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The Bulletin

THE STATE OF THE COLLEGE

AUGUST 1945



THE CURRICULUM IN GENERAL EDUCATION
COMMUNICATIONS
HUMANITIES
THE PHYSICAL SCIENCE SURVEY
STUDENT ACTIVITY PROGRAM
THE PHYSICAL PLANT
IN-SERVICE TEACHER EDUCATION
HIGHLIGHTS OF THE COLLEGE YEAR
FACULTY NOTES
SERVICE RECORD



SERIES 41

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Recently the College observed the sixtieth anniversary of the signing of the enabling act which created the institution as a Normal School, March 5, 1885. In the course of the celebration frequent reference was made to the early pioneering spirit of the Normal. The attitude thus manifested was natural as those participating in the activities were graduates whose connections date back to the early years of the present century or even to the late years of the past. The pioneer spirit which dominated the early history of the institution must also dominate its character today, and those who cherish the traditions of the Normal should also recognize that new patterns are unfolding to meet the current needs of the College. In this issue of The Bulletin some of the developments now taking place are described and some of the events of the year are reported. These should prove of interest to the alumni and to the members of the teaching profession generally.

For three years the Council on General Education seriously considered the educational program for Freshmen and Sophomores. The members of the Council devoted two years to formulating a unified point of view. Near the end of the second year they proposed the introduction of four courses consisting of Communications, the Humanities, Physical Science, and Biological Science. Three of these sequences were administered in the year just ended. The fourth in the series, the sequence in Biological Science, consisting of physical growth, health, and psychology, will be administered next year. A more detailed report of these sequences is provided in subsequent sections.

The remaining sections deal with student activities and means for their implementation, the rehabilitation of the physical plant and new equipment and facilities, faculty activities beyond customary assignments, and reports on certain of the alumni.

The content of The Bulletin is designed to give information on the status of the College. The information thus presented, together with the outlook for an increased enrollment and a commensurate increase in faculty following the war, gives assurance of the continued healthful state of the College and provides abundant faith in its future development.

THE CURRICULUM IN GENERAL EDUCATION

The Moorhead State Teachers College was created for the education of the teachers of the State of Minnesota. To fulfill this purpose, specific curriculums have been organized. They are the curriculum in general education, the curriculum for specialization, and the curriculum in professional education. Each curriculum contributes to the educational program as a whole and is fundamentally related to the other curriculums. As needs arise, curriculums are adjusted to meet social demands and to develop sound educational practices.

The curriculum of general education based on the requirements established by the State Teachers College Board has been organized to provide a series of integrated courses which will enable students to secure that type of education that is necessary for all citizens and is the basis for continuous education. The new program which was adopted after two years' work and deliberation by the Council of General Education has been in operation for the past year.

The members of the Council on General Education were appointed by the President of the College in 1942. The members were associated with the divisions of Language and Literature, Social Studies, Science, and Music and represented a cross section of the faculty. Each member has had considerable experience in teaching freshman and sophomore classes and is familiar with the survey type of course. Each member was subsequently appointed chairman of a committee to deal with the particular area in which he is a specialist.

The Council met weekly for two years. The meetings were devoted to discussions of educational theories, the study of current educational literature, analysis and evaluation of programs of general education in other colleges and universities, and to conferences with specialists in the field of general education. As a result of these activities the Council agreed upon the definition of general education, the assumptions underlying the program, the areas to be included, and the methods of organizing and administering the program.

The faculty as a whole was kept informed at various times of the progress and decisions reached by the Council. When the preliminary work had been completed, an outline of the proposals was presented to the faculty and the Council recommended that the proposed program of general education be accepted. After the approval of the program by the faculty, the members of the Council carried on the final stages of organization within the several committees.

It was determined that the work of the first two years of college should be devoted primarily to the prescribed courses in general education. The areas included are: Communications, the Humanities, Social Studies, Biological Science, and Physical Science. In the Humanities and the Sciences, general courses were adopted as the most effective means of organizing the materials and as the most satisfactory procedure in securing the aims of the program.

