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State of Iowa
1948

**IOWA STATE
BOARD OF EDUCATION**

Bulletin No. 2

of the

**IOWA COMMITTEE ON SECONDARY SCHOOL
AND COLLEGE RELATIONS**

Representing the
Three State Institutions for Higher Education
in Iowa

Published by
THE STATE OF IOWA
Des Moines

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INTRODUCTION

The purpose of this bulletin is to present practices pertaining to:

1. Admission to the three state institutions from high school.
2. Acceptance of college transfer students by the three state institutions.
3. Accreditation of the non-public high schools in Iowa.
4. Accreditation of the junior colleges in Iowa.
5. Accreditation of the four-year colleges in Iowa.

Educational institutions in Iowa have grown progressively with the needs of the state. This is evidenced not only by the number of schools, colleges and universities, but also by the history of the respective institutions. Along with this growth came attendant problems of relationships between the secondary schools and colleges and those resulting from the transfer of students from one college to another. The need for providing methods which would facilitate the progress of students from the secondary schools to the colleges and permit transfer from one college to another without interfering with the development of the high school, without sacrificing standards of college work and without arbitrarily requiring admission examinations of every student ambitious to pursue a higher education has long been recognized as a critical problem. A brief history of the development of such methods is provided on pages 40-42. Present practices are described in the sections which follow.

BULLETIN NO. 2

**Iowa Committee on Secondary School
and College Relations**

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PART I

REQUIREMENTS FOR ADMISSION TO THE STATE UNIVERSITY OF IOWA, THE IOWA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS, AND THE IOWA STATE TEACHERS COLLEGE

General Principles Governing Admission of Students Beginning College Work

The basic requirement for the admission of first time or beginning college students to the three State institutions for higher education is graduation from an approved high school. Under ordinary circumstances, therefore, students expecting to continue their education at the college level should complete their secondary school studies before seeking admission to an institution for higher education. It should be noted, however, that *not all persons who complete a high school program are prepared for college study*. Actually, it is assumed that students seeking admission to college will have:

1. Completed a balanced program of studies designed to insure a well-rounded background of knowledge, attitudes, and abilities in basic fields;
2. Developed proficiency in the use of the English language in reading, writing, and speaking;
3. Acquired proficiency in basic mathematical skills;
4. Developed effective study skills and work habits;
5. Developed an adequate intellectual, physical, and social maturity;
6. Developed a sincere interest in further formal education.

Some high school graduates, no matter what program of studies they have followed, have not adequately acquired the above qualities, and, consequently, are not prepared to do work at the college level. *Such individuals are likely to experience extreme difficulty in completing a college program*. In other words, it should be emphasized that, while the satisfactory completion of the secondary school studies may prepare an individual for study at the college level, *it does not guarantee success in college*.

Experience has demonstrated that no specific pattern of high school subjects is essential to success in college. On the other hand, there are certain fields of study which, when properly taught, provide an opportunity for the students to secure a general background of primary importance for continued study at the college level. Such studies also

can be made to contribute considerably in the development of the essential qualities mentioned above.

Certain suggestions designed to emphasize the desirability of including various studies in the high school program of the student who plans to enter college are outlined below:

1. *English.* Since the ability to write clearly and to read with understanding and appreciation is essential, it is highly desirable that the student complete three or four units in English.
2. *Mathematics.* Not only as a tool to further learning but as a means of providing basic education, mathematics has much to offer. Two years of such study are profitable. Students planning to specialize in the sciences or in engineering should complete two and one-half or three units in mathematics in high school.
3. *Social Studies.* Social studies—such as history, civics, government, economics, sociology, and geography—are basic to the understanding and solution of contemporary problems in the community, in the nation, and in the world. From two to four units may well be devoted to this area by the prospective college student.
4. *The Sciences.* This field is rich in possibilities for understanding the modern world. Two units in science may well be completed. For those who plan to emphasize science or engineering in college, three units are helpful.
5. *Foreign Languages.* The prospective college student may well develop a basic reading or speaking knowledge of a modern foreign language. Some background in one of the classical languages is also desirable.
6. *The Fine Arts.* This field offers opportunity for development in an important area of general education which can contribute much toward individual growth.
7. *Other Subjects.* None of the foregoing statements should be interpreted as meaning that other subjects (agriculture, business education, home economics, industrial art, speech, etc.) should be avoided by the student who is planning to attend college. Such subjects contribute materially to the educational growth of the individual and to prepare him for continued study as well as for the more general activities of living.

It is recognized, further, that the background essential to satisfactory study at the college level may be acquired informally as well as through the usual and generally more satisfactory method of high school attendance. In addition, an occasional student with unusual ability will reach a stage of physical, mental, and social maturity such

that his educational needs will be more readily cared for by the college even though he has not formally completed the requirements for high school graduation. It is essential, therefore, that any comprehensive college admissions program provide means for the proper evaluation of the qualifications possessed by such persons, intellectual and otherwise. In such cases, competency to do college work should be considered to extend to the essential qualifications for college study listed on page 7. The specific entrance requirements outlined below follow the general principles which have been stated in this introductory section.

Specific Requirements for Admission of Students Beginning College Work

1. *Graduates of Approved Iowa High Schools*
Admission will be granted upon formal application and certification of graduation from an approved high school, such certification to include a complete, official statement of the high school record. *Specific subjects required for admission to certain curricula are listed on pages 10-15.*
2. *Graduates of Approved High Schools in Other States*
Requirements are the same as in "1" above except that non-Iowa students will be required to demonstrate their competence to do college work when the high school record indicates low scholarship.
3. *Graduates of Unapproved High Schools*
Admission will be granted upon demonstration of competence to do college work.
4. *Applicants Who Are Not High School Graduates*
Applicants who are at least 17 years of age may be admitted to college curricula upon demonstration of competence to undertake college work. Except for individuals who are of mature age, the only applicants thus admitted will be those recommended by the high school authorities as ready for college study physically, mentally, and socially. It is expected that many returning veterans and defense workers who had not completed their high school program before entering the armed forces or war-industries will adjust better to study at the college level than at the high school level. For these individuals the opportunity to begin college work without a high school diploma will be particularly advantageous.
5. *Special Students*
Mature students who do not wish to become candidates for a diploma or degree, and who do not meet the entrance require-

ments, may be admitted as special students to pursue such studies as are of particular interest to them and which they are competent to undertake. As a basis for admission, evidence of adequate educational accomplishment and approval of the proper university or college authorities will be required.

6. *Admission of Beginning College Students by Examination*

Where admission is based upon demonstration of competence to do college work, the student will be required to achieve a minimum level of performance on carefully prepared and standardized examinations. Methods used by the three state institutions to determine general competence will be equivalent, and a student who has qualified for entrance to a division of one of the three institutions will be acceptable to the corresponding divisions of the others. Evidence of competence in specific subjects may be required for entrance to special curricula in any of the three institutions. For information regarding the time and place of administration of the examinations, the applicant should write to the registrar of the institution in which he is interested.

Additional Requirements for Admission to Special Curricula

I. STATE UNIVERSITY OF IOWA

- A. College of Liberal Arts—Semi-Professional Curriculum in Chemistry: algebra 1.5 units, plane geometry 1 unit.
- B. School of Nursing: Age between 17 years, 8 months, and 32 years, physical fitness as evidenced by physical examination including X-ray examination of the chest.
- C. College of Pharmacy: algebra 1 unit, geometry 1 unit.
- D. College of Commerce: Two years of work (at least 56 semester hours of credit) in an approved college of arts or sciences including:
 1. Satisfaction of the following requirements or, for transfer students, their equivalents as defined by the College of Liberal Arts:
 - Communication Skills
 - Mathematics Skills
 - Literature Core
 - Either Natural Science Core or Historical Cultural Core. (The one omitted from admission requirements must be completed as a graduation requirement.)
 2. Principles of Economics.

3. A grade-point average of 2.0 on all work undertaken or evidence of good standing, scholastically, in the College of Liberal Arts of the State University of Iowa.

The following electives are recommended:

First-year College Mathematics, 8 s. h., Principles of Accounting, 6 s. h., Introduction to Business and Economics, 6 s. h.

- E. College of Dentistry: Two full years of college work (a minimum of 60 semester hours of credit exclusive of required physical education and basic military science) in an approved college of arts and sciences, including the following:

English	6 semester hours
Zoology or biology	8 semester hours
Physics	8 semester hours
Inorganic chemistry	8 semester hours
Organic chemistry	4 semester hours

The remaining 26 semester hours should include subjects intended to broaden the intellectual background of the student. Recommended elective subjects are English, history, foreign language, psychology, economics, philosophy, and social and political sciences.

A definite preference for admission to the College of Dentistry is extended students whose domicile is in the State of Iowa.

- F. College of Engineering:

1. College algebra, at least 2 semester hours. This course must be at a level which requires 1.5 units of high school algebra and 1 unit of plane geometry as a prerequisite.
2. Plane trigonometry, at least 2 semester hours. This course must be at a level which requires 1.5 units of high school algebra and 1 unit of plane geometry as a prerequisite.
3. Communication skills, at least 4 semester hours, or English composition, 3 semester hours, and Speech, 1 semester hour. These courses must be at a level comparable to those offered in the first year of Liberal Arts College.
4. Inorganic chemistry, at least 4 semester hours. This course must be at a level comparable to the first semester of inorganic chemistry as offered in a Liberal Arts College.

Note: These specific subject requirements are such that most students will be required to complete at least one semester in a College of Liberal Arts before apply-

ing for admission to the College of Engineering. It is suggested that many students will find it profitable to spend a year in a Liberal Arts College before applying.

G. College of Law: Three full years of work (a minimum of 90 semester hours of credit exclusive of credit for required physical education and basic military science) in an approved college of arts or sciences in courses acceptable for credit in the College of Liberal Arts at the State University of Iowa and approved by the College of Law. The scholarship average must be at least 2.0 on all work undertaken. Students who meet the minimal requirement only become candidates for the degree Bachelor of Laws (LL.B.). To enter as a candidate for the degree Juris Doctor (J.D.) the applicant must either hold a bachelor's degree from a standard college or university or be eligible to receive such a degree on satisfactory completion of his first year in the College of Law.

H. College of Medicine:

While not yet a requirement, the completion of a 4-year course in a college of arts or science (provided the required subjects listed below have been included) is strongly recommended. The present minimal requirement is three full years (90 semester hours exclusive of required courses in military science and physical education) of studies in an approved college of arts and sciences. These studies must include:

1. English 6 semester hours
2. Physics 8 semester hours
(Note: At least 2 of these 8 semester hours must be for laboratory work.)
3. Inorganic Chemistry 8 semester hours
(Note: At least 2 of these 8 semester hours must be for laboratory work.)
4. Organic Chemistry 4 semester hours
(Note: At least 1 of these 4 semester hours must be for laboratory work.)
5. General Biology or Zoology 8 semester hours
(Note: At least 4 of these 8 semester hours must be for laboratory work. This requirement may also be satis-

fied by a course of 4 semester hours each in zoology and botany, but not by botany alone. In all cases, 50% of the credit must be for laboratory work.)

6. Vertebrate Embryology 4 semester hours
 (Note: Laboratory work must be included.)
- Total 38 semester hours

The remaining 52 semester hours should include subjects intended to provide a well-rounded broad education. Courses in history, psychology, mathematics, sociology, economics and foreign languages are recommended.

A definite preference for admission to the College of Medicine is extended students whose domicile is in the State of Iowa.

