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## The Bulletin, series 40, number 1, May (1944)

Moorhead State Teachers College

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# THE BULLETIN

MOORHEAD  
STATE  
TEACHERS  
COLLEGE



Summer School Number

*Entered at the Post Office at Moorhead, Minnesota,  
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## EFFECTS OF THE TEACHER SHORTAGE

The war-induced shortage of teachers in the schools of the United States first became noticeable in 1940. In normal years about 50,000 teachers withdrew from the profession annually and these vacancies were filled by graduates of teacher-training institutions. Last year 130,000 withdrew, while the number of graduates from teacher-training institutions was reduced to less than 25,000. This left approximately 60,000 additional vacancies for which there was no supply of prepared teachers. To meet this shortage, 37,000 emergency certificates were issued to applicants who did not meet the required standards, and approximately 25,000 schoolrooms were closed, or 25,000 teaching positions were discontinued. Approximately 10,000,000 children were in overcrowded classrooms where there was inevitably a considerable neglect of guidance and training.<sup>1</sup>

These statistics record one of the grimmest catastrophes of the war. They are casualty lists that touch every community in America. Each item signifies a handicap in skills of learning, a loss of precious time and interest, and a waste of ability and resources for the children now in school and possibly permanent harm for many when they become adults.

The phrase "no available teachers" has been accepted too readily and too indifferently by citizens in many communities. The results have been closed schools, overcrowded classrooms, half-day sessions, and curtailed departments.

For children in the elementary school, overcrowded rooms and inadequate instruction may have serious and far-reaching effects. Attitudes of interest and enthusiasm may be lost because of lack of guidance and motivation. In such rooms there is no opportunity for individual attention. Basic skills and tools of learning are imperfectly acquired. Materials in subject-matter fields are indifferently presented and haphazardly learned. There is a limit to the time and energy one teacher, serving for many, is able to expend.

The curtailing of science departments and manual training classes and the abolishing of special fields because there are no teachers to take the places of those who have left their positions means that the doctors, engineers, and the artisans of the next decade will be seriously handicapped at a grievous cost to their communities. It means too that children have no longer the opportunities of developing their special abilities. Life-long interests that might be cultivated in music, the arts, and other fields are being sacrificed and completely lost.

Conditions that prevail and threaten to destroy many of the valued gains in education can be remedied by the concerted efforts of right-thinking and patriotic-minded citizens as individuals and groups. An adequate number of qualified teachers must be provided for the schools. Each citizen must realize that the salvaging of American education is a privilege and a responsibility.

<sup>1</sup> Donald DuShane, Secretary of National Committee for Defense of Democracy Through Education of National Education Association, in *Progressive Education* XXI, 12-14.

## THE SUMMER QUARTER

The program of the Summer Quarter is designed to accommodate the following groups of students:

1. Graduates of high schools who wish to begin the accelerated programs or to complete a full quarter's work during the summer.
2. Students in college who wish to shorten the period of time required for graduation or to adjust irregularities in their programs.
3. Teachers-in-service who wish to renew certificates, continue their education toward a diploma or a degree, or to qualify for advanced teaching positions.
4. Former teachers who desire to renew certificates to teach or to add to their educational background to meet the new demands in the schools.
5. High-school teacher-training department graduates who may now complete all the work for the standard diploma through attendance during the Summer Quarters.
6. Graduates and former students of colleges and universities who have not taught but may be qualified to teach by obtaining certificates or additional education.

*Plan of Organization.*—The need for qualified teachers becomes more acute each day. Unless the problem of the teacher shortage is mitigated now, conditions in the schools will become a national calamity. In order to contribute effectively in this emergency, the College is emphasizing work in fields especially important for those who are planning to teach in the near future.

The Summer Quarter of ten weeks is a continuous session. Each four quarter-hour class meets every day and for five days a week. The normal load is four courses with four hours of credit for each course. Courses of more or less credit will meet a corresponding number of hours each week.

