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Moorhead State Teachers College

THE MOORHEAD STATE TEACHERS COLLEGE

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FACULTY INSTITUTE

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FACULTY INSTITUTE

The Moorhead State Teachers College is fortunate in having a faculty interested in self-improvement. In five years, including the present, twelve members of the instructional staff, more than 25 per cent, devoted a year to study in six outstanding universities. Three had already earned the doctorate or the equivalent and two were awarded that degree. In addition other members of the faculty have devoted shorter periods to study and two have been engaged temporarily to teach in universities. Eight of the persons included in the list are heads of divisions and departments and others hold positions of influence. While these educational achievements were made possible by a reduced enrollment and generosity in granting leaves by the governing board, the fact remains that the dominating factor was the desire for self-improvement on the part of those involved.

All faculty members of a college cannot take leaves of absence for study, even in such an unusual situation as has prevailed in the past few years. Other means must be sought and found to stimulate faculty growth and insure faculty cohesion. As one means of achieving faculty growth, a faculty institute was utilized by the College during the opening week of the current school year, September 4-7 inclusive. Topics of current interest and significance constituted the program of group discussions and lectures. For group discussion the faculty was organized on the basis of personal interests and college responsibilities. Each group had a chairman to initiate and direct the discussion, a secretary to keep a record of important suggestions and conclusions, and a consultant to furnish specialized knowledge on topics under consideration. The lectures, constituting an integral part of the program, were given by the consultants.

The institute provided the faculty an opportunity to exchange points of view, to engage in group deliberation on problems of common interest, and to evaluate the techniques of co-operative effort in a discussion of phases of the college program now in the process of evolution. The topics of the institute program and the procedures utilized in a consideration of them comprise the content of this issue of The Bulletin. It is too early to evaluate fully the institute, but it is sure to result in a greater cohesion of faculty action and in an improved technique for dealing with college problems.

PROGRAM OF FACULTY INSTITUTE

Morning Sessions	*Afternoon and Evening Sessions*

TUESDAY, SEPTEMBER 4

8:45 to 10:15, Section A: "Function of College Officials in the Counseling Program"

8:45 to 10:15, Section B: "Organismic Concept of Human Development and Behavior"

10:30 to 12:00, Section C: "Recent Social Changes Demanding a Readjustment of Our Educational Set-Up"

10:30 to 12:00, Section D: "Developmental Tasks"

8:00 to 8:35, "Population Trends and Their Educational Implications" — Professor Edwards

8:40 to 9:15, "Fundamentals of Counseling" — Dean Williamson

9:20 to 9:55, "Idea of Self" — Dr. Dildine

WEDNESDAY, SEPTEMBER 5

8:45 to 10:15, Section A: "Counseling as a Faculty Responsibility"

8:45 to 10:15, Section B: "Organic Factors Influencing Human Development and Behavior"

10:30 to 12:00, Section C: "Changes in Our Educational Planning Necessitated by Population Changes"

10:30 to 12:00, Section D: "The Anecdotal Record as a Technique of Child Study"

1:00 to 2:00, "Education in a Democracy" — Professor Edwards

8:00 to 8:35, "Understandings Essential for Citizenship in a Democracy" — Professor Edwards

840 to 9:15, "Counseling Program in a Teachers College" — Dean Williamson

9:20 to 9:55, "Guidance Through Direct Study of Children" — Dr. Christensen

THURSDAY, SEPTEMBER 6

8:45 to 10:15, Section A: "Records for Implementing the Counseling Program"

8:45 to 10:15, Section B: "Cultural Factors Influencing Human Development and Behavior"

10:30 to 12:00, Section C: "How Should Education in a Democracy Differ from Education Elsewhere"

10:30 to 12:00, Section D: "Sociometry as a Technique of Child Study"

1:00 to 2:00, "The Three Major Purposes of Public Education"— Dean Williamson

8:00 to 8:35, "The Obligations of Institutionalized Education to Society" — Professor Edwards

8:40 to 9:15, "Mental Hygiene and Emerging Mores"— Dean Williamson

9:20 to 9:55, "Culture as a Directing and Limiting Factor in Self-Development" — Dr. Dildine

FRIDAY, SEPTEMBER 7

8:45 to 10:15, Section A: "Counseling for Social and Educational Adjustment"

8:45 to 10:15, Section B: "Self-Mediated Factors Influencing Human Development and Behavior"

