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THE BULLETIN

Moorhead State Teachers College

TEACHER EDUCATION IN WARTIME

*The Teacher Shortage and
Sources of Supply*



MOORHEAD, MINNESOTA

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FOREWORD

This bulletin has been prepared in order that significant facts concerning the schools and the teacher shortage may be brought to those who are concerned with the situation. The problem of education in wartime is not merely a local one; neither is it one that is of concern only to school officials and teachers colleges. The problem is immediate, but it has serious future consequences. Since a solution has not been found, the facts and the analyses of the data presented in the articles that follow are intended for those who can help to remedy the situation. They are school officials, county superintendents, teachers, high-school graduates, parents, and community leaders.

Closed schools, inadequate number of teachers, curtailment of departments, and poorly prepared teachers are now wartime adjustments. If these measures are accepted as satisfactory, and no attempt is made to improve them, conditions in the schools will not only become increasingly critical during the war period, but they will also prove serious for years to come.

At the beginning of this school year, teacher-educating institutions were again forced to realize the gravity of the situation by the decreased enrollments that most of them were experiencing. Aware of the effects of war, college administrators were not unprepared for the loss of students. In meeting the change, colleges are adjusting their programs and are utilizing their faculties and facilities to the best advantages for the war effort and teacher education. New courses have been introduced; some faculty members are devoting the year to research and advanced study; many faculty members are giving time to plans for curriculum revision and post-war educational needs; and a number of institutions are participating in the academic training of army units.

These adjustments are inevitable. Many of them are valuable and will become permanent gains. These temporary measures, however, have not succeeded in solving the problem of the teacher shortage. The colleges are genuinely concerned lest the continued shortage of teachers result not only in the failure of education to maintain the gains it has made in the past years but also in the weakening of standards of instruction and scholarship.

The problem cannot be solved by the colleges alone. If citizens of communities wish to secure adequate educational opportunities for their children now and in the near future, they cannot afford to think of the problem in terms of this year and hope the situation will right itself. As the supply of well-prepared teachers steadily grows less, the expert teachers will be drawn from the rural schools and then from the town and city systems. Closed schools, crowded classrooms, and inferior teaching do not make for real educational advantages.

Much can be done to alleviate the seriousness of the situation by concerted efforts on the part of parents, school officials, and teachers. If teachers in-service and former teachers realize that they are inadequately prepared, they have the opportunity

"TEACHING is a great trusteeship—the debt eternal of each generation to the new life which must take its place. As surely as children grow, the schools must go on. Education cannot wait. The neglect of growing youth cannot be repaired. The war intensifies the need for good teachers. Victories in war and peace are won not by machines, but by men—men of purpose, skill, initiative, and courage. Men mine the ore, make the steel, fashion the weapons, fly the planes, negotiate the treaties, keep or break the peace, build the future."

of making use of the extension services and the workshops provided by the colleges. School officials who are anxious to maintain a supply of well-qualified teachers can help by encouraging high-school graduates to prepare to enter the teaching profession. Parents, school board members, and other citizens can insist that the schools must not be sacrificed for any other agencies. It is also important that every citizen recognize that education is a vital force in preserving democratic institutions and attitudes and that the teacher contributes essential services to the war effort.

As an institution whose chief function is the education of teachers, the Moorhead State Teachers College has a real obligation to the schools of the state. To ignore existing conditions and to neglect their implications for the present and for the future would be failing to fulfill that obligation. In carrying out its responsibilities the College extends its services to individuals and groups who are interested in education in Minnesota with the firm belief that by co-operative planning much can be accomplished for the welfare of the schools of the state.

CONDITIONS IN THE TEACHING FIELD

Teacher Turnover in the Moorhead Area

In order to secure specific information on the shortage of teachers in ungraded schools and in graded-elementary and high-school systems, inquiries were sent to county superintendents and to district-school superintendents in Clay County and neighboring counties in Minnesota. Information on ungraded schools was reported from nine counties and on graded-elementary and high schools from fifty-nine school districts in fifteen counties. The number of graded systems of various sizes in each county on which reports were received is shown in Table 1.