At the present time the courses in Communications, the Physical Sciences, and the Humanities have marked the greatest departure from the traditional departmental courses. To present the organization of certain aspects of the program of general education, a report of these courses is given.

COMMUNICATIONS

The program of Communications is designed to discover the degree of competency in communications that entering students have attained, to provide remedial instruction, to develop ability in communications for use as a primary tool in social relations, and to further the understanding of the integrating aspects of all areas of general education.

When a student enters the College, he is given a series of tests in usage, spelling, vocabulary, reading, organization of paragraphs, and general literary background. As a result of these tests, each student is assigned an individual schedule in Communications. He is not required to enroll for work in which he has demonstrated competence. If the student fails to achieve the standards established, he must register for the types of work in which his tests revealed weaknesses. In some cases the classwork is remedial.

The student's requirements in Communications are based largely on the entrance tests. If the results of the tests warrant, a student may omit Basic English and Basic Speech; thus he is required to complete only nine hours. On the other hand, a student who shows inability in the fundamental aspects of Communications is required to complete from ten to sixteen quarter hours of work. Final decision concerning the student's status is determined by his work in the classes in Communications for the first quarter. He may give evidence that his background and abilities are better than that displayed in the tests; consequently he may be permitted to progress to the next course in sequence. Likewise, a student who passes the tests may not be able to measure up to the requirements of the developmental courses, and so must enroll in a basic course. In determining the requirements and schedules for students, each faculty member of the Division of Language and Literature considers each student individually by analyzing his tests and by examining frequently the student's progress in classwork.

There are certain difficulties in administering a program of this nature. The varying number of hours required and the sequence of the courses occasion some problems in class schedules. Students also find some difficulty in adjusting themselves to a series of one-hour courses. These are not a serious hindrance in the complete program.

There are distinct advantages in this type of program. Each student realizes that his schedule is made for him individually, that he is given credit for the proficiency he has attained, and that the deficiencies are to be remedied. The chief value is that classes do not become mere repetition of high-school work. Students can progress at their own rate of ability.

Advanced Communications offered the last quarter of the

sophomore year is designed to interrelate the areas of general education and reveal the integrating aspects of the program to each individual.

Continuous evaluation of the materials and the organization of Communications is necessary. Valuable suggestions come from the students concerning the effectiveness of certain methods. Faculty members have profited by each year's experience with the work. There is definite agreement among students and faculty that the present organization of the courses has achieved significant results.

THE HUMANITIES

There is a growing awareness among American colleges that an appreciation of artistic and literary creativeness enriches life and that in seeking human values it is well to be as familiar with the broad cultural experience of the race as with the interests of the moment. The general course in the Humanities at Moorhead State Teachers College is concerned with the relations among such arts as painting, sculpture, architecture, music, and literature, and it emphasizes in proper historical setting those movements affecting the development of art and literature. Such a course is a necessary complement to those which deal with the materialistic interests of life.

The introductory quarter is concerned with various aesthetic aspects of the arts and principles of organization of materials in the various mediums. It also considers a method of studying the relation of art forms to the civilizations which produced them.

The next three quarters of the course involve particular study of three transitional eras in the stream of western civilization. There is no attempt to include a comprehensive historical panorama of all art-creations although continuity through the three eras which are emphasized is provided through the presentation of historical trends. In the first year the course was offered, the eras selected were the Florentine Renaissance, the Age of Reason as it affected England, and the United States in the interval between the two world wars. In future years other eras may be selected. Universal aspects of the art-creations of these eras and the similarities of these creations to those of other periods including the present are stressed.