10:30 to 12:00, Section C: "Merely Enumerating Achievements of the Past and Problems of the Future vs. Definite Planning for the Future"

10:30 to 12:00, Section D: "Home Visitation as a Technique of Child Study"

1:00 to 2:00, "Self Defense" — Dr. Christensen

8:00 to 10:00, Summaries and Panel Discussions — Professor Edwards
Dean Williamson
Dr. Christensen
Dr. Dildine

INSTITUTE TOPICS

The following topics were selected for the program of the institute because of their value and timeliness for faculty consideration: (1) Background and Philosophy of Human Growth; (2) Techniques for the Direct Study of Children; (3) Implementation of the College Personnel Program; and (4) Educational Implications of Major Social Changes.

Two faculty members had recently spent a year as collaborators in the Center in Child Development at the University of Chicago, and the Director had spent two days in the College in presenting the philosophy and the techniques for the study of children. The faculty had become aware of the point of view of the collaborators and wished to give further consideration to its implications for the program of teacher education. The occasion of the institute seemed favorable for an extended discussion of both the philosophy of human growth and education and the techniques for the study of children.

The faculty institute also provided an excellent opportunity for the faculty to make a concerted attack on the solution of the problems in the college personnel program. Three years ago the Council on Student Affairs undertook the development of a counseling program for the College. After two years of experimentation it became obvious that the organization for counseling needed to be extended. Two committees were established for counseling freshmen and sophomores and juniors and seniors respectively. These committees devoted the ensuing year to the determination of their functions, to the formulation of a consistent theory, and to the selection of procedures for counseling. The year ended with an improved program for counseling, but one still in the formative stage and with many problems yet to be solved.

The College recently undertook a program of general education that encompasses the arts of communication and the academic fields of the humanities, the physical sciences, the biological sciences, and the social sciences. Courses in the arts of communiation were the first to yield to an organization and methodology consistent with the theory of general education. The former courses in music and art appreciation and in literary types were reorganized into integrated and sequential courses in the humanities, and the isolated courses in mathematics, geography, physics, and chemistry were integrated by the organization of a mathematics and physical science sequence. At the time of the institute integrated courses in the biological sciences with emphasis on the human approach were being substituted for the separate courses in biology, health education, and psychology. No effort had been made to reorganize the disparate courses of history, economics, and political science into an integrated social-science sequence. With complexities arising out of the dislocations in the social structure including technological and population changes affecting not only the industrial and agricultural life of the people, but also their economic and political tenets, it seemed timely to consider the educational implications of these changes with a view to reorganizing the

courses in the social sciences. That new content will be injected into history, economics, and political science, and that a reorganization of these courses into an integrated social-science sequence will eventually take place seem certain.

INSTITUTE PROCEDURE

In addition to the values arising out of a consideration of professional topics currently significant to the College, other values equally important were sought. One of these was skill in group thinking. Although the afternoon and evening sessions made essential contributions to the content of the discussions, it was the discussions themselves that provided experience in group thinking. In order to allow for full participation in these discussions, each faculty member attended continuously two of the four group discussions. Even though membership in the groups was a matter of individual choice, the groups were about equal in size.

In the group discussions the democratic process operated freely. Points of view were stated frankly; opinions not fully validated were challenged; and conclusions were reformulated on the basis of additional evidence. Chairmen of discussion groups, consultants, and speakers functioned in the main to stimulate group thinking on the part of the faculty.

Each discussion group was planned in some detail. For example, the chairman and the secretary of the group considering the subject of Educational Implications of Major Social Changes met several times to discuss the course of the meetings. They decided that the problems should be defined in the first meeting and that the other meetings should follow the direction of the lectures the previous evening in each field. Tentative lists of topics or questions were drawn up on this basis for each meeting. Some of these same questions were brought up by members of the group during the discussion, and others were interjected by the chairman when they seemed timely, but there was no attempt to determine the course of the discussion in any detail on the basis of a preconceived plan. It was suggested that the discussions be carried on in the light of a careful consideration of social trends and what they mean for an educational system which aims at improving the practice of democracy. The members were also urged to formulate their own ideas on the announced topics in advance of the discussion meetings in order that they might make the best possible contributions.

The procedure in the other groups varied somewhat from that described in the preceding paragraph. In every group, however, opportunity prevailed for participation in discussions. The value of this group thinking will be realized in improved techniques for the solution of problems in teacher-education.

