

3-1913

## Summer Term, Seventeenth Annual Session, 1913

Iowa State Teachers College

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**Bulletin**  
OF THE  
**Iowa State Teachers  
College**

CEDAR FALLS, IOWA

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VOL. XIII. NO. 3  
MARCH, 1913

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**SUMMER TERM**  
Seventeenth Annual Session

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ISSUED QUARTERLY. PUBLISHED BY THE IOWA STATE TEACHERS  
COLLEGE. ENTERED AS SECOND-CLASS MATTER AUGUST  
31, 1912, AT THE POST OFFICE AT CEDAR FALLS,  
IOWA, UNDER THE ACT OF AUGUST 24, 1912.

*SUMMER TERM*

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*BULLETIN*

*OF THE*

*IOWA STATE TEACHERS COLLEGE*

*CEDAR FALLS, IOWA*

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*MARCH, 1913*

*Vol. XIII. No. 3*

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*Seventeenth Annual Session of the Summer Term*

*June 14 to July 25, 1913*



# IOWA STATE TEACHERS COLLEGE

CEDAR FALLS, IOWA

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## STATE BOARD OF EDUCATION

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### OFFICERS OF THE BOARD

James H. Trewin, Cedar Rapids, President.

D. A. Emery, Des Moines, Secretary.

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### MEMBERS OF THE BOARD

P. K. Holbrook, Onawa.

C. R. Brenton, Dallas Center.

D. D. Murphy, Elkader.

} Term expires July 1, 1913.

James H. Trewin, Cedar Rapids.

Roger Leavitt, Cedar Falls.

E. P. Schoentgen, Council Bluffs.

} Term expires July 1, 1915.

George T. Baker, Davenport.

A. B. Funk, Spirit Lake.

} Term expires July 1, 1917.

Henry M. Eicher, Washington. } Term expires 1913.

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### FINANCE COMMITTEE

Office, Des Moines

W. R. Boyd, Cedar Rapids, Chairman.

D. A. Emery, Des Moines, Secretary.

Thomas Lambert, Sabula.

### FACULTY COMMITTEE

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

### BUILDING COMMITTEE

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

### BUSINESS COMMITTEE

C. R. Brenton, Roger Leavitt, Henry M. Eicher.

### INSPECTORS OF HIGH SCHOOLS

P. E. McClenahan and J. E. Foster, Des Moines.

# IOWA STATE TEACHERS COLLEGE

## SCHOOL CALENDAR FOR 1913-1914

### SUMMER TERM—SIX WEEKS

1913

June 14.—Saturday, Enrollment, 1:30 p. m. to 4:00 p. m.

June 16.—Monday, Enrollment, 8:00 a. m. to 12:00 m.; Recitations begin 1:30 p. m.

June 25, 26, 27.—Wednesday, Thursday, Friday, Examination for Uniform County Certificates, beginning Wednesday, 8:00 a. m.

July 23, 24, 25.—Wednesday, Thursday, Friday, Examination for State Certificates and for Uniform County Certificates, beginning Wednesday, 8:00 a. m.

July 25.—Friday, 9:50 a. m., Commencement Exercises of the term.

July 25.—Friday, Recitations close, 2:25 p. m.

### FALL TERM—TWELVE WEEKS

1913

Sept. 2.—Tuesday, Enrollment, without penalty, 8:00 a. m. to 4:00 p. m.

Sept. 3.—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. 4.—Thursday, Training Schools open, 9:00 a. m.

Oct. 29, 30, 31.—Wednesday, Thursday, Friday, Examination for Uniform County Certificates, beginning Wednesday, 8:00 a. m.

Nov. 25.—Tuesday, Recitations close at noon.

- Nov. 24, 25, 26.—Monday, Tuesday, Wednesday, State Certificate Examination, beginning Monday, 8:00 a. m. Complete arrangements must be made ten days in advance.

### WINTER TERM—TWELVE WEEKS

1913

- Dec. 2.—Tuesday, Enrollment, without penalty, 8:00 a. m. to 4:00 p. m.
- Dec. 3.—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.
- Dec. 23.—Tuesday, Holiday Recess, beginning at noon.

1914

- Jan. 6.—Tuesday, Recitations resumed, 8:00 a. m.
- Jan. 28, 29, 30.—Wednesday, Thursday, Friday, Examination for Uniform County Certificates.
- March 10.—Tuesday, Recitations close at noon.
- March 9, 10, 11.—Monday, Tuesday, Wednesday, Examination for State Certificates, beginning Monday, 8:00 a. m. Complete arrangements must be made ten days in advance.

### SPRING TERM—TWELVE WEEKS

1914

- March 17.—Tuesday, Enrollment, without penalty, 8:00 a. m. to 4:00 p. m.
- March 18.—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 5.—Friday, Recitations close at noon.
- June 2, 3, 4.—Tuesday, Wednesday, Thursday, Examination for State Certificates, beginning Tuesday, 8:00 a. m. Complete arrangements must be made ten days in advance.

## COMMENCEMENT EXERCISES—JUNE 5 TO 9

1914

- June 5.—Friday, Anniversaries Ladies' Literary Societies, 2:00 p. m.
- June 5.—Friday, Faculty Reception to Senior Class, 8:00 p. m.
- June 6.—Saturday, Anniversaries Men's Literary Societies, 8:00 p. m.
- June 7.—Sunday, Baccalaureate Address, 4:00 p. m.
- June 7.—Sunday, Annual Alumna. and Student Prayer Service, 7:00 p. m.
- June 8.—Monday, Commencement Recital of the Piano, Voice and Violin Departments, 9:00 a. m.
- June 8.—Monday, Alumna Reception on Campus, 2:00 p. m.
- June 8.—Monday, Commencement Play, 8:00 p. m.
- June 9.—Tuesday, Commencement Exercises, 9:00 a. m.
- June 9.—Tuesday, Alumni Business meeting, 11:00 a. m.; Luncheon, 12:30 p. m.

## SUMMER TERM—SIX WEEKS

1914

- June 13.—Saturday, Enrollment, 1:30 p. m. to 4:00 p. m.
- June 15.—Monday, Enrollment, 8:00 a. m. to 12 m.; Recitations begin 1:30 p. m.; half-hour periods.
- June 24, 25, 26.—Wednesday, Thursday, Friday, Examination for Uniform County Certificates.
- July 22, 23, 24.—Wednesday, Thursday, Friday, Examination for State Certificates, beginning Wednesday, 8:00 a. m.
- July 24.—Friday, Commencement Exercises, 9:50 a. m.
- July 24.—Friday, Recitations close 2:25 p. m.



# IOWA STATE TEACHERS COLLEGE

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SUMMER TERM 1913-1914

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## OFFICERS OF ADMINISTRATION

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

GEORGE S. DICK, B. Di., 1887; B. S., 1888, I. S. T. C.; B. Ph., 1897, Cornell College. Registrar and Examiner, 1911.

LILIAN G. GOODWIN, College Secretary, 1898.

HOMER N. SILLIMAN, Treasurer, 1895.

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

ANNA R. WILD, President's Secretary, 1896.

MRS. MARION McFARLAND WALKER, B. L., Ferry Hall, Lake Forest, 1880; B. A., 1912, I. S. T. C.; Professor of Applied English, I. S. T. C., 1890-97; Substitute Instructor in English, 1907-08; Dean of Women, 1908. Lecturer on Social Ethics and Faculty Visitor.

MARY DUNHAM, B. A., 1898, Indiana. Librarian, 1911.

MRS. ANNIE M. POTTER, Matron of Hospital and Head Nurse, 1909.

## OFFICERS OF INSTRUCTION

CLASSIFICATION AS TO DEPARTMENTS

### PROFESSIONAL INSTRUCTION IN EDUCATION

HOMER H. SEERLEY, President. Acting head of department.

- ANNA E. McGOVERN, B. Di., 1879; B. S., 1880, I. S. T. C.  
Professor of Primary Instruction, 1880.
- 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 Educa-  
tion and Taxidermist, 1895.
- GEORGE H. MOUNT, B. A., 1903, Parsons; M. Di., 1905, I. S.  
T. C.; M. A., 1908; Ph. D., 1910, Iowa. Professor, 1911.
- J. H. BEVERIDGE, B. S., B. Ph., 1897, Ohio University; Gradu-  
ate Student, summer schools, Columbia University, 1907-  
10. Superintendent of Schools, Council Bluffs, Iowa,  
1908-13. Substitute professor in School Management.

#### TRAINING IN TEACHING

- WILBUR H. BENDER, B. Di., 1886; M. Di., 1890, I. S. T. C.;  
B. Ph., 1895, Iowa. Head and Director of the Depart-  
ment, 1897.
- MATTIE LOUISE HATCHER, Ph. B., Ed. B., 1909, Chicago.  
Supervisor of Primary Training, 1909.
- ELIZABETH HUGHES, B. Ph., 1886, Eastern Iowa Normal  
School; M. Di., 1889; B. A., 1908, I. S. T. C. Supervising  
Critic, 1898.
- EVA LUSE, B. Di., 1901; M. Di., 1904, I. S. T. C.; B. A., 1906;  
M. A., 1910, Iowa. Critic Teacher, 1906.
- GRACE AITCHISON, M. Di., 1909; B. A., 1912; I. S. T. C.  
Grammar Grades, 1911.
- STELLA FISHER, B. Di., 1907; B. A., 1912; I. S. T. C. Gram-  
mar Grades, December, 1911.
- SUDAH COHOON, Primary Teacher Diploma, 1911; I. S. T. C.  
Primary Grades, 1912.
- HARRIET BYE, Primary Teacher Diploma, 1912; I. S. T. C.  
Primary Grades, 1912.

#### RURAL EDUCATION

- GEORGE S. DICK, B. S., 1888, I. S. T. C.; B. Ph., 1897, Cor-  
nell College. Professor of Education, 1906-1913. Reg-

istrar and Examiner, 1911. Acting Head of the Department, 1913.

*Regular Instructors:*

Members of the Faculty as listed in the program.

*Special Instructors:*

GEORGE E. FARRELL, County Superintendent of Clinton County for six consecutive terms. First and second weeks.

CLARA A. COWGILL, County Superintendent of Montgomery County. Third and fourth weeks.

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Fifth and sixth weeks.

ENGLISH LANGUAGE AND LITERATURE

S. A. LYNCH, B. L., 1892; B. P., 1892, Missouri; M. A., 1900, Chicago. Professor and Head of the Department, 1909.

W. W. GIST, B. A., 1872; M. A., 1875; D. D., 1892, Ohio. Professor of Languages and Literature, 1900.

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

JENNETTE CARPENTER, B. A., 1885; M. A., 1888, Cornell College. Graduate Student, University of Chicago, 1893-94; Harvard Summer School, 1902-03; University of Berlin, 1910-11; Summer School, Oxford University, 1911. Professor of Rhetoric and Literature, 1899.

JOHN BARNES, A. B., 1904; M. A., 1905, Northwestern University. Professor of Public Speaking, 1910.

IDA FESENBECK, B. Di., 1893; M. Di., 1894; I. S. T. C.; B. A., 1900, Iowa; Student Radcliffe College (Harvard), 1900. Instructor in English Grammar.

MARGARET E. OLIVER, B. A., 1885; M. A., 1888, Monmouth College; Graduate Columbia College of Expression, 1901. Orthography and English Classics, 1901. Assistant Professor, 1901.

MABEL J. LODGE, A. B., 1908, Chicago. English Composition and Rhetoric, 1909.

## LATIN

FRANK IVAN MERCHANT, A. B., 1880, Shurtleff College; M. A., Ph. D., 1890, University of Berlin. Head 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

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

CLARA NOLTE, M. Di., 1908; B. A., 1911, I. S. T. C. Instructor in German, 1911.

## MATHEMATICS

IRA S. CONDIT, B. A., 1886; M. A., 1889, Parsons College; Graduate Student, University of Chicago, Summer Sessions, 1906, 1908 and 1909. Head of the Department and Professor, 1898.

D. SANDS WRIGHT, M. A., 1888, Penn College. Senior Professor of the Faculty, 1876.

CHARLES S. CORY, M. Di., I. S. T. C., 1900; B. S., 1902, Iowa. Professor, 1907.

EDNA ALLEN, B. S., 1911; one year graduate work, University of Chicago. Instructor, 1911.

EDITH LONG, B. A., Cornell University; M. A., Nebraska; Head of Department of Mathematics, High School, Lincoln, Nebraska. Instructor.

ROBERT D. DAUGHERTY, M. Di., 1900; I. S. T. C. B. Ph., Iowa Wesleyan, 1910; Graduate Student S. U. I., Summer, 1912. Head of Department of Mathematics, Iowa Wesleyan. Instructor, Summer Term.

## PHYSICS AND CHEMISTRY

LOUIS BEGEMAN, B. S., 1889; M. S., 1897, Michigan; Ph. D., 1910, Chicago. Head of the Department and Professor of Physics, 1899.

