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MOORHEAD
STATE TEACHERS
COLLEGE

THE BULLETIN



SUMMER QUARTER

1943

June 7 to August 13

LIBRARY
STATE TEACHERS COLLEGE
MOORHEAD, MINNESOTA

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MARCH, 1943

NUMBER 4

A TEACHER SPEAKS

I am a teacher in an America at war. I have no uniform; I wear no insignia on my arm or shoulder. I do not march in well-organized parades. Brass bands do not play for me. Waving flags and shouting crowds do not cheer me in my work. My role in wartime activities is not a dramatic one, but I know that it is essential. I teach children.

I may be found in all parts of the country. On the wind-swept prairie I keep the one-room schools warm and cheery. In the small towns I make the school the center of community life. In large cities I provide security and guidance. And every day I teach so that the children of today may be the good citizens of tomorrow.

The war has given me new duties. I have gladly volunteered to carry out war projects. My work in salvage campaigns and rationing has served as an example of cooperative and effective effort. Although much of my work has been unheralded and unsung, I have great satisfaction in realizing my capacity for democratic thinking and action.

The war has also made me restless and uncertain. Higher salaries elsewhere and greater excitement tempt me to leave my teaching, but when I recognize my country's urgent need of my services, I know I can not desert my post.

I know that open schoolrooms are just as essential to the war effort as are cannons, guns, and tanks. If I refuse to teach, the very cause for which the war is fought will be lost. In my classrooms the spirit of democracy is nourished and kept. The children I teach are the guardians of all that is dear to the soldiers on the battlefronts. If I neglect the education of children, no victory can be complete, and no peace can be significant.

When as a teacher I re-enter the profession or as a teacher I seek to become a better teacher, I provide my community with valuable services. To make my contribution a vital one, I am not content to give an inferior brand of teaching. Outmoded methods and materials do not make me the competent teacher that our country demands now more than ever before in its history. I must have a just pride and belief in the work that I am doing.

I am proud to know that as a morale builder I have great opportunities and great responsibilities. I am convinced that as people have confidence in me and in my understanding and belief in democracy, they will have confidence in education. No group or organization can take my place in molding the attitudes, the beliefs, and the actions of the American citizens of tomorrow.

When I realize what I can do for my country by being a good teacher, I know that my job is a heroic one. I must be reconciled to the fact that my rewards will not be in the form of thrilling ovations or medals. Yet even as a soldier serves his country in the far flung battle lines, I too serve by fulfilling to the best of my ability my duties as a teacher.

THE SUMMER PROGRAM

The summer program has been organized to accommodate (1) in-service teachers, (2) former teachers, (3) college students, and (4) high-school graduates. In the Summer Quarter of ten weeks, students may earn sixteen hours of credit, or as many as twenty hours if their previous record shows they can successfully carry the load; in either of the summer sessions they may earn ten hours of credit, though eight is the load.

THE SUMMER QUARTER

The Summer Quarter is designed primarily to accommodate students now attending college or those who plan to attend the ensuing academic year. Continuous attendance throughout the summer provides the following advantages:

1. Students now in college can continue their regular studies and obtain credit for the work of one full quarter and thus secure the diploma or degree one quarter earlier.

2. High-school graduates can accelerate their college course one quarter by attending ten weeks in the summer. By continuous college attendance they can accelerate their work sufficiently to graduate from the two-year course in one academic year, two summer quarters, and one additional quarter; they can complete the two-year course in one academic year and two summer quarters provided they qualify to carry a load of twenty quarter hours of work in four of the five quarters. It is possible therefore for a student to enter college in the summer of 1943 and complete the requirements of the two-year course at the end of the summer quarter of 1944. Students can complete the four-year course in three academic years by attending three summer quarters, or in three academic years and two summer quarters by qualifying to carry a load of twenty hours of work for nine of the eleven quarters.

THE SUMMER SESSIONS

The summer sessions are designed to accommodate the following persons:

1. In-service teachers who wish to continue work toward a diploma or a degree, renew their certificates, qualify in new teaching fields, and extend their professional information by attending either the first or the second summer session, or both.

2. Former teachers who wish to become acquainted with new subject matter and new techniques of instruction and to secure work for the renewal of their certificates and thus qualify themselves for re-entering the teaching profession.

3. College students and high-school graduates who can not attend college for the entire summer but who wish to secure courses that terminate at the end of the first session or courses that begin at the opening of the second session.

