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THE BULLETIN

MOORHEAD STATE
TEACHERS COLLEGE

The State of
the College

Entered at the Post Office at Moorhead, Minnesota, as Second Class Matter.

Published Quarterly.

SERIES 39

JUNE 1943

NUMBER 1

THE STATE OF THE COLLEGE

As the war situation grew in seriousness for the nation, the outlook for the College became progressively worse. The enrollment which was 687 for the Fall Quarter of 1940 dropped to 512 for the Fall Quarter of 1941. For the Winter Quarter of 1941-42 it was 485; for the Spring Quarter of 1942, 453; for the Fall Quarter of 1942, 413; for the Winter Quarter of 1942-43, 371; and for the Spring Quarter of 1943, 321. To the administration a decline in enrollment seemed inevitable because of the conditions imposed by the war. Young men, and young women too, of college age were destined in large numbers for military service. The demands of industry and of agriculture, with attendant high wages, were bound to attract young men and young women.

The financial outlook for the College was as gloomy as that of attendance. The appropriation for the biennium of 1941-43 was lower for this College than it was for the other state teachers colleges in comparison with their respective instructional loads and operational costs. Income from tuition declined proportionately with the decline in enrollment. Moreover, for the first time in the history of the College, balances at the end of the fiscal year, June 30, 1941, were cancelled totaling a loss of \$14,867. With rising living costs, salaries could not be decreased to meet the decreased income of the College. The only administrative alternative was to economize on non-instructional expenditures and to reduce the staff commensurate with the decline in enrollment. Fortunately through leaves of absence for military service and for graduate study, the expenditures of the College were kept within its income without reducing salaries.

The decline in enrollment and the financial outlook for the College were accompanied by a spirit of uncertainty and unrest on the part of the faculty. It was apparent to members of the faculty that with a continued decline in the enrollment further reductions would be necessary. It was also apparent that salary increases were impossible. Their future, therefore, was necessarily uncertain. In like manner there was a spirit of uncertainty and unrest among the students. The young men of the College were sure of being called into the service sooner or later, but the time of their call was uncertain. The young women experienced emotional unrest as a result of the general conditions that existed. These conditions of local unrest were, of course, only one aspect of the situation that prevailed in society in general.

A change in the outlook for the College began with the turn of the current year. The prospect for a more liberal appropriation by the 1943 legislature was encouraging. The State Teachers College Board had recognized the financial situation of the College and had promised special consideration in budgetary recommendations to the legislature. The increased appropriation was realized, though in a much smaller amount than the necessities of the College required. The most encouraging factor in the situation was the selection of the College for an assignment of an army unit. This choice was made even before the

This bulletin presents specific facts and general information concerning the present status of the Moorhead State Teachers College. At all times the College seeks to maintain the interest and cooperation of its alumni and friends by frequent reports concerning the work and the plans of the institution. The report this year is of particular significance because of the changes that the present emergency has necessarily imposed on the College and its activities.

It is hoped that all those who are interested in the welfare of the College will find the account of the year's progress a record of vital contributions to education and to the war effort and real evidence of continued effective service in the future to the schools of Minnesota and to the nation.

legislature adjourned and probably had an effect upon the amount of the appropriation made for the College.

On March 29 the first contingent of Army Aircrew students arrived at the College. Even before their arrival the problem of making adjustments to accommodate the assignment began to absorb the attention of the members of the faculty and particularly of the administration. From then on no time was provided for raising questions about the immediate future of the College, for the immediate future of the College was apparent in the activity that prevailed. An administrative setup had to be provided for the army program. Adjustments had to be made for the instructional program. Provision had to be made for the housing and feeding of the soldiers. The entire College became a beehive of activity.