A Short Session of five weeks includes refresher courses, workshop programs, and courses with special emphasis on practical assistance for teachers in the rural and elementary fields. A special feature of the Short Session will be a series of courses covering a wide range of subject materials and interests. Courses consist of field trips, lectures, conferences, and group discussions. These courses are arranged to meet the particular needs of the students attending the Short Session; however, by arrangement other students and interested persons may enroll in the courses with or without credit.

*Living Accommodations.*—Since the contract between the College and the Army has terminated, dormitory accommodations will be available to approximately one hundred women in Comstock Hall. The rooms are comfortable, attractive, and moderate in price. The dining room serves excellent food to those living in the dormitory and to those living off-campus who wish to have the privilege of meals at the College. Rates on double rooms will be \$1.25 to \$1.75 a person. A few single rooms will be available at \$1.75 to \$2.25 a week. Board may be had at the dining hall at \$5.50 a week. Requests

for rooms should be accompanied by a deposit of \$5. This deposit will be applied on the rent. In case the applicant decides not to occupy the room, the fee will be returned provided the reservation is withdrawn ten days before the opening of the term.

*Registration and Fees.*—Registration will begin Monday, June 12, at 8:00 o'clock, and will continue throughout the day. Classwork will begin the first period on Tuesday, June 13. Except by special arrangement with the President, there will be no registration after Monday, June 19. Registration for the Short Session will be taken care of on Monday, June 26.

Tuition and activity fees amount to \$18 for the Summer Quarter. Out-of-state residents pay \$5 additional. The fees for the Short Session amount to \$3 less than for the Summer Quarter.

Payment of all college accounts should be made in cash, money orders, or cashier's checks. Personal checks will be accepted for collection only.

Students entering for the first time should file official copies of their high-school credits. Teacher-Training Department graduates should send in a record of their teacher-training credits with the experience record filled out and signed by the County Superintendent. Students desiring consideration for advanced credit should file an official copy of their record early so that they may be evaluated prior to the opening of summer school.

## STUDENTS ACCOMMODATED BY THE SUMMER QUARTER

In the past, the Moorhead State Teachers College has conducted summer sessions to provide educational opportunities to students who could not attend the College during the year and to enable students already in College to continue their studies. At the present time, the Summer Quarter has become an integral part of the year's program. The continuous year program accords with sound educational practice and enables the College to extend its complete services to various groups of students.

*High-School Graduates.*—It is no reflection on students graduating from high school this spring to say that many of them are finding it difficult to decide what to do. Young women, and young men who will not be immediately inducted into the armed forces, are beset with problems and not infrequently are misjudging the advisable thing to do. Persons at a distance are hardly in a position to give advice. A college, however,—and especially a state owned and operated college—has a responsibility for the public welfare and should make clear where it can the general trends and circumstances that bear on these problems.

The evidence definitely indicates that young women will in the future be called upon to maintain themselves by working for longer periods than they have in the past. This is due in part to the prospective war casualties and in part to the fact that it takes young men longer now to establish themselves because of the necessity for more preparation before engaging in their vocations. This being the case, the question becomes not "Can I get a job?" but "How can I prepare myself for the kind of position I want and need if I am to work for some years?" Jobs are plentiful but far too many of them are what are called "blind-alley jobs"—they have no future. What will happen to them when the war ceases and more adequately trained personnel return to civilian life is readily surmised.

Young men must answer questions of a similar kind. If any of them can afford to take jobs without a future and thereby delay or even preclude the possibility of ever establishing themselves in desirable positions, then they are the exception. Certainly it is true that if a young man wishes to compete with other persons for the better positions he must have as adequate preparation as they have. Most young men find it practically essential to have college educations. This is becoming increasingly true.

The Moorhead State Teachers College offers high-school graduates an opportunity to prepare for highly desirable positions in the teaching field on any level from Kindergarten through Senior High School. Positions are plentiful and salaries are higher than they have ever been. Opportunities to become established in a permanent fine position are excellent.

