith,	10	Murray.
Dicus, Jennie M.	6	Rome.
Diddy, Grace,	9	Perry.
Diekman, Annette,	18	Charles City.

NAME.	Terms Taught.	Address.
Dillon, Georgia,	30	Sioux Falls, S. D.
Dinges, Lulu W.	36	Atlantic.
Disney, Bertha,	8	Stuart.
Disney, Mary,	21	Stuart.
Doughman, Bunch,	2	Bussey.
Dowd, Agnes M.	22	State Center.
Duffy, Isabel,	32	Lansing.
Dungan, Ella M.	5	Muscatine.
Dunn, Martha M.	4	Swaledale.
Dunn, Mary,	3	Sioux Falls, S. D.
Dunning, Grace,	12	Decorah.
Durst, Winifred V.	3	Washington.
Ekstam, Lydia,	3	Marathon.
Embree, Isabelle,	8	Springville.
Emerson, Paul S.	2	Owatonna, Minn.
Emmons, Nellie,	18	Hampton.
Erickson, Ellen J.	3	Clarion.
Evans, Elva,	12	Springville.
Evans, Mary,	12	New Sharon.
Ewing, Bessie,	34	Cedar Rapids.
Fallgatter, Eva Maye,	5	Parker, S. D.
Farber, Minnie E.	6	St. Anthony.
Farmer, S. P.	1	Le Grand.
Farnsworth, Grace,	0	New Hartford.
Fenner, Lydia,	5	Hazleton.
Fenner, Martha E.	13	Independence.
Fenner, Paul C.	0	Cedar Falls.
Filkins, Alice,	0	Tracy, Minn.
Finch, Josie G.	9	Sioux Falls, S. D.
Fisher, Siddle,	27	Lineville.
Fitzgerald, Janie,	33	Varina.
Fitzwater, Mrs. Mabel,	9	Mason City.
Flaherty, Bridget,	3	Marengo.
Fletcher, Alice,	9	Galt.
Flood, Elizabeth,	12	Emmetsburg.
Fogg, Elizabeth D.	14	Guthrie Center.
Folds, Eda,	3	Sioux Falls, S. D.
Forsyth, Mary,	3	Eagle Grove.
Fowler, Ethel M.	3	Lytton.
Fraher, Maude,	12	Spencer.
Frazier, M. Lucretia,	18	Grinnell.
Frederick, Catherine,	2	Des Moines.
Freyermuth, Josephine,	9	Muscatine.
Frisby, Mabel C.	3	Cedar Falls.
Funk, James D.	7	Knoxville.
Gaard, Bertha,	0	Graettinger.
Garnett, Ruby,	7	Victor.
Garo, Gunda,	6	Ruthven.
Gellerman, Netta,	36	Decorah.
George, Grace,	0	Dexter.
George, Mildred,	2	Missouri Valley.
Gerken, Frederick,	0	Cedar Falls.
Giffen, Margaret L.	15	Marion.
Gillespie, Verna Helen,	12	Braddyville.
Gilmore, Edith M.	4	Rock Rapids.