The minor problems that arose were alleviated in the main by the assurance that adjustments would be made for the continued program of teacher education. Many faculty members whose loads had been lightened as a result of the decline in enrollment now found themselves on a full schedule of work. Those responsible for the administration of the dual program of teacher education and of army training spent long hours to effect satisfactory operational conditions. New faculty members were added to accommodate the instructional requirements of the army in physics, in mathematics, in geography, and in physical education. Everybody had work to do. A feeling of security was regained and the morale of the College took on an aspect even more optimistic than that of the years prior to the war. Not only was the outlook for security regained but the prospect of a more vigorous and effective teacher education program also became apparent. Willingness to call into question old patterns of procedure became evident. Questions arose with respect to the effectiveness of college procedures in dealing with students not only in their non-instructional activities but also in their academic work. A spirit of expectancy and hopefulness for the future of the College now prevails. To those particularly interested in the College and to the public also, the administration can state without reservation **THAT THE STATE OF THE COLLEGE IS EXCELLENT.**

THE FACULTY IN THE WAR PROGRAM

Since the beginning of April, the Moorhead State Teachers College has carried on two separate and distinctly different teaching programs. The courses for the United States Army Aircrew detachment students are designed for "Preparation of Aircrew students, both mentally and physically, for intensive ground training in the Preflight schools . . . , "and to diminish individual differences in educational background for subsequent aircrew training" (Army directives). Here emphasis is placed on those phases of mathematics, physics, geography, history, English, medical aid, and physical training which will be most valuable in the intensely practical Air Corps training to follow. At the same time, the College must maintain civilian college classes and activities as effectively as ever, for there is increasingly urgent need for competent teachers as war conditions steadily drain the available supply.

Every member of the college faculty has taken part in re-adjusting the civilian college to the Army Aircrew needs. Doubling the function of the College has meant extra work and longer hours all around. Twenty-one of the regular faculty members are administering or teaching Army classes, in most cases in addition to some work in the civilian college. In order to free these teachers for their new responsibilities, others not assigned to Army work are giving more time to civilian classes.

As the size of the Aircrew contingent grew, many new teachers were needed. The figures suggest how rapidly and markedly the college has expanded since Army classes began in April. There are now nineteen new faculty members. Four are teaching in mathematics, eight in physics, two in geography, one in English, one in Civil Air Regulations, and three in physical training. They have come from many places: from high schools in Chicago; in Buffalo, North Dakota; in Aitkin; Breckenridge; Fergus Falls; Hawley; Moorhead; Pelican Rapids; and Staples; from North Dakota Agricultural College; Aberdeen Teachers College; and Concordia. Dr. Schwendeman returned to the College from St. John's University where he had gone to direct the geography courses in their Aircrew college. The College is deeply appreciative and grateful to the schools which have helped in assembling the new staff of instructors.

Both the Army and the civilian students must use the same faculty, classrooms, and campus. The two must interfere as little as possible with each other during class hours, yet provide some mutual social benefits during "open post." Neither must crowd out the other, yet both must be served to the best advantage. Hours of work and thought have gone into insuring this relation between the two groups of students and their respective faculties and officers. The smoothness and effectiveness now evident on the campus is a tribute to the combined efforts, and give-and-take, of college administration, faculty, Aircrew and civilian students, and the Army officers in charge of the 346th College Training Detachment (Aircrew).

THE CAMPUS IN WARTIME

The utilization of campus and building facilities has undergone a radical change since the coming of the 346th College Training Detachment (Aircrew) to the campus last April. To accommodate the Aircrew students that form the training unit numerous shifts have been or are being made.

Comstock and Wheeler Halls have been converted into barracks, infirmary, and mess hall for the training unit. The large gymnasium and a portion of the basement of the Campus School have been temporarily utilized as additional barracks area. With the beginning of the Summer Quarter these temporary quarters are to be vacated, and the second floor of the Campus School will be made into permanent housing quarters for those who cannot be accommodated in the dormitories. The college dining hall and kitchen in the basement of Comstock Hall have been remodeled and new equipment has been added to provide messing facilities for the Aircrew men. Civilian students now secure their meals in the new Student Center on the first floor of MacLean Hall, opposite the Student Exchange. This attractive and well-planned room is serving adequately as an emergency dining-room.

Aircrew headquarters, where the commissioned and non-commissioned officers maintain quarters and administer the military phases of the training program, are now located in the suite of offices on the third floor of MacLean Hall, previously occupied by members of the Division of Education. Classroom facilities in MacLean and Weld Halls are being shared by the civilian and Army student personnel. Weld Auditorium is frequently used by the Aircrew men when it is desired to get the entire group together. The laboratory facilities in Weld Hall have been much enlarged to meet the demand for physics, an academic subject almost invariably required of the Aircrew students.