- I. Graduate College: Graduation from a college or university approved by the Association of American Universities, by the regional accrediting association of the area in which it is located or by the State University of the state in which it is located.

II. IOWA STATE COLLEGE

Effective to 1949

- A. A minimum of 1 unit of algebra required for admission to all curricula.
- B. Divisions of Engineering and Science: algebra 1.5 units, plane geometry 1 unit.
- C. Curricula in:
- | | | |
|--------------------------|---|-----------------------|
| Agronomy | } | algebra 1.5 unit |
| Dairy Industry | | |
| Agricultural Journalism | } | algebra 1 unit |
| | | plane geometry 1 unit |
| Agricultural Engineering | } | algebra 1.5 unit |
| Forestry | | |
| Industrial Education | | |
| Landscape Architecture | | |

New requirements effective in 1949:

Engineering

Students graduating with a satisfactory scholastic record from an approved high school will be admitted to the Division

of Engineering. However, in order for students to take up the uniform freshman year in engineering, certain additional prerequisites have been set up.

Specific requirements for admission to the four-year curricula in engineering for all students who enter subsequent to *June 1, 1949*, are:

Group I

1. ENGLISH—4 units. One of the four units may be Journalism and Speech, or a foreign language, or a third unit of social studies.
2. SOCIAL STUDIES—2 units from the following: (a) Old World Background in History and Geography. (b) The Modern World—Geography and History. (c) American History and Government. (d) Modern Problems (Current Developments in History).
3. MATHEMATICS—(a) Ninth grade Algebra, or its equivalent in Basic Mathematics, 1 unit. (b) Intermediate Algebra (3rd semester) $\frac{1}{2}$ unit. (c) Plane Geometry, 1 unit. (d) Solid Geometry, $\frac{1}{2}$ unit. See also Group II.
4. SCIENCES—General Science or Biology, 1 unit. (Where Physics and Chemistry are taught in High School it is desirable that prospective engineering students take one unit of each.)

Group II

1. DRAWING—Mechanical Drawing, $\frac{1}{2}$ unit.
2. MATHEMATICS—(e) Advanced Algebra (equivalent of College Algebra), $\frac{1}{2}$ unit. (f) Plane Trigonometry, $\frac{1}{2}$ unit.

In case the applicant has not completed all of the above requirements in high school, he may obtain the additional prerequisites immediately upon entrance to the Iowa State College, or at some other approved junior or senior college.

Veterinary Medicine

Applicants for admission in the *fall of 1949* must present $1\frac{1}{2}$ units of algebra and 1 unit of plane geometry and a total of not less than two years (90 quarter or 60 semester credits) of work in an approved college or university. The college credits must include:

English	9 qr. crs. (6 sem. crs.)
Chemistry	
(General 12) (Organic 8)	20 qr. crs. (14 sem. crs.)
Physics	8 qr. crs. (6 sem. crs.)
Biological Science	
(Zoology 8) (Botany 3)	
(Genetics 3)	14 qr. crs. (10 sem. crs.)
American Government	3 qr. crs. (2 sem. crs.)
Animal Husbandry	9 qr. crs. (6 sem. crs.)
Poultry Husbandry	3 qr. crs. (2 sem. crs.)
Total required credits	66 qr. crs. (46 sem. crs.)
Electives	24 qr. crs. (14 sem. crs.)
Grand Total	90 qr. crs. (60 sem. crs.)

College credits of the pre-professional work must average at least 2.25.

E. Graduate College

The student must be a graduate of an institution whose requirements for the bachelor's degree are substantially equivalent to those of the Iowa State College. Scholastically, the applicant must have been in the upper half of the class in which he graduated.

Furthermore, he must have such preparation for his major work as should enable him to proceed to the degree of Master of Science in not more than six quarters, provided a full schedule is carried.

1. Unrestricted Admission.

Graduates of institutions on the approved list of the Association of American Universities will be admitted to the Graduate College provided the departmental requirements for the proposed major fields have been met.

2. Provisional Admission.

Graduates of institutions not on the approved list of the Association of American Universities but on lists of recognized regional accrediting associations will be admitted provisionally to the Graduate College if the departmental requirements for the major fields have been met.

III. IOWA STATE TEACHERS COLLEGE

No additional requirements. All curricula are open to high school graduates and other students who are granted full admission to the college.

PART II

GENERAL POLICIES GOVERNING THE TRANSFER OF STUDENTS FROM OTHER COLLEGES AND UNIVERSITIES TO THE THREE STATE INSTITUTIONS FOR HIGHER EDUCATION IN IOWA

I. *Definitions of Credit Units in Use at the Three State Institutions for Higher Education in Iowa.*

1. One quarter hour or one term hour of credit represents one one-hour recitation period and two hours of preparation, or one three-hour laboratory period, or other combination of teacher-student contact and outside preparation involving a total of three clock hours per week, for eleven to twelve weeks including the final examination period.
2. One semester hour of credit represents the work accomplished under the same conditions over a period of sixteen to eighteen weeks including the final examination period.
 - a. The value in semester hours or in term or quarter hours of other types of credit units such as the "major", the "course" and the "term credit" may be determined by dividing the total number of credit units required for graduation at the state institution concerned by the number of "majors", "courses" or "term credits" required for graduation by institutions employing these units.

II. *Definition of an Accredited College*

A college is considered accredited if it appears on the approved list of one of the following agencies:

1. The Association of American Universities
2. The New England Association of Colleges and Secondary Schools
3. The Middle States Association of Colleges and Secondary Schools
4. The Southern Association of Colleges and Secondary Schools
5. The North Central Association of Colleges and Secondary Schools
6. The Northwest Association of Colleges and Secondary Schools

7. The State University of the state in which the college is located, or the institution within the state authorized to make reports to the American Association of Collegiate Registrars.
8. For colleges for colored students only—the State Departments of Education in states whose state universities do not admit colored students.

III. *Transcripts Required and Accepted*

1. An official transcript is required from each institution previously attended. Credits are considered for transfer only when certified by the college in which the work was completed and when signed by the official in charge of records at that college. Notarized statements and photostatic copies not bearing the original signature of the official in charge of records at the institution in which the credit was earned will not be recognized.
 - a. For students entering graduate work, it is permissible for the college which grants the baccalaureate degree to certify the entire undergraduate record even though the work has been done in more than one college.

IV. *Condition of Transfer*

1. The student may be required to present evidence of his ability to do college work successfully.
2. The student must present evidence of his good standing in the last institution attended.
 - a. In general, a student who has been suspended from another college will not be accepted until he is eligible to return to the institution which imposed the discipline. Exception may be made in the case of a student who has not been successful scholastically in one of the state institutions and desires to transfer to another of the state institutions. Upon recommendation of the personnel officer of the institution from which the student was suspended, the institution to which the student applies may accept him before the period of his suspension has expired.

V. *Policies Governing the Acceptance of Credits*

1. Credits properly certified as having been earned in other accredited colleges and universities will be accepted subject to the following general policies:
 - a. They must be acceptable toward degrees, diplomas or certificates offered by the institution certifying the credit.
 - b. They must be applicable toward the particular curriculum which the student wishes to enter.

- c. They may not exceed the total which the student might have earned in a similar period at the state institution of his choice.
 - d. They must have been completed with a satisfactory grade point average. Students seeking to transfer with unsatisfactory grade point averages may be admitted on the basis of successful performance on examinations. If thus admitted, applicable credits earned by these students will be accepted. To become degree candidates, however, such students' scholarship averages at the state institution must be sufficiently high to make the total average satisfactory. In general, a cumulative grade point average of 2.0 on all work undertaken is considered satisfactory. In computing grade point averages, the following numerical values shall be assigned letter grades: A—4; B—3; C—2; D—1; Incomplete, Condition or F—0.
 - e. They may not exceed half the requirements for a degree at one of the state institutions if they were earned in a junior college. In general, credit earned in a junior college after the student has reached junior standing will not be accepted. Exceptions to this general policy permit:
 - (1) The acceptance of Civilian Pilot Training courses sponsored by the United States Government and offered through the junior college, even though the work is done following the student's graduation from the junior college.
 - (2) The acceptance of two full years of work from the junior college in addition to a maximum of 12 semester hours of credit earned in a senior college between the student's freshman and sophomore years.
 - (3) The acceptance of more than two years of work on condition that the excess credit above two years is used to supply entrance deficiencies.
 - (4) Further work undertaken in a junior college beyond the two years' credit normally allowed may be accepted for transfer credit toward a degree at one of the three state institutions provided it is validated by examination.
2. Credits properly certified as having been earned in institutions recognized as offering work of strictly college character but which are not fully accredited by any of the standard accrediting agencies may be accepted provisionally. Such provisional credit may become valid under the following plan:

- a. The student must complete at least one full year of work at the state institution.
- b. He must maintain a satisfactory scholarship average on this year of work.
- c. He must include within his program more advanced or very different courses in at least half the departments of study in which he wishes to have credits accepted. The departments to be represented in his program at the state institution will be specified by the Admissions Officer.
- d. The student who fails to do successful work in the year's program may have credit for certain courses only by passing examinations in each department concerned or by completing an advanced course with a grade not less than C in each department.

VI. *Policies Governing Credit on an Examination Basis*

1. College credit may be given for high school work in excess of that used for admission on the following conditions:
 - a. The student must present at least 16 units of secondary school credit in subjects other than the ones for which he wishes college credit.
 - b. He must pass an examination equivalent to one covering a college course in the same subject.
 - c. He may have credit to the extent of not more than three semester hours for each half unit of high school credit.
2. On recommendation of the Head of the Department concerned, students may, under certain circumstances, be permitted to earn credit through examination. Permission for such examinations will be granted only when it is clear that the preparation for them was not made as a part of the student's elementary or secondary school work. Subjects covered must be those regularly offered by the state institution granting the examination and credit certified may not exceed that regularly announced for such courses.

PART III

STANDARDS AND POLICIES OF
THE IOWA COMMITTEE ON SECONDARY SCHOOL
AND COLLEGE RELATIONS

Adopted for the
APPROVAL OF NON-PUBLIC SECONDARY SCHOOLS¹

A. POLICIES

Policy 1. Schools are accredited for an indefinite period. All schools on the accredited list, however, shall submit annual reports and such other reports as are required.

Policy 2. A school which has submitted its annual report, and which has been accredited continuously for five years, shall not be dropped without a year's warning. A school which has not been accredited continuously for five years may be dropped without warning. It is the policy of the Committee on Secondary School and College Relations to recommend the removal from the accredited list of any school which after a year's warning continues to violate the same regulation or criterion for accreditation which was violated the previous year.

Policy 3. The Diocesan Superintendent is the official agent of communication between the accredited schools of his diocese and the Chairman of the Committee on Secondary School and College Relations. He is responsible to the Committee for the distribution, collection, and filing of all reports, and for other necessary duties. The policies, regulations, and criteria for the approval of secondary schools are interpreted to the individual schools by the Diocesan Superintendent.

Policy 4. Credits acquired through summer session work, extension courses, correspondence courses or state examinations will be accepted as counting toward the preparation of the teacher if such credits are accepted by an approved institution of higher education.

¹Most of the non-public schools of Iowa are Catholic Schools. Consequently these regulations have been stated in terms of the organizational pattern under which such schools operate. The Committee will, in the case of non-Catholic schools, approve any deviations from this pattern, which will effectively accomplish the intent of (b) and (c) of Criterion 6.

Policy 5. In the case of individual schools reasonable deviations from regulations and criteria may be approved by the Committee when recommended by the Diocesan Superintendent. Such recommendations must be supported by substantial evidence showing that these deviations are justifiable.