Good students can complete a two-year course in preparation for teaching rural or town grade schools in five quarters. This means that students can enter in June, 1944, and complete the course by August of 1945. The four-year course may be completed under a similar accelerated plan.

High-school graduates may enter the College in June, September, December, or March, to start work on the two-year or four-year curriculum.

*College Students.*—For the students now in college there are distinct advantages in continuing work during the Summer Quarter. Courses that are arranged in sequence may be pursued without interruption. Those who desire to choose electives outside their chosen fields will find a wide range of special offerings. Study habits that have been developed may be maintained. Extra-curricular activities may be continued and opportunities are provided for cultivating abilities in special fields.

As an obligation to the state and nation all students should consider it their responsibility to fulfill requirements for teaching as soon as possible. It is likewise a personal advantage for every student to continue or complete his education now so that he may compete successfully for a position or that he may have the security of a position and the opportunity for advancement when the teaching field again becomes crowded.

The Summer Quarter provides offerings that are not always possible during the academic year. The professionally minded college student will find that contacts with experienced teachers as fellow-students and participation in discussions and special conferences will be of value in developing professional skills and attitudes. Special courses, that are not offered during the year, dealing with present-day problems will be given. These courses have both practical and cultural value and will aid the student in the understanding of contemporary issues.

By completing a quarter's work during the summer, the college student will benefit himself and will contribute to the educational needs of his community by becoming available for teaching in a shorter period of time than usually required.

*Teacher-Training Department Graduates.*—Graduates of high-school teacher-training departments realize that now is the time to attend college and earn credit toward the two-year diploma.

According to recently formulated regulations adopted by the State Teachers College Board, teacher-training department graduates will be given a year of blanket credit of forty-four quarter hours. To complete the requirements of the two-year curriculum, courses must be taken in the specified fields of education, art, music, English, science, and physical education. In order to satisfy requirements, this work must be determined through guidance and counsel.

Although a year of residence is required except in special cases where a college may accept a limited number of credits earned elsewhere, the graduate of a teacher-training department may complete his work in three summer quarters. Of course, a student who enrolls in the Summer Quarter may continue through the Fall and Winter Quarters and receive his diploma in March if he has satisfied the requirements for graduation.

There is today an increasing demand for two-year graduates to fill vacancies in ungraded superior accredited schools. Such schools

offer excellent wages and are well-equipped. Inasmuch as Minnesota post-war policies will emphasize increasingly higher standards for certification of teachers, it is important that teachers who are now rendering their services as a war time contribution prepare professionally so that they will be qualified to hold the positions which will offer them opportunities to serve effectively after the war.

*Teachers-In-Service.*—There probably has never been a better opportunity than at the present time for teachers who have had experience to establish themselves in desirable teaching, supervisory, and administrative positions. The most frequent bar to the improvement of their status is lack of the necessary education.

Those who engage a teacher for any position are interested in securing the best one they can get. For the better positions competition even in times of teacher-shortage is keen. Positions that pay well, that provide good facilities for work, that are so located that living accommodations are good, and that are in general the kinds of positions teachers retain permanently, are sought by good teachers who have adequate qualifications. When new persons are secured for these positions, they are secured from among those who have manifested interest in teaching as a profession, who have kept pace with the modern trend in education, and who have worked to secure advanced qualifications.

Too few teachers in this area are aggressive in the matter of taking advanced work and improving their professional status. There are many teachers who have the particular personal qualities that would make them fine supervisors and principals if they would but qualify themselves educationally. There are many others who prefer to teach rather than administer and who, by taking advanced work, would materially improve their situations.

The trends in requirements for teacher-certification are apparent. As soon as the war is over the educational requirements necessary for qualification will increase. Wise teachers are preparing themselves now in order to meet the competition of that day.