Rigorous physical training is a basic part of the program for the Aircrew students; therefore, the Physical Education building and athletic field have been largely commandeered for army use, and space facilities for civilian use have been somewhat compressed. An obstacle course has been constructed on the south side of the athletic field, and volley-ball courts have been built to the east of the dormitories. In fair weather, all of the physical training program is carried on outdoors; during periods of inclemency the gymnasium and swimming pool are utilized to keep the program continuous.

One room in the Physical Education building has been converted into a "post exchange"—a small store selling toilet articles, candy, stationery, tobacco, and other sundries exclusively to Aircrew students. It is open for business from 6:30 to 8:00 P. M., five nights a week.

In keeping with Army regulations, the campus is closed to civilians after 6:30 P. M. on weekdays, and 5:00 P. M. on Sundays. Admission after those hours is obtained by securing passes from the Dean of Men.

THE AIRCREW COLLEGE TRAINING PROGRAM

By CAPT. A. J. BAZATA

Commanding Officer, 346th College Training Department

The Aircrew College Training Program marks a significant departure from military tradition. The orthodox military method of teaching soldiers has always stressed the intensely practical aspect of directing all studies toward the basic end of military warfare, and for that reason has preferred the environment of an actual military post. The Aircrew College Training Program, therefore, began largely as an experiment, but it has been so signally successful that military authorities now deem it an established institution. College training for the sciences employed in war is here to stay.

Moorhead State Teachers College is one of several colleges and universities throughout the country to which potential air cadets are now being sent to fit themselves educationally to understand the basic elements of physics, mechanics, mathematics, and geography which are so necessary in the operation and navigation of high-powered military aircraft. All the instruction that is being given is pointed directly to that end. The subjects of history and English, subjects necessary to a well-rounded officer and to citizens who will have a large part in framing the peace that will follow victory, are a significant part of the program as well. For approximately five months selected Air Corps Reservists have been sent to Moorhead State Teachers College for an intensive program of study in courses in which they have not had academic background.

Another very important part of the program is the physical training program which is designed to progressively harden the soldier through an ever-increasingly strenuous physical course. Also, the men are being taught the military indoctrination of Courtesies and Customs of the Service, Guard Duty, Hygiene and Sanitation in the field, and military drill.

Although the program has been in operation only a few short months, it is now possible to measure the contribution of Moorhead State Teachers College to this vital program. Reports from stations to which the men have been transferred for further training indicate that the men educated at this college have developed highly satisfactory proficiency in the course studied here. This success is no surprise to those who have observed the work of the administration and faculty of Moorhead State Teachers College. Their work has been characterized by an enthusiastic interest and understanding of the urgent nature of the program and by a sympathetic interest in the earnest young men enrolled in the program. Another highly satisfactory phase of the Training Program is the military indoctrination course which is unquestionably as sound as that taught at regular army posts.

It is salutary that there has been a general recognition by the public that we are fighting well-trained and remarkably well-prepared enemies and that they can be defeated only by the best army in the world, equipped with aircraft second to none. It is a

grave responsibility and considerable expense to educate and train a full-fledged pilot, navigator, or bombardier. That the army of the United States has been so encouragingly successful in that demand is in a large measure the work of the College Training Program. Moorhead State Teachers College can justifiably be pleased and proud of its participation in this development.

THE EFFECT OF THE MILITARY PROGRAM ON THE COLLEGE

Before April of this year the war and its problems seemed far removed from the campus of the Moorhead State Teachers College. With the coming of the Aircrew students and the military staff, the college students and the faculty learned what actual participation in the war effort meant. Adjustments in personal life, wholehearted and effective cooperation with the military program, and a change in routine activities were of necessity carried out. These changes were made immediately and successfully.

The military atmosphere that now prevails on the campus has brought a new awareness of the values of discipline, promptness, and personal efficiency. The concentration on essentials that the military program imposes in the classroom and on the athletic field has had its influence on both students and faculty. One result has been a more alert student body. Furthermore, certain subject fields have been vitalized and reorganized because of their significance in military education. The time limitations of the military courses demand emphasis on fundamentals and maximum efficiency in classroom instruction. These benefits have extended throughout the academic program.