TEACHERS IN-SERVICE AND FORMER TEACHERS

Those who are now teaching know they are performing work that is essential. That they continue to give their services is imperative. America needs soldiers, but it also needs teachers. The war can be lost on the educational front as well as on the battle front. Teachers can do their part in preventing defeat by being intelligent teachers now and as long as the need for their services continues.

Former teachers can give their country and their community no greater service than by re-entering the teaching field. The need for their services is urgent. Their response to that need will maintain schools that otherwise might be closed. Besides performing a patriotic duty these men and women will benefit personally from the increase in salaries.

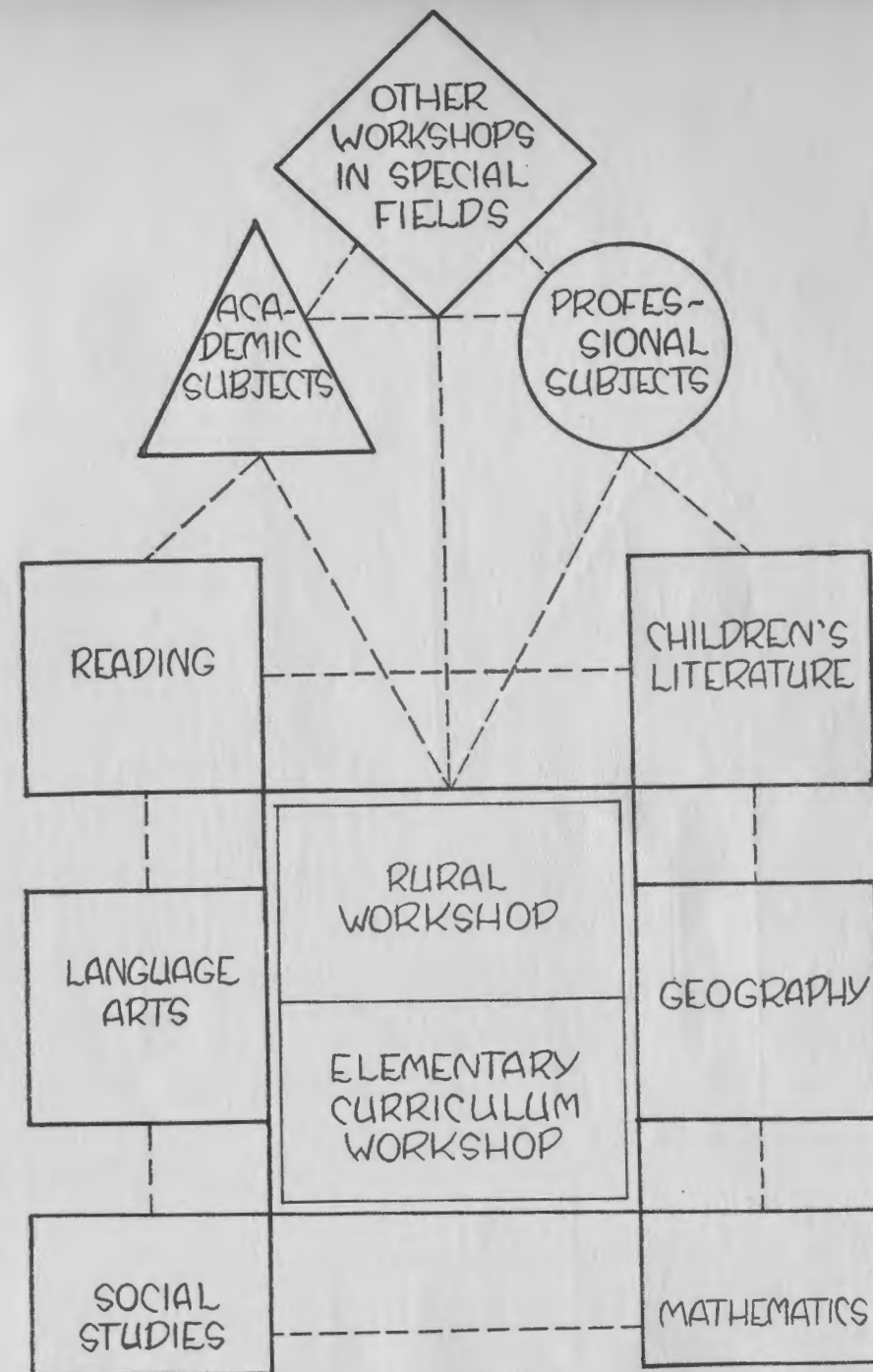
Total war has given and will give teachers added responsibilities and great opportunities. To adapt themselves to changing situations and to meet the requirements of present educational needs teachers must be willing to familiarize themselves with the new developments. The war effort cannot be handicapped by "teaching as usual."