TABLE 1

SIZE AND LOCATION OF SCHOOLS ON WHICH INFORMATION WAS RECEIVED

COUNTY	Systems with 5-9 Teachers	Systems with 10-19 Teachers	Systems with 20 or More Teachers	Total for County
Becker*	1	1	2	4
Clay*	4	2	1	7
Douglas*	3	-	-	3
Grant	2	1	-	3
Mahnomen*	-	1	-	1
Marshall	4	2	1	7
Norman*	3	1	1	5
Otter Tail	2	5	1	8
Polk	3	2	3	8
Pope	1	1	-	2
Red Lake	1	1	-	2
Stevens*	-	1	-	1
Traverse*	1	1	-	2
Wadena*	-	2	1	3
Wilkin*	3	-	-	3
Total	28	21	10	59

*Reported information on ungraded schools also.

A comparison of teacher turnover in ungraded schools and in graded-elementary and high-school systems is shown in Table 2.

Nearly half of the teachers in all schools resigned before the beginning of the present school year. Moreover, the resignations in ungraded schools were within 5 per cent of those in the graded-elementary and high-school systems in spite of the fact that these latter systems formerly employed many men teachers who have gone into the armed forces while the ungraded schools employed very few men.

TABLE 2

TEACHER TURNOVER IN UNGRADED SCHOOLS AND IN GRADED-ELEMENTARY AND HIGH-SCHOOL SYSTEMS

	Ungraded Schools		Graded Elementary and High Schools	
	No. of Teachers	Per Cent of Last Year's Total	No. of Teachers	Per Cent of Last Year's Total
Employed last year	640	100.0	822	100.0
In one-room ungraded schools	567	88.6	-	-
In two-room ungraded schools	49	7.7	-	-
In larger ungraded schools	24	3.7	-	-
Did not return in September, 1943	287	44.8	408	49.6
Obtained teaching positions elsewhere	86	13.4	263	32.0
Left teaching for other work or the armed forces	109	17.0	143	17.4
Present employment unknown	88	13.8	-	-
Left for further teacher training	4	.6	2	.2
Newly employed this year	241	37.7	384	46.7
Qualified (from other schools)	76	11.9	262	31.9
Qualified (without experience)	69	10.8	72	8.8
Temporarily recalled to teaching	113	17.7	37	4.5
Qualifications do not meet minimum standards	59	9.2	13	1.5
Difference in total number of teachers between last year and this year	-40	6.4	-24	2.9
Schools closed or teachers' work eliminated from program	93*	14.5	14	1.7
Work taken over by remaining teachers in school	19	3.0	21	2.5
Still needed	1		10	

*Some of these schools were probably closed last year.

More than one-third of all teachers who resigned secured other types of work or entered the armed forces. The proportion of teachers in ungraded schools who were reported to have secured other types of work is almost as high as in the graded-elementary and high-school systems. Moreover, in view of the large number of former teachers in ungraded schools whose present occupations were not reported, the proportion who secured other types of work is probably considerably larger.

Only six teachers were reported to have left for further training. Of the two teachers who left their high-school positions for this purpose one was a science teacher from a school that still reports its need of a science teacher.

All types of schools have made every effort to fill the vacancies created by these resignations. Two-thirds of the new teachers in graded-elementary and high-school systems are qualified teachers from other schools, but fewer than one-third

of the new teachers in the ungraded schools are qualified teachers from other schools. The ungraded schools have secured about half of their new teachers this year by recalling former teachers rather than by employing beginning teachers. Recalled teachers in ungraded schools are now equal in number to those known to have left for non-teaching positions though the figure for the latter group does not represent a complete report as to change of occupation. On the other hand, the graded-elementary and high-school districts have employed beginning teachers nearly twice as often as they have recalled retired teachers to service. Only one teacher is reported as needed in an ungraded school at this time. However, in ungraded schools unqualified teachers approach 10 per cent of the total number of teachers employed and, together with recalled teachers, make up over one-fourth of all teachers employed.

