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# THE BULLETIN

**Moorhead State Teachers College**  
**Moorhead, Minnesota**

**THE STATE TEACHERS COLLEGE AND THE  
RURAL SCHOOLS OF MINNESOTA**



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December, 1942

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## FOREWORD

The present Bulletin should be considered as one in a series that will deal with the State Teachers Colleges and the rural schools. This issue of the Bulletin is designed to present to the public some of the contributions that the State Teachers Colleges of Minnesota have made over the past five years to rural schools. The data are restricted to the education of teachers through the two-year curriculum. They reveal the status of the high-school students who enrolled in the two-year curriculum, the nature of the work they pursued, and the quality and number of those who finally entered the rural schools as teachers. The data are not complete in all instances, but they are adequate to give a valid picture of the contributions that the State Teachers Colleges have recently made to the education of teachers for the rural schools through their two-year curriculum.

The material in this issue of the Bulletin should not be interpreted to imply that the State Teachers Colleges claim that they have adequately met the needs of the rural schools. A very large percentage of rural-school teachers have never availed themselves of the advantages afforded by the Colleges. Those who have attended have not been given an adequate follow-up program. The Colleges do not render their full measure of service until they have appropriately placed their graduates in teaching positions and have helped them to make their adjustments in an effective manner. That the Colleges do not entirely realize this aim is due to the fact that they are handicapped by insufficient funds and insufficient help.

The rural schools of Minnesota are now experiencing and will experience even more keenly in the immediate future a serious shortage of teachers. On the other hand the Colleges are experiencing a decline in enrollment. Nothing short of winning the war can change these two conditions. New procedures must be initiated. A program of in-service education of teachers in the rural field suggests one means of alleviating the crisis now confronting the rural schools. Still other procedures will undoubtedly be adopted.

At future times other Bulletins will be issued to provide information on how the State Teachers Colleges can assist the rural schools in the war situation.

## THE STATE TEACHERS COLLEGES AND THE RURAL SCHOOLS OF MINNESOTA

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This bulletin has been prepared in order to give significant information concerning the real services that the State Teachers Colleges are providing for the rural schools of Minnesota. It answers these questions: What types of students enroll in and complete the two-year curriculum? What education, professional experiences, and facilities do the Colleges provide? What do the records of the Colleges reveal concerning the placement of teachers in the rural field? The material has been organized in two parts. The first part presents a summary of the conclusions drawn from the factual information provided by questionnaires. The second part furnishes statistical data which may be used as a means of verifying and interpreting the conclusions.

### THE BACKGROUND OF THE TWO-YEAR STUDENTS

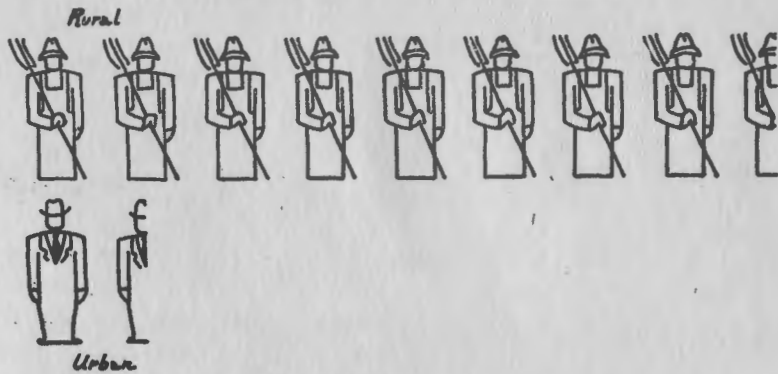
The State Teachers Colleges of Minnesota are qualified to provide teachers who are particularly adapted for work in the rural field because of the background of their students.

To be competent in his work, a teacher must know the environment in which he teaches. This is especially true of the rural teacher who is essentially a part of the community. To participate fully in its activities, he must know the home surroundings of his pupils; appreciate the social customs and traditions; and understand the problems that are related to farm life. The teacher who can most readily and quickly adapt himself to rural life and environment is the one who has been familiar with such surroundings.

### From What Environment Do the Two-Year Students Come?

From the survey it was found that more than four-fifths of the students came from rural communities. From this it is evident that students who follow the two-year curriculum and prepare for rural teaching for the most part have a rural background.