In reviewing the past months, the college students and the faculty are gratified to realize that none of the valued traditions or cherished customs have been sacrificed because of the military program. Social activities have been participated in with greater zest than before. Students have included the military men in their extra-curricular and commencement activities. The cadets in turn have been hosts to the college students. Both groups have profited by the exchange of hospitality and courtesies.

Of greater significance is the realization that the College is carrying on an unimpaired educational program while converting its many resources to the war effort. The obligation to educate men and women for teaching has not been neglected. It is evident to all that the long-range educational program of the College has not ceased to function.

The cooperative effort that all members of the College have been forced to take part in has given valuable experience and a real feeling of participation in a program that is vital to the community and to the nation. In adapting themselves to changed conditions, the administration, the faculty, and the students are realizing great satisfaction in their ability to meet new situations.

SOCIAL CONDITIONS AT THE COLLEGE

A friend of the College recently asked this thought-provoking question. "If you had a young daughter of seventeen or eighteen would you be willing to send her to M. S. T. C. now that an army unit is quartered there"? A faculty group has seriously considered the aspects of that question, and they now counter with other questions in the hope that these may be of help to thinking parents of prospective students.

Since a daughter of eighteen has been forced by circumstances to grow up in a world torn by war, and since she must live her life in that same world, after a great war has changed and shaped it, what training can she be given to help her adjust herself? Should she be stored, like a cabbage, in some safe place where no thoughts of the war can touch her, or must she be helped to gain the strength and stamina which thoughtful participation in the present crisis can give her? At M. S. T. C. she will live and work in an atmosphere where every facility is directed toward assisting our country in the war effort. She will see hundreds of the finest young men of our land who have given up their personal ambitions, their careers, the fun of college life to don uniforms. She will see them engaged in the serious business of getting a thoroughly modern education which builds bodies and characters as well as minds.

Those who have a son or a brother or a husband in the armed forces, must resent the idle gossip which insinuates that these members of their own family lost all ideals, all Christian virtues and became a part of a pack of wolves, because they now wear uniforms. Moorhead State Teachers College resents this type of poisonous gossip. The Aircrew men who are here on the campus are no different from the college students who have been here before. Some of them are actually the same young men now returned in uniform for special training. They have not changed, except that they are now a selected group. They are sent here, because tests have indicated that they are able to profit by further education. They study much harder than they did as civilians. For one thing, they know that only the top men go on and up. They know that competition is keen and to be top man means study. Their discipline is more strict than any civilian college could demand. From sun up to sun down their superiors know exactly where they are and what they are doing.

To the young women who want the best that education has to offer the Moorhead State Teachers College offers the following advantages:

1. A part in the newest education, the type which works all of the time and uses all of its facilities. The College is now in session all the year and is making every effort to use all of its facilities and talents.

2. An opportunity to make some sacrifices. Students gave up the dormitories so that the Aircrew students might have a place to live. They gave up leisure to help harvest a huge onion

crop in the county. They give up time to do Red Cross work. They give up personal inclination, because the men on the campus are not free to play when and where they like, as civilian students sometimes think they are.

3. The chance to know, under proper supervision, some of the finest young men from all parts of the country.

4. The opportunity to live and work in an atmosphere where a group of fine earnest men are training for one of the most dangerous branches of service.

THE STUDENT CENTERS

The College believes that the social and recreational life of its students is as vital a factor in their education as any classroom teaching. When the College undertook the task of helping the war effort by educating a large number of Army Aircrew men, it was necessary to sacrifice the dormitories which had been not only homes but recreation centers for the college students. Friends in the community had, it is true, opened their homes to students. Physically they were well placed, but the social life of the campus was lost. At this point the students themselves, assisted by faculty and the usual whole-hearted alumni support, made a survey of the situation and sponsored two splendid projects.

There is now an attractively furnished Student Center on the first floor of MacLean Hall, across from the Student Exchange and the post office. This room is furnished in modern fashion with tables and booths, in blond wood. The designs were made by students in the Art Department, and the large mural which occupies all of one wall was executed by art students. There is a kitchen, a counter for cafeteria service, and a soda fountain. Here students may get their regular meals at stated hours, or enjoy a friendly chat with friends over a cup of coffee or a soda at any hour of the day. The atmosphere is friendly and gracious, and faculty and students meet on a common ground to solve the problems of the world and become better acquainted.