- S. FREEMAN HERSEY, B. Ph., 1892, Beloit College; Harvard Summer School, 1903. Professor of Physics, 1899.
- WILLIAM H. KADESCH, B. S., 1906, Ohio Wesleyan; Ph. M., 1910, Chicago. Professor of Physics, 1910.
- PERRY A. BOND, B. S., 1901; M. S., 1908, Iowa. Assistant Professor of Chemistry, 1911.
- ROBERT W. GETCHELL, B. A., I. S. T. C., 1911. Assistant Professor of Chemistry, 1909.

### NATURAL SCIENCE

- MELVIN F. AREY, B. A., 1867; M. A., 1870, Bowdoin. Head of the Department and Professor of Geology, Structural Botany, Mineralogy and Zoology, 1890.
- GEORGE W. NEWTON, B. Di., 1882, I. S. T. C.; B. A., 1887; M. A., 1890, Iowa; Graduate Student Harvard, 1891. Professor of Biology, Physiology, Botany and Sanitation, 1896.
- EMMETT J. CABLE, B. S., 1900; M. S., 1901, Cornell College. Graduate Student Chicago University, 1903-1905. Professor of Geography, 1905.
- ALISON E. AITCHISON, M. Di., 1903, I. S. T. C.; B. S., 1907, Iowa. Assistant Professor of Geography, 1903.
- W. H. DAVIS, B. Pd., 1903, Albany State Normal College. Instructor Albany State Normal College, 1902-03; B. A., 1912, Cornell University. Instructor in Botany Cornell University, 1911-12. Assistant Professor of Botany and Agriculture, 1912.

### HISTORY

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

## GOVERNMENT

CHARLES H. MEYERHOLZ, M. Di., 1898, I. S. T. C.; Ph. B., 1902; M. A., 1903, Iowa; A. M., 1905, Harvard; Ph. D., 1907, Leipsig. Professor of Government, 1908.

H. J. PETERSON, A. B., 1905, St. Olaf College; M. A., 1907, Iowa; Graduate Student, University of Chicago, 1909-10. Instructor in Government, 1910.

## ECONOMICS

REUBEN McKITRICK, Graduate State Normal School, Alva, Oklahoma, 1903; A. B., 1907, University of Oklahoma; Graduate Student State University of Wisconsin, 1907-1910. Professor of Economics, 1910.

BRUCE FRANCIS, M. Di., 1891, I. S. T. C.; Ph. B., 1896, Iowa. Instructor in Economics.

## ART

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

EFFIE SCHUNEMAN, Student, Art Institute, Chicago; Cumming School of Art, Des Moines; Pratt Institute. Instructor, 1911.

ANNA IVERSON, Graduate Art Institute, Chicago. Substitute Instructor, 1912-13.

## COMMERCIAL EDUCATION

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

MAYME STRASSER, Supervisor of Penmanship, East Waterloo.

## MUSIC

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

- ANNA GERTRUDE CHILDS, B. A., 1889; M. A., 1893, Iowa College; Pupil of George Henschel, William Shakespeare and George Ferguson. Professor of Voice, 1901.
- JOHN ROSS FRAMPTON, B. A., 1901; Mus. Bac., 1904; M. A., 1906, Oberlin; Colleague American Guild of Organists, 1909. Professor of Piano and Organ, 1908.
- HULDA STENWALL, Student, Oberlin Conservatory, 1902-1904. Assistant Professor of Vocal Music, 1908.
- GRACE GAIL GIBERSON, Graduate of Special School for Public School Music Supervisors, Detroit, Michigan. Graduate of American Institute of Normal Methods, Chicago. Instructor in Public School Music, 1912.
- LOWELL E. M. WELLES, Student, Oberlin Conservatory. Instructor of Voice, 1911.

#### VIOLIN AND OTHER ORCHESTRAL MUSIC

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

#### PHYSICAL EDUCATION

- R. F. SEYMOUR, B. P. E., 1907, Y. M. C. A. Training School, Springfield, Mass. Head of the Department, Physical Director and Professor of Physical Education, 1906.
- MARGUERITE M. HUSSEY, Graduate, Boston Normal School of Gymnastics, 1908. Assistant Physical Director, 1910.
- MONICA R. WILD, Director of Physical Training Diploma, 1911; B. A., 1912; I. S. T. C. Instructor, January, 1913.

#### MANUAL ARTS

- CHARLES H. BAILEY, B. S. in C. E., 1895, Iowa; Manual Training Diploma, 1903, Teachers' College, (Columbia); B. S., 1903, Columbia. Head of the Department and Professor of Manual Training, 1905.
- MRS. ALMA L. McMAHON, Graduate Oshkosh, Wisconsin, Normal School, 1886; B. Ph., 1902, Wisconsin; Domestic Science Teacher Diploma, 1904, Stout Institute. Instructor in 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

ALICE MARGARET HEINZ, Teacher of Domestic Science Diploma, 1909, I. S. T. C. Instructor in Sewing and Cooking, 1910.

OLIVE SHEETS, B. A., 1908; B. Sc. in Domestic Science, 1910, Ohio. Instructor, 1911.

### LIBRARY

MARY DUNHAM, B. A., Librarian, 1911.

ETHEL L. AREY, M. Di., Loan Desk Attendant, 1896.

IDA WOLF, Graduate Drexel Library School, Cataloger and Shelf Lister, 1912.

IVA HUNTLEY, M. Di., Assistant Cataloger and Accession Clerk, 1907.

MARY E. BURTON, Indiana Library School. Michigan State Normal School, 1911.

MARY E. MARTIN, 1913.

### COLLEGE OFFICE ASSISTANTS

BEATRICE WILBUR, Assistant Secretary, 1906.

EVELYN V. MORTON, Stenographer, 1910.

HAZEL E. BROWN, Stenographer, 1910.

GENEVIEVE BURLING, Stenographer, 1911.

PEARLE C. GRAHAM, Stenographer, 1911.

EMMA DEINES, Clerk, 1910.

### EXECUTIVE COMMITTEES

1. *Credit Work Done in Other Educational Institutions.*  
D. S. Wright, G. W. Newton, W. W. Gist, Louis Begeman, Sara F. Rice, Myra E. Call, G. W. Walters.

2. *Lecture Course,* Frank Ivan Merchant, Louis Begeman, Charles S. Cory.



3. *Literary Society Work and Senior Orations*, John Barnes.

#### ADVISERS OF STUDENTS

1. *College Course Students*—Head of Department with which the Major Study is taken.
2. *Other Students*—Registrar and President.
3. *College Graduates*—C. P. Colgrove.

#### BUREAU OF RECOMMENDATIONS OF TEACHERS

The Registrar and the President's Secretary.

# IOWA STATE TEACHERS COLLEGE

## *Announcements of Plans and Courses*

### THE SUMMER TERM

Requirements to Obey in Formal Enrollment and Scheduling  
for Class Work.

#### *Places to Report in Order*

1. For Enrollment—at the President's office.
2. For Registration and Examination of Records—at the College Office.
3. For Scheduling and Conference with the Departments—at the Gymnasium.

*Note:* The steps in formal organization of the students for work are as follows:

1. The fee of \$5.00 and the filling out of the Enrollment Blank is the preliminary requirement and is conducted at the President's Office.

2. The presenting of the Credentials for Entrance, such as teachers' certificates, high school records, college records earned at other institutions, is to be done at the College Office where the Enrollment Blank is filed. These will be investigated by the College Examiner. The preliminary arranging of the schedule of work to be taken will be done by the Registrar for both new and former students.

3. The final acceptance of this schedule of work is secured by the student going to the Gymnasium, conferring with the heads of the departments with whom he takes work, enrolling in the right classes by securing signatures upon the two schedule cards that are given by the Registrar.

4. These completed schedule cards must have every kind of assignment that the student has undertaken, including such

work as private music instruction, literary society work, physical training, etc. The final act for completing all formal conditions consists in presenting these schedule cards to the Viseing Committee located near the Exit and having them approved and endorsed.

5. These cards must not be amended, changed or remodeled without first coming to the Registrar for authority to reconstruct the same, as it is his official duty to properly care for all students in removing difficulties in unsatisfactory schedules.

### OPPORTUNITY TO HAVE CREDENTIALS EXAMINED AND SCHEDULES DETERMINED BEFORE THE DAY OF ENROLLMENT

The Registrar and Examiner requests that persons intending to be students should arrange for entrance and for scheduling of work before the opening day. He stands ready to pass upon the sufficiency of high school records, teachers' certificates or any other evidences of scholarship at any time that they may be sent by mail. He will also be able to arrange preliminary schedules for students a month before the opening of the term. This business can be done thru correspondence nearly as well as by personal conference in the office. By making these arrangements in advance the student is spared the difficulties that commonly arise when so many are desiring to be classified on the same day.

#### ORDER OF EXERCISES AND PROGRAM OF THE FIRST MONDAY

##### *Hours of Recitation—*

1. First Period..... 1:30 p. m. to 2:00 p. m.
2. Second Period..... 2:00 p. m. to 2:30 p. m.
3. Third Period..... 2:30 p. m. to 3:00 p. m.
4. Fourth Period..... 3:00 p. m. to 3:30 p. m.
5. Fifth Period..... 3:30 p. m. to 4:00 p. m.
6. Sixth Period..... 4:00 p. m. to 4:30 p. m.

## PROGRAM OF REGULAR DAYS AFTER THE FIRST MONDAY

*Order of Program and Hours of Recitation—*

1. First Period..... 7:05 a. m. to 8:00 a. m.
2. Second Period..... 8:00 a. m. to 8:55 a. m.
3. Third Period..... 8:55 a. m. to 9:50 a. m.
4. Chapel Exercises and  
Special Program.. 9:50 a. m. to 10:20 a. m.
5. Fourth Period.....10:20 a. m. to 11:15 a. m.
6. Fifth Period.....11:15 a. m. to 12:10 p. m.
7. Noon Recess.....12:10 p. m. to 1:30 p. m.
8. Sixth Period..... 1:30 p. m. to 2:25 p. m.
9. Seventh Period..... 2:25 p. m. to 3:20 p. m.

*Other Hours—*

1. Literary Society work, as announced after the organization is completed.
2. Evening Lectures and Entertainments, 8:00 p. m.
3. Physical Training as arranged.
4. Choral Society, Glee Clubs, Orchestra, Band and other rehearsals as may be arranged after the term opens.

## STUDENTS PROVIDED FOR ON THE PROGRAM

1. Country School Teachers.
2. Primary Teachers.
3. Grade Teachers.
4. Special Teachers.
5. High School Teachers.
6. Principals and Superintendents.
7. Persons preparing for examination for state certificates.
8. Persons preparing for examination for uniform county certificates.

## GRADUATION—CREDIT FOR WORK

Under the plans of organization provided there is a graduating class at the close of each summer term. Hence, stu-

dents who continue their attendance from summer term to summer term and continue also their studies from year to year by special registration with some of the departments, could complete a course and graduate without being compelled to relinquish their work during the regular school year. Students who have previously completed partial courses at other educational institutions are invited to investigate this opportunity to complete their education. Credit for work done is received and recorded the same as in other terms of the year.

### AMOUNT OF WORK

The amount of work for which a student may be regularly scheduled is four class hours a day. Each class is given six weeks' work and is counted as a half term credit, a full term credit being twelve weeks. It is possible for a student to complete the other half credit and take an examination by complying with the regulations adopted for such a system of study and instruction.

Certain courses of study are given for students who desire review for examinations. These courses are not credit courses and the number of assignments that can be permitted is governed by the scholarship already possessed.

Test examination in any branch is obtainable at the opening of the term by making arrangements with the Department where the subject is assigned.

### LECTURES

An attractive course of entertainments of the highest quality will be provided. A very small price will be charged for the season ticket.

### EXPENSES

1. Enrollment Fee, \$5.00 for full term—one dollar a week for less time.
2. Private lessons in music at the rate of one lesson a

week will be given by the piano, voice and violin teachers at the following term rates, payable at registration:

Violin—Mr. Merrill.....	\$9.00
Piano—Mr. Frampton.....	7.50
Voice—Mr. Welles.....	7.50
Voice—Miss Childs.....	7.50

3. Pianos for practice will be rented by the College Secretary at the rate of \$1.50 a term for each school day hour thus assigned.

#### BOARD AND ROOM—TRANSPORTATION

Expenses for board and room combined vary from \$4.00 to \$4.50 a week, according to accommodations secured and privileges given. Furnished rooms rent from \$1.00 to \$1.25 a week. Students are permitted to live in accredited houses, approved by the Dean of Women. Anyone wishing her assistance in being comfortably located is granted her services on application.

Transportation from the City to the College is by street car, giving fifteen minute service. These cars run from 6:30 a. m. to midnight.

### DETAILS OF DEPARTMENTS, GIVING VARIETY OF WORK OFFERED IN THE SUMMER TERM.

#### 1. PROFESSIONAL INSTRUCTION IN EDUCATION

##### 1. PSYCHOLOGY

Only a part of one's education can be secured from books. The scientific spirit must be acquired and the scientific method adopted if the richest results are to be obtained in the natural sciences; and Psychology is a natural science.