In addition to these considerations there is always the satisfaction that attaches to professional growth, the feeling of something worthwhile accomplished. Good teachers are interested in becoming better teachers. Their responsibilities to society require continuous growth.

One of the most feasible and desirable ways of obtaining advanced work in education is by attending summer school. Consideration of the schedule will reveal that courses are offered in preparation for rural, graded-elementary, and secondary teaching and in a variety of fields. Work may be taken to apply toward either the two-year diploma or the four-year degree. The student may take regular courses in professional, special, or academic fields or, if he has a particular problem of his own to which he wishes to apply himself, he may register for Workshop.

Those who cannot attend the full quarter will be interested in the Short Session of five weeks. Combinations of courses in science, mathematics, physical education, Workshop, and a series of one-hour courses are possible.



## Schedule - Summer Quarter 1944

	8:00	9:00	10:00	11:00	1:00	2:00	3:00	4:00	7:00
<b>ART</b> Williams and Johnson	Art 110 (4)			Art 372 (4)	Art 270 (4)	<u>Art 210 (4)</u>	<u>Art 210 (4)</u>		
<b>EDUCATION</b> Christensen Corneliussen Hawkinson Lura Snarr Spencer Sorknes	<u>Ed. 242 (4)</u>  Ed. 426 (3) TWThF  Ed. 342 (4)	Ed. 110 or 310 (4)  <u>Ed. 242 (4)</u>  Workshop  Workshop  Workshop  Ed. 340 (3) MTThF	<u>Ed. 243 (2)</u>  Workshop  Workshop  Ed. 340 (3) MTThF	Ed. 320 (4)  Workshop  Workshop  Ed. 341 (4)	Ed. 374 (3) MTThF Ed. 240 (2)  Ed. 346 (4)  Ed. 345 (3) MTThF  Ed. 341 (4)	          <u>Ed. 362b (1)</u> TTh	Ed. 362 (4)     Workshop  Workshop	<u>Ed. 365b (1)</u> T Th  Ed. 423b (1) MW (2nd 3) Ed. 415b (1) MW (1st 3)	
<b>HEALTH and P.E.</b> McKellar  Lindquist	PE 241 (1) TWF	<u>PE 465 (2)</u>	<u>PE 324 (2)</u>	PE 422 (1) MWF	<u>PE 341 (1)</u> MTWF  PE 110 (no cr.) TTh	PE 131 (1)TTh <u>PE 331(1)MTTh</u>	PE 130 (1) MW PE 233 (1) TTh PE 332 (1)MTTh <u>PE 435 (1)MWTh</u>	PE 145 (1)MW PE 245 (1)TTh  PE 325c (1)TTh	<u>PE 325b (1)</u> (7-9) MW
<b>LANG. and LITERATURE</b> Murray Woodall	Eng. 250 (4)	Eng. 408 (3) MTWF	Eng. 208 (4) Eng. 210 (5)	Eng. 351 (3) MWThF	Eng. 212 (5)	Sp. 114 (2)	Eng. 320 (4)  Jr. 332 (2) MWF	Eng. 310b (1) T	<u>Eng. 410b (1)</u> TTh
<b>MUSIC</b> Preston and Wenck		Mus. 270 (4)	Mus. 120a (2) Mus. 243 (2)	Choir (1)TTh <u>Mus. 270b (1)</u>		Mus. 110 (4)	Mus. 346 (2) Mus. 240 (2)MWF		
<b>SCIENCE and MATH.</b> Dildine Westfall McGarrity  Schwendeman	Phy.Sc.110, 111,112 (12) Physics <u>Refresher (5)</u>	Phy.Sc.110, 111,112 (12) Physics Ref. (5) <u>Phy.Sc. 310-311 (8)</u>	Phy. Sc. 110, 111,112 (12) Phy.Sc. 310-311 (8)	Phy. Sc. 110 111,112 (12) Phy. Sc. 310 311 (8)	Sci. 110 (4)  <u>Math.</u> <u>Refresher (5)</u>		Math. 120, 122 (4) <u>Geog. 310 (4)</u>	<u>Biol.210b (1)MW</u>  <u>Geog. 310 (4)</u>	Geog.330b (1) Wed
<b>SOCIAL STUDIES</b> Bridges Green Kise	Hist. 360 (4) Econ. 210 (4)	Hist. 120 (4) Hist. 320 (4)	Pol.Sc.300 (4)	Pol.Sc.210 (4)		Soc. 210 (4) Hist. 311 (4)	Hist. 250 (4)		Pol.Sc.300b (1) Mon.