NAME.	Terms Taught.	Address.
Glasgow, Ella,	6	Correctionville.
Glew, Margaret,	3	Delaware.
Goldizen, Mae,	42	Harvey.
Gordon, Mrs. Maude,	21	Sharpsburg.
Graham, Jennie,	0	Cedar Falls.
Graham, Mabel,	10	Vinton.
Granger, Ethel O.	0	Nashua.
Griess, Nora,	21	Hopkinton.
Grieve, Janet,	10	Webb.
Grove, Raymond A.	2	Nora Springs.
Haas, Lola B.	6	Renwick.
Hackett, Nellie,	5	La Porte City.
Haines, Effie,	12	Harvey.
Hale, Barbra M.	0	Beaman.
Hale, Lucinda,	2	Beaman.
Hall, Bertha,	6	West Liberty.
Hall, Mrs. Jessie S.	0	St. Louis, Missouri.
Halterman, Besse,	6	Mt. Ayr.
Handford, Isabel N.	14	Clarinda.
Hanigan, Jennie,	12	Dunlap.
Hanson, Helena,	0	St. Ansgar.
Harris, Kathryn,	15	Elma.
Harrison, Jean,	9	Tuttle, Colorado.
Hartz, Hilda A. M.	12	Durant.
Hays, Will E.	22	Chariton.
Hazlett, Mrs. Jessie C.	0	Cedar Falls.
Head, Mary E.	7	Jefferson.
Healey, Teresa L.	7	Manson.
Hedge, Lulu,	4	New Sharon.
Heitt, Ida A.	3	Miles.
Henney, Virginia,	9	Mitchellville.
Hepp, Maylon H.	15	Gray.
Herrick, Mabelle,	2	New Hampton.
Higgins, Dora,	0	Webster.
Hill, Henrietta,	42	Waverly.
Hilliard, Charlotte,	0	Sioux City.
Hoag, Gladys B.	6	Manson.
Hoag, Jennie E.	9	Manson.
Hoats, Florence,	0	Cedar Falls.
Hobbs, Lulu,	14	Marcus.
Hodges, Mabel,	4	Weldon.
Hodges, Mary E.	20	Iowa City.
Hoffman, Bess,	0	Waterloo.
Holbrook, H. H.	15	Riceville.
Holst, Aksel B.	0	Cedar Falls.
Holtzinger, Rebina,	21	Hamburg.
Horning, Alma,	27	Des Moines.
Houlsworth, Mary,	0	Anthon.
House, Nellie Mae,	0	Cedar Falls.
Hovenden, Beatrice,	0	Laurens.
Howell, Mrs. Maude,	8	Waterloo.
Hull, Estella,	0	Bayard.
Humbert, Jennie,	3	Ft. Dodge.
Humphreys, J. F.	6	Union.
Hunter, Orisa,	0	Lohrville.



NAME.	Terms Taught.	Address.
Hurd, Ella,	10	Audubon.
Hurley, Ruth,	19	Montrose.
Huston, Bess,	0	Allerton.
Hyatt, Hattie,	3	Lineville.
Ilgen, Grace E.	4	Cedar Falls.
Irwin, Lola L.	3	Lake View.
Jack, Iciline,	0	Vinton.
Jackson, Margaret E.	21	Belmond.
Jamison, Winifred,	6	Coalfield.
Jarvis, Luella,	9	Morning Sun,
Jasmann, Elisa C.	9	<b>Scotland, S. D.</b>
Jennings, Lura,	0	Glidden.
Johnson, Bertha,	14	Jewell Junction.
Johnson, Cora B.	42	Perry.
Johnson, Cora M.	8	Colo.
Johnson, Elzena M.	1	Hazleton.
Johnson, Jessie A.	17	Lovilia.
Johnson, Mattie E.	4	Shellsburg.
Johnson, Sarah,	0	Marshalltown.
Johnstone, Cora.	9	Richland.
Jones, Justine,	12	Cedar Falls.
Jordan, Pauline,	14	Valley Junction.
Joyce, Elizabeth,	3	Luton.
Kane, Agnes,	0	Ayrshire.
Keith, Betty G.	8	Goldfield.
Keller, Berthina,	7	Clarinda.
Kelly, Effie Blanche,	9	Columbus Junction.
Kelly, Mary,	30	Buckingham.
Kemper, Lula,	0	Wapello.
Ketcham, May,	12	Spencer.
Ketchen, Agnes,	6	Emmetsburg.
Kiddo, Fairy Pearl,	4½	Glenwood.
Kings, Ella,	3	Sanborn.
Kirkpatrick, Ellen,		Waterloo.
Knapp, Hazel,	0	New Sharon.
Knock, Eva L.	0	Miles.
Kroesen, Alice,	0	Sioux City.
Kubesh, Louise,	11	Calmar.
Lacey, Agnes,	12	Danbury.
Lake, Elsie G.	12	Storm Lake.
Lamberty, Ida,	10	Le Mars.
Larsen, Mabel,	0	Cedar Falls.
Lashbrook, Warren T.	0	Cedar Falls.
Latimer, Stella M.	8	Westgate.
Laughlin, Elsie V.	15	Sloan.
Law, Susie,	10	Audubon.
Lawler, Katie A.	10	Union.
Lawler, Nellie M.	9	Union.
Laws, Mrs. Lula,	12	Montrose.
Leander, Amanda,	4	Albert City.
Leask, Barbara,	2	Waterloo.
Leavitt, John W.	0	Cedar Falls.
Leinbaugh, Edith,	8	Elwood.
Leney, Flo E.	30	Smithland.
Leonard, Helen Edith,	10	Sutherland.