WORKSHOPS

Recognizing its obligations to the teachers and the schools of the state, the Moorhead State Teachers College has provided a program that will offer a wide range of educational opportunities. In order to offer an integrated and coordinated program which will meet all individual needs the College has set up two types of workshops: Professional Workshops and Workshops in Special Fields.

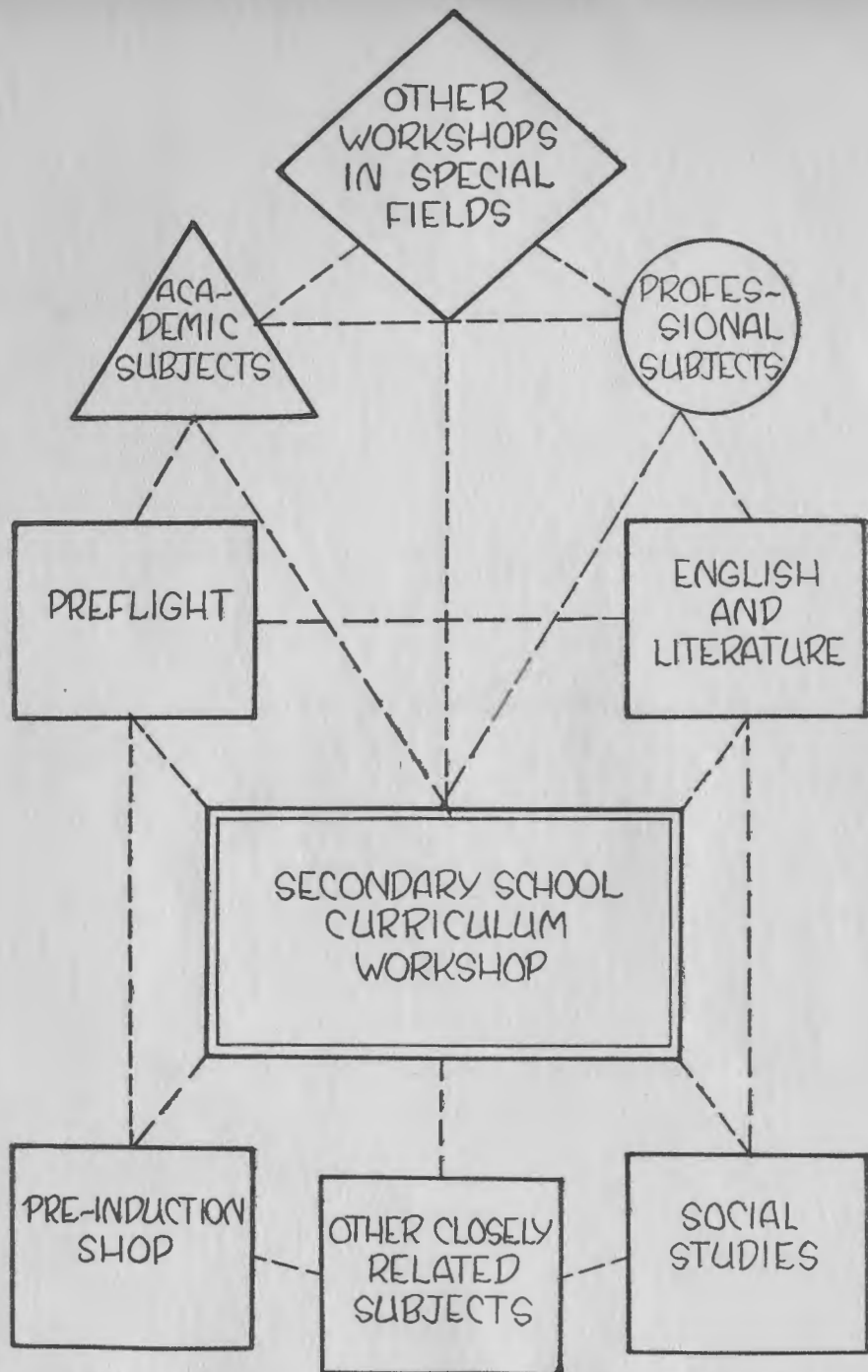
The workshops have been organized so that teachers in-service and former teachers may have the opportunity to bring their teaching problems to a study center. Here by means of directed study, friendly associates, and ample library facilities, teaching materials may be organized effectively for instructional purposes. If students in the workshop pursue individual problems, they will be privileged and encouraged to consult with any member of the college staff for assistance. They may also study independently and thus develop the initiative and self-confidence necessary to the successful solving of classroom problems.