The work of planning and presenting the course has been in the hands of a committee of five faculty members in literature, art, music, and history. They have outlined the work together, each being responsible for outlines and lists of reading in his own field. Three days a week are devoted to lectures in various fields by members of the faculty committee and one day to small discussion groups. Many of the lectures are built around illustrative materials projected on the screen or recordings played in the classroom. On occasion special visitors are secured to present demonstrations of techniques in art or to bring in their particular viewpoints. Weekly discussion groups are kept small in order to encourage the expression of ideas on the part of individual students. The students in the discussion groups are changed about during the year in order that each faculty member may come in close contact with nearly all of the students in the

course. Occasionally all students are brought together to hear faculty discussion of questions prepared by the students.

Rather comprehensive examinations at the mid-term and at the end of each quarter are a feature of the course. These new-type examinations test the ability to make discriminating judgments with reference to matters considered in the course. The results of these examinations and the quality of voluntary contributions of students in weekly discussion groups are the basis of quarterly grades.

The results of this program have been stimulating for faculty members and students. The former have found it a constant challenge to their best effort and to the co-ordination of their thinking with that of their colleagues. Many significant experiences point toward further improvement in detailed organization of materials and presentation of ideas. Students have approved the plan of integration of content and have been critical where it has not been successfully done. They seem on the whole to have fulfilled the requirements of the course with a feeling of accomplishment.

THE PHYSICAL SCIENCE SURVEY

The introductory courses in the physical sciences, consisting of three successive courses through the freshman year, were given first during the 1944-45 school year. In purpose and organization the Physical Science Survey differs from many of the usual introductory courses in the physical sciences. The survey is planned for students who are interested in the physical sciences and for those who have no native interest in the field. In organization and emphasis the survey is primarily designed to serve the latter group. Emphasis on the scientific method as a means of arriving at truth and as a way of thinking is supplemented by an historical, humanizing treatment of what is happening about us and how human beings through the ages have arrived at the explanations presented. Science is treated as a record of human accomplishments by tracing from their beginnings the important steps in the development of different fields, showing that the advance in the growth of a particular science was usually a manifestation of direct or indirect attempts to meet definite human needs.

These courses are not primarily courses in the history of the physical sciences; they are introductory courses in the physical sciences in which the historical approach is utilized frequently in vitalizing and lending warmth to a field which many students through brief acquaintance have too often found deadly mechanical or coldly unattractive. This background material, rich in historical accounts and cultural values, is regarded as being of importance to all students regardless of their future plans, because value is placed on the kind of learning which is related to and consistent with the sum total of human knowledge and which leads to a functional, adaptive response in all fields of human activity.

The content materials of the three courses of the Physical Science Survey have been organized in syllabus outlines. These serve to establish logical continuity and connected accounts of scientific prin-

ciples and their relationships. The various areas of subject matter are treated as parts of a related whole, and not as unrelated fragments of knowledge. For example, sound is presented as a type of wave phenomenon preliminary to introducing the whole electro-magnetic spectrum consisting of cosmic rays, gamma rays, X-rays, ultraviolet rays, light infra-red rays, and radio waves. These different wave types and their uses are then related to each other and to man's welfare and development as a social being in a complex society.

During the Fall Quarter the survey is introduced through Physical Science 110, Mathematics and Astronomy. This is a four-hour course presenting mathematics and astronomy as factors in the development of civilization and scientific progress. It is introduced by a preview of the three courses of the series and their relationship to other subject matter areas in the field of general education. The syllabus follows with suggestions for the use of textbooks and reference books and the organization and keeping of notes. Next is presented a brief study of the development of science and the scientific method. Throughout the course the most important objective is a working knowledge of the scientific method of thinking.

The course attempts to acquaint the student with elementary mathematics including arithmetic, algebra, geometry, trigonometry, analytical geometry, and calculus. The purpose is not to make mathematicians of the students, but to aid all students, whether they find mathematics interesting and easy, or whether they view it with dismay and distaste. The course seeks to develop skills in computation and the ability to use and interpret tables, graphs, and statistical data. It should help those students who have an inferiority complex with regard to relatively simple equations to see that these are but symbolic statements of natural laws.