B. REGULATIONS

Regulation 1. No school can be considered for unqualified accreditation unless the annual report blank has been properly and completely filled out as of October first and placed on file with the Diocesan Superintendent not later than November first. The annual reports must be filed with the Iowa Committee on or before December 15.

Regulation 2. The school shall base its report on all grades (elementary and secondary) included in its organization.

Regulation 3. No high school will be accredited unless a twelfth grade is enrolled.

Regulation 4. At least three full time teachers must be employed in the high school.

This regulation refers to minimum requirements. Where the enrollment requires a larger faculty to comply with the standards, the Diocesan Superintendent will recommend the needed increase in faculty members.

Regulation 5. (a) Three-year senior high schools shall require a minimum of 12 units for graduation. Four-year high schools shall require a minimum of sixteen units for graduation.

(b) The school year shall consist of a minimum of 172 regular academic school days exclusive of holidays.

(c) The minimum length of a recitation period shall be forty minutes, exclusive of all time used in changing of classes or teachers.

(d) A school may elect to conduct classes on the short period basis, the long period basis, or a combination of the two. The minimum length of the short class period for one unit of credit is defined as 40 minutes, exclusive of all time used in the changing of classes or teachers, five times a week for thirty-six weeks, or 180 days. Under this plan, two class periods necessitating little or no preparation outside of class are considered as equivalent to one period of prepared class work.

(e) The length of the laboratory or long class period, for one unit of credit and for the purposes of this Regulation, is defined as a minimum of 55 minutes exclusive of all time used for the changing of classes or teachers. Under the long period plan,

directed study may be substituted for the outside preparation required for the short period class. Under the short or the long period plan, however, a reasonable amount of outside or independent study by pupils in accordance with their abilities is encouraged.

Regulation 6. As a basis for graduation the student must have attended the respective high school for at least the entire final semester of his high school career.

C. Criteria for the Evaluation of Secondary Schools

The standards of excellence which a school shall maintain are stated in terms of these criteria.

Criterion 1—Instruction and Morale.

The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school and the cooperative attitude of the community are paramount factors and, therefore, only schools that rank well in these particulars, as evidenced by a rigid, thorough-going sympathetic evaluation, are considered eligible for the list of schools accredited by the Committee.

Criterion 2—The School Plant, Sanitation, and Janitorial Service.

(a) The school plant is adequate for the number of pupils enrolled and program of studies offered.

(b) The lighting, heating and ventilation of the building, the condition of lavatories and toilets, wardrobes and lockers, and school furniture, the location of the water supply, classrooms, shops and laboratories, and the janitorial service are such as to insure hygienic conditions for pupils and teachers.

(c) Provision is made for the safe-guarding of dangerous power machinery with which pupils come in contact. Proper steps for protecting pupils against injuries are taken in laboratories, shops, gymnasiums, and other parts of the building or grounds where accidents are likely to occur.

Criterion 3—Instructional Equipment and Supplies.

Instructional equipment and supplies, such as science laboratory apparatus, laboratory tables and demonstration desks; tools and machinery; gymnasium equipment and supplies; equipment for home economics and agricultural laboratories; equipment and supplies for commercial rooms, art rooms, and music departments; visual aids equipment; maps and charts; are adequate to meet the needs of instruction for all courses offered.

Ample provision is made for the safe-keeping, systematic arrangement and care of all materials, supplies, and apparatus used in the

instructional program. Good housekeeping will be regarded as essential to good instruction.

Criterion 4—The School Library and Library Service.

The number and kind of books, reference materials, and periodicals are adequate for the number of pupils enrolled and meet the interests of the pupils and the needs of instruction in all courses offered.

The library is easily accessible to pupils, adequate in size, and attractive in appearance. The books are properly classified and catalogued. Where a public library offers convenient access to the student, the Superintendent may recommend a smaller school library in those elements that are supplemented by the city library.

The library is under the direction of a properly qualified person who is recognized as a member of the teaching staff. Provision is made for an adequate number of assistants to the librarian.

Each school shall make a minimum expenditure annually of fifty dollars (\$50.00) for library books and other reading materials or fifty cents (50c) per pupil, whichever amount is greater.

Criterion 5—School Records.

(a) Accurate and complete financial data and personnel records are kept in such form as to be conveniently used and safely preserved. The personnel record for each pupil should contain such essential data as courses taken and a valid indication of the quality of work done in each such course. Additional data secured from standardized tests, anecdotal records, parent or pupil interviews, personal questionnaires, etc., should be added to the individual record to the degree that the facilities of the school permit. The record may also include other information which the school officials consider valuable.

(b) An official transcript of the college preparation of each teacher is kept on file in the office of the administrative head of the high school. All information submitted in the annual report which pertains to the preparation of teachers is secured from such official records.

Criterion 6—The Policies of the Board of Education, the Administration of the School, and Its Financial Support.

(a) The Board of Education herein referred to shall, in the case of each diocesan system, consist of the Bishop of the diocese, the Vicar General, the Superintendent of Schools and two lay members. In the case of high schools under parochial or local jurisdiction; this board shall consist of the Bishop, the Vicar General, the pastor of the parish and two lay members. In the case of high schools not under parochial jurisdiction this Board shall consist of the Bishop, the Vicar General, the Superintendent and two members of the teaching order, of which

it is advisable that the principal of each such school shall be one and act as the local executive secretary. If an individual school desires a deviation from this criterion, the authorities of such institution will submit a request to the superintendent of the diocesan school board or to the Iowa Committee on Secondary School and College Relations.¹

(b) The policies of the diocesan and local boards of education, working in conjunction with the motherhouses of the teaching orders who supply the teachers for the schools, or other authorized teaching agencies, are such as to attract and retain the services of well-qualified and competent teachers. The working relationships between the board of education and the administrative head of the system and the administrative authorities of the individual school are such as to insure the efficient and successful administration of the school.

In case of any deviation from this policy, the local board of education shall submit evidence in writing to the diocesan superintendent showing that the action taken was clearly to the best interests of the school.

(c) The administration of the school is such as to insure a well-organized and well-disciplined school, efficiently and intelligently supervised, and to meet the needs and interests of the pupils enrolled and of the community. Stability of organization and the teaching staff, as shown by the past history of the school, its enrollment, the attitude of the supporting society, are matters which will be taken into consideration in determining whether the school is meeting the conditions for eligibility to the accredited list.

The secondary school is under the direction of a well-trained, competent principal who possesses at least six semester hours of credit in school administration and supervision. It is desirable that the college preparation of the one in direct charge of the instructional program shall include an appropriate distribution of courses on the graduate level covering those phases of the school administrator's work which are professional in character, such as secondary school administration, curriculum making, the supervision of instruction, personnel and guidance, methods of teaching, educational psychology, philosophy of education, and the financial administration of secondary education.

In school systems where the administrative head of a secondary school is responsible to a superintendent or to an administrative head of the school system, such superintendent or administrative head of the school system has a master's degree, including a similar and appropriate distribution of professional courses on the graduate level.

The administrator or principal directly in charge of the secondary

¹Most of the parochial schools of Iowa are Catholic Schools. Consequently these regulations have been stated in terms of the organizational pattern under which such schools operate. The Committee will, in the case of non-Catholic parochial schools, approve any deviations from this pattern, which will effectively accomplish the intent of (b) and (c) of Criterion 6.

school has ample time during the school day for the administration and supervision of the school.

The principal, working in conjunction with the proper authorities of the teaching order in the school and with the administrative head of the school system, shall make all assignments of teachers.

The principal of the school should be responsible for insuring the most effective contribution to the school's educational program of all special activities, such as athletics, music, dramatics, etc.

Criterion 7—Preparation of the Instructional and Supervisory Staff.

(a) All members of the instructional and supervisory staff possess the minimum general training assumed to be guaranteed by a Bachelor's degree from an approved institution of higher education. (Exceptions may be made when recommended by the Diocesan Superintendent in the case of teachers of certain industrial arts and trade courses who are legally qualified to teach in the state and who have had the apprenticeship training required in their respective trades.)

In evaluating the adequacy of the general preparation of the instructional and supervisory staff, the Committee will take into consideration the extent to which the staff as a whole has completed work beyond the Bachelor's degree, also the kind and distribution of college courses taken and the recency of their completion.

(b) The minimum professional training of individual members of the instructional staff is fifteen semester hours of education. In the case of a teacher whose professional training consists of less than fifteen semester hours, the Committee may waive this criterion if in its judgment the teacher is otherwise highly qualified and is doing clearly superior work. (Only courses certified as Education courses by the institution in which they were taken will be accepted as counting toward the fulfillment of this requirement.)

(c) All members of the instructional and supervisory staff are adequately prepared in those subjects and fields in which they are engaged.

Teachers with more than half-time teaching assignments in one subject field should have a minimum of fifteen semester hours of preparation in that field as outlined below:

English	15 semester hours
Foreign languages	15 semester hours in the language taught
Science	15 semester hours, of which 5 shall be in the science taught
Mathematics	15 semester hours
Social Studies	15 semester hours, which must include preparation in the specific subject taught. It is recommended that five semester hours be considered the minimum subject preparation.

Teachers with minor teaching assignments in a subject field (less than one-half their teaching load) should have a minimum of ten semester hours of preparation in that field.

Deduction in the fields of foreign language and mathematics may be allowed to the extent of 2 semester hours for each unit earned in high school not to exceed a total deduction of 6 semester hours.

In agriculture, art, commerce, home economics, industrial arts, music, physical education and health, and speech, it shall be the responsibility of the Diocesan Superintendent to satisfy himself that teachers of subjects in these fields are relatively as well qualified as are those for which the minimum preparation is specified above. In no case shall the minimum training be below that specified by the Iowa State Board of Educational Examiners.

Criterion 8—The Teaching Load.

The teaching load is not excessive. A pupil-teacher ratio in excess of thirty to one is considered as a violation of this criterion.

Criterion 9—The Pupil Load.

Four unit courses, or the equivalent, as defined in Regulation 4 are considered the normal amount of work carried toward graduation by the average pupil. Only such pupils as rank in ability and achievement in the upper twenty-five per cent of the school's enrollment may be allowed to carry for credit as many as five units or the equivalent. In addition to four unit courses, the pupil may be permitted to participate in a reasonable activity program with or without credit.

Criterion 10—The Educational Program.

(a) *Elementary School.* It is understood that no high school connected with an elementary school will be recognized unless ample provision is made for the education of the children in the elementary school. This will include, according to the judgment of the superintendent, a sufficient number of well qualified teachers, housing standards that conform to the modern standards of school hygiene, instructional materials and adequate equipment.

Those responsible for the administration of the schools must not sacrifice the interests of the first eight grades in their eagerness to develop the high school.

The number of pupils in any grade room should not exceed 40.

(b) *Program of Studies.* The School's program of studies, the organization of curricula, and the daily schedule are such as to meet reasonably well the needs and interests of the pupils enrolled.

Every accredited school must offer courses in English, mathematics, science, social science (American history, government, economics and sociology) and health and physical education.

It is recommended that courses in agriculture, industrial arts, home economics, and commercial subjects, be introduced into schools where local conditions render such introduction desirable.

(c) *Allied Activities Program.* The program of activities is such as to meet the interests and needs of the pupils and is so planned as to contribute effectively to the educational program.

To the end that all activities shall contribute most effectively to the educational program accredited schools shall not participate in any district, state, interstate, or regional athletic, music, commercial, speech, or other contests or tournaments involving the participation of more than two schools, without the approval of the Diocesan Superintendent.