The whole plan, as indicated by the diagrams, is designed to offer a maximum of flexibility so that students may work toward diplomas, renewal of certificates, degrees, or adequate preparation for the many new tasks now associated with teaching in the schools of a nation at war. A student may earn eight quarter hours of credit by taking one workshop and a special materials and methods course, by taking two special materials and methods courses, by taking a workshop and an academic subject—in fact, by taking any combination of two offerings. For the various possibilities consult the schedule of courses.



THE BASIC RURAL AND ELEMENTARY CURRICULUM WORKSHOPS

This diagram indicates the relationship between the basic workshop centers and the closely allied courses in materials and methods, other workshops in other fields, and the less closely allied academic and professional subjects. A student carrying a full load of eight quarter hours of work may choose any combinations of subjects that will best meet his particular needs.



THE BASIC SECONDARY CURRICULUM WORKSHOP

This diagram indicates the relationship between the basic workshop center and the closely allied special courses in materials and methods, other workshops, and the less closely allied academic and professional courses. A student carrying a full load of eight quarter hours may choose any combination that will best suit his needs.

PROFESSIONAL WORKSHOPS

Three Professional Workshops are provided in the summer: Rural, Graded Elementary, and Secondary fields. Each of these workshops is administered by a director and a staff consisting of instructors of special materials and methods courses. Credit for Student Teaching 251 and 451 (provided the student has already had student teaching or actual experience) and credit in certain other professional subjects may be earned by choosing a workshop course.

The Rural Workshop offers opportunities to study the curriculum, management, and methods of instruction, the daily program, pupil behavior, the teaching-learning situation, the lunch hour, and playground activities.

Students who elect the Rural Workshop may find it profitable to take a second course from the numerous courses which are related to it, such as: materials and methods of teaching reading, language arts, children's literature, arithmetic, geography, and social studies.

The Elementary Curriculum Workshop provides opportunities to study the nature and purpose of the changing curriculum, the essential learning conditions of the modern school, the selection and gradation of learning experiences, current text-books, and the changes now in progress imposed by the conditions of the war.

Students in the Elementary Curriculum Workshop may find it to their advantage to select courses which are closely coordinated with the activities in the Workshop. These recommended courses are: materials and methods of teaching reading, language arts, children's literature, arithmetic, geography, and social studies.

The Secondary Curriculum Workshop is organized to direct teachers in working upon practical problems in their teaching fields, especially to adapt work to the war and post-war demands. They will be encouraged to select as their second course one that has a direct bearing on their pursuits in the Workshop. Selection may be made from the following: materials and methods in English, literature, social studies, pre-induction shop, pre-flight, and health, physical fitness, and recreation in the Victory Corps program.

Special opportunity is provided for directed individual study in organizing the curriculum content of any of the several new subjects and activities imposed upon the high-school student by the war. In social studies students may construct a revised course to include problems of the war and post-war periods. In science they may study the new demands in pre-flight, navigation, and aeronautics. In English an emphasis will be placed on world literature as a means of teaching democracy and international good will.

