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# **THE BULLETIN**

## **Post-War College Enrollment**

## **Educational Qualifications of the Faculty**

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## FOREWORD

The information presented in this issue of *The Bulletin* pertains to post-war college enrollment in teachers colleges in general and in the Moorhead State Teachers College in particular and to the educational preparation of the faculty of the Moorhead State Teachers College.

The study on post-war enrollment provides the basis for planning the future organization and administration of the College program. Only by anticipating future needs and providing for their implementation can the College be ready to meet the many demands of the years immediately following the war. The data on post-war enrollment indicate that the College will be taxed as never before in meeting the needs for adequate housing, equipment, and personnel.

The quality and the type of education that make up their professional preparation bear evidence that the members of the faculty are well qualified to offer expert instruction in general and professional education. It is significant that the faculty have kept in close touch with developments in academic and professional fields by recent advanced study and research. The sound and comprehensive professional background of the instructional staff is testimony to the effective work the College is now doing and will be able to do in the future.

## POST-WAR COLLEGE ENROLLMENT

Past gains in college enrollments throughout the country are reported in the *Biennial Survey of Education, 1937-1938*. The biennial increases or decreases in enrollments for each one hundred students in attendance in all colleges and universities in the United States are presented. Figures from this report and comparable figures at the Moorhead State Teachers College are shown in Table 1. In the decade from 1929-1930 to 1939-1940 the enrollment at Moorhead increased 43.5 per cent.

TABLE 1  
COLLEGE ENROLLMENTS

Year	All Colleges and Universities		Moorhead State Teachers College	
	Enrollment (Sept. to June)	Biennial Increase or Decrease per 100	Enrollment (Sept. to June)	Biennial Increase or Decrease per 100
1929-30	1,100,739	.....	565	.....
1931-32	1,154,117	4.8	699	23.7
1933-34	1,055,360	-8.6	597	-14.6
1935-36	1,208,227	14.5	478	-20.0
1937-38	1,350,905	11.8	566	18.4
1939-40	1,479,000*	9.5	811	43.3
Average biennial increase Total increase from 1929-30 to 1939-40		6.2 34.4		10.8 43.5

\*Approximately.

As to future gains in college enrollments, Professor Vaile of the University of Minnesota estimates that the total increases for the decade from 1937-1938 to 1947-1948 will be as great as those for the period from 1927-1928 to 1937-1938.<sup>1</sup> The figures for Moorhead in Table 1 are comparable to Vaile's figures on college enrollments in general, except that the decade for the Moorhead figures runs from 1929-1930 to 1939-1940, thus extending to the year of peak enrollments for colleges in general.

The enrollments for teachers colleges increased faster in the thirties than those of colleges in general. This increase will probably continue after the war. The rise and decline of college enrollments in different types of institutions are shown in Table 2. These figures have been adapted from a series of annual articles written by President Walters of the University of Cincinnati and published in *School and Society*. The figures show that although teachers colleges have had a

<sup>1</sup> R. S. Vaile, "Enrollment After the War," *Annals of the American Academy of Political and Social Science*, January 1944, pp. 1-23.

greater recent decline in enrollments than other types of institutions, they were previously making much greater gains. The situation in Moorhead as shown in Table 1 is therefore typical of teachers colleges in general.

Some of the sources from which teachers colleges in Minnesota may expect larger enrollments after the war are evident in a study by G. Lester Anderson and T. J. Berning.<sup>1</sup> One of the groups of high-school graduates studied consisted of 15,500 from public high schools in Minnesota outside the Twin Cities and Duluth in 1938. These graduates are the major source of enrollment for all of the state teachers colleges except possibly the one at Duluth. Seven hundred ninety-three, or 5.1 per cent, of these graduates attended teachers colleges in Minnesota the fall of 1938. At Moorhead State Teachers College in the fall quarter there was an increase in the total enrollment from 566 for the previous year to a new total of 680 students, or an increase

TABLE 2

PER CENT OF INCREASE OR DECREASE IN ENROLLMENTS IN DIFFERENT TYPES OF COLLEGES 1938-1942

Year	All Colleges	Public Universities	Private Universities	Colleges of Arts and Sciences	Technical Institutes	Teachers Colleges
1938	6.6	7.3	2.2	5.3	9.7	17.9
1939	2.7	2.5	-1.3	3.4	6.3	7.8
1940	1.0	-0.28	1.04	0.04	2.24	0.87
1941	-9.16	-16.17	-5.90	-3.62	-2.57	-15.35
1942	9.5	-10.0	-7.3	-8.8	-5.4	-22.5

of approximately 20 per cent. The new total included 298 freshmen. Some of them came from outside the state, as usual; however, there is no evidence that they came from any sources which were unusual for the institution. In 1939 there was another increase of approximately 20 per cent in the enrollment at Moorhead.