The distinction between rational and empirical Psychology is presented in lectures and illustrative work, leading the student to an insight into the general method of psychological study and of the manner in which the science has been built up. This line of work also is designed to lead the

student to become self-reliant and capable of independent study and investigation. Sufficient experiment is introduced to give the learner a glimpse of the process by which this science is approached by specialists and of the method by which knowledge is discovered and laws formulated. The nature of sensation and sense-perception is discussed in the beginning, in order to lay the foundation for the laws of association, the nature of imagination, abstraction and the formation of the general notion or concept, and inductive and deductive reasoning, constant appeal being made to the student's own consciousness through introspection.

Observation of the mental life in adults and children is encouraged to the end that the mind may be recognized as an organic unity, its process varying in kind rather than in degree all through life.

A comparison of theories and systems will be made, followed by a discussion of the conclusions to which they point. The library is well supplied with the literature of the subject and students are expected to use it. "Studies in Education," prepared by the Professional Department and published by the school, will be found helpful.

A standard text will be read; a short thesis required from each student on an assigned topic, and parallel readings from the following authorities: Calkins, Thorndike, Titchener, Angell and Sully. Four classes will be formed as follows:

(Mr. Samson, First Term, Double Course.)

(Mr. Samson, First Term, Single Course, Half Credit.)

(Mr. Samson, Second Term, Single Course, Half Credit.)

## 2. PSYCHOLOGY

### *Special Teacher Courses*

A course in general Psychology for all students enrolled in the Special Teacher and Normal Courses. The course is planned with reference to the needs of those students who are pursuing special courses with a view to teaching in the elementary school and will be especially helpful to Primary and Kindergarten teachers. Particular attention is given to the

growth and development of the mind of the child, and the problems which confront the elementary teacher in her work are constantly kept in mind. The practical application of the principles involved is discussed and the work is made as helpful and practical as possible. The text book work is supplemented by observation, individual and class experiments, and lectures by the instructor. The work is also made more concrete and interesting by means of demonstrations with the stereopticon.

(Mr. Mount, First Term, Double Course.)

(Mr. Mount, First Term, Single Course, Review or Half Credit.)

### 3. EXPERIMENTAL PSYCHOLOGY

No subject has made more rapid advancement within the past ten or fifteen years than has Psychology. The subject has been changed from a theoretical to a practical science based upon experiment. It is universally conceded that no course in Psychology is complete that does not include something of the experimental method. A Psychological laboratory has been added to the equipment of this department in the Iowa State Teachers' College, and the student is now able to determine experimentally the basis for the principles laid down in the general course and to make practical application of these principles to his work as a teacher. Typical experiments in each of the approved lines of psychological investigation will be performed, and the student will be made familiar with modern psychological apparatus, methods of experimentation, and their significance for the public school teacher. This course must be preceded by first and second term Psychology and may be taken for either a half or a full credit.

(Mr. Mount, Single or Double Course.)

### 4. SCHOOL MANAGEMENT

The study of Psychology should reveal to the student of education the fundamental principles upon which all rational instruction is based. Experience has demonstrated, however, that these principles need restatement, emphasis, and illus-



tration as applied to the practical problems of the school room. It is astonishing how little practical benefit teachers, even college graduates, derive from their study of Psychology and the abstract principles of education. Unless teachers have actually discovered how and why the principles of Psychology and Child Study apply to the complex life of the school, they cannot make use of such principles in a conscious, intelligent and helpful way.

It is the purpose of this course in School Management to present in a plain common-sense way the ordinary problems of the school that must confront every teacher and show how to solve them according to the most approved principles of educational theory. The subject is presented from the standpoint of the teacher. "The Teacher and the School" is, thus, the central topic of the whole course.

The course treats of the scholarship and training of the teacher, the practical results of child study; the nature and aims of the school, the course of study and how to use it, the classification, gradation and promotion of pupils, the principles that should determine the making of the daily program, the hygiene of the school room, the best tests of school work, the nature of the teaching process, the laws of teaching, the objects of the recitation, the teacher's preparation of the lesson, the proper assignment of the lesson, how to help the pupil study the lesson, the method of teaching the lesson, the nature and importance of training pupils in right habits, and the best methods of managing and governing the school.

The text book used is Colgrove's "The Teacher and the School."

Students may enroll for either credit or review work. Those who desire to make a full credit during the summer term must schedule for two periods. (Mr. Beveridge.)

## 5. HISTORY OF EDUCATION

A full course, requiring two periods, is offered covering the essentials of the subject. A text is used as a guide, supplemented by discussions and reports on special topics and educational classics. Especial attention is given to Comenius,

Rousseau, Pestalozzi, Froebel, Herbart, Spencer, and the organization of their doctrines into present school practice. The aim is to give the student an understanding of present educational conditions in the light of their historic development. The library affords abundant material for extensive reading and the student is urged to use it and to study the relations of educational to other lines of social activity. Full credit. (Mr. Walters.)

## 6. PHILOSOPHY OF EDUCATION

The subject will be treated from the standpoint of the latest advances of the biological and social sciences. The aim will be to give the student a wide and unified view of the educational problem, to put him in contact with the best authorities and enable him to approach living questions intelligently. It follows psychology, methodology and history of education. A full course is offered. The first hour will follow the text quite closely; the second will be given to reports by students and discussions based thereon. (Mr. Walters.)

## 7. SCHOOL ADMINISTRATION

No professional work of today offers a more inviting field for usefulness and power than that of school administration. With the rapid growth of our towns and our 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 thorough 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 thoroughly as the time will permit:

- (1). Famous Educational Reports and their value.
- (2). Problems involved in making a course of study;  
(a) in elementary grades; (b) in high schools.
- (3). Necessary qualifications of the supervisor.
- (4). Relation of the supervisor to the school board;  
(a) legal; (b) professional; (c) personal.

(5). The right relations between the supervisor and the supervised.

(6). Difficult problems of supervision; (a) the proper distribution of authority; (b) classification; (c) examinations and promotions; (d) special studies and special teachers; (e) visitation of rooms; (f) how to bring about reforms.

(7). How to secure the cooperation of the people.

(8). Teachers' meetings.

These subjects will not be treated in a dogmatic or theoretical way, but the work will be as definite and practical as possible, and will be based very largely on the actual experience of the instructor.

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 this subject. (Mr. Beveridge.)

### THE PRINCIPAL'S CLUB

For several years a club of principals, superintendents and other advanced teachers has been maintained. This club will be reorganized at the opening of the term and will be led by President Seerley or some other member of the professional department, the subjects of the discussions to be decided by the club or its executive committee. This club will meet on the days and at the times preferred, and will be organized by the President the second day of the term.

### 8. PRIMARY METHODS

(1). *First Term.* Devoted to a study of Reading, Language, Primary Literature, Nature Study and Phonics.

(a). *Reading—Aims.* Reading as a center of correlation. Value of classic literature to the teacher and to the pupil. Oral presentation of stories. Character and use of

supplementary matter. Phonics. The following systems fully illustrated:

Incidental Reading, Games, Stories, etc.

Eclectic.

Phonic Synthesis.

Rational.

Key.

Aldine.

(b). *Language*.—The principal topics studied and discussed are (1) the primary object of language, (2) essentials of a good language exercise, (3) the requirements of a good child's story, (4) the purpose of story telling, (5) adaptation of stories for telling, (6) how to tell the story, (7) the value of choice poems as a means of quickening the intellectual and the spiritual life, (8) language through nature study. Illustrative lessons given on typical stories, poems, nature lessons and pictures.

(c). *Nature Study*.—The nature study work aims primarily to cultivate a love for this subject, and also to afford experience in observation. Illustrative lessons given on a few living animals and plants; types chosen and life history studied as far as possible. Topics studied are (1) aims of nature study, (2) field lessons, (3) school garden, (4) selection of material, (5) relation of nature study to literature and other subjects, (6) lesson plans, (7) nature stories, (8) color in nature.

Each student is required to reproduce and illustrate several stories and poems and write theses on subjects studied.

(2). *Second Term*.—Considers chiefly Number, Geography, Primary Literature, History and Stories.

(a). *Number*.—Aims in teaching. Sense training. Illustrative lessons given. The Speer or Ratio method is compared with other methods. Detailed reports of special articles required. Number devices, drills and seat work.

(b). *Geography*.—The nature study work of the first and second grades may be considered the beginning of geo-

graphy. Course of study outlined. Illustrative lessons given on eight or ten topics intended as types in nature study.

(c). *History*.—Illustrative lessons in ten or twelve topics intended as type studies. The library is well furnished with reference books and an effort is made to keep in touch with the best writers on each subject.

(3). *General Primary Methods*.—Considers Primary Reading, Primary Literature, Stories and Story-telling (Norse, Greek, Roman, etc.), Nature Study Sense Training, Numbers, Phonics and Primary Physiology.

Students who take one hour's work each day will receive one-half credit on the course in primary methods. Students who take two hours' work each day, one hour in general primary methods and one hour in first or second term methods, will receive one full credit on the primary course.

## II. RURAL EDUCATION

### SPECIAL ATTENTION GIVEN TO COUNTRY SCHOOL WORK

This new department, called rural education, has been created for the main purpose of increasing the attention given to country school teaching. This change of plan does not intend to suggest that the needs and requirements of country schools are so notably different as to cause separation of such students as decide to enter this special field of labor from the other students, but it is done to give more time and emphasis to the consideration of their education and training than has been possible by the regular faculty. In doing so the duty of opening and organizing the new department has been assigned to Prof. George S. Dick, Registrar and Examiner, an educator of large experience, who is qualified in every respect to be the adviser of such students and to efficiently direct the work required to be done.

1. *Didactics*.—This class is intended for students who are preparing for uniform county certificates of all grades. The work will not require much outside study, and much of the instruction will be given in the form of lectures. The class will afford an excellent opportunity for review in didac-

tics as well as for obtaining a good knowledge of the practical problems of the schoolroom that every young teacher must face. The terms in psychology in ordinary use in school literature will be explained and illustrated, furnishing an elementary review of psychology as applied to school work. Planning lessons and the best methods of teaching will be discussed. The aim will be to present the essential truths of didactics in such a plain and simple manner as shall be of the greatest assistance to those desiring to teach, at the same time preparing for uniform county certificates. Students can enroll for one-half of the session if they so desire. Not a credit course.

2. *The Country School*.—This will be a half credit course for rural teachers. The instructors in charge will be teachers and superintendents of long experience who have become experts in all the problems involved. Here will be studied the country community, country life, country educational demands, practical programs and definite courses of study with applications. This work will be based on the new book, "The Country School," prepared by President Seerley and published by Chas. Scribner's Sons. Many other sources of information and study will be found in the library to supplement and strengthen the lessons given for study and recitation.

3. *Country School Primary Methods*.—Methods in Literature, Language, Reading, Phonics, Sense Training, Nature Study and Number.

*Other Subjects—See Departments for Details*

4. *Training School Demonstration*.—Training Department.

5. *English Grammar*.—English Department.

6. *Orthography*.—English Department.

7. *Reading*.—English Department.

8. *English Classics*.—English Department.

9. *Arithmetic*.—Mathematical Department.

10. *Elementary Agriculture*.—Natural Science Department.
11. *Geography*.—Natural Science Department.
12. *U. S. History*.—History Department.
13. *Penmanship*.—Commercial Department.
14. *Drawing*.—Drawing Department.
15. *Music*.—Music Department.
16. *Games and Exercises*.—Physical Education Department.
17. *Handwork*.—Manual Training Department.
18. *Shop Work*.—Manual Training Department.
19. *Cooking*.—Home Economics Department.
20. *Sewing*.—Home Economics Department.

### III. TRAINING IN TEACHING

#### A SCHOOL FOR CHILDREN DURING THE SUMMER TERM

Regular class work of children of all elementary grades will be offered again the coming summer term. This includes all primary grades, and grades leading up to those classes beginning phases of high school work. By special request on the part of high school pupils, in order that the date of their graduation may be moved forward, classes in advanced work of the high school course will be at work during the term. This affords children an opportunity for some well directed work for a short time each day for a part of the long summer vacation. The work will be done in the morning and there will be no studying in hours outside the regular program. The teaching will all be done by supervisors and teachers regularly employed in the department of training in teaching during the year. All pupils whose work fits them for the classes present may attend without expense. The work is that of the regular course and those present will proceed at the opening of the fall term from the place where they laid down the work at the end of the summer term.

By this plan here presented all grades of elementary teachers may see classes of children regularly taught in prac-

tically all the general subjects of the public school course. This teaching is designed to illustrate clearly and concretely the fundamental principles of teaching and to give good suggestions as to devices and their proper manipulation.

### *Advanced Elementary and Secondary Section*

The general activities of pupils are the same in all grades, so that some fundamental, general principles of teaching are applicable in all subjects and in all stages of growth and development of children. However, powers of children vary in degree in different stages of growth and development, and this requires varying emphasis in different grades in the inductive-deductive phases of the teaching process which combine to form a rational method of instruction. Likewise the different subjects of instruction, although in general following universal principles, because of their special educational values and purposes, call for different degrees of stress on successive phases of the teaching activities. The design of this illustrative work is to give the observer through the teaching and the discussion practical grasp of principles of teaching and a realization of proper devices for class room instruction in each specific grade.