More than one-sixth of all teaching positions in ungraded schools were eliminated¹. In a few instances the work was taken over by other teachers, but in most cases the schools were closed. Evidently the trend toward consolidation is as responsible for the closing of most of these schools as is the scarcity of teachers since a special request for information on the number of ungraded schools closed for lack of teachers brought reports of only three such schools. Certain discrepancies in the reports of three counties as to the number of ungraded schools closed without any corresponding reduction in the number of teachers employed for this year would indicate that some of these schools were closed last year.

The small number of high-school vacancies reported indicates that the lack of qualified teachers in certain fields is being met by other teachers in the system taking over the work of teachers who resigned. Three of the high-school teaching positions which were reported as eliminated were in a three-teacher high school in a district which decided to transport its pupils because of inability to employ teachers.

School systems of various sizes are compared as to teacher turnover in Table 3. The largest schools were better able to hold teachers and to make satisfactory replacements when their teachers resigned than the smallest schools. The advantage was progressive with increase in the size of the school. The smallest schools lost three-fifths of their teachers; the middle group, approximately one-half (nearly average for all graded-elementary and high-schools); and the largest schools, fewer than two-fifths.

¹Discrepancies were found in reports of four counties. The number of teachers who resigned should equal the number of teachers eliminated plus the number of new teachers. These discrepancies were relatively slight in each case, however, and possibly may be accounted for by resignations since the beginning of this school year in September.

TABLE 3

TEACHER TURNOVER IN GRADED-ELEMENTARY AND HIGH-SCHOOL SYSTEMS OF VARIOUS SIZES

	Systems with 5-9 Teachers		Systems with 10-19 Teachers		Systems with 20 or More Teachers	
	No. of Teachers	Per Cent of Last Year's Total	No. of Teachers	Per Cent of Last Year's Total	No. of Teachers	Per Cent of Last Year's Total
Did not return in September, 1943	130	60.2	144	51.2	134	41.2
Obtained teaching positions elsewhere	85	39.4	92	32.7	86	26.5
Left teaching for other work	45	20.8	52	18.5	46	14.1
Left for further training	-	-	-	-	2	.6
Newly employed this year	125	57.9	132	46.9	127	39.1
Qualified (from other schools)	78	36.1	83	29.5	101	31.1
Qualified (without experience)	15	6.9	38	13.5	19	6.8
Temporarily recalled to teaching	21	9.7	9	3.2	7	2.2
Qualifications do not meet minimum standards	11	5.1	2	.7	-	-
Difference in total number of teachers between last year and this year	-5	2.3	-12	4.3	-7	2.1

More than three-fifths of those who resigned, or almost one-third of all teachers represented in Table 3, obtained new teaching positions this year. The proportion of the total number of teachers in the small schools who secured new positions was somewhat larger than the proportion of the total number of teachers in the middle group who got new teaching positions, and the proportion of the middle group was larger than that from the largest schools. One in six of all teachers represented in Table 3, or one-third of those who resigned, left teaching for other work or the armed forces. The smallest schools also lost a larger proportion of their teachers in this way than did the larger schools.

Only the two high-school teachers previously mentioned left for further study. They were both from the largest group of schools.

The number of new teachers employed is only slightly less than the number of resignations for both the largest schools and the smallest schools. The middle group, on the other hand, was able to eliminate more positions.

The largest schools had the greatest success in securing qualified teachers from other schools. They were able to fill

about four-fifths of their vacancies in this way while the other two groups filled slightly less than two-thirds of their vacancies with qualified teachers from other schools. However, more than half of the qualified teachers without experience were employed by the middle group of schools although this group employed only a third of the total number of teachers. The smallest schools were able to get about as many beginning teachers as the largest schools employed. The smallest schools, however, made up their deficiencies—as did many of the rural-ungraded schools—by employing more teachers recalled to service. Teachers recalled to service, in fact, made up approximately one-fifth of the total supply of new teachers in the smallest schools. The largest schools have made less use of this source of teachers in spite of the fact that in the larger centers there should be available more retired teachers.

Opportunities for Placement

In the past most of the two-year graduates of the Moorhead State Teachers College were placed in ungraded schools, but recently a large proportion of the two-year graduates as well as many four-year graduates have gone into teaching positions in graded-elementary schools. The placement of two-year graduates for the last three years is shown in Table 4.