But there were still many high-school graduates with ability who did not go to college, as shown by the Anderson and Berning study. They reported that 66 per cent of the high-school graduates did not go to any school; 4.5 per cent took teacher training or other post-graduate courses in high school; 5.1 per cent went to teachers colleges; and the remainder went to other schools. Of the 66 per cent who did not go to any school approximately one-third were reported as employed full time away from home; the rest were working for their parents, were employed part time, were unemployed, or their occupations were unknown.

Many of these 15,500 high-school graduates who did not go to college might well have gone under more favorable circumstances. There was no lack of ability among them. "For every graduate who

<sup>1</sup> G. Lester Anderson and T. J. Berning, "What Happens to High School Graduates," *Studies in Higher Education: Biennial Report of Committee on Education Research, 1938-1940.*

ranked in the upper 10 per cent of his class and entered college, another graduate also ranked in the upper 10 per cent and did not enter college," according to Anderson and Berning. "For every graduate who ranked in the upper 30 per cent of his class and entered college, two graduates who ranked in the upper 30 per cent did not enter college." The likelihood that farm children would enter college was one out of three of the graduates in the highest 10 per cent and one out of four in the highest 30 per cent. Two-thirds of all graduates who were children of farmers reported themselves as employed on their fathers' farms.

If college enrollments in general increase after the war at approximately the same rate as previously, teachers colleges may be expected to gain at an equal if not greater rate than before. A 44 per cent increase during the forties would give Moorhead State Teachers College about 1,168 students. It should be observed that the decade of the thirties was a period of considerable fluctuation as a result of the depression and that the gains for that period were finally determined largely by the rapid growth of the last two years of the decade.

In 1938, 21 per cent of the graduates of the high schools of the smaller cities and villages in Minnesota went to college. It seems reasonable to expect that this proportion will increase considerably. In the city of Minneapolis, 32 per cent of all high-school graduates went to college, 70 per cent of them to the University of Minnesota. In spite of the fact that the University draws a large proportion of its students from the Twin City high schools and is a full-grown institution, Vaile still expects the University to increase 30 per cent by 1948.

It was just prior to the recent depression that the teachers colleges were beginning to establish themselves as reputable institutions of full college grade. With the return of improved business conditions in the late thirties they were apparently on their way to an unprecedented expansion, which should continue after the war. In the late thirties teachers colleges were growing more rapidly than was any other type of college as more and more children of families of the lower cash income groups began to attend college. Thus teachers colleges may look forward to more than their former proportion of college students.

Because teachers colleges are accessible and relatively inexpensive, it is highly probable that many students will continue to attend them for preparation preliminary to types of work other than teaching. In some areas the demand for this type of education has resulted in the rapid growth of the junior college. Anderson and Berning report that in Minnesota as a whole approximately as many of the 15,500 graduates went to junior colleges as to teachers colleges. In the Moorhead area, however, graduates desiring this type of education are likely to go to Moorhead State Teachers College since there are no junior colleges in northwest Minnesota.

In addition to the external factors which may affect teachers college enrollments a possible development within the teachers colleges themselves may produce larger total enrollments. The post-war period may be the time in which two-year preparation requirements for teaching will be extended. Such an extension should result in in-

creased enrollments in those institutions in which three-fourths of the freshman and sophomore classes have been registered only for the two-year course. In the late thirties teachers colleges were beginning to offer graduate work. They were most adequately equipped to do so in the field of education. *The Biennial Survey, 1937-1938*, reports that from 1936 to 1938 graduate degrees granted by teachers colleges increased from 664 to 1,020.<sup>1</sup>

It must also be observed that the adoption of a four-year program for all teachers would stimulate the work of the summer session. In Table 1 summer-school enrollments were not included in the figures on the growth of enrollment at the Moorhead State Teachers College. However, this institution is like other teachers colleges in that summer sessions have always been well attended and constitute a major supplement to enrollment figures in contrast to the situation in other types of colleges. The *Biennial Survey* indicates that for all teachers colleges and normal schools, enrollments in the summer of 1937 were equal to 77 per cent of the September-to-June figure. In universities and colleges of all other types the corresponding figure for summer enrollments was 25.5 per cent. Summer-school students at Moorhead have been for the most part teachers who wish to continue their education. They come mainly from the area served by the college. Increasing emphasis on the service of the college in its area and on its contacts with the public schools should increase summer-school enrollments in the future. Furthermore, a larger number of the students in residence in the immediate post-war period will probably wish to continue work throughout the whole year to make up time lost from their educational programs during the war.