NAME.	Terms Taught.	Address.
Le Prevost, Jeannette,	0	Clinton.
Leshner, Clarian M.	3	Estherville.
Ley, Edna Pearl,	0	Cedar Falls.
Livingston, Mrs. E. M.	39	Ossian.
Long, Anna R.	23	Brooklyn.
Loomis, Isabel H.	3	Cedar Falls.
Lorenz, Charlotte M.		<b>Madison, Wisconsin.</b>
Lorenz, Esther,	0	Rockford.
Loring, Amy,	5	Webster City.
Lory, Letta M.	12	<b>Paynesville, Minn.</b>
Lowry, Clela M.	0	Seymour.
Lund, Herlig,	1	Plainfield.
Lundgren, Mary E.	60	Calmar.
Lusted, Florence,	9	Cedar Falls.
Lyon, Bonnelle,	3	Waterloo.
Lytile, Blanche V.	10	Oskaloosa.
MacFarland, Alda,	6	Webster City.
Mader, Minnie G.	18	Lamoni.
Madsen, Rebecca A.	3	Lake City.
Maguire, Margaret,	0	Ayrshire.
Maguire, Margaret O.	2	Rockwell City.
Malloy, Fanny,	0	State Center.
Manatt, Opal,	2	Laurens.
Markin, Lucy,	12	West Bend.
Marsh, Ona,	3	Washta.
Mason, Fay,	0	Postville.
Mathews, Mary,	12	Knoxville.
McBride, Nellie,	18	Clermont.
McCarn, Flora,	6	Anamosa.
McCarville, Jennie,	11	Atlantic.
McClure, Mae,	39	Davenport.
McCoy, Katherine,	0	Indianola.
McCray, Mildred,	5	Marble Rock.
McCreedy, Maud,	6	Washington.
McDaniel, Fannie,	36	Muscatine.
McDonald, Katharine,	0	Osceola.
McGhan, Laura B.	3	Stacyville.
McGill, Genevieve,	0	Cedar Falls.
McGill, Mabel B.	2	Independence.
McIntosh, Grace,	5	Cedar Falls.
McIntosh, Hazel,	1	Manchester.
McLain, Leslie,	0	Deep River.
McLean, Nellie I.	3	Elliott.
McMahon, Prudence,	6	Shellsburg.
McMahon, Sara,	0	Shenandoah.
McMullen, Bessie,	27	Decorah.
McTigue, Frank B.	9	Nemaha.
Meier, Chloe,	3	Farmersburg.
Meier, Melva A.	0	Tripoli.
Merryfield, Smillie,	2	Delta.
Mettler, Verna,	0	Cedar Falls.
Miller, Arlie B.	3	Aurora.
Miller, Bessie,	0	Webster City.
Miller, Carl W.	0	Cedar Falls.
Miller, Elsie T.	0	Armstrong.