### *Grades IV., V., VI.*

Looking to the interests of fourth, fifth and sixth grade teachers, one period per day will be devoted to the instruction of classes of children and subjects drawn from those grades. In the early part of the hour a class of children will be present for instruction. The latter part of the period will be given over to discussion of the lesson just presented and to the general principles of teaching especially applied to teaching in these intermediate grades.

### *An Hour for Mixed Grades*

At this period all grades from first primary to seventh, inclusive, will be taught. The purpose is to illustrate purely oral work and the shorter recitations of the younger children and the introduction of text books and the study period of the older grades. This hour is designed for teachers who wish to see a broader range of work and thus learn the more general



application of principles of instruction. The work is well adapted to the needs of teachers having several grades to teach, to aid in meeting the numerous problems of the country school teacher, and to help principals of schools in a mastery of standards of instruction for the various grades under their charge.

*Grades VII. and VIII, and General Survey of Elementary  
School Course and Teaching*

Classes of children of the later elementary school grades will be present for illustrative purposes for teachers of these grades. In addition to the teaching and discussions of these specific class exercises there will be general discussion of the course of study and relationships in the teaching of the various grades especially adapted to helping the teachers of these upper grades adjust their work to that preceding and what is to follow. Teachers of these grades who also act as principals of schools as well as those desiring to study the general course and processes of instruction will find this hour adapted to their needs.

*Elimination of the Gap Between the Grammar Grades  
and the High School*

For about fifteen years a gradual practical adjustment of the work of children in the department of training in teaching has been in progress in this institution. Classes have finished the eleven year course effectively and the individuals are demonstrating that the elimination of the ordinary gap saves time and develops power for advanced study. A three year high school course is not feasible, but adjustment of the work of the elementary grades makes it possible to give effective high school training and still keep the pupil but eleven years in the elementary and secondary school.

The course of study of the department of Training in Teaching is now in print and an opportunity for careful study of the elementary school course is thus afforded. In this hour the problems of instruction of various high school subjects and their relation to the course and teaching in the related elementary grades will be taken up. A text in principles of

secondary instruction will be used, but special effort will be made to illustrate this from the experiences in the secondary section of the training school. General and special high school teachers will find this course helpful, and superintendents will have a chance at first hand to study one of the coming movements in public education in its practical bearings.

In each hour of work laid out in the various classes mentioned there is opportunity for the student to get recognition for his effort, if he so desires, on the credits required in the department of Training in Teaching. A record is kept of the attendance and efficiency of the student's work and when the final records are to be completed in the training school due credit is given for the work the same as for similar work in the regular terms of the year.

Miss Hughes, supervising critic in special charge of Geography and History in the advanced elementary and secondary section of the training school, will have charge of the school in the upper elementary grades. She will also do illustrative teaching for classes of students. Miss Aitchison and Miss Fisher, who have completed the two years' course in training as supervisor and critic in addition to the B. A. course of the College, will assist in the various grades as needed, giving full time to the work. Miss Luse, critic teacher in special charge of English and Latin in the advanced elementary and secondary section of the training school, will have direction of the high school classes taking work. In addition she, too, will do illustrative teaching with elementary pupils. There is a possibility that the children may give some public drill.

#### PRIMARY TRAINING SCHOOL WORK

From the primary school Miss Hatcher will give illustrative work with classes, two periods per day. As in the past, this work, if properly followed by readings and discussions on the part of students, may receive credit in observation on the course for primary teachers.

In addition Miss Hatcher will offer two periods per day in History and Literature as now worked out in the primary training school.

*Illustrative Teaching and Discussions*, Grades I, II., III. (Miss Hatcher).

Students are expected to take only one hour per day. They will receive one-half credit in Observation.

History and Literature in Primary Schools. (Miss Hatcher).

Students who take one hour per day will receive one-half credit in training school work on the primary teacher's course.

Students may combine one hour of Illustrative Teaching and one hour of History and Literature in Primary Schools and receive one full training school credit on the primary teachers course. The work in IV. and V. may be changed to suit demands of students after term opens.

## IV. ENGLISH

### CERTIFICATE COURSES

1. *English Grammar*.—(a). This course is credit work consisting of two parts and corresponding to one-term work during the school year. Classes will be met twice daily. During one period modifiers, complements, phrases, clauses and analysis of sentences will be considered; during a second period the subjects studied will be parts of speech, their subdivisions, properties, inflections and parsing. Both sections will be very helpful to teachers of grammar and language in city or country schools. One credit given for full work, one-half credit for either half.

(b). Four classes will be organized with special reference to the needs of those who wish to review the subject before taking examination for state or county certificates.

2. *Orthography*.—This course is offered for the benefit of those who wish to review this subject in preparation for examination for a certificate. Practice in spelling, illustration of rules of spelling, methods of teaching spelling, word analysis, orthoepy and study of synonyms are included in Orthography.

3. *English Composition*.—This course deals with the simpler forms of composition. It consists partly of the study

of a standard text book which sets forth the rules and principles that should be used in letter writing and in the usual forms of composition. The preparation of outlines and the development of these outlines into whole compositions will be a part of the work. All written work will be carefully read and sympathetically criticised.

4. *English Classics.*—The study is similar to what is usually taken up in the early years of the high school, the selections being from the works of English authors. The aim of the course is to foster the habit of intelligent reading and to develop a taste for good literature by giving a first-hand knowledge of some of its best specimens. This is an elective for certificate courses and for entrance deficiency in English. This will be given one period a day. Half credit.

The following ten books may be read:

Scott's "Lady of the Lake."

Addison's "Sir Roger de Coverley Papers."

Lamb's "Selections from Essays of Elia."

Pope's "Translation of Homer's Iliad." Books I., VI., XXII., XXIV.

Dickens' "Tale of Two Cities."

DeFoe's "Robinson Crusoe."

Tennyson's "Launcelot and Elaine."

Shakespeare's "As You Like It."

Shakespeare's "Merchant of Venice."

Shakespeare's "Julius Cæsar."

5. *American Classics.*—The object of this course is to give students an acquaintance with important writings of the great American authors, chiefly those of the nineteenth century. Some of their writings will be studied for reading and discussion in class, and other works will be assigned for outside reading. Historical and biographical material will be introduced incidentally when necessary to an understanding or appreciation of a masterpiece. This course may be taken as an elective for county or state certificate courses or for making up entrance deficiency in English. In the summer term it is given only one period for one-half credit.

6. *Reading—Regular Required Work.*—A study in thought getting and thought relations. The general aim is to interpret a simple selection, to create and hold in the mind the situation and to give the thought clearly and directly to another. The methods used in teaching are freely discussed. Brief talks on supplementary reading to be used in elementary schools.

#### COLLEGE COURSES

1. *English I., College Rhetoric.*—In this course the aim is to train the student to speak and to write the English language with clearness, force and elegance, to awaken a taste for the best literature by a critical and sympathetic study of a few masters of style, and to lay the foundation for true literary culture. Much practical work is required and many illustrative examples are studied. In order to do satisfactory work in Rhetoric, a student must have a thoro knowledge of grammar and of the fundamental principles of composition. This is a full credit, two period study.

2. *English II., English Literature.*—In order to cover the work for a full credit in this subject two classes will be organized. The purpose of this course being to get a good perspective of the general field of English Literature with a special view to tracing its historical development, two things are necessary: 1. The great movements in the development of the English in so far as these have influenced literature must be noted. 2. Typical literature from each period must be studied in such a way as to show how these historical changes have affected that literature,—in other words the literature is to be studied as an "expression of the life" of the people. In order to accomplish this it seems best to have section I. of this work give more attention to the historical development, especially that previous to the eighteenth century, while section II. will give more attention to masterpiece study of eighteenth and nineteenth century work with a view to showing how historical influences, both early and late, are revealed in these masterpieces. Both sections will make observations on the selections especially appropriate for study in the public schools.

3. *English III., Shakespeare.*—The course in Shakespeare will include the study of two or three plays and the

reading of others. The aim will be to reveal the age of Shakespeare and the circumstances under which he wrote; to show the forces that made the age possible; and to lead to a true appreciation of the high literary quality of the great poet's work. While attention will constantly be called to dramatic situations and the technique of the drama, the course does not include the presentation of parts. Lectures will be given on:

1. The Real Shakespeare.
  2. Reasons for the Decline of the Elizabethan Drama.
  3. How to study Shakespeare.
  4. Shakespearean Literature.
- Half credit.

4. *English IX., Nineteenth Century Prose.*—English Prose Writers of the Nineteenth Century will be given with the Dickinson-Roe text as the basis for study. The best essays of the period will be presented with special reference to their influence in developing correct style. One standard novel will also be read critically. This is a half credit study, but a full credit may be made by combining this with the Tennyson and Browning course or with Shakespeare.

5. *The Poetry of Tennyson and Browning.*—This course counts as a part of the work in Nineteenth Century Literature. The poetry of Tennyson and Browning will be studied, not only as revealing the thought and art of each of these two great poets, but also as an evidence of the great thought currents of the century just passed in England and the influences that made them what they were. This is a half credit course; it may be combined with Nineteenth Century Prose for a full credit in Nineteenth Century Literature.

Open lectures will be given on the following:

1. A lantern talk on "Some Glimpses of English Literature at Home."
2. A lantern talk on "Italy as a Background for the Study of English and American Literature."
3. An illustrated talk on "Some Glimpses of School Life Abroad as Compared With That at Home."

*Note.*—Any person wishing to do reading preparatory to the courses in American Literature or Tennyson and Browning may send to Miss Carpenter after April 2d for lists of desirable works to be read.

6. *English XIII., The Teaching of English.*—This course is offered especially for teachers, or prospective teachers, of English who may wish to become better prepared to do efficient work and to secure satisfactory results.

The topics considered will depend partly upon the needs or desires of the class, but will include the following: Some psychological consideration of adolescent boys and girls; the rise of English into its present place in the curricula of secondary schools; the preparation of the teacher; the college entrance requirements in literature; aims and methods in composition and grammar; the course of study; and other problems suggested by the development of the course. Papers and reports based upon independent study will be required.

In order that full credit may be earned by those who desire it, the work will be given two hours each day. For the first hour the study will be chiefly along the lines of the problems connected with the teaching of grammar and composition, including historical consideration of certain phases of grammar. The other studies will relate to the teaching of English Literature. Half credit will be given for either division of the course; full credit for both divisions.

7. *American Literature.*—This course, like all summer school work, being intended to count for only a half credit, will not be planned to cover the whole field of the subject. Minor periods and minor authors will be touched upon only incidentally or in lectures by the instructor. Attention will be given especially to a limited list of the most significant American writers, and the most significant types of American Literature will be traced in their developments from early beginnings to the present time.

*Note.*—Stereopticon lectures showing places of literary interest both in America and Europe will be given as a supplement to this course and to the one on Tennyson and Browning.

8. *Elocution I.*, (First Term) Regular Work.—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. The relation between physical training and expression is discussed. Special attention is given to the correction of voice defects.

There will be a class offered for those who took a half credit in first term elocution last summer.

9. *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 Narrative, 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. In the advanced work, simple scenes will be worked out for the benefit of those teaching this line of work in high schools. Discussions and suggestions will be a feature for those who may have rhetoricals in the public schools.

Work in *Elocution II.* must be preceded by *Elocution I.*

10. *Public Speaking.*—A general course in Public Speaking, aiming to give the student a minimum of theory and a maximum of practice. A study of the various forms of public address; platform deportment, carriage, gesture; voice building and the elimination of vocal defects; the psychology of effective speaking; supplementary reading from various writers on the subject. Simple, direct, effective address is the aim. This course will be of special benefit to those students who purpose competing in the oratorical contests.

11. *Argumentation.*—A study of the principles of argumentation together with their application to spoken and written debate; the analysis of important forensic speeches, source, nature and comparative value of evidence; tests of evidence, methods of proof; fallacies; inductive and deductive reasoning; the preparation of oral and written arguments.



Foster's "Argumentation and Debate" will be used as a text. Students who desire to participate in inter-society and inter-collegiate debate should plan to take this course.

*Note:*—A popular misconception prevails among students concerning a course in argumentation. Many consider it to be a dry-as-dust study, suited only to the debater or to the man who purposes entering law or politics. On the contrary, every individual who would convince another of the truth or falsity of a statement or assertion or persuade him to act or refrain from action; every individual who would acquire facility in testing the soundness of a proposition or an alleged fact; in short, all who would clarify their reasoning processes, will find it to their advantage to take a course in argumentation.

*Rhetorical Exercises.*—Those who need credit for required Literary Society work or Senior Orations, or who desire this work for its value to teachers, may enroll for such work during the summer term. Instruction will be given on such topics as: how to organize meetings, clubs, etc.; the fundamentals of parliamentary practice; decorum in public speaking, etc. Those who desire credit will be required to give two rhetorical exercises during the term.

