

**PUBLIC HIGHER EDUCATION**

**AND SPECIAL EDUCATION**

# The Iowa System

IOWA STATE TEACHERS COLLEGE

IOWA STATE UNIVERSITY

IOWA BRAILLE & SIGHT SAVING SCHOOL

STATE SANATORIUM

IOWA SCHOOL FOR THE DEAF



STATE UNIVERSITY OF IOWA

**STATE BOARD OF REGENTS**

PLEASE RETURN TO



STATE UNIVERSITY OF IOWA



IOWA STATE UNIVERSITY OF  
SCIENCE AND TECHNOLOGY



IOWA STATE TEACHERS COLLEGE



IOWA BRAILLE & SIGHT SAVING SCHOOL



IOWA SCHOOL FOR THE DEAF



STATE SANATORIUM, OAKDALE

# The Iowa System

Fundamental to the American system is the principle that every citizen should have the opportunity to obtain a good education. Equally fundamental is the idea of public support for the schools of the land. These cardinal principles have provided the foundation for the development of an intelligent and enlightened electorate necessary to a truly representative form of government.

The need for leaders and for highly trained citizens extended these principles to public support for higher education. The Northwest Ordinance of 1787 and the Morrill Act of 1862 took cognizance of these needs, and from these early articles of legislation have developed our state universities and "land-grant" colleges of today.

There has been established in Iowa a system of state-supported institutions of higher and special education. Since 1909, by act of the 33rd General Assembly, the responsibility for the governing of the three institutions of higher education has been placed in a state-wide board (from 1909 to 1955 called the State Board of Education; since 1955 the State Board of Regents). In later years the Iowa School for the Deaf, the Iowa Braille and Sight Saving School, and the State Sanatorium have been placed under the Board's jurisdiction to be integrated into the system.

Iowa was the second state in the United States to form such a central responsibility and authority for state higher educational institutions. In the ensuing years the benefits derived from the operation of the institutions as integral parts of a state system have accrued directly to the citizens and taxpayers of Iowa.

Contrasted with the divided and digressive efforts in the years before 1909 and with the experience in other states even today, Iowa has had the opportunity to coordinate its efforts and its funds in the development of an integrated system with efficiency, economy and high quality institutions resulting.

In the pages which follow will be found more information about the State Board of Regents and the institutions it governs.



# State Board of Regents

Nine private citizens of Iowa comprise the State Board of Regents. Appointed by the Governor and confirmed by the Senate, members of the Board serve six-year terms. Terms are staggered, the terms of three members expiring every second year.

Political and educational impartiality is encouraged through restrictive qualifications for Board membership established by the statutes. No more than five of the nine members may be of the same political party, and no more than one member may be an alumnus of the State University of Iowa, Iowa State University of Science and Technology, or of Iowa State Teachers College.

With thousands of students and many millions of dollars in property entrusted to its care by the people of Iowa, the Board is charged with a burden of duties and responsibilities seldom fully appreciated by the people of Iowa.

The primary responsibility of the Board is the development and government of the institutions under its control for the best interests of the people of Iowa. The Board elects its own officers, it selects and appoints the executives of the institutions and appoints the faculties and employees of the institutions. The Board makes the rules for admission to and for the government of the institutions; it controls the properties of the institutions; it directs the expenditure of the funds of the institutions; and it administers trusts, gifts, and grants tendered for the various purposes of the institutions. For the educational institutions the Board approves the programs and the curricular offerings.

The Board appoints a secretary who carries on Board business on a full-time basis from the offices of the Board in the State Office Building in Des Moines. The Board, also, appoints a three-man Finance Committee from outside the Board which devotes its full-time to ministerial duties as assigned by the Board. The secretary of the Board is also the secretary of the Committee.

Biennially the Board reports to the Governor and the legislature such matters as it believes should be considered by the legislature. It presents its recommendations for biennial appropriations for the support and development of the institutions based principally upon the reports and recommendations of the executives of the individual institutions.

The statutes require that the Board meet four times per year, but, in fact, the Board meets more nearly on a monthly basis. Board members may total as much as 30 days of each year on Board business.

In the State of Iowa there is no more exacting or rewarding service to be rendered the people than through membership on the State Board of Regents.