GROUP DISCUSSIONS

The most significant trend discussed by the group considering Educational Implications of Major Social Changes is the growing impact of technology on our society. This impact has resulted in a slow transition from a rural into an urban and industrial economy and society. This change is creating on the one hand problems of agricultural maladjustment and on the other a conflict between labor and management in industry. All of these conditions are disturbing the environment of the individual and raising questions about his future and the future of the society in which he and his children will live. Special interest groups realize that these conditions jeopardize their position and are trying to gain support through domination of the schools. The schools themselves, however, give little attention to such matters. Nor do they inquire as to the extent to which these developments have altered the functioning of our automatic economic system of supply and demand and have undermined our assumption that the basic conditions for the effective operation of this system still exist. The conflict between the old economic policy system and the new economic structure demands recognition. Furthermore, decisions must be made as to modifications of the rules of the game and the leadership under which such modifications will take place.

Population problems also demand the adoption of new attitudes. Current population trends are at the same time the causes and results of economic and social dislocation. As Professor Edwards put it, one of the reasons we have had social mobility in the past is the fact that the population doubled almost every twenty-five years. A rapidly expanding population makes it much easier for young people to get ahead. When the number of people in the older age brackets increases, ways will be found to protect their interests against those of the young people coming along. In the past an expanding population tended to cause savings to be congested in a capital pool of idle money. Industrial prosperity has rested upon two props: expanding population and the rising income of the American people. If one prop is removed the whole economic structure rests on the other prop. Industrialists have got to recognize that they themselves must provide higher purchasing power through higher wages and lower prices. It is doubtful whether any capitalistic economy can remain so if the population decreases too fast. This decrease creates unemployment, and government has to step in. Population is one of the dynamic forces driving our government into the area of economics.

The foregoing social conditions necessitate a new interpretation of some of the functions of the school. In the past education has been largely concerned with the cultural development of the individual in terms of "what he ought to know." The curriculum of the public school system should give the individual the breadth and precision of knowledge which will fit him for active social competence. Modern democracy requires that all citizens participate to the best of their ability in the decisions as to what broad policies are to be pursued in our society. In order to do this the individual must have at his

command a body of generalized experience which includes an understanding of historical changes and social evolution and the operation of our present institutions. Such understandings in terms of major social forces and fundamental principles are far beyond the grasp of the individual of limited experience. We can neither leave it to him to arrive at them by his own synthesis of detail nor give them to him without sufficient evidence or experience to make them meaningful. Moreover, we cannot assume that such understandings, once grasped, will be put to adequate and complete use by the individual. They will be clarified for him by further experience and will in turn aid him in clarifying future problems. Historical perspective encourages us to take the long view of human problems and social processes. It also shows that no problem is separate from all other problems of the total culture. The direct approach to problems of community living leads to the problems of society in a larger sense, and many of our most important ultimate interests transcend the community. In the past we have seldom been aware of anything beyond our immediate concern.

We should not stop with social intelligence, however. It is also necessary to create in students a will to solve problems in a democratic way. Professor Edwards suggested that we cannot deal with issues in the elementary school, but that we can begin at this level to develop certain attitudes and certain sensitivities to the rights of others. The principles of democratic practice must become a yardstick for the evaluation of desirable social objectives. Literature and the arts as well as the social studies should play an important part in the development of social attitudes which constitute a will to action. On the secondary and college level education in the social area must be a process of gaining a body of generalized experience which has been built up through seeking and sifting evidence, balancing arguments, reaching conclusions in harmony with the basic assumptions of democratic life, and the will to put these decisions in force through a personal program of positive action.

* * *

Competent participation in public affairs presupposes emotional and social maturity of the individual as well as intellectual achievement. In the discussion of the Backround and Philosophy of Human Growth these goals were considered. In the past the school has been somewhat concerned with personal interests, but it has not been actively interested in the psychological development of the individual toward maturity. Psychologists are now thinking in terms of the interrelatedness of all attributes of the individual and the influence of social environment on him. Teachers need to be sensitive to the fact that something is happening to the child apart from what the teacher is specifically trying to do to him. It is important to remember that individual behavior is the result of causes and can be modified only through dealing with those causes, that the child needs guidance in reaching proper adjustments in terms of his own unique needs, and that knowledge of the reasons for human behavior should be widely known.