(d) *Guidance.* In judging an educational program, the effectiveness of the guidance service in helping pupils to adjust themselves to the environment of a complex civilization is regarded as an important factor.

(e) *Outcomes.* In the evaluation of an educational program, special attention is given to the various kinds of evidence indicating that desirable outcomes are being realized.

(f) *The School and Community.* The extent to which a secondary school is successful in establishing itself as an educational and recreational community center is taken into consideration in its evaluation.

PART IV

POLICIES AND STANDARDS FOR THE APPROVAL OF JUNIOR COLLEGES

In Iowa, both public and private junior colleges have been established in communities of varying size throughout the state. The public junior colleges are a part of the city public school system and under the direction of the local Superintendent of Schools. These public junior colleges are by law placed under the supervision of the State Department of Public Instruction. The private junior colleges are under various managements but do not come within the jurisdiction of the State Department of Public Instruction. Private junior colleges not accredited by the North Central Association of Colleges and Secondary Schools are evaluated for purposes of accreditation by the Iowa Committee on Secondary School and College Relations.

Since the Iowa Committee represents the State Board of Education and the three State institutions for higher education, it passes upon the acceptance of credit from all junior colleges (public and private) by these three institutions. In view of the very close cooperation between the State Department of Public Instruction and the Iowa Committee on Secondary School and College Relations, only one set of standards for junior colleges exists. As a result of this cooperation, the three State schools accept credit from all junior colleges accredited either by the State Department, the Iowa Committee, or the North Central Association. Both the State Department and the Committee are committed to the policy of encouraging junior colleges to meet requirements of the North Central Association as rapidly as possible.

Standards Approved by the Department of Public Instruction and the Iowa Committee on Secondary School and College Relations for Iowa Public Junior Colleges

I. *Definition of a Junior College*

A junior college may be defined as an educational institution offering not to exceed two years of work in standard college courses; or not to exceed two years of work in terminal courses which are not normally accepted toward a bachelor's degree; or not to exceed two years of work in both such standard and terminal courses. It requires for admission to these courses four years of standard high school education or its equivalent. It does not confer baccalaureate degrees.

II. *Accreditation*

Accreditation is the process of designating an educational institution as meeting required standards or accepted criteria of quality established

by a competent agency. In Iowa, the State Department of Public Instruction is the agency which accredits public junior colleges. The accreditation of an educational institution implies the acceptability to other educational institutions of the credits earned by its students. This does not mean that every course offered by a junior college which has been accredited by the Department of Public Instruction will be accepted by the three State institutions for higher education. In general however, credits earned in an accredited junior college will be accepted by the State institutions insofar as they apply toward the specific curriculum which the student wishes to undertake in any of these institutions. Information pertaining to the acceptability of junior college credits toward the fulfillment of requirements for graduation in specific curricula from the three State institutions should be sought from the institutions themselves through their Registrars.

III. *The Junior College as a Local Institution*

A public junior college is regarded as a local institution whose primary purpose is to serve the community. Its courses should be designed to meet the educational needs of the members of the community. There are two distinct sets of educational needs to be considered, first those of students who plan to continue their education in a senior college, and second those who will not continue beyond the junior college and who wish to increase their knowledge or skills in special areas. In every community which supports a junior college, careful surveys should be made in order to determine educational needs. These surveys should be of a continuing nature so as to keep abreast of changes within the community.

The private junior college may also have a special obligation to the unit which supports it and should in like manner study the needs of its constituents.

IV. *Admission Requirements*

The admission policy of a junior college shall be the same as the basic admission policy of the three state institutions for higher education (see page 7). Each junior college shall have the right to make special requirements higher than the basic policy. In the case of students planning to continue later at a senior college, consideration should be given to the admission requirements of the senior college of the student's choice.

V. *Work Offered*

A junior college should provide standard college courses in English, mathematics, the physical or natural sciences, the social sciences, and where the interest and need exist, a foreign language. In addition, terminal courses should be offered in accordance with local needs.

Non-transfer courses are those courses for which students may not

expect to receive credit upon transfer to a senior college. Such courses may be vocational in nature, or may serve other interests of the citizens of the community. In general the pattern of such offerings should have the approval of the State Department of Public Instruction, but the junior college is free to provide such courses as are deemed appropriate to meet the community needs. Annually or oftener the junior college must report such courses with other pertinent material which the State Department may request.

Students should be informed that these are non-transfer courses, and students taking only such courses may be enrolled without meeting junior college admission standards for courses of college grade. An individual student record shall be kept for each such student the same as for regular college students but the record shall show that the student did not meet the admission requirements. Each transcript issued and all catalogs and publications shall indicate in a definite manner which courses were or are offered as non-transfer courses.

VI. Faculty

In determining the competence of the faculty, consideration will be given to the amount and kind of education that the individual members have received; to their experience; to their scholarship; and to their general fitness for their work.

1. Administrative Head

The administrative head of any junior college must have a Master's degree from a recognized graduate school.

2. Instructors

a. Unqualified Approval. An Advanced Secondary Certificate and a Master's Degree with a major or minor (a minimum of 10 semester hours) in the area to be taught is required for all teachers of junior college transfer courses where *unqualified approval* is to be given the instructor.

b. Qualified Approval in Special Areas. In certain areas such as music, art, and physical education a *qualified approval* for a period of one year may be given for an instructor who holds a special five-year certificate in the appropriate field.

c. Additional Approval Standards in Specified Areas. In certain areas instructors are held to approval standards over and above the certificate and degree requirements mentioned above.

Speech: At least five semester hours of the special work in speech must be in speech as distinguished from dramatic arts.

Geography: An instructor of geography must have at least ten semester hours of graduate credit in geography.

Teacher Education: Instructors of elementary education must also qualify for the advanced elementary certificate and

have a minimum of ten semester hours of graduate credit in elementary education.

Accounting: An instructor in accounting must have at least 15 semester hours of graduate and/or undergraduate credit in accounting.

Shorthand and Typewriting: An instructor in shorthand and typewriting must also meet at least the equivalent of that required for teaching these subjects at the high school level.

- d. **Exception for Engineering Drawing.** An exception may be granted for an instructor in engineering drawing who holds a standard secondary certificate including eight semester hours of credit in engineering drawing.
- e. **Exception for Non-transfer Subjects.** Teachers of non-transfer courses must hold an appropriate certificate valid for teaching the particular subject in Iowa.

VII. *Instructor-Load*

In general, the maximum load of an instructor should not exceed 18 semester hours and it is strongly advised that the load be held to a maximum of 16 semester hours. One and one-half hours per week devoted to administrative duties, extracurricular supervision and laboratory work will be counted as the equivalent of 1 semester hour of classroom teaching. Where an instructor teaches in both high school and junior college, one daily period of high school teaching shall be considered equivalent to .7 of a semester hour.

The table below shows the instructor-load for certain combinations of junior college and high school teaching loads:

INSTRUCTOR-LOAD FOR SELECTED COMBINATIONS OF JUNIOR COLLEGE AND HIGH SCHOOL TEACHING

Semester Hours of College Teaching	Total Periods Per Week of H. S. Teaching	Instructor-Load in Semester Hours
2	20	16
3	20	17
4	20	18
5	15	15.5
6	15	16.5
7	15	17.5
8	10	15
9	10	16
10	10	17
11	10	18
12	5	15.5
13	5	16.5
14	5	17.5

VIII. *Standards of Work and Pupil-Load*

The work of any course in a junior college should be equivalent in quantity and quality to the work of a similar freshman or sophomore course in an accredited four-year college.

A full semester's work for a student should be 15 to 16 semester hours. Except in the last semester before graduation, extra work should be permitted only in case of a student whose scholarship is superior and in no case should a student be permitted to register for more than 20 hours of credit per week.

The length of the recitation period and the number of laboratory periods counted as one class period should be in harmony with the practice of accredited four-year colleges.

IX. *Library*

It has wisely been said that a library is the heart of any institution for higher education. The first consideration is the degree to which the books it possesses support and supplement the instruction it offers and the extent to which both faculty and students actually use such books. The modern college cannot justify itself without a library which gives evidence of constant and productive use.

In evaluating a junior college library, the techniques of the North Central Association will be followed. Consideration will be given to the following specific recommendations:

- a. Librarian. It is desirable that the librarian be a full-time employee with a degree in library science. If a person of less training is employed, a competent member of the junior college faculty should be given supervision of the library with adequate time for this work.
- b. Organization and Administration. The library should be modern and professionally administered with books well distributed. An appropriate reading room, separate from the high school library if possible, should be open to all students throughout the day.
- c. Adequacy of Materials. The library should contain adequate basic general reference books, special reference books for each department in which instruction is given and appropriate current periodicals. All materials should be up-to-date.
- d. Annual Appropriation. In each junior college there should be an annual appropriation for the purchase of new books of not less than \$200 or \$3 per student.
- e. Cataloguing. Books must be properly catalogued.
- f. Coordination with other library facilities. If a city library is available, the junior college library should be thoroughly coordinated with it.

- g. Use by students and staff. Both students and staff members should make adequate use of all library facilities.

X. *Laboratory Equipment*

The laboratory equipment should be adequate for all the experiments called for by the courses offered in the sciences, *and these facilities should be improved and maintained by means of an annual appropriation in keeping with the curricula.*

XI. *Catalogue and Announcements*

All published materials concerning a junior college must adhere carefully to descriptions of conditions and facts about the institution as they really exist. Material designed for publicity should be published separately. The practice of listing courses that will be offered if a certain number of students will enroll should be avoided. The catalogue should, as nearly as possible, describe only courses that will actually be offered.

XII. *High School Students Not Admitted to Junior College Classes*

In general, high school students should not be admitted to junior college classes and a failure to observe this regulation will result in the refusal of the Department of Public Instruction to approve a junior college. However, by permission of the faculty of a junior college, a high school student of special ability, who has finished his junior year with 14 complete units may, after registering for the high school subjects needed to complete 16 units for graduation, take and receive college credit for the remainder of his year's work in the junior college. He shall not be classified as a junior college student until he has fully completed all requirements for entrance to college.

XIII. *Extracurricular Activities*

There must be provision for extracurricular activities and abundant opportunity for development of leadership and initiative. Such activities should be carefully supervised by qualified members of the faculty and should not occupy an undue place in the life of the junior college student.

XIV. *Guidance and Personnel Service*

Each junior college shall establish and maintain a program of personnel service for all students. Some member of the faculty with specific training in this work should be in charge of this program.

XV. *Miscellaneous*

When a secondary school is connected with a junior college, the secondary school must be accredited by the North Central Association if the junior college is to be approved.

The location, buildings and equipment of a junior college should be such as to insure hygienic conditions.

The academic year should not be shorter than the academic year of accredited four-year colleges.

The system of records should show clearly the secondary and college credits of each student. Original credentials transferred from another college should be retained by the junior college.

As a general principle, Iowa public junior colleges should not hold summer schools or offer Saturday classes. If under certain conditions a departure from this principle seems justified, special permission must be secured from the Department of Public Instruction. If the credits earned in a summer session or Saturday classes are to be classified as college transfer credits, the approval of the Iowa Committee on Secondary School and College Relations is also necessary. If the credits earned in such courses are to apply toward state teaching certificates, the approval of the Board of Educational Examiners must be obtained. If permission is granted to hold a summer school, all standards set up for the regular year must be observed. If permission to hold Saturday classes is obtained, the length of recitation periods must be the same as in the regular junior college, and the hours of teaching must be considered a part of the instructor's load.