## *Board Members*

	Term Expires
Harry H. Hagemann, Waverly, President	1963
Lester S. Gillette, Fostoria	1961
Arthur Barlow, Cedar Rapids	1961
Mrs. Kenneth A. Evans, Emerson	1963
Mrs. Joseph Rosenfield, Des Moines	1963
Art A. Drebenstedt, Burlington	1961
Maurice B. Crabbe, Eagle Grove	1965
Mrs. Robert Valentine, Centerville	1965
Alfred W. Noehren, Spencer	1965
David A. Dancer, Des Moines, Secretary	

## *Finance Committee*

Carl Gernetzky, Des Moines, Chairman  
David A. Dancer, Des Moines, Secretary

## *Research Director*

Doyle R. Cottrell, Des Moines

## *Executives of the Institutions*

Virgil M. Hancher, President, State University of Iowa  
James H. Hilton, President, Iowa State University of  
Science and Technology  
J. W. Maucker, President, Iowa State Teachers College  
D. W. Overbeay, Superintendent, Iowa Braille and Sight-  
Saving School  
Lloyd E. Berg, Superintendent, Iowa School for the Deaf  
Dr. William M. Spear, Superintendent, State Sanatorium



## *State University of Iowa*

The pioneering vision of the First General Assembly of the State of Iowa created the State University of Iowa by an act adopted on February 25, 1847. Throughout more than a century since then the University's work has touched every city, village and home within the boundaries of Iowa.

The University's objectives have been three-fold: to educate in her classrooms, to advance the frontiers of knowledge through research, and to carry the wealth of knowledge from her libraries, her laboratories, and her learned faculty to the people of Iowa.

Consistently throughout her history, the University has maintained an educational program of the highest integrity as the base for all her activities and the foundation upon which the superstructure of professional, semi-professional, and graduate education has been erected.

The University has pioneered in liberal education, for both men and women students, and today ranks with the leaders in the general education movement.

The University's objectives of teaching and research have been carefully integrated to achieve the greatest efficiency in the teaching and learning processes. Balanced living with proper attention to pleasant housing, maintenance of good health, and recreational, religious, and cultural activities has been provided as no less important to the rounded college experience.

The University's buildings dot a 1,300-acre campus along the valley of the gently winding Iowa River. Ten colleges (Business Administration, Dentistry, Education, Engineering, Graduate, Law, Liberal Arts, Medicine, Nursing and Pharmacy) and the departments within them; four schools (Fine Arts, Journalism, Religion, and Social Work); related service and research units (Extension Division, Iowa Child Welfare Research Station, Institute of Public Affairs, Bureau of Business and Economic Research, the Iowa Testing Program, Institute of Hydraulic Research, Institute of Gerontology, and others); and four principal health units (University



Hospitals, Psychopathic Hospital, Hospital-School for Severely Handicapped Children, and the State Bacteriological Laboratories) are integrated in the University structure.

Prior to World War II, the University stood among the fifteen largest colleges and universities in the country in total number of different students of college grade enrolled annually. Its growth had proceeded apace with the general upward trend of college enrollments. The University's enrollment of 1,542 different campus students of college grade in 1900-01 rose to 9,283 in 1940-41, forty years later, and to 13,564 in 1958-59.

It is significant to note that the University annually enrolls from 21 to 23 per cent of the college enrollment in the State of Iowa, and grants about 30 per cent of all the degrees granted by Iowa colleges and universities. This is perhaps the best evidence of the relationship of the University to the total pattern of higher education in the State. The University is a partner with Iowa's four-year colleges and junior colleges in the field of general education--the process of training citizens for good citizenship.

Beyond that level the University provides the professional and specialized programs which provide opportunities for further study at an advanced level for the graduates of junior colleges, and four-year colleges as well as for her own students. In so doing, the University is an integral part of the total program of higher education in the State of Iowa.

From the days when she stood on Iowa's physical wilderness, the State University of Iowa has been on the world's educational frontier. The University has characteristically concentrated on the areas of human growth and development and well-being, without neglect of the theoretical and applied arts and sciences which are the hallmark of a University. Its unique concentration of power has focused upon those things which concern men and women as men and women.