TABLE 4

PLACEMENT OF TWO-YEAR GRADUATES OF THE MOORHEAD STATE TEACHERS COLLEGE

YEAR	Number of Graduates	Graduates Placed in Ungraded Schools		Graduates Placed in Graded Schools	
		Number	Per Cent	Number	Per Cent
1941	131	109	83.2	22	16.8
1942	101	51	50.4	50	49.5
1943	53	16	30.2	37	69.8

In 1943 all two-year graduates were placed as shown in Table 4; sixteen of the thirty four-year graduates were placed in graded-elementary schools; and fourteen four-year graduates were placed in high schools. Although the percentage of graduates placed in larger schools has increased, the actual number placed in these schools is smaller because of the limited supply of people recently available for placement.

The requests for recommendation of candidates for teaching positions received by the placement office of the Moorhead State Teachers College also show the disparity between the demand and supply of teachers. These requests are presented in

Table 5 in order to indicate the various teaching fields represented and the extent to which it was possible to place teachers from the available supply.

TABLE 5
REQUESTS FOR TEACHERS AND PLACEMENTS BY THE
MOORHEAD STATE TEACHERS COLLEGE
IN 1942 AND 1943

SUBJECTS	1942 Requests	1942 Place- ments	Per Cent of Requests Filled	1943 Requests	1943 Place- ments	Per Cent of Requests Filled
Agriculture	2	0	0	6	0	0
Art	3	0	0	8	1	12.5
Commercial	71	0	0	113	0	0
English	166	12	7.2	261	3	1.1
Foreign Languages	0	0	0	9	0	0
Home Economics	13	0	0	63	0	0
Industrial Arts	46	2	4.3	48	1	2.0
Mathematics	105	5	4.7	114	1	.8
Music	54	4	7.4	68	1	1.4
Phy. Ed. Men	59	1	1.6	59	0	0
Phy. Ed. Women	27	1	3.7	44	3	6.8
Science	131	2	1.5	135	3	2.5
Social Science	83	4	4.8	137	1	.7
Principal	23	0	0	68	0	0
Superintendent	7	0	0	10	0	0
Elementary						
Graded	350	62	17.7	623	53	8.3
Rural	310	52	16.8	418	16	3.5
Total	1450	145		2184	83	

Probably school administrators anticipated a shortage of science and mathematics teachers and took steps early to insure that these positions were filled in their own systems. The demand for English and social-science teachers, however, came as more of a surprise in spite of the fact that large numbers of such teachers are required since courses in these fields are offered in each year of the high school. The importance of the demand for English teachers is also reflected in the answers to inquiries on teacher turnover from superintendents. The latter source of information also emphasized the demand for teachers of commercial subjects, history, and home economics.

Superintendents' reports on teacher turnover also indicated that some of the smaller schools have had to employ teachers who are unable to handle such special work as music and coaching and that these activities have been eliminated. Certainly this situation adequately emphasizes the advantage of the prospective teacher who is able to assume such responsibilities. Some high-school positions in commercial subjects, industrial arts, and agriculture have been eliminated because of the lack

of qualified teachers. Commercial subjects, science, and mathematics were most frequently reported as taken over by other teachers rather than dropped from the curriculum when vacancies occurred.

There seems to be no relation between the amount of salary increase and the retention of teachers this year. While there were salary increases in almost every school this year they were rather moderate in most cases. The largest number of increases were around 26 per cent in the ungraded schools, 20 per cent in the two groups of smaller elementary and high-school systems, and 10 per cent in the largest schools. These increases, of course, reflect the fact that the smaller schools were usually paying lower salaries in the first place.

Occupational Outlook in Education

The shortage of teachers in the future will be even greater than at present. One reason is that fewer teachers are being trained. The decline in enrollment in teachers colleges is large throughout the country though it varies in different sections. According to the Committee on Teacher Education of the American Council on Education, the decline in enrollment last year in the west central section, including Minnesota, was 23.2 per cent. The remaining enrollment in Minnesota and three neighboring states further declined 45.2 per cent this year, according to the North Central Association of College Registrars. Since the supply of beginning teachers for this year was inadequate, what will the situation be next fall?