## Background of Two-Year Students



Each figure represents 10 per cent of each group

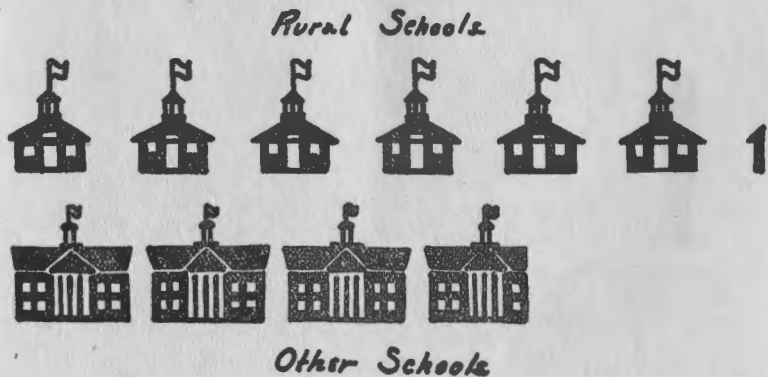
These figures suggest that the majority of those who are certified by the State Teachers Colleges have a real awareness of the conditions and problems of farm communities.

Successful teaching in a rural school may, in a large measure, depend upon first-hand experience with its problems. A teacher who has received his elementary education in a rural school knows well the workings of the school program. Because of his familiarity with such conditions this teacher realizes the importance of the school as a community center. He is able to concern himself with the interests of the country child and can understand the relationship between the work of the parents and the welfare of the children in the rural schools.

### What Elementary Schools Have the Two-Year Graduates Attended?

Three-fifths of the students completing the two-year curriculum are products of the rural schools. These graduates have valuable experience which will add to their qualifications as teachers.

#### Schools Attended by Two-Year Graduates



Each symbol represents 10 per cent of each group

Three-fifths of the two-year students have attended a rural school and nearly half of the two-year students received all of their elementary education in a rural school.

The State Teachers Colleges recognize the need for competent teachers in the rural field. The Colleges are satisfying that demand by their practice of selective admission and selective retention of students in the two-year curriculum.

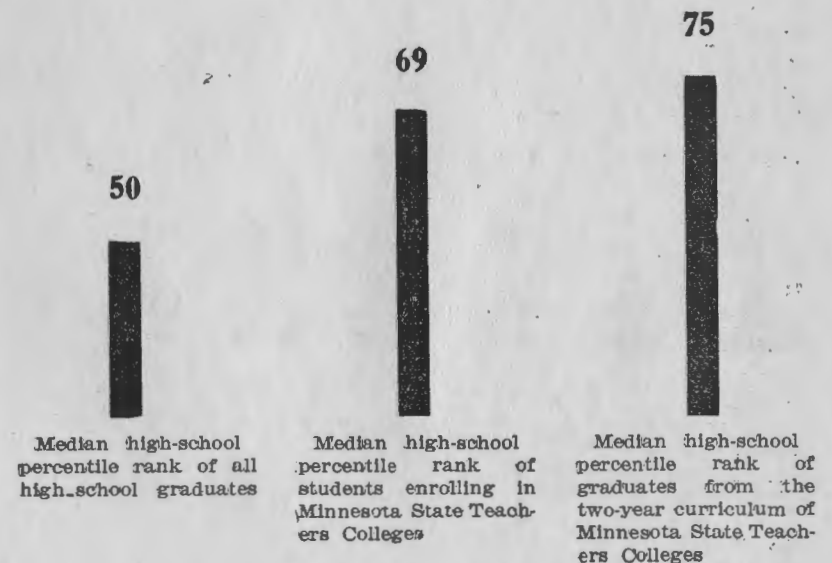
If a high type of teaching service is to be provided for the rural schools, teachers must possess a background of sound scholarship. This background has been determined by: high-school records and the ability to satisfy college requirements as indicated by college records.

### What Scholarship Qualifications Do the Two-Year Students Have?

It is very significant to note that records reveal that the high-school graduates who were admitted to the State Teachers Colleges and enrolled in the two-year curriculum were students who were above average in scholarship in high school. Furthermore, those who remained in college and satisfactorily completed the work for the certificate were found to be above the average of those enrolling.

From the following chart it is evident that the State Teachers Colleges enrolled superior students in the two-year curriculum and that the two-year graduates are the better students of those enrolled.