To take the place of the student parlors in the dormitory there is an informal lounge on the second floor of MacLean Hall, just opposite Ingleside which is used for rather more formal gatherings. This lounge is furnished in feudal oak and has at present sturdy substantial chairs, tables, and davenports. Student interest is even now turned toward further decoration of this room. This is a room where college groups may meet, either to discuss committee problems, or just to relax after a meal, or to read or write letters or play favorite records or just to visit for a bit before returning to study.

To those who are on the campus the new centers have become a part of their lives. They really come to appreciate them most when they hear returning alumni say most enthusiastically, "I wish we had had this when I was in School."

THE SUMMER QUARTER

The Moorhead State Teachers College has instituted a new program for the summer in that instead of two sessions as was formerly the practice a Summer Quarter has been established. In departing from the usual program the College is following a procedure successfully adopted by many leading universities. The chief reason for the quarter plan is the flexibility in programs and the rate of progress that it makes possible.

During the present emergency it is necessary that students complete their work as soon as possible so they may be available for teaching service. By attending college for four quarters during a year they can complete their courses in a shorter period of time than was possible before without sacrificing standards of scholarship or professional requirements.

The program set up for this summer has a wider range of subjects and a greater flexibility than any summer program thus far offered by the College. A student may pursue his studies for the full quarter and receive the same credits that he receives during the academic year. Likewise, he may enter at the beginning of either term of the quarter and complete two courses or he may take the first half of four courses or the second half of four courses, depending upon which term he enters, and receive two hours credit for each course successfully completed for that period.

Arrangements have been made so that the student may complete these courses during any subsequent summer and receive four hours credit for each course satisfactorily completed. Accurate records are kept of the work completed and courses are planned so that the first part of the course, A, may be taken one term, and the second part, B, may be taken during any other summer term. Likewise B may be taken one term and A may be completed during another term.

Although the plan of the Summer Quarter is new, most of the students now at the College are finding its real advantages and are profiting by the rich offerings it affords. The wartime demand for acceleration has demonstrated the vital need for a continuous year program. It is unlikely that peacetime education will abandon a program that makes available a plan that will enable students to continue their studies without interruption and enter their professions at an earlier date than has hitherto been possible.

A significant part of the flexible program of the Summer Quarter is the workshops designed for the rural, elementary, and secondary fields. Students who are enrolled in these workshops are finding solutions to their individual teaching problems and are learning of new materials and techniques. Directed individual study, group conferences, and lectures are providing stimulating experiences for teachers-in-service and for those who are returning to the teaching field.

EFFECT OF THE WAR ON TEACHER EDUCATION

Ten years ago when a superintendent needed a teacher, he had a stack of applications several inches high on his desk from teachers seeking the position. Now when a teacher wants a position, she has a stack of vacancy reports on her desk from superintendents eager to employ her. In the former situation, the superintendent selected the best teacher and then offered her a minimum salary. Now the teacher selects the school for which she wishes to apply and is usually privileged to state her salary. The tables have turned.

To alleviate this serious shortage of teachers, the teacher training institutions have made two adjustments in their programs. The accelerated program of study makes it possible for the capable student to complete a course in a shorter time than the customary procedure would permit. This is made possible by carrying excess course schedules and by continuous study which is not interrupted by vacations.

Since Pearl Harbor, a number of capable students have taken advantage of the accelerated plan of study to prepare for service in a comparatively short period of time. Workshops which serve as refresher courses have been planned to enable former teachers to renew their certificates in preparation for re-entering the teaching profession during the emergency. Such courses have attracted a number of former teachers. During the summer of 1942, approximately forty former teachers availed themselves of the opportunity to study at the State Teachers College in Moorhead. These women had not taught for a period of time ranging from two to thirty years. This summer, approximately one hundred former teachers are now studying in workshops conducted by the Moorhead State Teachers College in four centers off the campus.