The University continues to serve its people with increasing zeal and determination to discover every way in which the resources of higher education can be brought to serve through teaching, research and service. The University has contributed to the study, utilization and advancement of the material resources of the State of Iowa upon which much of its material wealth and progress depend. However, this State has no more precious possession than its human stock, and in its University it possesses an institution which is engaged in a unique fashion in the study, conservation, development and improvement of its human resources--its men, women and children.



# *Iowa State University of Science and Technology*

A century ago the citizens of our nation were not well satisfied with the classical colleges and universities of the time.

In a rapidly expanding and industrializing nation, higher education needed to be more closely linked with the needs of the people. It was well enough to educate Greek and Latin scholars or to prepare young men for the ministry or for medicine. But America also desired higher education in agriculture, engineering, science and technology which could be applied readily to the benefit of society. These colleges were to be open to everyone, at a minimum cost to the individual. The only test would be that of scholarship. In other words, they were to be "people's colleges" where education was to be both "liberal and practical" and pointed toward "the several pursuits and professions of life."

The Land Grant Act of 1862, sponsored in Congress by Justin Morrill of Vermont, provided the means by which the federal government could join with the states in this new educational venture.

Meanwhile, Iowans, immediately after statehood, had started agitation for an agricultural college, since agriculture was almost the only industry in the state at that time. In 1858 such a college was founded, but hard times and the Civil War prevented the opening of its doors for another 10 years.

Iowa was the first state to accept the provisions of the Land Grant Act and decided to make its new agricultural college the recipient of the federal assistance. Thus the idea of the college was broadened greatly.

So well did the Land-Grant principle suit the needs of Iowa that the college blossomed into an outstanding scientific and technical university. This fact was officially recognized by the Iowa General Assembly in 1959 when it changed the name of the institution by legislative act to the Iowa State University of Science and Technology.



Today Iowa State is a leader in a nationwide system of Land Grant colleges and universities developed on a cooperative basis between the federal government and the individual states for education in agriculture, engineering, home economics and the underlying natural sciences.

Within the Iowa State University are five colleges: The College of Agriculture, the College of Engineering, the College of Home Economics, the College of Sciences and Humanities, and the College of Veterinary Medicine.

On a beautifully landscaped campus of 845 acres, approximately 10,000 students are enrolled each year.

A hallmark of the Land Grant system is the manner in which it explores for new knowledge, and carries this knowledge to citizens everywhere who can best use it.

New knowledge comes largely from research activities, which at Iowa State are centered in the Iowa Agricultural and Home Economics Experiment Station, The Iowa Engineering Experiment Station, The Industrial Science Research Institute, The Institute for Atomic Research, The Statistical Laboratory and the Veterinary Medical Research Institute.

To help spread that knowledge far beyond the campus a highly trained corps of specialists is used. The Cooperative Extension Service in Agriculture and Home Economics maintains a staff in every county to assist farmers, homemakers and communities in cooperation with local sponsoring agencies, and to work with young people in 4-H programs.

Engineering Extension aids professional personnel, technical assistants, and skilled and semi-skilled workers in Iowa industry and government. And on-campus short courses, meetings, conferences and workshops in more than 100 different areas supplement extension work away from campus.

Iowa State was a pioneer in both educational radio and educational television. Its stations WOI-AM, WOI-FM and WOI-TV are nationally recognized for their outstanding programs of education, music, news and public service.

Bulletins and other printed material in nearly every area in which the university operates are distributed upon request, and such requests total several million each year.

Thus Iowa State exemplifies the Land-Grant principle--which has been widely approved and copied--of education, research and service.

In a state which encompasses the leading agricultural area of the world, and in an age when science and technology are making their greatest advances, Iowa State University of Science and Technology has become an indispensable part of the total educational system.



## *Iowa State Teachers College*

Twenty-seven students and four faculty members meeting in a building which had been used as a home for orphans of Civil War soldiers marked the beginning of the Iowa State Normal School in 1876. Today that school comprises 30 principal buildings, on a beautiful campus of over 300 acres and an enrollment more than 100 times greater than that which attended the first class in the three-story brick orphanage.