NAME.	Terms Taught.	Address.
Miller, Frank E.	18	Chicago, Ill.
Miller, Gladys,	0	Seymour.
Miller, Lena,	12	Anamosa.
Miller, Leslie,	15	Correctionville.
Miller, Marion E.	6	Rock Rapids.
Miller, Maude B.	11	Northwood.
Milliman, Eleanor,	4	Logan.
Milner, Florine E.	3	Griswold.
Mitchell, Berenice,	0	Cedar Falls.
Mitchell, Bessie,	8	Orient.
Mitchell, Caroline,	0	Graettinger.
Mitchell, Nan,	3	Graettinger.
Mitchell, Ruth,	0	Graettinger.
Monroe, Zilpha,	5	Lamoni.
Montague, Cora,	52	Cedar Falls.
Moon, Nora,	4	Lacona.
Morf, Elva,	11	Waucoma.
Morris, Lillie E.	2	Sioux Falls, S. D.
Morse, Lillian,	0	Lone Tree.
Morse, Pearl,	17	Lone Tree.
Morton, Maude O.	3	Dickens.
Moser, Nellie,	6	Dubuque.
Mosher, F. Mary,	3	Hazleton.
Mote, Mary,	15	Le Grand.
Murphy, Agnes,	15	Parnell.
Murphy, Mae,	3	Hudson.
Murphy, Marcia,	3	Burlington.
Murray, M. Louise,	1½	Davenport.
Murrin, Katharyn,	2	Parnell.
Mussman, Rose,	2	Rake.
Mussman, Tinna,	0	Rake.
Myers, Gertrude,	0	Rockford.
Nauman, Mrs. W. B.	12	Waterloo.
Nauman, Mrs. Wilda H.	0	Waterloo.
Nelson, Chloe C.	2	Nora Springs.
Nevins, C. L.	8	Toledo.
Newcomer, Minnie M.	21	Tama.
Noble, Mrs. Lucy Seward,		Cedar Falls.
Nolte, Sarah E.	3	Dexter.
Northam, Etta D.	39	Warren, Ill.
Northey, Sue,		Waterloo.
Norton, Hilda,	0	Cedar Falls.
Nus, Esther B.	0	Arlington.
O'Brien, Kathryn,	27	Floyd.
O'Brien, Mayme,	10	Curlew.
O'Connor, Anna,	60	Bellevue.
O'Connor, Anna H.	4	Graettinger.
Oetting, Carrie,	3	Stanwood.
Ogilvie, Lulu,	33	Muscatine.
Oliver, Evelyn,	5	Onawa.
Olsen, Anna S.	9	Jewell.
O'Neal, Esther L.	26	Edgewood.
O'Neill, Mamie,	0	Waterloo.
Orsborn, Zellia B.	9	Emmetsburg.



NAME.	Terms Taught.	Address.
Parsons, Nellie E.	18	Burlington.
Patty, Laura M.	3	Redfield.
Paul, Anastasia,	11	Fort Dodge.
Peets, Meda,	19	Hopkinton.
Peglow, Clara,	0	Monona.
Pfeiffer, Harry M.	0	Cedar Falls.
Phillips, Lydia,	0	Coggon.
Platner, Inez,	3	Cedar Rapids.
Polley, Blanche,	16	Correctionville.
Polley, Edna,	10	Correctionville.
Polley, Hazel,	4	Correctionville.
Pope, Ada,	0	Millersburg.
Porter, Frances,	8	Wyman.
Porter, Maude M.	6	Afton.
Ports, Mrs. H. T.	10	Cedar Falls.
Powers, Inez,	5	Kellogg.
Purdy, Frances Edith,	8	Fredericksburg.
Purinton, Georgia,	4	Gowrie.
Quaife, Elsie,	0	Ionia.
Quinlan, Mary,	10	Iowa City.
Raff, Edith,	12	Muscatine.
Rawson, Josephine,	15	Whittemore.
Ray, Pauline,	6	Mason City.
Reck, Louise,	0	Spragueville.
Reece, Floy,	3	Eldora.
Reed, Mabel Clara,	5	Ida Grove.
Reeh, Nellie Mae,	3	Dows.
Reid, Bessie,	2	Sioux Falls, S. D.
Remer, Laura,	0	Urbana.
Rhea, Robert E.	6	Ainsworth.
Rielly, Bridget,	18	Rock Valley.
Rielly, Margaret,	6	Rock Valley.
Rigby, Mary L.	21	Anamosa.
Riggle, F. H.	28	Derby.
Ringbloom, Rose,	7	Webb.
Rist, Edith E.	19	Glenwood.
Robbins, Luella,	10	Iowa Falls.
Roberts, Della Mae,	9	Earlville.
Roberts, Ralph S.	4	Keosauqua.
Rogers, Mabel,	0	Earlville.
Rose, Ruth,	5	Bussey.
Ross, Zoa,		Monegaw Spr'gs, Mo.
Rudig, Rose,	2	Griswold.
Ruthop, Margaret,	9	Guttenberg.
Rutledge, Vera L.	2	Emmetsburg.
Sanders, Zella M.	3	Clarion.
Sanger, Thora O.	2	Clarinda.
Schafer, Genette,	10	Lansing.
Schaub, Emma,	30	Decorah.
Schoonover, Grace,	11	Osage.
Schuette, Delia C.	6	Postville.
Scoggan, Lyle,	15	Coin.
Scott, Lois,	6	Alta.
Scott, Pearl,	11	South English.
Scott, Veta,	4	Davis City.