First Session June 7 - July 9

SUMMER QUARTER 1943

Faculty	8:00 - 8:50	9:00 - 9:50	10:00 - 10:50	11:00 - 11:50	1:00 - 1:50	2:00 - 2:50	3:00 - 3:50	4:00 - 4:50	8:00 - 8:50	9:00 - 9:50
ART										
Mr. Johnson		AAF		AAF		Workshop in	Arts and	Crafts		AAF
Mr. Weltzin	AAF	AAF				Workshop in	Industrial	Arts	AAF	AAF
Miss Williams		Art 240,245	Art 270		Art 110		Workshop in	Arts		Art 240
EDUCATION										
Mr. Christensen	Educ. 372,3,4			Educ. 386					Ed. 372,3,4	
Miss Corneliussen		Socio. 212				Workshop in	Rural Education			Socio.
Mrs. Durboraw	Educ. 120		*Education 365			Workshop in	Elementary Curriculum			
Mr. Lura									Educ. 120	
Miss Sorknes		Educ. 343	*Education 344			Workshop in	Elementary Curriculum			
Mr. Spencer			Workshop in			Elementary Curriculum				
Miss Undseth										Educ. 3
HEALTH & PHY. EDUC.										
Mr. Domek			AAF	AAF	P.E. 345 S					
Miss Frick		AAF	AAF	P.E. 242 S		AAF				AAF
Mr. Loy			Mil. P.E.			P.E. 240 S				
Miss McKellar		AAF	P.E. 330 S	P.E. 440 S		P.E. 141	P.E. 252			AAF
LANGUAGE & LITERATURE										
Miss Holmquist		English 350		English 250		AAF				English
Mr. Lillywhite										English
Miss Lumley	English 110	AAF			AAF				English 110	AAF
Mr. Murray		English 351			English 328		AAF			English
Miss Tainter	AAF	English 112				English 210			AAF	English
Mr. Woodall	English 314			AAF	AAF				English 314	
MUSIC										
Mrs. Fillebrown					Music 350					
Mr. McGarrity		AAF		Music 270			AAF			AAF
Mr. Preston		*Music 340		Music 110		Music 360				
Miss Wenck										Mu. 240, 3, 271
SCIENCE & MATH.										
Miss Carlson		Geog. 240			Geog. 220		Geog. 110			Geog. 240
Mr. Dildine	Science	110, 111 (Lecture)			AAF	AAF	AAF		Science	111, 110
Miss Leonard		AAF	Math. 240				Math. 110			AAF
Mr. Loy		Biol. 310								Biol. 310
Mr. Westfall			Science 110, 111 (Lab.)		AAF	AAF				
SOCIAL STUDIES										
Mr. Bridges		Hist. 120		AAF	AAF					Hist. 120
Mr. Green			Hist. 112	AAF		Hist. 314				
Miss Hawkinson					Soc.S. 440	Workshop in Secondary Curriculum				
Mr. Kise			AAF	Pol.Sc. 210			AAF	P.Sc 315, 340		

Workshop in Rural Education: Miss Corneliussen, Director; Miss Carlson; Miss Holmquist; Miss Leonard; Miss Sorknes; Miss Undseth.
 Workshop in Elementary Curriculum: Mr. Spencer, Director; Mrs. Durboraw, Assistant Director; Miss Carlson; Miss Holmquist; Miss Leonard; Miss Sorknes, Miss Undseth.
 Workshop in Secondary Curriculum: Miss Hawkinson, Director; Miss Carlson; Miss Frick; Mr. Kise; Miss Leonard; Mr. Murray.
 Workshop in Art and Industrial Education: Mr. Johnson; Mr. Weltzin; Miss Williams.
 Workshop in Health and Physical Education: Mr. Domek; Miss Frick; Mr. Loy; Miss McKellar.

SUMMER QUARTER 1943

Second Session July 12 - August 13

1:00 - 1:50	2:00 - 2:50	3:00 - 3:50	4:00 - 4:50	8:00 - 8:50	9:00 - 9:50	10:00 - 10:50	11:00 - 11:50	1:00 - 1:50	2:00 - 2:50	3:00 - 3:50	4:00 - 4:50
	Workshop in Arts and Crafts				AAF		AAF		Workshop in Arts and Crafts		
	Workshop in Industrial Arts			AAF	AAF				Workshop in Industrial Arts		
110	Workshop in Arts				Art 240, 245	Art 270		Art 110	Workshop in Arts		
				Ed. 372, 3, 4			Educ. 386				
	Workshop in Rural Education				Socio. 212				Workshop in Rural Education		
	Workshop in Elementary Curriculum			Educ. 120			*Education 415				
	Workshop in Elementary Curriculum										
	Elementary Curriculum					Workshop in		Elementary Curriculum			
				Educ. 343	*Educ. 435			Workshop in Elementary Curriculum			
345 S						AAF	AAF	P.E. 345 S			
	AAF				AAF		P.E. 242 S		AAF		
	P.E. 240 S					Mil. P.E.			P.E. 240 S		
	P.E. 141	P.E. 252			AAF	P.E. 330S	P.E. 440 S		P.E. 141	P.E. 252	
	AAF				English 350		English 250		AAF		
					English 228	AAF					
AF				English 110	AAF			AAF			
sh 328		AAF			English 351			English 328		AAF	
	English 210			AAF	English 112				English 210		
AF				English 314			AAF	AAF			
c 350		AAF						Music 350			
	Music 360				AAF		Music 270		AAF		
				Mu. 240, 3, 271			Music 110				
220		Geog. 110			Geog. 240			Geog. 220		Geog. 110	
F	AAF	AAF		Science, 111, 112 (lecture)				AAF	AAF	AAF	
		Math. 110		AAF	Math. 240					Math. 110	
				Biol. 310							
F	AAF				Science 110, 111 (lab.)			AAF	AAF		
F											
				Hist. 120				AAF		AAF	
	Hist. 314							AAF	Hist. 314		
. 440	Workshop in Secondary Curriculum							Soc. S. 440	Workshop in Secondary Curriculum		
	AAF	P.Sc 315, 340				AAF	Pol. S. 210		AAF	P.S. 315, 340	