Not more than one-half of the collegiate requirements for a degree from a State institution for higher education may be satisfied by credit earned in a junior college. Exceptions to this limitation are stated on page 18.

A minimum of 60 semester hours of junior college credit exclusive of required courses in physical education and military science shall be required for graduation from a junior college.

The diploma granted for completion of a junior college curriculum shall not be called a degree.

XVI. *Establishment of New Public Junior Colleges*

The three requirements now necessary for the establishment of a new junior college are (a) a town population of at least 5,000; (b) an affirmative vote of 60 per cent of the voters at a regular school election; and (c) approval of the state superintendent of public instruction.

XVII. *Size of Junior College*

It is impossible to maintain a satisfactory junior college with a very small enrollment. Beginning September, 1949, the Department of Public Instruction will, as a condition of approval, require an enrollment on an average over a period of years, of forty (40) full time students for a one-year junior college, or an average of sixty (60) full time students for a two-year junior college.

XVIII. *Discontinuance of Any Institution of Higher Learning Perpetuation of College Credits* (1939 Iowa Code, Chap. 196.1, 3953.1)

"Mandatory transfer of records of credits. The trustees or officers of any institution of higher learning, whether incorporated or not, upon going out of existence or ceasing to function as an educational institution must transfer to the Office of the Registrar of the State University of Iowa complete records of all grades attained by its students."

Other sections of Chapter 196.1 give further details concerning these records together with a statement of penalties for non-compliance with this requirement.

Note: These standards are worded in terms of the public junior colleges since they are more numerous. When these are applied to the private junior colleges certain portions shall be applied as appropriate in terms of the organization and support of the particular junior college. In applying to private junior colleges the words Department of Public Instruction shall be understood to refer to the Junior College sub-committee of the Iowa Committee on Secondary School and College Relations, and the term Director of Junior Colleges shall be understood to refer to the Secretary of the above mentioned sub-committee.

PART V
STANDARDS APPROVED BY THE
IOWA COMMITTEE ON SECONDARY SCHOOL AND
COLLEGE RELATIONS
FOR FOUR-YEAR COLLEGES

I. *Introduction*

An institution designated as a four-year college should offer four years of standard collegiate work.

No four-year college should be established or continued unless it is able to equip its library and its laboratories adequately and unless it can maintain a salary schedule which will be likely to attract and retain the services of persons who are thoroughly successful and competent in the fields in which they give instruction.

The credits of any four-year college approved by the North Central Association of Colleges and Secondary Schools will be acceptable to the three state institutions for higher education.

II. *Admission Requirements*

The requirements for admission to a four-year college should not be lower than the requirements for admission to the state institutions for higher education.

III. *Work Offered*

A four-year college should maintain at least eight departments, including in the work of these departments courses in English, foreign languages, mathematics, physical and biological sciences, and social science.

IV. *Faculty*

1. *Administrative Heads*

The administrative head of a four-year college must have a bachelor's degree from an accredited four-year college and should have completed in addition at least one full year of standard graduate work in a recognized graduate college. New administrative heads must have a master's degree from a recognized graduate college.

2. *Instructors*

An instructor must have a master's degree from a recognized graduate college and may give instruction only in the field of his graduate major or of his graduate minor. The graduate minor must consist of at least ten semester hours. It is desirable that

the teaching be confined to the field of the graduate major. Variations from this standard are indicated below for instructors in the special fields:

a. Music

If courses in music are given for credit, the instructor in music must have a bachelor's degree with a major in music and must have completed at least one year of specialized work in music after having received the bachelor's degree.

b. Art

If courses in art are given, the instructor in art must have a bachelor's degree with a major in art and must have completed at least one year of specialized work in art after having received the bachelor's degree.

c. Engineering Drawing

An instructor in engineering drawing must have a bachelor's degree and must have at least 8 semester hours of credit in engineering drawing.

d. Physical Education

An instructor in physical education who gives courses beyond the physical training ordinarily required of freshmen and sophomores must have a master's degree and must have had at least an undergraduate major in physical education or the equivalent thereof.

e. Speech

In addition to a master's degree an instructor of speech must have completed a minimum of ten semester hours of graduate work in speech, at least one-half (i.e., at least five semester hours) of which must be in speech as distinguished from dramatic art. If only a two-semester course is offered, these ten semester hours of speech training may be at the undergraduate level.

f. Geography

An instructor of geography must have a master's degree with at least ten semester hours of graduate credit in geography.

g. Accounting

An instructor in accounting should have a master's degree with at least ten semester hours of graduate credit in accounting.

h. Shorthand and Typewriting

An instructor of shorthand or typewriting must have a master's degree and either a graduate or an undergraduate major in commerce. The work in shorthand must include 180 clock hours of collegiate training in the subject in an institu-

tion approved for the training of secondary school teachers. An instructor in typewriting must have 180 clock hours of training in typewriting in such an institution.

i. *Teacher-Training Subjects*

An instructor in elementary or secondary education must have a master's degree. An instructor in elementary education must have at least ten semester hours of graduate credit in elementary education and an instructor in secondary education must have at least ten semester hours of graduate credit in secondary education.

3. *Instructor-load*

The load of an instructor should not exceed 15 to 18 periods of college teaching per week, or 20 periods of college and secondary school teaching, or an equivalent amount of work in classroom instruction, administrative duties, and extracurricular supervision combined. One and one-half clock hours of laboratory work are to be counted as one period of teaching. Advisory duties and extracurricular supervision are to be counted as laboratory work.

V. *Enrollment*

A four-year college should have an enrollment of at least 100 students who are pursuing degree curricula.

VI. *Student-load*

The normal credit load of a student should be 15 to 16 semester hours. Except in the last semester before graduation, only superior students should be permitted to carry a load in excess of the normal load and in no case should a student be permitted to register for more than 20 semester hours of credit per week.

Recitation periods should not be less than 50 minutes in length. Two periods of laboratory work may be counted as one recitation period.

VII. *Library and Other Equipment*

The library should be properly catalogued and should be in charge of a competent librarian. The library should be open for the use of students and faculty for an adequate period each day and evening. The library and laboratory facilities should be adequate for the courses offered.

VIII. *Miscellaneous*

When a secondary school is connected with a college, the secondary school must be accredited by the North Central Association, if the college is to be approved.

The location, buildings, and equipment of a college should be such as to insure hygienic conditions.

The academic year shall consist of two semesters of 18 weeks each or the equivalent.

The system of records should show clearly the secondary and college credit of each student. Original credentials brought from another institution should be retained by the college.

A student should not be permitted to earn a total of more than ten semester hours of credit toward a degree by extension work, correspondence work, or examination during one calendar year.

A minimum of 120 semester hours or the equivalent exclusive of required courses in physical education and military science shall be required for graduation with a degree.

The bachelor's degree should not be conferred upon any student who has not spent the equivalent of at least one year of full-time study in the college granting the degree.

IX. *Discontinuance of Any Institution of Higher Learning. Perpetuation of college credits* (1939 code of Iowa, Chap. 196.1, 3953.1)

"Mandatory transfer of records of credits. The trustees or officers of any institution of higher learning, whether incorporated or not, upon going out of existence or ceasing to function as an educational institution must transfer to the Office of the Registrar of the State University of Iowa complete records of all grades attained by its students."

Other sections of Chapter 196.1 give further details concerning these records together with a statement of penalties for non-compliance with this requirement.

PART VI

HISTORICAL DATA

Historical Background

Since 1881 there has been in Iowa a list of "accepted" or accredited high schools. In 1890 an organization of teachers formally requested of the Board of Regents such cooperation as would "bring the University and the high schools of the state into more intimate relations." Following this request, a plan was prepared looking toward closer contact with the secondary schools and providing for inspection. Up to the year 1910, the State University of Iowa discharged the duty of classifying and accrediting such schools as elected to meet certain standards and voluntarily sought recognition.

The Iowa State Board of Education

In 1909, the thirty-third general assembly created a State Board of Education and vested in it the supervision and control of the three state institutions for higher education. The relationship between the high schools of the state and the institutions for higher education was a matter of serious concern to the Board. Their desire was to "effect with the least possible waste of time, energy and money the transfer of thousands of Iowa young people, annually, from high school to college."

The Joint Committee of Fifteen

One of the first acts of the State Board was the appointment of a "joint Committee of Fifteen of the Three State Institutions for Higher Education" to consider problems of common interest to the three schools. The committee consisted of five members from each of the institutions nominated by the respective presidents. This committee recommended the adoption of uniform requirements for admission to comparable curricula at the three state institutions and suggested that these institutions cooperate in the matter of accrediting secondary schools. This report, with minor revisions, was approved by the faculties of the three state institutions and adopted by the State Board of Education in August 1910.

Inspector of Secondary Schools and the Board on Secondary School Relations

In March 1910, before receiving the report of the Committee of Fifteen, the State Board had appointed an Inspector of Secondary Schools to take the place of the faculty inspector of the State University. The function of this representative of the State Board was to assist the secondary schools in standardizing their curricula to meet the entrance requirements of the three state institutions. Upon approving the report of the Committee of Fifteen (August 1910) the State Board created the Board on Secondary School Relations and assigned to it the administration of the uniform entrance requirements. The inspector of secondary schools, two assistant inspectors and the admissions officers of the three state institutions constituted the membership.

During the period 1910-1919, the Joint Committee of Fifteen, directly representing the respective faculties of the state institutions, continued to function and submitted various recommendations pertaining to admission requirements to the Board on Secondary School Relations. The Committee of Fifteen also made certain recommendations respecting the certification of secondary school teachers to the Board of Educational Examiners of the State Department of Public Instruction.

In October 1919, the State Board abolished the office of Inspector of Secondary Schools but made the incumbent the Secretary of the Board on Secondary School Relations with all powers vested in the former office. In 1922 the secretary of the State Board, W. H. Gemmill, became the secretary of the Board on Secondary School Relations.

Intercollegiate Standing Committee

It became evident, as the work of these various officers, boards and committees progressed that accrediting of secondary schools was only a part of the problem: that there was increasing need for similar coordinated procedures for colleges. In July 1918, the Iowa State Board of Education formed the "Intercollegiate Standing Committee" whose purpose was to determine uniform policies of admission and advanced standing for students who transferred to the state educational institutions from other Iowa colleges. The committee consisted of the registrar and one faculty member from each state institution. The faculty representatives were appointed by the respective presidents.

The first meeting of the committee was devoted to the determination of standards, to preparation of report forms for colleges seeking to be accredited, and to methods of procedure. To further the relationships between the committee and other state educational agencies, the secretary of the Board on Secondary School Relations was invited to attend all meetings of the committee.

The procedures adopted by the committee included inspection of the institution seeking to have its credits accepted, annual reports from the institutions accredited (except for those approved by the North Central Association), and subsequent inspections within five years. Recommendations of the committee became effective in the three state institutions when approved by the faculties of two.

In 1927, the responsibility for standards for Iowa public junior colleges and their inspection was vested by law in the State Department of Public Instruction. From 1927 to 1941 the Intercollegiate Standing Committee continued to work with the State Department of Public Instruction on the approval of public junior colleges and in 1941 the latter assumed full responsibility for standards and for the approval of the teachers and courses of these colleges. However, the Intercollegiate Standing Committee agreed to continue to act as an advisory committee to the public junior colleges in regard to the transfer of their credits to the three state institutions.

In April 1941, acting upon a suggestion received from the presidents of the three state institutions, the Intercollegiate Standing Committee recommended that after July 1, 1950 it no longer be held responsible for the accrediting of Iowa four-year colleges. In September 1941 the Iowa State Board of Education adopted this recommendation.