The discussion of Techniques for the Direct Study of Children was closely related to the foregoing. One of the suggested ways for acquiring a knowledge of child behavior is through the study of developmental tasks. These are the tasks which confront the individual on the road to the development of a mature personality. They involve the social environment, the physical organism, and the pattern of motivation of the individual. The tasks are analyzed on a biological, psychological, and cultural basis. They are studied by means of introspection, questioning, observation, and analysis of the existing culture. The recognition of the proper sequence in which developmental tasks appear has made it possible to identify stages in the process of growing up. Timing is recognized as important in understanding and training the child. Not all children are ready for the same developmental tasks at the same age.

In the direct study of particular children it has been found advantageous to use anecdotal records, make studies of social interrelationships among members of classroom or play groups, and engage in home visits with the parents of pupils. All of these techniques have value in educating teachers to understand child behavior and to help particular children to adjust to their environment. Records and investigations are of most value to those teachers who make the records themselves. They come to regard each child as a unique personality and to accept him emotionally; they gain knowledge of developmental tasks; they recognize that all behavior has a cause; and they seek scientific explanations of behavior as a basis for understanding children. The anecdotal record should contain objective descriptions of bits of significant behavior which seem to deviate from the normal practice of the individual. Group studies disclose variations in the status of the individual from positions of isolation to those of leadership. Data for these are collected by means of friendship tests and inquiries as to preference of companions in work or play. The results are arranged systematically in chart form to show the status of the individual in the group in terms of his own and his associates' attitudes toward each other. Other information about the child may be secured through the home visit. It should supplement the teacher's informal contacts with parents and should be carefully planned to approach the parents through mutual interest in the child and be conducted in such a way as to avoid embarrassments due to untimeliness and too much "checking up" on either parents or child. When data about the child have been collected in the ways which have been mentioned, the teacher should check them carefully to discover personality patterns. She should formulate hypotheses as to the child's behavior and seek scientific principles which explain it. Finally, she should plan ways of helping the child and evaluate the success of her plans. The most is accomplished in a classroom where teaching procedures are informal and flexible and where the successes of the child gain adequate recognition.

The point of view which was emphasized in both discussion groups on growth and development has modified the type of educational psychology which emphasized mechanical learning. Human learning is

distinguished particularly by the higher mental processes which emerge as the indivdual grows and accumulates experience. It is facilitated through the pleasantness of the task, emotional control, and that readiness for the task which depends on the physical, psychological, and social background. Learning aids must of course be sequential and significant for the learner, planned to produce generalizations which will transfer in new situations, and appropriate for the particular learner also.

* * *

All of these considerations point to the significance of the program of counseling in the school. In the group discussion of Implementation of the College Personnel Program, it was emphasized that counseling is gaining recognition at all educational levels as a means of bringing about a more adequate adjustment of the individual to the environment of the school and to society in general. The student is under the control of the school to a limited extent whether in school or out. This control, however, does not limit the freedom of the individual; nor does it decrease his responsibility for his own behavior. Effective counseling is that which meets the express need of the student. It is not forced on him. No one counselor can deal with all problems, but he should be able to direct the student to those who will be most helpful. The counselor needs to know how to treat problems subtly and adroitly. He works in an indirect manner and influences the student by what he does and is rather than by what he says. There must be a constant reorganization of counseling procedures to meet the changing needs of students and faculty.

Problems of counseling are quite similar in the secondary school and the college. At the college level the personnel is more extensive. The president, the deans, the director of personnel, the registrar, and the nurse all have specialized functions in the counseling program. The president co-ordinates and guides the program, and the faculty occupies an intermediate position between the president and the students. There should be a constant exchange of ideas between the president and the faculty. The director of personnel should facilitate the work of the faculty members who are acting as advisers and counselors. The deans are the chief consultants and have the responsibility for activities outside the classroom. Together with the council on student affairs they review disciplinary cases in order to see that the student and his right to appear are protected.

All records should be available to the faculty at all times, and there should be an opportunity for group meetings and individual consultation with the educational specialists to aid in the intepretation of records. Effective counseling requires the participation and interest of all faculty members. It is to be understood, however, that every member of the faculty need not be a counselor, even though he should be concerned with the student as an individual. The primary value of the program is the promotion of the counseling attitude rather than merely setting up the machinery of administration. Thus it becomes apparent that in counseling as well as in other aspects of the program relating to the personal and social growth of the indi-

vidual the educational institution needs a clarification of objectives, a well-thought out plan for attaining these objectives, the unlimited co-operation of all members of the faculty, and ultimately some means for evaluating success.