In 1909 the name of the Normal School was changed to the Iowa State Teachers College and the government of the college was vested in the (then) State Board of Education. And while the brick and stone-trim buildings have risen to fill the needs of larger enrollments, the curriculum has changed with the needs of the state's elementary and secondary schools.

Teachers College is a fully accredited professional five-year college devoted to the education of candidates for all types of teaching positions in the public schools. Iowa State Teachers College plays an important role in the education of young Iowa. The college provides the state with teachers--teachers at all levels from kindergarten to senior high. Here you will find preparation for kindergarten and elementary teachers, junior high and senior high school teachers, special teachers of music, speech correction, specialized library training--special training for any post demanded by the state's public schools.

There is hardly a person educated in the public schools of Iowa who has not at some time in his schooling come under the guidance of a Teachers College graduate. This college had graduated approximately 28,000 teachers in its 83 years of existence. There are now over 20,000 living graduates, and of these more than 14,000 live in Iowa. It has been estimated that the former students of this college will number 120,000.

The college also offers specialized services to the schools of the state through radio and television, through the Educational Clinic, and through professional publications that reach thousands of citizens throughout the state and nation.

The college has maintained consistently high educational standards over the years, and at the same time the costs to the students have been kept at as low a level as possible consistent with the public service expected of its graduates. Scholarships are provided for worthy students who give promise of becoming successful teachers and who are in need of financial assistance.

Besides the basic service of providing well-prepared teachers for the public schools of the state, the college maintains a consultative and advisory service, and in addition, extension classes and correspondence study for in-service teacher education.

Two degrees are awarded by the Iowa State Teachers College, the Bachelor of Arts and the Master of Arts in Education. Each graduate of the college must meet the requirements for a regular certificate to teach in the State of Iowa. The teaching certificate which an individual student earns is based upon the special type of program he has followed in college. It may qualify him for elementary teaching, for secondary teaching or work in special subjects. With additional preparation, the student who first qualified with a Baccalaureate degree may expand his area of specialization or may qualify as an administrator or a supervisor, while earning the Master's degree.

The college has a long history of leadership in the field of research in education and teacher education. Among institutions of its type, it occupies an acknowledged position of leadership.

Teachers College is continually endeavoring to encourage outstanding, clear-minded high school graduates to enter the teaching profession. The college has enlarged its instructional staff with caution, seeking always the best teacher to staff its classrooms. The campus has experienced steady development and today displays the most modern of dormitory systems and campus laboratory schools for the training of prospective teachers.

In maintaining her high position among the nation's colleges, the Iowa State Teachers College seeks to be a superior institution for the education of teachers and other school personnel and to render maximum service to the people of Iowa.





## *Iowa Braille and Sight Saving School*

The Iowa Braille and Sight Saving School was established in 1853 at Iowa City. Nine years later it was moved to Vinton.

In order to meet the School's objective of preparing visually-handicapped youngsters to take a contributory place in life, a complete educational program is offered from kindergarten through high school. Although methods and materials used are different, courses of study are similar to those found in the best schools for the fully sighted. Most graduates are qualified to enter college or university. The School makes every attempt to develop a philosophy which accepts loss of vision as an additional challenge which must be met.

Not all children are Braille students. Many have sufficient vision to use large-print books and special visual materials.

In addition to reading, writing and arithmetic, the School offers an enriched program in the area of industrial arts--woodworking, metalworking, piano tuning, etc. Girls may receive five years of training in homemaking.

Other "plus" programs are physical education, where every pupil receives one hour of physical training in the gym or swimming pool each day, and music, where every student is given the opportunity to learn to sing and play a musical instrument and to sing in a chorus and play in a band.

All pupils live in cottage-type dormitories under the supervision of carefully selected houseparents, learning to live together, care for their rooms and clothes, and to be good citizens.

School is in session from September 1 to June 1. All students go home for five days at Thanksgiving and Easter and for two weeks' vacation at Christmas. Many go home every weekend. All children are at home during June, July and August. The School is intended to complement the home and not replace it. This is done through vacations, visits, weekly letters and a PTA.



## *Iowa School for the Deaf*

Founded at Iowa City in 1855, the Iowa School for the Deaf was subsequently moved to Council Bluffs in 1870. The school came under the authority of the State Board of Education in 1917.