NAME.	Terms Taught.	Address.
Seaton, Hilda E.	3	Millersburg.
Severin, Gladys M. L.	0	Cedar Falls.
Shaffer, Lena S.	12	Crawfordsville.
Shearer, Beatrice M.	2	Letts.
Sheean, Jennie W.	0	Galena.
Sheesley, Kathryn,	6	Montezuma.
Sheets, Gertrude,	0	Bagley.
Shook, Mabel,	3	Knoxville.
Silliman, Lenore,	0	Cedar Falls.
Simons, Geraldine V.	6	Burlington.
Slack, Mamie,	3	Hillsboro.
Slade, Winifred M.	3	Miles.
Slusher, Lillian B.	0	Hudson.
Smith, Ada,	6	Wapello.
Smith, Cora C.	8	Cedar Falls.
Smith, Eunice,	0	Aurora.
Smith, Mrs. Florence,	50	Muscatine.
Smith, Grace Alda,	0	Missouri Valley.
Smith, Lenora V.	9	Rockford.
Smith, Lillian E.	5	Ft. Madison.
Smith, Lorancy A.	40	Cedar Falls.
Smith, Myra,	4	Nugent.
Smith, Sybil,	0	Missouri Valley .
Snider, Celia Clara,	0	Kalona.
Soules, Sirena,	0	Independence.
Spick, Mary,	7	Murray.
Squier, Sarah,	28	Osceola.
Stacy, Edna,	6	Knierim.
Stahl, Gail,	0	Ollie.
Stanton, Lottie,	48	Centerville.
Staples, Fanny,	3	Sioux Falls, S. D.
Steigleder, Emma,	21	Spencer.
Stenwall, Hulda,		<b>Kewanee, Ill.</b>
Stephenson, Beatrice M.	5	Troy.
Stephenson, Helen M.	3	Troy.
Stevenson, Belle,	24	Wellman.
Stewart, Kate,	45	<b>Yankton, S. D.</b>
Stewart, Lois,	0	Keota.
St. George, Mamie,	33	Floris.
Stoddard, Lois M.	12	Renwick.
Stoelting, Ruby,	8	Schaller.
Stover, Bessie,	0	Blairsburg.
Strain, Grace D.	0	Green Mountain.
Strasser, Mayme,	6	Gibson.
Strayer, Linnie,	1	Waterloo.
Strike, Kathryn,	6	Ionias.
Strohm, Jennie,	13	Correctionville.
Strohm, Mary,	30	Holstein.
Stump, Maude,	0	North English.
Sturdevant, E. C.	3	Delta.
Sturdevant, E. S.	2	Delta.
Suhr, Emma D.	16	West Side.
Sullivan, Edna,	3	Afton.
Sullivan, Gertrude,	5	Afton.
Summers, Harriet,	6	Cedar Rapids.

NAME.	Terms Taught.	Address.
Summers, Katy,	7	Milton.
Sutton, Lois,	6	Dows.
Swartz, Grace,	7	Rockwell City.
Sweely, Forrest,	0	Rodman.
Swope, Woodson L.	0	Clearfield.
Tallman, Pearle,	7	Weldon.
Tathwell, Grace,	30	Anamosa.
Tatro, Omah M.	0	Castalia.
Tanck, Lora C.	3	Renwick.
Taylor, Mary,	6	Des Moines.
Teig, Gusta,	5	Roland.
Thielen, Anna,	0	Brayton.
Thomas, Christina,	6	Clarion.
Thomas, Lorna,	0	North English.
Thompson, Emma Etta,	3	Sioux Falls, S. D.
Thompson, Helen,	6	Winterset.
Thompson, Margaret,	0	Center Junction.
Thomsen, Cary,	32	Spencer.
Thomsen, Freda M.	6	Sabula.
Thorpe, Lela,	2	Kellogg.
Tierney, Florence L.	6	New Hampton.
Tierney, Luella R.	9	New Hampton.
Tice, Lizzie Ellen,	0	Kalona.
Toliver, Mildred,	7	Jefferson.
Tostlebe, Ella C. J.	0	Cedar Falls.
Trotter, Louise,	3	Buffalo Center.
Trouth, Gertrude M.	18	Perry.
Turner, Bess,		Cedar Falls.
Tutt, Minnie V.	10	Alta.
Tuttle, Madge,	3	Madison, S. D.
Tyler, Edna,	3	Whittemore.
Ufford, Annette,	12	Hubbard.
Van Alstine, Annis,	0	Gilmore City.
Van Alstine, Greta,	3	Gilmore City.
Van de Steeg, Coba,	4	Orange City.
Veatch, Homer,	0	Cedar Falls.
Vermillion, Ella E.	6	Keokuk.
Wagner, Margaret R.	0	Monona.
Wagner, W. J.	24	Crawfordsville.
Wallace, Grace,	14	Leon.
Walleser, Ina,	7	Garnavillo.
Walser, Dora M.	4	Northwood.
Walsh, Kathryn,	24	Story City.
Walters, Myrta,	3	Davis City.
Warren, Bernice,	9	Webster City.
Waterman, Helen C.	9	Richland.
Waugh, Grayce D.	0	Eskridge, Kansas.
Weber, Inez,	14	Columbus Junction.
Weller, Vernona,	0	Waterloo.
Werner, Alma K.	15	Avoca.
Werner, Linda R.	9	Avoca.
Wheeler, Marian V.	0	Germania.
Whinery, Mary,	8	Ida Grove.
Whipple, Margaret H.		Duluth, Minn.
White, Olive,	0	Chicago, Ill.