This schedule is intended for students of the Summer Quarter and the Short Session. Titles for all courses for the Short Session are underlined.

All four-quarter-hour courses scheduled for the Summer Quarter meet every day of each week for a single period during the Summer Quarter; those scheduled for the Short Session for a double period.

Meetings for most of the other courses are indicated on the schedule; those not indicated will be determined by the instructor at the first class meeting.

Daily meetings with members of the Workshop to whom students are assigned for conferences are indicated on the schedule at the hours designated.

## COURSE NUMBERS AND TITLES

Art 110, Art Elements	4 hours
Art 210, Applied Design	4 hours
Art 270, Art Appreciation	4 hours
Art 372, Art in the Home and Community	4 hours
Biology 210b, Some Dynamic Interrelations of Plants, Animals, and Their Surroundings	1 hour
Biology 214, Field Biology of Plants	4 hours
Economics 210, Principles of Economics	4 hours
Education 110, Child Growth and Development	4 hours
Education 240, Social Studies in the Elementary School	2 hours
Education 242, Reading and Language Arts in the Elementary School	2 hours
Education 243, Techniques Adapted to Ungraded Schools	2 hours
Education 310, Growth and Development of the Learner	4 hours
Education 320, Principles of Learning	4 hours
Education 340, Principles of Teaching	3 hours
Education 341, Elementary School Curriculum	4 hours
Education 342, Teaching of Reading in the Elementary School	4 hours
Education 345, Secondary Technique	3 hours
Education 346, Secondary Curriculum	4 hours
Education 362, Mental Hygiene and Personality Development	4 hours
Education 362b, Mental Health of Teacher and Pupil	1 hour
Education 365b, Development of the Child	1 hour
Education 415b, Education as Personality Adaptation and Development	1 hour
Education 43b, The Teacher and the Law	1 hour
Education 426, Teachers' Problems in Organization and Administration	3 hours
English 208, Advanced Communications	4 hours
English 210, Types of World Literature	5 hours
English 212, Survey of World Literature	5 hours
English 250, Literature for Children	4 hours
English 310b, Creative Writing	1 hour
English 320, Shakespeare and His Age	4 hours
English 351, High School Literature	3 hours
English 408, Modern Prose and Poetry	3 hours
Geography 110, Elements of Geography	4 hours
Geography 220, Economic Geography	4 hours
Geography 310, North America and Minnesota	4 hours
Geography 317, Latin America	4 hours
Geography 330b, Geography in Our Modern World	1 hour
History 120, Early European History	4 hours
History 250, Minnesota History	3 hours
History 311, Social and Economic History of the United States	4 hours
History 320, European History 1500 to 1815	4 hours
History 360, History of the West	4 hours
Mathematics 120, College Algebra	4 hours
Mathematics 122, Trigonometry	4 hours
Music 110, Music Elements	4 hours
Music 120a, Sight Singing and Ear Training	2 hours
Music 243, Rural School Music	2 hours
Music 240, Music in the Elementary School	2 hours
Music 270, Music Appreciation	4 hours
Music 270b, Modern Music	1 hour
Music 346, Choral Conducting	2 hours
Physical Education 110, Orientation in Personal Health Practice.	
Physical Education 130, Speedball	1 hour
Physical Education 131, Archery	1 hour
Physical Education 145, Elementary Swimming	1 hour
Physical Education 233, Badminton	1 hour
Physical Education 241, Methods and Materials in Physical Education	1 hour
Physical Education 245, Advanced Swimming	1 hour
Physical Education 324, Tests and Measurements in Health and Phys. Ed.	2 hours
Physical Education 325b, Standard First Aid	1 hour
Physical Education 325c, Home Care of the Sick	1 hour
Physical Education 331, Archery Methods and Materials	1 hour
Physical Education 332, Badminton Methods and Materials	1 hour
Physical Education 341, Folk and Square Dance Methods and Materials	1 hour
Physical Education 422, Body Building Methods and Materials	1 hour
Physical Education 435, Speedball Methods and Materials	1 hour
Physical Education 465, Administration and Philosophy of Physical Ed.	2 hours
Physical Science 110, Mathematics and Astronomy	4 hours
Physical Science 111, The Earth Sciences	4 hours
Physical Science 112, The Physical Sciences	4 hours
Physical Science 310, 311, General Physics	8 hours
Political Science 210, American Government	4 hours
Political Science 300, International Relations	4 hours
Political Science 300b, World Powers in Action	1 hour
Sociology 210, Introduction to Sociology	4 hours