Although teachers colleges can expect a larger proportion than they previously had of high-school graduates, the present depletion of high-school enrollments will make the supply of graduates somewhat limited immediately after the war. But this limited supply of graduates will be more than offset by other sources from which teachers colleges may expect to draw increased enrollments almost at once. Demobilized members of the armed forces will be one such source. Large numbers of students within a considerable age range have continued to study while engaged in active service during the war. The stimulus which is being provided by the Armed Forces Institute toward the progress of these individuals and the accrediting of their work will tend to bring great numbers of them almost immediately into civilian college courses. They will be ready to pursue college work regardless of previous college residence and without back-tracking for high-school credits in the manner which handicapped the progress of the veterans of the last war. While such recognized preparation may give some of them advanced standing in certain fields it is also likely that in other fields some may require sub-collegiate classes which will take care of their particular deficiencies. This situation will require a further extension of course work within individual institutions.

Demobilized job-holders of all kinds who have previously graduated from high school and who may or may not have had college work

will also be among those who decide to continue their education. Some of these will face necessary occupational shifts or will realize that in ordinary times teaching is a profitable as well as a challenging vocation.

Even though the foregoing groups provide no more than temporary replacements in college enrollments they are likely to stimulate the growth and resourcefulness of the colleges. However, it seems likely that enrollments will continue to increase after the transitional period as they gave every indication of doing in the immediate pre-war period. The colleges may expect to experience some of the same kind of growth that the high schools did in an earlier period.

#### EDUCATIONAL QUALIFICATIONS OF THE FACULTY

Moorhead State Teachers College has an exceptionally well-prepared faculty. Of the forty-four members of the present faculty, forty-one hold the master's degree. Thirteen of the forty-one hold the doctor's degree also. Moreover, the degrees were obtained from universities of high rank. A committee of the American Council on Education<sup>1</sup> has studied the universities of the country and has listed those which are judged to have adequate provision in faculty and equipment for graduate work in given departments. A small number of these

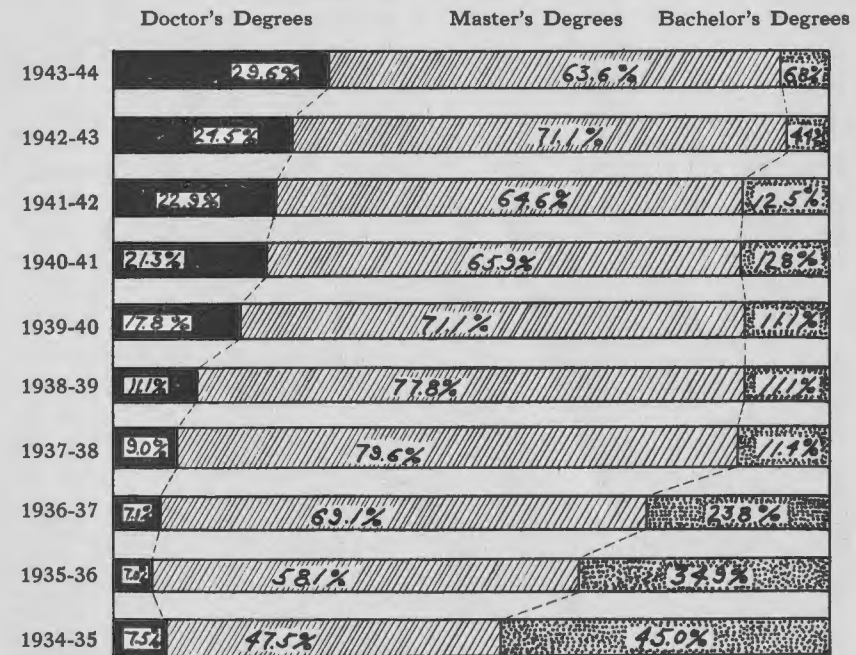


FIG. 1—Advancement in Faculty Preparation of the Moorhead State Teachers College Over a Ten-Year Period as Shown by the Highest Degree Held

<sup>1</sup> *Biennial Survey of Education, 1937-1938*. U. S. Office of Education.

<sup>1</sup> "Report of the Committee on Graduate Instruction," *Educational Record*, April 1943, pp. 192-234.

departments were judged by leading authorities in each field to be especially distinguished. As indicated by Table 1, nine of the doctor's degrees and twenty-five of the master's degrees of the members of the Moorhead State Teachers College faculty were obtained from especially distinguished departments, and three of the doctor's degrees and nine of the master's degrees were obtained from departments with adequate provision for graduate work.