Not only is there a growing shortage of new teachers; the supply of experienced teachers is decreasing. This is especially true in those areas where salaries for teachers have been rather low and where other opportunities have begun to lure teachers away from the classroom. Even with increased salaries teachers have continued to move into other activities this year. The November 1, 1943, issue of *Time* reported a typical situation in a town in Iowa. Teachers from the school in this town, as in many schools in Minnesota, have entered the executive departments of the federal government and the women's branches of the armed forces and have taken positions opened up in many fields of employment. The September and November issues of the *Monthly Labor Review* published by the United States Department of Labor contain pertinent figures on the manpower situation. In June, 1940, there were 186,000 women employees in the executive departments of the federal government; in June, 1943, about 1,000,000 such employees. The government services have almost reached their maximum expansion, but the demand for women in the armed services should be over 200,000 in the coming months. Moreover, 1,200,000 women have been added to the nation's labor supply "over normal expectations," that is, beyond the number of women who would ordinarily have been employed had war not come. In the past the largest proportion of those employed "over normal expectations" was from the classroom. However,

the need for 1,300,000 women in war industries in 1943-1944 must be supplied to a considerable extent from the younger groups, and some of these will probably be recruited from employed teachers and from those who would otherwise be ready to begin their training as future teachers.

If some 18,000,000 women are to be employed by July, 1944, in contrast to approximately 11,200,000 reported as employed at the time of the 1940 census, many of these will be former teachers or persons who might otherwise have become teachers. Moreover, the services of many of these people will be permanently lost to the schools because they will develop other interests and form new relationships of the sort that ordinarily create a large annual turnover in the schools in peace time. Dr. Fred J. Kelly of the Office of Education told an appropriations sub-committee of the United States House of Representatives this fall that there are already about 20,000 teaching positions unfilled.

Moreover, the birth rate has ceased to decline. There has been an increase every year since 1937 with the exception of a slight drop in 1939 as compared with 1938. In fact, the annual number of children born increased from 2,410,000 in 1937 to approximately 3,017,000 in 1942. The Metropolitan Life Insurance Company experts have said that by 1942 the increase in the birth rate since the 1933 level has produced about 2,000,000 more children than would have been born at the 1933 birth rate. Of course this means "more children for the schools to educate" in the immediate future. Since birth rates in urban areas have lagged far behind those in rural areas for some time, the increase in enrollment will be greater in the smaller schools.

According to the Educational Policies Commission's pamphlet entitled *Support of Education in Wartime*, the United States Commissioner of Education declared in 1918 after the last war that the schools needed 50,000 teachers and that 25 per cent of the teaching positions of the nation were vacant or filled by inexperienced people. Even as late as June, 1920, a shortage of 15,350 teachers in the high schools alone was reported. Furthermore, the high schools of those days enrolled only a small percentage of persons of high-school age in contrast to the large proportion recently enrolled. The present war, because of its greater duration and the more extensive character of our war effort, may be expected to produce an even more serious shortage of teachers.

After the war opportunities for experienced and active teachers will be more numerous than for people in many other lines of work. There will be no great demobilization of teachers regardless of what other displacements occur in abnormally expanded fields. Rather, the people who are already in the teaching profession will be in a position to occupy the best teaching and supervisory positions. These people will also secure the higher salaries that will be offered to teachers of experience and established professional standing.

THE ADEQUACY OF OUR PRESENT TEACHER EDUCATION PROGRAM

The adequacy of our present program of teacher education may be approached in terms of either its quantitative or its qualitative aspect. Whichever approach is made, the other also injects itself as a factor in the issue, for the two factors are inescapably related; they constitute the obverse sides of the same issue. As the quantitative aspect of the problem moves toward greater adequacy, quality increases, standards go up, selection operates, appointments are increasingly discriminative. As the quantitative aspect of the problem moves toward greater inadequacy, quality decreases, standards go down, selection is inoperative, appointments are decreasingly discriminative. The adequacy of our present program of teacher education may be considered with respect to its qualitative aspect.