## V. LATIN

The Latin program is so arranged that students who are in attendance during summer terms only may begin the study of Latin and continue it in connected courses. In special cases supplementary credits may be earned by examinations. The college entrance requirements in foreign language may be satisfied by completing the courses of the summer term. Students are requested to make application for their work in Latin a month, if possible, before the opening of the term.

1. Introductory Work, Part I. Half credit.
2. Introductory Work, Part II. Half credit.
3. Cæsar, the Helvetian War. Latin Composition. Half credit.
4. Cæsar, Book II. and part of Book III. Latin Composition. Half credit.

5. Cicero, First and Second Orations against Catiline. Latin Composition. Half credit.

6. Cicero, Third and Fourth Orations against Catiline. Latin Composition. Half credit.

7. Vergil. Half credit. This class will not be formed, unless applied for by a sufficient number of students before the opening of the term.

8. College Electives, two courses. The subject matter of these courses will be chosen with reference to the previous work of the class. Half credit for one course, full credit for the two courses.

## VI. GERMAN

Courses printed in Roman numerals, as German V. are for students who have already had a certain amount of this or some other foreign language; those printed in Arabic numerals, as German 4, are for students making up their language deficiency. Since each course below is a half term course only, and since there are only two instructors on duty in the summer term, it is impossible to offer work for every demand. The work is graded and distributed to accommodate as large a patronage as possible. Greater latitude will be allowed students to take certain of the courses for credit in any one of several terms, than would be allowed in the regular year. So that within certain limits, two students in the same class may have their work count for different terms' credit. All courses are half credits. The student may make a full credit by taking two courses when this is possible.

German 3. Ein Sommer in Deutschland; first year German.

German 4. Der Schwiegersohn; second year German.

German III. Der Talisman; second or third year German.

German X. German lessons, pronouns and auxiliaries; first year German; first half second term.

German IX. German lessons, beginning class, pronunciation and declension; first half first term.

German IV. Ekkehard; third year German.

German V. Scientific German; fourth year work.

German IX. German lessons, adjectives and numerals; second half first term German.

## VII. MATHEMATICS.

This department offers daily six hours of college work, four hours of credit work in certificate courses, and fourteen hours of review in certificate courses. Students desiring to receive credit for work done in review classes may obtain from the department permission to take a special examination at the end of the term. This examination will cover fully the course in question as presented in a regular term. Permission to take a special examination must be applied for before the end of the second week of the term.

Double courses giving full credit are offered in Solid Geometry, College Algebra I, and Plane Geometry. Single courses giving half credit are offered in Plane Trigonometry, History and Teaching of Mathematics, Third Term Algebra and First Term Algebra. By arranging for additional work and an examination, full credit may be secured for these last-named courses. Such arrangement must be made during the first two weeks of the term.

In addition to the members of the regular teaching staff remaining for the summer, there will be two instructors from other schools.

Miss Edith Long, Head of the Department of Mathematics in the Lincoln, Nebraska, High School, will offer courses in Secondary Algebra and will continue her work in Correlated Mathematics in the course in History and Teaching of Mathematics. Miss Long has done pioneer work in correlation of Secondary Mathematics in the Lincoln High School and has presented the results of her work with marked success in two previous summer sessions.

Professor Robert D. Daugherty, Head of the Department of Mathematics in Iowa Wesleyan College, will offer courses in Plane Trigonometry and Arithmetic. He will bring to the summer session the results of an extended experience in teaching both college and secondary mathematics.

The Mathematics Club will have its regular meetings for the discussion of topics of interest to students and teachers of all grades of mathematics.

## COLLEGE COURSES

1. *Solid Geometry*.—The geometry of planes, of solids and of spherical polygons. In addition to the demonstrations and discussions of the text, a variety of original exercises will be assigned and considered. The class is equipped with all the modern devices for illustrating the more difficult phases of the subject. Plane geometry as a pre-requisite. Half credit.

2. *Applied Solid Geometry*.—Supplementary to the course in solid geometry. Demonstrations of original exercises and solutions in concrete problems. Pre-supposes plane geometry and algebra through quadratic equations. Half credit. Students satisfactorily completing (4) and (5) will receive one credit in solid geometry.

3. *College Algebra I*.—Brief review of secondary work, graphics, binomial theorem, logarithms, partial fractions, determinants, theory of equations, formal proofs.

Double course, full credit.

4. *Plane Trigonometry*.—Trigonometric functions, trigonometric analysis, and solution of plane triangles. Sufficient preparation for analytical geometry and advanced physics. Full credit may be obtained by special examination as noted above.

Single course, half credit.

5. *History and Teaching of Mathematics*.—The Correlation of Secondary Mathematics as worked out during the past decade in the Lincoln High School will form the basis of the course as it relates to the Teaching of Mathematics. The History of Mathematics will be presented through assigned readings and papers. The nature of this course makes it possible to secure an assignment of outside reading and research work sufficient for a full credit. This additional work should be reported not later than the opening of the fall term.

Single course, half credit.

## CERTIFICATE COURSES

1. *Plane Geometry*.—Half credit.

2. *Applied Plane Geometry*.—Supplementary to plane geometry. A review of such parts of algebra as have a

special bearing upon the study of geometry. A large number of original propositions and of concrete problems, including exercises in construction and finding of loci, will be solved. Half credit. Students satisfactorily completing (1) and (2) will receive one credit in plane geometry.

3. *Third Algebra*.—Quadratics and beyond. Half credit.

4. *First Algebra*.—From the beginning. Special attention to fundamental operations, factoring, simple equations and graphics. Half credit.

*Note*:—A class will be formed in Middle (second term) Geometry if ten or more students make application for it.

#### REVIEW COURSES

1. *Algebra*.—All requirements for a first grade certificate. Six sections. Not credit work except by special examination as noted above.

2. *Arithmetic*.—Topics assigned in accordance with the needs of the class. Eight sections. Not credit work except by special examination as noted above.

#### VIII. NATURAL SCIENCE

1. *Review Physiology and Hygiene*.—Daily lectures will be given, accompanied by demonstrations with the skeleton, manikin, lantern and projecting microscope. The modern practical phases of the subject will be emphasized. Quizzes will be given from time to time in order to see that the pupils are mastering the essentials. This course is adapted to both rural and graded school teachers. A non-credit course.

2. *General Botany*.—A full course as a high school deficiency or as a state certificate requirement. In addition to the forenoon hour field work will be planned from time to time for afternoon hours, also reference work in the library.

3. *Hygiene and Sanitation*.—A full credit course. It may be made to apply on the college course if additional work be taken. There is a growing demand for increased knowledge along these lines.

At the convenience of the class such additional meetings will be held as are necessary to properly complete the whole subject.

4. *Zoology I.*—A college course adapted to the requirements of the Special Primaries and to those taking the first term of the A. B. course. One period will be given to the morphology and physiology of protoplasm, the cell, tissues and general animal functions and their appropriate organs and the other to the Arthropoda more specifically, insects receiving the larger share of attention on account of their greater economic importance in an inland state. Four recitations a week and three laboratory periods are required, two of the latter coming at the first period on Monday and Tuesday.

5. *College Botany.*—Six recitations and eight laboratory periods a week will be required of each student. On laboratory days, the student will work in the laboratory for two consecutive periods. The course will cover the morphology and life history of representative plants beginning with karyokinesis (cell division). The following groups will receive attention: Algae, Fungi, with special attention to the edible and poisonous species, together with wood destroying fungi, Liverworts, mosses, ferns, Quillworts, Gymnosperms, the white pine, with fertilization of the ovule. Plant physiology and taxonomy will be presented the summer sessions following, thus enabling a student to pursue the subject for three summer sessions. Field excursions will be given to present a broader and more practical view of the subject.

6. *Elementary Agriculture.*—This course is designed for presenting subject matter of elementary agriculture, together with methods, to high school, grade and rural school teachers. Special attention will be given to correlation with other subjects, place in the program, laboratory experiments, practical demonstrations and field work.

The following topics will be presented:

Plant variation.

Mendel's Law.

Twenty-five weeds.

Propagation of house plants and others.

Graftage and budding.

Seeds and seedlings.

Floral structure, pollination and fertilization.

Corn.

Plant foods—both “soil” and “manufactured” with tests.

Soil inoculation.

Soils of Iowa.

Fertilizers.

7. *Nature Study*.—Scientific standpoint taken. Instruction will be given in the more readily available subjects that may be taken up in the public schools and in the methods of handling them, so as to secure the results actually desired. Among these subjects will be soils, minerals, rocks, trees, insects and birds. This will be a full course credit.

## GEOGRAPHY

In outlining the Summer's work, we have kept in mind three essential things. First, the arrangement of a course for those who desire to do regular credit work; second, the offering of a review course especially adapted for those who do not care to do credit work, but who desire to prepare for the July examinations; and third, the arrangement of a course for rural school teachers.

With a well equipt, modern laboratory for both physical and commercial geography, we shall aim to give the teacher the benefit of a plain, simple, but practical method of geography teaching.

1. *Physiography*.—In order to comply with the faculty ruling for summer credits, the course is so arranged that students who desire to make a full credit may take two periods. The first part will be given to the study of land forms, and the second part to the study of mathematical geography and elementary meteorology. In the study of the land forms a careful study of the types of our present day land forms, their origin and the agents and forces at work effecting these changes will be made. Daily recitations will be supplemented with laboratory work, which will consist of

the study of topographic map. Suggestions as to how it should be studied and the place it has in the teaching of physiography will be emphasized. Field trips, covering phases of class work, will be taken from time to time.

2. *Commercial Geography*.—Commercial Geography of North America. One-half credit will be offered in this work on the basis of the physiographic divisions of the country, and a study of the various industries and resources will be made. This course should be helpful to those who expect to teach geography in the grades as well as to those who are preparing for science work in high schools.

3. *Essentials in Geography*.—Realizing that the country school teacher, because of short class periods and incomplete grading, must often omit much subject matter that is in the standard text books, a course of essentials is here offered covering the following:

(a). What shall be taught in change of seasons and how taught?

(b). What shall be taught about winds and their relation to rainfall? What helps can be obtained at little expense to the teacher?

(c). What shall be taught in the study of a continent as a whole?

(d). The United States. What shall be taught in studying it as a whole?

(e). The development of the geography of a group of states—as a type.

(f). Iowa and home geography, books, maps, and other materials helpful in rural schools.

A half credit will be given for this course.

4. *Review Classes*.—These will include mathematical geography; atmospheric movements; ocean water movements; prominent topographic land forms and their relation to man's industries; a comparative study of the continents with regard to physical features, climate and commercial products.



## IX. CHEMISTRY

The chemistry department is housed in Science Hall, a building of modern, fire-proof construction. The rooms are kept scrupulously clean and are perfectly ventilated and lighted. The classroom appointments include raised seats, fully equipped lecture table, hood, blackboard, display cabinets and charts, microscopic desk, and electrical connections of both high and low voltage. In the general laboratory are one hundred forty-four desks with combination locks and individual connections for gas, water, electricity and compressed air. The laboratories for advanced work and the private laboratories are designed to accommodate students of organic chemistry, gravimetric and volumetric analysis, water and food analysis, assaying and special courses.

For this work the apparatus in part includes stills and digestion shelves for nitrogen work, eight delicate analytical balances, electrically heated fat extraction apparatus of various designs, Westphal balance, polariscope, butyro-refractometer, spectrosopes, spinthariscopes, compound microscope, incubator, electric and assay furnaces, and such other apparatus as shall make for the most modern and effective instruction. A chemical library of nearly four hundred volumes, including extensive files of chemical periodicals, is available to all students.

College courses of instruction are offered, covering a four year course, and students may enter at the opening of any of the four terms of the year.

*Fees.*—A nominal fee of one dollar per term for chemicals is charged in all courses, and the student is expected to pay for his breakage and non-returnable articles, for surety of which he is required to purchase a breakage ticket of the college secretary at the opening of the term.

1. *Chemistry I.*—One hour of class room instruction and one hour of laboratory work daily. It includes a study of oxygen, hydrogen, water, valence, solutions, the halogens, acids, bases, salts, atomic and molecular weights, stoichiometry, and some of the theories and laws of elementary chemistry. The work covered is the same as that of the

regular year. The class room work counts a half credit, the laboratory exercises a half credit.

2. *Chemistry II.*—Two hours a day as in Course I. It includes a study of solution, ionization, sulphur, carbon, nitrogen, atmosphere, compounds of nitrogen, the phosphorous family, silicon, boron, stoichiometry, chemical laws and theories and library reading. Class room and laboratory work each count a half credit.

3. *Chemistry III.*—Two hours of laboratory work per day, including one or more recitations per week, by arrangement. This course includes a general study of part of the metallic elements, and the preliminary study and detection of the corresponding basic ions and of the commoner acidic ions. Half credit.

4. *Quantitative Analysis.*—Courses are offered in gravimetric and in volumetric analysis, in food analysis and in water analysis. Two hours daily of laboratory work will be necessary to complete a half credit course in any of these subjects. Periods to be arranged for individually.