Under the guidance of specially trained teachers, students of the Iowa School for the Deaf may complete a full grade and high school education. By helping them overcome their handicap to the best of their individual capabilities, the School achieves its objectives of developing boys and girls who are self-supporting, capable of enjoying a successful home life and using leisure time intelligently. Graduates are healthy in mind, body and spirit, and are prepared for higher education if qualified.

The Iowa School for the Deaf provides extended facilities for developing vocational aptitudes, to enable its graduates to take their places eventually as responsible citizens. Boys receive fundamental training and instruction in printing, cabinet making and upholstering, baking, shoe repairing, painting, general metalwork and general shop. Girls are trained in the art of homemaking, and frequently in some vocation as well. The School rounds out its educational program with social and character training and with general religious instruction.

In 1921 the average age of students entering the school was 14. Now, through pre-school preparation by a field worker and careful development of a Primary unit at the School, the average entrance age has been reduced to between six and seven years, enabling pupils to receive instruction during their most formative years. The School's average enrollment has recently been in the vicinity of 325 pupils annually.

A special program for the teaching of deaf-blind children has been in operation for a relatively short time in the School and has attracted complimentary attention both from within and without the State of Iowa.



## *State Sanatorium*

### **OAKDALE**

From its establishment at Oakdale in 1908 until 1947 the State Sanatorium was supervised by the State Board of Control. In the latter year the 52nd General Assembly transferred the Sanatorium to the supervision of the State Board of Education. The proximity of the University Hospitals and the College of Medicine of the University to Oakdale and the importance of their services to the Sanatorium influenced this decision.

The function of the State Sanatorium is to provide 1) diagnosis of pulmonary tuberculosis and its complications; 2) treatment which includes rest, a well balanced diet, medicinal therapy and thoracic surgery and a period of graduated exercise before discharge, and 3) after-care of the discharged patient to discover any reactivation of the disease and insure permanent arrest.

Patients are admitted to Oakdale on certification by attending physicians, with cost for their care being charged to the counties where they reside.

Recognizing that the tuberculosis patient needs help in adjustments and in pleasantly disposing of his time while his disease is undergoing arrest, the Sanatorium employs two registered occupational therapists to teach crafts to ambulatory patients and on the wards as well.

Since in most cases the patients cannot return to their former employment, a rehabilitation program is conducted to assist them in preparing for less strenuous vocations. Rehabilitation service is provided by the State Rehabilitation Division, with a resident counselor training patients while they are still under treatment, helping them locate suitable employment, and further assisting them in the period following their discharge from the Sanatorium.

The Sanatorium occupies approximately 575 acres, 6 miles northwest of Iowa City. Approximately 425 acres of this are in farm lands.

The Sanatorium has an average of 325 resident patients and treats as many as 5,000 outpatients per year.



# SERVING IOWA'S NEEDS

The 350-member faculty of Iowa State Teachers College teaches and graduates about 900 students annually. It can be estimated that the graduates of a single year will teach approximately 900,000 students in their active teaching lives (about four years on the average).

\* \* \*

Research with new antibiotics is integrated in the treatment program of the State Sanatorium using carefully selected cases, and detailed laboratory studies. Statistical analyses of cases under various drug regimens have been undertaken to measure results and to select the best therapy.

\* \* \*

Much of the basic data concerning normal children's physical growth and many other broad but fundamental areas of information which are today basic in parental and educational guidance of children have sprung from the research done in the Iowa Child Welfare Research Station at the State University of Iowa.

\* \* \*

Work in livestock nutrition at Iowa State has been perhaps the most significant of any agricultural research center in the world, and has resulted in better meat with less labor and improved production methods.

\* \* \*

Each year, aided substantially by the Field Worker for the Blind, the Iowa Braille and Sight Saving School operates a Pre-School Institute for the parents of blind children to help the parents better prepare the child for family, school and community living.

*A few more facts about these institutions  
and the work they do for Iowa....*

In the year 1958-59 the University granted degrees totaling 2,497 including: 100 in medicine, 81 in law; 52 in dentistry; 281 in business and commerce; 44 in pharmacy; 208 in engineering; 37 in journalism; 107 in nursing; and many others in 48 other professional and specialized areas. Iowa depends on the University for most of its citizens trained in these professions and specialties.