Teacher Shortage Accompanied by Decline in Quality

The seriousness of the present shortage of teachers is a matter of common knowledge. Employing officials are particularly sensitive to the seriousness of the problem. But school people have not necessarily considered the implications of the facts. The significance of the data becomes clear when attention is called to the fact that a minimum of two years is required for educating teachers for the elementary schools and four for the high schools. The shortage of teachers is not a problem of the duration only, but one that will continue for a period of four or five years following the end of the war. In terms of number our present program of teacher education is inadequate. The inadequacy will continue for several years to come. The consequence of this inadequacy on the schools is not difficult to contemplate.

The shortage of teachers is accompanied by a decline in quality. Recently Fred J. Kelly of the Office of Education reported that fifty thousand emergency certificates have been issued. In the same report he stated that all over the country the schools are using girls who have just graduated from high school. Obviously these eighteen-year old girls are unqualified for the work they are doing. But these recent high-school graduates do not constitute by any means the only teachers who are unqualified for their teaching assignments. A school that has qualified teachers for all of its various activities is lucky indeed. Such a school likely does not exist.

Sources of Teacher Supply

Even though an adequate program of teacher education can not be provided for the duration, something constructive can be done to maintain the number and the quality of the teaching

personnel on the highest level possible during the manpower emergency. An exploration of some of these constructive suggestions may be in keeping at this point.

Off-Campus Workshops and In-Service Education

An illustration of one suggestion is provided in the program of off-campus workshops sponsored by the Moorhead State Teachers College in the summer of 1943. In co-operation with the county superintendents, workshops were established at Fergus Falls, Detroit Lakes, Wadena, and Crookston. Ninety-six teachers were enrolled for a period of five weeks. The week prior to opening was devoted to planning. The four workshop instructors and the four demonstration teachers met at the College with those in charge of the project to formulate principles and outline the course for the workshop program. Through county superintendents enrollments had already been secured. Certain pertinent facts with respect to the participants are enlightening. They came from eleven different counties. Fifty-two lived on farms. They lived a median distance of eighteen and one-third miles from the workshop they attended. Fifty-three of them returned to their homes every day. They traveled by foot, by car, and by train. Sixty-three were married women, nineteen were single, nine were widowed, and five were divorced. They were the mothers of one-hundred fifty-one children whose median age was twelve years. They had taught a median of eight years. By the middle of July sixty-six were under contract to teach in rural schools whose median enrollment was given as eighteen. They gave glowing accounts with respect to the value of their workshop experience. They received much help for rendering effective service to the children they are now teaching. Reports of county superintendents on this point are in the affirmative.

An off-campus program of in-service education for teachers should prove helpful in improving the quality of instruction. With depleted enrollments most colleges have an adequate teaching staff for such service. The Moorhead State Teachers College finds itself in a unique position so far as staff is concerned. Because several members of the staff are in military service and away on leaves of absence, the demands on the faculty as a result of the Army Air Forces program are the greatest in the history of the College. The College, therefore, finds itself understaffed, particularly in the field of physics and mathematics. But, in spite of this situation, the administration proposes to offer off-campus courses for the in-service education of teachers. A Council on Professional Relationships, consisting of five city and five county superintendents, together with certain members of the faculty, has been set up to consider ways and means of dealing with the problem of teaching personnel. The first problem for consideration is that of off-campus courses. It is hoped that a device has been hit upon for securing greater co-operation between the College in its teacher-education function and the public schools which the College serves.

An intimate co-operative relationship should have always existed between the personnel of those educating teachers and those employing and supervising teachers. Perhaps one of the values arising out of the war will be the development of this intimate relationship. No effort should be spared to cultivate confidence among educators in these distressing times.

Former Teachers as a Source of Supply

But off-campus summer workshops, or off-campus courses for in-service education of teachers during the regular year, or the regular program of the colleges, or all combined will not make adequate our present program of teacher education in either the quantity or the quality needed. Other sources will have to be discovered for obtaining teachers to prevent next year's situation from being more serious than the present.