Miss Leonard; Miss Sorknes; Miss Undseth.
 Director; Miss Carlson; Miss Holmquist; Miss Leonard; Miss Sorknes; Miss Undseth.
 Mr. Kise; Miss Leonard; Mr. Murray.

Workshop in Music Education: Mr. Preston; Miss Wenck. *Yes!*
 (a) Starred courses are completed in the sessions in which they are listed.
 (b) A.A.F. indicates courses in the Army Air Force program.
 (c) Workshop and conference hours are to be arranged.
 (d) All Classes meet five times a week during the Summer Quarter.

WORKSHOPS IN SPECIAL FIELDS

The Workshops in Special Fields are provided in: (1) Arts and Crafts, (2) Industrial Education, (3) Music, and (4) Physical Education. Credit for work in these courses will be given for the catalogue courses they most nearly resemble.

The Workshop in Arts and Crafts is an exploratory studio-laboratory, planned so that the student may pursue special interests in the creative arts or crafts. Practical work is offered in basic techniques depending on the individual's need or type of work elected. The student may develop a unit of work in one particular field, such as pottery or color and receive credit in that field, or he may develop a series of problems suitable for use as a unit of work for teaching and receive workshop credit. Individual direction and both group and individual conferences will be provided during the session.

The Industrial Education Workshop offers the opportunity of choosing the type of projects and work which will be of most value to students in woods, metals, tools, materials, and equipment. Credit will be given according to the field of work chosen. Shop facilities at the College are available for the various courses in woodwork, metal work, printing, and drawing.

The Music Workshop is designed to meet the needs of the teachers in-service and former teachers who have had experience in band, choir, glee club, or private instruction in voice or some instrument.

Two workshops will be set up: one for the first session, dealing with problems of the band, choir, and theoretical courses; and one for the second session, touching on problems of elementary music in graded and ungraded schools.

It will be possible to earn complete credit units in band conducting, band organization, choir conducting, band and choral arranging, harmony, counterpoint, applied instrumental and vocal music, sight singing, and teaching methods.

The Workshop in Physical Education is designed for teachers who wish to earn the nine-quarter hour endorsement. It will deal primarily with the physical, recreational, and health aspects of the High-School Victory Corps program. It aims to assist all who are faced with the problems of adjusting the existing program to meet wartime needs. Two other courses will supplement the Workshop. Any course may be taken independently. The three give nine quarter-hours of credit.

COLLEGE STUDENTS

For the students now in college the Summer Quarter continues the usual functions of the academic year. The College recognizes that these students are of two groups: the men who wish to gain as much education as possible before entering the armed services; and the men and women who do not plan to enter military service but who wish to complete work for degrees and diplomas as soon as circumstances permit in order to be available for teaching. Both groups will find courses that will satisfy their special needs.

For the young men whose college careers will be interrupted, there are courses in mathematics, science, English, political sciences, and other fields that will be of value to them in military service. They will also be able to complete required courses for majors and degrees. These men will be given expert guidance in selecting courses that will best fit their individual problems.

The shortage of teachers demands that all students who are not definitely engaged in war work should feel it their responsibility to fulfill requirements for teaching as soon as possible. The Summer Quarter is designed to give students the opportunity to complete a quarter's work so that they will be able to accept positions at an earlier date than usual. Professional and specialized education has been planned for this group.

There are other advantages in continuing work during the summer. Courses that are arranged in sequence may be pursued without interruption. Study habits that have been developed may be maintained. Interests in non-academic fields and special talents may be cultivated as successfully during the Summer Quarter as during the academic year.