Tables 2 and 3 show that the present faculty is much better and more recently professionally prepared than was the faculty in 1934. The faculty at present is approximately the same size as in 1934, but it now has thirteen with doctor's degrees as compared with three in 1934 and forty-one with master's degrees as compared with twenty-four in 1934. In 1934 almost all members of the professional divisions

**TABLE 1**  
GRADUATE DEGREES HELD BY PRESENT MOORHEAD STATE  
TEACHERS COLLEGE FACULTY FROM UNIVERSITY DEPART-  
MENTS AS APPRAISED BY A COMMITTEE OF THE  
AMERICAN COUNCIL ON EDUCATION

<i>Especially Distinguished Departments</i>			
University	Department	Doctor's Degree	Master's Degree
Clark University	Geography	1	1
Columbia University	Education		9
Columbia University	English		1
Harvard University	Political Science	1	
Northwestern University	German		1
State University of Iowa	Education	3	3
University of Chicago	Botany	1	1
University of Chicago	Education	2	1
University of Chicago	English	1	1
University of Minnesota	Education		7
<b>Total</b>		<b>9</b>	<b>25</b>
<i>Departments With Adequate Provision for Graduate Work</i>			
New York University	Education	1	
Northwestern University	Romance		1
Northwestern University	Zoology	1	1
State University of Iowa	History	1	1
State University of Iowa	Physics		1
University of Chicago	Art		1
University of Minnesota	English		1
University of Minnesota	Political Science		2
University of Missouri	English		1
<b>Total</b>		<b>3</b>	<b>9</b>

**TABLE 1—Continued**

<i>Other Departments</i>			
University	Department	Doctor's Degree	Master's Degree
Dennison University	History		1
Colorado State College of Education	Education		1
Highland University	Botany		1
State University of Iowa	Art		1
University of Pittsburgh	English	1	
University of Vermont	Mathematics		1
<b>Total</b>		<b>1</b>	<b>5</b>
<i>Fields Not Included in American Council Study</i>			
Northwestern University	Music		1
University of Idaho	Music		1
<b>Total</b>			<b>2</b>
<b>Grand Total</b>		<b>13</b>	<b>41</b>
Number of master's degrees held by doctors			13
Number of master's degrees only			28

had done graduate work within the previous five years, whereas the work of some members of the academic divisions was not so recent. On the other hand, a majority of the members of the present faculty of the academic divisions have done graduate work within the last five years, and the members of the faculty of the professional divisions are still very much in touch with graduate schools. In fact, three of the chairmen of divisions were absent on sabbatical leave for further study in 1943-44—one of these for a year of post-doctoral work. These three members are included in the table together with one member on leave in order to do research work for the United States Government and two members recently commissioned as officers in the United States Navy.

The foregoing facts are further evidence of the maturing of the Moorhead State Teachers College into an institution of rank.

TABLE 2

REGENCY OF GRADUATE WORK OF THE FACULTY OF MOORHEAD  
STATE TEACHERS COLLEGE IN 1934

Final Degree or Last Study Beyond Degree	Last Period of College Study			
	Before 1924	1924-29	1929-34	Total
<i>Academic Divisions</i>				
Bachelor's degree	3		1	4
Bachelor's degree with additional work		1	3	4
Master's degree	1	2	2	5
Master's degree with additional work	1	3	3	7
<b>Total</b>	<b>5</b>	<b>6</b>	<b>9</b>	<b>20</b>
<i>Professional Divisions*</i>				
Bachelor's degree			5	5
Bachelor's degree with additional work			5	5
Master's degree	1	3	2	6
Master's degree with additional work			3	3
Doctor's degree		1	2	3
<b>Total</b>	<b>1</b>	<b>4</b>	<b>17</b>	<b>22</b>
<b>Total for all divisions</b>	<b>6</b>	<b>10</b>	<b>26</b>	<b>42</b>

\* Including Laboratory Schools.

To the preceding administration should go the credit for building up a faculty with the competence reported in the study on faculty preparation. The condition of the depression years was conducive to the task, and the fact that the administration took advantage of it is fortunate for the College. The present administration is endeavoring to stimulate continuous faculty growth. Some of the means for promoting faculty growth are presented herewith.