*Former Teachers.*—Patriotic former teachers who have entered the classrooms to help out in the emergency are earning the gratitude of the communities in which they serve. The College is extending its services to these former teachers and to those who may become available as teachers. Among these are former teachers who have not taught for some time and wish to renew their certificates. There are also many adults having a year or two of college education who have never taught but who may become available as teachers. Both groups to achieve competence in their teaching have a need for modern educational guidance in professional and academic fields.

The College has designed courses particularly adapted for these students. Courses in subject-matter fields provide the materials to be taught in the graded and ungraded schools. Professional courses in the techniques of teaching present effective methods of modern teaching. For those having special problems, the Workshop will deal with the needs of the individual teacher. Conferences, demonstrations, and library and classroom materials are organized as essential parts of many courses. Recent educational theories and practical guidance in actual situations are offered by means of class instruction and conferences.

It is a primary concern of the faculty and administration that each student be able to adapt himself easily and effectively to class work and college life. For this purpose, faculty members are available for conference and advice. Groups with similar interests are encouraged to participate in social and professional activities. Every means is taken to provide students of all ages a summer of profit and pleasure.

## SPECIAL OFFERINGS

*One-Hour Courses.*—One of the outstanding features of the Summer Quarter will be a series of courses given by members of the faculty who are specialists in the particular fields. Each course carries one hour of credit. Students may complete their programs by enrolling in one or several of these courses. They are arranged so they are of particular advantage to the students of the Short Session. Titles of the courses will be found in the class schedule in this *Bulletin*.

The courses cover a wide range of interest and will have both cultural and professional value. Students who are concerned with the professional aspects of education will find rich offerings provided in courses dealing with child growth and development, mental health, and the role of the teacher in the modern school. Those who wish to pursue their interests in subject-matter fields will find a wide selection from which to choose. Emphasis in these courses is placed on the relationships of materials to the problems and conditions of the modern world. Opportunity will also be given to continue or develop interests in modern literature and music. Each course has particular value because of its significance to each individual as a citizen and a teacher in the world of today.

*Wartime Emergency Courses.*—Concentrated review and refresher courses in mathematics, science, and physical education are offered during the Short Session. College graduates, former teachers, or others with college education who have never taught but are in a position to do so may take these courses and qualify to teach during the emergency. By becoming available as teachers they will render a service as important as that directly connected with the war effort.

A course in *physics* and a course in *mathematics* will be given in co-operation with the University division of ESMWT. They are offered through and are subject to the approval of the United States Office of Education. The general purpose of these two courses is to review and refresh, upgrade and aid teachers and prospective teachers in the teaching of these subjects.

The courses in *physical education* are designed for high-school teachers of physical education, both men and women, who do not hold the nine-quarter endorsement and for high-school teachers of physical education who wish to take refresher work which will count toward either a major or a minor in physical education.