The Summer Quarter offers particular opportunities to the professionally minded college student. Because of the methods and the materials of many of the courses and the participants in their activities, professional skills and attitudes can be developed to a better advantage than at any other time during the year. Valuable contacts with teachers and problems of actual teaching will be an essential part of the discussions and conferences that are scheduled.

Opportunities will be given to participate in war activities that have broad educational values and that can be carried out effectively in school situations. Courses and group discussions that deal with present world problems will be arranged. These courses will have both practical and cultural value and will aid in the understanding of democratic institutions and contemporary and social issues.

By completing a quarter's work during the summer, the college student will gain personal advantages and will in no small measure contribute to the educational needs of his community.

HIGH-SCHOOL GRADUATES

Because of the demand on personnel for the armed forces and their auxiliary agencies, for war production industries, and for agricultural production, a shortage of teachers is inevitable. Calls for teachers are being received almost daily by the placement office. A shortage of teachers will be accompanied by substantial salary increases and these higher salary levels will no doubt continue after the close of the war. This was true during and after the close of the last World War. There is no reason to believe that the pattern will differ substantially now. In fact, all indications point to a greater teacher shortage by far during this war than was true during the last war. A teacher shortage will close many schools unless a substantial number of prospective teachers can be recruited from the ranks of the high-school graduates.

When the war is over, competition for positions will occur. Those who have finished their education and are teaching will be more secure economically than those whose education is incomplete. It would seem wise for high-school graduates to commence their college work as soon as possible and continue until completion. The Summer Quarter affords this opportunity.

The College offers two main programs of study, the one requiring four academic years of work following high-school graduation, and the other two years. The Summer Quarter provides courses in both the two- and four-year programs. Occupations and industries are now in operation on a full year schedule. There is no reason why education should not be on that basis.

The two-year program provides the training to qualify students to teach in the ungraded or graded elementary schools. If a student completes the two-year program and later desires to continue the four-year program, an additional two years is all that is required as no loss is incurred by the transfer.

The four-year program provides for specialization in the elementary or secondary field. In secondary education, students may specialize in the field of their choice. Students will find a complete description of these fields in the general college catalogue.

The total cost of attending the State Teachers College at Moorhead, including tuition fees and living costs, is low. Tuition is \$10.00 a quarter and other fees are nominal. Living costs, room and board, are very reasonable. For the quarter the entire cost will vary from \$85 to \$100.

The campus and buildings of the Moorhead State Teachers College far excel those of most of the colleges of its size. The buildings are conveniently located on a beautiful campus. The physical education building and the library are attached to MacLean Hall, the main hall, in which a large number of the classrooms are located. Also in MacLean Hall is the new Student

Center where students may obtain lunches and meals. This complete unit provides the student many desirable advantages in the pursuance of his education. Directly across the campus at a short distance is located Weld Hall which houses the science laboratories and classrooms, the music department, the industrial art department, and the auditorium which is another compact unit. Near MacLean Hall are the athletic field, tennis court, and other recreational areas. This provides a compactness to all facilities without crowding and makes class attendance during inclement weather easily possible. Students may obtain rooms in private residences, near or adjoining the campus, which provide the advantages of the conveniences of the well-located buildings and recreational facilities. All buildings are well equipped and properly maintained for the convenience of the students.

The needs of the student, educational, recreational, and social, are adequately and conveniently provided on the campus. Each student will find provided every facility for a healthful, profitable, and happy college life.

WAR PROGRAM COURSES

Since education has an indispensable part to play in all phases of the war effort, the College has provided a War Program that recognizes and encourages wartime service activities of students and teachers. The courses offered in this program will satisfy the demands for carefully planned organizations, activities, and courses of study which will prepare high-school students for military or community service.

Teachers who are responsible for meeting the new demands in the high-school program will find that these courses will qualify them for the organizing and conducting of the High-School Victory Corps program. The courses offered are basic to this purpose. They are: pre-flight training in aeronautics, pre-induction shop, wartime mathematics, health and physical fitness, the war and post-war periods, and democracy and its sources.

These courses are developed in accordance with the plan outlined and endorsed by the United States Office of Education War-time Commission. They are designed to provide preliminary training for the high-school students who will enter military service after they leave school and to prepare students yet in school for vital participation in war activities in their communities.