The last two weeks of the course are given to a study of the earth as a part of the universe, placing especial emphasis on the solar system, stars, galaxies, and nebulae as related to man's understanding of the origin and nature of the world. The movements of the celestial bodies and the laws governing their behavior are used to illustrate the orderliness and dependability of the universe. The history of the earth as a part of the universe leads logically to the study of geology and physiography introduced in the course following.

The second course of the series, given during the Winter Quarter, is Physical Science 111, The Earth Sciences. Beginning with the theories of the origin of the earth, the study includes the development of the atmosphere, lithosphere, and hydrosphere and the formation of minerals and rocks. Students have opportunity to become acquainted with the materials of the earth's crust in the immediate environment and with those from more distant regions. They are introduced to geological time and the study of eras and periods as related to the development of sedimentary rocks and plant and animal life. Whenever possible materials from the immediate locality are used to illustrate types of surface features on the earth and to explain their origin and significance. In this connection a study is made of gradational agents, diastrophism, and glaciation. Soil types and their uses receive special emphasis through the numerous topographical maps.

Throughout the presentation of this subject matter there is a conscious intermixture of chemical, physical, and biological discussions which leads to a more unified treatment of the earth sciences and also serves to relate the subject matter of all phases of the survey.

The study of the atmosphere of the earth includes winds and weather, air movements, atmospheric pressure, air masses, and weather forecasting. The study is related to climatic regions and surface features of the earth and their influence on plants, animals, and man.

Finally an introductory study is made of man's relation to man. This is done with the belief that an understanding of the geographical areas, their occupants, and those who control them in terms of advantages and disadvantages may do much to expose and remove the roots of human conflict. Maps, charts, graphs, instruments, slides, and motion pictures are used appropriately and freely throughout the course.

The third and last course of the series is Physical Science 112, The Physical Sciences. This course is designed to acquaint the student with the more important scientific principles and advances in those fields generally included in chemistry and physics, and to relate their applications to man's social and economic progress. The course is built around a relatively few and broad basic principles so as to eliminate much of the factual and descriptive materials that often clutter survey courses in these areas. Logical sequence of treatment of basic principles has been observed at the expense of any strict adherence to traditional man-made boundaries among the subdivisions of the physical sciences. The unity of physical science, rather than its diversity, is emphasized both in organization and in presentation.

Use is made of numerous experiments, demonstrations, short oral and written tests, and special voluntary discussion groups. No single textbook is employed exclusively, but the syllabus serves as an outline and reading guide to some of the best books and articles in the fields studied.

The whole survey is developing toward a more complete integration of the fields of science and toward a freer and more co-operative effort on the part of the different members of the faculty concerned with its administration. Constant attention is given to re-evaluation and revision in the light of meeting the needs of all students. Knowledge of subject matter, while not minimized, is regarded, not as an end in itself, but as scaffolding upon which to build clear, scientific thinking.

STUDENT ACTIVITY PROGRAM

The basic assumption of the college organization is that education is personal growth and adjustment; therefore, the program that induces the most complete personal development is the most effective educational program. This program consists not only of classroom instruction but also of activities outside the classroom. Both types of activities require guidance and facilities for their implementation.

The design and type of the endeavors the College is making in the classroom have been described in preceding articles in this bulletin.

Since the activities outside the classroom are of significant educational value, an account of their organization and administration is also given. There is, however, no real division of aims or efforts between instructional and personnel activity. They are conjoined in function by the plan of the college organization and each is directed by a definitely planned program.

To insure definite procedures in administration and effective co-ordination of student activities, a systematic organization has been established. As the chief agency for the personnel services of the College, the Council on Student Affairs supervises the work of the various faculty committees concerned with student activities. The Council forms policies, evaluates practices, and directs emphasis to certain procedures. Its primary aim is to strengthen scholarship by relating outside activities to classroom activities.