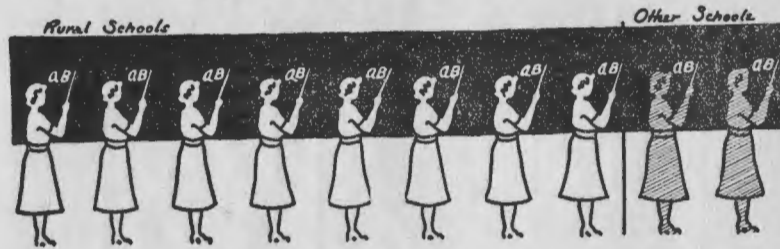
#### High-School Scholarship Records



## Where Do the Graduates of the Two-Year Curriculum Go To Teach?

Eighty out of every hundred of the two-year graduates have been placed in ungraded rural schools.

### Placement of Two-Year Graduates



Each figure represents 10 per cent of each group

To make the placement situation clear it is necessary to explain the circumstances of the 20 per cent of the graduates who did not go into the rural field. The information provided by the survey indicates that members of this group were for the most part those who had had previous teaching experience and had been graduated from high-school teacher training departments. The additional education which they received at the State Teachers Colleges, together with their teaching experience, gave them qualifications which enabled many of them to secure positions in the graded schools.

### Do the Two-Year Graduates Intend to Teach in the Rural Schools?

It is a common belief that many times teachers accept positions in rural schools because they are unable to secure assignments in other types of schools. If rural schools are to serve the best interests of the children who attend them, teachers must be secured who prefer to work in the rural field.

## Fields in Which Two-Year Students Intend to Teach.

### Rural Schools



### Other Schools or Undecided

This chart denotes the desirable situation of the majority of the two-year students planning to enter the rural field.

### DATA ON SERVICES OF MINNESOTA STATE TEACHERS COLLEGES TO RURAL SCHOOLS

The basic material summarized in this bulletin was obtained by questionnaires submitted in 1941 to the six teachers colleges of the state. Supplementary material was provided by faculty members. In spite of the fact that not all of the Colleges are represented, there is sufficient similarity in their functions and practices to make the findings generally applicable to all of them. The conclusions stated in the preceding section of this bulletin were drawn from data given in the tables that follow.

TABLE I  
RESIDENCE OF TWO-YEAR STUDENTS

	Mankato	Moorhead	Winona	Total	Per Cent
Farm	118	125	62	305	58
Village	46	61	33	140	27
City	28	34	16	78	15
Total	192	220	111	523	100

Nearly three-fifths of the two-year students come from

farms; if villages are included it is seen that 85 per cent come from rural communities. It is evident that teachers who follow the two-year curriculum and prepare for rural teaching have a rural background. This is very likely fortunate, for recruits from the rural areas are likely to have a keen feeling for the problems of rural education.

**TABLE II**  
**SCHOOL ATTENDANCE OF TWO-YEAR STUDENTS**

	Mankato	Moorhead	Winona	Total	Per Cent
Rural School	132	132	64	328	62
Other	61	88	52	201	38
<b>Total</b>	<b>193</b>	<b>220</b>	<b>116</b>	<b>529</b>	<b>100</b>

Over three-fifths of the two-year students have attended rural schools. The others probably live near enough to a town to attend schools of a character different from the typical rural school. Having attended a rural school may be regarded as further conditioning of teachers for rural teaching.

**TABLE III**  
**ELEMENTARY EDUCATION OF TWO-YEAR STUDENTS**

	Mankato	Moorhead	Winona	Total	Per Cent
All in rural school	93	102	45	240	46
Not all in rural school	100	118	67	285	54
<b>Total</b>	<b>193</b>	<b>220</b>	<b>112</b>	<b>525</b>	<b>100</b>

This table is linked up with the preceding table and reveals that nearly half of the two-year students received all of their elementary education in rural schools.

**TABLE IV**  
**THE MEDIANS OF THE SECOND QUANTILE HIGH-SCHOOL PERCENTILE RANKS OF THE TWO-YEAR ENTERING FRESHMEN AND THE TWO-YEAR GRADUATES OVER A FIVE YEAR PERIOD (1935 TO 1940)**

College	Two-Year Freshmen		Two-Year Graduates	
	Mdn.	Q(2) Percentile Rank(a)	Mdn.	Q(2) Percentile Rank(a)
Duluth	70		75	
Mankato	70		79	
Moorhead	69		74	

(a) To arrive at the medians in these columns Moorhead's two-year freshmen may be taken as an example. The second quartile percentile ranks for each of the five years were 59, 73, 71, 66, 69. The median of these second quartile percentile ranks is, of course, 69.