* * *

The conclusions which developed from the discussions in regard to directing education toward effective citizenship and personal and social maturity increased the members' appreciation of the value of group thinking and their faith in co-operative effort as a means of solving problems. In addition, the members gained a fuller recognition of the problems which exist in our own institution and a more clearly formulated plan for meeting these problems. It is highly important that the faculty of any educational institution which is alive and growing should be conscious of these things.

EVENING LECTURES

The lectures on Educational Implications of Major Social Changes which were given by Professor Edwards of the University of Chicago, dealt with some representative problems of social change and the obligations of institutionalized education to society.

In discussing population trends, Professor Edwards emphasized the importance of the declining birth rate in this country and the accompanying decline in the rate of popualtion growth in terms of its pervasive influence on all of our social institutions. He suggested how the problem has been met in other countries by increasing the social services provided for the family. The changing age composition is a condition resulting from the decline in births in the United States and suggests the impending problem of shifting economic responsibilities of the middle-aged for the old and the young. Regional, rural-urban, and class differences in fertility show that the southern whites, the rural inhabitants, and the low-income groups in our population are producing the greatest part of the future generation although they have the limited cultural advantages which accompany low-income groups. The data on internal migration indicate the manner in which the foregoing groups restock the population of the cities and the infertile sections of the nation and pay the costs of rearing citizens for other communities from scanty resources. The data also raise the question of how effectively the cultural gains of each generation are maintained. Social understandings pertaining to the need for a positive population policy rather than a program of drift are essential in a democracy.

The influence on our institutions of the concentration of economic power is another significant problem of social change. It has progressed so far that it has invalidated our assumptions as to an automatic price mechanism serving the public and the producer alike through the stimuation of large output and low prices under free competition. In general, demand and supply no longer operate that way. One of the most striking examples of the concentration of economic power

is the control of corporate wealth in the hands of a few who are often managers rather than owners of productive enterprise. In many types of business the evidence shows that a few great concerns control the output of certain products to the extent that competitive prices are displaced by administered prices. Organized labor and organized farmers also strive to exercise their economic power in such ways as to thwart the automatic operation of the market by planned scarcities and by securing other indirect forms of subsidization. The distribution of income within the country which results largely from the first type of concentration threatens once more to produce a lag in consumption among certain groups and a surplus of savings over possibilities for investment among other groups. This was the situation with respect to consumption and savings in 1929. To forestall its recurrence, lower prices which have been made possible by technological advance must be made available to all consumers in order to produce that increase in demand which can create something like the former rate of long-term capital expansion in the United States. These are social understandings which are essential in order that enlightened citizens may make intelligent decisions on questions of public policy.

Education is obligated to society to serve as an instrument of social direction. There is need to foster a spirit of social inquiry which will parallel the spirit of scientific inquiry in our society.

Another obligation of education is that the school shall contribute to the maintenance of social cohesion or stability. The transmission of a considerable body of core values is essential in any culture in order that people may live and work together adequately. If the body of core values is allowed to shrink too much or too fast due to the inrush of new ideas and practices as alternatives to existing ways of doing things, then social cohesion fails and culture disintegrates. The school is thus an important social institution both from the standpoint of the maintenance of an adequate body of core values and as an agency of cultural diffusion for new ideas and ways of doing things. A further obligation of the school, according to Professor Edwards, is the examination of human experience to find essentials for living in society and organizing them into a legitimate program. Here again we must take into consideration the newer knowledge of the needs of the individual, for the school is now recognized to have an obligation for the development of the personalities of its pupils also.

* * *

In dealing with the Background and Philosophy for the Study of Children, Dr. Dildine emphasized that educators and parents need to know more about the processes by which the individual personality is formed. It is now recognized that mind is built upon the psychological processes. Man has been able to develop conscious awareness, foresight, and behavior based upon accepted values because of his incomparably complex nervous system and its crowning human mind.

Culture is both a directing and limiting factor in the development of self. Variations in existing cultures develop personality types all

along the range of human potentiality. Each culture holds an ideal and tends to develop the characteristics of that ideal in the individual.