The responsibility of arranging class schedules and individual programs of courses is held by the Junior Advisory Committee and the Senior Advisory Committee. The members of the Junior Advisory Committee are academic advisers for the Freshmen and Sophomores and also serve as counselors for these students. The Senior Advisory Committee is concerned with the Juniors and Seniors. Each member advises students in regard to the majors and minors in his division, interprets the requirements, arranges schedules, and offers personal and professional guidance. The work of the committees is closely related in aims and practices.

The establishing of a program that enables the student to attain and maintain good health is the chief function of the Committee on Health, Recreation, and Athletics. This committee provides for physical examinations and prepares a health record for each student. This health service enables the student to know his physical and health status and to profit by the health instruction the College offers. The records often afford valuable information to counselors in dealing with the problems of individual students.

In addition to health, scholarship, academic regulations, and counseling, personnel services include art activities, social relationships, and student publications. The interest in and appreciation of various forms of the arts are encouraged by means of art exhibits, contacts with visiting artists, lectures, and the recognition of the art forms on the campus. Student-faculty participation in social activities is furthered by means of teas, parties, and group entertainments. All these activities are related and brought into focus by means of the student publications.

These activities that have been described as parts of the personnel program are co-ordinated with both the curricular and extra-curricular phases of student life. Active student participation in planning and administering recreational and social situations is encouraged by financial support and the opportunity for students to develop their own interests and to exercise choice in the types of activities to be selected.

The Student Commission, made up of students elected annually by the student body, is the agency by which the students specifically direct their own activities and co-ordinate the work of various student organizations and committees. The Commission co-operates with the

Council on Student Affairs and with the Administration in assisting with general assemblies, programs for special occasions, and social gatherings. A faculty adviser works with the Commission and is its representative to the faculty and the Council. In considering the interests of the students, the Commission is encouraged to assume responsibility in dealing with problems of college life and to engage actively in planning and administering a program that co-ordinates faculty and student aims.

Besides developing the student's awareness of his responsibilities for furthering his own welfare, through the activities carried on by student-faculty personnel, there are certain other gains that are realized. A fellowship and an understanding between faculty and students are brought about through social functions. Recreational needs are satisfied and widened by various types of entertainments. The awareness of social usage and the cultivation of good taste are a part of the social program. Much of this type of personal development can be acquired only by students participating actively and intelligently in a carefully organized program that emphasizes social values.

Adequate facilities and pleasant surroundings contribute to the effectiveness and success of social occasions. The College is able to provide Ingleside for formal receptions and teas. The Student Lounge serves excellently for informal conferences and meetings. The "after-game" parties, luncheons, all-college affairs are enlivened by the collegiate and gay atmosphere of the Student Center. The newly enlarged lecture room on the main floor of MacLean Hall affords the appropriate setting for large classes, movies, and news reels. The auditorium and the gymnasiums are available for recitals, plays, athletic games, and dances. Suitable environments have added a great deal to the pleasures and profit derived from the many social and cultural activities that are a part of the college year.

The personnel program, the co-ordinated activities, and the college facilities are means to an end. Each is essential to the others and to the educational program that is concerned with the growth and development of the individual student. In reviewing the accomplishments of the personnel program, the College can point to definite progress in the co-ordination of student-faculty organization and activity.

THE PHYSICAL PLANT

When the College opens in the fall, the physical plant will be in excellent condition. The two dormitories and the second floor of the building in which the Laboratory Schools are housed, used as barracks by the Army Air Forces, have been completely redecorated. All classrooms and offices used for the army program have also been given a fresh coat of paint. The usual summer program of decorating is now in progress. The classrooms and offices of the third floor of MacLean Hall have been entirely redecorated. The rooms occupied by the Art Department and the department of Rural Education are most attractive. The program of decorating will extend as far as funds are available and consequently the various buildings of the College will present an attractive appearance at the opening of the Fall Quarter.

The legislature set aside surplus funds from the military program to the amount of approximately \$9,000 for the purchase of equipment left at the College by the Army Air Forces. The equipment consists of office furniture, tables and chairs, kitchen equipment and utensils, and laboratory equipment in physics, mathematics, and geography. Numerous other items were obtained through purchase, such as study lamps, mimeograph machine, fire extinguishers, and sheets and pillow cases. All outside facilities, especially designed for the training of the Army Air Forces, were abandoned by the Army and are now available for college use.