In every high school the median percentile rank based on the scholarship of its graduating class is 50. If all the high-school graduates enter the two-year curriculum at a given

college, their median high-school percentile rank would be 50. If all these freshmen survived the two-year curriculum, their median high-school percentile rank would still be 50. A check therefore, on the high-school percentile rank of the entering freshmen gives a measure of selective admission. To the degree that the median high-school percentile rank of the freshmen is above 50, the college enrolls the superior high-school graduates; and to the degree that the surviving two-year graduates have a median high-school percentile rank above that of the two-year enrollees, the two-year graduates are superior and selective retention is indicated. It is evident, then, from Table IV that the scholarship of the high-school graduates who have entered the State Teachers Colleges tended strongly to be above average, and, further, that the scholarship of the surviving two-year graduates was even higher. This speaks well for both selective admission and selective retention on the part of the State Teachers Colleges.

**TABLE V**  
**TWO-YEAR CURRICULUM OF THE MINNESOTA STATE TEACHERS COLLEGES**

	Bemidji 1942-43	Duluth 1942-43	Mankato 1942-43	Moorhead 1942-43	St. Cloud 1942-43	Winona 1942-43
Art and Industrial Art	8	4	8	8	4	8
Art Elements	4	-	-	4	4	4a
Applied Design	4	-	-	4	-	-
Industrial Arts	-	-	4	-	-	4
Art Structure	-	4	4	-	-	-
Elementary School Arts	-	-	-	-	-	-
Education and Psychology	24	37	28	22	34	30
Psychology of Learning	3	3	-	4	8b	8b
Techniques and Observation in Graded Schools	4	4	9	2	8	4
Techniques and Observation in Rural Schools	3	4	-	2	4	4
Rural School Management	3	4	3	4	-	2
Student Teaching	8c	16c	8c	10c	10c	12c
Child Psychology	3	3	4	-	-	-
Teaching of Reading	-	-	4	-	4	-
Language Arts	-	3	-	-	-	-
Health, Physical Education and Recreation	7	10	8	6	8	12
Games, Sports, and Rhythms	5	3	2	3	4	4
Teaching of Physical Education	2	3	2	3	2	4
Personal and Community Hygiene	-	4	4	-d	2	4

Language and Literature	18	12	12	16	12	16
Fundamentals of						
English	12	12	8	9	8	8
Principles of Speech	3	-	-	3	-	4
Literature for Children	3	-	4	4	4	4e
Music	10	6	8	8	4	4
Music Elements						
Music Elements	4	2	4	4	-	4
Music Methods	4	2	4	2	4	-
Music Appreciation	-	-	-	2	-	-
Voice	1	-	-	-	-	-
Piano	1	2	-	-	-	-
Science and Mathematics	18	12	16	20	16	12
Science Survey						
Science Survey	4	-	-	12	4	4
Science Teaching						
Science Teaching	-	-	4	-	-	-
Biology						
Biology	8	4	-	-	4	-
Elements of Geography						
Elements of Geography	4	4	4	4	4	4
Geography of Europe,						
No. Amer. or Minn.	-	-	4	-	-	-
Arithmetic						
Arithmetic	2	4	4	4	4	4
Social Studies	10	13	12	16	13	12
American History						
American History	3	4	8	4	4	4
European History						
European History	-	-	-	4	4	-
American Government						
American Government	4	5	f	4	4	4
Rural Sociology						
Rural Sociology	-	4	-	4	2	4
Sociology						
Sociology	-	-	4	-	4	-
Minnesota History						
Minnesota History	3	-	-	-	-	-
Electives	-	1	4	-	-	2
Library Reference	1	1	-	-	-	-
Total	96	96	96	96	96	96

FOOTNOTES ON CHART:

- (a) Includes Teaching of Art
- (b) Four quarter hours of general psychology and four of educational psychology
- (c) In all cases except Winona, half of the credits are for rural teaching and half for elementary
- (d) Included in Science Survey
- (e) Choice of Children's Literature and Types of Literature
- (f) Included in American History

TABLE VI  
4H CLUBWORK OF TWO-YEAR STUDENTS

	Moorhead	Winona	Total	Per Cent
4H Clubwork	122	61	183	55
No 4H Clubwork	98	53	151	45
Total	220	114	334	100

More than half of the two-year students have done 4H clubwork. This may be regarded as wholesome as 4H clubwork is often a type of experience which the rural teacher can well afford to have.

TABLE VII  
4H CLUB LEADERSHIP OF TWO-YEAR STUDENTS

	Moorhead	Winona	Total	Per Cent
Junior and senior leaders	49	35	84	24
No leadership	171	90	261	76
Total	220	125	345	100

About one-fourth of the two-year students in the two teachers colleges which supplied the data have been either junior or senior 4H club leaders. A rural teacher who has been a 4H club leader is, of course, further fortified for successful rural teaching.