In her studies of certain cultures in New Guinea, Margaret Mead found one agrarian mountain tribe which was a co-operative society of happy, trustful individuals who were confident toward life and communal in their activties. They were gentle, respected the property and feelings of others, and had no concept of evil in human nature. The personalities of both sexes were standardized as maternal and womanly, both sharing the duties of child rearing, farming, and other tasks. A tribe of cannibalistic river people was also found in New Guinea in which both sexes were masculine, polygamous, quarrelsome, violent, and arrogant and had little that was communal in their activities.

Our American culture is more complex and varied. But we have powerful restraints which require certain kinds of behavior from the sexes, from individuals belonging to different classes or castes, and from people of different sections of the country. Margaret Mead's mountain people gave each child loving care and delighted in watching him mature. There was no insistence upon anything; everything was done to insure pleasure, and crying was a tragedy to be avoided. Among the river people children were an affliction and entered the world unwanted and unloved. They were cared for only with extreme reluctance and exasperation. In the United States middle-class practices in child rearing involve a good deal of insistence upon all kinds of training and not too much affection. Practices of people in the lower classes which involve less insistence on early and specified compliance may be more beneficial in the formation of temperament. Another type of insistence which results in confusion is the adherence to outmoded ideals of the past in the face of actual practices at variance with these ideals.

Dr. Christensen dealt with the Direct Study of Children in the School, and emphasized that it is important for children to get a good start in their early years and that a program which insures sound growth and development be continued in later years until physical, mental, emotional, and social maturity have been attained. Our job as teachers in the public school is to assist children with their developmental tasks so that they may become effective and well-integrated personalities. But teachers as a rule do not understand their pupils. They do not know what to do with children who are lazy or who steal and cheat. They do not recognize that these are symptoms of needs or aspirations which are the outgrowth of earlier experiences.

Much of the ineffectiveness of teachers is due to defective professional training which they received as undergraduates. They never had opportunities to observe children in various enterprises and actually engage in the direct study of child behavior. At Moorhead an effort is now being made to provide such opportunities for prospective teachers. At first they attempt to record but few data on the observed individual, just what they see and hear in a particular instance in terms of setting, action, and incidents which deviate from ordinary behavior. Eventually evaluation and interpretation can be

attempted when enough observations have been made and supporting data gathered. Judgment should be made in the form of hypotheses and plans formulated for helping the child. The hypotheses and plans may in turn be evaluated in terms of the success which is gained in dealing with the child.

* * *

Dean Williamson in his lectures on Implementing the College Personnel Program said that counseling is a highly personalized process of teaching and learning. The counselor must be aware of the reactions of young people to the world in which they live. He must understand how they strive to be individuals in the face of mass pressure for conformity, how they seek to be happy in living with others, and how the effort to adjust to a widening social environment brings them into conflict with parents. The curriculum fails to take such needs into consideration, the teacher lacks knowledge of the interests and activities of adolescents, and the school becomes separated from the realities of every day life.

Counseling requires not only sympathy and understanding but technical knowledge. It requires repeated experience with adolescents outside the classroom, with human beings and their problems, and with students who deviate from accepted behavior. It also requires ability to guide others in such matters as how to value people and things in relation to one's self, how to separate from parents, how to be popular, how to secure vocational guidance, how to remedy deficiencies in school skills, and how to gain motivation in order to learn necessary subject matter. However, counseling should not be forced on any student; he should be led to seek it.

Much of the discord among adolescents today is the result of a tug-of-war between two generations. The older generation insists on certain patterns of ritual in behavior, and the younger generation often does not accept them. Many disturbing practices in dress and other types of activity are evidence of the effort of the younger generation to find more satisfying patterns of behavior. The process of education must attempt to give individuals more insight into what has caused this friction. Many practices which are disturbing to adults would disappear if young people were left alone. Face-saving devices which involve actual dishonesty are often the fruit of fancied rather than real necessity. If the counselor searches diligently for causes, deals with counseling problems as technical situations, and aids individuals in redirecting themselves according to the principles of mental hygiene, he can salvage many individuals who might otherwise become delinquents.

* * *

The evening lectures of the Faculty Institute were given by the consultants along the lines of their special interests and in relation to the discussions of the daily meetings. The lectures were thus a means of placing well-organized special information on these topics before the entire membership of the institute. Discussion in the morning meetings developed from many of the issues presented in the lectures of the previous evening.