NAME.	Terms Taught.	Address.
Wiese, Lena E.	2	Manson.
Wilcox, Inez,	58	Redfield.
Wiler, Mrs. Floyd D.	6	Cedar Falls.
Williams, Besse Beryl,	4	Neola.
Williams, Edith Wyn,	0	Oskaloosa.
Williams, Lizzie,	12	Decorah.
Williams, Louise H.	0	Charles City.
Winegarden, Olive,	0	Keswick.
Winter, Edna E.	2	Clear Lake.
Winterfield, Claire,	7	Radcliffe.
Wolfe, Roxie,	6	<b>Moberly, Missouri.</b>
Wolff, Marie M.	15	Audubon.
Wolford, Nancy Mae,	20	Woolstock.
Woodard, Harriet V.		Osage.
Woodard, Marion,	8	Leon.
Woodcock, Grace,	33	Waverly.
Woodrum, Myrtle A.	12	Thurman.
Woods, Della L.	3	Atkins.
Wootton, Florence,		Dubuque.
Worrall, Della E.	3	West Branch.
Woster, Sena,	0	Roland.
Wright, Constance Mary,	0	Waterloo.
Wyrick, Grace M.	1	Monmouth.
Wyth, Katherine,	0	Cedar Falls.
Young, Edna,	3	Crawfordsville.
Young, Mabel S.	60	Burlington.
Young, Mary,	4	Emmetsburg.
Zilk, Helen,	27	Riceville.

DEPARTMENT OF EDUCATION

SUMMARY OF STUDENTS

	Men	Women	Total
College Graduates .....	12	23	35

COLLEGE COURSE

	Men	Women	Total
Freshmen .....	29	158	187
Sophomores .....	11	66	77
Juniors .....	9	29	38
Seniors .....	11	10	21
<b>Total</b> .....	<b>60</b>	<b>263</b>	<b>323</b>

JUNIOR COLLEGE COURSES

	Men	Women	Total
Primary .....	..	243	243
Kindergarten .....	..	75	75
Public School Music.....	3	47	50
Drawing .....	..	14	14
Domestic Science .....	..	17	17
Manual Training .....	13	5	18
Physical Training .....	3	14	17
Piano .....	..	4	4
Violin .....	1	2	3
<b>Total</b> .....	<b>20</b>	<b>421</b>	<b>441</b>

CERTIFICATE COURSES

	Men	Women	Total
State Certificate .....	148	454	602
County Certificate .....	148	<del>402</del> 423	<del>570</del> 571
<b>Total</b> .....	<b>296</b>	<b>876</b>	<b>1172</b>
Unclassified .....	42	<del>502</del> 532	574
<b>Total number of students in all courses..</b>	<b>430</b>	<del>915</del>	<del>2545</del>

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## TRAINING DEPARTMENT

	Boys	Girls	Total
Advanced Training School Pupils.....	85	96	181
Primary Training School Pupils.....	27	29	56
Kindergarten Training School Pupils.....	25	24	49
	<hr/>	<hr/>	<hr/>
Total .....	137	149	286
	<hr/>	<hr/>	<hr/>
Grand Total .....	567	<del>2264</del> 2265	<del>2831</del> 2831



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