The overstuffed furniture in the parlors of the two dormitories and several pieces of furniture in Ingleside have been reupholstered. This furniture, used almost exclusively by students, has been made both more comfortable and more attractive. Other conveniences for the comfort of the students have been provided. The Student Lounge has been furnished with draperies, and the Student Center with a piano and a large mirror.

Funds are made available by special appropriation to modernize the plumbing in the two dormitories and to rehabilitate certain other properties of the College. The toilet rooms will be provided with tubs and individual showers, new lavatories, new closets, and such other conveniences as are usually found in modern buildings. Whatever money remains after the cost of plumbing has been met will be used to make changes in the dining-room and the kitchen of Comstock Hall, to resurface the athletic field, and to make other improvements. In addition to these improvements, the swimming-pool will be treated with acoustical material to remedy a difficult instructional condition.

The college campus will be made more attractive by the removal of the frame building, commonly known as the Men's Dormitory. This building which was erected immediately following the fire in 1930 and used for a number of years after the completion of the new buildings as a men's dormitory was given to the college Alumni Association by the State Teachers College Board with direction for its removal. The architectural design of the campus will be restored by its removal.

IN-SERVICE TEACHER EDUCATION

Formerly the Moorhead State Teachers College provided in-service teacher education solely through its summer sessions. For a time the College offered extension work throughout the regular school year by means of Saturday and evening classes, but this was discontinued in 1940. Since 1943 the Institution has sponsored off-campus centers during the summer. In the past year extension work was resumed. With in-service teacher education as their primary function, the three agencies—summer sessions, extension work, and off-campus centers—are the response of the College to the extremely urgent demand for qualified teachers.

On April 20, 1943, the Legislature of Minnesota authorized refresher and professional workshop courses. In 1943 the Moorhead State Teachers College launched its off-campus experimentation by

instituting centers in Detroit Lakes, Fergus Falls, Crookston, and Wadena. For the most part the ninety-six registrants were former teachers who had married and later desired to re-enter the profession, but were prevented by household responsibilities from attending the College. By taking the services of the College to them, the four off-campus centers administered directly to the needs of the rural schools in the counties where they were operated. Again in 1944, summer off-campus work augmented the supply of qualified teachers for the rural schools. In 1945 centers were effective in Detroit Lakes, Fergus Falls, Crookston, Beaulieu, Wheaton, and Ortonville with a total enrollment of eighty-three.

Off-campus rural workshops are established by the College in close co-operation with the several county superintendents and their assistants whose responsibility is to guarantee enrollments sufficient to justify the project. It is the responsibility of the College to provide competent teachers for the workshops and to administer the program.

Instruction varies somewhat according to students' interests and needs, but three aims predominate: (1) Through regular college work, the student can earn credits toward either the two-year diploma or the regular college degree; (2) through refresher courses, the student is able to satisfy requirements for the renewal of his certificate; and (3) through continued education, the student is able to broaden his general mental outlook. Typical of the work are courses in the language arts, the social studies, health education and recreation, geography, music, and art. Professional work comprises courses in Child Growth and Development and Perceptual Aids to Learning. Classes for children of the demonstration school are primarily in the fields of reading, the social studies, craft work, music, art, and Americanization.

Extension courses were organized in the Fall and Spring Quarters on the campus and in seven communities that requested this service from the College. The courses offered varied according to the demands of the particular community. The teaching personnel consisted of college staff members. By means of these courses, teachers were enabled to earn credit for the renewal of certificates, to work toward the diploma or degree, and to secure help in immediate classroom problems. In extending these services, the College profits by gaining insight into the real needs of the teachers in actual situations.