The faculty is organized for a continuous study of the educational program of the College. The organization consists of councils and committees. The councils function as policy-forming and advisory agencies, the committees as implementing agencies for council policies. There are five councils: the College Administrative Council, the Council on General Education, the Council on Professional Education, the Council on Specialization (in fields of subject matter), and the Council on Student Affairs. These councils, together with the committees which function under their direction, constitute the faculty organization for administering the internal affairs of the College.

The faculty organization makes provision for group thinking and for the operation of the democratic process in education. The problems

TABLE 3

REGENCY OF GRADUATE WORK OF THE FACULTY OF MOORHEAD  
STATE TEACHERS COLLEGE IN 1944

Final Degree or Last Study Beyond Degree	Last Period of College Study			
	Before 1934	1934-39	1939-44	Total
<i>Academic Divisions</i>				
Bachelor's degree				
Bachelor's degree with additional work		1	1	2
Master's degree	1	2	1	4
Master's degree with additional work		4 <sup>a</sup>	8	12
Doctor's degree	1	2	3	6
Doctor's degree with additional work		1		1
<b>Total</b>	<b>2</b>	<b>10</b>	<b>13</b>	<b>25</b>
<i>Professional Divisions*</i>				
Bachelor's degree				
Bachelor's degree with additional work			1	1
Master's degree		4	2	6
Master's degree with additional work		2 <sup>a</sup>	4 <sup>a</sup>	6
Doctor's degree	1		4	5
Doctor's degree with additional work			1	1
<b>Total</b>	<b>1</b>	<b>6</b>	<b>12</b>	<b>19</b>
<b>Total for all divisions</b>	<b>3</b>	<b>16</b>	<b>25</b>	<b>44</b>

\* Including Laboratory Schools.

<sup>a</sup> One auditor included.

considered are those which are vital to the College. These are arising with an unprecedented frequency on account of the rapid social changes now taking place as a result of the war.

This type of co-operative planning has entailed certain demands upon the faculty. To analyze the functions of the various curriculums and to appraise the materials in view of particular needs require study of educational theory, a critical examination of existing conditions, investigation of current educational practices, and an awareness of sound procedures in instruction and evaluation.

The study, discussions, and research that were necessary in carrying on this work have achieved many results. Faculty members have been forced to define educational terms and theories in light of actual situations. Rigid departmental thinking has been giving way to include the college as a whole. Co-operative discussions have led to an awareness of problems and materials of other divisions and to the similarities in objectives.

These adjustments have not been altogether easy. In some cases faculty members have been obliged to drop cherished courses from the program. Personal and professional points of view have had to be modified. Revised and entirely new courses have required additional work and planning. With these changes, however, there has been the realization that education must meet the needs of students and that the Moorhead State Teachers College is not alone in experiencing a departure from the traditional curriculum. Likewise with these changes, on the part of most of the faculty members have come a vital interest in the social, political, and economic scene; a desire to keep abreast of educational trends; and a belief in the significant contribution that the College can make to the schools and communities of Minnesota.

As a means of promoting professional interest the administration has brought to the College educators, experts in administration, and artists. Through lectures, informal discussions, and faculty meetings these men have presented stimulating ideas and valuable suggestions to divisions and to the faculty as a whole. One result of these conferences has been a satisfaction in knowing that the College has been moving in the direction of a sound educational pattern. There has also been provided an opportunity to survey the program of the College in the light of the varying practices of other institutions. That has at times necessitated a re-examination of the local offerings and objectives. The attitude on the part of the faculty and administration has been one of open-mindedness and a desire to profit by the experience of qualified authorities.

Another significant stimulus to professional activity has come from members of the faculty. In the report on faculty preparation there is an account of the advanced study carried on during 1943-44. At the present time four members of the faculty have leaves of absence to carry on study and research—one is doing post-doctoral work. Those who have been encouraged to secure leaves of absence for further study have returned with recommendations and means of implementing the work of various courses. Contacts with other colleges have developed a keen interest in educational problems, and the interest and knowledge gained have been valuable to all members of the faculty.

Although all members of the faculty did not participate in the army program, the effect of the program was felt throughout the College. All faculty members had to make adjustments in schedules, classroom facilities, and class loads. These adjustments were made willingly, for faculty and students alike considered it a privilege to take part in so real a war effort. Those who participated in the program gained significant educational experience. Definite daily objectives, unusual classroom procedures, regulated instructional methods gave rise to the appraisal of civilian classroom techniques. The promptness and efficiency exacted by the program were felt in other classrooms.

In working together on educational problems each member of the faculty who has taken part has a sense of satisfaction in developing his own professional growth and interests and in helping to insure and promote the welfare and effectiveness of the College.