In addition to the specific courses offered, opportunity will be given for a broad recreational program and for individual conferences on personal teaching problems. The swimming pool will be open for those who wish to use it and instruction will be given in various phases of swimming. Students will have the opportunity to referee games, assist with tournaments, and plan recreational activities for groups of various sizes.

Anyone desiring a description of these courses or any additional information may send requests to the Registrar who will turn them over to appropriate members of the faculty for immediate attention.

*Workshop.*—During the summer the College will maintain an integrated Workshop for in-service and former teachers who desire to work intensively on problems within their immediate teaching fields. Admission to the Workshop will be restricted to those who give evidence that they have problems of sufficient scope and significance to warrant intensive study over a considerable length of time. Any such problem will be considered appropriate for students enrolled in the Workshop provided it comes within the scope of public-school work and within the subject-matter area in which the participant teaches or expects to teach the ensuing year.

Students may enroll in the Workshop for either the Summer Quarter or the Short Session. They may obtain as much as eight quarter hours of credit by devoting half their time to the Workshop during the full Summer Quarter or full time during the Short Session. Those who enroll for the entire quarter may make up the balance of their load by registering in other courses. Those who enroll in the Short Session for only four quarter hours of credit should enroll in other courses to make up a full load. The series of one-hour courses are well adapted for this purpose.

The full resources of the College will be available for students enrolled in the Workshop. The library will be at the service of the students. The recently accumulated courses of study, curriculum material, and textbooks for the elementary grades and the high school will be of particular value. Comfortable workrooms will be available.

The staff for the Workshop will consist of the following members of the faculty: A. M. Christensen, Ella A. Hawkinson, C. P. Lura, Marie Sorknes, E. M. Spencer, and O. W. Snarr. All workshop projects will be carried on under the direct supervision of these persons who will serve as supervisors and consultants. Other members of the summer-school faculty, however, may be called upon for assistance on certain projects. One member of the workshop staff will serve in the capacity of director.

Credit for workshop experience will be recorded either as a workshop credit to be used as an elective or as a credit in a regular course in the field in which the problem or problems come.

Application for workshop assignments should be made as early as possible. At the time of application the student should provide sufficient information about his qualifications for the study of the problems he elects to provide a basis for determining whether he can secure greater service through the Workshop or through regular course work. Communications should be addressed to the Registrar who will turn them over to the appropriate member of the Workshop staff for consideration.

*Institutes.*—The College has arranged for at least four institutes during the summer session. Each is scheduled for portions of two consecutive days. The outstanding feature of each institute will come in the evening of the first day at eight o'clock. The institutes will consist of lectures, conferences, and other activities in the Humanities, in Child Development, and in Public Relations. Final arrangements will be announced at a later date.



Dr. Grace Langdon, Children's Division, Department of Labor, Washington, D. C., has been secured to participate in the Child Development Institute. She will give two lectures, one in the afternoon of June 13 and another in the evening of the same day. Dr. A. M. Christensen, who has been on leave of absence devoting his entire time as a collaborator in the Center of Human Development and Education, University of Chicago, will participate in the Institute. Other speakers will also be secured.

HUMANITIES INSTITUTE, JUNE 28 AND 29

Dr. Theodore M. Greene, Chairman of the Divisional Program in the Humanities, Princeton University, will highlight the Humanities Institute by a lecture in the afternoon of June 28 and another in the evening of the same day, and conferences on the morning of June 29. J. C. Brown, Superintendent of Schools, Pelham, New York, formerly President of St. Cloud Teachers College, will deliver one of the main addresses. Conferences will be arranged for the participation of smaller groups.

FINE ARTS INSTITUTE, JULY 6 AND 7

Dr. Dudley Crafts Watson of the Arts Institute of Chicago will open the Institute by a lecture on the afternoon of July 6. That evening his address will be open to the public. On the following evening there will be a musical program. Agatha Lewis, lyric soprano; David Moll, violinist; Marion Hall, pianist, will be the performing artists. Each member of the trio is an artist of real distinction and has appeared as soloist with leading musical organizations of America.