The war has effected a changed emphasis in the curriculum for teacher education. Psychology is concerned with the effect of the war on the child. Geography is taught with an emphasis on fundamental skills and concepts which are essential to understanding the world. The war challenges science to achievements which have hitherto seemed fantastic. The effect of the war on society and its institutions is stressed in social studies. Not only has the emphasis in the curriculum been changed but new courses directly related to the war effort have been added in pre-flight aeronautics, First Aid, and problems of war and peace.

The preparation of teachers in a period of war is a challenge. Adjustments must continue to be made so as to insure an adequate supply of teachers who are prepared to help boys and girls to live effectively. This is not a teacher-training problem alone. It is a national problem.

STUDENTS IN MILITARY SERVICE

The College is proud of the record of the alumni and former students who are in military service. Even before war was declared, the College was feeling the impact of the emergency on the enrollment of men students. In February, 1940, Lieutenant-Colonel Alex Nemzek and thirty-seven students who were in Battery F of the National Guard were called into service. They were sent to Camp Haan, California, to form the nucleus of a new training program.

Since that time a great many of the alumni, faculty, and students have enlisted and been inducted into the armed forces. It is impossible to keep up with the enlistments and inductions that occur each month, but there are at present at least three hundred men in active military service in this country and foreign countries.

These men are in all branches of the service. The College is represented in the Army, the Navy, the Marines, the Coast Guard, and the Seabees. The men are taking part in action in North Africa, England, Alaska, Australia, and the Pacific.

That the men of the College are serving with distinction is evidenced by the fact that twenty-four of the men who left with Battery F have received commissions. Likewise, over seventy-five of the three hundred men of whom we have record have become commissioned officers.

Several of the women students have enlisted in the auxiliary corps. The WAACS and the WAVES have representatives of the College in their groups. Some of these women have already become commissioned officers.

In recognition of the students of the College who are in military service, an honor roll memorial was dedicated on May 5. The memorial was presented to the College by the Student Commission. Witnessing the ceremonies in addition to the student body were the Aircrew students, veterans of the first World War, and members of the American Legion. The memorial has been placed in MacLean Hall.

NOTES ON THE FACULTY

Miss Georgina Lommen's resignation as director of the Campus School, which will be designated in the future as the College Laboratory Schools, was publicly announced June 1. Dr. E. M. Spencer, a member of the Division of Education for three years, has been transferred to the position made vacant by Miss Lommen's resignation. Dr. Spencer will also have charge of the placement work.

Miss Blanche Loudon has been appointed to the position of principal of the College Elementary School which is one of the two divisions constituting the laboratory schools, the other being the College High School. The College Elementary School consists of the kindergarten and grades one to six inclusive. A teacher will be selected for the fifth grade to take over the teaching Miss Loudon formerly did. Mrs. Ethel Durboraw, who formerly devoted her entire time to the work of the primary department, will continue to teach in the kindergarten; she will also devote approximately half of her time to teaching courses in Education.

During the year Mr. James P. Schroeder was given a statutory leave of absence to enter the service of the Army Airforce as a second lieutenant. Miss Nina Draxten has entered the service of the USO, but she may return to her former position in the College High School at the beginning of the Fall Quarter. Mr. Schroeder will not return to his work in the College High School until after his discharge from the army.

Miss Agnes Carlson was transferred temporarily to teach courses in geography in the College during Dr. Schwendeman's leave of absence to teach in St. John's University. Since his return to the College, Dr. Schwendeman has been assigned to teach full-time on the Army Aircrew program. Miss Carlson has been retained, therefore, to teach geography in the College during the continuation of the Army Aircrew program. Her position in the sixth grade of the College Elementary School will be filled by the appointment of a new person for the period of her absence from that position.

On account of illness, Mrs. Grace Goodsell has been absent from her work in the library during the greater portion of the year. If she regains her health sufficiently to enable her to do so, she will resume her duties with the beginning of the Fall Quarter. Miss May Tangen has resigned her position in the library which became effective June 4. Her position will be filled in the beginning of the Fall Quarter.