The Iowa Committee on Secondary School and College Relations

In May 1943, the Board on Secondary School Relations and the Intercollegiate Standing Committee, with the approval of the presidents of the three state institutions, recommended to the Iowa State Board of Education that these two agencies be combined into a single committee to be designed as The Iowa Committee on Secondary School and College Relations. The recommendation was approved in June 1943 by the Iowa State Board of Education.

This committee consists of the registrar and one faculty member from each of the three state institutions for higher education. The faculty representatives are appointed by the presidents of the respective institutions. The chairmanship of this committee is alternated triennially between the faculty representatives of the Iowa State College and the Iowa State Teachers College. The registrar of the State University of Iowa is the executive secretary of the committee. The execu-

tive council of the committee consists of the chairman of the committee and the three registrars.

This committee is responsible for administering policies and procedures relative to:

1. Admission requirements for high school students to each of the three state institutions for higher education.
2. The transfer of credits from one institution to another.
3. The acceptance of credits from Iowa four-year colleges and junior colleges (public and private).
4. The acceptance of credits from the non-public secondary schools of the state.
5. The acceptance of credits from institutions for higher education and from secondary schools from other states and from other countries.
6. Problems related to secondary schools and colleges.

To facilitate the administration of its functions this committee formed the following three sub-committees:

Sub-committee on Four-Year Colleges

Registrar J. R. Sage, Iowa State College

Dean M. J. Nelson, Iowa State Teachers College

Functions are to make recommendations regarding the four-year colleges of Iowa and to deal with any other problems relating to the four-year colleges.

Sub-committee on Junior Colleges

Registrar Marshall R. Beard, Iowa State Teachers College

Registrar Ted McCarrel, State University of Iowa

Functions are to make recommendations regarding the private Junior Colleges of Iowa, to act as an advisory committee to the public Junior Colleges of Iowa and to the State Department of Public Instruction in its activities relating to the approval of public Junior Colleges, and to deal with any other problems relating to the private and public Junior Colleges of Iowa.

Sub-committee on Secondary Schools

Professor John E. McAdam, State University of Iowa

Professor Barton Morgan, Iowa State College

Functions are to make recommendations regarding the Non-Public Secondary Schools of Iowa and to deal with any other problems relating to the Non-Public Secondary Schools of Iowa.

Present Accrediting Agencies

The existing pattern for the approval of Iowa educational institutions may be summarized as follows: The State Department of Public Instruction acts as the state accrediting agency for the public secondary schools and public junior colleges; the Iowa Committee on Secondary School and College Relations acts for the private high schools, private junior colleges and the private four-year colleges of the state.

At both the secondary and college levels, additional evaluation of the educational status of institutions is provided by national and regional accrediting associations, such as the North Central Association. Although such associations do not have statutory legal jurisdiction as does the Department of Public Instruction, their approval of a school or college is equally as effective through cooperation of member schools and the reciprocal relations which exist among the member schools of the various associations.

DISCONTINUED SCHOOLS

Discontinued Iowa Secondary Schools

The following discontinued schools are not now on the list of schools approved by the Iowa Committee on Secondary School and College Relations. In many cases the date of discontinuance was not officially reported. Information concerning the accredited status of defunct institutions, during their life, will be furnished upon request by the Executive Secretary of the Iowa Committee on Secondary School and College Relations.

Location	Name of Secondary School	Date of Approval	Date of Discontinuance
Cherokee	Immaculate Conception	11- 3-15	
Churchville	St. Joseph's High School	7- 7-31	June, 1936
Clinton	Wartburg College Academy	5-14-21	June, 1932
Denison	Denison Normal School	5-20-11	Sept., 1917
Des Moines	Grand View College Academy	5- 3-12	June, 1937
	St. John's High School	6-29-14	
	Drake Univ. High School	2- 8-22	
Dubuque	Mt. St. Francis Academy	5-20-11	
	Univ. of Dubuque Academy	11-29-16	
Dyersville	St. Francis Academy	2-16-21	June, 1932
Eagle Grove	Sacred Heart High School	11- 3-15	June, 1932
Epworth	Epworth Seminary	11- 1-27	
Fairfield	Parsons College Academy		Sept., 1917
Forest City	Waldorf Lutheran Academy	7- 1-11	June, 1936
Gilmore City	St. John's School	5-29-22	*Dropped 1927
Grundy Center	Grundy College Academy	5- 5-20	About 1934
Iowa City	Iowa City Academy	4-22-11	
Jewell	Jewell College Academy	3-18-13	
Lamoni	Graceland College Academy	3-17-16	
LeMars	Western Union College Academy	4-28-14	
Manchester	St. Xavier High School	1-11-24	June, 1938
Nevada	Oak Park Academy	11-20-29	Dropped 1941
Nora Springs	Nora Springs Seminary	4-22-11	
Pella	Central College Academy	2- 8-22	
Peosta	John the Baptist High School	6-18-27	Sept., 1933
Sac City	Sac City Institute	5-20-11	
Salem	Whittier College	6- 1-11	
Stuart	St. Mary's High School	5-26-25	
University Park	John Fletcher Academy	11- 6-12	June, 1932
Waverly	Wartburg Normal Academy	5- 1-15	June, 1932
West Branch	Scattergood Seminary	5-26-26	June, 1932

*This school may have continued since 1927 as a four-year non-approved secondary school.

EARLY ACADEMIES

Some Early Iowa Academies

Prepared by C. S. Cory, Registrar Emeritus
Iowa State Teachers College
May, 1946

	Established
Saint Raphael's Seminary, Dubuque	1839
Fairfield Lyceum, Fairfield	1840
Denmark Academy, Denmark	1843
Howe's Academy, Mt. Pleasant.	1844
Female Seminary, Fairfield.	1849
Epworth Seminary, Epworth.	1857
Indianola Male and Female Academy, Indianola.	1860
Cedar Valley Seminary, Osage.	1863
New Providence Academy, New Providence.	1869
Tilford Collegiate Institute, Vinton. On list of approved private secondary schools in 1907-1908.	1871
Washington Academy, Washington. On list of approved private secondary schools in 1904-1905.	1872
Decorah Institute, Decorah. On list of approved private secondary schools in 1904-1905.	1874
Pleasant Plain Academy, Pleasant Plain.	1875
St. Ansgar Academy, St. Ansgar.	1878
Northwestern Classical Academy, Orange City. Approved for junior college work in 1928. See list of private junior colleges.	1882
Educational Institute, Hull.	1884
Corning Academy, Corning. On list of approved private secondary schools in 1906-1907.	1885
Nora Springs Seminary, Nora Springs. On list of approved private secondary schools in 1906-1907.	1890

Notes on Early Iowa Academies

1. The above list contains only a few of the early academies in the state. All academies connected with colleges and most academies operated as parochial schools have been omitted.
2. For the most part the date of establishment was taken from the annual reports of county superintendents as published in the Iowa Educational Directories which began publication in 1894-1895.

DISCONTINUED COLLEGES

Discontinued Iowa Colleges, Junior Colleges, and Teacher Training Schools

The letter symbol preceding the name of each institution designates its rating as indicated for Iowa Colleges and Junior Colleges in operation in 1948.

Name and Location	Year Established
l. Afton Normal College, Afton	1891
c. Albia Junior College, Albia Freshman work from September, 1927 to June, 1943 Sophomore work from September, 1928 to June, 1943 Discontinued in June, 1943	1927
l. Amity College, College Springs	1853
k. Aquinas Junior College, Davenport Seems to have been affiliated with Saint Ambrose College Discontinued in June, 1931	1930
l. Atlantic Normal School, Atlantic	1896
k. Burlington Teacher Training School, Burlington One year of work beyond high school graduation Discontinued February, 1920	1879
l. Calhoun County Normal School, Rockwell City	1892
l. Carroll Normal College, Carroll	
l. Casey Normal School, Casey	
l. Castana Normal School, Castana	
c. Cedar Valley Junior College, Osage Established as Cedar Valley Seminary in 1863. Approved for junior college work by the Iowa State Teachers Association in 1911. Approved by Iowa Committee for junior college work in 1919 Discontinued in June, 1921	1863
c. Chariton Junior College, Chariton Freshman work from September, 1927 to June, 1943 Sophomore work from September, 1928 to June, 1943 Discontinued in June, 1943	1927
k. Charles City College, Charles City Merged with Morningside College in 1914	1891
c. Cherokee Junior College (Private), Cherokee Freshman and Sophomore work from September, 1930 to June, 1938 Discontinued June, 1938	1930
d. Clarion Junior College, Clarion Freshman work during the year 1929-1930 Discontinued June, 1930	1929
l. Cresco Normal School, Cresco	1894
k. Davenport Teacher Training School, Davenport One year of work beyond high school graduation. Discontinued in 1915	1876
l. Decorah Institute, Decorah	1874
l. Decorah College for Women Also called Decorah Junior College for Girls In both of these institutions the classes were conducted by the instructors from Luther College. Became a corporate part of Luther College in 1936.	1932

DISCONTINUED COLLEGES

Name and Location	Year Established
l. Denison Normal School, Denison	1893
b. Des Moines University, Des Moines Established as Des Moines College in 1865 In 1916 Des Moines College, Central College at Pella and Highland Park College at Des Moines merged in the buildings of Highland Park College to form Des Moines University. Discontinued in June, 1929 and records transferred to Sioux Falls College, Sioux Falls, South Dakota.	1865
l. Dexter Normal School, Dexter	
c. Dowling College, Des Moines Established as Des Moines Catholic College in 1931 Approved for junior college work September, 1931 to June, 1942 Discontinued in June, 1942	1931
c. Earlham Junior College, Earlham Approved for freshman work September, 1928 to June, 1931 Approved for sophomore work September, 1929 to June, 1931 Discontinued in June, 1931	1928
l. Eastern Iowa Normal School, Columbus Junction	
d. Elkader Junior College, Elkader Freshmen work since September, 1929 Sophomore work since September, 1933 Discontinued in June, 1948	1929
l. Elkhorn College, Elkhorn	1878
b. Ellsworth College, Iowa Falls Discontinued in September, 1929. Buildings and equipment given to the board of education at Iowa Falls to start a public junior college Records at Ellsworth Junior College	1890
l. Estherville College, Estherville	1890
l. German College, Mount Pleasant	1873
Grundy Junior College, Grundy Center	1916
c. Approved for junior college work September, 1921 to June, 1929	
k. Continued as an unapproved junior college for a few years after June, 1929 Discontinued about 1933	
l. Hawarden Normal School, Hawarden	1895
d. Highland Park College, Des Moines This college was discontinued before 1916 and the buildings were occupied in 1916 by Des Moines University. (See Des Moines University) (b. 1911-1918)	1890
l. Humboldt College, Humboldt Discontinued about 1910 Only a secondary school	1895
c. Independence Junior College, Independence Freshman work from September, 1928 to June, 1943 Sophomore work from September, 1929 to June, 1943 Discontinued in June, 1943	1928
l. Iowa Normal Business College, Mason City	
l. Larchwood Normal School, Larchwood	