Former teachers who discontinued teaching for the purpose of home-making constitute the only source of womanpower (manpower is too negligible a factor to be considered) available for an immediate alleviation of the teacher shortage of any significance. With respect to the bearing and rearing of children these women have attained various stages in their home-making careers. Some are without children. Some have children who have not yet attained school age. Others have children who are now in school. Still others have fulfilled their educational obligations to their children who have passed beyond the age of school attendance; many of these have themselves accepted home-making responsibilities. The status of these women in bearing and rearing children will determine to a very large extent their availability for teaching.

These women are also found in various stages with respect to economic security. Some are wives of farmers whose incomes are the largest in the history of their farming experience. Some are wives of business men whose income in some instances has decreased and in other instances increased as a result of the war. Some are wives of professional men whose income is substantial but has not increased as rapidly as the cost of living. The inducement for entering teaching as a means of supplementing family incomes will vary according to the status in which these women find themselves.

The potentiality within the group of home-makers for augmenting the teacher supply is significant, but inducing members of this group to re-enter teaching will require the right emotional appeal. Except in the case of the few who need to supplement the family income, the economic motive will not be effective. The alternative is a resort to an appeal to patriotic duty. Facts are available to make that approach feasible. These facts and others skillfully presented with their attendant consequences on the lives of future citizens and therefore upon the future welfare of the nation will arouse many of these women to their obligation to renew their classroom duties.

Since former teachers provide the most adequate source of supply, the procedure for discovering the nature of that supply

is important. The first problem is that of determining the location and the number of these women, their availability for teaching, and their qualifications. A community survey will be required to obtain these items of information. What such a study will reveal is indicated by an arm-chair inventory of one community. The community is rural and is served by a two-teacher school. Six former teachers live in the community. Three of these are married women and three are unmarried. Two of the three married women have three children each, the other has none. The three children of one of these mothers are away from home. One is in the service, one is teaching, and one is in college, preparing to teach. The three children of the other mother are in school. Two are in high school, and one is in the grades. One of the unmarried women is at home with her aged parents. Another, together with her sister, works the farm on which they live with their mother. They qualified themselves to teach by completing in the College either the five-year course for non-high-school graduates or the two-year course for high-school graduates. They have kept themselves informed on educational matters and have demonstrated leadership in their community. They range in age from thirty-five to fifty years. Their health and vitality are adequate for the duties of the classroom. Two of them have had the experience of rearing children.

What a thorough survey of any particular community would reveal with respect to the number of former teachers and their qualifications remains to be determined. The chance that a study will reveal competent teachers is well worth the venture. To sit idly by in the calamity that faces the nation for want of teachers is not becoming of intelligent educators. In the time of greatest stress for rubber, tin, steel, and various other war materials commiserating and wringing of hands produced no results. Neither will such procedures provide teachers for the untaught and poorly taught children. If educators are convinced of the local and national import of their work in proportion to which they have so profusely given lip service, they will immediately bestir themselves for meeting the challenge that now confronts them. They will rid themselves of their prejudice against employing married women. In fact, they will seek married women in their own communities and persuade them to accept teaching positions. Only by doing so will an even greater educational disaster be averted.

High-School Graduates as a Source of Supply

Evidence that an adequate supply of teachers for the emergency can not be furnished by the normal means for recruiting teachers has already been presented. Facts with respect to college enrollment indicate that high-school graduates are not registering in sufficient number to meet even the normal demands for teachers. This condition does not provide an excuse, however, for failure to cultivate the normal source of supply as assiduously as ever. Any let-up on the effort to induce high-

school graduates to enter upon a program of teacher education will serve only to extend the teacher shortage farther into the post-war period.

The task of looking to the future supply of teachers is a joint responsibility of the teacher-educating institutions and the employing officials in the field. The division of labor may be allocated in the main by having the colleges furnish information on the opportunities for young people in the profession and also the opportunities in the colleges for obtaining the kind of professional preparation needed and by having employing officials select and induce high-school graduates to enter upon a teacher-education program.

To ignore the sources of supply that will help to mitigate the seriousness of the teacher shortage or to fail to make use of the possibilities of these sources is to jeopardize education for years to come. The colleges are extending their services to the individuals within each of the groups. Means for inducing former teachers to re-enter the service and for encouraging high-school graduates to enter the teaching profession cannot be the responsibility of the colleges alone. The situation demands the cooperative efforts of colleges, school officials, and public-minded citizens.