HIGHLIGHTS OF THE COLLEGE YEAR

The college year is interesting and stimulating. The classroom work and the extra-curricular activities provide a diversified schedule for both faculty and students. In addition, numerous program highlights vary the daily routine and afford opportunity to all members of the College to learn of other fields of work and interest, to participate in cultural and social activities, and to meet nationally-known educators, authors, and artists.

The weekly Convocation which serves as the general assembly for students and faculty and forms a part of the educational program

of the College provides lectures, musicals, moving pictures, and recitals. These programs have appeal because of their wide variety in subject and the high quality of presentation and performance.

During the past year it was a privilege to hear the "Talk of the Month" presented by expert observers. First-hand information and analyses in regard to Africa, China, Russia, and South America gave new understanding of conditions and problems in those countries. These talks were the stimulus for later reading and discussions among students and faculty.

Special interest in the fine arts was increased by the musical programs that were a part of the 1944-45 Lyceum Course. The Westminster Choir, the Don Cossack Choir, and the Busch Quartette gave performances that were outstanding in musicianship and in choice of selection.

Art students and others found John Rood's presentation of his sculpture and his discussion of the arts enlivening and refreshing. In meeting with the artist informally the students gained new experience and interest in the arts. Contacts with contemporary artists are a stimulus to classroom work.

To know what is happening on other college campuses is helpful to students and faculty. Dean Arthur J. Klein of Ohio State University reported in convocation and in informal meetings on his experiences in the field of education. Dr. Daniel Prescott discussed significant ideas and new insights in the work of child growth and development. The members of the faculty found these discussions of significance in their own classroom work.

An important highlight of the year was the celebration of the sixtieth anniversary of the founding of the College. The occasion was marked by a week's activities. The progress and the contributions of the College were reviewed in a special edition of the MISTIC. Teas, historical exhibits, and a banquet recalled the significant happenings of the past and stressed the cherished traditions of the present. Alumni and citizens of Minnesota who have been instrumental in developing the College as a leading educational institution in the State were honored guests during the week. A special convocation climaxed the events of the week.

The realization that the College provides a rich and varied program and that each year has its outstanding events and significant occasions gives assurance of a pleasant year to come.

FACULTY NOTES

The many friends and acquaintances of the faculty will be interested in any unusual activities in which they have engaged during the year and their plans for the immediate future.

Mr. Donald N. Anderson, Mr. James P. Schroeder, Mr. Herman J. Michaels, Mr. Edwin J. Hammer, Dr. Herold S. Lillywhite, and Mr. Hubert M. Loy continue on military leave. Mr. Anderson is now a Captain in the Army and has served with a Tank Destroyer Battalion in the North African, Italian, French, and German theatres of war. He was awarded the Bronze Star Medal twice, once for meritorious

service in Africa and Italy and again for meritorious service in the vicinity of Ensheim, Germany. He is authorized to wear five battle stars. He reached the States in June, 1945, and is now located at San Antonio, Texas, awaiting further assignment. Mr. Schroeder has been commissioned a First Lieutenant in the Army Air Forces. Until recently he was located at Frederick, Oklahoma, as Post Information and Education Officer. He has received orders for overseas service in the Pacific area. Mr. Michaels received a battlefield commission as Second Lieutenant in the Signal Corps. He is now stationed in Germany and has a temporary assignment of teaching courses in Psychology. Mr. Hammer is a Captain in the Army Air Forces. Last word received from him was to the effect that he was studying the Japanese language at Stanford University looking forward to a position as instructor in the Pacific occupied territory. Dr. Lillywhite is a full Lieutenant in the Navy and is stationed at the Armed Guard Center, New Orleans, Louisiana. He has made several trips across the Atlantic in the Armed Guard Service. Along with other members of the service, he expects to be transferred to the Pacific area. Mr. Loy is a full Lieutenant in the Navy Armed Guard Service with headquarters at San Francisco, California. Before his recent transfer to the Pacific, he served in the Armed Guard Service on the Atlantic. He made several trips across the Atlantic, landing at Antwerp at least twice.