DISCONTINUED COLLEGES

Name and Location	Year Established
b. Leander Clark College, Toledo Established as Western College in 1856 Name changed to Leander Clark College in 1906 Merged with Coe College in 1919	1856
l. LeMars Normal School, LeMars	1880
b. Lenox College, Hopkinton Discontinued as a four-year college in 1922	1856
c. Approved for junior college work September, 1922 to June, 1936	
k. Continued as an unapproved junior college until June, 1942 Discontinued in June, 1942	
l. Levericks Normal School, Muscatine	1886
l. Lutheran College, Jewell	1893
c. Maquoketa Junior College, Maquoketa Freshman work from September, 1927 to June, 1943 Sophomore work from September, 1928 to June, 1943 Discontinued in June, 1943	1927
l. Memorial University, Mason City Discontinued about 1911	1900
c. Mount Carmel Junior College, Dubuque Freshman and Sophomore work for 1923-24 Absorbed by Clarke College in 1925	1923
l. National Normal College, Glidden	1890
l. New Hampton Normal School, New Hampton	
l. Newton Normal College, Newton	
l. Normal University, Humeston Later called Central Normal University	
l. Northern Iowa Normal School, Algona	
c. Osceola Junior College, Osceola Freshman work from September, 1927 to June, 1943 Sophomore work from September, 1928 to June, 1943 Discontinued in June, 1943	1927
b. Oskaloosa College, Oskaloosa Discontinued probably about 1912 Some years later a "one man diploma mill" was conducted at Oskaloosa in the name of Oskaloosa College. The owner of the charter issued diplomas and transcripts which were purely fictitious.	1856
l. Oskaloosa Normal College, Oskaloosa	
l. Ottumwa Normal School, Ottumwa	
l. Palmer College, LeGrand	1889
b. Penn College, Oskaloosa (See William Penn College)	1864
b. Perry Junior College, Perry Freshman work 1947-48 Discontinued in June, 1948	1947
l. Perry Normal College, Perry	1892
k. Saint Mary's Junior College, Davenport Seems to have been affiliated with Saint Ambrose College Became Marycrest College, Women's Department of Saint Ambrose College in 1938	1938

DISCONTINUED COLLEGES

Name and Location	Year Established
l. Sheldon Normal College, Sheldon	
c. Sioux City Normal (approved as a junior college), Sioux City Three years of work to count for 60 semester hours of credit for the years of 1925-26 and 1926-27 Discontinued in September, 1928	1913
l. Southern Normal School, Bloomfield	1874
k. Tabor College, Tabor Established as Tabor Literary Institute Merged with Doane College, Crete, Nebraska in 1932	1857
l. Tabor Junior College, Tabor A private junior college was established in 1937 in the old buildings of Tabor College. Never approved	(About 1937)
k. Ter El Mar Junior College, Davenport Seems to have been affiliated with Saint Ambrose College	1929
l. Tilford College, Vinton	1871
c. Tipton Junior College, Tipton Freshman work from September, 1927 to June, 1943 Sophomore work from September, 1928 to June, 1943 Discontinued in June, 1943	1927
l. Tobin College, Fort Dodge	1892
b. Trinity College, Sioux City Established as a secondary school in 1913 Approved for junior college work September, 1927 Approved for senior college work from September, 1932 to June, 1947 Discontinued in June, 1947	1913
l. Valder College, Decorah	1888
c. Wartburg Normal College, Waverly Established as a Theological Seminary in 1878 Also called Teacher Seminary and Academy In 1922 name changed to Wartburg Normal College Approved as for junior college work, September, 1926 Merged with Wartburg College, Clinton in September, 1933	1878
d. Waukon Junior College, Waukon Freshman work since September, 1923 Sophomore work since September, 1924 Discontinued in June, 1948	1923
l. Waukon Normal School, Waukon	
b. Western College, Toledo Name changed to Leander Clark College in 1906 Merged with Coe College in 1919	1856
l. Western Iowa College, Council Bluffs Also called Western Iowa Normal College	1884
l. Western Normal College, Shenandoah	1882
l. Whittier College, Salem	1867
l. Wilton College, Wilton Junction	1894
l. Woodbine Normal School, Woodbine Listed in 1905-06 as under control of Independent School District	1887

PART VII

LISTS OF IOWA NON-PUBLIC SECONDARY SCHOOLS, COLLEGES AND UNIVERSITIES

Approved by the Iowa Committee on Secondary School and College Relations
for admission to the three state institutions for higher education in Iowa.¹

Approved Iowa Non-Public Secondary Schools

Location	Name of School	Date of Approval	*N.C.A.
Albia	St. Patrick's High School	4-26-48	
Algona	St. Cecelia's Academy	4-28-32	
Alta Vista	St. William's High School	-47	
Alton	St. Mary's Academy	2-23-17	
Ashton	St. Joseph's High School	5-26-26	
Bancroft	St. John's Parochial School	4-28-14	
Bankston (P.O. Epworth)	St. Clement's High School	5-29-30	
Bellevue	St. Joseph's High School	4-23-24	
Bernard	St. Patrick's High School (Formerly Garryowen)	12-19-35	
Bode	St. Joseph's High School	4-19-40	
Boone	Sacred Heart High School	6-14-23	
Breda	St. Bernard High School	1-15-27	
Burlington	St. Paul Central High School	3- 5-20	
Carroll	St. Angela Academy (Formerly St. Angela's Institute)	5-13-18	1935
Cascade	St. Martin's High School	2-16-21	
Cascade	St. Mary's High School	10-11-24	
Cedar Falls	Teachers College High School		1913
Cedar Rapids	Immaculate Conception High School	2-16-21	
Cedar Rapids	Mt. Mercy Academy (Prior to 8-19-24 Sacred Heart Academy)	11-29-16	1930
Cedar Rapids	St. Patrick's High School	2- 8-22	
Cedar Rapids	St. Wenceslaus High School	5-26-26	
Charles City	Immaculate Conception Academy	10-28-19	
Cherokee	Mt. St. Mary		1931
Clare	St. Matthew's High School	5- 3-23	
Clinton	Mt. St. Clare Academy	5- 1-15	1931
Clinton	Our Lady of Angels Academy (Lyons—P.O. Clinton)	11- 3-15	1935
Clinton	St. Mary's High School	5-17-20	
Council Bluffs	St. Francis Xavier High School	5-17-20	

¹The Committee considers for accreditation only those non-public high schools which are not members of the North Central Association of Colleges and Secondary Schools. For the sake of completeness those non-public secondary schools which are members of this association have been included in the list.

*Accredited by North Central Association of Colleges and Secondary Schools since date indicated.

APPROVED SECONDARY SCHOOLS

Location	Name of School	Date of Approval	*N.C.A.
Council Bluffs	Mt. Mercy Preparatory High School (Formerly Our Lady of Victory)	5-15-29	
Cresco	Assumption High School	5-14-21	
Danbury	St. Patrick's High School	5-17-20	
Davenport	Immaculate Conception Academy	11- 5-15	1931
Davenport	St. Ambrose College Academy	4-22-11	1927
Davenport	St. Katherine's High School	4-22-11	
Defiance	St. Paul's High School	5-29-30	
Des Moines	Dowling High School (Formerly Des Moines Catholic College Academy)	7-29-19	1932
Des Moines	St. Joseph's Academy	4-22-11	1936
DeWitt	St. Joseph's High School	5-26-26	
Dougherty	St. Patrick's High School	10-11-24	
Dubuque	Academy of the Visitation	11-28-16	1926
Dubuque	Immaculate Conception Academy	3- 7-16	1938
Dubuque	St. Joseph's Academy	4-22-11	
Dubuque	Loras Academy (Formerly Columbia Academy and St. Joseph's Academy)	4-22-11	1906
Dubuque	St. Columbkille High School (Formerly St. Vincent Academy)	1-31-19	
Dunlap	St. Joseph's High School	5-17-20	
Dyersville	Xavier High School	2- 8-22	
Earling	St. Joseph's High School	5-29-30	
Eagle Center (R. 1, Waterloo)	St. Mary's of Mount Carmel High School	5-26-25	
Elkader	St. Joseph's High School	5-26-26	
Elma	Immaculate Conception High School	5-17-20	
Emmetsburg	Emmetsburg Catholic High School	3- 7-16	
Fairbank	Immaculate Conception High School	5- 3-23	
Farley	St. Joseph's High School	4-23-24	
Fonda	Our Lady of Good Counsel High School	5-27-35	
Forest City	Waldorf (Junior College) High School	-44	1948
Fort Dodge	Corpus Christi Academy	5-17-20	
Fort Dodge	Sacred Heart High School	3- 5-20	
Fort Madison	Catholic Central High School (Formerly St. Mary's)	5-26-25	
Fort Madison	St. Joseph's High School	12-21-27	
Georgetown (P. O. Albia)	St. Patrick's High School (See Albia)		
Gilbertville	Immaculate Conception High School	-47	
Granger	School of the Assumption	4-28-32	
Granville	St. Joseph High School		
Guttenberg	St. Mary's High School	10-11-24	

*Accredited by North Central Association of Colleges and Secondary Schools since date indicated.

APPROVED SECONDARY SCHOOLS

Location	Name of School	Date of Approval	*N.C.A.
Harper	St. Elizabeth High School	1-11-24	
Houghton	St. John's High School	4-14-39	
Imogene	St. Patrick's High School	5-26-26	
Independence	St. John's High School	12-21-27	
Iowa City	St. Mary's High School	5-20-11	
Iowa City	St. Patrick's High School	7- 1-11	
Iowa City	University High School		1930
Keokuk	St. Peter's High School	6-29-14	
LaMotte	Holy Rosary High School	5- 3-23	
Lansing	Immaculate Conception High School	5-26-26	
Larchwood	St. Mary's High School	6- 2-24	
LeMars	St. Joseph's High School	5-14-21	
Marcus	Holy Name Academy	2-16-21	
Marshalltown	St. Mary's High School	5-26-25	
Mason City	Holy Family High School	5-29-30	
Mason City	St. Joseph's High School	11- 6-20	
Monticello	Sacred Heart High School	5-26-25	
Muscatine	St. Mary's High School	5-26-26	
Muscatine	St. Mathias High School	5-14-21	
Neola	St. Joseph's High School	11- 5-21	
New Vienna	St. Boniface High School	5-27-29	
North Buena Vista	Holy Cross High School	-47	
North Washington	St. Mary's High School	5-26-26	
Oelwein	Sacred Heart High School	2- 8-22	
Orange City	Northwestern Classical Academy	5- 2-12	1930
Ossian	DeSales High School	5-29-30	
Ottumwa	Ottumwa Heights Academy (Formerly St. Joseph's)	11-29-16	1908
Ottumwa	Catholic Central High School (Formerly St. Mary's)	12-20-29	
Panama	St. Mary's High School	12-12-30	
Perry	St. Patrick's High School	4-23-24	
Pocahontas	Sacred Heart High School	4-23-24	
Portsmouth	St. Mary's High School	5-29-30	
Protivin	Rudolphinum High School	4-26-28	
Remsen	St. Mary's High School	11- 5-21	
Riverside	St. Mary's High School	8-20-18	
Rockwell	Sacred Heart		
Ryan	St. John's High School	4-26-28	
Salix	St. Joseph's High School	5-22-34	
Sioux City	Trinity	11-29-16	1943
Sioux City	Cathedral High School	4-22-11	
Stacyville	Visitation Academy	5-26-26	
St. Lucas	St. Luke's High School	4-22-41	

*Accredited by North Central Association of Colleges and Secondary Schools since date indicated.