5. *Household Chemistry IX.*—While the work done in this term will be essentially the work of the regular course given in the winter term, an effort will be made to adapt it to the needs of the general student. It will include the chemistry of food and nutrition as well as the general questions involved in the use of adulterants and preservatives. Five lectures and five hours of laboratory work per week.

In half credit courses a student may elect double work and thus complete the subject for a full credit. This is required in I., II., and IX.

The laboratory work can be arranged to suit the schedule of the student, except in I. and II., where it should come at the hour stated.

## X. PHYSICS

1. *Elementary Classes.*—For Credit. (Elementary Physics). The work covered will be as follows:

First Term—Mechanics of solids and fluids.

Second Term.—Heat, Magnetism and Electricity.

These courses are credit courses and the work is essentially the same as is done in the regular terms. During the summer term they are divided into two parts, consisting of theory and laboratory practice. The theoretical work, requiring five recitations per week, will count a half credit. The laboratory work, to illustrate the theory, will entitle the student to an additional half credit. Students desiring a whole credit should arrange for two consecutive periods. Those who cannot get first term physics as scheduled will be permitted to enroll in one of the review courses for the theory.

2. *Elementary Classes*.—Non-credit. (Review Physics). These classes will cover the work required for the first grade uniform county certificate. Students will not be required to take laboratory work.

3. *Advanced Class*—for Credit as Elective on College Course.—Teachers of physics and advanced students who have had a thorough elementary preparation and are somewhat skilled in laboratory manipulation should elect Advanced Physics. The instruction in this course will be largely individual and will be adapted to the needs of each particular student enrolled. With the exception of occasional class discussions, the work of this course will be devoted entirely to laboratory work.

Two entire floors of the new Science Building, comprising sixteen rooms, are used for the work in physics. The recitation rooms, general apparatus room, library, lecture hall and offices are located on one floor; while the other is devoted wholly to the laboratories. The equipment is such as to provide at least two years, or six terms, of instruction in the subject of physics. This affords an excellent training for those intending to become teachers of physics.

The large laboratory accommodates about fifty students at one time, and is equipped for a year's applied work covering the elements of the subject.

The special laboratories for more advanced work are furnished with the best apparatus necessary for the work.

The laboratory for advanced Mechanics and Heat contains a dividing engine, cathetometer, Kater's pendulum, har-

monographs, comparators, micrometer, microscopes, apparatus for Joule's Equivalent, accurate calorimeters, etc.

The laboratory for sound and light is equipped in part with a set of standard tuning forks, electric tuning forks, siren, resonators, organ pipes, recording drums, standard optical bench for diffraction and interference experiments, spectrometers, spectroscopes, gratings, photometer, heliostats and interferometer.

The laboratory for electricity and magnetism contains in part storage batteries, motor dynamo charging plant, Kelvin, D'Arsonval and alternating current galvanometers, Weston voltmeter and ammeters, electric calorimeter, silver voltmeter, standard resistance boxes, potentiometer, mica condensers, quadrant electrometer, magnetometer, electro-dynamometer, motors, universal galvanometer and accurate wheatstone bridge.

The science equipment furnishes the latest and best apparatus for class demonstration and the very best opportunity is here afforded for the experimental study of physics.

## XI. HISTORY

The courses in History are arranged to suit the needs of the teachers who are preparing for work in the public schools. Attention will be given to method of presentation as well as to subject matter.

### COLLEGE COURSES

1. *English History*.—English History will be offered two periods a day, thus enabling a student to make one entire credit, and those who took half a course last year to complete a credit. The work will be the full equivalent of the regular term's work and will be conducted so as to afford the students a working acquaintance with the chief periods of England's growth, also to emphasize the vital relations between England and our own country.

2. *American History*.—The work will be given this year in studies upon the period from 1865 to 1913. An outline syllabus will be used. Half credit will be based upon class

work and required reading. Full credit upon the course will be given for additional written reports upon selected topics.

3. *Nineteenth Century History (European)*.—This course is intended especially to give the preparation necessary for an understanding of current events in Europe. It will include the following topics: The development of German unity, of Italian unity; France in the 19th Century; the Eastern question; the growth of democracy in England.

Half credit will be given for the six weeks' work.

#### NORMAL COURSES

1. *General History*.—The work will be offered in two parts: The first part will include a brief study of Oriental nations, two or three lessons, and a study of Greece and Rome for the balance of the term. Half credit.

The second part will include a study of selected topics from the field of mediaeval and modern history, 800 A. D. to the present century. Either course will give a half term's credit; both courses will give a full credit in General History.

2. *United States History*.—*Review*.—This course will be suited to the needs of teachers in the elementary schools who desire a review of subject matter and suggestions as to methods of teaching and courses of study.

#### COUNTY CERTIFICATE COURSES

1. *United States History*.—*Credit*.—Five hours a week will be offered in this work and a half credit will be given. The part of the history to be offered will probably be the national period, but can be adapted to the needs of the class. Students who wish to do real work in the subject should enroll here.

2. *United States History*.—*Review*.—Four sections. This course will consider the chief movements in our national development, especial attention being given to the relations of events in order to give the student a working basis for future study.

## XII. ECONOMICS

Students interested in the study of Economics will find the Iowa State Teachers' College especially well equipped for

work in the undergraduate courses. Its library building is unexcelled in beauty and attractiveness. The commodious reading room affords a cool and comfortable place in which to work during the hot summer months.

The library itself is rich in the literature of historical, political and economic study. Moreover, special efforts are constantly being put forth to keep it up to date in the books, magazines, government reports and court decisions which deal particularly with economic subjects.

In addition to the courses described in the succeeding paragraphs, special attention is called to the courses outlined in the allied subjects of history and government and to the special lectures offered under the auspices of the Lyceum of Politics and Economics.

#### REVIEW COURSE

1. *Economics*.—This course will include a brief survey of the general principles of consumption, production, exchange and distribution. It is designed primarily as a review course to assist those who are preparing for teachers' examinations, and to that end special attention will be given in the class discussions to the needs of such a class. A careful preparation of lessons on the part of the class will be expected, but no credit can be given.

#### CERTIFICATE COURSES

2. *Elementary Economics*.—This course has been planned for those who have had no work in economics and who are preparing to take the examinations for uniform county and state certificates. The subjects to be studied will be the same as those outlined for the review course, but the work will be offered in two parts. One period each day will be devoted to the study of consumption and production and another to exchange and distribution. A full credit will be given to those students who complete the work in both periods.

#### COLLEGE COURSES

3. *College Economics*.—A college course designed for those who desire a thorough and critical study of economic

principles with special reference to their application to practical problems. It is a double course and will be offered at two different hours. The first division will include a study of the fundamental institutions of economic society, consumption, production, business organization, value, monopoly, money, banking and protection and free trade. The second division will begin with distribution and include a study of labor problems, transportation, insurance, agricultural problems and socialism. The course is open to any student whose college entrance requirements have been completed, whether previous work has been done in economics or not. Students expecting to be candidates for a college degree are advised to take this course. A full credit will be given for the completion of both divisions, or a half credit for either of them.

4. *Social and Economic Problems.*—This course is designed to be a continuation of the course in College Economics. It will comprehend a study of topics selected from the following group: The general plan of social organization, population, immigration, city life, marriage and divorce, the employment of women and children, the relation of employer and employe, strikes and lockouts, poverty and pauperism, the concentration of wealth, and governmental regulation of industry. The course will endeavor to acquaint the student with the nature and causes of the problems suggested by the foregoing topics and the present trend of public opinion in regard to their solution. Assigned readings and class reports will constitute an essential part of the work. On account of the topical method of study, this course is well adapted for summer school work. Open to any student who has had college economics or its equivalent. Half credit.

This course is arranged so that the unfinished part will be offered next summer. Students are thereby enabled to earn a full credit by attending two successive summer sessions. Special arrangements may be made, however, whereby the unfinished part may be completed *in absentia*.

#### SOCIETY OF HISTORY, ECONOMICS AND POLITICS

This club is composed of students and members of the faculty who are working in the departments of History, Government and Economics, though its membership is open to

others who are interested in these subjects. The object of the club is to give an added touch of vitality and inspiration to the routine work of the class room through the personality of those whose lives bring them into daily contact with some particular phase of our civic and economic life. Meetings are usually held on Saturday mornings during the summer term. Last year special addresses were given on The Monroe Doctrine; The State, An Industrial Umpire, and The Closed Shop. An especially interesting account of the National Republican Convention in Chicago was given by Mr. C. B. Santee, one of the delegates from the Third Congressional District. Although the program for the coming year has not yet been fully arranged, special efforts will be made to make it an equally interesting one.

### XIII. GOVERNMENT

#### COLLEGE COURSES

1. *American Government.*—Designed for students who have had Elementary Civics, or its equivalent, and United States History. The work begins with the study of colonial government, followed by the early State constitutions, the Federal constitution, the inauguration of the new government, and the practical working of the government at the present time. The summer term gives a half credit. By doing extra work full credit may be earned.

2. *English Government.*—Courses in Civics, History and 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 and then proceed at once to a study of the national and local institutions. It will comprehend a careful consideration of the present existing government. Summer term gives one-half credit. By doing extra work full credit may be earned.

The following courses will be given if there is a demand for them:

1. *Municipal Government.*—This course will aim to acquaint the student with the structure and functions of city government in the United States. Such references to Euro-



pean cities will be made as illustrate improvements over our own. It will include the history of municipal development, the relation of the city to the state, the governing organs of the city, their powers, their influence, and their relations to each other. Summer term gives one-half credit. Full credit may be earned by doing extra work.

2. *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 subject matter will be presented rather from the standpoint of government and history than from that of law. Summer term gives one-half credit. Full credit may be earned by doing extra work.

#### REVIEW COURSES

1. *Elementary Civics*.—This course presupposes a general knowledge of United States History and Civics. The first of the term is devoted to a brief survey of the history of Iowa, including early settlements and territorial government, followed by a study of the township, county and state governments. The remainder of the term will be given to the study of the federal government with special reference to the Constitution of the United States. Entire subject given in six weeks. No examinations and no credit given.

#### NORMAL COURSES

1. *History and Civics of Iowa*.—The full term will be given to the study of the history and civil government of Iowa. This course will include a careful study of early settlements and of territorial government. Then the organization of the State will be taken up and will be followed by a study of township, county and state governments. The political and educational institutions of the State will receive detailed consideration. Such students as are able to do the work satisfactorily will receive credit.

2. *United States Civics*.—This course will comprise an elementary study of the civil government of the United States and is especially designed for students not having had civics

in the high school. It will constitute a thorough study of the executive, legislative and judicial departments after having given special attention to the Declaration of Independence, the Articles of Confederation and the Constitution. Definitions will be given and explanations made of such terms as contract, mortgage, property, deed, lease, etc. Such students as are able to do the work satisfactorily will receive credit.

#### XIV. DRAWING

Drawing is regarded as an essential aid in all the problems of the school room; and the work in this department is so arranged that all teachers, either in city or rural schools, may receive its advantages.

It will be noticed that the program is constructed so that complete grades can and should be made, in each subject offered.

1. *Primary and Kindergarten.*—The work of the grades below the fourth is dealt with here. It consists of the study of proportion and placing by means of freehand cutting, paper building, colored crayons, water colors and pencil exercises in representing objects from observation or imagination.

2. *First Term Work.*—Special emphasis is placed on learning to see and appreciate beauty as well as to express it. Observation, design and illustrative exercises are developed according to the practice in the fourth, fifth and sixth grades, by means of water colors, crayons and pencils.

3. *Second Term Work.*—Students reviewing for county certificate should enroll here, also those who teach in the grades above the sixth, provided they have had the first term's work or its equivalent. Principles of perspective are studied and applied.

Students wishing to make a full credit in this work may elect the course in water color or in design for one-half the requirement.

4. *Water Colors.*—Admission to this class is granted to all who have such knowledge of drawing as to enable them to express form well, as still-life is the basis of this work. A

room will be set aside for the use of students desiring to make a complete credit in this subject, as two periods will be required daily. If desired, half of the work may be with the second term class.

5. *Design*.—This course takes up the study of natural forms, developing from them conventional units according to the principles of balance, rhythm and harmony.

6. *Rural School Drawing*.—In this course natural objects that can easily be procured in every school will be used and special attention will be given to plant drawing. Picture study and making of booklets for various occasions will be considered.

## XV. COMMERCIAL EDUCATION

1. *First Term Bookkeeping*.—The subject will be taken up with a view of laying particular stress upon the underlying principles of bookkeeping. Students will be taught the significance of accounts, how they are developed, the use of the different principal books of entry, the use of auxiliary books, how to journalize, post, take trial balances, how to develop statements showing losses and gains, resources and liabilities, proofs of statements, etc.

Much time will be spent in special class drills, supplementing the work regularly done by the student in completing the required sets.

2. *First Term Penmanship*.—The first term's work is planned with a view of giving helpful instruction to those who have to teach this subject in the public schools. Subjects such as position, movement, form, drills, relation of drills to letter development, speed, correlation, classification of letters, counting for class drill, etc., will be carefully considered. It is purposed to give enough attention to penmanship theory in this course to enable the student not only to pass the required test for uniform county certificate, but also to teach the subject more effectively.