In addition to these academic and professional courses, students will find materials in other fields and subjects that focus attention on health and physical fitness programs, community service activities, competence and new emphasis in subject matter, and guidance problems. All of these aspects of the wartime curriculum are essential in meeting the critical educational needs of the present emergency.

RECREATIONAL AND SOCIAL ACTIVITIES

All students are invited to attend and take part in the summer activities planned for their entertainment and enjoyment. A part of the summer program of the College is recreational activity both indoors and out of doors. On the campus are modern facilities for archery, tennis, ping pong, badminton, croquet, deck tennis, and shuffle board. The college swimming pool is open daily for both experienced and inexperienced swimmers. Life guards are always on duty. These advantages are open to all students with no additional fees.

Social hours will be arranged so that picnics, social dancing, and folk dancing may be enjoyed. Assemblies, lectures, and musical programs will be provided for the pleasure of all. During the summer there are opportunities to bring to the campus musicians and lecturers from other places. Local people and faculty are also called upon to provide programs and lectures for summer students. Open forum discussions will be held where faculty and students may come together to discuss current issues, national and international. There will be provided for the student, activities of a musical, dramatic, and journalistic nature. Students are urged to attend and participate in these activities.

Students will find the State Teachers College an enjoyable and profitable place to spend the summer. A friendly atmosphere between students and faculty prevails on the campus. Students will find many opportunities to become acquainted with the faculty and to participate with them in social and recreational activities.

Living and tuition expenses are moderate and the air-conditioned library and classrooms provide a pleasant place to work and study. Activities are many and varied to meet the needs of every type of student.

The College also provides a guidance program which aims (1) to help students make adjustments to college life during their early weeks in college, (2) to assist them as far as possible to overcome inadequacies in their training background and study habits, (3) to develop those personality traits in the individual that stimulate the growth of poise and self-reliance, and (4) to make the student more self-critical as to his abilities.

The guidance program is carried out under the leadership of the Personnel Committee. Upon entering college, each freshman will be assigned to a personnel counselor who has been selected from the faculty. These counselors assist the students on matters of study habits, time budgeting, selection of activities, and physical and mental health. Consultations with the counselors are provided. Students troubled with personal problems are urged to consult their counselor. Every effort is made to acquaint the students with the qualities that make for success in their college work and in teaching.

LIVING ACCOMMODATIONS

In contributing to the war effort, the Moorhead State Teachers College has accepted an assignment of Army Aircrew men. At the present time these men are occupying the two dormitories for women, Wheeler Hall and Comstock Hall. This makes it necessary for all women attending the Summer Quarter to live off-campus.

A list of pleasant living quarters close to the campus has been made under the direction of the College. It has been found that there are excellent accommodations available for summer-school students. A list of these rooms is available in the office of the Dean of Women. Women students wishing information regarding rooms should write to the Dean of Women, Mrs. Jessie Askegaard.

The new Student Center in MacLean Hall is completed and open for the use of summer-school students. This unit is entirely new and embodies all the late features of a modern lunch counter and soda fountain. Including booths and tables, this unit has a seating capacity of seventy-four. Lunches and regular meals will be served for the convenience of the students.

ADMISSION AND CREDITS

Applicants holding a diploma from an accredited high school will be admitted to collegiate courses without examination, provided they submit a transcript of their high-school record, preferably before registration, June 7. Credits will be withheld from students who do not present entrance credentials. Students who have attended other colleges should have their college transcripts sent to the registrar ten days prior to registration.

REGISTRATION AND FEES

Registration will begin Monday morning, June 7, at 8 o'clock. Class work will begin the first period on Tuesday, June 8. Except by special arrangement with the president there will be no registration after Tuesday. There is an additional charge for late registration. Registration for the second session should be completed Monday, July 12.

Tuition for Minnesota residents is \$10.00. Non-residents pay \$5.00 in addition to the regular \$10.00 charge. Activity fees amount to \$8.00 for the Summer Quarter or \$4.00 for each session.

Private lessons in voice, piano, or violin will be \$12.00 for the first session. Organ lessons will be \$18.00. Ten lessons are given. Pianos may be rented at the college.

Payment of all college accounts should be made in cash, money orders, or cashiers checks. Personal checks will be accepted for collection only. All accounts are payable in advance.

If you desire more specific information about courses, living arrangements, or other matters pertaining to the college, address: The Registrar, State Teachers College, Moorhead, Minnesota. Catalogues will be mailed on request.