TABLE VIII  
PLACEMENT OF TWO-YEAR GRADUATES OF THE MINNESOTA STATE TEACHERS COLLEGES IN UNGRADED AND GRADED SCHOOLS (In Percentages)

Year	Bemidji		Duluth (a)		Mankato		Moorhead		St. Cloud		Average (b)	
	Ungd	Gd	Ungd	Gd	Ungd	Gd	Ungd	Gd	Ungd	Gd	Ungd	Gd
1936-37	80	20	73	13	76	24	90	10	67	33	78	22
1937-38	86	14	78	9	73	27	82	18	68	32	77	23
1938-39	75	25	79	4	82	18	89	11	76	24	80	20
1939-40	83	17	64	14	81	19	76	24	87	13	82	18
1940-41	81	19	72	22	81	19	83	17	88	12	83	17
Average	81	19	73	12	80	20	83	17	77	23	80	20

- (a) Duluth calculated the percentages from the total number of graduates as a base. Some were not placed. The other colleges used as a base only the graduates who were placed.
- (b) Does not include Duluth's figures.

From Table VIII it is apparent that eighty out of every hundred of the two-year graduates have been placed in ungraded rural schools and that within recent years more and more of the graduates have gone into the ungraded rural schools.

**TABLE IX**  
**PLACEMENT OF EXPERIENCED TWO-YEAR GRADUATES**  
(In Percentages)

Year	Bemidji		Duluth		Mankato		Moorhead		Average	
	Ungd.	Gd.	Ungd.	Gd.	Ungd.	Gd.	Ungd.	Gd.	Ungd.	Gd.
1936-37	71	29	67	33	44	56	71	29	62	38
1937-38	88	12	50	50	37	63	40	60	54	46
1938-39	62	38	33	67	64	36	69	31	57	43
1939-40	64	36	43	57	57	43	29	71	43	57
1940-41	50	50	40	60	36	64	45	55	42	58
Average	65	35	46	54	49	51	53	47	53	47

**TABLE X**  
**PLACEMENT OF INEXPERIENCED TWO-YEAR GRADUATES**  
(In Percentages)

Year	Bemidji		Duluth		Mankato		Moorhead		Average	
	Ungd.	Gd.	Ungd.	Gd.	Ungd.	Gd.	Ungd.	Gd.	Ungd.	Gd.
1936-37										
1936-37	82	18	88	12	91	9	97	3	89	11
1937-38	88	12	93	7	90	10	88	12	90	10
1938-39	81	19	98	2	90	10	93	7	90	10
1939-40	88	12	91	9	91	9	81	19	88	12
1940-41	86	14	83	17	92	8	87	13	87	13
Average	85	15	91	9	91	9	88	12	89	11

Tables IX and X indicate that the two-year graduates who have had previous teaching experience go into teaching positions in graded elementary schools to a very much larger extent than is true of the inexperienced two-year graduates. The averages are 47 and 11, respectively. The experienced teachers who enroll in the two-year curriculum of the State Teachers Colleges are by and large the ones who have been graduated from the high-school teacher training departments. It would seem, therefore, that training in our high-school teacher training departments, plus experience in our ungraded rural schools, do not make teachers more rural minded.

**TABLE XI**  
**FIELDS IN WHICH TWO-YEAR STUDENTS INTEND TO TEACH**

	Mankato	Moorhead	Winona	Total	Per Cent
Intend to teach in a rural school	168	122	93	383	72
Do not intend to teach in a rural school	25	52	22	99	19
Not decided	0	46	1	47	9
Total	193	220	116	529	100

It may be observed that the great majority of the two-

year students plan to teach in the rural schools. This is desirable because most of them as shown elsewhere in this report, get their first positions in rural schools.

## CONCLUSION

From the material presented in this bulletin it is evident that the State Teachers Colleges are effectively serving the rural schools of Minnesota. By selecting and graduating those students who possess or may develop qualities which make for good teaching the Colleges are mindful of the need for competent teachers in the rural schools. The two-year curriculum which is designed especially to prepare students for the rural field is developed as essential functions of the Colleges. Conferences and cooperative enterprises with rural schools, the competent use of facilities and personnel, and the expert guidance and preparation of rural teachers are accepted by the Colleges as their definite responsibility to the rural field. The facts given amply testify to the fact that the State Teachers Colleges are meeting the emergency in the rural field and that they are excellently adapted to maintain and develop their leadership in preparing teachers for the rural schools of Minnesota.