The practice work is calculated to lay the foundation of correct habits of position, movement, etc., and to stimulate the learner to continue his efforts in the attainment of free, rapid business writing.

3. *Advanced Penmanship.*—For those who wish to prepare themselves as special teachers of writing, an advanced course is offered embracing six terms of work. The advancement in this course is determined entirely by individual merit, hence, a student may complete the work as rapidly as his efforts and ability will allow.

## XVI. PUBLIC SCHOOL MUSIC

Two distinct aims are constantly in mind in the work in vocal music. The first is the musical development of the students themselves; the second, the preparation for teaching music successfully in the public schools, or, to state it differently, the aim is to have the students reach the highest point of efficiency in preparing for public school music and in order that this may be brought about we first give attention to the musical growth of the students themselves.

1. *First Term.*—At first eight or ten short, simple, musical songs are learned by rote. These furnish a common musical experience on which to begin the technical study of music. Every problem in melody and rhythm is first experienced by the class in its musical setting. The song is the all in all at this stage. Experience has clearly demonstrated that a real, musical melody is easier to sing than are the intervals of which it is composed when isolated or disjointed as found in "exercises for sight singing." The spirit of the song is recognized as a valuable aid in developing technical skill.

Coupled with the training of the ear is the training of the eye. The sense of rhythm is carefully developed. Ability to read music accurately and musically is emphasized always. On the technical side much of this work is learned so thoroughly as to become automatic. Good singing, technical skill in sight reading, and the exemplifying of the best methods in Public School Music constitute the aim in this term's work. At least once a week every class gives some attention to the development of musical appreciation by means of the pianola and the victrola. From sixty to seventy-five carefully selected records for each instrument are at hand.

2. *Second Term.*—The work in this term is a continua-

tion of that in the beginning classes. Much ear training work is done in this class, the aim being 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 suitable for all grades from the primary upward, including a collection of the most effective songs for high schools. Some simple work in elementary harmony is introduced inductively in connection with ear training and sight singing. Training will be given in the use of the baton in conducting. This work will be particularly valuable to all who wish to develop more skill in reading music and in chorus conducting.

In the primary teachers' class the emphasis will be placed on primary songs and methods.

3. *Special Course for Public School Music Supervisors.*

—In addition to the two terms of vocal music taken by the students in general, there is offered this summer a full schedule of special work for music supervisors and for general music students. These classes recite daily and at different periods, thus offering an unparalleled opportunity for advancement in the study of music in the summer school.

4. *Sight Singing and Methods.*—This will correspond to the work of the regular course for supervisors. Song material ranging from first grade through sixth grade will be studied and the method of presenting it to classes of children will be made an especial feature. Special attention will be given the transition stage, from the rote song to sight reading, also written work throughout the grades—melody writing and ear training.

5. *Harmony I.*—One distinctive feature of this work will be thorough preparation for the study of harmony. The construction of chords and the connection of chords will be studied by experiment at first, but much stress will be given to the technical side of the subject. An abundance of practice will be given to the class (1) orally, (2) at the board, and (3) at the piano. After this preparatory work is adequately done, the time will be given chiefly to regular harmonizing work as outlined in the Heacox text book. Five days per week.

6. *Music History*.—The object of this course is two fold. It is offered (1) to all lovers of music who wish to learn to listen more intelligently; who would like to get a general knowledge of the "background" of the subject and such special knowledge as may add to their general culture as well as enjoyment. (2) To special music students who will receive credit if the work is done satisfactorily. In this course there will be constant use of the pianola and victrola in illustrating the periods covered and an effort made to show the development of music from its crude beginning to the present time. Five days per week.

7. *Music Education*.—This course is especially designed for experienced supervisors and for those who expect to take up the work. It will involve: 1. A consideration of what is most vitally important in school music. 2. What should be emphasized most under given circumstances? 3. What are the best methods for presenting music to children in the various grades? 4. What in school music should be so thoroughly learned that it becomes automatic? 5. What to do in high school music, in chorus work, in glee clubs and in a course of Musical Appreciation, History of Music and in Elementary Harmony. 6. The use of the pianola and the victrola in the high school and the grammar grades.

All the problems involved in supervising music in the public schools will be considered. Students taking this special work will be given practice in the use of the pianola. One distinctive feature of the course for music supervisors is that thorough training in all the technic of public school music work will be given to the teachers in addition to the work in theory and methods. Groups of children will occasionally be brought into the class to illustrate methods. This work in music education will be conducted by Mr. Fullerton, Miss Stenwall and Miss Giberson.

Special work in primary methods and rote singing will be offered twice a week, in the afternoon, for any who wish to attend.

1. Glee clubs for young men—Mr. Fullerton.
2. Glee clubs for young women—Miss Giberson.

A number of conferences and round tables will be held for the benefit of supervisors.

Any inquiries concerning the work of the summer term or the regular course for supervisors will be gladly answered by correspondence.

## VOICE

### PRIVATE INSTRUCTION

Most adults have formed some unnatural habits of posture and of breathing which interfere with the correct use of the voice. It is also impossible for one to properly judge as to the naturalness of his own voice in early study, for when he has once formed a habit it seems natural to him; hence the necessity of a voice instructor whose business it is to detect and correct wrong physical conditions, to so lead the pupil into correct vocal habits that a natural free use of the voice is the result. With this as a foundation for the art of singing, selections are made from song literature according to the ability of the pupil in which registration, diction, etc., are carefully supervised and general musicianship at the same time developed.

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

## PIANOFORTE

### PRIVATE INSTRUCTION

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

It is always advisable to take two lessons a week even if one can practice but an hour a day, for mistakes can thus

be corrected in three days instead of being practised for an entire week, and new work can be assigned when necessary. As the summer term is but a half term it is even more desirable, though it is not required.

## XVII. ORCHESTRAL INSTRUMENTS

### *Courses to be Offered:*

Violin, (Viola, when advanced in Violin.)

Cello.

Double Bass.

Flute, Oboe, Clarinet and Bassoon.

French Horn, Trumpet, Cornet, Trombone and Tuba.

Saxophone.

Tympani and Drums.

### *Free Classes:*

Ensemble.

Orchestra.

Band.

### *Special Summer Courses for Violin Players:*

1. Violin players who want coaching.
2. Violin teachers who want special personal work and to add to their teaching material.
3. Violin students who are at a standstill because of wrong instruction or lack of instruction.
4. Teachers who want to do High School Orchestra work or to improve their ability and add to their resources in that line.

## XVIII. PHYSICAL EDUCATION

The courses offered by this department will be of a recreative and health-promoting nature. One of the special features will be a course in *Rural Playgrounds*. The various uses of rural and other school grounds as community centers, and as the center for physical as well as mental activities, is taking the attention of the best educators of today. A



selection of the best games and plays suitable in such centers will be made and taught, together with a sufficient amount of the Theory of Play to insure an intelligent application of the principles involved.

Besides this the work for women will include Gymnastics, Rhythm, Folk Dancing, Swimming, Tennis and Golf; for men, Gymnastics, Baseball, Swimming, Tennis and Golf.

Each student is required to wear the regulation gymnasium costume. This for women, consists of black serge bloomers and blouses with white washable dickies; for men, of long gray trousers and white sleeveless jersey. These should be procured of the local dealers to insure uniformity.

A physical examination and suitably prescribed exercises may be had upon application to the instructors.

#### WOMEN'S DEPARTMENT

Instead of offering work by terms, as is done during the regular session, it is classed into the following groups:

*Elementary Gymnastics.*—This course is planned for the primary grades and consists of gymnastics, story plays, folk games and dances, and primary games. Theory and practice four days a week.

*Secondary Gymnastics.*—Continuation of the elementary work. Type of work is more advanced and suitable for the grammar grades.

*Games and Plays for Rural Playgrounds.*—Four days a week.

*Rhythm.*—Aesthetic movements and poses with musical accompaniment to develop grace and poise. Work consists of Gilbert and Chalif technique and couple dances.

*Folk Dancing.*—Dances of the different nations suitable for the school room. Best results gained if combined with rhythm twice a week.

*Swimming.*—Classes offered twice a week for those who desire to learn how to swim. Diving taught to advanced swimmers.

*Outdoor Sports.*—Subject to weather conditions, ample opportunity is offered for instruction and practice of outdoor sports. Tennis and golf will be the principal forms.

#### MEN'S DEPARTMENT

The work in Physical Training may be classed under three heads: Gymnastics, Athletics, including Baseball, Tennis and Golf, and Swimming.

*Gymnastics.*—The regular class in gymnastics which has been given for the past seven years will occur twice per week instead of daily as before and will give but a half credit. Some form of athletics or aquatics may be taken in addition if full credit is needed. The work will consist of tactics, calisthenics and work with light apparatus, adaptable to the school room or gymnasium. Work on the heavy apparatus and a variety of games suitable for gymnasium or school room will also be given.

*Athletics.*—The popular forms of summer sports, such as baseball, tennis and golf, will be provided for, as formerly. The popularity of baseball has led to its renewal as a summer sport here, and the work will be coordinated with the work of the Cedar Falls team. A schedule will be arranged to give experience in playing and conducting this game.

The four cement tennis courts will be assigned to classes or individuals during certain hours, and instruction may be had if desired. A Championship Tournament is always one of the features of this sport.

The use of the Woodlawn Golf Club gives this department the opportunity to offer instruction and practice in this unique game. Clubs may be rented of the Department at reasonable rates and instruction may be had if desired.

*Aquatics.*—The pool is open to men on two afternoons per week. Opportunity is given to all desiring to learn how to swim, or dive, to do so under supervision. Water basketball is a feature of this work for advanced swimmers.

#### XIX. MANUAL ARTS

The following courses in manual training which are offered for the summer term are planned with special refer-

ence to the needs of those persons who are already engaged in teaching manual training in some form and wish to do advanced work; also having in mind the fact that many regular teachers will be glad to avail themselves of the opportunity to receive some instruction in the various forms of hand work suitable for use in the different grades, so that they may be prepared to do some of this work in schools where there is no special teacher or director, or better able to carry out the plans of the director under whom they may be working.

These courses will also apply as credit work for regular students who wish to include manual training in their courses.

1. *Primary Handwork.*—This course is arranged for those who teach or supervise craft work in primary grades, and includes work in paper cutting, paper and cardboard construction, simple sewing, weaving, raffia work, basketry and other work suitable for those grades.

2. *Elementary Woodworking.*—This course is designed to give instruction in woodworking such as may be taught in the upper grades of the grammar school or in the high school, and will be conducted with the purpose of making the work of the greatest value both to those preparing to teach and those engaged in teaching this work. Each student will be required to work out an individual problem involving a given exercise, and furnish blue prints of the same to the other members of the class, so that each shall have, at the close of the term, the greatest possible variety of problems suitable for beginners in woodworking, either in grammar grades or high school.

3. *Advanced Bench Work.*—This course is intended to develop greater skill in the use of tools and a better knowledge of the principles of construction in wood and of constructive design. Individual needs will be considered and each case will receive the personal attention of the director. The plan outlined under Course 2 will be followed if the class so desire.

4. *Elementary Mechanical Drawing.*—This will be a beginning course in mechanical drawing and will be equally

valuable as an introduction to the more advanced work, or to those who are taking the shop work and wish to learn to make working drawings, etc., in connection with the shop work. It will include instruction in the use of the instruments, simple problems in construction, lettering, making working drawings, blue printing, etc.

5. *Advanced Mechanical Drawing.*—This course is designed for those who wish to do advanced work in drawing or who have special problems to work out. Considerable attention will be given to getting out better drawings and blue prints and to the planning and arrangement of the drawing course.

6. *Wood Turning.*—This course will involve a study of the wood turning lathe, and instruction in the various methods of turning between centers, face plate work, inside turning, chucking, finishing, polishing, etc., using both soft and hard woods. Special attention will be given to methods of presenting this work in the class room so that it will be adapted to the ability of high school pupils.

7. *Sheet Metal Work.*—Instruction in the methods of working sheet iron, copper and brass, involving such operations as cutting, bending, filing, riveting, punching, stamping, perforating, forming, sawing, etching, etc., applied in making such articles as tray, lamp shade, candle stick, scone, watch fob, letter holder, blotter corners, lantern, spoons, drawer pulls, hinges, etc.

8. *Manual Training Methods.*—This will be an abridged course, adapted to teachers of manual training, in which will be discussed the theory and philosophy of manual training, manual training systems, the place of handwork in education and in the school, method of teaching, correlation of handwork with other subjects, forms of work suitable for the different grades, and other subjects of interest and importance to teachers. This course should be of value to principals and superintendents as well as to special teachers of handwork.

9. *Elementary Manual Training.*—This course is planned for work appropriate to use of country school teachers,

primary and elementary teachers. It gives instruction in lines where little equipment is necessary and shows how to train the hands and the minds of the children by the processes of active construction. The kind of work here obtainable is of the largest interest to children.