Dr. Casper Lura, on leave of absence for work with the National Youth Administration, Seventh Area, since November 23, 1942, will resume his duties in the College July 1. Mr. Herold Lillywhite, who was granted a year's leave of absence for graduate study in New York University, will also resume his duties in the College on that date. Mr. Karl Parsons, on leave of absence during the past year to engage in research at the University of

Michigan and to take courses toward his doctorate, has requested an extension of his leave for another year. The time of his return to the College is, therefore, indefinite.

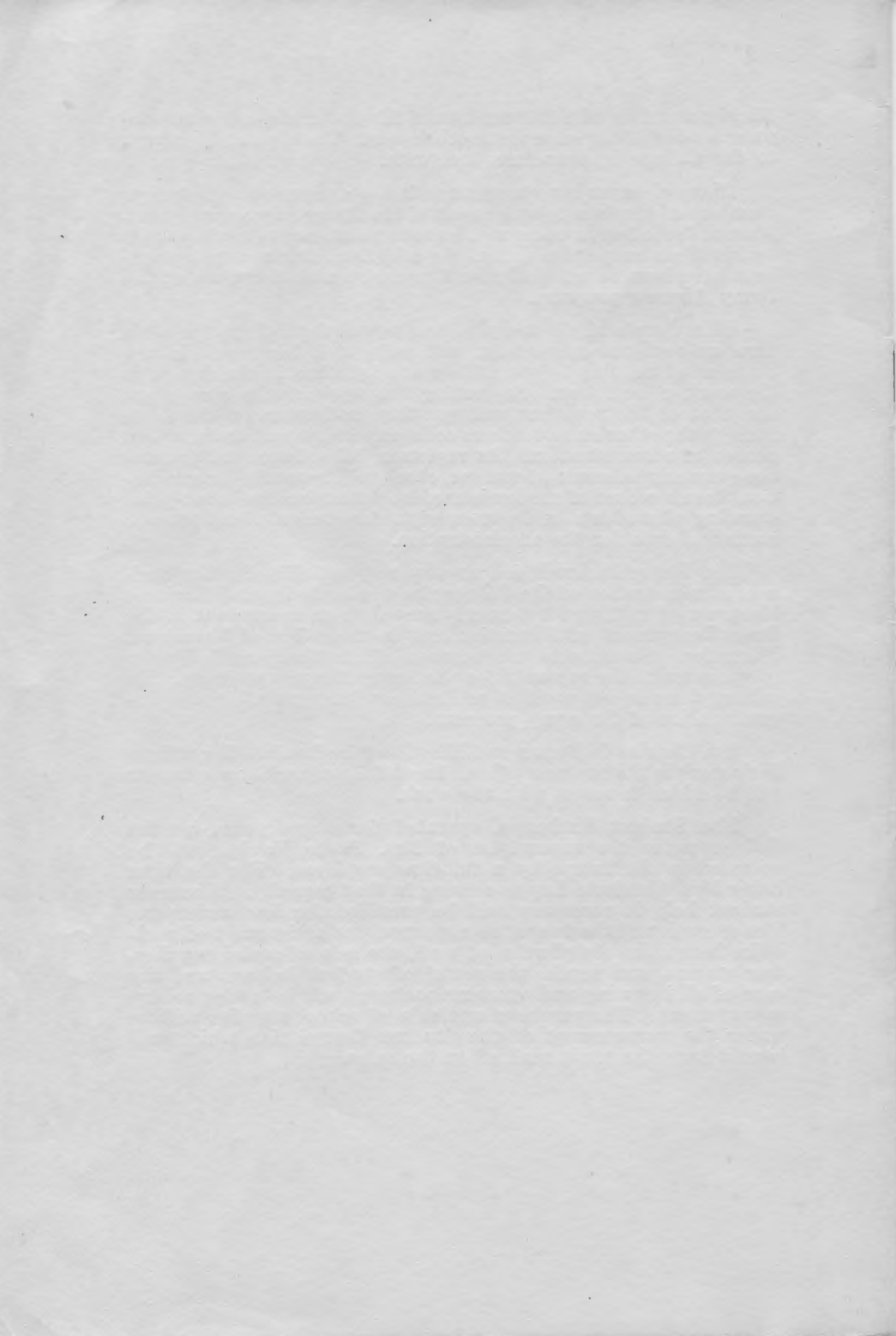
Many changes have been made in the assignments of various members of the faculty as a result of the Army Aircrew program. Most of these faculty members, however, continue to teach courses within their respective fields. In addition, nineteen new members have been added to the staff to assist with the work on the Army Aircrew program.