EVALUATION OF THE FACULTY INSTITUTE

In an attempt to appraise the Faculty Institute of September 4-7, the Evaluation Committee, at the request of the Administrative Council, submitted an evaluation instrument to the faculty. In character this instrument was partly objective and partly subjective. It aimed to ascertain what each faculty member really thought of the institute and what he was now doing or planned to do by way of implementing the ideas presented or identified for him by the Institute program.

The appraisal was made five weeks after the Institute, too soon, perhaps, to measure anything more than the fairly immediate reactions to the stimuation provided by the institute program. Moreover, many intangibles likely escaped detection by paper and pencil techniques. With these limitations in mind, the collective evaluation, as here reported, may be more accurately understood.

On the whole the faculty were enthusiastic about the institute. The large majority indicated the institute was of much value. Some of the faculty members who had just been added to the staff remarked that the institute proved an excellent means of orienting them to the college situation.

The morning sessions were liked better than the evening sessions. The evening sessions were regarded as too long and too limited, except for the final session, because there were too many speakers and time was not included for discussion. It was felt that the four-day institute program was too long and too crowded, but another one was unanimously desired for next year.

Modifications hoped for in the next institute varied but the chief one was not to operate it currently with the student orientation program. The manner in which the program was organized and administered found much favor, yet many excellent suggestions were given for improved organization for the next one.

Both the guest and local speakers were highly praised for their contributions. Almost without exception, the faculty specified that the speakers' presentations were clear, well organized, not too technical, of about the right length, and that the subjects dealt with were timely and pertinent.

Further evidence of high faculty interest was the large number of problems suggested for the next institute.

Most of the faculty stated that the lectures and discussions had definitely contributed to their general understanding of current trends in the fields that were considered. For many of them significant problems had been identified or re-emphasized, and over half of the faculty said that their educational outlook had been modified by the program.

Most of the faculty were unable at this early date to specify in what ways they had already implemented their educational endeavors as a direct result of the problems considered, but many of them reported various implementations already made. Some of these were reading for additional knowledge, the use of anecdotal and sociometric techniques for studying children, better student counseling, and modification of courses. About two-fifths of the faculty mentioned various plans which they have made for implementation in the future of ideas growing out of the institute program.

All in all the institute was a successful enterprise, more, of course, for some than for others. The evaluation, as far as it can be made at this early date by the means used, indicates clearly that the faculty were motivated to a very gratifying degree to regard, weigh, and employ the current ideas which were presented and identified in the Program of the Faculty Institute.

CONSULTANTS AND SPEAKERS

The unique qualifications of the consultants and the speakers contributed significantly to the success of the institute.

Dr. A. M. Christensen, native of Minnesota and chairman of the Division of Education at the Moorhead State Teachers College, has had experience both as high-school principal and as visiting instructor in several institutions of higher learning. He earned degrees at Carleton College, the University of Minnesota, and the State University of Iowa. In 1943-44 he was a member of the Collaboration Center in Human Development at the University of Chicago. Dr. Christensen has contributed articles to various educational magazines; and he collaborated with others in writing *Child Growth and Development Emphases in Teacher Education,* a publication of the American Association of Teachers Colleges.

Dr. Glenn C. Dildine, chairman of the Division of Science and Mathematics at the Moorhead State Teachers College, was born in China and received his early education there, spending his freshman year in Yenching University. He holds his bachelor's degree from DePauw University and his advanced degrees from Northwestern University. In the latter institution he served successively as graduate assistant, part-time instructor, and full-time instructor in zoology. Likewise, he participated in a collecting expedition in Mexico and in studying marine life in Puget Sound of the Pacific Northwest and at Woods Hole, Massachusetts. During the year 1944-45, Dr. Dildine was a member of the Collaboration Center in Human Development at the University of Chicago.

Professor Newton Edwards of the University of Chicago has won wide recognition in the field of educational research and is nationally recognized as a lecturer and author of note. In 1939 the American Education Research Association designated his book, *The Courts and the Public Schools,* an outstanding contribution in education. Other of Dr. Edwards' significant books are: *The Extent of Equalization Secured Through State School Funds,* and *Equal Educational Opportunity for Youth: A National Responsibility.* For many years he edited the *Elementary School Journal,* and at one time he was editor of *Education in a Democracy.* Dr. Edwards has contributed extensively to these magazines and to others. A native of North Carolina, he earned degrees at the University of South Carolina, Columbia University, and the University of Chicago.

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