OPPORTUNITIES AT THE MOORHEAD STATE TEACHERS COLLEGE

The College offers a two-year curriculum for teachers and a four-year curriculum for teachers which includes two years of general education.

The two-year curriculum prepares teachers for elementary schools both graded and ungraded (rural). Subjects are selected which offer the best preparation possible in the short time available. Student teaching is arranged in both graded and ungraded schools under careful, continuing supervision. Students enrolled in this curriculum spend six weeks of the second year teaching in one of the several affiliated rural schools. Upon completion of the two-year curriculum a student is granted the standard diploma which entitles him to a certificate to teach in the elementary schools of Minnesota.

The four-year curriculum prepares teachers for elementary or high-school teaching. The first two years are given over mainly to general education with specialization and professional education taking up the largest part of the junior and senior years. Students wishing to specialize in elementary-school teaching may take special work in kindergarten teaching, or may, in connection with their regular courses, take special work in such fields as art, music, physical education, or other branches in which they have interest. Students wishing to prepare for high-school teaching may specialize in art, industrial arts, music, physical education, English, languages, biological science, physical science, mathematics, geography, or social studies, and in combinations of these fields. Opportunities for practice

teaching are provided on all levels from kindergarten through high school in the Campus School. Upon completion of the four-year curriculum a student is granted the degree of Bachelor of Science in Education which entitles him to a certificate to teach in either elementary or high schools of the State of Minnesota, depending upon his field of specialization.

Credit hours earned in this College are, of course, transferrable to other colleges or universities.

Sensible practice requires that the first concern of the College be mastery of the subject matter and skills the College seeks to develop through its academic and professional courses. Maintenance of high standards in these regards is vital to the student, to the College, and to the service to be rendered to society by those who graduate from the College. To assume, however, that such mastery is the only function of the College is to take too narrow a view. This College believes in the development of the whole person. To this end activities and services calculated to foster and develop in the students desirable social, moral, health, and cultural values are encouraged. These activities and services are of many kinds.

Student guidance and counselling services are extended to all students. Certain entrance examinations are used as the bases for classification and registration of entering students in order that they may be placed in those classes where most profit is secured for the time spent. If a student lacks necessary basic skills in English, he is placed in a section which is taught such skills. If, however, he is proficient in these matters he is placed in a more advanced section. It is understood and accepted that many aspects of student adjustment can be taken care of through group procedures. It is the hope of the College, however, that its services may be personalized and in large part placed on an individual help and guidance basis. Personal, functional service to the student is the watchword.

Adequate physical examinations are given to all entering students and to all students about to graduate. This is done for the protection of the student himself and the college personnel in general, as well as of the children the graduate will teach. Follow-up and nursing services are provided.

A variety of organizations and activities offer the student special opportunities to develop his talents and serve to stimulate his growth. Religious organizations such as the Young Men's and Young Women's Christian Associations which are open to the entire student body, and other Lutheran, Congregational, and Catholic organizations foster his proper moral development. Social sororities and fraternities stress correct social adjustment. Divisional and departmental clubs stimulate and help develop special interests and abilities. The several national and international honorary fraternities influence professional growth and foster the attainment of the student's greatest potentialities. Activities in the fields of music, speech, dramatics, athletics, and publications provide recreation and specialized training. Lyceum and convocation programs bring renowned artists and speakers to the campus. Student partici-

pation in the government of the College through its Student Commission provides special opportunities for the development of leadership qualities. Carefully planned and supervised social activities of many kinds give ample opportunity to develop the social graces. Students are urged to take advantage of these opportunities.

The facilities of the College are ample; the buildings new and spacious. Students find well-supervised study rooms, and efficient, pleasant library service, as well as nicely-appointed lounges, and a Student Center where meals and lunches are served.

The well-prepared faculty is interested in the welfare of students. The size of classes is such that it is possible for students to secure individual attention. Conferences on special and individual problems are readily arranged.

The concern of the College is to provide the best possible instruction and facilities in order that the student, the community, and the State may be best served. The opportunities provided are open to all students in order that each may most fully develop his potentialities.