APPROVED SECONDARY SCHOOLS

Location	Name of School	Date of Approval *N.C.A.
Storm Lake	St. Mary's High School	5-23-41
Templeton	Sacred Heart High School	4-23-24
Vail	St. Ann's High School	5-26-26
Varina	St. Columbkille's High School	4-23-24
Victor	St. John's High School	11- 5-21
Waterloo	Our Lady of Victory Academy	11-22-16
Waterloo	Sacred Heart High School	9- 1-18
Waterloo	St. Mary's High School	5-29-32
Waukon	St. Patrick's High School	4-22-41
West Branch	Scattergood School (Formerly Scattergood Seminary. See discontinued Secondary Schools, Appendix) Approved 1944-45. Continuation of approval subject to reinspection.	4-17-44
West Point	St. Mary's High School	4-16-21
Westphalia	St. Boniface High School	12-12-30
Whittemore	Presentation Academy	2- 8-22
Worthington	St. Paul's High School	4-23-24

*Accredited by North Central Association of Colleges and Secondary Schools since date indicated.

APPROVED COLLEGES

Iowa Colleges and Universities

Colleges approved by the Iowa Committee on Secondary School and College Relations and, in the case of public junior colleges, by the State Department of Public Instruction for admission and transfer of credits to the three State institutions of higher education in Iowa.

The following letter symbols preceding the name of each institution designate its present rating.

- a. Transcript of record given full value. Degree accepted for graduate standing. Graduate work accepted for advanced degrees.
- b. Transcript of record given full value. Degree accepted for graduate standing.
- c. Transcript of record given full value. Graduation certificate accepted for full junior standing. (Two-year junior colleges.)
- d. Transcript of record given full value. Graduation certificate accepted for full sophomore standing. (One-year junior colleges.)
- e. Transcript of record given approximately $\frac{3}{4}$ valuation.
- f. Transcript of record given approximately $\frac{1}{2}$ valuation.
- g. Transcript of record accepted for admission on a provisional basis. Valuation determined only after completion of satisfactory record in residence.
- h. Transcript of record given no valuation. Admission granted with only first-year standing.
- i. Valuation of credentials not covered by preceding classification, and stated fully on report. To avoid repetition in this classification, particular limitations to accrediting may be defined once, and designated by additional symbols.
- j. On account of limitations, in information regarding this school and in experience with its graduates, each applicant for transfer is handled strictly on his individual merits.
- k. Not accredited.
- l. So far as known this institution was never approved for college work by any accrediting agency.

Name and Location	Date Established	*N.C.A.
c. Bloomfield Junior College, Bloomfield Freshman work since September, 1928 Sophomore work since September, 1929 Discontinued June, 1943 to September, 1945	1928	
c. Boone Junior College, Boone Freshman work since September, 1927 Sophomore work since September, 1929	1927	
b. Briar Cliff College, Sioux City Freshman and Sophomore work since September, 1930 Junior work since September, 1937 Senior work since September, 1938	1930	1945
c. Britt Junior College, Britt Freshman work since September, 1927 Sophomore work since September, 1930 Discontinued June, 1943 to September, 1947	1927	
b. Buena Vista College, Storm Lake	1891	

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APPROVED COLLEGES

Name and Location	Date Established	*N.C.A.
c. Burlington Junior College, Burlington Freshman work since September, 1920 Sophomore work since September, 1921	1920	
c. Centerville Junior College, Centerville Freshman work since September, 1930 Sophomore work since September, 1931 Discontinued June, 1944 to September, 1945	1930	
b. Central College, Pella Established as Central University Name changed to Central College in 1910 This Baptist College at Pella was merged with Des Moines College at Des Moines and Highland Park College at Des Moines to form Des Moines University at Des Moines in 1916. Central College has continued at Pella since 1916 under auspices of the Reformed Church of America.	1853	1942
c. Clarinda Junior College, Clarinda Freshman work since September, 1923 Sophomore work since September, 1924 Discontinued June, 1943 to September, 1946	1923	
b. Clarke College, Dubuque Established as Mount Saint Joseph College in 1901 Name changed Clarke College in 1928	1901	1918
c. Clinton Junior College, Clinton Freshman work since September, 1946 Sophomore work since September, 1947	1946	
b. Coe College, Cedar Rapids Established as Coe College Institute in 1872 Class work started in 1875 Name changed to Coe College in 1881	1872	1913
b. Cornell College, Mt. Vernon	1853	1913
c. Creston Junior College, Creston Freshman work since September, 1926 Sophomore work since September, 1927	1926	
b. Drake University, Des Moines Graduate work in some areas is accepted toward advanced degrees	1881	1913
c. Eagle Grove Junior College, Eagle Grove Freshman work since September, 1928 Sophomore work since September, 1929 Sophomore work discontinued June, 1943 to September, 1945	1928	
c. Elkader Junior College, Elkader Freshman work since September, 1929 Sophomore work since September, 1933 Discontinued June, 1948	1929	
c. Ellsworth (public) Junior College, Iowa Falls Approved for junior college work since 1929	1929	
c. Emmetsburg Junior College, Emmetsburg Freshman work since September, 1930 Sophomore work since September, 1931 Sophomore work discontinued June, 1943 to September, 1945	1930	

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APPROVED COLLEGES

Name and Location	Date Established	*N.C.A.
c. Estherville Junior College, Estherville Freshman work since September, 1924 Sophomore work since September, 1928	1924	
c. Fort Dodge Junior College, Fort Dodge Freshman work since September, 1923 Sophomore work since September, 1925	1923	
c. Graceland College, Lamoni Freshman and Sophomore work since September, 1920 Junior year's work 1923 to 1936	1895	1920 ²
c. Grand View College, Des Moines Established as a secondary school in 1895 k. An unapproved junior college from 1922 to 1938 c. An approved junior college since September, 1938	1895	
b. Grinnell College, Grinnell Established at Davenport by the "Iowa Band" as Iowa College In 1859 it was merged with Grinnell University, which had been chartered at Grinnell in 1856, and the name changed to Iowa College at Grinnell. Name changed to Grinnell College in 1909.	1846	1913
a. Iowa State College of Agriculture and Mechanic Arts, Ames The initial stages for this college were begun in 1858 when the State Legislature appropriated \$10,000 for a "State Agricultural College and Model Farm." In 1868 the first students were received under the "Morrill Land-Grant College Act of 1862."	1858	1916
b. Iowa State Teachers College, Cedar Falls Established as Iowa State Normal School Name changed to Iowa State Teachers College in 1909	1876	1913-1916 1918-1929 1930-
b. Iowa Wesleyan College, Mt. Pleasant Established as Iowa Wesleyan University Name changed to Iowa Wesleyan College in 1909	1842	1916-1929 1933-
b. Kletzing College, University Park (Oskaloosa) Established as Central Holiness University Name changed to John Fletcher College in 1924 Name changed to Kletzing College in 1936 (b. 1923 to June 1936; k. 1936 to 1938; b. 1938)	1906	
b. Loras College, Dubuque Established as Saint Joseph College in 1873 Name changed to Dubuque College in 1914 Name changed to Columbia College in 1920 Name changed to Loras College in 1939 A forerunner of this college was St. Raphael's Seminary established by Reverend M. Loras in 1839. In 1850 the name was changed to Saint Bernard Seminary. This seminary was closed in 1863.	1873	1917
b. Luther College, Decorah Site purchased at Decorah in 1861 College work conducted in 1861-62 at Halfway Creek, Wisconsin In 1862-63 college work transferred to Decorah	1861	1915

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²As a junior college.

APPROVED COLLEGES

Name and Location	Date Established	*N.C.A.
c. Marshalltown Junior College, Marshalltown Freshman work since September, 1927 Sophomore work since September, 1928	1927	
b. Marycrest College, Davenport Coordinate with Saint Ambrose College	1938	
c. Mason City Junior College, Mason City Since September, 1918	1918	1919
b. Morningside College, Sioux City Established as University of the Northwest Name changed to Morningside College in 1894	1889	1913
c. Mount Mercy Junior College, Cedar Rapids Established as Sacred Heart Academy in 1906 Name changed to Mount Mercy in 1924 Approved as a junior college since September, 1929	1906	1932-1935 ²
c. Mount Saint Clare College, Clinton Established as a secondary school in 1895 Approved freshman junior college work since September, 1928 Approved sophomore work since September, 1929	1895	
c. Muscatine Junior College, Muscatine Freshman work since September, 1929 Sophomore work since September, 1930	1929	
c. Northwestern Junior College, Orange City Established as Northwestern Classical Academy in 1882 Approved for freshman junior college work since September, 1928 Approved for sophomore Junior college work since September, 1929	1882	
c. Ottumwa Heights College, Ottumwa Established as Saint Joseph Junior College in 1925 Approved for junior college work since September, 1925	1925	1928 ²
b. Parsons College, Fairfield Forerunners of this college were the Fairfield Lyceum which was incorporated in 1840; the Fairfield branch of the State University, authorized in 1849 but never opened and abandoned in 1854; the Female Seminary, 1849-1860; Fairfield University, 1854-1863; and Fairfield College, 1863-1875.	1875	1913-1948
d. Perry Junior College, Perry Freshman work since September, 1947 Discontinued June, 1948	1947	
c. Red Oak Junior College, Red Oak Freshman work since September, 1922 Sophomore work since September, 1930 Discontinued from June, 1943 to September, 1945	1922	

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²As a junior college.

APPROVED COLLEGES

Name and Location	Date Established	*N.C.A.
b. Saint Ambrose College, Davenport Established as a secondary school in 1882 Approved for junior college work since September, 1921 Approved for senior college work since September, 1926 In 1938 established Marycrest College for women students	1882	1927
c. Sheldon Junior College, Sheldon Freshman work since September, 1926 Sophomore work since September, 1927 Discontinued June, 1943 to September, 1946	1926	
b. Simpson College, Indianola Established as Simpson Centenary College in 1867 Name changed to Simpson College in 1884	1867	1913
a. State University of Iowa, Iowa City	1847	1913
b. University of Dubuque, Dubuque Established as a private enterprise by the Reverend Adrian van Vliet in 1852 as a Theological Seminary In 1864 called German Theological School of the North- west In 1871 called German Theological Seminary From 1915 to 1919 called Dubuque College and Seminary Name changed to University of Dubuque in 1920 (b. 1916 to June, 1936; k. 1936-37; b. since 1937)	1852	1921-35 1939-
b. Upper Iowa University, Fayette	1857	
c. Waldorf College, Forest City Also called Waldorf Lutheran College Established as a secondary school in 1903 Approved for junior college work since September, 1924 A four-year junior college since 1944	1903	1948
b. Wartburg College, Waverly Established at Galena, Illinois in 1868 Moved to Mendota, Illinois in 1875 Moved to Waverly, Iowa in 1885 Moved to Clinton, Iowa in 1894 Moved back to Waverly in 1935 Approved for junior college work since September, 1927 Approved for senior college work since September, 1930	1868	1948
c. Washington Junior College, Washington Freshman work since September, 1927 Sophomore work since September, 1929 Discontinued from June, 1943 to September, 1946	1927	
c. Waukon Junior College, Waukon Freshman work since September, 1923 Sophomore work since September, 1924 Sophomore work discontinued from June, 1943 to Sep- tember, 1946 Discontinued June 1948	1923	
c. Webster City Junior College, Webster City Freshman work since September, 1926 Sophomore work since September, 1927 Discontinued from June, 1943 to September, 1946	1926	

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APPROVED COLLEGES

Name and Location	Date Established	*N.C.A.
b. Westmar College, LeMars Established as Western Union College in 1900 Name changed to Westmar College in 1948	1900	
b. William Penn College, Oskaloosa Established as Spring Creek Union College near Oskaloosa in 1864 Name changed to Iowa Union College of Friends in 1866 Moved to Oskaloosa and name changed to Penn College in 1873 Reincorporated as William Penn College in 1933	1864	1913 1915-1931

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