\* \* \*

When hybrid corn shot yields up approximately 30 per cent in the 1930's Iowa State began work on inbred lines which are now used almost exclusively in Iowa hybrids.

\* \* \*

The importance of economic self-sufficiency to the State and the society on the part of the visually handicapped is obvious, but not so important as the instilling of the philosophy that the loss of vision is not an insurmountable handicap. This is the inspiration of the Iowa Braille and Sight Saving School.

\* \* \*

One in every six of the 23,000 teachers in Iowa is a graduate of Iowa State Teachers College. Over 90 per cent of the graduates each year are placed in teaching positions.

\* \* \*

One of the major research laboratories of the United States Atomic Energy Commission is located at Ames, and is a part of the Institute for Atomic Research at Iowa State University. Location of the laboratory came after Iowa State scientists solved key problems in the production of uranium for the defense effort of World War II.

\* \* \*

The basic and applied research programs for the study of cancer at the State University of Iowa ranging through many departments has been unofficially declared to be one of the most important in the nation.

## *serving Iowa —*

One of the remarkable features of the program of the State Sanatorium is the extent to which its facilities help to train specialists such as medical students and residents from the University; nursing students from the University College of Nursing and other schools of nursing; internes in hospital administration from the University, and occupational therapists from the University and other schools in the midwest.

\* \* \*

The plight of the deaf-blind child is one of great sadness. It can be helped in many cases. The work of the Iowa School For the Deaf has attracted nation-wide attention in its efforts to make happy, productive citizens of these children.

\* \* \*

Iowa State Teachers College is one of the largest Teachers Colleges in the Nation and has the largest teaching laboratories in the United States, providing a complete thirteen-year grade and high school on the college campus.

\* \* \*

Practically all of the varieties of soybeans and oats which are planted in Iowa were developed and proved at Iowa State.

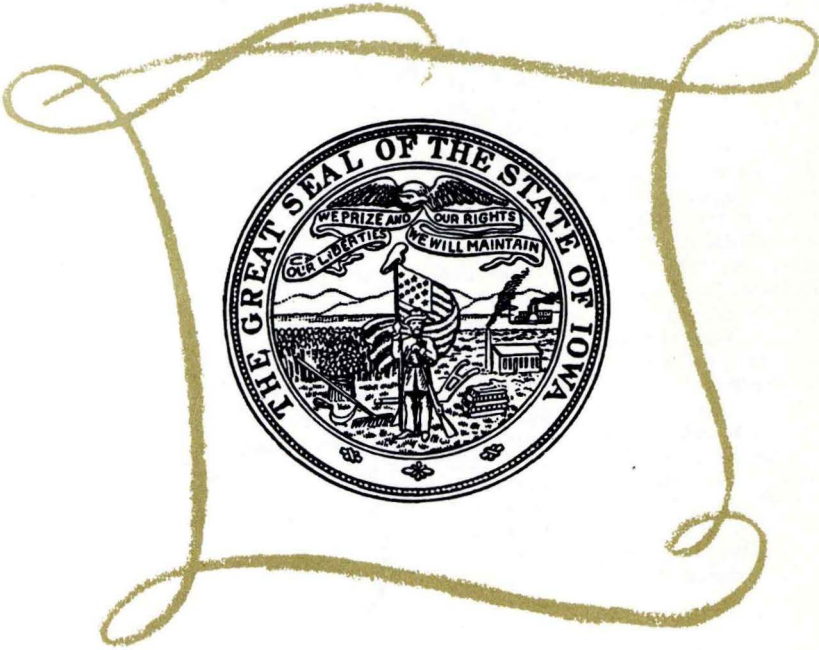
\* \* \*

The Iowa deaf child who might not otherwise have the chance to develop his capacities is the special problem of the Iowa School for the Deaf. Helped to overcome his handicap, educated for good citizenship, and helped in social, vocational, and character development, the deaf student becomes a contributing citizen for Iowa.

\* \* \*

In the course of learning pharmacy, students in the SUI College of Pharmacy's manufacturing laboratory produced 100 tons of products during the 1958-59 fiscal year. These represented 387 products in 41 different classifications, all of which were used by the University Hospitals and other departments of the State University of Iowa.





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