INSTITUTE ON PUBLIC RELATIONS, JULY 26 AND 27

This Institute will be sponsored by the National Congress of Parents and Teachers. It will be designed to appeal to all persons interested in Education. The details of the program will be given publicity at a later date.

*Summer Tours.*—The Geography Department offers a tour to Winnipeg, Canada, and return by boat over Lake of the Woods during the Fourth of July recess. Director: Dr. Schwendeman.

## WE WANT TEACHERS

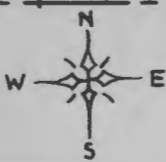
*We are the children in your community. You are responsible for our welfare. You express faith in American education and hold the belief that our education now will prepare us for our tasks and responsibilities in the future. Yet you are letting us become the unwilling victims of war conditions. We know that war times and peace times are different and that some of the problems in the schools can not be prevented, but we also know that you have accepted as inevitable some conditions that can be remedied.*

*We do not want to fail, but your failure now may mean that your hopes for the postwar world will never be realized. You are permitting schools to be closed, poorly prepared teachers to instruct us, and classes to be overcrowded. You have contributed to bond drives, helped in salvage campaigns, and accepted rationing cheerfully, but to our needs you have been seemingly indifferent.*

*In our way, we appreciate the educational opportunities that have always been a part of the American way of life. These opportunities you have been steadily taking from us during the war years. Even now as conditions for us grow worse each day, you do not seem to realize that the need for acting is now and that every one of you has some share of responsibility for what is happening in our classrooms.*

*If you think our complaints are without foundation, count the number of closed schools and departments in your vicinity. Visit the schools where you send us. Notice how many tasks the expert teachers who remain with us are expected to do. Observe how many of us are in one room and how hard it is for us to study and to learn in such conditions. Ask some of us how far we must go in order to attend school now that you have closed the school in our district. You will find, too, that many of the activities and subjects that made going to school a real pleasure are no longer a part of our education. You have explained all these things by saying that there were no teachers available. This explanation does not help us now nor will it satisfy us in the future when we realize the lasting handicaps you have given us because you accepted an easy explanation.*

*We want the chance to learn in rooms where we are not herded together. We want teachers who really know how to teach and enough teachers so that we may be given some attention and help when the learning is hard. We want open laboratories and workshops and teachers to help us develop our special talents and abilities. We want to become the citizens you expect us to become. We want your help now.*



# RED RIVER VALLEY

HEART OF THE NATION  
CROSSROADS OF THE  
CONTINENT  
MOORHEAD - FOCAL POINT

BY  
AUTOMOBILE  
AIRLINES  
BUS  
RAILWAYS

NORTH DAKOTA

MINNESOTA

SOUTH DAKOTA

WINNIPEG →  
WINNIPEG  
HUDSON BAY →

U.S. 81 GREAT NORTHERN  
OF THE NORTH  
U.S. 75 GREAT NORTHERN

CANADA NORTHWEST AIRLINES  
ALASKA  
GREAT NORTHERN

VALLEY CITY  
BISMARCK  
U.S. 10  
NORTHERN PACIFIC  
NORTHWEST AIRLINES

HECTOR AIRPORT

FARGO MOORHEAD

STATE TEACHERS COLLEGE

DULUTH →  
TWIN CITIES  
U.S. 10  
NORTHERN PACIFIC

OMAHA DENVER  
GREAT NORTHERN

U.S. 81  
CHICAGO M. ST. P.  
RED RIVER  
GREAT NORTHERN

U.S. 52  
GREAT NORTHERN RAILWAY  
NORTHWEST AIRLINES  
U.S. 75  
ST. LOUIS →  
NEW ORLEANS

TWIN CITIES  
CHICAGO