Miss Jennie M. Owens, who has served the College for some time as registrar-accountant, will relinquish her work in the business office, July 1; she will devote full time in the future to the work of registrar. Separating the work of the accountant and that of the registrar will put this institution on the same basis as the other state teachers colleges with respect to these two phases of administration. As registrar, Miss Owen will prepare the quarterly schedule of courses, check requirements for graduation, keep a record of academic credits, determine the honor-point standing of students, make transcripts for students, and prepare statistical data for the administration.

Mr. Henry Risbrudt will assume responsibility for the business administration of the College; he will be designated Business Manager. Mr. Risbrudt formerly served as an accountant in the State Department of Education and in the office of Vocational Education. He came to the Moorhead State Teachers College to take charge of the accounts for the Army Aircrew program. He will continue in his position as Business Manager after the discontinuation of the army program.

Mr. Charles O. Brown and Miss Beatrice Lewis will continue their work in the business office. In addition a clerk-stenographer will be added to assist with the work.

The Student Exchange, operated for many years by the College under the supervision of Mrs. Phebe Vowles, will be operated in the future by a full-time employee. For the time being Mrs. Charlotte Loy is serving in that capacity. Whatever student help is necessary will be provided for her assistance. The operation of the telephone exchange, the assignment of post-office boxes, the distribution of mail, the sale of postal supplies, war stamps, and bonds, the rental of student lockers, and the care of all incoming and outgoing packages will be under college management. The purchase and sale of school supplies will be under the management of the Student Commission which will benefit from the profit realized on the sales.



Supplement to
The Bulletin
Moorhead State Teachers College
June, 1943

What Are Your Plans?



Opening date---

Freshman Assembly - Tuesday
9 a. m., September 7

Upperclassmen register - Wednesday
1 p. m., September 8

Cost of Attending M.S.T.C.

WARTIME—PEACETIME

If you are planning carefully, wartime preparation will lead to peacetime security.

HAVE YOU CONSIDERED THESE QUESTIONS:

- How shall I earn my living?
- Do I need a college education?
- Is a college education good insurance now and in peacetime?

Teachers are needed now as never before. A young man or woman can choose to prepare for one of a wide variety of teaching positions leading to permanent employment. Have you considered the advantages of the teaching profession?

Because this college is providing aircrew training for the army air forces, we are able to retain our entire faculty. Therefore, we shall continue to offer our usual complete college program.

Tuition

Per term of three months:	
Minnesota residents	\$ 10.00
Activity fee	8.00
	<hr/>
Total	\$ 18.00
Out-of-state residents \$5.00 additional	

This charge covers tuition, books, entertainments such as lyceum numbers and athletic contests, subscriptions to the college annual and weekly newspaper, physical examinations, and use of the swimming pool and gymnasium equipment. Small laboratory and use fees will be charged of those who take science courses.

Rooms

Since the Army Air Corps students are occupying the girls dormitories the college has assembled an approved list of off-campus rooms in homes near the college. This list will be furnished to prospective students and assistance in locating satisfactory rooms will be given. The cost per month per student averages between \$7.50 and \$10.00 with two persons to a room.

Board

The Student Center in MacLean Hall serves excellent meals at moderate prices; breakfast 15c, dinner 40c, supper 30c. Meals are served cafeteria style and five-dollar meal tickets are punched as used.

Admission

Prospective students should ask their high school principals or superintendents to send their transcripts of credits to the Registrar before the opening date. Transfers from other colleges should have their transcripts sent to the Registrar.

Entering Freshmen will meet in Weld Hall Auditorium at 9 a. m. Tuesday, September 7th, for instructions.

Upperclassmen will register Wednesday, September 8th, starting at 1:00 p. m.

The August Bulletin, "The College in Transition," carrying extended information will be mailed to you shortly. This Bulletin will include the school calendar for the year and a complete schedule of classes for the fall quarter.

For additional information write:

Office of the Registrar
STATE TEACHERS COLLEGE
Moorhead, Minnesota