Dr. Christensen, Mr. Bridges, and Mr. Preston returned to the College in the fall after leaves of absence to study at the University of Chicago, University of Minnesota, and Syracuse University respectively. Dr. Christensen completed a year of post-doctoral study in the Collaboration Center on Human Growth and Education under the supervision of Professor Daniel A. Prescott. Mr. Bridges completed a year of graduate work in the field of the social studies with special emphasis in sociology. Mr. Preston completed the requirements for the degree of Master of Arts in Music at Syracuse University.

For the academic year just ended, Dr. Dildine, Mr. Murray, Mr. Johnson, Mr. Parsons, Miss Kleppe, and Miss Draxten were granted leaves of absence. Dr. Dildine completed a year of post-doctoral work in the Collaboration Center of the University of Chicago. Mr. Murray studied at the State University of Iowa and plans to complete work for the doctorate in August. Mr. Johnson did graduate work in Art at the University of Minnesota. Mr. Parsons continued research work on war projects at the University of Michigan. Both Miss Kleppe and Miss Draxten were on leaves without special assignments.

In order to provide adequate teaching staff, several new members were added to the faculty beginning with the Fall Quarter. Dr. Charlotte Junge was appointed principal of the College Elementary School to take the place of Miss Marie Sorknes who was acting principal during the preceding year but who returned to her former position as fourth-grade supervisor. Miss Jean Hamilton and Miss Ann Dubbe were appointed to fifth- and third-grade positions respectively in the College Elementary School. Mr. Werner Brand and Mr. John Wooldridge, both of whom were instructors on the program of the Army Air Forces and part-time in the College were

continued on the staff as instructors in the College High School. Miss Virginia Kivits was appointed to substitute for Miss Draxten during her year's leave of absence. Mr. M. E. Krafve was appointed as business manager to take the place of Mr. Henry Risbrudt whose resignation became effective April 1. Miss Kleppe tendered her resignation to become effective at the end of the college year.

Leaves of absence have been granted for the ensuing year to Miss Flora M. Frick, Miss Delsie Holmquist, Mr. Bertram McGarrity, Miss Lyl Solem, and Miss Matilda Williams. Miss Frick will study at New York University; Miss Holmquist, at the University of Chicago in the Collaboration Center on Human Growth and Development; Miss Solem, at the University of Chicago; Miss Williams, at the University of Southern California; Mr. McGarrity will be in New York City and will study at either Columbia University or New York University. Dr. E. M. Spencer has also been granted a leave of absence to teach in the Army University at Shrivenham, England. He will be absent for a period of seven to twelve months.

Since the preparation of the notes on the faculty, Miss Draxten has tendered her resignation. To date, three new appointments have been made. Mr. L. H. Steele, Superintendent of Schools of Freeborn County, has been appointed to a position in the college to assist in the program of rural education. Mr. Steele is completing work for the M. A. degree this summer at the University of Minnesota. Miss Marion V. Smith of St. Paul has been appointed to teach mathematics in the college. She did her graduate work at the University of Minnesota. Mrs. Charles L. Green has been appointed to teach courses in the social studies in the College High School during the ensuing year. Other changes in terms of leaves of absence and new appointments are pending.

SERVICE RECORD

The World War II Service Honor Roll hanging in the entrance of MacLean Hall bears the names of four hundred and ninety-seven faculty members, graduates, and former students of the Moorhead State Teachers College. The analysis of the latest information in the servicemen's file reveals that all branches of the service are represented.

Gold Stars have been placed in front of the names of Woodrow Syverson, Leslie Heidelberger, Henry Berg, Cyril Karsnia, Frank Torreano, Leonard Sanders, Donald Handegaard, George Scanlon, Paul Johnson, Ralph Specht, Robert Layton, Marvin A. Malfeo, Dennis Bellmore, Norman Skinner, Noel Pineur, Herman Sundstad, Clarence O. Johnson, John H. McCarten, Philip Costain and Vernon Wedul.