## XX. HOME ECONOMICS

*Rural School Cookery.*—In this particular course two laboratory and one lecture period will be required weekly. The work is especially designed for simple cooking, such as may be done with a limited equipment in the country schools. Special emphasis will be laid on milk and egg dishes, cream soups, vegetables, and simple luncheon dishes.

There will be some class discussions regarding the necessary utensils and equipment and the methods of presenting the work, besides a limited amount of food theory.

*General Cooking.*—This course requires five periods of work weekly, one of which will be devoted to theory. The more important phases of cooking and the food theory will be taken up. The lessons will cover as much as possible, including not only milk, cheese, egg and meat lessons, but cake, salad and desserts as well.

The theory will include a brief study of the composition of the foods, theory nutritive values, and methods of preparation and preservation.

## SEWING

*Drafting.*—The Snow System of drafting will be used and the entire time will be given just to the drafting. Any one wishing to do any sewing at the same time might also plan to take the course in garment work together with the drafting.

*Garment Work.*—This course is designed to teach simple sewing. Bought patterns will be used and most of the time will be spent in making simple undergarments and a shirt waist. One hour of class work and one hour of home sewing will be required daily.

*Model Sewing.*—This work will be helpful to those who contemplate teaching the elements of sewing. A series of models teaching the stitches, darning, patching, hem-stitching, buttonholes, plackets, seams, and the like, will be made. An hour of class work and an hour of home sewing will be required daily.

*Rural School Sewing.*—In this course the model and garment courses will be combined, taking enough of each to give a good knowledge of the elements of sewing and very simple garment making. As many models and garments will be made as the time will permit, taking the most essential ones first. One hour of home work will be required besides the class period, and students will be urged to do this work, if possible, in order that this course may be made profitable.

## PROGRAM

### Of the Courses given at the Summer Term for all Classes of Students

*Note:*—In this program, "I" indicates first term of a subject, and "II" second term, in College work; "1" indicates first term, "2" second term, and "3" third term in all other work; "R" indicates review of a subject. The Arabic numeral following the teacher's name gives the hour at which the recitation will occur.

### COLLEGE COURSES

#### *Professional Instruction in Education.*

- Psychology I. (1st half), Mr. Samson 4.
- Psychology I. (Double course), Mr. Samson 1-2.
- Psychology II. (1st half), Mr. Samson 5.
- Psychology I., R, Mr. Mount 1.
- School Management (1st half), Mr. Beveridge 2; Mr. Farrell, Miss Cowgill, ..... 4.
- School Management (2nd half), Mr. Beveridge 3-5.
- History of Education (1st half), Mr. Walters 2.
- History of Education (2nd half), Mr. Walters 3.
- Philosophy of Education (1st half), Mr. Walters 4.
- Philosophy of Education (2nd half), Mr. Walters 5.
- School Administration, Mr. Beveridge 6.
- Experimental Psychology, Mr. Mount 6.

#### *Training in Teaching.*

- Illustrative Teaching (Grades 4-5-6), Mr. Bender, Miss Hughes, Miss Luse 2.
- Illustrative Teaching (Grades (7-8), Mr. Bender, Miss Hughes, Miss Luse 4.

## High School Methods and Course of Study, Mr. Bender 1.

### *English.*

- Rhetoric, Mr. Lynch 1-5; Mr. Gist 2-6.  
 English Literature (1st half), Miss Carpenter 3.  
 English Literature (2nd half), Miss Carpenter 5.  
 Tennyson and Browning, Miss Carpenter 2.  
 Nineteenth Century Prose, Mr. Gist 4.  
 American Literature, Miss Carpenter 4.  
 Shakespeare, Mr. Gist 3.  
 Teaching of English Composition, Mr. Lynch 2.  
 Teaching of English Literature, Mr. Lynch 4.  
 Elocution I., Miss Martin 2-4; Mr. Barnes 3.  
 Elocution II., Miss Martin 3.  
 Argumentation, Mr. Barnes 1.  
 Public Speaking I., Mr. Barnes 5.

### *Latin.*

- Cicero, 1st and 2nd Orations against Catiline, Miss Call 2.  
 Cicero, 3rd and 4th Orations against Catiline, Miss Call 1.  
 College Elective, Mr. Merchant 1-2.

### *German.*

- German IX. (Grammar) (1st half), Mr. Knoepfler 2.  
 German IX. (Grammar) (2nd half), Mr. Knoepfler 6.  
 German X. (Grammar) (1st half), Miss Nolte 5.  
 German III. (Der Talisman), Miss Nolte 4.  
 German IV. (Ekkehard), Mr. Knoepfler 3.  
 German V. (Scientific), Mr. Knoepfler 4.

### *Mathematics.*

- Solid Geometry, Mr. Wright 1.  
 Applied Solid Geometry, Mr. Wright 2.  
 College Algebra I., Mr. Condit 4.  
 College Algebra II., Mr. Condit 5.



Trigonometry, Mr. Daugherty 3.

History and Teaching of Mathematics, Miss Long 6.

*Physics and Chemistry.*

Physics I., Mr. Begeman 2.

Physics III., Mr. Begeman 4.

Chemistry I., Mr. Getchell 1-2.

Chemistry II., Mr. Bond 3-4.

Chemistry III., Mr. Getchell 3-4.

Chemistry IV., V., VI., Mr. Bond 5-6-7.

*Natural Science.*

Zoology I., Mr. Arey 1-2.

Commercial Geography of North America, Miss Aitchison 2.

Botany I., Mr. Davis 1-2.

Hygiene and Sanitation, Mr. Newton 2.

*History.*

English History, Miss Rice 2-3.

American History, Miss Riggs 3.

Nineteenth Century History, Miss Riggs 4.

*Government.*

American Government, Mr. Peterson 2.

English Government, Mr. Meyerholz 3.

Municipal Government, Mr. Meyerholz 5.

International Law, Mr. Meyerholz 6.

*Economics.*

General Economics, Mr. McKittrick 2-3.

Social and Economic Problems, Mr. McKittrick 5.

*Manual Arts.*

Manual Training Methods I., Mr. Bailey 3.

*Music.*

Harmony I., Mr. Fullerton 3.

History of Music I., Miss Childs 2.

## SPECIAL TEACHER COURSES

*Professional Instruction in Education.*

Psychology I., (Double course), Mr. Mount 2-3.

Primary Methods 1, Miss McGovern 5.

Primary Methods 1 and 2, Miss McGovern 1.

General Primary Methods, Miss McGovern 4.

*Training in Teaching.*

Illustrative Teaching (Primary), Miss Hatcher 2-3.

Primary History and Literature, Miss Hatcher 4-5.

*Chemistry.*

Chemistry VI. (H. E.), Mr. Bond 1-2.

*Natural Science.*

Nature Study, Mr. Arey 3-4.

*Art.*

Drawing (Primary and Kindergarten), Miss Schuneman  
1-3-5; Miss Iverson 6.

Design, Miss Patt 4.

Water Color, Miss Schuneman 2.

*Commercial Education.*

Advanced Penmanship, Mr. Cummins 3.

*Music.*

Music Education, Mr. Fullerton and Miss Stenwall 4.

Sight Singing and Methods, Miss Stenwall 5.

*Manual Arts.*

Primary Handwork, Mrs. McMahon 2-3-5.

Mechanical Drawing, Mr. Bailey 4-6.

Sheet Metal Work, Mr. Bailey 5.

Wood Turning, Mr. Brown 4-6.

Advanced Woodwork, Mr. Brown 4-6.

## NORMAL COURSES

*Professional Instruction in Education.*

- Didactics, Mr. Farrell, Miss Cowgill, ..... 5-6.  
 Methods in Agriculture and Home Economics, Mr. Farrell, Miss Cowgill, ..... 2.  
 Rural School Methods, Miss McGovern 2.

*Training in Teaching.*

- Illustrative Teaching (Rural Schools), Mr. Bender 3.

*English.*

- Orthography, Miss Oliver 1.  
 English Grammar R, Miss Fesenbeck, 1-3-4-5; Miss Lodge 2-4-5-6.  
 Reading, Miss Martin 1.  
 English Composition, Miss Oliver 2.  
 English Classics, Miss Oliver 3.  
 American Classics, Miss Oliver 5.

*Latin.*

- Latin Lessons 1, Miss Call 3.  
 Latin Lessons 2, Miss Call 4.  
 Cæsar, The Helvetian War, Mr. Merchant 3.  
 Cæsar, Books II. and III., Mr. Merchant 4.

*German.*

- German 3 (Ein Sommer in Deutschland), Miss Nolte 2.  
 German 4 (Der Schwiegersohn), Miss Nolte 6.

*Mathematics.*

- Arithmetic R, Mr. Cory 1-2-3-5; Miss Allen 4; Mr. Daugherty 2-5-6.  
 Algebra R, Mr. Condit 3-6; Miss Long 2-4; Miss Allen 1-5.  
 Algebra 1, Miss Allen 2.  
 Algebra 3, Miss Long 3.  
 Plane Geometry, Mr. Wright 3.  
 Applied Plane Geometry, Mr. Wright 4.

*Physics.*

Physics R, Mr. Begeman 1; Mr. Hersey 3-5; Mr. Kadesch 2-6.

Physics 1, Mr. Kadesch 4.

Physics 2, Mr. Hersey 1.

*Natural Science.*

Geography R, Mr. Cable 2-5; Miss Aitchison 1-3.

Physiology R, Mr. Newton 3-5.

Physiography, Mr. Cable 1-3.

General Botany, Mr. Newton 4.

Essentials of Geography, Miss Aitchison 6.

Agriculture, Mr. Davis 4-5.

*History.*

U. S. History R, Miss Correll 1-3-4-5.

U. S. History R and Methods, Miss Riggs 2.

U. S. History, Miss Rice 1.

General History 1, Miss Rice 4.

General History 2, Miss Riggs 5.

*Government.*

Civics R, Mr. Peterson 1-3.

Iowa Civics, Mr. Meyerholz 2.

U. S. Civics, Mr. Meyerholz 4; Mr. Peterson 5.

*Economics.*

Economics R, Mr. McKitrick 1; Mr. Francis 2-6.

Elementary Economics, Mr. Francis 4-5.

*Art.*

Drawing 1 (1st half), Miss Iverson 2-3.

Drawing 1 (2nd half), Miss Patt 2; Miss Iverson 4.

Drawing 2, Miss Patt 3.

Drawing (Rural), Miss Patt 6.

*Commercial Education.*

Penmanship 1, Mr. Cummins 1-4; Miss Strasser 5-6.  
Bookkeeping 1, Mr. Cummins 2.

*Music.*

Music 1, Mr. Fullerton 5; Miss Stenwall 6; Miss Giberson 2-4.

Music 2, Miss Stenwall 2; Miss Giberson 3.

*Manual Arts.*

Handwork (Rural), Mrs McMahan 1; Mr. Brown 3.

Elementary Woodwork, Mr. Brown 2.

*Home Economics.*

Sewing (Drafting), Miss Heinz 1.

Sewing, Miss Heinz 2.

Sewing (Rural), Miss Heinz 3-4.

Cooking, Miss Freer 1-2-3-4.

## PHYSICAL TRAINING

*Elementary Gymnastics.*

Miss Wild (Mon., Tues., Wed., Thurs.), 2:40 to 3:20.

*Advanced Gymnastics.*

Miss Hussey (Mon., Tues., Wed., Thurs.), 1:30 to 2:10.

*Swimming.*

Mr. Seymour (Tues., Thurs.), 1:30 to 2:00, 2:00 to 2:30,  
and 2:40 to 3:20.

Miss Hussey (Mon., Wed.), 3:30 to 4:10.

Miss Wild (Mon., Wed.), 1:30 to 2:10 and 4:20 to 5:00.

Miss Wild (Tues., Thurs.), 4:20 to 5:00.

*Tennis.*

Mr. Seymour (Mon., Wed.), 1:30 to 2:10.

Mr. Seymour (Tues., Thurs.), 3:30 to 4:10.

Miss Hussey (Mon., Tues., Wed., Thurs.), 4:20 to 5:00.

Miss Wild (Tues., Thurs.), 1:30 to 2:10 and 3:30 to 4:10.

*Baseball.*

Mr. Seymour (Mon., Wed.), 3:30 to 4:10 and 4:20 to 5:00.

*Golf.*

Mr. Seymour (Tues., Thurs.), 4:20 to 5:15.

*Folk Dancing.*

Miss Hussey (Tues., Thurs.), 3:30 to 4:10.

*Rhythm.*

Miss Wild (Mon., Wed.), 3:30 to 4:10.

*Gymnastics.*

Mr. Seymour (Mon., Wed.), 2:40 to 3:20.

*Plays and Games for Rural Centers.*

Miss Hussey (Mon., Tues., Wed., Thurs.), 2:40 to 3:20.

**SUMMER TERM LECTURE COURSE**

June 27, Lecture by Frederick Starr.

July 11, Lecture by Edmund Vance Cooke.

July 18, Concert by the Chicago Operatic Company.

Lectures will also be given during the summer term by members of the faculty and others, subjects and dates to be announced later.

